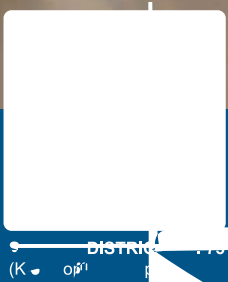
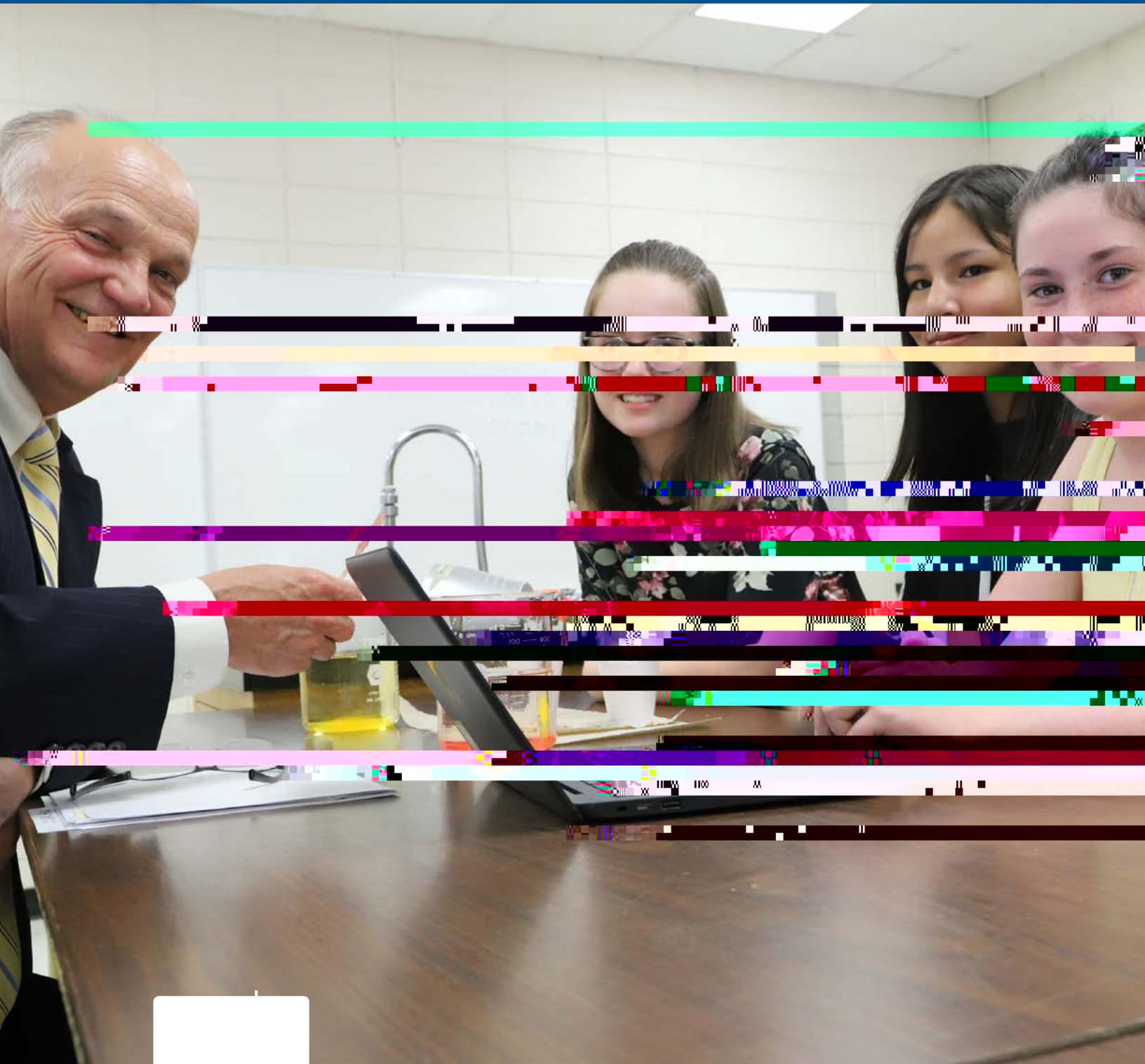
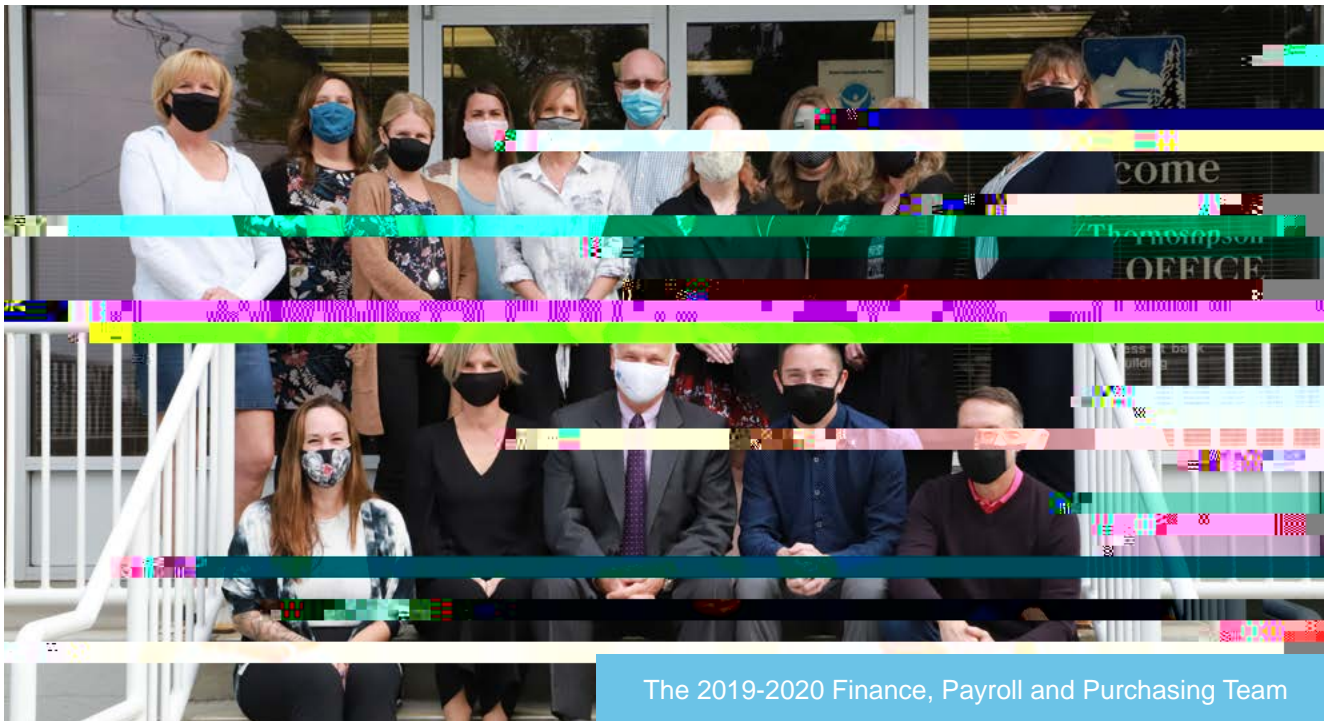


