

SYLVAN UNION SCHOOL DISTRICT  
BOARD OF TRUSTEES

Budget Study Agenda  
February 25, 2020 5:00-6:00 pm

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**I. Welcome and Purpose (Hendricks)**

- A 2017-2020 Three Year District Wide Program Plan, and Board and Superintendent Goals, established at the start of the 2019-2020 school year have provided an excellent roadmap for programs, and accountability within the district. Periodic reviews during board meetings, and Friday Updates have been provided to the board throughout the 2019-2020 school year. A program review will not be a focus for tonight’s meeting, however program goals should always be at the forefront of all financial decisions.
- This Budget Study Session portion of the meeting will provide an overview of budget planning. At our next budget study we will be bringing to the board the most current information and we will have an opportunity for staff to interact with the board to plan the 20-21 fiscal year budget. As our on-going practice we will do so within the program framework established by the three year plan, board and superintendent goals, and Budget Assumptions and Guidelines.
- The Second Interim multi-year projection will be presented to the board on March 10, 2020.
- One hour is allocated for the meeting.

**II. Budget Assumptions (Aguilar, Sandoval)**

**PURPOSE:**

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 will be implemented as the 2020-21 Fiscal Year Budget and the MYP is prepared. The primary source of these assumptions are the current 2019-20 Fiscal Year Budget, approved State Budget, California Department of Education, Department of Finance, School Services of California’s Financial Projection Dart Board, other external sources and organizations, and of course the District’s historical trends.

**OVERALL ASSUMPTIONS:**

1. Enrollment projection for 2020-21 is projected to decrease compared to 2019-20. The projected enrollment for 2020-21 is 8,136.

	<u>2015-16</u>	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>
<b>Enrollment</b>	8,190	8,102	8,058	8,255	8,211	8,136	8,091
Increase / (Decrease)	(93)	(88)	(44)	197	(44)	(75)	(45)
				<b>Actual</b>			
<b>ADA</b>	7,865	7,761	7,718	<b>7,926</b>	7,871	7,799	7,757
Increase / (Decrease)	(93)	(105)	(43)	208	(55)	(72)	(42)

3-Year Average Retention

2. Staffing Guidelines:

- K – 3 = Average 24/1 (Target for each class will vary based on grade and school enrollment to ensure compliance with GSA (Grade Span) requirements.)
- 4 – 6 = (32.0) / 1
- 7 – 8 = (32.0) / 1

**REVENUE ASSUMPTIONS:**

3. The Local Control Funding Formula based on the latest FCMAT (Fiscal Crisis & Management Team) LCFF calculator (v20.2c) released January 2020 includes the following factors:

	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
		<b>LCFF COLA</b>	<b>3.26%</b>			
COLA	1.56%	3.70%	3.26%	2.29%	2.71%	2.82%
<i>Previous</i>			3.46%	3.00%	2.80%	3.16%
Gap Funding %	42.97%	100.00%	100.00%	100.00%	100.00%	100.00%
UPP	55.71%	55.41%	55.92%	55.57%	55.97%	56.03%

(Unduplicated Pupil Count)

	<u>2020-21</u>		
	<u>TK-3</u>	<u>4-6</u>	<u>7-8</u>
<b>Base</b>	<b>\$7,878</b>	<b>\$7,997</b>	<b>\$8,234</b>
<b>Class Size, 10.4%</b>	<b>\$819</b>	<b>\$0</b>	<b>\$0</b>
<b>Supplemental</b>	<b>\$967</b>	<b>\$889</b>	<b>\$915</b>
<i>Previous</i>	\$965	\$887	\$914
<b>Concentration</b>	<b>\$25</b>	<b>\$23</b>	<b>\$23</b>
<i>Previous</i>	\$4	\$4	\$4

4. Below are dollars set aside in a locally defined account.

- Instructional Material adoptions \$450,000
- Pupil Transportation \$1,109,746
- Technology Reserve and Replacement \$100,000

5. Lottery unrestricted revenue will be calculated at \$153.00 per unit of annual attendance and is projected to be \$1.193 million.

6. Lottery restricted revenue for instructional materials will be calculated at \$54.00 per unit of annual attendance and is projected to be \$421,146.

7. The District receives Special Education funding based on its average daily attendance entered into a formula by the Special Education Local Plan Area (SELPA).

