



## POPULAR ANNUAL FINANCIAL REPORT



FISCAL YEAR ENDED  
**JUNE 30, 2019**  
TAMPA, FL



# Message from the CBO

Dear Citizens and Taxpayers of Hillsborough County:

Business Services is pleased to present the Hillsborough County Public Schools' Popular Annual Financial Report (PAFR) for the community. This report is an opportunity to present the district's finances in a more condensed format. We hope this provides an understanding of the basic financial health and operations in our district.

The intent of this report is to summarize the financial activities and operating results reported in the Hillsborough County Public Schools' audited Comprehensive Annual Financial Report (CAFR). The CAFR is a more detailed and complete financial presentation prepared in accordance with Generally Accepted Accounting Principles (GAAP) and was audited by the district's independent external auditors. The PAFR, however, is unaudited and presented on a non-GAAP basis. It does not include full disclosures or segregated funds. For more detailed information, the Comprehensive Annual Financial Report is available on the district's website at: <https://www.sdhc.k12.fl.us/doc/list/accounting-services/documents-forms/11-49>.

If you have any questions regarding this report, please contact Stephanie Heaton (813) 272-4292, or write to: Accounting Manager, 901 E. Kennedy Blvd., Tampa, FL 33602.

Respectfully,

*Gretchen Saunders*

Gretchen Saunders, Chief Business Officer

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## VISION

*Preparing Students for Life.*

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## MISSION

*To provide an education and the supports that enable each student to excel as a successful and responsible citizen.*

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# Financial Transparency

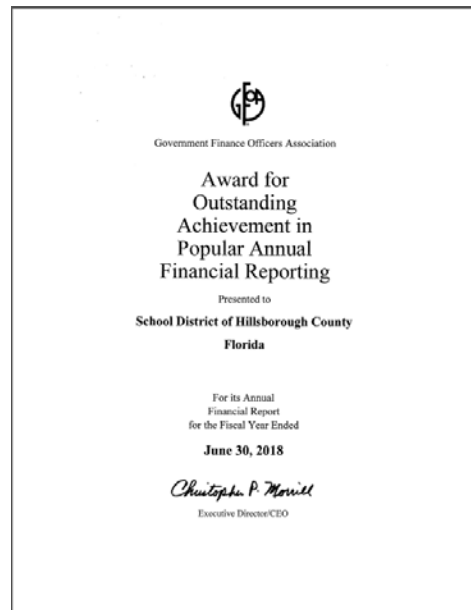
To provide transparency about the financial operations, the Popular Annual Financial Report (PAFR) was published for the first time in 2017.

We are proud to present the 2019 PAFR to continue providing citizens and other interested parties with a brief summary and explanation of the district's government-wide financial statements, general operating fund revenues, expenditures, and other relevant financial trends and legislation that will impact the district. This selected information is taken from the audited financial statements contained in the district's Comprehensive Annual Financial Report (CAFR) for the fiscal year ending June 30, 2019.



Hillsborough County Public Schools has been awarded the Certificate of Achievement for Excellence in Financial Reporting for the CAFR from the Government Finance Officers Association of the United States and Canada (GFOA) for 18 consecutive years. To earn these awards the district must produce an easy to read and efficiently organized CAFR whose content conform to program standards.

The district has also been awarded the Outstanding Achievement in Popular Annual Financial Reporting from GFOA for two consecutive years.



This award is a prestigious national award recognizing conformance with the highest standards for report preparation for state and local governments while maintaining reader appeal in presentation and understandability.

It is our hope that information provided in the PAFR will be meaningful and reliable information about our district's performance.



# School Board Members



*From top left to right: Jeff Eakins, Superintendent, Karen Perez representing District 6, Dr. Stacy Hahn representing District 2, Cindy Stuart representing District 3, Tamara Shamburger, representing District 5, Melissa Snively, representing District 4, Lynn Gray representing District 7, Steve Cona III representing District 1.*

## Hillsborough County Public

**Schools** was the eighth largest school district in the nation as of June 30, 2019. Since then, we have moved up to seventh. The School Board is comprised of a seven-member board elected on staggered terms in a county wide election. The School Board is the policy making and legislative authority for the school district. It is responsible for the organization and control of the district's public schools, determining policy, adopting the budget and other matters related to the effective operation and general improvement of the school system. Additionally, the School Board appoints the Superintendent of Schools.

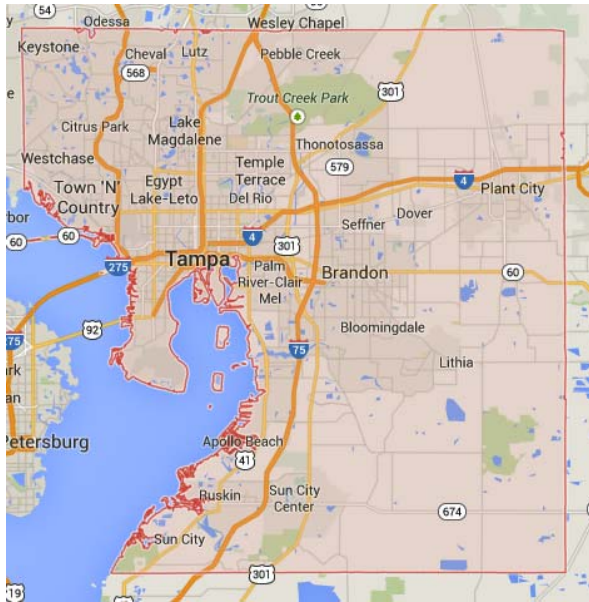
The Superintendent is the Chief Executive Officer and is responsible for enforcement of laws and ordinances, preparation and administration of the annual budget, provision of services, implementation of policies, and appointment of staff. Hillsborough County Public Schools embraces the diversity of its students and strives to achieve excellence in education through a rigorous hands-on curriculum taught by highly-effective educators.





