KLEIN ISD
PROMISE2PURPOSE

KLEIN INDEPENDENT SCHOOL DISTRICT
7200 SPRING CYPRESS ROAD | KLEIN, TEXAS 77379
HARRIS COUNTY
WWW.KLEINISD.NET



2019-2020 ADOPTED BUDGET

FOR THE FISCAL YEAR ENDING JUNE 30, 2020

Klein Independent School District

Administrative Office
7200 Spring Cypress Road, Klein, Texas 77379-3215
(832) 249-4000
www.kleinisd.net

2019 - 2020 Adopted Budget
September 1, 2019 - June 30, 2020

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KLEIN INDEPENDENT SCHOOL DISTRICT
2019-2020 ADOPTED BUDGET

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INTRODUCTORY SECTION

KLEIN ISD
PROMISE2PURPOSE

KLEIN INDEPENDENT SCHOOL DISTRICT
2019-2020 ADOPTED BUDGET

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Executive Summary
Fiscal Year 2019-2020

Board of Trustees
Klein Independent School District
7200 Spring Cypress Road
Klein, Texas 77379

Dear Board Members:

The following document represents the projected financial and operational plan for the Klein Independent School District (the District) for the 2019-2020 fiscal year. Information for the General Fund, Special Revenue Funds, Debt Service Fund, Capital Project Funds are provided in this budget document. This budget provides the financial resources necessary to meet student needs along with operate and maintain our existing facilities. The District assumes responsibility for data accuracy and completeness.

Budget Presentation

We welcome the opportunity to present and discuss operational plans and related financial impact with all interested parties. Interaction among interested groups consistently leads to operational and educational improvements, which become available to students of the District.

The 2019-2020 Governmental Fund Budgets (the General Fund, the Special Revenue Funds, the Debt Service Fund, and the Capital Project Fund) were completed within the context of the District's Shared Vision, Strategic Plan, and Board Policy. Information on each of the fund budgets is provided in the Financial Section.

The budget document and the Comprehensive Annual Financial Report (CAFR) are the primary vehicles to present the financial plan and the results of District operations. This budget provides the financial resources necessary to operate and maintain our sixty-six (66) facilities and is structured to meet the requirements of the Meritorious Budget Award (MBA) sponsored by the Association of School Business Officials International (ASBO).

This award represents the highest level of recognition in budgeting for school entities. Attainment is a significant accomplishment by a school entity and its management. The award is conferred after comprehensive review by a team of independent budget professionals. Using extensive criteria, reviewers not only evaluate the effectiveness of the budget in meeting the program criteria, but also provide commentary and feedback to the submitting entity as a basis for improving the presentation of the District's financial and operational plan.

However, our most important objective in the presentation of the budget data is to improve the quality of information provided to our community about the District's financial plan for educational programs and services during the 2019-2020 fiscal year and beyond.

Our Shared Vision and Strategic Plan

Our Shared Vision
In Klein ISD, EVERY student enters with a promise and exits with a purpose. We will achieve our shared vision by focusing on pathways, challenge, equity, leadership, and continuous improvement.

Strategic Plan
The Klein Independent School District Strategic Plan was approved by the Board of Trustees at the May 8, 2017 board meeting. The strategic plan is supported by three guiding documents and define critical components for successful student learning. Klein ISD students, alumni, parents, teachers, clergy, business owners, community members, state leaders, and others helped to design the guiding documents that include Profile of a Learner, Profile of a Leader, and a definition of High-Quality Teaching.

Strategic Priorities

Klein ISD believes that as Promise2Purpose Investors, we will focus our resources and relationships on three strategic priorities, while always looking for ways to innovate and to improve the system for students:

- *Reimagine Learning* - Personalized Learning, Flexible and Challenging Curriculum, and Standardized Evaluation
- *Cultivate Talent* - Best-in-Class Leadership Pipeline, Feedback Loops and Self-reflection, and Targeted Professional Learning
- *Build Community* - Relationships, Mentoring, and Partnerships, Engaging, Educating, and Equipping Families, and Cultural Responsiveness

District Improvement Plan

The District's improvement plan directly supports the strategic priorities listed above. The 2019-2020 district improvement plan goals include:

- Continue to improve student performance through the design & delivery of an innovative, guaranteed, and viable curriculum, assessment program, and increased pathways for student success.
- Build capacity and ownership across the organization by further personalizing professional learning & leadership development, clearly defining roles, and documenting district-wide procedures.
- Build trust and improve open, honest two-way communication.

Because we are very serious about the word EVERY in our Promise2Purpose vision, we continue to live into our mission's specific focus on continuous improvement. To that end, in 2017, Texas Association of School Administrators (TASA) conducted an external, deficit audit of our curriculum management system to pinpoint needed areas of improvement and provide recommendations for next steps. The initial review of the report indicates several key recommendations aligned to Reimagine Learning:

- Develop and implement a comprehensive curriculum management system that coordinates and focuses all curriculum management functions and tasks across and within departments and schools.
- Deeply align current benchmark assessments and resources referenced in the district curriculum to the Texas Essential Knowledge and Skills.
- Direct curriculum revision to ensure curriculum documents are of the highest quality and deeply aligned in content, context, and cognitive rigor with high stakes assessments.
- Redesign web-based curriculum for easier access.

As part of our response to these recommendations the District has launched what is called the Curriculum Refresh. In the same spirit in which the work of Promise2Purpose has been done, the Curriculum Refresh is a collaborative and cross-functional project to achieve the goal of developing a clear theory of action for teaching and learning in order to design and deliver an innovative guaranteed and viable curriculum, assessment program, and increased pathways for student success. Strategic partnerships have been developed to guide the Curriculum Refresh and the increased and innovative outcomes that will follow for students to be able to achieve their purpose. This team of P2P Investors will establish a vision for teaching and learning and oversee the work of the content-area design teams. The Curriculum Management Audit report can be found here: https://kleinisd.net/cms/one.aspx?portalId=568125&pageId=2923024.

Campus Improvement Plans

Every campus within the District annually updates its campus improvement plan (CIP), which links directly to one or more of the strategic priorities listed above. In Klein ISD, district improvement plan and campus improvement plan goals, strategies, and action steps are aligned with the district's strategic framework. Formative reviews occur at a minimum quarterly, and success is measured by progress on Board-adopted measures and indicators of student and system success.

Budget Process

The State, the Texas Education Agency (TEA), and the District formulate legal requirements for school district budgets, which guide the budget development process. These requirements are stipulated in detail within the subsequent sections of this document. The appropriated budget is prepared by fund, function, major object, and campus/department. The legal level of budgetary control is the function level within a fund. Budgetary adjustments and cross-function transfer requests are submitted monthly for approval to the Board of Trustees (the Board). All annual appropriations lapse at fiscal year-end.

Budgets for the General Fund, the Food Service Fund (a special revenue fund also referred to as National School Lunch

Program), and the Debt Service Fund must be included in the annually adopted District budget. For informational purposes only, budgets for the Capital Projects Fund and other Special Revenue Funds are included throughout this document in order to present a comprehensive overview of District resources.

In January of each year, enrollment projections are provided by the District's facilities group. This data is used extensively during the budget development stage to determine available resources and staffing allocations. The District uses site-based budgeting that places the principal and program/department director at the center of the budget preparation process. Principals and directors are responsible for both the preparation within assigned allocation limits, and maintenance of all discretionary line-item budgets in their project(s). Following this development process, consolidated budgetary information is presented to the Board in workshops and regular meetings. Departments use zero-based budgeting (ZBB) and campuses receive per pupil allocations to prepare their budgets each fiscal year.