**EXPENDITURE ASSUMPTIONS:**

8. Salaries

- a. Step increases are reflected for those employees who qualify for movement based upon their longevity with the District.
- b. Column increases are budgeted for those certificated employees who have indicated completion of the required number of units.
- c. Vacancies created due to retirements or employees indicating the intent not to return are budgeted as follows:

Certificated:	Class D, Step IV
Classified:	Step 2, Range per Classification
Administrative:	Step 3, Range per Classification

- d. The Sylvan Educators Association and the California School Employees Association settled negotiations with the district for FY 2019-20.
- e. Costs resulting from a paid leave of absence are budgeted under the corresponding program.
- f. For federally funded programs, the positions allocated are reflective of the funding available.
- g. Health insurance premium increases for the budget year are estimated as follows:

Sutter	5%
Kaiser	5%
Dental	0%
Vision	5%

9. Benefits

Employer statutory benefits for the budget year are estimated with the following rate

	<u>2016-17</u>	<u>2017-18</u>	<u>2018-19</u>	<u>2019-20</u>	<u>2020-21</u>	<u>2021-22</u>	<u>2022-23</u>
STRS	12.58%	14.43%	16.28%	17.10%	18.40%	18.10%	18.10%
PERS	13.888%	15.531%	18.062%	19.72%	22.80%	24.90%	25.9%
Previous PERS %	-	-	17.70%	20.70%	22.70%	24.60%	25.40%
SS	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%
SUI	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%	0.05%
W/C	1.1%	0.8%	0.8%	1.0%	1.0%	1.0%	1.0%
Certificated	15.180%	16.730%	18.580%	19.600%	20.900%	20.600%	20.600%
Classified	22.688%	24.031%	26.562%	28.421%	31.500%	33.600%	34.600%

10. Supplies, Services, Capital Outlay, and Other Outgo

- a. School sites receive an allocation for instructional and non-instructional materials based on a formula as follows:
  - K-5 Traditional \$51.16 / enrolled
  - 6-7-8 \$66.93 / enrolled
  - \$150.00/Classroom Teacher
- b. Approximately \$653,838 has been set aside from fiscal year 2019-20 for textbook adoptions.
- c. Actual costs for special education are dependent on the type of services that the District is required to provide each individual student. For the District to provide these specialized services a contribution from General Education is necessary. The contribution for 2020-21 is projected to be \$14,081,971.

<i>Actual 2018-19</i>	<i>Projected Budget 2019-20</i>	<i>Projected Budget 2020-21</i>	<i>Projected Budget 2021-22</i>
\$12,293,544	\$13,805,214	\$14,081,971	\$14,098,892
<i>Increase</i>	\$1,511,670	\$276,757	\$16,921

- d. The following increases over the prior year projected expense for utilities:
 

Natural Gas	1.5%
Electricity	4.0%
Water, Sewer & Storm Drain	3.0%
Telephone	1.0%
Trash Disposal	3.0%
- e. Liability insurance rates are projected to increase 5% over the 2019-20 rates, and will be adjusted as additional information is received by the District’s Risk Manager.
- f. The Stanislaus County Office of Education (SCOE) master agreements to SUSD are yet to be developed for fiscal year 2020-21. For Fiscal year 2019-20, the agreements approved by the board were \$275,663.25. County services include Audiology Screening Services, Internet/Telecommunications Access, Media Streaming, Mail Delivery, Teacher Induction Program, and Information Systems for accounting, budget, and human resources. Outdoor Education for 6<sup>th</sup> grade students under a separate agreement is currently contracted with SCOE for \$196,490 for a four day program.
- g. Pupil Transportation expenditures for 2020-21 are projected to be \$1,109,746. Under the Local Control Funding Formula the district must expend no less than the amount expended in 2012-13, \$200,268 of State funds.

- h. The Debt Service payment for the budget year to pay for the California Energy Commission (CEC) loan will be \$73,085. In fiscal year 2019-20, the District entered into a lease agreement with Santander Financial to upgrade the technology infrastructure, devices and new phone system. Commencing fiscal year 2019-20, estimated annual payments will be \$682,187.32.
- i. An annual allocation of \$100,000 to support technology replacements for middle schools, as noted in the Local Control Accountability Plan (LCAP).