# About Hillsborough County Public Schools

Hillsborough County Public Schools (HCPS) is the eighth largest school district in the nation. The county is so expansive it covers 1,000 square miles.



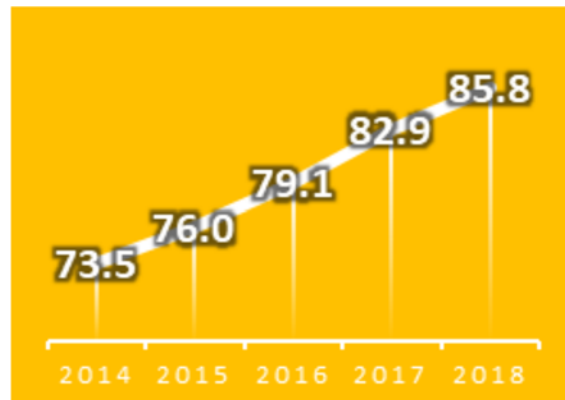
There are 139 elementary schools, 35 middle schools, 6 Kindergarten through 8<sup>th</sup> grade (K-8) schools, 27 high schools, 11 specialty schools, and 17 programs with enrollment operating throughout the district.

As of April 2019, we had 24,877 employees and a student population of 189,250 for Hillsborough County Public Schools (not including charter schools).

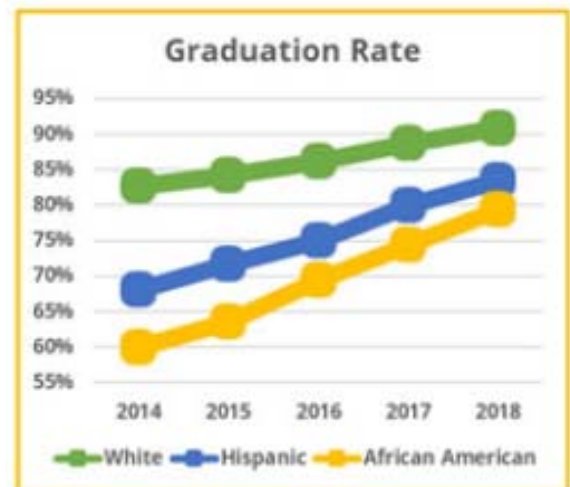


The mission of our district is to provide an education and the supports that enable each student to excel as a successful and responsible citizen.

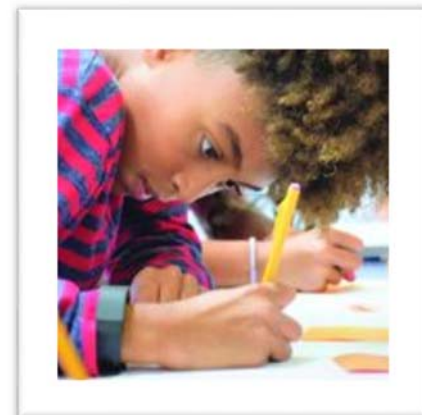
The targeted goal for every employee in our district is to help students achieve a graduation rate of 90% in the year 2020. This has become our culture and way of work. An increased graduation rate will provide a \$670 million economic impact for our county since 2015.



Achievement gaps continue to close as graduation rates for minority, exceptional, and English Language Learner students are rising faster than the overall rate.



# About Hillsborough County Public Schools



HCPS has embraced new ways to help every child succeed by implementing innovative initiatives across the district. These programs will work hand in hand to prepare every student for success in college and/or a career.

HCPS ranks at the top of 27 large districts across America. Our 4<sup>th</sup> graders tied for 1<sup>st</sup> place in reading and 2<sup>nd</sup> place in math.

We have three Nationally Certified Magnet Schools out of only 116 in the country.

HCPS is proud to be a nationwide leader in Science, Technology, Engineering & Math (STEM) education. More than 1,500 K-8 students participated in NASA's Student Spaceflight Experiments Program and Mission Patch.

Home to four technical colleges, 65 Career & Technical Education (CTE) programs, and 206 middle and high school Career and Professional Education (CAPE) academies, we are a statewide leader in Workforce and Career training. Students earned a district record of over 7,000 industry certifications in IT, welding, and other fields. Over 1,200 apprenticeships have put students in real-world jobs, building Tampa Bay's skylines.

At Strawberry Crest High School, 100% of IB seniors passed the challenging IB Exam.

All of our IB high schools had a passing rate of 82% or higher; the national average is 66%.

HCPS increased the graduation rate to 85.8%, up almost three percentage points from the previous year.

The three Collegiate Academy High Schools (Armwood, Lennard, and Leto) graduated 166 students with Associate of Arts degrees and is adding a 4<sup>th</sup> collegiate academy in 2019/2020.

HCPS has nationally commended military partnerships. We are the recipient of the *Pete Taylor Award* for the strongest district/military partnership in the USA.

Our district offers seven languages: American Sign Language, Chinese, French, German, Italian, Latin and Spanish. As a result, 500 students enrolled in elementary and middle school dual language programs. There were 1,832 seniors who received the gold Florida Seal of Biliteracy and 2,501 seniors who received the silver Florida Seal of Biliteracy.

Fifty students have received American Ballet Theater certifications for Level 4 of the National Training Curriculum.

Over 2,500 student artists showcased in local and national exhibitions.