This document culminates an intensive process involving input from campus and administrative staff, the superintendent, and the Board. During the 2019 legislative session, the Texas Legislature made numerous changes to the Finance System, particularly those contained in House Bill 3 (HB 3). In some instances, the provisions of HB 3 will require further interpretation by the District and TEA. The District is still in the process of analyzing the provisions of HB 3 and monitoring the on-going guidance provided by TEA. The information contained herein reflects the District's understanding of HB 3 based on information available to the District as of the date of this publication.

Below is an overview of the budget planning in preparation for the 2019-2020 budget.

February 2019

- Prepare budget worksheets for 2019-20

March 2019

- Review and recommend 2019-20 non-Special Education additional personnel requests
- Prepare and send budget preparation documents to campuses and departments
- Conduct one-on-one training sessions for budget managers

April 2019

- Review and recommend 2019-20 Special Education additional personnel requests
- Prepare State Funding Template based on estimate of Certified Values from HCAD

May 2019

- All campus and department budgets entered into eFinancePlus
- Review and compile 2019-20 budget allocation requests
- Calculate 2019-20 payroll estimates and post in Budget Prep system
- State & Federal programs department sends 2019-20 SCE allocations to campuses
- 2019-20 Budget Workshop with Board of Trustees and Cabinet
  - Timeline
  - Budget assumptions to date
  - Budgets for General Fund and Debt Service
- E-mail special revenue budget preparation worksheets

June 2019

- Collect, review, and load 2019-20 special revenue budget allocation requests
  - Submit 2019-20 Preliminary Budget document to Cabinet for review

July 2019

- Submit 2019-20 Preliminary Budget document to Board of Trustees
- Conduct 2019-20 budget workshop with Board of Trustees and Cabinet
- Calculate Truth-In-Taxation and adjust preliminary budgets accordingly

August 2019

- Publish Truth-In-Taxation calculations as required by law
- Submit 2019-20 Proposed Budget to Cabinet
- Publish Hearing on Tax Rate and Proposed Budget
- Adopt 2019-20 Budget
- Adopt Tax Rate

Budget Priorities – The District's approach to managing increased academic standards in a fluctuating funding environment is to ensure the budget process be instructionally driven and guided by the Strategic Plan. The major budget priorities in 2019-2020 are:

- Create and offer competitive compensation package for District employees.
- Align budget requests to build on strong academic performance in the state accountability system.
- Support program requests based on new funding allotments from HB 3.

Compensation – As a result of active fiscal management of the district and additional funds received from HB 3, the District prepared a competitive compensation package for the 7,000+ employees of Klein ISD. The compensation plan recommended by district leadership and approved by the Board includes the following salary increases:

- All teachers, counselors, librarians, and nurses with 6 or more years of experience received a pay increase of 5.5 percent of control point ($3,250) plus market adjustments.
- All teachers, counselors, librarians, and nurses with 1-5 years of experience received a pay increase of 5.25 percent of control point ($3,150) plus market adjustments.
- Starting teacher pay increase from $52,600 to a competitive $55,550.
- All other employees received a pay increase of 4 percent of control point plus market adjustments.
- Previously scheduled reductions to district contributions for health insurance in the 2019-2020 school year did not occur.

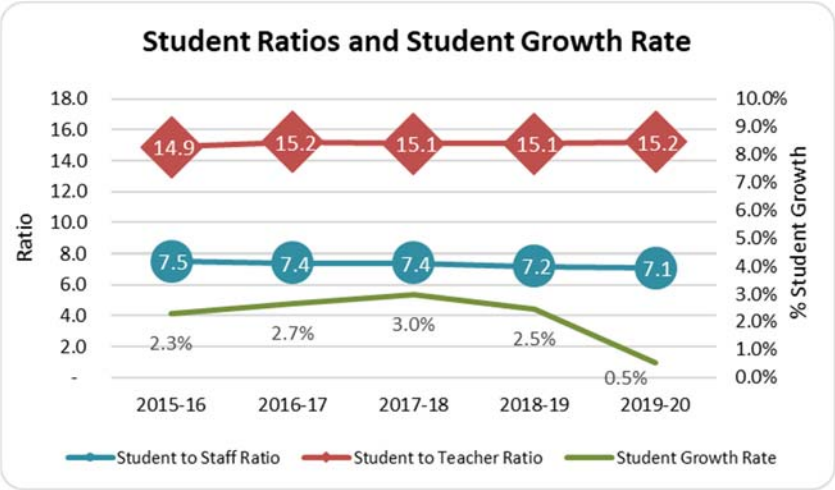
Staffing Allocations – In grades kindergarten - fourth (K-4), TEA mandates, in compliance with the Texas Education Code (TEC) 25.112, a ratio not to exceed 22:1. A district must submit a request for a class size exception for any classrooms in grades K-4 that exceed the 22 students class size limit. A part-time classroom aide is added in Pre-K at 19 students. The District's pupil teacher ratios as established by staffing guidelines is 23:1 in grades PK-4, and 27:1 in grade 5. Some classes may exceed this target at certain times, but every attempt is made to keep class sizes within these staffing ratios. At the secondary levels, pupil-to-teacher ratios were determined with consideration to several factors, including student achievement, campus economic levels, as well as bilingual/English as a Second Language (ESL) and special education needs. Staffing ratios established are 21:1 for grades 6-8, and 20.75:1 for grades 9-12.

The General Fund added a net of 132.4 positions. These units include 1 administrator (budget neutral with reduction of 1 vacant professional position), 2 auxiliary units, a .5 library assistant, 7.4 maintenance units, 5 campus based other professionals, 36.35 special education professionals, 1 registrar, 2 secretary/clerical units, 19.65 teachers, 62.5 teacher assistants, and a reduction of 5 assistant principals as a result of new enrollment driven staffing models and changes in the distribution of district staffing resources. The following chart outlines districtwide staffing by position for the previous four years and changes between fiscal years 2019 and 2020 for all funding sources.

Districtwide Staffing – All Funding Sources

Positions	2015-16 (a)	2016-17 (b)	2017-18 (c)	2018-19 (d)	2019-20 (e)	Change from Prior Year
Administrator	63.00	69.50	70.00	65.00	66.00	1.00
Associate/Assistant Principal	126.00	131.50	135.00	142.00	140.00	(2.00)
Bus Driver/Attendant	283.00	310.00	331.00	328.00	328.00	-
Cafeteria Workers	539.00	537.00	538.00	587.00	586.50	(0.50)
Custodial	330.00	336.00	359.00	346.00	348.00	2.00
Library Info Spec./Library Asst/Historian	75.50	77.00	71.00	72.00	72.50	0.50
Manual Trades/Warehouse	192.00	187.00	193.00	185.00	187.00	2.00
Nurse/Clinic Assistant	95.00	99.00	103.50	106.00	106.00	-
Other Professional	375.10	443.40	503.50	546.70	579.80	33.10
Police Officer	43.00	43.00	45.00	51.00	51.00	-
Principal	44.87	47.00	48.00	48.00	48.00	-
Registrar	9.00	9.00	10.00	10.00	11.00	1.00
School Counselor	121.50	127.70	132.50	142.00	142.00	-
Secretary/Clerical	424.84	442.96	473.56	473.46	475.46	2.00
Security Support Personnel	93.53	98.98	102.96	100.96	100.96	-
Teacher	2,746.62	2,745.36	2,856.36	2,812.41	2,792.21	(20.20)
Teacher-Bilingual/ESL	237.70	257.70	252.45	246.25	232.45	(13.80)
Teacher-Special Education	376.35	392.65	421.55	465.40	515.90	50.50
Teacher Assistant	565.94	599.74	585.97	705.97	767.47	61.50
Technical	77.00	81.00	91.98	92.98	92.98	-
Total Employees - All Funding Sources	6,818.95	7,035.49	7,324.33	7,526.13	7,643.23	117.10

Student to Teacher and Student to Staff Ratios – The chart below tracks changes in student growth as compared to the student to teacher ratio and the student to staff ratio over a five-year period. The ratio presented below is based on the 2019-2020 adopted budget for the academic year.