11. Indirect/Direct Costs

- a. Inter-program indirect costs will be calculated at the maximum allowable rate per program. The district’s indirect cost rate is projected to be 3.72%. The rate is pending certification by the CDE.
- b. Cafeteria Fund will be charged indirect costs using the district rate or state-wide Cafeteria rate, whichever is less. Education Code Sections 38101 and 52616.4(a)(3) specify that the indirect cost rate for Cafeteria Funds is the lesser of the school district rate or the statewide average rate.
- c. Direct costs will be charged to the Childcare Fund for staff time to support the program, use of facilities, and transportation services.

12. Transfers to Other Funds

- a. As a requirement of receiving state General Obligation bond funding for facilities, pursuant of Education Code 17070.75, 3% of General Fund expenditures must be set aside in a Routine Restricted Maintenance Account. For 2020-21 the transfer is estimated at \$2,732,971.
- b. 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 Replacements  
 \$ 25,000 To Fund 40 – Special Reserve for Equipment Replacement  
 \$100,000 To Fund 40 – Special Reserve for New Phone System  
 \$100,000 To Fund 14 – Deferred Maintenance  
 \$762,000 TOTAL

**BALANCES:**

- 13. Reserve for “Economic Uncertainty” of 3% will be maintained.
- 14. Insurance Deductible Set-aside for insurance claims in the amount of \$200,000.
- 15. Instructional Materials Set-aside for State mandates of new instructional materials in Mathematics, English Language Arts, Science and Social Studies. The District allocates revenue annually to support ongoing and new adoptions.

The budget is developed in support of the Local Control and Accountability Plan (LCAP). The purpose of the LCAP is to provide information on services and programs planned by the District to support positive student outcomes across a broad spectrum of areas. The LCAP and the proposed budget documents are presented to the Board of Trustees concurrently for adoption at one meeting.

### *End of Budget Assumptions*

#### **III. Budget Guidelines** (Aguilar, Sandoval)

1. Continue to provide an effective and current educational program, which meets District and state standards at all grade levels, shall be the prime consideration in developing the budget.
2. Budgeted expenditures shall not exceed income plus any carry over from prior years.
3. Board goals, directions, and priorities will be a driving force in the development of the budget to the extent allowed within the available funding.
4. When the Board authorizes or approves a new goal, project, or program, it shall specify the allocation or reallocation of resources required.
5. When new projects, plans, or programs are presented to the Board for approval, the estimated fiscal impact of the project and available funding sources shall be included. Upon approval, the budget shall be adjusted as deemed appropriate based on the availability of funds.
6. Funds shall be made available in the budget to support current and anticipated collective bargaining commitments in accordance with BP3100.
7. The budget shall include a General Fund Reserve for Economic Uncertainty of no less than 3% of the total General Fund appropriations in objects 1000 through 7000.
8. Staffing shall be maintained so as to appropriately carry out Board policies, support future growth, and honor collective bargaining agreements.
9. All employees will be provided competitive salary and benefits packages that reflect a level of incentive sufficient to continue to attract and retain qualified people.
10. Furniture and equipment replacement will be funded to the extent that can be justified in relationship to available resources.
11. Supply and equipment formulas in effect for the current year shall be reviewed and adjusted as necessary.
12. Allowance shall be made for increases and/or decreases in the cost of services and supplies; e.g., gasoline, natural gas, electricity, insurance, water, postage, trash collection, telephone services, lease agreements, debt repayment, employee retirement contributions, or benefits mandated by law.