# Accounting Terminology and Budget

## Accounting Terminology

**Net invested in capital assets** is the difference between the value of capital assets and the unpaid portion of debt that is financing those capital assets.

**Net Position** is the difference between assets and deferred outflow of resources and liabilities and deferred inflow of resources for the district as a whole.

**Restricted net position** is the amount of assets or resources limited for a specific purpose.

**Unrestricted net position** is the difference between assets and liabilities not already included in net investments in capital assets, and restricted net position.

**Government-wide** is the district as a whole.

**Governmental activities** are the district's basic services funded by property, sales tax, and the Florida Education Finance Program (FEFP).

**Deferred outflows of resources** are a consumption of net position that is applicable to a future reporting period.

**Deferred inflows of resources** are an acquisition of net position that is applicable to a future reporting period.

**Capital assets** are assets that the district intends to hold or continue to use over a long period of time.

**Appropriation** is setting aside of budget for specific use.

**Estimated Revenue** is setting aside budget for expected revenue.

**Fund** is a fiscal and accounting entity that is segregated for the purpose of carrying on a specific activity.

**Function** is a classification that indicates the overall purpose or object of an expenditure.

**Object** is an indication of the type of goods or services obtained as a result of the expenditure.

**GASB** the *Governmental Accounting Standards Board* is the source of generally accepted accounting principles (GAAP) used by state and local governments in the United States.

## Budget

Under state law, the district is required to prepare an annual budget. The budget is prepared by each governmental fund type prescribed by law and State Board of Education rules. Original budgets are submitted to the Florida Department of Education for approval.

The budget is prepared by fund, function, object, and department. Management may make budget transfers between departments and objects; however, the function level is the legal level of budgetary control and may only be amended by resolution of the Board. The original budget is amended monthly based upon transfers at the function level.

The initial board approved budget is referred to as the original budget. At fiscal year end, the final amended budget contains all of the adjustments for legally authorized revisions of the original budget throughout the year.

The district prepares a "budget to actual" comparison for School Board review on a monthly basis.

Budgets are prepared using the modified accrual basis, which is the method used to account for actual transactions in the governmental funds. In modified accrual, revenue is recorded in the period it becomes available and measurable while expenditures are recognized in the period the liability is incurred.



# Financial Summary

## Government-wide Financial Information

The Government-wide financial statements include the Statement of Net Position and the Statement of Activities. This information is designed to provide readers with a long-term overview of the district's finances similar to the private sector. All governmental funds are consolidated and presented as Governmental Activities which are normally supported by taxes and intergovernmental revenues.

The Statement of Net Position (below) provides information on all of HCPS's assets and liabilities, with the difference between the two reported as net position or net worth. Increases or decreases in the net position serve as an indicator of whether the financial position of the district is improving or declining. Component Unit (charter schools) information is not included in this financial summary. All dollar amounts are expressed in thousands.

STATEMENT OF NET POSITION	2019	2018
<b>Assets</b>		
Cash and investments	\$ 490,614	\$ 396,101
Other assets	91,095	122,840
Capital assets	<u>2,228,117</u>	<u>2,218,426</u>
<b>Total assets</b>	<b><u>2,809,826</u></b>	<b><u>2,737,367</u></b>
Deferred outflows of resources	<u>474,483</u>	<u>505,098</u>
<b>Total assets and deferred outflows of resources</b>	<b><u>3,284,309</u></b>	<b><u>3,242,465</u></b>
<b>Liabilities</b>		
Accounts payable	67,544	45,550
Other liabilities	47,875	45,018
Long-term liabilities	<u>2,296,489</u>	<u>2,382,885</u>
<b>Total liabilities</b>	<b><u>2,411,908</u></b>	<b><u>2,473,453</u></b>
Deferred inflows of resources	<u>247,861</u>	<u>182,618</u>
<b>Total liabilities and deferred inflows of resources</b>	<b><u>2,659,769</u></b>	<b><u>2,656,071</u></b>
Net investment of capital assets	1,413,056	1,317,830
Restricted	323,024	284,935
Unrestricted	<u>(1,111,540)</u>	<u>(1,016,371)</u>
<b>Total net position</b>	<b><u>\$ 624,540</u></b>	<b><u>\$ 586,394</u></b>

- Key financial highlights included assets and deferred outflows of resources exceeding liabilities and deferred inflows of resources by \$624,540 (net position).
- Of this amount, (\$1,111,540) represents a deficit unrestricted net position. This deficit balance was attributed to the effects of long term liabilities, such as other post employment benefits, pension benefits and compensated absences.
- The largest portion of the district's net position \$1,413,056, reflects its net investment in capital assets less any related debt and deferred outflows of resources used to acquire those assets that are still outstanding.



# Financial Summary

## Government-wide Financial Information

The Statement of Activities (below) provides information on all of HCPS's revenues and expenditures, with the difference between the two reported as net position or net worth. Increases or decreases in the net position serve as an indicator of whether the financial position of the district is improving or declining. Component Unit (charter schools) information is not included in this financial summary. All dollar amounts are expressed in thousands.