Growth and Student Enrollment – Population and Survey Analysts (PASA) provides integrated school district information with its proprietary new home census information and specific neighborhood forecasts every October to create enrollment projections by attendance zones. The District has experienced enrollment increases over the last ten years (FY 2009 to FY 2019), totaling 8,499 students. Enrollment has grown by 3,926 over the last five years and this trend is expected to slow in the near future. The chart below lists the 20 largest school districts in Texas last year, with Klein ISD ranking 6th on the list.

Enrollment Trends – 2013-14 through 2018-19
20 Largest School Districts in Texas

PASA

		Enrollment						5-Year	Percent Change					
Rank	District Name	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	% Change (2013-2018)	2018 / 2017	2017 / 2016	2016 / 2015	2015 / 2014	2014 / 2013	2013 / 2012
1	KATY ISD	79,913	77,522	75,428	72,952	70,330	67,213	18.90%	3.08%	2.78%	3.39%	3.73%	4.64%	4.11%
2	FRISCO ISD	60,182	58,450	55,923	53,300	49,644	46,053	30.68%	2.96%	4.52%	4.92%	7.36%	7.80%	7.83%
3	ROUND ROCK ISD	50,387	49,086	48,321	47,827	47,251	46,666	7.97%	2.65%	1.58%	1.03%	1.22%	1.25%	2.00%
4	CONROE ISD	62,837	61,580	59,764	58,239	56,363	55,009	14.23%	2.04%	3.04%	2.62%	3.33%	2.46%	1.99%
5	FORT BEND ISD	76,122	75,275	74,146	73,115	72,152	70,931	7.32%	1.13%	1.52%	1.41%	1.33%	1.72%	1.93%
6	KLEIN ISD	53,328	53,068	51,810	50,594	49,402	48,253	10.52%	0.49%	2.43%	2.40%	2.41%	2.38%	2.57%
7	CYPRESS-FAIRBANKS ISD	116,512	116,401	114,868	113,936	113,023	111,440	4.55%	0.10%	1.33%	0.82%	0.81%	1.42%	1.30%
8	NORTHSIDE ISD	106,501	106,700	106,145	105,110	103,606	102,129	4.28%	-0.19%	0.52%	0.98%	1.45%	1.45%	1.97%
9	LEWISVILLE ISD	52,218	52,472	53,257	53,490	53,356	52,801	-1.10%	-0.48%	-1.47%	-0.44%	0.25%	1.05%	0.52%
10	ALDINE ISD	66,854	67,331	69,768	70,417	69,716	67,381	-0.78%	-0.71%	-3.49%	-0.92%	1.01%	3.47%	2.58%
11	GARLAND ISD	55,987	56,582	57,133	57,517	57,436	57,616	-2.83%	-1.05%	-0.96%	-0.67%	0.14%	-0.31%	-0.76%
12	DALLAS ISD	155,119	156,832	157,886	158,604	160,253	159,713	-2.88%	-1.09%	-0.67%	-0.45%	-1.03%	0.34%	0.49%
13	NORTH EAST ISD	65,186	66,101	67,531	67,779	67,971	68,205	-4.43%	-1.38%	-2.12%	-0.37%	-0.28%	-0.34%	0.45%
14	PLANO ISD	53,057	53,952	54,173	54,570	54,689	54,822	-3.22%	-1.66%	-0.41%	-0.73%	-0.22%	-0.24%	-0.66%
15	EL PASO ISD	57,315	58,326	59,424	60,047	60,852	61,620	-6.99%	-1.73%	-1.85%	-1.04%	-1.32%	-1.25%	-2.52%
16	ARLINGTON ISD	59,900	61,076	62,181	63,210	63,882	64,688	-7.40%	-1.93%	-1.78%	-1.63%	-1.05%	-1.25%	-0.48%
17	AUSTIN ISD	80,032	81,650	83,067	83,648	84,564	85,372	-6.25%	-1.98%	-1.71%	-0.69%	-1.08%	-0.95%	-1.32%
18	FORT WORTH ISD	84,510	86,234	87,428	87,080	85,975	84,588	-0.09%	-2.00%	-1.37%	0.40%	1.29%	1.64%	1.30%
19	HOUSTON ISD	209,772	214,175	216,106	215,627	215,225	211,552	-0.84%	-2.06%	-0.89%	0.22%	0.19%	1.74%	4.03%
20	PASADENA ISD	53,291	54,646	56,282	56,019	55,577	54,535	-2.28%	-2.48%	-2.91%	0.47%	0.80%	1.91%	1.62%
State of Texas		5,115,041	5,103,355	5,086,184	5,052,215	5,003,779	4,948,524	3.36%	0.23%	0.34%	0.67%	0.97%	1.12%	1.06%

The 2019-2020 budget was formulated using a projected student enrollment of 53,878. Over the next five years, annual growth rates are projected between 0.26% and 1.65%, an increase of approximately 2,518 students. PASA projections indicate student enrollment will likely increase by 3,477 students over the next ten years.

Budget Highlights

The following chart presents a comparison of 2019-2020 adopted revenues and expenditures for all Governmental Funds for the past five years. The fund groups are the General, Food Service, Grant, Debt Service, and Capital Projects Funds.

Revenues

Revenues	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget	Change From Prior Year
General Fund	$412,983,291	$ 416,160,065	$ 440,915,168	$449,412,442	$ 470,581,629	$ 21,169,187
Food Service Fund	23,356,155	23,662,732	24,797,569	25,553,942	25,186,080	(367,862)
Grant Funds	27,887,289	29,002,032	40,570,671	23,580,237	23,826,018	245,781
Debt Service Fund	246,058,646	78,974,008	84,809,376	86,098,877	92,111,664	6,012,787
Capital Projects Fund	3,019,409	164,363,684	96,661,332	2,828,045	-	(2,828,045)
TOTAL ALL FUNDS	$713,304,790	$ 712,162,521	$ 687,754,116	$587,473,543	$ 611,705,391	$ 24,231,848