13. Unless there is a mandated level of General Fund participation, all categorical programs shall be self-supporting and, where allowable, shall include allocations for indirect and support costs. Special Education and Transportation are not recognized as self-supporting; however, a goal of self-support shall be maintained. An annual review of each of these programs shall be conducted to ensure as much of a reduction in the use of General Fund dollars as possible.
14. The Cafeteria Fund, Child Care Fund, and Associated Student Body funds shall be self-supporting and, where allowable, shall include allocations for direct, indirect, and support costs. An annual review of each of these funds/programs shall be conducted by the Business Department to ensure they are self-supporting.
15. The Multiple Year Projection budget document shall display General Fund Unrestricted and Restricted revenues and expenditures. This budget document shall be itemized by major revenue and expense categories. Revenues and expenses shall be displayed for the prior year, current year, and projected two years into the future. Detailed budget information shall be available so the Board and the public can examine the components of a specific program.
16. All Special funds, such as Building, Cafeteria, Capital Facilities, Special Reserve Funds, etc., shall be shown separately in a format similar to the Multiple Year Projection budget document.
17. The budget development process will include user friendly information that provides disclosure of anticipated beginning balances, revenues, expenditures and ending balances for all of the District's funds. This information will be provided to highlight the intended uses of these funds during the budget year.
18. A separate accounting shall be maintained to portray the receipt and expenditure of Lottery funds. Lottery funds received in the current fiscal year are not expended until the following fiscal year.
19. Provisions shall be made for an orderly program to preserve the use and value of existing facilities and equipment through capital improvements and preventive maintenance to the extent allowed within the available funding.
20. Any/all debt service obligations shall be included in the budget.
21. Start-up and ongoing expenses related to bringing new schools online shall be identified and budgeted within sufficient time to allow for the adequate transition to the opening of new schools.
22. All carryover funds in Federal categorical programs are considered restricted balances and will be continued as deferred income.

***End of Budget Guidelines***

#### IV. Enrollment and Staffing Projection (Peterson, Aguilar)

- Enrollment Projections as of January, 2020 for General Education will require:
  - Fill vacancies created through resignations and retirements for 2020-2021.
  - No new General Education Teacher positions are proposed for 2020-2021 at this time.
- Enrollment Projections as of January, 2020 for Special Education will require:
  - Add 1.0 FTE Teacher Pre-Formal
  - Add 5.0 FTE PARA Behavior Specialist

#### V. Technology (Granger/Reed)

Through a series of four meetings this school year, the District Technology Committee worked to identify and prioritize technology needs across the district and make recommendations for the district's short and long-term technology planning. The committee was comprised of classified and certificated staff, site and district administrators, a Board of Trustee member, and a DataPath liaison.

The committee identified goals in each of the following domains:

Domain 1: Instructional Program

Domain 2: Professional Learning

Domain 3: Infrastructure, Hardware, Software & Technical Support

Domain 4: Cybersecurity, Internet Safety & Data Privacy

Domain 5: Communication

Expenditures to support goals in the domains identified above are in the areas of personnel, professional learning, hardware/software/infrastructure, and data management systems. The District Technology Plan will outline specific goals and expenditures aligned to each goal over a multi-year period. However, the technology committee identified personnel as a major contributing factor to the attainment of both short-term and long-term goals in each domain. Personnel needs in the Sylvan District are highlighted below beginning with educational technology followed by informational technology.

#### **Education Technology (Ed Tech or ET )**

As the digital integration of curriculum, assessment and learning resources has increased in our core programs, we have sought to keep pace with our efforts to support both students and staff. Thus, education technology has emerged as a distinct subsection within the Sylvan District technology department. With more than 9,000 end users engaging with technology for the purposes of teaching and learning, educational technology needs throughout the district are many and varied. Furthermore, the current 1:1 device to student ratios in grades 2-8 in the Sylvan District requires additional allocation of personnel to ensure that the technology is fully functioning and available for meaningful teacher and student use. The following categories represent the primary functions of our current education technology support. Not included are the multiple tasks in each category as this information is articulated in a separate document used within the Ed Services department to develop systems and process as well as monitor those already in place.

Innovation	Google Administrator Panel	Securly
Aeries	Apple Device Mgmt.	Clever
Digital Curriculum	Gen Ed Apps/Extensions	Special Education Devices
Special Education Apps/Extensions	Chromebook Mgmt.	Student Device Mgmt.
Student Data Privacy	Troubleshooting	Coaching/Professional Learning
Communication with Teachers, Parents, Administrators, Staff, Publishers, Vendors, SCOE Staff	Digital Classroom Mgmt. System	Tech Support

In the 2019-20 school year, the Ed Services department identified a Teacher on Special Assignment (TOSA)/Ed Tech Instructional Coach to support teachers with education technology. In order to prepare ed tech software licenses, apps/tools, and curricular resources/subscriptions prior to the start of school, additional work days were added. For the 2020-21 school year, it is recommended that the current Ed Tech Instructional Coach position shift to an administrative role titled Ed Tech Program Specialist in order to best fulfill the education technology responsibilities required within the technology department, specifically the need to have staff available for periods of high-demand during the school year. The budget impact on the general fund is outlined below.