| For the Year Ended June 30, 2020.



currently known facts, decisions, or conditions. The results of the current year are discussed in comparison with the prior year, with an emphasis placed on the current year. This section is only an introduction and should be



Located in south central BC, School District No.73 (SD73) operates 45 schools in the communities of Blue River, Vavenby, Clearwater, Barriere, Sun Peaks, Chase, Westwold, Savona, Logan Lake, and Kamloops with the majority of the students living in the city of Kamloops.

Employing 2,052 staff in full and part time positions, SD73 has an annual operating, capital, and special purpose budgets totaling approximately \$187.4 million. Governed by a Board of Education, the nine elected



Our District Learning Plan is built using the framework from the provincial Enhancing Student Learning Reporting Order and embedding the work of the SD73 Strategic Plan. In recognition of the components of the Educated Citizen, the new reporting format includes the provincially noted three goals of education: Intellectual Development, Human and Social Development, and Career Development

Intellectual development measures the foundational skills of literacy and numeracy. SD73 has consistently been at or above the provincial average for the past several years. The FSA was redeveloped for the 2017 - 2018 school year and, at this point, we have three years of data to inform how our students are performing. While our results are strong in all foundational skills, we must continue to support numeracy if we are to achieve the same exemplary results that we see in writing. Plans to support numeracy were extensive in 2019 - 2020, however, the suspension of in-class instruction during the spring of 2020 slowed the delivery of some of our programs.

At the secondary level, literacy and numeracy levels are measured through grade 10 provincial assessments. Early data indicates we continue to achieve at or near the provincial level on all assessments, but as these are new assessments, we do not yet have enough data points to comment extensively.

