

SYLVAN UNION SCHOOL DISTRICT
Board of Trustees Budget Study
Planning for 2017-18 Fiscal Year
March 21, 2017 at 5:00 pm
 Agenda

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1. **WELCOME** (Hendricks) (2 min)

- One hour is allocated for the meeting.
- A brief synopsis will be presented for each agenda item with time allocated for board questions.
- The focus of the study session will be to provide an Educational Program Update, and a review of the Multi -Year Projection.
 - The multi-year projection is a projection on a given date in time, and paints a picture of financial impacts that must be planned for the 2017-18 fiscal year. It is based on the best information we have to date from various sources and assumptions as presented.

2. **PROGRAM REVIEW** (25 min)

a. **ELD PROGRAM AND ROLE OF ELD/LITERACY SPECIALISTS** (Granger and Reed)

Budget Impact: Maintain current funding level

In December 2013, the Board of Trustees was presented with information regarding the current ELD program in Sylvan District. With approval, the District moved forward and hired 13 ELD/Literacy Specialists. Now in our third year of this position being in place, we have seen growth for our ELD students as well as support for our classroom teachers regarding not only EL students, but also English Only students who have literacy needs.

Indicators of transformation:

Transformation has occurred when teachers across all sites:

- *Are informed by student assessment data gleaned from California ELD Standards-aligned tools;*
- *Employ differentiated instructional strategies to support the success of every English learner in attaining the standards for developing English language skills necessary to participate fully in the educational program and their community/society at large.*

Evidence of transformation:

- *Educators will have access to professional learning opportunities that promote best practices for teaching English learners.*
- *Educators will know how to use student data provided by assessments to inform their practice.*
- *Educators will be prepared to differentiate instruction to meet the needs of all English learners.*

English Learners 2013-2014 to 2016-2017:

SITE	13-14 #EL	16-17 #EL	Diff EL 13-14 to 16-17	13-14 #IFEP	16-17 #IFEP	13-14 #RFE P	16-17 #RFE P	Diff RFEP 13-14 to 16-17	13-14 TOTAL EL & RFEP	16-17 TOTAL EL & RFEP
CR	160	184	24	20	9	17	31	14	177	215
MAS	139	103	-36	14	13	35	30	-5	174	133
SC	111	87	-24	4	5	12	17	5	123	104
OR	102	104	2	3	6	11	14	3	113	118
FR	97	105	8	35	22	29	17	-12	126	122
CFB	80	96	16	2	2	10	5	-5	90	101
ST	80	67	-13	9	10	12	13	1	92	80
WO	72	89	17	4	5	6	9	3	78	98
SY	60	57	-3	2	1	7	2	-5	67	59
SH	44	81	37	0	3	6	5	-1	50	86
US	92	64	-28	64	46	114	226	112	206	290
SO	80	90	10	17	6	80	115	35	160	205
DS	64	60	-4	51	21	113	146	33	177	206
TOTAL	1181	1187	6	225	146	452	630	178	1633	1817

CELDT DATA BASED ON ANNUAL MEASURABLE ACHIEVEMENT OBJECTIVES:

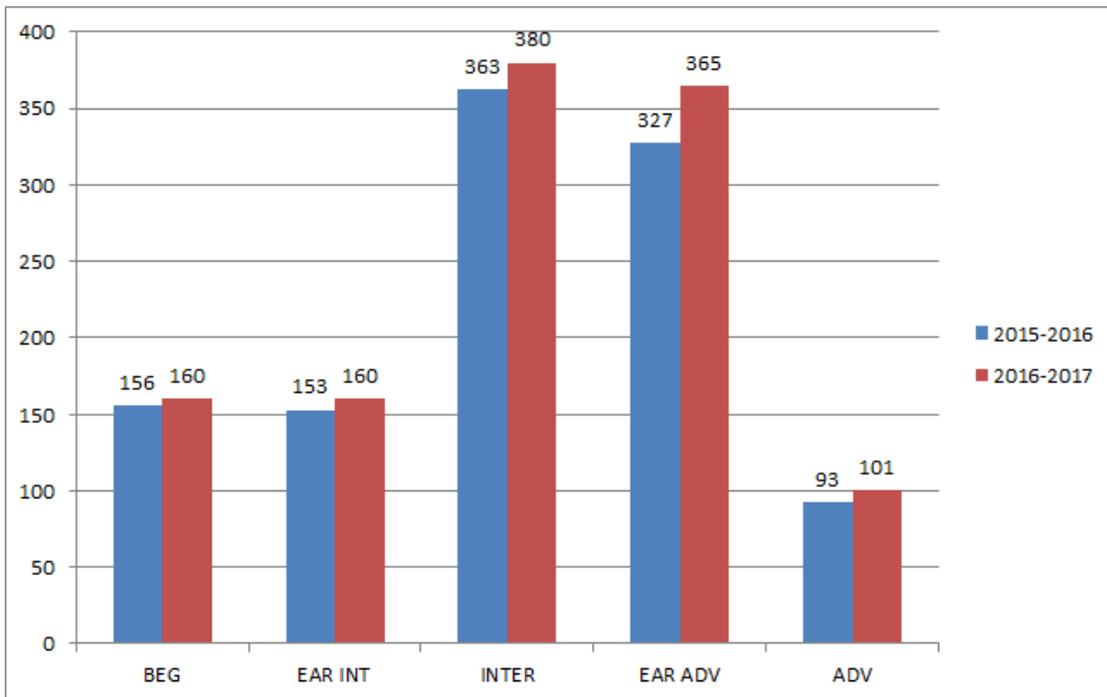
CELDT DATA (2012-2013)	12-13 CELDT	16-17 CELDT
AMAO 1 - % of ELs Making Annual Progress in English	55.1%	59.3%
AMAO 2 - % of ELs Attaining the English Proficient Level on the CELDT		
-Less Than 5 Years enrolled in US Schools	25.9%	29.0%
-More Than 5 Years enrolled in US Schools	41.9%	43.8%

CELDT LEVELS - TWO YEAR COMPARISON

2015-2016 Scores - 2015-2016 students - 1,092 students

2016-2017 Scores - 2016-2017 students - 1,166 students

- This data shows that we are moving students into the Early Advanced and Advanced area.
- We have maintained within 4 to 7 students in the Beginning and Early Intermediate levels.



2016-2017 NUMBER OF STUDENTS BY CELDT LEVELS AND GRADE SPANS:

- Beginning Numbers: TK-2nd, 97 students; 3rd-5th, 36 students; 6th-8th, 27 students
- Early Intermediate Number: TK-2nd, 98 students; 3rd-5th, 36 students; 6th-8th, 26 students
- Intermediate: TK-2nd, 161 students; 3rd-5th, 150 students; 6th-8th, 69 students
- Early Advanced/Advanced: TK-2nd, 170 students; 3rd-5th, 191 students; 6th-8th, 105 students

Needs identified in 2013-2014	2016-2017 Current Reality
Consistent ELD program through the District	Embedded within new ELA/ELD Adoption in K-8; All 3 middle schools have ELA/ELD Core Classes; All 10 elementary sites have ELD push in/pull out program
Base program that is accessible to all EL students.	Embedded within new ELA/ELD Adoption in K-8

Needs identified in 2013-2014	2016-2017 Current Reality
Structured academic discussions	Embedded within new ELA/ELD Adoption in K-8
Language goals in tandem with learning goals	Determined that this was not applicable.
Comprehensive ELD instruction	Integrated and Designated ELD tied directly to ELA/ELD curriculum lessons so students have a connection between Designated ELD lessons tied to ELD Standards, but same theme as in regular classrooms.
Academic vocabulary instructional routines	Embedded within new ELA/ELD Adoption in K-8
EL lesson plan components for all teachers	Embedded within new ELA/ELD Adoption in K-8
Incorporating ELD into CCSS instruction	Embedded within new ELA/ELD Adoption in K-8
Scaffolding	Embedded within new ELA/ELD Adoption in K-8
Differentiation	Embedded within new ELA/ELD Adoption in K-8
Technology Integration	All ELD/Literacy Specialists have iPads that they use with small groups. In addition, technology is embedded within new ELA/ELD Adoption in K-8

ROLE OF ELD/LITERACY SPECIALISTS:

When the Specialists were hired, first and foremost was the need to strengthen our ELD program. As you can see from the data above, we are making strides in moving students across the CELDT levels to reclassification. With the implementation of the new ELA/ELD curriculum this year, we anticipate seeing even more growth in our English learners' academic achievement and acquisition of English. What we won't have is the year to year comparison of the CELDT assessment as in 2017-2018 only new students to California will be tested with the CELDT, but all other students will be tested with the new English Language Proficiency Assessments. We will need to rely on local data to show trends in student movement.

The Specialists have been involved in many professional learning opportunities all tied to the California ELA/ELD Framework. With their work with San Joaquin County Office of Education Language and Literacy Department and now with our Director of Professional Learning, they truly have become specialists in both language and literacy. As we continue this journey their role will continue to change and evolve in order to best meet student needs, but it will always focus on working with students. In addition to continuing to provide designated ELD support to English learner students, we are proposing that ELD/Literacy specialists concentrate their literacy support to students in grades 2-3 who

demonstrate a significant lack of progress in reading. Students reading far below grade level in these specific grades will receive intensive, targeted support in foundational reading skills provided by the ELD/Literacy specialists in order to ensure that students are reading at grade level by third grade. This is not to say that ELD/Literacy specialists would not work with students in other grades who are demonstrating a similar need for the intensive, targeted support, but a focus on grades 2-3 does position our specialists for maximum impact in assuring that our students in most need of developing the universal skill of reading are provided with the support they need. Additional discussion on when literacy specialists will provide this support, how we will identify the students who need this support, and the materials we will use for this support will continue to take place and input from both principals and ELD/Literacy specialists is already being solicited.

b. **FEDERAL PROGRAMS** (Reed and Phan)

Title I, Part A: Budget Impact: Reduction of 10%: Staff is analyzing impact of reduction in funding.