STATEMENT OF ACTIVITIES	2019	2018
<b>Revenues</b>		
Charges for services	\$ 49,246	\$ 45,365
Operating grants and contributions	99,735	98,127
Capital grants and contributions	11,854	11,915
Property taxes, levied for operational purposes	491,199	463,070
Property taxes, levied for capital projects	149,921	136,301
Local sales taxes	33,287	32,257
Sales tax referendum	50,113	-
Grants and contributions not restricted to specific programs	1,351,726	1,333,860
Investment earnings	12,038	6,167
Miscellaneous	93,200	82,184
<b>Total revenues</b>	<b><u>2,342,319</u></b>	<b><u>2,209,246</u></b>
<b>Expenses</b>		
Instructional services	1,316,307	1,283,222
Instructional support services	250,513	238,662
Pupil transportation services	70,821	68,252
Operation and maintenance of plant	160,904	148,222
Non-capitalizable facilities acquisition and construction	142,492	126,098
School administration	111,524	107,534
General administration	44,433	52,182
Food services	120,865	113,706
Community services and other	56,440	63,699
Interest on long term debt	29,415	28,851
Unallocated depreciation	459	265
<b>Total expenses</b>	<b><u>2,304,173</u></b>	<b><u>2,230,693</u></b>
Change in net position	38,146	(21,447)
Net position at the beginning of the year restated	586,394	607,841
Net position at the end of the year	<b><u>\$ 624,540</u></b>	<b><u>\$ 586,394</u></b>

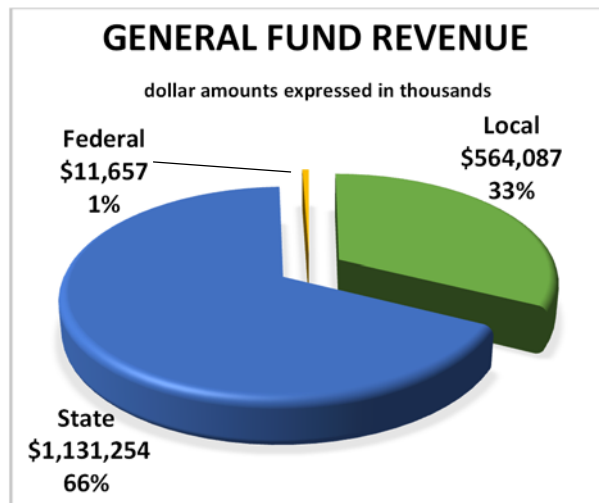
- Key financial highlights included an increase of \$38,146 in net position.
- An increase in unrestricted grants and contributions of \$17,866 is a result of an increase in grants awarded to the district.
- Property tax revenue increased \$41,749 during the year as a result of an increase in assessed values.
- The addition of a voter approved sales tax referendum added \$50,113 of revenue earmarked for school renovations and major improvements.

# Where The Money Comes From

## Sources of Revenue

There are three types of revenue sources that sustain our school district: local, state, and federal dollars.

While the district utilizes other funds that are presented on the financial statements, most of the daily operations are in the General Fund. As such, it will be the primary focus of discussion.



## Local Sources

Local revenue sources made up 33% of General Fund revenues in fiscal year 2019; those revenues totaled \$564 million. The majority of those funds, \$491 million (87% of local sources) are from Hillsborough County property taxes.

## Understanding Property Tax

Owners of residential or business real estate pay taxes to fund services and agencies within the community -- education is just one of those services. Taxes are levied by the taxing authorities empowered by the State Legislature. The taxable valuation of real estate or personal property is established by the County Property Appraiser. The Florida Legislature sets the millage, or rate of taxation, for schools. The

millage rate is the rate of taxes levied based on a mill (1/10 of a cent), or one dollar per one thousand dollars of taxable value.



## State Sources

State revenue sources made up 66% of General Fund revenues in fiscal year 2019; those revenues totaled \$1 billion. The majority of those funds, \$826 million (73% of state sources) are from the Florida Education Finance Program.

## Florida Education Finance Program (FEFP)

The FEFP is a funding formula that was adopted by the Florida Legislature in 1973 to allocate funds appropriated by the Legislature to school districts for K-12 public school operations. The FEFP implements the constitutional requirement for a uniform system of free public education.

The funds are allocated using a unit of measurement for each student called a "full-time equivalent" or FTE. In order to obtain the correct FEFP funding for each district in the State of Florida, the Commissioner of Education annually prescribes survey periods.

# Where The Money Comes From



## Florida Education Finance Program (FEFP)

For FTE reporting, the survey periods are:

- Survey Period 1 (July): Beginning of the fiscal year (July 1) to the beginning of the 180-day school year.
- Survey Period 2 (October): First 90 days of the 180-day school year.
- Survey Period 3 (February): Second 90 days of the 180-day school year.
- Survey Period 4 (June): End of the 180-day school program to the end of the fiscal year (June 30).

## Class Size Compliance

In 2002, Florida's residents approved an amendment to the Florida Constitution that set restrictions on the number of students in core classes such as (math, English, science, etc.) in the State's public schools. While this amendment does not generate revenue, there are penalties if class size compliance is not met.

As an open enrollment district, the state calculation for compliance with maximum class size is the average number of students

at the school level – not the average number of students in each classroom.

The school level average calculation provides the district flexibility to comply with the law and better respond to student needs.

The averages by grade level are:

Grade Level	Average Class Size Requirement
Pre K – 3	18
4 – 8	22
9 - 12	25

The averages are based on classes defined as *core classes* by the State. At elementary and middle schools, there will be two sets of school averages. Elementary site calculations will include an average for grades K-3 and a separate average for grades 4-5.

Middle school site calculations will include an average for grades 6-8 and a separate average for high school credit courses.

The district must be in compliance for class size prior to the FTE Survey 2 taken in October and FTE Survey 3 taken in February.



# Where The Money Comes From

## Federal Sources

Federal revenue sources made up 1% of General Fund revenues in fiscal year 2019; those revenues totaled \$11.6 million. There are two types of federal sources: federal grants direct which made up \$3 million and federal grants through state which totaled \$8 million.