Another measure of Intellectual Development is grade-to-grade transition. In the released 2018 - 2019 data from the Ministry of Education, SD73 had a transition rate of 90% between the grades of 11 and 12. This aligns with a provincial average of 91% and supports our very strong graduation rate.

The second goal of the Educated Citizen is Human and Social Development. To measure achievement, this goal focuses on students feeling welcome, safe, and connected to school. SD73 falls within the provincial averages, although the data indicates a greater degree of connectedness for grades 3 /4 and 12 when compared to grades 7 and 10. While this is not surprising, it is indicative that there is room

to create stronger connections with students in the upper intermediate / early secondary student cohorts.

As the third goal, Career Development measures student graduation rates and core competencies focused on the achievement of career and life goals. The new Enhancing Student Learning Reporting Order requires districts to report on 5-year graduation rates, however, it is important to note the variance between the 5-year and 6-year rates emphasizes the need to report both data sets as not all students who are successful can be measured on a shortened timeline. The 6-year resident rate for SD73 is 92% and above the provincial average of 89%. A focus on supporting our Aboriginal learners and participation in the Equity in Action provincial program has offered SD73 is 84% and considerably higher than the provincial rate for Aboriginal learners at 69%. While SD73 Aboriginal students are not yet at parity with non-Aboriginal students, the gap is closing.

The successes noted above would not have been achievable without a focus on supporting the 18.6% of our students who self-identify as Aboriginal learners. Student participation rates in cross-cultural activities with a particular focus on Aboriginal culture, history and current issues as well as a marked increase in the past three years of Aboriginal parent involvement are a testament to our strong achievement. When combined with strong classroom practices that include Aboriginal ways of knowing and doing with the support of our Aboriginal community, our students are better positioned for ongoing success.

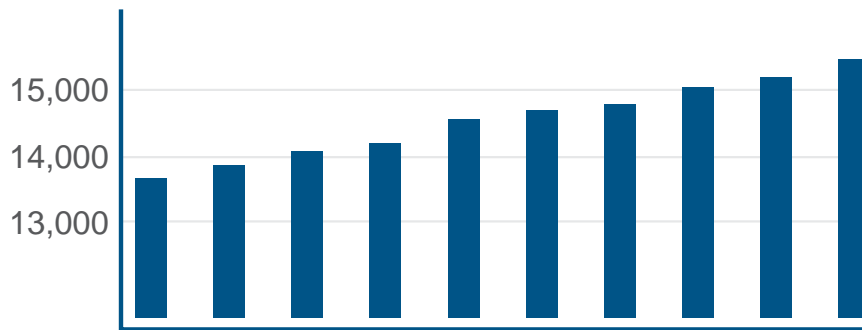
Regardless of the areas of measure, we are providing excellent supports at all levels of the school district. Throughout the 2019 - 2020 school year, we have continued to develop our work with professional learning, ongoing mentorship, and dedicated supports. We, as a district, can set direction to meet and exceed targets and measures, but it is only by supporting learners, both students and adults, that we can really effect change. Careful budgeting that is aligned to support our students has allowed SD73 to



When face-to-face StrongStart programming was suspended due to coronavirus, all seven facilitators in the district worried it would spell the end of their connection with parents of young children. Instead, it brought new ways of connecting and communicating that may have forever changed the way StrongStart is delivered.

move student learning forward. We would be remiss if we did not celebrate the work of our students, but also recognize the efforts and successes of &|æ••! [[{ Āc^æ&@^!•ÉĀā•c!ā&cĀ& [[!āā}æc [!•ÉĀ&^!cā, ^āĀ education assistants, Aboriginal education workers, school principals and vice-principals, and all who are a part of our education system. It is through the collective support of both the Finance and Education departments that our students continue to grow as learners.

In 2015-2016, district enrollment was 13,860 Full Time Equivalent (FTE) Kindergarten to Grade 12 (K-12) students and since then, the District has experienced steady enrollment growth with enrollment in 2018-2019 at 14,416 FTE students and 14,645 FTE students for the 2019-2020 school year. This is an increase of 785 FTE students since 2015-2016 or an average increase of 196 students per year over the past four years. The District is projecting continued growth over the next few years even though 2020-2021 increases may be driven by increases in our Distributive Learning program due to students taking courses on-line versus in-class study due to health issues relating to the COVID-19 pandemic.