Position	Year	# of Work Days	Salary	Cost for 20 Additional Days	Total
TOSA/Ed Tech Instructional Coach	2019-20	182	\$94,040	\$10,300	\$104,340
Ed Tech Program Specialist	2020-21	212	\$107,018	N/A	\$107,018
Net Budget Impact					\$2,678

**Information Technology (IT)**

In addition to the educational technology needs noted above, personnel to support information technology across the district is also a consideration as we plan for future expenditures and as the budget permits.

The current organization of the Ed Services Department includes three directors:

- Special Education
- Professional Learning, Induction & Assessment
- Technology & Accountability

Our current director of Technology & Accountability is planning to retire at the end of the 2020-21 school year. Current roles and responsibilities of this director position are outlined below.

<b>Informational Technology (IT)</b>	<b>Systems Management</b>	<b>Compliance &amp; Accountability</b>
Tech Ticket Management and Assignment of Tickets	Aeries OnLine Enrollment - update, monitor, schedule	LCAP Writing and Annual Updates - Committee - Updates - Communication from CDE
Work Flow from HR	Aeries- reporting and training for Staff	CA School Dashboard - Coordinator - Local Indicators - Preview data - School Supports System (old PI) for Sites
Manage new phone system changes in personnel	Certify - Train and maintain data	School Plans
Deploy new devices - management, deployment, long range planning	SEIS to Aeries Integration - implementation and monitor	School Accountability Report Cards
Coordinate ET & IT	Aeries Communications - configure, implement and monitor	Title I - Approve site budgets and monitor/approve spending
Oversee and direct IT staff, including computer technicians	Aeries Parent Portal - At the beginning of the school year - the main contact for families trying to access portal. Monitor and assist families all year	CALPADS Administrator
Plan for long range updating of districtwide technology	Aeries Standards Based Grades Report Cards	Consolidated Application

Monitor devices end of life to ensure all users have functioning devices	Aeries Data Confirmation	Medical Administrative Activities (MAA)
Work side by side with entire Tech Team when new devices are deployed	TOMS - Testing Operation System	LEA Medical
Manage local FTP site	District website	Private School Consultation for Federal Funds
Liaison with DataPath or projects	Destiny - Resource Management (potential new program Hayes) - maintain and monitor	Metrics associated with School Plans and LCAP
	Doc-Tracking - LCAP / School Plans / SARCS	

Many of the tasks noted above are dependent upon a specialized knowledge base and skill set. To best prepare for a smooth transition once the current director retires, and to prepare for the increasing demand and complexities of managing information technology in a district with more than 9,000 end users, the following chart outlines recommendations for information technology personnel beginning in the 2020-21 school year and as the budget permits.

<b>Technology Department Personnel</b>	<b>Year 1 2020-21</b>	<b>Year 2 2021-22</b>	<b>Year 3 2022-23</b>
Ed Tech Program Specialist (as noted above with \$2,678 Net Budget Impact)	X	Ongoing	Ongoing
Director “Shadow” (Approx. Cost \$136,419) <ul style="list-style-type: none"> <li>• Learn by Doing/Training with current Director of Technology &amp; Accountability</li> <li>• Support IT responsibilities (noted in the above chart)</li> </ul>	X	N/A	N/A
IT Coordinator (in-lieu of the Director “Shadow”)	N/A	X	Ongoing

## VI. Special Education (Mori)

**Occupational Therapist:** Earlier in this school year, it was shared with the Board that the District would submit for a take-back of Occupational Therapy services for the 2020-2021 school year. We did so and were approved. Since then, the SELPA has decided to discontinue providing Occupational Therapy Services to Districts. The Stanislaus County Office of Education is in the process of taking over this service using a fee for service model. As we are the third largest district within our SELPA, it continues to be necessary for us to consider a take-back for Occupational Therapy services. At this point in time we would need to hire two occupational therapists to serve our students who require these services.