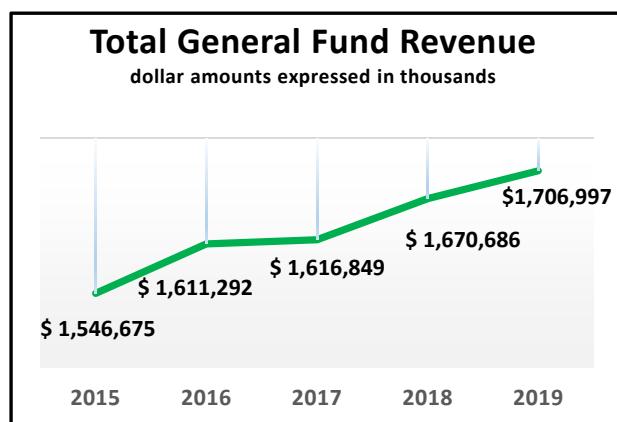
## Types of Federal Sources

The majority of federal revenue sources to the General Fund are Junior Reserve Officers' Training Corps (JROTC) and Medicaid revenue. The district has an agreement with the Department of Defense to contribute a percentage of salary for retired military personnel who are hired to teach JROTC at our high schools. Medicaid reimbursement is claimed for services provided to our Medicaid eligible students with Individualized Education Plans (IEPs). JROTC is a federal grants direct funding source whereas Medicaid reimbursement is a federal grant funded through the state.

## Total Revenues

Overall, the total amount of revenue from the three sources: local, state, and federal, equaled \$1,706,997 billion for the 2019 fiscal year.

Over the last five years, revenue was in a growth pattern. The increase in revenue from 2017 to 2018 was \$53.8 million. However, the revenue growth from 2018 to 2019 was \$36.3 million.



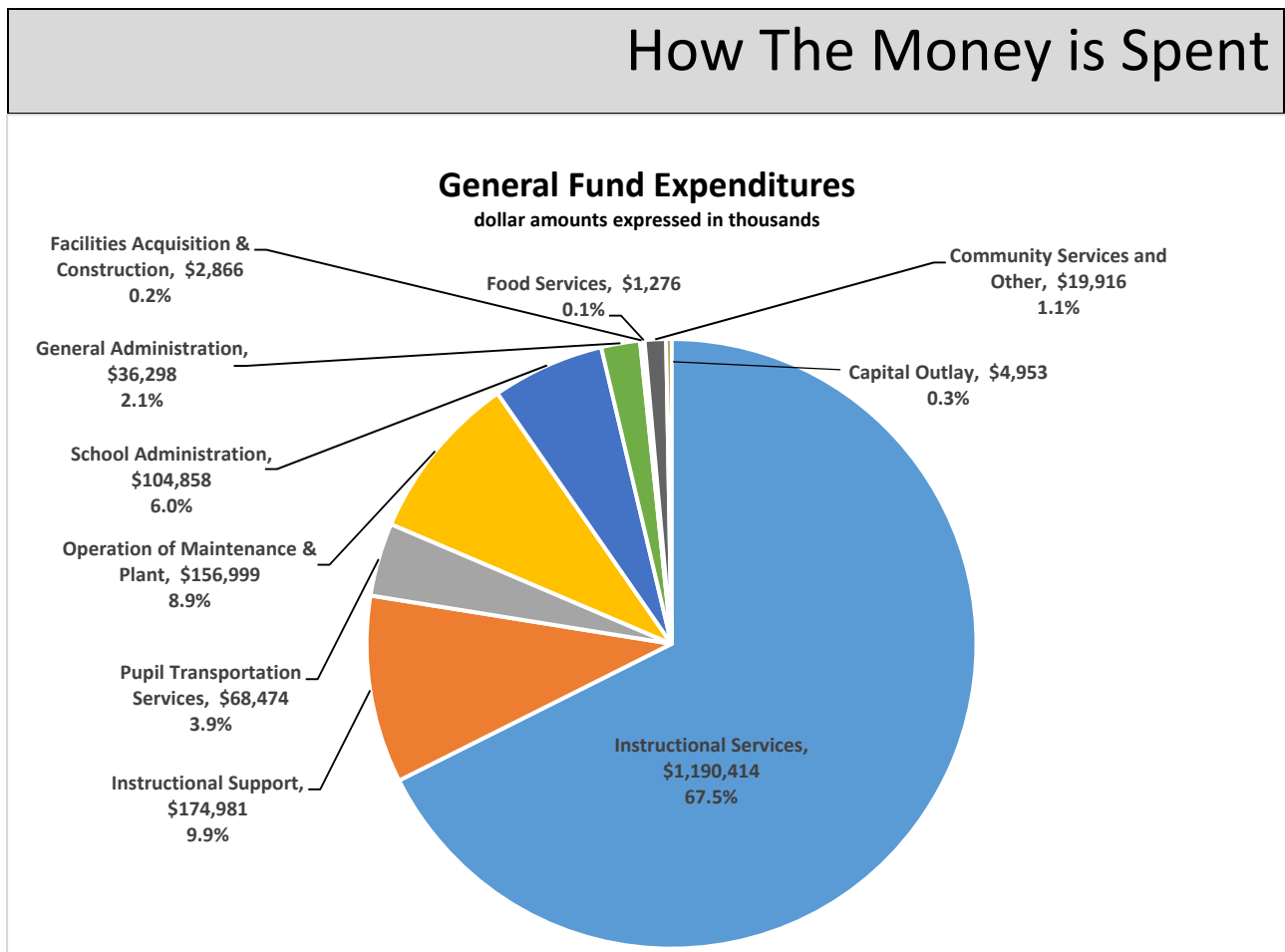
Local, state, and federal revenue sources increased this fiscal year. The growth in Local revenue was a result of an increase in assessed property taxes, while the increase in state revenue was attributed to an increase in both categorical revenue and FEFP. Categorical revenue is revenue that the state earmarks for specific uses. These dollars cannot be used for any other purpose. An example of this type of revenue would be funds for textbooks, transportation of students, and security. The increase in federal revenue was the result of a new grant award, and an increase in ROTC dollars.