Title I, Part A (Title I) of the Elementary and Secondary Education Act, as amended (ESEA) provides financial assistance to local educational agencies (LEAs) and schools with high numbers or high percentages of children from low-income families to help ensure that all children meet challenging state academic standards.

Title I funds are distributed to school sites to supplement their base program. Funds are used to support effective, research-based educational strategies that close the achievement gap and enable the students to meet the state's challenging academic standards. Each site is required to update their Single Plan for Student Achievement (SPSA) each year and revise based on a needs assessment of current and relevant data.

With the transition to Every Student Succeeds Act, the previous Supplemental Educational Services (SES) was replaced with Alternative Supports. Our four school sites identified under No Child Left Behind as in Program Improvement - Sylvan, Standiford, Sherwood, and Woodrow - have been given the task of providing an Alternative Supports program at their sites for identified students. Districts have been given more local control on how to best support our students. Our sites are providing Alternative Supports through after school intervention and summer camps.

When Sylvan District was identified as a Program Improvement district under NCLB it was expected to hold back 10% for professional learning. This will continue to be the case as we transition to ESSA. The Director of Professional Learning uses these funds to support our district initiatives.

In addition, Title I funds are used to support centralized services that have been approved by School Site Councils. Sylvan's centralized services are Instructional Coaches and Counselors. Below is a cost of both of these centralized services:

Instructional Coaches - 8 FTE	Cost: \$764,000
Counselors - 11 FTE	Cost: \$939,000

With the new LCAP template recently approved by the State Board of Education, districts are now expected to include all Federal funds that support the LCAP.

Counselors (Reyes): Budget Impact: Maintain current level

Increased counselor needs funded by Title I, and LCFF Supplemental funds have provided needed additional support at the sites. SUSD currently has 11 counselors on staff to serve the needs of our approximate 8,100 students. We have seen an increased need for developing a District-wide attendance initiative, anti-bullying prevention program, AB 2246 required anti-suicide prevention program, foster youth transition, matriculation to middle school social/emotional support, technology access on personal electronic devices for students, and continued social emotional support of all students in the District.

Counselors work together in regular, on-going PLC time to develop and share ideas for supporting all District and school-wide goals. Counselors attend conferences, professional development, and workshops in support of good practice. Meeting the needs of all students is the goal of our counselors. Counselors assist, develop, and create, a safe and caring place for our students to connect and build trust in school. Kids learn at the highest level when they feel safe. Counselors work with individual students and small groups. Counselors also partner with local agencies to support healthy children and families!

Instructional Coaches (Granger): Budget Impact: Maintain Current 8 FTE

Four years ago, instructional coaching was identified as an important component of a comprehensive plan to provide job-embedded, personalized professional development to classroom teachers. Recognizing that the classroom teacher is the single most important school factor in improving student achievement, instructional coaching aims to ensure that a student's core program includes access to grade level content/standards that is coupled with exemplary instruction. Below is a breakdown of how the current instructional coaches are deployed across the district.

Elementary Coaches	Middle School Coaches	Special Education Coach
5	2	.5

In 2015-2016, we surveyed classroom teachers, the district instructional coaches, and site and district administrators in order to identify strengths and weaknesses of the District's Instructional Coaching program. Using the data compiled from the survey, we identified several strategies for improving our program and increasing impact. These strategies included the need to communicate the purpose of instructional coaching, articulate the goals of instructional coaching, and clarify the roles and responsibilities of coaches, teachers, and administrators. To this end, the Sylvan District Instructional

Coaching model was drafted in cooperation and consult with coaches, site principals, and the Director of Professional Learning and Induction. The model was presented to all certificated staff in the fall of 2016.

For the 2016-2017 school year, the following professional learning opportunities have been available to all certificated staff including general education, special education as well as classified staff when the topic was appropriate. Instructional coaching support has been provided to teachers in grade level meetings/department meetings, collaborative team time (PLCs), 1:1 meetings, Lunch and Learns, staff meetings, and after school workshops. The chart below summarizes the types of instructional coaching support available to teachers.

Training Received by Coaches	Support Available to Teachers
Marzano Art & Science of Teaching - Elements	CEOP goal setting Lesson design Instructional strategies Technology integration Instructional rounds Model lessons Co-teaching lessons
GAFE Bootcamp (Google Apps for Education)	Everything Google Series Google classroom
Aeries Information System	Aeries Gradebook Aeries Report Card
EADMS	Formal and informal assessment creation Data analysis Online assessment administration SBAC data analysis
ELA/ELD Curriculum - StudySync & Benchmark Advance	Program components and resources Whole/small group instruction Pacing and sequencing of lessons Technology integration Online assessment

Recognizing that measuring impact of instructional coaching can be difficult given the many variables that contribute to student achievement, we continue to look for ways to determine the impact of the District Instructional Coaching program. This year we decided to track our points of contact with individuals and grade level/content teams that have received support provided by the instructional coach.

Number of Teachers For Whom Instructional Coaching would Apply	Trimester 1		Trimester 2	
	% of Teachers Who Met with a Coach One Time	% of Teachers Who Met with a Coach more than Once	% of Teachers Who Met with a Coach One Time	% of Teachers Who Met with a Coach more than Once
Elementary - 246	40%	55%	46%	60%
Middle School - 125	23%	51%	15%	54%

The data indicates that our middle school teachers are accessing coaching support less than elementary teachers. We continue to attempt to identify causes for this including closely examining the types of support offered by coaches and determining if there are actions we can take to increase the utility of instructional coaching at both elementary and middle school levels. We are currently exploring ways to integrate more content specialty coaching in the middle schools.

We are anticipating a 10% reduction in our district Title I allocation for 2017-2018 according to the California Department of Education. Leslie Sharp, from the Improvement and Accountability Division at CDE said, "This is not a happy upcoming year for Title I." The Director of Fiscal Services, Director of Professional Learning and Director of Categorical Programs have been meeting to determine the impact on the district program and how to best allocate these funds to support student learning.

We have an excess carryover from 2015-2016 that we will be applying for a waiver. Plans and discussions on how to spend this approximately \$330,000 have already been underway since December. More information is included under Professional Learning

Title II: Budget Impact: 40% increase in new funding. Official notification has not been received. Once official notice is received, staff will determine the best use of the increase to support current programs.

Title II is a federal program that increases student academic achievement through strategies such as improving teacher and principal quality. Our Title II funds in recent years has supported new teachers through our Induction Program. The good news from Leslie Sharp at CDE is that Sylvan can expect to see an increase of 40% due to a new funding formula.

Title III, Limited English Proficient and Immigrant: Budget Impact: Maintain current program

Title III, Part A is officially known as the Language Instruction for English Learner and Immigrant Students Act. Section 3102 lists the purpose of the law. The overarching purpose is to ensure that English learner (EL) students, including immigrant children and youth, attain English language proficiency and meet the same challenging state

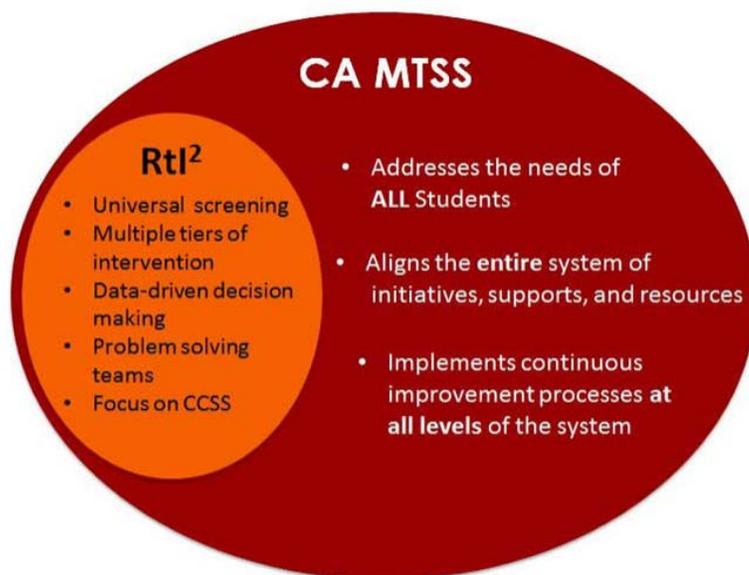
academic standards that other students are expected to meet. Title III funds have been used in the Sylvan District to fund our Instructional Coaches who work directly with classroom teachers in supporting instruction for our English Learners. These funds are also used to supplement learning materials for our ELD program. A portion of the Title III Immigrant funding is used to provide access to Rosetta Stone for our Newcomer students.

According to Leslie Sharp at CDE, Sylvan should anticipate the same allocation as we have received in 2016-2017.

c. **PROFESSIONAL LEARNING** (Laura Granger)

Multi-Tiered Systems of Support Budget Impact: TBD

The California Department of Education (CDE) defines multi-tiered system of support (MTSS) as an integrated, comprehensive framework that focuses on Common Core State Standards (CCSS), core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Systems of supports and services include interventions within the Response to Intervention (RTI) processes, Special Education, Title I, Title III, support services for English learners, and support services for gifted and talented programs. The California ELA/ELD Framework describes MTSS as alignment of high-quality first instruction or what we commonly refer to as "good first teaching" with supports, interventions and structures for assessing, monitoring progress, and making data-based decisions that quickly identify and match the needs of all students. While RTI has some similarities to MTSS, MTSS is broader in scope calling for focused alignment of the entire system of initiatives, supports, and resources.