Expenditures

Expenditures	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget	Change From Prior Year
General Fund	$406,182,088	$ 424,361,636	$ 439,573,393	$443,291,795	$ 466,912,134	$ 23,620,339
Food Service Fund	23,289,961	23,964,557	23,732,779	25,553,942	25,260,092	(293,850)
Grant Funds	25,536,362	30,760,236	37,721,288	23,580,237	23,826,018	245,781
Debt Service Fund	245,374,884	79,659,243	83,455,240	86,150,787	86,804,911	654,124
Capital Projects Fund	148,149,984	145,322,743	102,438,729	64,885,034	-	(64,885,034)
TOTAL ALL FUNDS	$848,533,279	$ 704,068,415	$ 686,921,429	$643,461,795	$ 602,803,155	$ (40,658,640)

* *Data from 2018-19 Capital Projects Fund is unaudited actual. All other funds represent adopted budget.*

** *Data from 2019-20 Adopted Budget is for 12 months for comparison purposes.*

Resources

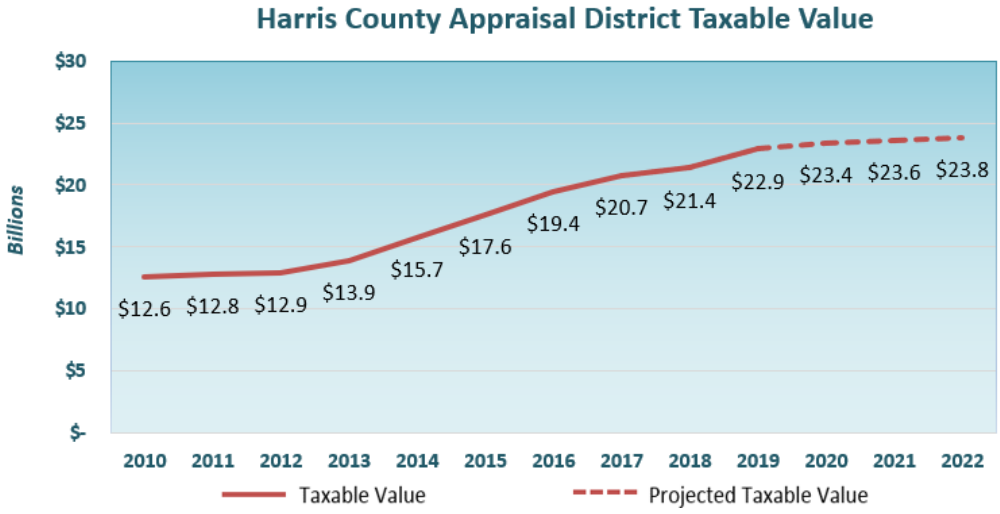
The 2019-2020 budget was developed according to goals and directions established by the Board and the superintendent. General Fund programs and services are primarily supported by local property taxes and state revenues. The State's Foundation School Program provides funding based on weighted average daily attendance (WADA) for the District's maintenance and operations as well as resources to supplement tax collections in the Debt Service Fund.

The Debt Service Fund receives 96.3% of its funding from local property taxes. The District will receive $1,568,915 in Additional State Aid for Homestead Exemption to offset lost tax revenues caused by the state-mandated $10,000 homestead exemption increase which began in 2015.

The Food Service Fund has two major sources of revenue: the NSLP and student payments for meals. The NSLP accounts for approximately 59.3% of the budget and student payments generate 37.6%. The Food Service Fund adopts an annual budget and is also included in **special revenue funds** information.

Property Values and Tax Rates

The Harris County Appraisal District (HCAD) determines property values. HCAD has estimated property values within Klein ISD to increase by approximately 6.87% in 2019. The graph below shows historical and projected taxable values for Harris County.



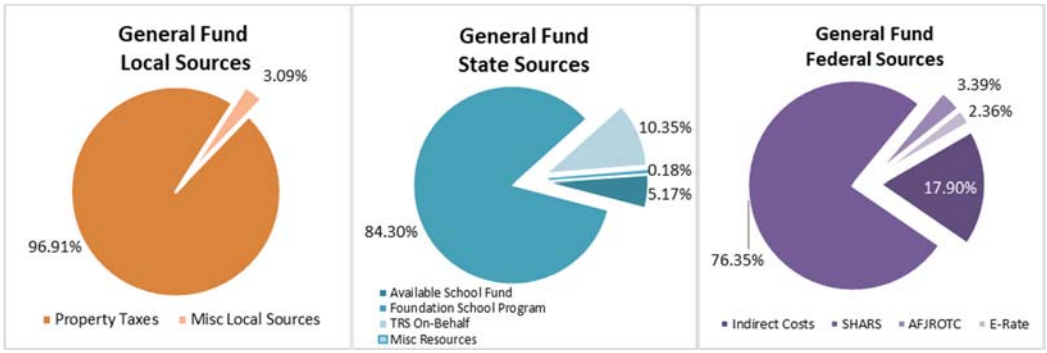
HB 3, as passed by the 86th Legislature, compressed school district tax rates. For the 2019 tax year, school districts are required to reduce the tier one tax rate as defined under Section 45.0032, Education Code as well as any tax rate compression required to be applied to the enrichment tax rate under Section 48.202(f), Education Code. The District prepared the 2019-2020 budgets with a proposed tax rate of $1.36 per $100 property valuation which represents a decrease of $0.07 or approximately 5% from prior year. The General Fund (M&O) rate will be compressed to $0.97 and the Debt Service (I&S) rate will return to $0.39 following the temporary tax rate swap of $0.02 as allowed by the Property Tax Code of Texas Section 26.08. Property values in 2019 are estimated to increase approximately 6.87%, pending receipt of the Harris County Appraisal District's 2019 certified tax roll in late July. Recent approximations project a tax collection decrease of $4.6 million in the M&O fund and an increase of $9.4 million in the I&S fund.

Analysis of Adopted Budgets

General Fund

The General Fund is established to account for resources financing the fundamental operations of the District, enabling and motivating students to reach their full potential. All revenues and expenditures not required to be accounted for in other funds are included here. This is a budgeted fund and any unassigned fund balances are considered resources available for current operations. Fund balances may be appropriated by the Board to meet current or future obligations.

Revenues – General fund programs and services are supported by 47.16% of local sources, 51.02% of state sources, and 1.82% of federal sources. Local property taxes, which provide approximately 45.7% of the District's 2019-2020 operating fund revenue, are discussed in more detail on the previous page. The following charts provide illustrative detail on specific revenue sources recorded in the General Fund to finance and support operating expenditures district-wide.



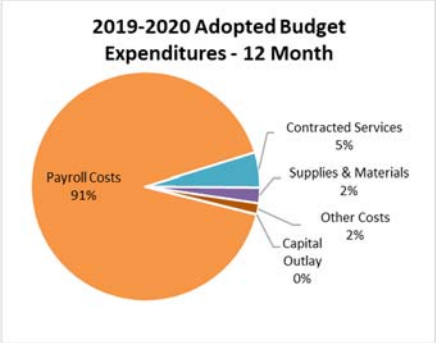
Total state funding is expected to increase approximately $21 million in 2019-2020 primarily as a result of the following:

- $5.78 million additional revenues for current law changes to Tier 2; guaranteed yield increased from $106.28 in 2018-2019 to $126.88 in 2019-2020;
- $12.03 million additional revenues for HB 3 formula changes;
- $0.44 million additional revenues for HB 3 formula transition grant (3% minimum gain floor);
- $4.54 million additional revenues for special education related services for additional students identified in 2018-2019;
- $1.92 million additional revenues for special education related services projected for 2019-2020;
- $3.63 million additional revenues from enrollment growth 2019-2020 and other allotment changes
- $10.21 million reduction of one-time supplemental golden pennies related to Hurricane Harvey
- $3.44 million increase in TRS On-Behalf due to new staff and increase in state contribution rate
- $0.49 million reduction of TRS On-Behalf due to fiscal year-end change & 10-month budget adoption

State funding, including TRS On-Behalf, provides 51.02% of total resources in the General Fund, an increase from 48.6% in 2018-2019. Payments are distributed through the Foundation School Program (FSP). The FSP provides school districts a minimum level of funding (a "Basic Allotment") for each student in average daily attendance (ADA) and is calculated using various weights and adjustments. This basic level of funding is referred to as "Tier One" of the FSP. The basic level of funding is then "enriched" with additional funds known as "Tier Two" of the FSP. Tier Two provides a guaranteed level of funding for each cent of local tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates above $.93 per $100 of taxable value).