While the increase in FEFP was the result of a small increase in per student funding, it is important to note that the district's enrollment decreased by 1,581 students while charter schools increased their enrollment by 2,158 students over the prior year. When this occurs, FEFP funding leaves the district to follow those students.





# How The Money is Spent



Instructional Services: activities dealing directly with the teaching of students, or the interaction between teachers and students. Students are directly impacted by this category, which relates to direct classroom instruction.

Instructional Support: provides administrative, technical (guidance and health) and logistical support to facilitate and enhance instruction.

Pupil Transportation Services: relates to the transporting of students to and from school activities, either between home and school, from school to school, or on trips for curricular activities.

Operation of Maintenance and Plant: relates to maintenance, grounds, and custodial services of buildings and schools.

School Administration: expenditures are due to activities concerned with directing and managing the operation of a school.

General Administration: expenditures are activities performed by operating schools and the school system, and providing the essential facilities and services for the pupils and staff.

Facilities Acquisition and Construction: expenditures from acquisition of land, buildings, remodeling, construction, initial installation, or improvements.

Food Services: expenditures are a result of preparing and servicing food to students.

Community Services and Other: expenditures from activities provided by the school system for the community as a whole.

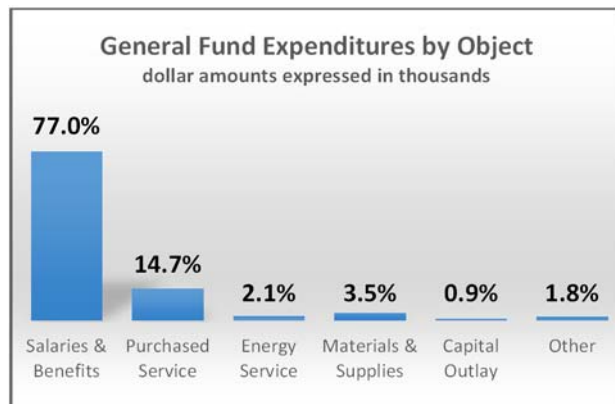
Capital Outlay: expenses are capital expenditures for the acquisition of fixed assets or additions to fixed assets.

# How The Money is Spent

## Expenditures by Object

While it is important to identify expenditures at the function level, or purpose, the object level reveals the type of goods or services received.

The expenses for the General Fund are expressed in the thousands at \$1,761,035 billion. Out of this amount: salaries and benefits total \$1,355,350 or 77.0%; purchased services total \$259,090 or 14.7%; energy services total \$37,015 or 2.1%; materials and supplies total \$61,834 or 3.5%; capital outlay total \$16,090 or 0.9%; and other types total \$31,655 or 1.8%. Compared to the prior year, salaries and benefits decreased 2.6% while purchased services increased 1%. The increase was due to payments to charter schools as their enrollment increased. As students leave the district to enroll in charter schools, so does their funding.



## Salaries and Benefits

In fiscal year 2019, employee compensation made up 77.0% of the district General Fund expenditures.

HCPS had 14,725 certified teachers, 232 principals, 424 assistant principals, 284 district administrators, 9,212 support personnel totaling 24,877 employees.

## Purchased Services

Dollars paid for personal services delivered by people who are not on the district payroll and payments to charter schools for per pupil funding from state revenue sources.

## Energy Services

Expenditures in this category are: natural gas, bottled gas, electricity, gasoline, and diesel fuel.

## Materials and Supplies

Expenditures in this object are for items that are expendable or consumable such as: supplies, vehicle repair parts, tires, oil, and grease.

## Capital Outlay

Expenditures for acquisition or improving capital assets including buildings, land, equipment, and motor vehicles.

## Other

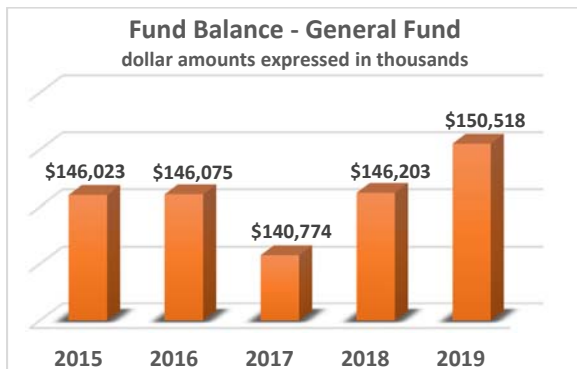
Items not previously classified: dues and fees, miscellaneous expenditures, and temporary personnel.



# Fund Balance - General Fund

## Fund Balance

Fund balance is the net worth of a fund measured by assets minus liabilities. At the end of each fiscal year, the difference between revenues less expenditures will affect fund balance. If revenue is higher, it will increase fund balance. If expenditures are higher, it will decrease fund balance. For example, when expenditures exceed revenue at the end of a fiscal year, cash (which is an asset) is reduced. This results in having less assets available for use.



Expenditures have been exceeding the operating revenue year after year. As a result, there is a districtwide focus on reducing expenditures and increasing operational revenues. We are leveraging energy efficiencies, eliminating positions, renegotiating contracts, reducing spending, increasing government reimbursements, and selling real estate.