PLC/RTI

As part of our District's ongoing commitment to ensuring that all students learn at high levels, we have engaged in the Professional Learning Community process for several years. During this time, we have continued to allocate resources to further develop the process and build the capacity of both our administrative, certificated, and classified staff in meeting our moral obligation to provide a quality education to every Sylvan District student. In attempting to answer questions such as Why are we here? What knowledge and skills will our children need to be successful adults? How effectively are we preparing students for these future challenges? and What must we do to make success the reality for every child?, we identified the need to create the right thinking about our work as educators. This resulted in examining the interdependence of PLCs and RTI.

"For schools that have already started down the road to being a PLC, implementing Rtl will not be a new initiative, but instead a validation and a deepening of their current practices."

-Buffam, Mattos & Weber, 2009

Response to Intervention's underlying premise is that schools should not delay providing help for struggling students until they fall far behind enough to qualify for special education, but instead should provide ***timely, targeted, systematic*** interventions to all students who demonstrate the need. The Ed Services team participated in a training in Fall 2016, and training in this important process is continuing with Site Administrators. Principals, assistant principals, and district leadership who are digging deep into the 4 "C's" of RTI: Collective Responsibility, Building Collaborative Structures; Concentrated Instruction, and Convergent Assessment. A robust RTI system involves all teachers at a site, working authentically with the PLC model.

To support the combined efforts of practitioners engaged in the PLC process and the leadership that contributes to the advancement of the process, the next step in our District's PLC journey will be to employ embedded coaching to be provided by a Solution Tree Associate for all 13 sites during the 2017-2018 school year. Using the carryover of Title I funds described previously by Marti Reed, embedded coaching is outlined below:

1. Purpose
 - a. Provide executive, onsite coaching to ensure high level of understanding and implementation of the RTI process
 - b. Help principals understand how to monitor for effectiveness and how to provide the right kind of support
2. Proposed Timeline
 - a. Each school will receive 4 onsite days of coaching - one day in each of the months of September, November, February, April

- b. Solution Tree coach will use each visit to assess progress of pre-determined goals, both process and achievement
3. Configuration of coaching days at sites
 - a. Customized to support each school's specific RTI implementation needs
 - b. A typical day includes 1:1 meeting of coach and principal, followed by a joint meeting with coach, principal, and site leadership team, and then a meeting with coach, principal, and collaborative teacher teams
 - c. Goal setting and monitoring of team activities and successes

An additional cost for embedded coaching will be allocated for release-time so that substitutes can be in place in order for the leadership team and collaborative teams to meet with the Solution Tree Associate. Site funds will be used to cover the cost of subs.

Educator Effectiveness: (Laura Granger) Budget Impact: Continue implementation of plan

Funding description: Provide state funding to county offices of education, school districts and charter schools to provide beginning teacher and administrator support and mentoring, professional development, coaching and support services for teachers identified as needing improvement or additional support, professional development for teachers and administrators aligned to the state standards, and to promote educator quality and effectiveness.

Goals: May be used to support the professional development of certificated teachers, administrators, interns, and paraprofessional educators. Funds can be expended for any of the following purposes:

1. Beginning teacher and administrator support and mentoring, including, but not limited to, programs that support new teacher and administrator ability to teach or lead effectively and to meet induction requirements adopted by the Commission on Teacher Credentialing and pursuant to Section 44259 of the Education Code.
2. Professional development, coaching, and support services for teachers who have been identified as needing improvement or additional support by local educational agencies.
3. Professional development for teachers and administrators that is aligned to the state content standards adopted pursuant to Sections 51226, 60605, 60605.1, 60605.2, 60605.3, 60605.08, 60605.11, 60605.85, as that section read on June 30, 2014, and 60811.3, as that section read on June 30, 2013, of the Education Code.
4. To promote educator quality and effectiveness, including, but not limited to, training on mentoring and coaching certificated staff and training certificated staff to support effective teaching and learning.

In January 2016, The Board approved the District's Plan for expenditure of these funds between August 2015 and July 2018. The table below provides a summary regarding the use of Educator Effectiveness funds to date.

GOAL	DESCRIPTION	PARTICIPANTS 2016-2017	PARTICIPANTS 2017-2018
1	Induction Training: Program Participation	<p>Registration for 51 Teacher Candidates</p> <p>50% Salary for .5 Special Education Induction Mentor</p> <p>Note: Paid partially by Title II, Educator Effectiveness Funds, and the General Fund. Cost will have to be re-allocated in part to the General Fund in FY 18-19.</p>	<p>Registration for 45 Teacher Candidates</p> <p>50% Salary for .5 Special Education Induction Mentor</p>
1	Induction Training: Substitute Days for Peer Observations	48 Teacher Candidates released to observe grade level peers	45 Teacher Candidates released to observe grade level peers
2	NGSS Professional Learning	<p>Contract with Sean Timmons SCOE, STEM Director</p> <p>Release time for all teachers in grades 4 and 5 for 1 day of professional learning</p> <p>Release time for all grade 6 science teachers for 2 days of professional learning</p> <p>Release time for all science teachers in grades 7-8 for 2 days of professional learning</p> <p>Registration for 6 science teachers in grades 7-8 for 3-day Middle School Integration Workshop and associated sub costs.</p> <p>At least 4 days of professional learning at district grade level science content meetings for teachers in grades 6-8</p>	<p>Contract with Sean Timmons SCOE, STEM Director</p> <p>Release time for teachers for professional learning TBD</p>

3	Fine Arts Teacher Professional Learning	6 Art Specialists 9 Music Teachers 1 Librarian	TBD
4	Effective Lesson Design - Marzano Elements	Phil Warrick led 2 days of professional learning with 1 day for site/district administration and 1 day for teacher leaders, coaches, and site/district administration 1 year subscription to Marzano compendium for use by teachers, coaches, and administrators 41 Certificated Teachers attended the 2 days of professional learning	TBD

Sylvan Learns Academy: Budget Impact: \$425,000 currently set aside for professional development.

Recognizing the need to continually develop as a learning organization, and in attempting to meet the varied needs of our staff members, including identifying topics for consideration & targeted participants. The Sylvan Learns Academy is under development.

As part of a long-term professional learning plan, the Sylvan Learns Academy would provide a comprehensive approach to professional development that is standards-based, grounded in a cycle of continuous improvement, and capable of inspiring all participants in recognizing that adult learning impacts student learning.

The goals of the Sylvan Learns Academy are:

1. To positively impact the teaching and learning practices of all practitioners.
2. To build and strengthen the capacity of all staff members within our organization.

d. **INDUCTION** (Laura Granger):

Budget Impact: Maintain current program and plan to move costs to the General Fund in the 2018-19 fiscal year.

In the Spring of 2016, our District plan for expending Educator Effectiveness Funds included a potential “take back” of the SCOE Induction Program, meaning that Sylvan

District would take steps to draft and develop our own Induction Program, apply for consideration with the CTC, and seek approval for becoming an accredited institute of higher learning charged with providing preliminary credentialed teachers with a specially designed, standards-based, two-year program of support and training necessary for obtaining a clear teaching credential. The impetus for exploring a change from a county to a district sponsored program includes both budgetary and program content considerations. In 2016-2017, SCOE raised induction program registration fees to \$3,000 per participating teacher. These fees are paid for by the District on annual basis resulting in a \$6,000 investment per teacher for their enrollment in the SCOE Induction Consortium. These fees do not include the costs associated with providing the required mentor support. In regards to program content, it has been noted that the County program, while aligned to the State-approved Induction Program Standards revised and adopted in December 2015, does not provide candidates from each district with the training needed to become proficient in the individualized district initiatives. With both cost and program factors in mind, I conducted a feasibility study that is summarized below.

2016-2017	Sylvan	District A	District B	District C
ADA	K-8 8,075	K-12 30,372	K-12 14,269	K-12 23,204
Number of Teacher Candidates	51	74	82	59
Number of Full-Time Release Mentors	2.5	0	0	0
Number of Mentors	2 Gen. Ed. .5 Sp. Ed.	37 (Includes Gen. Ed. and Sp. Ed.)	37 (Includes Gen. Ed. and Sp. Ed.)	50 (Includes Gen. Ed. and Sp. Ed.)
Program Staffing	1 Director 2.5 Mentors .5 Secretary	1 Coordinator 1 Secretary 2 Credential Analysts	1 Director 1 Secretary 1 Credential Analyst	2 Coordinators 1 Secretary 1 Credential Analyst
Program Budget	\$153,000 Registration which includes delivery of content on afterschool and Saturdays	\$200,600 Includes induction mentor support both stipend and hourly, fees associated with the program and sub	\$700,000 Includes director salary, secretary wages, induction and intern mentor support both stipend	Over \$1Million Includes coordinator salaries, secretary wages, induction and intern mentor support stipends,

	<p>\$250,000 Mentor Salaries</p> <p>\$3,800 Sub costs for ½ day peer observations for each candidate</p> <p>\$132,409 Director Salary and Benefits</p> <p>Does not include credential analyst wages as the process for applying for a clear credential is provided by the SCOE induction consortium at no additional charge to districts or candidates.</p>	<p>costs for mentor/candidate observations.</p> <p>Does not include coordinator salary, secretary and credential analyst wages nor sub costs for program content as all content is delivered afterschool/evenings</p>	<p>and hourly, and sub costs for mentor/candidate observations.</p> <p>Does not include credential analyst wages nor sub costs for program content as all content is delivered afterschool/evenings</p>	<p>sub costs for mentor/candidate observations, and sub costs for candidates released during school day for delivery of program content. Currently, there are far more intern mentors in this district than induction mentors. In addition to the induction candidates noted above, this district also has 65 mentors supporting 76 Gen. Ed. and Sp. Ed. interns).</p> <p>Does not include credential analyst wages.</p>
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The Director of Professional Learning and Induction will be presenting the findings of the feasibility study to the Board of Trustees at a future date.