### **Occupational Therapy Data**

#### **[Figures provided by the SELPA Director]**

For the school years of 2014-2015, 2015-2016, 2016-2017, and 2018-2019 SUSD averaged a contribution of \$139,468.18 to the OT pool and we used an average of \$347,719.50 for an average difference of (\$208,251.32).

For this school year in 2019-2020 Sylvan contributed \$134,109.49 to the OT pool and utilized services up to the amount of \$282,144.33 for a difference of (\$148,034.84).

The differences and balances reflect money paid to the SELPA to support Sylvan Occupational therapy by other School Districts.

The county is currently creating and putting together an Occupational Therapy service program. At this time they do not know what their fee structure will look like. A possible estimate for their fee-for-service model, using the last proposed SELPA schedule, would be \$258,700 for 69 students. Please note this is a conservative estimate at this point in time and the fee-for-service is projected to be higher than the amount provided.

The projected costs of 2 occupational therapists with veteran levels of years of experience, using the proposed salary schedule is \$281,147.

This information is provided to preliminarily project and plan ahead for the budget impact in the event the finalized SELPA fee structure has increased fee-for-service costs.

**Special Education Coach/Mentor:** Currently, SUSD teachers teaching for their first or second year under a California Preliminary Credential are enrolled in the SCOE Induction Program for the purposes of obtaining a clear credential. The SCOE Induction Program is approved by the California Commission on Teacher Credentialing (CTC). SUSD provides full-time release teachers to serve as induction mentors. SUSD also provides mentors for teachers enrolled in intern programs as required by district partnerships with each institution. Over the past few years, the number of special education candidates enrolled in both induction and intern programs has increased resulting in the need to identify additional mentor support for new Special Education teachers. At the same time, the number of general education candidates enrolled in induction has decreased. It is recommended that the Title II allocation currently assigned to general education teacher support for the salary of a full-time release mentor/coach be reassigned to support the salary of a full-time release mentor/coach for special education. Budget would be unchanged as the existing Title II funds would continue to support the same number of personnel dedicated to new teacher support.

## VII. Student Support Services (Albert)

During the 2018-2019 school year we determined we had a critical issue in managing some extreme behaviors primarily in the early grades (K-2). This was a trend that had been growing over the last two years. In January 2019, a contracted mental health clinician was provided as a support to our growing need. Additionally, three general education behavior support aides were budgeted.

Also during the 2018-2019 school year, we were directed by the Board to look at all students who are expelled or are “on the path to expulsion.” These were students with multiple behavior incidents that were failing to decrease with current methods of discipline and reteaching. This committee determined our greatest need was to support students mental health needs and to provide an alternate setting to reteach lagging skills. The “Whole Package” program was to 1) add a mental health clinician, two general education behavior aides, a classroom teacher, and to support K-2 students; 2) Add a 0.5 FTE independent study teacher to support older students in need of an alternative setting; 3) Add a social worker to support students and families in Tier 1 and 2 settings and to provide resources for our struggling families. Other options, that were parts of this “Whole Package” program, were also shared with the Board. The Board agreed to add an additional mental health clinician and social worker. District staff also determined that, through attrition our district could replace some school counselors with mental health clinicians.

For 2019-2020 we hired three mental health clinicians. One who filled a counselor vacancy, one who replaced the contracted mental health clinician and one that was approved as an additional position by the Board. In addition, we hired a licensed social worker also approved as an additional position by the Board. The mental health clinicians, social worker and behavior support aides have been utilized to support ongoing behavior and mental health needs; however, the needs continue to grow and our general education students, staff and families require additional support.

We continue to recommend that we consider an alternative for those students with severe behavior needs both in K-2 as well as our intermediate and middle grades. These alternatives could be accomplished with a K-2 Behavior Class and an Independent Study/Alternative to Suspension Class. The K-2 class would use current staff (mental health clinician, social worker, two behavior support aides) and would require an additional general education teacher. To support our students in the early intermediate and middle grades it is recommended we consider an Independent Study/Alternative to Suspension Class. This Independent Study/Alternative to Suspension class would require one additional aide and an additional general education teacher.

### Total additional budget considerations:

- 2 General Education Teachers: \$81,600/teacher = \$163,200
- 1 Aide: \$30,955

**VIII. Administrative Support (Hendricks)**

As the Board is aware the student needs in our classrooms and school sites continue to require additional administrative support. In 2016-2017 the Board gave approval to add assistant principal support at specific elementary sites equating to 4 FTE. The assistant principals were placed in split assignments. For the current school year 2019-2020 the Board gave approval to add .5 FTE in order to increase the assistant principal coverage from .5 FTE to 1.0FTE. at Freedom Elementary School.