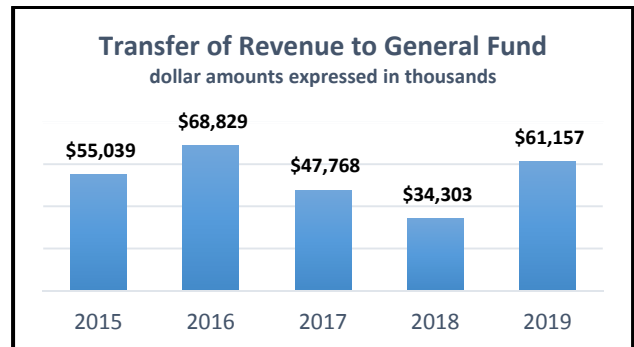
The General Fund has been paying expenses that belong to other funding sources. To offset these costs, there have been transfers of revenue from other funds to the General Fund. This form of non-operating revenue is called "Other Financing Sources (Uses)".

Transfers to the General Fund reduce the availability of monies from the fund it was transferred from.

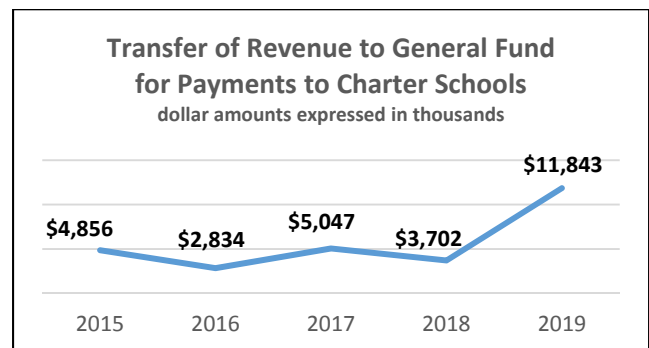


For example, revenue transferred to the General Fund from a Capital Fund would reduce the monies available for capital projects.

The graph below identifies all transfers in to the General Fund.



Included in the transfers in the graph above, Capital dollars designated for charter schools must initially be recorded in the Capital Funds then transferred to the General Fund to cover the payment made to the charter schools.

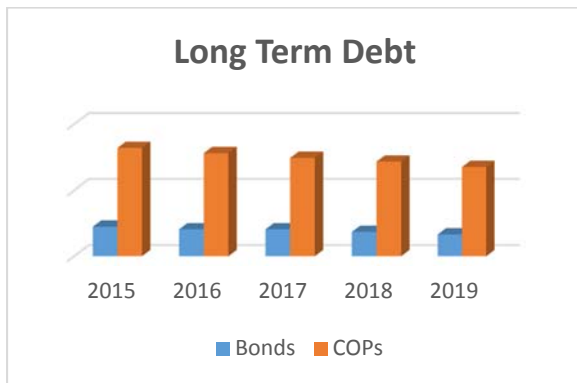


# Long Term Debt

## Long Term Debt

The district's borrowed and bonded debt has continually decreased over the last five years. There are two types of debt: Certificates of Participation (COPs) and Bonds. Amounts below are expressed in thousands.

	2015	2016	2017	2018	2019
<b>Bonds</b>	\$225,117	\$205,177	\$205,079	\$185,210	\$166,434
<b>COPs</b>	819,059	779,863	743,854	715,386	674,631
	\$1,044,176	\$985,040	\$948,933	\$900,596	\$841,065



## Certificates of Participation (COPs)

Certificates of Participation are a financing tool that allows a school district to finance property to be paid over time in the form of lease payments. The proceeds are used for construction and renovation of facilities. The funding source for repayment of this debt comes from property taxes.

## Bonds

Bonds are similar to a mortgage on a home. The district issues bonds to investors (bond holders) who receive principal and interest payments for use of these funds. The proceeds are used for the construction and renovation of facilities, or the purchase of equipment.

There are three types of bonds: State School Bonds, District Revenue Bonds, and Sales Tax Revenue Bonds.

## State School Bonds

These bonds are issued by the State Board of Education on behalf of school districts. They are secured by a pledge of the district's portion of the state-assessed motor vehicle license tax. All principal and interest payments, along with any other compliance, are administered by the State Board of Education.

## District Revenue Bonds

These type of bonds allow the district to pledge a portion of racetrack funds that accrue annually to Hillsborough County to pay down the debt associated with this issuance.

## Sales Tax Revenue Bonds

These bonds are secured by a pledge of proceeds that come from property taxes or one-half cent millage assessed to property owners in Hillsborough County.

## Bond Ratings

The district has been given the following bond ratings on both types of debt:

	Sales Tax Rev. Bonds	Certificates of Participation
Moody's	A2	Aa3
Standard & Poors	A	AA-
Fitch	A-	AA

## The ratings defined:

	Moody's	S&P	Fitch
Highest Quality	Aaa	AAA	AAA
High Quality	Aa1	AA+	AA+
	Aa2	AA	AA
	Aa3	AA-	AA-
Upper Medium	A1	A+	A+
	A2	A	A
	A3	A-	A-
Medium Grade	Baa1	BBB+	BBB+
	Baa2	BBB	BBB
	Baa3	BBB-	BBB-



# Capital Assets



## What are capital assets?

All district owned property such as land, buildings, equipment, improvements made to leased and owned buildings, vehicles (including buses), and software make up the value of our capital assets.

## School Buses

Yellow school buses make up the largest number of district vehicles. The wear and tear is continuous due to increased bus route volume and usage up to six days per week. Our buses:

- travel over 17 million miles annually.
- transport over 84,000 students daily.
- stop at over 15,000 locations every day.
- consume over 14,000 gallons of diesel fuel daily and 3 million gallons annually.