In 2016-2017, the SCOE Induction Program was in its first year of implementing program revisions designed to meet the newly adopted standards approved by the CTC in December 2015. In this first year of transition to the new standards, the County has solicited input from teachers, mentors, and District administration in hopes of improving the quality of the program provided to first and second year teachers. At a recent Induction Advisory Council meeting, SCOE staff provided an outline of proposed program revisions and enhancements for 2017-2018 that address many of the concerns expressed by our District’s participating teachers and mentors. With the proposed changes initiated by the County and the ensuing changes to our District program, the following table provides a comparison between the program as it exists now and in the future.

	2016-2017	Projected 2017-2018
Number of Teacher Candidates	Year 1 - 26 Year 2 - 22 Early Completion Option - 3 Total - 51	Year 1 - 19 Year 2 - 26 ECO - TBD Total - 45 (as of 3/13/17)
Registration Fees	\$3,000 per candidate Total - \$153,000	\$3,000 per candidate Total - \$135,000
Number of Mentors	2 Gen. Ed. .5 Sp. Ed.	2 Gen. Ed. .5 Sp. Ed.
Mentor Salaries	\$250,000	\$250,000
SCOE Program Content	Mentors and candidates: <ul style="list-style-type: none"> • 4 full-day, Saturday events • 2 afterschool/evening events Mentors only: <ul style="list-style-type: none"> • 2 full-day events during the week • 2 afterschool/evening events 	Mentors and candidates: <ul style="list-style-type: none"> • 1 full-day, Saturday event • 3 afterschool/evening events Mentors only: <ul style="list-style-type: none"> • 4 full-day events during the week
SUSD Program Content	3 afterschool workshops for mentors and candidates from 3:00-5:00	3 afterschool workshops for mentors and candidates from 4:00-7:00
Sub Costs for Peer Observations	Release time per candidate Approx. \$4,000	Release time per candidate Approx. \$4,000
Funding Source(s)	EEF: <ul style="list-style-type: none"> • Candidate registration • Partial salary for Gen. Ed. mentors • Partial salary for Sp. Ed. mentor • Sub costs for peer observations Title II: <ul style="list-style-type: none"> • Partial salary for Gen. Ed. mentors Title I: <ul style="list-style-type: none"> • Partial salary for Sp. Ed. mentor 	EEF: <ul style="list-style-type: none"> • Candidate registration • Partial salary and Sp. Ed. mentor • Sub costs for peer observations Title II: <ul style="list-style-type: none"> • Salary for Gen. Ed. mentors Title I: <ul style="list-style-type: none"> • Partial salary for Sp. Ed. mentor

Induction costs beyond 2017-2018 will need to be addressed as Educator Effectiveness Funds allocated for the purpose of providing beginning teachers with mentoring and support will be completely expended by July 2018.

e. **SPECIAL EDUCATION** (Mitch Wood)

Moderate/Severe Class: Budget Impact: \$145,904 to \$209,924 to be added to the FY2017-18 budget

An anticipated budget increase for the 17-18 year will be the need to open a new Moderate/Severe class at Sherwood Elementary. This is due to an increase of students particularly at the 2nd and 3rd grade level. The anticipated cost to add this class is estimated at \$145,904 to 209,924. This includes the cost for one teacher, two para's, and the possibility of the need for 2 additional IPLA's.

Resource Model of Instruction: Budget Impact: Maintain with possible budget savings TBD for the 18-19 fiscal year.

Over the last year, we have discussed modifying our Resource model of instruction. 6th grade is our particular focus. We are already bridging Resource teachers across sites. As the new model of instruction evolves, we anticipate the program needs for staff will decrease. Currently, Resource class sizes are low at Savage Middle School. With the new model of Resource instruction (with the teachers referred to as "Education Specialists") there would not be a need for three Resource teachers at each middle school. Education Specialist credentials will allow them to teach in Mild/Moderate classes. By the end of the 17-18 school year, we would like to explore the option of eliminating Mild/Moderate classes up to 2nd or 3rd grade. As our ability to implement RTI increases and the trend that is occurring to first provide systems of support at the lowest grade levels, rather than placement in a Special Day Class makes sense. Our understanding is that Ceres Unified is moving in that direction already.

f. **INSTRUCTIONAL MATERIALS** (Laura Wharff)

Costs of Language Arts Curriculum

The 2002 Language Arts Adoption provided materials for 5,000 K-5 students, and 2,500 Middle School students. These numbers allowed for the purchase of extra materials to be used for new enrollees, or to replace damaged or lost materials; these were stocked in the warehouse and the Middle School libraries. The cost per K-5 student was approximately \$142.00/student; for Middle School students it was approximately \$122.00/student.

The 2016 Language Arts Adoption provided materials for 5,150 K-5 students, and 2,942 Middle School students; additional materials were also purchased as with the 2002 adoption. The cost per K-5 student was approximately \$225.00/student; for Middle

School students it was approximately \$170.00/student. Additionally, for the first time we purchased teacher materials for our Resource Teachers and ELD/Literacy Specialists to support their work in addressing the need for core instruction.

The approach to the process of adopting materials is always to consider how do these materials support student learning? How do they support classroom teachers in planning, instructing and assessing? Our adoption teams take this work very seriously, while also bearing in mind the need for careful stewardship of our limited fiscal resources.

Why both Digital and Paper?

When the state of California restarted the adoption process, one of the new specifications that textbook publishers were required to address was the authentic integration of technology into the content. As a result, every publisher approved by the state now includes this feature.

Research into the efficacy of digital vs. paper reading materials is, of necessity, very recent, going back only about 14 years. The findings at this time point out the benefits and burdens of both. Related to digital text, it uses a platform that is now ubiquitous for our students. Learning to navigate this environment is no longer an option for them, it is a necessary skill for success in the 21st century. The use of digital text allows for the opportunities to both learn the unique features of this platform while also learning the content. A burden of this environment for students this age is that longer, more cognitively demanding texts can prove more difficult for them to master. This is where having specific articles available in a print format can augment students' learning and provide for deeper understanding. The process of learning to read involves training in annotating and reviewing texts. As students are learning these skills in the K-8 continuum, they need opportunities to learn what is critical to annotate, as well as the physical skill of annotation and subsequent review. Practicing and developing these skills on paper, while simultaneously applying them to a digital environment provides instruction that rigorously engages and supports our students, and is most appropriate for their educational needs.

Science Adoption: Budget Impact: \$3.2 million (Already built into MYP)

State law requires that we provide instructional materials that meet the content standards. The Next Generation Science Standards are very different from our current science standards. They approach the discipline of science from a holistic point of view, incorporating engineering as a critical component. Because of this, we will be required to adopt new science materials.

The anticipated timeline for the Science adoption is as follows:
Spring 2017 - Field test of the new science test (CAST)

Fall 2017 - State Board of Education approves the Instructional Materials list for Science
Spring 2018 - SUSD team pilots materials and makes a recommendation for purchase
2018-2019 School year - New materials are adopted and implemented
2018-2019 - First operational test of the new science test

Based on costs associated with the ELA adoption for the 2016-2017 school year, and calculating the need to provide lab and hands on materials for Science, \$3.2 million has been budgeted for the science adoption.

g. **TECHNOLOGY** (John Patten)

Technology: Budget Impact: Maintain budget for on-going costs, computer replacement plan, and utilize Microsoft Settlement Funds

Over the last three years the district has

- Purchased one-on-one devices for all middle school students.
- Purchased chrome books for all elementary schools.
- District wide Backup and Recovery System

Looking forward, we will need to ensure that we have funds to replace aging student technology to continue the 1:1 programs in our middle schools. We anticipate being able to utilize the iPad 2 devices (iPad 2 devices are 6 years old.) These devices are no longer are compatible with iOS updates from Apple. Though, our CAASSP State testing still considers these iPads compatible for testing for this year. If this changes next year, and the State determines that the iPad 2 is no longer compatible for State testing, we may need to alter testing procedures or upgrade the 6th grade student devices.

In addition to the 1:1 programs, we should also be budgeting for district E-Rate programs. We have provided the current required 20% match from the Fund 40 Fund Balance, but eventually those funds will be fully expended. Subsequent E-Rate work is based on a finite amount of federal funding for the district. This funding source contributes to the sustainability of our network and infrastructure. The District is responsible for a percentage of the cost of E-Rate work, and up to this date, it has been 20%. These percentages may change based on changes to our student economic conditions in the future.

We should also be receiving our final Microsoft Settlement Vouchers. I believe the funding is approximately \$16,557.05. This funding when received will be used to support software and hardware purchases.

3. **ENROLLMENT AND STAFFING PROJECTION** (Perez and Roddick) (5 min)

- TK and Kindergarten's enrollment are based on actual 2016-17 enrollment as of January 31, 2018
- Enrollment has declined by just under 200 students as compared to this time last year, with largest decline in enrollment at the middle school level.
- Projected Staffing for the 2017-18 school year is aligned with enrollment
- An updated projection will be provided for the April 11 Board Meeting.