The Texas Legislature meets biennially unless the Governor requests a special session. Calculation of the regular program allotment is codified as equal to a district's number of students in average daily attendance (ADA) multiplied by the adjusted basic allotment, which is the $6,160 Basic Allotment adjusted for fast-growth and small and mid-sized district. More information and term descriptions of state funding formulas are available from TEA at: http://tea.texas.gov/Finance_and_Grants/State_Funding/.

The District contributes to the Teacher Retirement System of Texas (TRS), a cost-sharing multiple-employer defined benefit pension plan. In November 1936, voters approved an amendment to the Texas Constitution creating a statewide teacher retirement system. TRS was officially formed in 1937 after enabling legislation was passed. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of the employees of the public school systems of Texas. The District also recognizes as revenue the amounts contributed by the State of Texas to the Teacher Retirement System (TRS) on behalf of the District's employees. An equal amount ($24,839,890) of TRS "On-Behalf" is recognized as an expenditure.



Expenditures – General Fund appropriations are increasing $27,765,271 or 6.3% over the 2018-2019 adopted budget due to increased payroll costs. Salary and fringe benefit appropriations are formulated based on approved staffing units, in accordance with the 2019-2020 Staff Compensation Plan, and HB 3. The requirements of HB 3 include allocating 30% of year over year formula funding increases to full time employee compensation increases with 75% of the 30% allocated to teachers, nurses, counselors, and librarians. Differentiated compensation was given to veteran classroom teachers with 5+ years of experience.

Budget Allocations

Principals and directors are responsible for both preparation and maintenance of all discretionary line-item budgets in their project(s) provided that funds are expended in accordance with Klein ISD purchasing guidelines, legal requirements, and compliance with the standard account code system prescribed by the Texas Education Agency. Campus allocations are calculated using projected enrollment numbers multiplied by the projected pupils: high schools receiving $67 per projected pupil, intermediate schools receiving $50, and elementary schools receiving $44. These funds are controlled by the principal and used for supplies, materials, equipment, staff development, and other appropriate instructional costs. Additional resources for enhanced instruction such as art, music, health, and physical education (P.E.) are provided through department allocations for campus-based programs. Targeted services such as Bilingual, Career and Technology (CTE), Gifted & Talented (GT), Compensatory, and Special Education are funded by state allotments generated through student counts in these areas.

General Fund Budget Highlights – The following charts highlight significant expenditure changes by major object from the 2019-2020 adopted budget:

2019-2020 General Fund Budget Highlights

Estimated Revenues

2018-2019 General Fund Adopted Revenue	**449,292,442**
Tax Revenue (Value growth of 6.87% & decrease of $0.09 to $0.97 M&O Tax Rate)	(4,597,614)
Interest Earnings (Increased Interest Rate)	1,860,803
Miscellaneous Local Sources	46,420
Fiscal Year End Change - 10 Month Budget Adoption - Tax Collections & Interest Revenue	(1,907,900)
Local Revenue - Net Change	**(4,598,291)**
Current Law changes to Tier 2 $106.28 to $126.88	5,777,506
HB 3 Formula Changes	12,034,396
HB 3 Formula Transition Grant (3% minimum gain floor)	442,322
Special Education Related Services 18-19	4,542,769
Special Education Related Services 19-20 Projected	1,920,799
Enrollment Growth 19-20 and other	3,637,615
Supplemental Golden Pennies (Harvey)	(10,208,196)
Increase in TRS On Behalf (State Revenue)	3,441,707
Fiscal Year End Change - 10 Month Budget Adoption - TRS On Behalf	(492,356)
State Revenue - Net Change	**21,096,562**
Indirect Costs	1,130,000
SHARS Revenues	1,149,335
eRate Reimbursement	111,325
Federal Revenue - Net Change	**2,390,660**
2019-2020 General Fund Proposed Estimated Revenue	**468,181,373**

Estimated Expenditures

2018-2019 General Fund Adopted Budget		**439,146,863**

Payroll Appropriations

	Total Units	
2018-2019 Personnel Unit Additions Post Adoption		
Other Professionals - Special Education	2.8	
Teachers	18.0	
Teacher Assistants	35.5	
2019-2020 Personnel Unit Additions		
Administrators (budget neutral with reduction of 1 vacant professional position)	1.00	
Associate/Assistant Principals	(5.00)	
Custodial	2.00	
Librarians	0.50	
Maintenance, Plant Operations, and Warehouse	7.40	
Other Professionals	5.00	
Other Professionals - Special Education	36.35	
Registrar	1.00	
Secretary/Clerical	2.00	
Teachers	19.65	
Teacher Assistants	62.50	
Total 2019-2020 Personnel Units	132.40	$5,531,100
Compensation Plan		16,318,754
Teacher Retirement		2,769,620
TRS On-Behalf Contribution Increase and Growth		3,441,707
Net Payroll Changes Between Fiscal Years - Miscellaneous		105,058
Fiscal Year End Change - 10 Month Budget Adoption - 220+ Calendar Staff		(9,029,883)
Payroll - Net Change		**19,136,356**

Non-Payroll Appropriations

Legal, Audit, Appraisal, and Tax Fees	239,998
Contracted Repairs, Maintenance, and Operating Leases	(471,067)
Utilities	143,632
Professional & Consulting Services	(618,194)
Tuition - TXVSN	(40,150)
Other Contracted Services	162,537
Fiscal Year End Change - 10 Month Budget Adoption - Utilities	(1,574,960)
Contracted Services - Net Change	**(2,158,204)**
Testing and Reading Materials	(19,798)
Fuel and Maintenance Supplies	(224,167)
General Supplies	(56,276)
Supplies and Materials - Net Change	**(300,241)**
Property and Casualty Insurance	351,235
Miscellaneous Operating Costs	53,867
Cy-Fair Deaf Cooperative	150,000
Employee and Student Travel	36,415
Fiscal Year End Change - 10 Month Budget Adoption - Property & Casualty Insurance	(573,736)
Miscellaneous Operating Costs - Net Change	**17,781**
Capital Equipment Purchases	(109,000)
Debt Service & Capital Outlay - Net Change	**(109,000)**
2019-2020 General Fund Adopted Budget	**455,733,555**

Other Sources / Other Uses

2018-2019 General Fund Other Sources	**120,000**
Other Sources - Excess Proceeds and Sale of FF&E	(59,000)
Fiscal Year End Change - 10 Month Budget Adoption - Sale of FF&E	(5,301)
Other Sources - Net Change	**(64,301)**
2019-2020 General Fund Other Sources	**55,699**
2018-2019 General Fund Other Uses	**4,144,932**
Operating Transfer Out - Temporary Tax Rate Swap of $0.02	(4,072,432)
Other Uses - Net Change	**(4,072,432)**
2019-2020 General Fund Proposed Other Uses	**72,500**
2019-2020 General Fund Proposed Net Sources	**(16,801)**

Food Service Fund

The food service fund, budgeted at $25,260,092, accounts for transactions funded by the NSLP, the School Breakfast Program, the Food Distribution Program, lunch sales, and catering. The NSLP, part of the U.S. Department of Agriculture (USDA), provides nutritionally balanced, low-cost, or free lunches to children each school day. The vast majority of the expenditures in the food service program are for labor and food costs. Districtwide, food service operations provide breakfast to approximately 9,170 students and a complete lunch to 27,888 students each day. In addition, thousands of other students select meals from a la carte lines.