There are 837 buses on the road daily covering over 4,000 bus routes. We currently have 90 propane buses in our fleet and we are fortunate to have a propane fueling station on property (a capital asset).

The school board approves between 90-98 bus purchases per year, which puts us on a 13-year replacement plan.

There are many older buildings as the district has been in existence since 1848. Currently we have 9 buildings that over 100 years old, which equals 4 percent of all buildings in the district.

Age of Building	Percent
100+	4%
75 – 99	13%
50 – 74	31%
25 – 49	21%
0 - 24	31%

We have many overdue needs as a result of the number of aging buildings. Fortunately for our school district, voters in Hillsborough County approved a referendum for one-half cent sales surtax in November, 2018. As a result, we have received over \$50 million in additional revenue for capital improvements. As of the June 2019, over 70 schools benefitted from those dollars.

## Projects as a result of the sales tax revenue:

- HVAC (air conditioning)
- Roofing
- Electrical upgrades
- Track, Courts and Playgrounds
- Gymnasium
- Security



# Capital Assets

## Capital Assets

Of all district owned property, buildings have the largest dollar value. The total value of our capital assets equaled over \$2.2 billion in fiscal year 2019.

Land	\$159,328
Land Improvements	\$95,770
Construction in Progress	\$89,942
Improvements	\$71,198
Buildings	\$1,737,292
Equipment	\$23,272
Leased Buildings	\$6,404
Vehicles	\$43,516
Software	\$1,395
<b>Total</b>	<b>\$2,228,117</b>

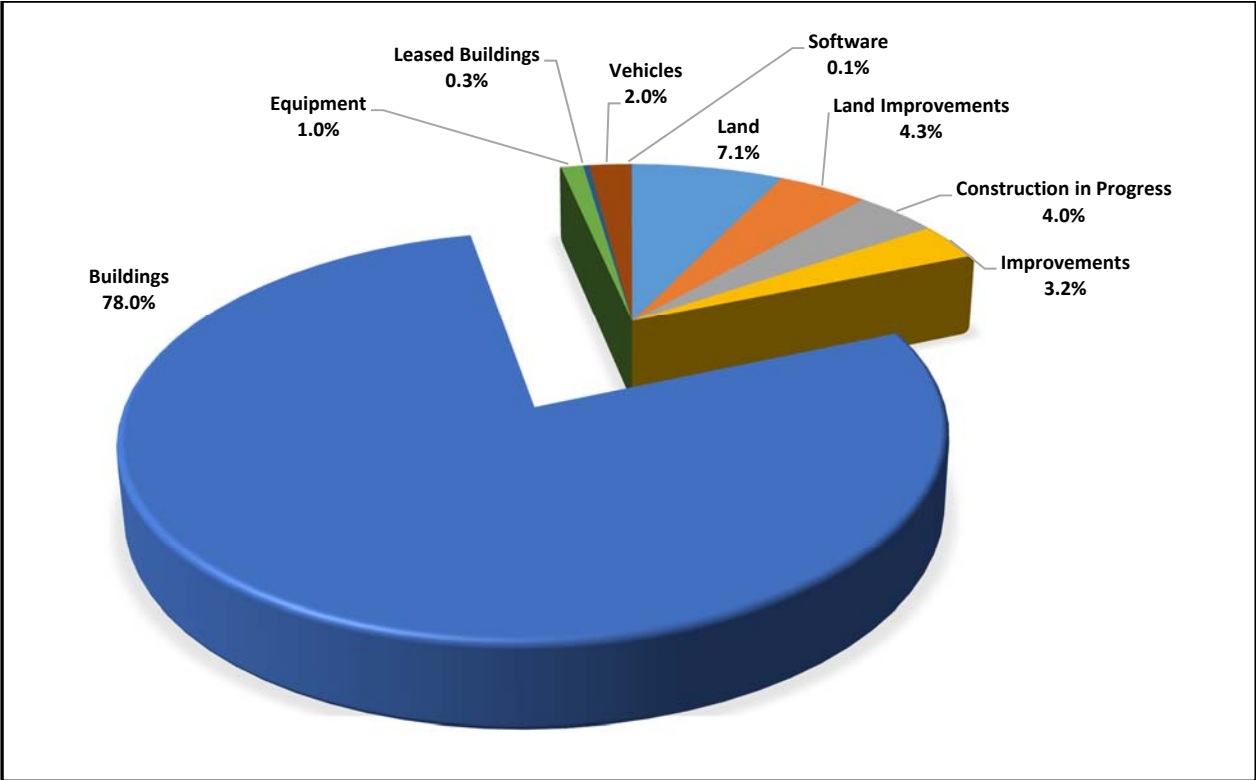
(Amounts above are expressed in thousands.)

As our school district assets age, the maintenance expenses increase. Schools need new roof tops, or air-conditioning systems must

be replaced. Additionally, our older buses need constant repair. This includes minor parts such as belts, batteries, or tires to major parts such as engines or transmissions. The funding for capital assets comes from the Capital Funds which now includes the voter approved referendum for one-half cent sales surtax.



## Percent of Assets by Type



**Superintendent of Schools**

Jeff Eakins

**School Board Members**

Melissa Snively, Chair

Steve P. Cona III, Vice Chair

Lynn L. Gray

Stacy A. Hahn, PhD

Karen Perez

Tamara P. Shamburger

Cindy Stuart

**VISION**

Preparing Students for Life.

**MISSION**

To provide an education and the supports that enable each student to excel as a successful and responsible citizen.



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