ENROLLMENT PROJECTION 2017-18
Based on January 31 Data for General Ed Students Only

	TK		K		1		2		3		K-3 Avg	4		5		Total Enrollment	Total Staff	Avg Per School		
	Enroll	Staff	Enroll	Staff	Enroll	Staff	Enroll	Staff	Enroll	Staff		Enroll	Staff	Enroll	Staff					
Brown	35	2	74.00	3.00	75.00	3.00	63.00	3.00	71.00	3.00	22.71	65.00	2.00	64.00	2.00	447	18	24.8	(1.00)	5th
		17.5		24.67		25.00		21.00		23.67				32.50	32.00					
Sherwood	35	2	70.00	3.00	69.00	3.00	69.00	3.00	73.00	3.00	22.57	67.00	2.00	56.00	2.00	439	18	24.4	(1.00)	2nd
		17.5		23.33		23.00		23.00		24.33				33.50	28.00					Watch 3, 4
Standiford	0		66.00	3.00	64.00	3.00	65.00	3.00	78.00	3.00	22.75	71.00	3.00	73.00	3.00	417	18	23.2	(1.00)	3rd
									26.00	ATG		25.00	ATG	27.00	ATG					
									52.00	2.00		46.00	2.00	46.00	2.00					
				22.00		21.33		21.67		26.00			23.00		23.00					
Coffee			76.00	3.00	76.00	3.00	58.00	3.00	69.00	3.00	23.25	82.00	3.00	70.00	3.00	431	18	23.9	(1.00)	3rd
				25.33		25.33		19.33		23.00				27.33	23.33					Watch 5th
Sylvan	Note: Have not yet adjusted for STEAM Enrollment		46.00	2.00	46.00	2.00	41.00	2.00	32.00	2.00	20.63	49.00	2.00	40.00	2.00	254	12	21.2		Watch 3,4,5
				23.00		23.00		20.50		16.00				24.50	20.00					
Woodrow			64.00	3.00	62.00	3.00	61.00	3.00	77.00	3.00	22.00	60.00	2.00	62.00	2.00	386	16	24.1	(1.00)	5th
	24.000			21.33		20.67		20.33		25.67				30.00	31.00					
Orchard	48	2	85.00	4.00	85.00	4.00	90.00	4.00	81.00	4.00	21.61	89.00	3.00	87.00	3.00	565	24	23.5		
		24.0		21.25		21.25		22.50		20.25				29.67	29.00					
Freedom	0		91.00	4.00	91.00	4.00	104.00	5.00	106.00	5.00	21.78	115.00	4.00	122.00	4.00	629	26	24.2		
				22.75		22.75		20.80		21.20				28.75	30.50					
Sanders	0		87.00	4.00	87.00	4.00	96.00	4.00	79.00	4.00	21.81	83.00	3.00	94.00	3.00	526	22	23.9	(1.00)	5th
				21.75		21.75		24.00		19.75				27.67	31.33					
Crossroads	21	1	135.00	6.00	135.00	6.00	143.00	6.00	132.00	6.00	22.64	117.00	4.00	143.00	5.00	826	34	24.3		
		21.0		22.50		22.50		23.83		22.00				29.25	28.60					1.00 3rd
Total	139	7	794.00	35.00	790.00	35.00	790.00	36.00	798.00	36.00	22.18	798.00	28.00	811.00	29.00	4,920	206		(6.00)	
		19.86		22.69		22.57		21.94		22.17				28.50	27.97					
																4,920	206			
Savage	Grade	Sect	Stud	Avg.			Grade	Sect	Stud	Avg			Grade	Sect	Stud	Avg				
	6	8.00	210	26.25	-1.00	SO	6	9.00	286	31.78	-1.00	EU	6	10.00	316	31.60				
	7	9.00	271	30.11			7	12.00	313	26.08			7	12.00	332	27.67				
	8	9.00	271	30.11			8	11.00	294	26.73			8	11.00	321	29.18				
		26.00	752					32.00	893					33.00	969					
	7/8	18.00	542	30.11			7/8	23	607	26.39			7/8	23.00	653	28.39				

4. MIDDLE SCHOOL ELECTIVES (Wharff) (2 min)

MIDDLE SCHOOL ELECTIVES		
Dan Savage Middle School	Somerset Middle School	Ustach Middle School
Science Elec: Ag Science	Science Elec: Minecraft	Science Elec-Food Science
	Science Elec: Marine Biology	
History Elec: Exploring Geog.	History Elec: Current Events	History Elec-Current Events
	History Elec: (History of Ag)	
PE Elect: Fitness		
Leadership	Leadership	Leadership
Speech		
Yearbook	Yearbook	Yearbook
Computer: Keyboarding	Computer: Keyboarding	Computer: Keyboarding
Coding	Coding	Coding
Computer: Digital Media	Computer: Digital Media	Computer: Digital Media
Computer Applications	Computer Applications	Computer Applications
Digital Art	Digital Art	Digital Art
		Google Apps
		Computer Skills
Art - 7/8	Art - 7/8	Art - 7/9
Music: Jazz Band		
Music: Advanced Wind		
Music: Symphonic Band	Music: Concert Band	Music: Symphonic Band
Music: Orchestra	Music: Orchestra	Music: Orchestra
Music: 6th Grade Band	Music: 6th Grade Band	Music: 6th Grade Band
	Music: Guitar	Music: Guitar
	Music: Choir	Music: Choir
	Music: Cadet	
Industrial Tech: Woodshop	Industrial Tech: Woodshop	Industrial Tech: Woodshop
Industrial Tech: Drafting		
Indust Tech: Weird Science		
	Study Skills	
	Living Skills	
Peer Helpers	Peer Helpers	
	Sign Language	
	Duolingo	
		Nutrition
W.E.B. Class		

5. BUDGET ASSUMPTIONS KEY POINTS (Perez) (2 min)

Multi-year projections (MYP) are the mathematical result of today’s decisions based on a given set of assumptions. MYP’s are expected to change as various factors are updated and revised. Projections will change any time the underlying factors and assumptions are modified, therefore, we must plan and prepare to make changes as conditions and situations change.

The assumptions described below are implemented in the latest MYP. The primary source of these assumptions are the Governor’s 2017-18 Proposed State Budget, California Department of Education, Department of Finance, School Services of California’s Financial Projection Dartboard, other external sources and organizations, and of course the District’s historical trends.

The 2016-17 budget column has been updated for the second interim reporting period with the most up-to-date information available at the time of its development.

Local Control Funding Formula (LCFF)

LCFF is at 96% of full implementation. Funding is based on using the latest FCMAT (Fiscal Crisis & Management Team) LCFF calculator (v17.2b) which includes the following factors:

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
COLA	0.00%	1.48%	2.40%	2.53%
Gap Funding %	55.28%	23.67%	53.85%	68.94%
UPP	54.93%	54.90%	54.55%	54.67%
(Unduplicated Pupil Count)				

LCFF for 2016-17 will be reduced by the following adjustments:

- (\$31,106) 2015-16 UPP correction
- (\$) \$27,469 LCFF Reduction will be charged as service fees
- (\$31,106) Total 2016-17 LCFF Reduction

Enrollment and ADA (Average Daily Attendance)

	<u>2013-2014</u>	<u>2014-2015</u>	<u>2015-2016</u>	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
Enrollment	8,178	8,283	8,190	8,107	8,006	7,979	7,932
Increase / (Decrease)	(14)	105	(93)	(83)	(101)	(27)	(48)
ADA	7,855	7,958	7,865	7,787	7,691	7,665	7,619
Increase / (Decrease)	(23)	104	(93)	(78)	(97)	(26)	(46)
3-Year Average Retention	96.05%						

Federal, State, and Local Revenues

Federal, State, and Local revenues were adjusted for one-time revenues and Federal carryover.

	<u>2016-2017</u>	<u>2017-2018</u>	
Federal	\$1,103,228	\$294,366	Federal Carryover
State	\$1,687,542	\$373,783	One-Time Mandate Reimbursement
	\$466,785	\$379,448	Prop. 39, CA Clean Energy Jobs Act
Local	\$807,000	-	One-Time Workers' Compensation Reimbursement
	\$69,320	-	One-time Energy Audit, Projects
	<u>\$4,133,875</u>	<u>\$1,047,597</u>	

Salaries and Benefits

Certificated and classified salaries assumed a 2% step and column increase.

The following are employer contribution rates for the projected years:

	<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>	<u>2023-2024</u>
STRS	12.58%	14.43%	16.28%	18.13%	19.10%	19.10%	19.10%	19.10%
PERS	13.888%	15.8%	18.7%	21.6%	24.9%	26.4%	27.4%	28.2%
SS	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%	6.2%
Medicare	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%	1.45%
SUI	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%
W/C	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%	1.0%
Certificated	15.08%	16.93%	18.78%	20.63%	21.60%	21.60%	21.60%	21.60%
Classified	22.59%	24.50%	27.40%	30.30%	33.60%	35.10%	36.10%	36.90%

Health Insurance premium increases for the budget and projected years for Sutter, Kaiser, Dental and Vision are estimated at 5%.

Supplies, Services, Capital Outlay, and Other Outgo

The purchase of state adopted textbooks and the instructional materials/consumables anticipated for the next four years are scheduled below:

<u>2016-2017</u>	<u>2017-2018</u>	<u>2018-2019</u>	<u>2019-2020</u>
\$2,631,029	\$3,350,000	\$1,850,000	\$350,000

One time-expenditures and CPI (Consumer Price Index) were applied in resources, programs, and object categories as applicable.

The following interfund transfers are assumed to be ongoing:

- \$337,000 To Fund 20 – Special Reserve for Postemployment Benefits
- \$200,000 To Fund 40 – Special Reserve for Bus Replacement
- \$ 25,000 To Fund 40 – Special Reserve for Equipment Replacement

Instructional Materials Adoption

Beginning with the 2014-15 Fiscal Year, the state began requiring textbook adoptions that had previously been on hold for eight years due to the economic downturn. In the past, funding was provided through an allocation of categorical funding. With the implementation of LCFF, categorical funding was mostly eliminated and additional dollars to fund textbook adoptions are not expected.