Grant Funds

The grant funds group, budgeted at $23,826,018, account for local, state, and federally financed expenditures legally restricted for specified purposes. These funds provide supplemental resources to enhance, not supplant, the basic education program provided by the General Fund. Project accounting is employed to maintain integrity for the various sources of funds.

Debt Service Fund

The Debt Service fund is established to account for principal and interest payments on long-term general obligation debt and other long-term debts for which a tax has been dedicated. A separate bank account is maintained for this budgeted fund. Property taxes collected for the Debt Service Fund are driven by the annual payments to service bonded indebtedness, approved by the local taxpayers. Property tax revenues will provide 96.3% of total revenues required to fund Debt Service expenditures of $86,804,911 in 2019-2020. Debt Service will earn $1.5 million in Additional State Aid for Homestead Exemption to offset the voter-approved $10,000 homestead exemption increase rolled out in 2015.

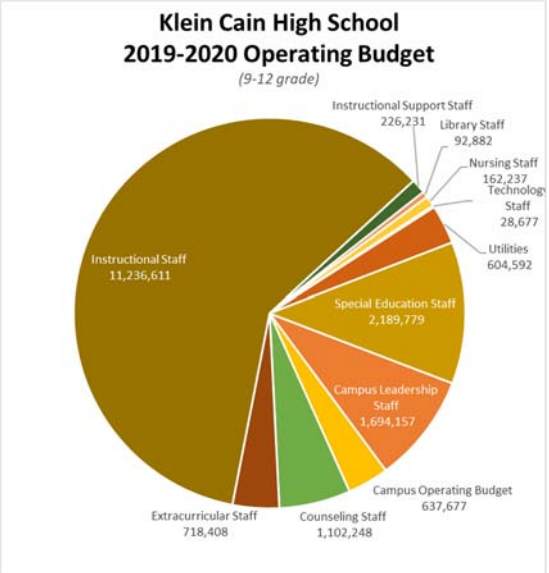
Capital Projects Fund

The Capital Projects Fund accounts for financial resources or bond proceeds used for the acquisition or construction of major capital facilities. This fund utilizes the modified accrual basis of accounting. Klein ISD has successfully passed ten bond elections since 1971, authorizing bonds totaling $1.9 billion. Most recently, $498.1 million was authorized in May 2015. Additional project details are also available on the District's website at: https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2893933.

The District sold bonds totaling $78 million during the 2018-2019 fiscal year and anticipates selling $44 million in new bonds during the 2019-2020 school year. Tentatively scheduled for sale in March 2020, the new bonds will be used for the following major projects: 1) New facilities and additions - 15%; 2) Renovations on existing facilities - 52%; 3) Technology - 24%; and 4) New Buses, Fine Arts, and CTE equipment - 9%.

Capital Project Impact on Operating Fund – Funding a new campus comes from several sources. Existing staff and recurring operating budgets transfer proportionately with rezoned students. Supplemental state funding through the New Instructional Facilities Allotment (NIFA) is available during the first two years of campus operations. Remaining resources needed to open a new campus come from state aid earned through enrollment growth and local property taxes.

Recurring operating costs for a new school facility vary according to grade levels served. The average cost to staff and operate an elementary campus is approximately $3 million, $7 million for an intermediate, and $20 million for a four-year high school. Klein Cain High School opened its doors in 2017 with grades 9 and 10 only. Grade 11 was added in August 2018 and grade 12 was added in August 2019.



Energy Management

Since 2007 the Energy Department in collaboration with other departments throughout the District have worked to reduce the unit cost of utilities from $1.93 per square foot in FY 2007-08 to $0.92 per square foot in FY 2018-19; an overall 52% reduction. The total avoided cost to the District resulting from the unit cost reduction during this timeframe is $66,000,000. The District benefits from a $50 million net avoided cost resulting from approximately $16 million spent on

energy management staff, consultants, capital equipment upgrades, and energy efficient new construction over the same period. The keys to these reductions have included the following:

- Operational improvements – the implementation of operational best practices account for approximately 40% of the total unit cost reduction (examples include: adjustments to regular air and lighting schedules, and implementation of low-cost/no-cost efficiency strategies in existing energy management control systems).
- Utility procurement – the competitive purchase of electricity and natural gas accounts for approximately 30% of the total unit cost reduction.
- Energy efficiency projects – the upgrade of existing energy systems account for approximately 20% of the total unit cost reduction (examples include: lighting upgrades, chiller upgrades, computer power management software, and network thermostats)
- Energy efficient new construction standards – the implementation of energy efficient standards in new construction account for approximately 10% of the total unit cost reduction (examples include: efficient lighting, natural gas heating in place of electric heating, efficient HVAC and building envelope improvements)

Long Range Financial Forecasts – General, Debt Service, Food Service, Capital Projects Funds, and Special Revenue

The following projections are routinely prepared in advance of budget preparation and intended for use as a financial guide and for facilities planning. General and Debt Service Funds have two primary sources of revenue; tax collections and state funding. The Capital Project Fund generates resources by selling voter-authorized bonds. An overview of financial projections for the General, Debt Service, Food Service, Capital Project, and Special Revenue Funds is provided. Below are financial forecasts for General, Debt Service, Food Service, Capital Project, and Special Revenue Funds.

General Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	$ 177,757,327	$ 181,415,321	$ 184,736,268	$ 182,307,735	$ 169,027,266
Projected Revenues					
Local Taxes	$ 215,083,839	$ 218,567,777	$ 217,605,686	$ 216,648,976	$ 215,707,684
Other Local Sources	6,860,168	6,952,854	7,045,560	7,139,026	7,233,255
State Sources	240,089,524	248,012,952	254,204,434	255,295,923	266,502,930
Federal Sources	8,548,098	8,641,272	8,731,141	8,820,199	8,908,400
Other Sources	61,000	58,287	61,490	64,852	68,383
Total Revenues	$ 470,642,629	$ 482,233,142	$ 487,648,311	$ 487,968,976	$ 498,420,652
Projected Expenditures					
Payroll Costs	$ 426,425,157	$ 438,091,717	$ 449,141,356	$ 460,198,372	$ 471,262,519
Contracted Services	22,916,963	23,001,963	23,116,973	23,232,558	23,348,720
Supplies and Materials	10,203,363	10,228,363	10,228,363	10,228,363	10,228,363
Other Operating Costs	7,271,651	7,272,651	7,272,651	7,272,651	7,272,651
Debt Service	-	-	-	-	-
Capital Outlay	95,000	245,000	245,000	245,000	245,000
Other Uses	72,500	72,500	72,500	72,500	72,500
Total Expenditures	$ 466,984,635	$ 478,912,195	$ 490,076,844	$ 501,249,445	$ 512,429,754
Ending Fund Balance	$ 181,415,321	$ 184,736,268	$ 182,307,735	$ 169,027,266	$ 155,018,164