The operating surplus for the 2019-2020 school year was \$5,369,494, which is up from the \$1,560,307 operating surplus the District achieved in the 2018-2019 school year. Revenues per FTE were up \$45 increasing from \$7,423 to \$7,468/FTE student and enrollment was up 229.19 FTE students from 2018-2019 to 2019-2020

K-12 per FTE Students 2018-2019 versus 2019-2020:

8,888.0	87.0	8,975.0
5,528.0	142.0	5,670.0
14,416.0	229.0	14,645.0

Below is a table that indicates the Regular and Distance Learning per FTE rates for 2018-2019 versus 2019-2020 and for 2020-2021 school year as well:

	\$7,423.00	\$45.00	\$7,468.00	\$92.00	\$7,560.00
	\$6,100.00	\$0.00	\$6,100.00	\$0.00	\$6,100.00

Below is a table that summarizes the 2018-2019 versus the 2019-2020 Operating results.

	152,467,084	9,063,163	5.94%	161,530,247
	107,835,398	4,209,541	3.90%	112,044,939
Benefits	24,201,852	826,027	3.41%	25,027,879
	18,869,527	218,408	1.16%	19,087,935
Surplus (Deficit)	1,560,307	3,809,187		5,369,494
	1.02%			3.32%

K-12 public education remains a priority for Government which translated into additional funding in 2019-2020. Revenues for the District were up \$9.06 million over 2018-2019 in the following areas:

Additional 229.2 FTE students at the 2019-2020 per FTE rate of \$7,468 equates to a revenue increase of \$1,711,666 for the additional students.

An increase of \$45.00 in the per FTE student rate added an additional \$648,720 in revenue for 14,416 FTE students in the 2018-2019 following areas:

The BCTF concluded a three-year collective agreement with government late in the 2019-2020 school year. The revenues and expenses relating to the salary increases were not included in the revised budget bylaw approved and submitted to the Ministry of Education in February 2020. Funding of \$1,344,416 in 2019-2020 was not included in the 2019-2020 Operating budget.

	61,924,624	66,490,655	4,566,030
	26,208,903	26,907,156	698,253
	9,320,407	9,545,743	225,336
	3,940,093	3,968,901	28,808
	6,441,370	5,132,484	(1,308,866)
	107,835,398	112,044,939	4,209,541

Reasons listed:

Salary expenses increased by \$4.210 million due to contractual wage increases and the cost of 26.78 FTE additional staff. The District employs 2,052 FTE full and part time positions (this includes the 96.90 FTE Classroom Enhancement Fund positions and 311 relief-staff.)

Detailed comparison 2018-2019 versus 2019-2020 as well as a comparison 2006-2007 to 2019-2020.

In the employer premiums for the Teacher Pension plan. The reduction in employer premium rates were effective January 1, 2020 so this savings will continue into 2020-2021. The Medical Services Plan transition to the Employer Health Tax (EHT) premiums saw an increase of \$400,609 over last year.

Increases in our per FTE funding are needed to keep pace with the ever-increasing cost of employee

The District's Operating Reserve Funds are separated into two categories: Internally Restricted Reserve Funds and Unrestricted Reserve Funds. The District is maintaining reserve balances as per Board Policy 1154.1 – OPERATING AND CAPITAL RESERVES.

The Restricted Reserve balances represent an accumulation of operating surpluses. The Board and senior administration allow departments and schools to carry forward for expenditure in a subsequent school year. The practice of carrying forward unspent budget dollars eliminates staff spending to the full extent of their budget by June 30th each year; which in turn allows educators and managers to improve proactively manage the district with a longer-term perspective.

Annually in late August or early September, once the year end operating results are known, the Audit Committee of the Board of Education meet to review the Operating Reserve balances and make recommendations on these Reserve Funds to ensure these funds are positioned to deliver on the District's Vision, Mission and Long-term Strategic plan in support of our students. Based on that review, the Audit Committee make recommendations to the Board of Education for consideration and approval of the year end balances in each of the operating reserves. These recommendations then come forward at a public school board meeting in September. At that meeting, the Board of Education has an opportunity to further discuss the reserve balance recommendations with the district's external auditors and review the financial statements for the year just concluded.

Board approval is required to expend Unrestricted Operating Reserve funds. Once approval is granted, the funds move from the Unrestricted Reserve Fund to a Restricted Reserve Fund where the funds are held pending expenditure for their intended purpose.

At the conclusion of 2018-2019, the District had approved the transfer of the remaining unrestricted operating reserve of \$237,390 to Local Capital to support the Valleyview Secondary Expansion project. By June 30, 2019, the Valleyview Secondary Expansion Project had a balance of \$1,162,390.31 set aside in the Local Capital Reserve for this major capital project.