The governor has indicated that with additional funding provided through LCFF, districts are expected to fund previously funded initiatives (like textbook adoptions) through the increase in dollars that have been received from the LCFF funding formula. The following chart provides a rough estimate of the cost of textbooks based on our most recent adoption for Language Arts during the current fiscal year (2016-17) which totaled \$2,631,029 for TK-8th grades. Of the \$2.6 million spent on instructional materials about \$350,000 is spent each year for consumable type instructional materials and supplies.

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Instructional Materials Adoptions								
Math	X							2,000,000
English Language Arts/ELD		2,631,029						
History-Social Sciences				1,500,000				
Science			3,000,000					
Health						400,000		
World Language								200,000
Visual & Performing Arts								
Physical Ed (Content Standards Only Req)								

Lottery funding provides about \$350,000 that is restricted to the purchase of instructional materials. In addition, the district has contributed an additional \$450,000 for this purpose from the General Fund.

The district wisely retained funds for the purchase of instructional materials that were not fully expended each year. We estimate we will have a carryover balance of \$1.3 million for fiscal year 2017-18, resulting in a shortfall of \$1.2 million for the science adoption required for purchase in 2017-18. This will be an area that will require financial planning for future textbook adoptions.

Instructional Materials		2015-16	2016-17	2017-18	2018-19	2019-20	2020-21	2021-22	2022-23
Beg Fund Balance			3,152,876	1,317,044	(1,237,759)	(2,292,562)	(1,847,365)	(1,802,168)	(1,356,971)
Add: Revenue			795,197	795,197	795,197	795,197	795,197	795,197	795,197
Funds Available to Budget			3,948,073	2,112,241	(442,562)	(1,497,365)	(1,052,168)	(1,006,971)	(561,774)
Less: IM State Adoption Exp.			-2,631,029	-3,000,000	-1,500,000	0	-400,000	0	-2,200,000
Less: IM Ongoing Exp.				-350,000	-350,000	-350,000	-350,000	-350,000	-350,000
Ending Fund Balance Projected		3,152,876	1,317,044	(1,237,759)	(2,292,562)	(1,847,365)	(1,802,168)	(1,356,971)	(3,111,774)
On-going Sources			Beg FB 16-17						
Unrestricted (01.0617) IM Realign	450,000	1,526,770							
Restricted (01.6300) Lottery IM	345,197	1,626,106							
	795,197	3,152,876							

6. 2015-16 Comparison of Unduplicated Pupil Count for Stanislaus County Schools (Perez) (5 min)

- In general, high school districts receive the most funding, then unified, and elementary school districts receive the least.
- Within elementary school districts, Sylvan is second from the highest for base funding per ADA.
- For supplemental and concentration, Sylvan is one of the lowest or is the lowest per ADA.
- The UPP (unduplicated pupil percentage) has a big impact on how much LCFF a school district will receive.
- The current fiscal year data is not yet available for county wide comparison. Therefore, 2015-16 data is presented. It is expected that results will not vary significantly over a one year period.

This table compares the different components of the LCFF formula, and is sorted by the “Base Funding” component of the calculation.

Source:FCMAT LCFF Calculator Version 17.2b - Does not include any 2015-16 adjustments or corrections except for SUSD

Local Educational Agency	District Type	2015-2016		Base Funding		Supplemental		Concentration		Add-ons (TIIG, H2S Transp.)		Total LCFF			
		UPP Single Year	Funded UPP (3-Year Ave.)	ADA (w/ SCOE)	Funded ADA (w/ SCOE)	Total Base	Base Per ADA	Total Supp.	Supp. Per ADA	Total Conc.	Conc. Per ADA	Total Add-ons	Add-ons Per ADA	Total Funding	\$ per ADA
1 Modesto City High	High	63.97%	63.90%	14,424.13	14,424.13	\$113,799,345.00	\$7,889.51	\$14,543,556.00	\$1,008.28	\$5,064,071.00	\$351.08	\$1,175,998.00	\$81.53	\$134,582,970.00	\$9,330.40
2 Denair Unified	Unified	56.08%	61.07%	498.54	646.47	\$4,957,325.00	\$7,668.30	\$605,487.00	\$936.60	\$150,455.00	\$232.73	\$138,951.00	\$214.94	\$5,852,218.00	\$9,052.57
3 Hughson Unified	Unified	56.26%	55.87%	2,061.34	2,098.17	\$15,496,123.00	\$7,385.54	\$1,731,538.00	\$825.26	\$67,408.00	\$32.13	\$240,822.00	\$114.78	\$17,535,891.00	\$8,357.71
4 Oakdale Joint Unified	Unified	42.92%	43.78%	5,059.05	5,059.05	\$37,016,994.00	\$7,316.99	\$3,241,209.00	\$640.68	\$0.00	\$0.00	\$568,887.00	\$112.45	\$40,827,090.00	\$8,070.11
5 Riverbank Unified	Unified	85.16%	85.93%	2,190.48	2,190.48	\$15,776,111.00	\$7,202.13	\$2,711,283.00	\$1,237.76	\$2,439,775.00	\$1,113.81	\$257,191.00	\$117.41	\$21,184,360.00	\$9,671.10
6 Turlock Unified	Unified	64.64%	65.98%	13,381.77	13,381.77	\$95,849,873.00	\$7,162.72	\$12,648,350.00	\$945.19	\$5,262,159.00	\$393.23	\$1,123,848.00	\$83.98	\$114,884,230.00	\$8,585.13
7 Waterford Unified	Unified	79.60%	78.34%	1,753.60	1,753.60	\$12,490,360.00	\$7,122.70	\$1,956,989.00	\$1,115.98	\$1,457,624.00	\$831.22	\$349,884.00	\$199.52	\$16,254,857.00	\$9,269.42
8 Newman-Crows Landing Unified	Unified	69.27%	71.97%	2,843.70	2,843.70	\$19,892,707.00	\$6,995.36	\$2,863,357.00	\$1,006.91	\$1,687,897.00	\$593.56	\$216,755.00	\$76.22	\$24,660,716.00	\$8,672.05
9 Patterson Joint Unified	Unified	77.05%	74.35%	5,509.79	5,565.79	\$38,858,540.00	\$6,981.68	\$5,778,264.00	\$1,038.17	\$3,759,564.00	\$675.48	\$460,240.00	\$82.69	\$48,856,608.00	\$8,778.02
10 Ceres Unified	Unified	86.12%	86.18%	12,721.72	12,721.72	\$88,085,382.00	\$6,924.02	\$15,182,397.00	\$1,193.42	\$13,732,510.00	\$1,079.45	\$828,057.00	\$65.09	\$117,828,346.00	\$9,261.98
11 Hart-Ransom Union Elementary	Elem.	56.33%	57.01%	782.67	787.54	\$5,384,951.00	\$6,837.69	\$613,992.00	\$779.63	\$54,119.00	\$68.72	\$123,462.00	\$156.77	\$6,176,524.00	\$7,842.81
12 Sylvan Union Elementary	Elem.	55.70%	55.00%	7,954.53	8,047.42	\$54,635,919.00	\$6,789.25	\$6,009,951.00	\$746.82	\$0.00	\$0.00	\$646,311.00	\$80.31	\$61,292,181.00	\$7,616.38
13 Salida Union Elementary	Elem.	73.20%	72.54%	2,283.41	2,383.26	\$16,066,336.00	\$6,741.33	\$2,330,903.00	\$978.03	\$1,409,018.00	\$591.21	\$218,355.00	\$91.62	\$20,024,612.00	\$8,402.19
14 Stanislaus Union Elementary	Elem.	69.56%	69.95%	3,302.89	3,302.89	\$22,085,747.00	\$6,686.79	\$3,089,796.00	\$935.48	\$1,650,910.00	\$499.84	\$305,500.00	\$92.49	\$27,131,953.00	\$8,214.61
15 Chatom Union	Elem.	85.43%	83.45%	591.89	591.89	\$3,956,927.00	\$6,685.24	\$660,412.00	\$1,115.77	\$562,873.00	\$950.98	\$268,864.00	\$454.25	\$5,449,076.00	\$9,206.23
16 Modesto City Elementary	Elem.	87.50%	87.79%	14,630.10	14,637.07	\$97,389,331.00	\$6,653.61	\$17,099,619.00	\$1,168.24	\$15,966,981.00	\$1,090.86	\$1,558,828.00	\$106.50	\$132,014,759.00	\$9,019.21
17 Empire Union Elementary	Elem.	84.81%	84.48%	2,908.27	2,912.49	\$19,308,940.00	\$6,629.70	\$3,262,438.00	\$1,120.15	\$2,846,138.00	\$977.22	\$450,624.00	\$154.72	\$25,868,140.00	\$8,881.80
18 Keyes Union	Elem.	92.85%	93.01%	735.76	735.76	\$4,844,665.00	\$6,584.57	\$901,205.00	\$1,224.86	\$920,729.00	\$1,251.40	\$73,126.00	\$99.39	\$6,739,725.00	\$9,160.22

The next few pages illustrate a county wide snapshot of each component of the funding formula.

This table provides a comparison of the base portion of the Local Control Funding formula, and is sorted by

- District Type first, and then by Base Funding per ADA.
- Base Funding is formulated by the number of students per each grade level multiplied by the allocation amount for each group of grades.
- Due to the makeup of enrollment per grade, the Sylvan Fistrict is the second highest district for base funding per ADA for Elementary type districts.