Debt Service Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	$ 24,315,173	$ 29,813,917	$ 28,881,413	$ 30,429,383	$ 35,553,584
Projected Revenues					
Local Taxes	$ 86,679,371	$ 88,409,912	$ 89,292,177	$ 90,182,947	$ 91,802,305
Other Local Sources	2,241,830	2,269,599	2,281,047	2,292,661	2,304,516
State Sources	1,820,611	1,867,237	1,867,238	1,867,239	1,867,240
Federal Sources	1,585,114	1,585,114	1,585,114	1,585,114	1,585,114
Other Sources	-				
Total Revenues	$ 92,326,926	$ 94,131,862	$ 95,025,576	$ 95,927,961	$ 97,559,175
Projected Expenditures					
Debt Service Requirements	$ 86,804,910	$ 95,038,886	$ 93,452,551	$ 90,779,422	$ 85,030,750
Paying Agent Fees	23,272	25,480	25,055	24,338	22,797
Other Uses	-				
Total Expenditures	$ 86,828,182	$ 95,064,366	$ 93,477,606	$ 90,803,760	$ 85,053,547
Ending Fund Balance	$ 29,813,917	$ 28,881,413	$ 30,429,383	$ 35,553,584	$ 48,059,212

Food Service Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	$ 5,379,232	$ 5,078,887	$ 4,832,809	$ 4,748,946	$ 5,401,866
Projected Revenues					
Local Sources	$ 9,762,088	$ 9,967,145	$ 10,171,438	$ 10,485,739	$ 10,696,521
State Sources	663,021	670,245	677,211	691,225	698,138
State TRS Contributions	-	-	-	-	-
Federal Sources	15,431,511	15,911,653	16,398,558	17,072,659	17,588,284
Other Sources	75,844	77,344	78,844	80,344	81,844
Total Revenues	$ 25,932,464	$ 26,626,387	$ 27,326,051	$ 28,329,967	$ 29,064,787
Projected Expenditures					
Payroll Costs	$ 12,455,016	$ 12,819,116	$ 13,075,498	$ 13,337,008	$ 13,342,238
Contracted Services	507,328	517,475	527,825	528,032	538,386
Supplies and Materials	12,905,500	13,163,610	13,426,882	13,432,148	13,695,525
Other Operating Costs	87,303	89,049	90,830	90,866	92,647
Debt Service	-	-	-	-	-
Capital Outlay	277,662	283,215	-	288,993	294,659
Other Uses	-	-	288,879	-	
Total Expenditures	$ 26,232,809	$ 26,872,465	$ 27,409,914	$ 27,677,047	$ 27,963,455
Ending Fund Balance	$ 5,078,887	$ 4,832,809	$ 4,748,946	$ 5,401,866	$ 6,503,198

Capital Projects Fund	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	$ 90,494,630	$ 90,494,630	$ 90,494,630	$ 90,494,630	$ 90,494,630
Projected Revenues					
Local Sources	$ -	$ -	$ -	$ -	$ -
Federal Sources	-	-	-	-	-
Issuance of Bonds	44,100,000	-	-	-	-
Bond Issuance Premium	-	-	-	-	-
Total Revenues	$ 44,100,000	$ -	$ -	$ -	$ -
Projected Expenditures					
Payroll Costs	$ -	$ -	$ -	$ -	$ -
Contracted Services	-	-	-	-	-
Supplies and Materials	-	-	-	-	-
Other Operating Costs	-	-	-	-	-
Debt Service	-	-	-	-	-
Capital Outlay	44,100,000	-	-	-	-
Other Uses	-	-	-	-	-
Total Expenditures	$ 44,100,000	$ -	$ -	$ -	$ -
Ending Fund Balance	$ 90,494,630	$ 90,494,630	$ 90,494,630	$ 90,494,630	$ 90,494,630

Special Revenue Funds	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	$ 7,457,835	$ 7,457,835	$ 7,457,835	$ 7,457,835	$ 7,457,835
Projected Revenues					
Local Sources	$ -	$ -	$ -	$ -	$ -
State Sources	5,042,450	5,119,095	5,170,286	5,221,989	5,274,209
Federal Sources	18,783,568	19,069,078	19,259,769	19,452,367	19,646,890
Other Sources	-	-	-	-	-
Total Revenues	$ 23,826,018	$ 24,188,173	$ 24,430,055	$ 24,674,356	$ 24,921,099
Projected Expenditures					
Payroll Costs	$ 16,141,701	$ 16,387,055	$ 16,550,925	$ 16,716,435	$ 16,883,599
Contracted Services	1,642,104	1,667,064	1,683,735	1,700,572	1,717,578
Supplies and Materials	5,687,581	5,774,032	5,831,773	5,890,090	5,948,991
Other Operating Costs	347,882	353,170	356,702	360,269	363,871
Debt Service	-	-	-	-	-
Capital Outlay	6,750	6,853	6,921	6,990	7,060
Other Uses	-	-	-	-	-
Total Expenditures	$ 23,826,018	$ 24,188,173	$ 24,430,055	$ 24,674,356	$ 24,921,099
Ending Fund Balance	$ 7,457,835	$ 7,457,835	$ 7,457,835	$ 7,457,835	$ 7,457,835

Accountability and Improvement Initiatives

2019 Accountability System - The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Districts and campuses will receive a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain. Districts and campuses with students enrolled in the fall of the 2018–19 school year are assigned a state accountability rating. Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3-12) are assigned the rating label of Not Rated. The District's 2019 overall performance rating was a B.

Athletics - In Klein ISD, students continually strive to achieve excellence in all areas, from academics to athletics to the arts. The following District high school teams advanced to state UIL competitions: Klein Collins Softball, Klein Forest Track, Klein Forest Basketball, Klein High Swimming, and Klein High Wrestling.

Fine Arts - Klein ISD was named one of only twenty Texas Art Education Association (TAEA) Districts of Distinction in 2019. This unique honor recognizes the top 2 percent of districts in the state for their outstanding leadership and promotion of the arts in their district and community. Two High School Theatre Productions receive four Tommy Tune Awards

STEM and Pathways – Klein ISD was chosen to showcase STEM Curriculum because of its successful implementation of esteemed Project Lead the Way (PLTW) programs, Klein ISD was chosen to host a Chevron-sponsored, districtwide showcase for leasers from districts across the Houston area. PLTW is a provider of educational experiences for students in the fields of engineering, computer science, and biomedical science that enables teachers and students to take a hands-on engaging approach to learning. Klein ISD currently has 100 total pathways – 4 STEM pathways, 33 business and industry pathways, 13 public service pathways, 50 career & technical education graduation pathways.