At the conclusion of the 2019-2020 school year, the Audit Committee of the Board recommended adding \$87,609.69 in operating surplus to increase this reserve to \$1,250,000 of the District's \$1,750,000 commitment in funding support for the expansion project. These funds are held in a Facility Renewal Reserve Fund within the Local Capital Reserve.

Below is a schedule that provides year-over-year increases and/or decreases in our Internally Restricted Operating Reserve. Detailed explanations that support these reserve balances are contained in Note 13 of the

restricted in General Reserve – COVID-19 which at year end 2019-2020 has a balance of \$1,474,821.00.

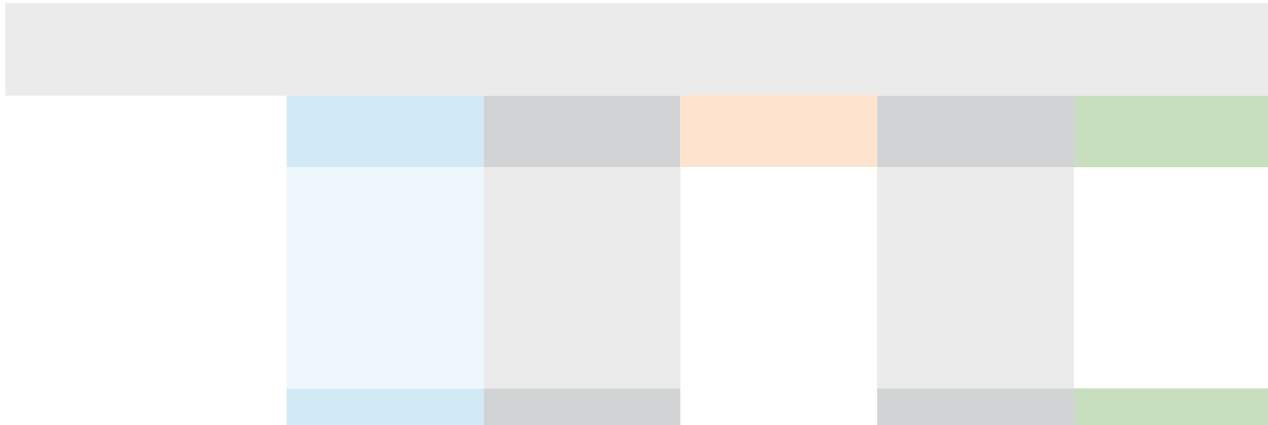


Below is a graph that indicates the District's Operating Reserve Balances from 2005-2006 to 2019-2020.

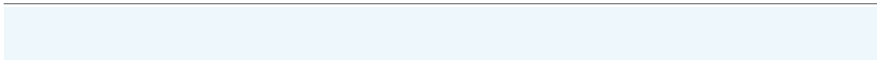
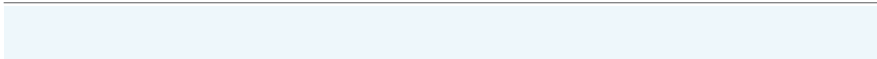
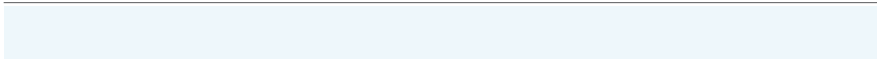
Ministry of Education for programs such as the Annual Facility Grant, Classroom Enhancement Fund (CEF)



Below is a schedule summarizing the changes in Tangible Capital Assets. (Note 4 of the Audited Financial Statements contains a more detailed analysis of implications relating to the addition and/or the deletion of the District's assets.) Between Bylaw Capital provided by the Ministry and funds expended in support of our capital needs from the Local Capital Reserve, the district invested \$10.059 million in capital funds to address aging facilities and planned equipment replacement.



District major capital expenditures totaled \$14.35 million in 2019-2020. The projects listed on the next few pages were paid for by capital grants from Bylaw Capital, School Enhancement Program and the District's Local Capital Reserve Fund. Below are details of the project expenditures in 2019-2020.



Website Redesign	\$58,708
School Cash/Facility Rental	\$25,037
Voice Over Internet Protocol (VOIP)	\$25,886

Annual Technology	\$627,955
Computers, Printers & Video Conference Equipment	\$323,565



Superintendent Alison Sidow addresses the media after the September 5, 2019
 followed by the COVID-19 pandemic during the 2019-2020 school year required
 extraordinary levels of effort and response across the district.

The District produced a greater than normal operating surplus in 2019-2020 posting a \$5,369,494 surplus or just