Source:FCMAT LCFF Calculator Version 17.2b - Does not include any 2015-16 adjustments or corrections except for SUS

	County Code	District Code	Local Educational Agency	District Type	2015-2016	Base Funding	
					UPP Single Year	Total Base	Base Per ADA
1	50	71175	Modesto City High	High	63.97%	\$113,799,345.00	\$7,889.51
2	50	71068	Denair Unified	Unified	56.08%	\$4,957,325.00	\$7,668.30
3	50	75549	Hughson Unified	Unified	56.26%	\$15,496,123.00	\$7,385.54
4	50	75564	Oakdale Joint Unified	Unified	42.92%	\$37,016,994.00	\$7,316.99
5	50	75556	Riverbank Unified	Unified	85.16%	\$15,776,111.00	\$7,202.13
6	50	75739	Turlock Unified	Unified	64.64%	\$95,849,873.00	\$7,162.72
7	50	75572	Waterford Unified	Unified	79.60%	\$12,490,360.00	\$7,122.70
8	50	73601	Newman-Crows Landing Unified	Unified	69.27%	\$19,892,707.00	\$6,995.36
9	50	71217	Patterson Joint Unified	Unified	77.05%	\$38,858,540.00	\$6,981.68
10	50	71043	Ceres Unified	Unified	86.12%	\$88,085,382.00	\$6,924.02
11	50	71092	Hart-Ransom Union Elementary	Elem.	56.33%	\$5,384,951.00	\$6,837.69
12	50	71290	Sylvan Union Elementary	Elem.	55.70%	\$54,635,919.00	\$6,789.25
13	50	71266	Salida Union Elementary	Elem.	73.20%	\$16,066,336.00	\$6,741.33
14	50	71282	Stanislaus Union Elementary	Elem.	69.56%	\$22,085,747.00	\$6,686.79
15	50	71050	Chatom Union	Elem.	85.43%	\$3,956,927.00	\$6,685.24
16	50	71167	Modesto City Elementary	Elem.	87.50%	\$97,389,331.00	\$6,653.61
17	50	71076	Empire Union Elementary	Elem.	84.81%	\$19,308,940.00	\$6,629.70
18	50	71134	Keyes Union	Elem.	92.85%	\$4,844,665.00	\$6,584.57

This table provides a comparison of the Unduplicated Pupil Count (UPP is a count of the districts “low socio-economic” “English Learners” and Foster Youth” students enrolled in the district.

- The Local Control Funding Formula provides additional supplemental and concentration dollars based on a district’s UPP. The UPP must be over 55% to receive the “Concentration” funding provided in the formula
- The Sylvan District is not eligible for “Concentration” funding
- The table is sorted by the UPP-3 year average.
- The Sylvan District has the second lowest UPP count as compared to other county schools.

Source: Version 17.2b - Does not include any 2015-16 adjustments or corrections except for SUSD								
	County Code	District Code	Local Educational Agency	District Type	2015-2016			
					UPP Single Year	Funded UPP (3-Year Ave.)	ADA (w/ SCOE)	Funded ADA (w/ SCOE)
1	50	71134	Keyes Union	Elem.	92.85%	93.01%	735.76	735.76
2	50	71167	Modesto City Elementary	Elem.	87.50%	87.79%	14,630.10	14,637.07
3	50	71043	Ceres Unified	Unified	86.12%	86.18%	12,721.72	12,721.72
4	50	75556	Riverbank Unified	Unified	85.16%	85.93%	2,190.48	2,190.48
5	50	71076	Empire Union Elementary	Elem.	84.81%	84.48%	2,908.27	2,912.49
6	50	71050	Chatom Union	Elem.	85.43%	83.45%	591.89	591.89
7	50	75572	Waterford Unified	Unified	79.60%	78.34%	1,753.60	1,753.60
8	50	71217	Patterson Joint Unified	Unified	77.05%	74.35%	5,509.79	5,565.79
9	50	71266	Salida Union Elementary	Elem.	73.20%	72.54%	2,283.41	2,383.26
10	50	73601	Newman-Crows Landing Unified	Unified	69.27%	71.97%	2,843.70	2,843.70
11	50	71282	Stanislaus Union Elementary	Elem.	69.56%	69.95%	3,302.89	3,302.89
12	50	75739	Turlock Unified	Unified	64.64%	65.98%	13,381.77	13,381.77
13	50	71175	Modesto City High	High	63.97%	63.90%	14,424.13	14,424.13
14	50	71068	Denair Unified	Unified	56.08%	61.07%	498.54	646.47
15	50	71092	Hart-Ransom Union Elementary	Elem.	56.33%	57.01%	782.67	787.54
16	50	75549	Hughson Unified	Unified	56.26%	55.87%	2,061.34	2,098.17
17	50	71290	Sylvan Union Elementary	Elem.	55.70%	55.00%	7,954.53	8,047.42
18	50	75564	Oakdale Joint Unified	Unified	42.92%	43.78%	5,059.05	5,059.05

This table provides a comparison of the Supplemental, Concentration components of the Local Control Funding Formula for both Unified and Elementary Districts in the county. The focus points relate to Elementary type districts.

- All districts receive supplemental dollars to their base funding for targeted students. The funds must be used to increase and improve services for those students.
- The Sylvan Union School District and Oakdale Joint Unified are the only two districts in the county with UPP's less than 55%. As a result, our two districts are not eligible for the "Concentration" factor in the funding formula.
- The Sylvan School District receives the lowest per pupil funding in the county at \$7,616.38 per pupil as compared to Riverbank that has a very high UPP generating additional dollars for their district at \$9,671.10 per pupil (See last column of table).
- Modesto City Elementary District, receives \$1,402.83 more dollars per ADA than the Sylvan District.
- Districts are required to utilize supplemental and concentration funds to increase or improve services for economically disadvantaged students, English learners, and foster youth.
- The district's lower per pupil funding, requires us to be very strategic in our choices for providing excellent and quality services to not only our targeted students but for all students.

Source:FCMAT LCFF Calculator Version 17.2b - Does not include any 2015-16 adjustments or corrections except for SUSD

	County Code	District Code	Local Educational Agency	District Type	2015-16 P-2 ADA	2015-2016	Supplemental		Concentration		Total LCFF Funding	\$ per ADA
						UPP Single Year	Total Supp.	Supp. Per ADA	Total Conc.	Conc. Per ADA		
1	50	71175	Modesto City	High	13,888.79	63.97%	\$14,543,556.00	\$1,008.28	\$5,064,071.00	\$351.08	\$134,582,970.00	\$9,330.40
2	50	71068	Denair	Unified	492.67	56.08%	\$605,487.00	\$936.60	\$150,455.00	\$232.73	\$5,852,218.00	\$9,052.57
3	50	75549	Hughson	Unified	2,036.63	56.26%	\$1,731,538.00	\$825.26	\$67,408.00	\$32.13	\$17,535,891.00	\$8,357.71
5	50	75556	Riverbank	Unified	2,159.28	85.16%	\$2,711,283.00	\$1,237.76	\$2,439,775.00	\$1,113.81	\$21,184,360.00	\$9,671.10
7	50	75572	Waterford	Unified	1,701.96	79.60%	\$1,956,989.00	\$1,115.98	\$1,457,624.00	\$831.22	\$16,254,857.00	\$9,269.42
10	50	71043	Ceres	Unified	12,601.00	86.12%	\$15,182,397.00	\$1,193.42	\$13,732,510.00	\$1,079.45	\$117,828,346.00	\$9,261.98
9	50	71217	Patterson	Unified	5,451.00	77.05%	\$5,778,264.00	\$1,038.17	\$3,759,564.00	\$675.48	\$48,856,608.00	\$8,778.02
8	50	73601	Newman-Crows Ld	Unified	2,831.47	69.27%	\$2,863,357.00	\$1,006.91	\$1,687,897.00	\$593.56	\$24,660,716.00	\$8,672.05
6	50	75739	Turlock	Unified	13,206.83	64.64%	\$12,648,350.00	\$945.19	\$5,262,159.00	\$393.23	\$114,884,230.00	\$8,585.13
4	50	75564	Oakdale	Unified	5,006.29	42.92%	\$3,241,209.00	\$640.68	\$0.00	\$0.00	\$40,827,090.00	\$8,070.11
15	50	71050	Chatom	Elem.	589.06	85.43%	\$660,412.00	\$1,115.77	\$562,873.00	\$950.98	\$5,449,076.00	\$9,206.23
18	50	71134	Keys	Elem.	730.32	92.85%	\$901,205.00	\$1,224.86	\$920,729.00	\$1,251.40	\$6,739,725.00	\$9,160.22
16	50	71167	Modesto City	Elem.	14,592.88	87.50%	\$17,099,619.00	\$1,168.24	\$15,966,981.00	\$1,090.86	\$132,014,759.00	\$9,019.21
17	50	71076	Empire	Elem.	2,869.48	84.81%	\$3,262,438.00	\$1,120.15	\$2,846,138.00	\$977.22	\$25,868,140.00	\$8,881.80
13	50	71266	Salida	Elem.	2,242.45	73.20%	\$2,330,903.00	\$978.03	\$1,409,018.00	\$591.21	\$20,024,612.00	\$8,402.19
14	50	71282	Stanislaus	Elem.	3,269.86	69.56%	\$3,089,796.00	\$935.48	\$1,650,910.00	\$499.84	\$27,131,953.00	\$8,214.61
11	50	71092	Hart-Ransom	Elem.	779.16	56.33%	\$613,992.00	\$779.63	\$54,119.00	\$68.72	\$6,176,524.00	\$7,842.81
12	50	71290	Sylvan Union	Elem.	7,865.44	55.70%	\$6,009,951.00	\$746.82	\$0.00	\$0.00	\$61,292,181.00	\$7,616.38

7. MULTIPLE YEAR PROJECTION (Perez and Hendricks) (10 min)

See next page.