Currently, we have the following assignment principal coverage:

- |                           |                            |
|---------------------------|----------------------------|
| Dan Savage - 1.0 FTE      | Mary Ann Sanders - 0.5 FTE |
| Somerset - 1.0 FTE        | Sherwood - 0.5 FTE         |
| Ustach - 1.0 FTE          | C.F. Brown - 0.5 FTE       |
| Crossroads - 1.0 FTE      | Standiford - 0.5 FTE       |
| Freedom - 1.0 FTE         | Sylvan - 0.0 FTE           |
| Orchard - 0.5 FTE         | Woodrow - 0.0 FTE          |
| Stockard Coffee - 0.5 FTE |                            |

As a next step for a future budget consideration I am recommending an additional 1.0 FTE assistant principal be added to allow two identified sites to move from 0.5 support to a full time assistant principal. (Approx. cost \$131,545.00)

As an additional consideration in upcoming years, and as the budget permits, additional assistant principals to increase support at middle schools and elementary schools would benefit all stakeholders.

**IX. Professional Learning (Crothers)**

As part of our culture committed to continuous learning including employing best educational practices and research-based strategies in every classroom at every school, every day, we will continue to provide targeted professional learning. One of our main areas of focus for the 2020-2021 school year will be to provide professional learning to support the implementation of the new Next Generation Science Standards textbook adoption. Additionally, we will partner with stakeholders while making data-driven decisions to identify ongoing professional learning to meet the needs of ALL students and staff both academically and social-emotionally.

Based upon preliminary information from the state, we anticipate receipt of funds allocated to the District for purposes of professional learning. The projected amount is subject to the state’s discretion and is not yet available.

**X. Fiscal Impacts to Consider** (Aguilar, Sandoval)

- a. The district is in good financial standing and remains fiscally solvent as we enter the 2020-21 fiscal year budget planning cycle
- b. The district has settled negotiations with SEA or CSEA for 2019-2020.
- c. Increases to STRS contribution requirement
- d. Increases to PERS contribution requirement
- e. Increase of minimum wage to \$15.00 by January 2022
- f. Increasing contribution to Special Education
- g. Textbook adoption
- h. Facilities in need of repair beyond the 3% required contribution.
- i. COLA only year over year increases to revenue.

**XI. Next Steps** (Aguilar, Sandoval)

- February 25, 2020: Draft Budget Assumptions
- March 10, 2020: Approve 2nd Interim Report for FY 2019-20. Adopt fiscal year 2020-21 Budget Calendar.
- April 14, 2020: Budget Study Session (5:30 to 8:00 pm)
- April 17, 2020: Friday Update: Staff response to questions by Board
- April 21, 2020: Regular Board Meeting:
  - Budget Assumptions Draft Updated
  - Final Board Direction on the 2020-21 Fiscal Year Budget provided to Staff
- TBD: Regular Board Meeting:
  - Update on Governor’s May Revise, Budget and LCAP Progress
- June 2, 2020: Regular Board Meeting:
  - Public Hearing for the 2020-21 Local Control and Accountability Plan
  - Public Hearing for the 2020-21 Fiscal Year Budget
- June 23, 2020 Regular Board Meeting:
  - Adopt the 2020-21 Local Control and Accountability Plan
  - Adopt the 2020-21 Fiscal Year Budget

**XII. Facilities & Capital Projects** (Hendricks, Aguilar)

Facilities

The district has completed ADA modernization projects at all schools, with Ustach as the final school being modernized and currently in process. The district has submitted funding applications to the state and is anticipating reimbursement from some of these projects, as follows:

Potential Future Funds available over next 3-5 years:

Sylvan State Reimbursement:	\$2,914,989
Orchard State Reimbursement:	\$2,920,825
Ustach State Match	<u>\$5,174,338</u>
<b>Total Future Funds 3-5 years:</b>	<b>\$11,010,152</b>

Capital Projects

A Capital Projects Plan will be presented to the Board as part of the Budget Development Process.