UNRESTRICTED	2016-2017	2017-2018	2018-2019	2019-2020
REVENUES				
Local Control Funding Formula (LCFF)	\$ 64,074,637	\$ 64,408,450	\$ 66,039,942	\$ 68,436,628
Federal Revenues (MAA)	79,154	-	-	-
Other State Revenues	1,344,345	1,352,278	1,378,104	1,405,483
One-Time Mandate Reimbursement	1,687,542	373,783	-	-
Other Local Revenues	471,639	461,639	461,639	461,639
One-Time Wrks. Comp. & Energy Audit/Proj. Reimb.	876,320	-	-	-
Total Revenues	\$ 68,533,637	\$ 66,596,150	\$ 67,879,684	\$ 70,303,749
OTHER FINANCING SOURCES				
Interfund Transfers In	\$ -	\$ -	\$ -	\$ -
Other Sources	-	-	-	-
Contributions To Restricted Programs:				
Special Education (RS 6500)	(11,205,393)	(11,679,196)	(12,246,402)	(12,823,547)
Ongoing & Major Maintenance (RS 8150)	(2,510,809)	(2,459,692)	(2,462,810)	(2,497,558)
Facilities Improvement (RS 9225)	(1,961,318)	(300,000)	(300,000)	(300,000)
Total Other Financing Sources	\$ (15,677,520)	\$ (14,438,888)	\$ (15,009,212)	\$ (15,621,105)
TOTAL REVENUES and OTHER FINANCING SOURCES	\$ 52,856,117	\$ 52,157,262	\$ 52,870,472	\$ 54,682,644
EXPENSES				
Certificated Salaries	\$ 30,526,688	\$ 30,802,093	\$ 31,426,536	\$ 32,080,095
Classified Salaries	6,717,013	6,851,355	6,988,381	7,128,146
Cost of 1%	577,000	577,000	577,000	577,000
Professional Training	-	425,000	425,000	425,000
Est. Savings over Budget Based on Historical Trends	-1,000,000	-	-	-
			#3	
Employee Benefits				
STRS	3,820,479	4,444,742	5,116,239	5,816,121
PERS	830,301	1,082,514	1,306,827	1,539,680
Social Security	388,839	424,784	433,280	441,945
Medicare	528,681	545,974	557,016	568,519
H&W	4,008,400	4,208,821	4,419,263	4,640,226
SUI	19,079	18,826	19,208	19,604
W/C	418,680	376,534	384,150	392,083
Other Benefits	304,973	304,973	304,973	304,973
OPEB	328,118	344,524	361,750	379,838
Other Supplies & Materials	1,080,903	819,851	708,027	618,188
State Adopted Textbooks & Instructional Materials (Partially funded w/ Restricted funds)	1,933,571	1,639,449	1,448,087	306,800
Services & Other Operating Expenditures	3,244,407	3,321,744	3,346,741	3,374,876
Printing Services for Adopted Textbook Consumables	43,200	43,200	43,200	43,200
Capital Outlay	34,000	-	-	-
Other Outgo	124,874	128,271	132,017	135,449
Direct Support/Indirect Costs	(738,316)	(758,398)	(780,543)	(800,837)
Total Expenses	\$ 53,190,890	\$ 55,601,258	\$ 57,217,152	\$ 57,990,906
OTHER FINANCING USES				
Interfund Transfers Out	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000
Other Uses	-	-	-	-
Total Other Financing Sources & Uses	\$ 562,000	\$ 562,000	\$ 562,000	\$ 562,000
TOTAL EXPENSES and OTHER USES	\$ 53,752,890	\$ 56,163,258	\$ 57,779,152	\$ 58,552,906
BEGINNING FUND BALANCE	\$ 15,516,670	\$ 14,619,896	\$ 10,613,900	\$ 5,705,220
NET INCREASE/(DECREASE) IN FUND BALANCE	\$ (896,773)	\$ (4,005,996)	\$ (4,908,680)	\$ (3,870,261)
ENDING FUND BALANCE	\$ 14,619,896 17.23%	\$ 10,613,900 12.95%	\$ 5,705,220 6.95%	\$ 1,834,959 2.20%
GENERAL FUND - COMPONENTS OF ENDING FUND BALANCE				
Nonspendable: Revolving Cash	\$ 10,000	\$ 10,000	\$ 10,000	\$ 10,000
Restricted	-	-	-	-
Committed	-	-	-	-
Assigned	625,000	625,000	625,000	625,000
Insurance Deductibles	200,000	200,000	200,000	200,000
Professional Learning	425,000	425,000	425,000	425,000
Unassigned/Unappropriated				
Reserve for Economic Uncertainties (REU)	2,546,266 3.00%	2,459,692 3.00%	2,462,810 3.00%	2,497,558 3.00%
Unassigned/Unappropriated Amount	\$ 11,438,630 13.48%	\$ 7,519,208 9.17%	\$ 2,607,410 3.18%	\$ (1,297,599) -1.56%
TOTAL COMPONENTS OF ENDING FUND BALANCE	\$ 14,619,896 17.23%	\$ 10,613,900 12.95%	\$ 5,705,220 6.95%	\$ 1,834,959 2.20%

#1
A 1% salary increase has been budgeted

#2
\$425,000 for on-going professional development is budgeted.

#3
Historically, expenditures have been overstated. For comparison purposes, we have reduced expenditures by the district's historical trend. As the 2017-18 budget is fully developed, the actual expenditure projection can be more accurately projected.

Large Deficit spending

Average monthly payroll totals \$5.2 million. The standard rule of thumb for adequate reserves is 3 months of payroll. Applying the industry standard means the district should retain an ending fund balance of \$15.6 million.

Average monthly payroll is \$5.2 million based on August 2016-February 2017 actual payroll. Operating expenses average \$6.5 million per month. The Governmental Finance Officers Association recommends two standards of reserve balances.

- Three months of payroll. For the Sylvan District this equals \$15.6 million. Since the district's budget is predominately salaries and benefits, this standard is recommended.
- Two months of operating expenses. For the Sylvan District this equals \$13 million

8. Total Compensation Comparison (Roddick) (5 min)

**Stanislaus top 5
2016-17 AVERAGE TOTAL COMPENSATION as of January 2017**

District	Average Total Compensation* (ATC)	Work Days	ATC Per Diem Rate
Sylvan	90,650	182	498
Ceres**	90,204	187	482
SCOE**	89,524	182	492
Modesto	89,438	185	483
Turlock**	89,068	183	487

* ATC calculated by adding 6 cells (see below) from current salary schedules, dividing the total by 6 for the average, then adding the district's annual health/vision/dental contribution to each full time teacher.

6 cells used for ATC:

Step 1 (BA+24/30)

Step 5 (BA+45/48)

Step 10 (BA+60)

Step 14/15 (BA+72/75)

Top salary w/maximum longevity

Top salary w/maximum longevity + MA

** Settled for 2016-17

Ceres @ 3% + \$ to benefits

SCOE @ 5%

Turlock @ 2% + \$1,000 to benefits

9. **Financial impacts to consider as we plan the 2017-18 budget** (Hendricks) (3 min)

- The district is in good financial standing and remains fiscally solvent as we enter the 2017-18 fiscal year budget planning cycle, but there are large financial impacts that must be planned in order to retain financial health.
- The district remains competitive teacher salaries and benefits (total compensation) as compared to other districts in the county. This will become more challenging as per pupil funding discrepancies widen as compared to other districts in Stanislaus County.
- Increases to STRS contribution requirement: Estimated at \$2.4 over the next three years, a 5.5% increase, with ongoing increases over the next four years.
- Increases to PERS contribution requirement: Estimated at \$1.2 million over the next three years, a 7.17% increase with ongoing increases for the next seven years.
- Increase of minimum wage to \$15.00 to be increased \$1.00/hour each year beginning January 2017 through January, 2022. The financial impact is unknown at this time, but is under review by staff.
- Increases to health benefits.
- Increasing contribution to Special Education: \$11.2 million as of Second Interim Budget Report
- Textbook adoption schedule: Estimated at \$7.1 million over a six year period. \$3.2 million is budgeted for the 2017-18 fiscal year for the Next Generation Science standards, and for instructional materials and supplies.
- Facilities in need of repair beyond the 3% required contribution. We have identified \$9.3 million of facility upgrades that are needed. The routine repair and maintenance resource funding mandate provides only about \$1 million for larger projects each year after salaries/benefits and on-going normal maintenance needs of the district are met.
- LCFF target GAP is estimated at 96% implementation, resulting in flattening year over year increases to revenue.
- Economic concerns at both a national and state level are evident. Although we cannot predict the next recession, it will occur again, and we need to be fiscally ready.
- Reserve balances: District must retain a sufficient reserve to maintain fiscal solvency.
- Federal fiscal policy is uncertain.

10. **Next Steps** (Hendricks) (1 min)

- March 31: Friday Update: Staff response to questions by Board
- April 11 Regular Board Meeting: Budget Assumptions Draft Approved
- April 11 Regular Board Meeting: Final Board Direction on the 2017-18 Fiscal Year Budget provided to Staff
- May 9 Regular Board Meeting: Update on Budget and LCAP Progress
- May 30 Regular Board Meeting:
 - Public Hearing for the 2017-20 Local Control and Accountability Plan
 - Public Hearing for the 2017-18 Fiscal Year Budget
- June 20 Regular Board Meeting:
 - Adopt the 2017-20 Local Control and Accountability Plan
 - Adopt the 2017-18 Fiscal Year Budget