Innovation - Klein ISD was recognized as one of the 26 most innovative, pioneering companies in the greater Houston area by the Houston Business Journal. This award comes from a long-standing commitment to going above and beyond in all aspects of education, and what caught the judges' eyes was that of the district-wide innovation challenges. One of the most well-known Innovation Challenges was none other than Klein in Space. Over 200 student teams conducted research, formed hypotheses, designed experiments, and created technical writing proposals in hopes of having their experiment chosen to launch to the International Space Station. The process was applauded by pathway explorers and team sponsors alike for being an authentic research experiment. In the end, it was Klein High's Team Micro-Ji that was chose to travel to Cape Canaveral, FL to watch their experiment blast off to the International's Space Station on the 50th Anniversary of the Apollo 11 moon landing.

National School of Character - Klein High School was recognized for their #Klein5 core values of gratitude, integrity, empathy, perseverance, and service. These tenets have guided everything at Klein High over the past few years. "We play a key role in our environment," senior Hiba Majid said. "We uphold the #Klein5 values all around us, even when the world seems to lose sight of these values."

Students at Klein Forest have taken their character education to the next level by following five core values: be the legacy, live the golden rule, practice mindfulness, embrace diversity, and radiate school spirit. "What I like best about Klein Forest is the environment," senior Trevon Hardy said. "We are a big school with people from different walks of life, and yet we still come together, interact, and build these unimaginable, positive bonds that last a lifetime."

These two schools bring to life our shared Promise2Purpose vision by seeking opportunities to continuously improve and grow and supporting students in exemplifying our Profile of a Learner. Character.org honored these schools and Klein ISD at the 2019 National Forum.



Financial Integrity Rating System of Texas - The Klein Independent School District received a perfect score of 100 and a rating of "A=Superior" under Texas' Schools FIRST financial accountability rating system based upon an analysis of staff, student, budgetary, and actual financial data reported for the fiscal year ending August 31, 2018. The Superior rating is the state's highest, demonstrating the quality of Klein ISD financial management and reporting system. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. The District's 2018-2019 FIRST rating based on school year 2017-2018 data can be accessed directly from TEA at https://tealprod.tea.state.tx.us/First/forms/Main.aspx.

Fast Growth School Coalition - Klein ISD is one of 85 districts across the state that has been identified as a fast-growth school district based on the following criteria:

- Enrollment of at least 2,500 students during the previous school year
- Enrollment growth over the last five years of at least 10%
- A net increase of 3,500 or more students

Factors Affecting Financial Condition

Area Growth and Economy – As noted earlier, the professional demographer firm of PASA provides enrollment projections by integrating school district information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zone within the District. PASA also provides analysis of extensive area economic data and outlooks to support long-range planning in the District.

Sixty seven percent of the District's tax base is comprised of residential property and the largest commercial taxpayer in Klein ISD is National Oilwell Inc. The District has continued to see enrollment growth over the last five years with a 10.52% growth rate, averaging approximately 1.9% per year. Klein ISD had the 4th highest percentage increase of all districts in the State of Texas with total enrollment increase of 5,075.

The largest employment sector represented in Klein ISD is in education services and health care sectors, approximately 18.8% of the resident work force. Since August 2018, employment in the Houston Metro Area has increased by 82,300. Both the medical and manufacturing/warehousing sectors continue to generate the most job growth in 2019. Recent relocation announcements by several large corporations will continue to fuel growth in the Springwoods Village area in the short-term. The retail hub of Klein ISD has expanded northwestward and now spans Kuykendahl Road from FM 2920 to Grand Parkway. With more service jobs available in the area and a growing number of corporate relocations to Springwoods Village, multi-family demand is increasing in and around this new commercial spoke surrounding Kuykendahl Road.

Klein ISD Shared Vision

In Klein ISD, EVERY student enters with a PROMISE and exits with a PURPOSE. We will achieve this vision by focusing on:

- Pathways – We will utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success;
- Challenge – We will focus on the whole student so that every student will "level up" and engage in rigorous learning and build excellent character;
- Equity – We will close gaps by personalizing learning by knowing every student by name, strength, and need;
- Leadership – We will retain, attain, and grow excellent leaders throughout our system so that every student learns in a quality environment; and
- Continuous Improvement – We will gather feedback from every voice in order to eliminate silos, build strategic partnerships, and foster a culture of learning.

Acknowledgments

ACKNOWLEDGEMENTS – We appreciate the leadership and fiscal support provided by the Klein Independent School District Board of Trustees and the Klein community for development, implementation, and maintenance of our excellent education programs. We will continue to focus on every student entering with a promise and exiting with a purpose while cultivating talent, reimagining learning and building community.

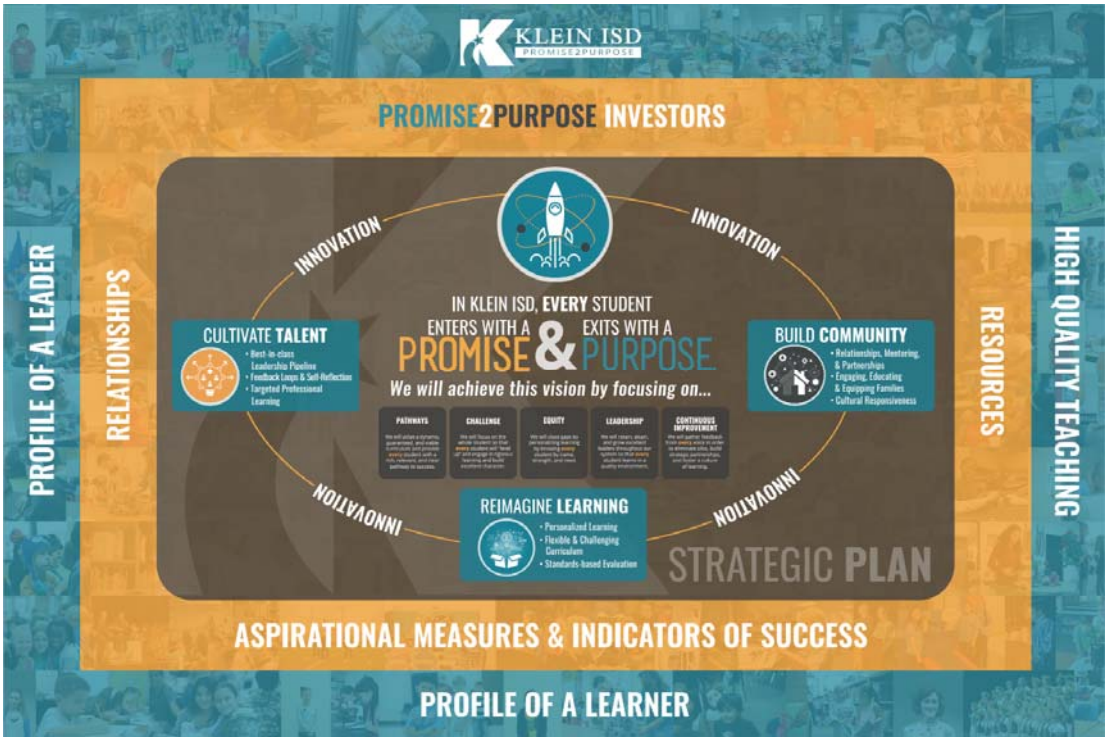
Respectfully submitted,

Dr. Jenny McGown
Klein ISD Superintendent

Daniel A. Schaefer, CPA
Chief Financial Officer

Audrey Ambridge
Executive Director of Financial Services

Laura Padron
Director of Budget



Klein Independent School District
2019-2020 Board of Trustees



Dr. Jenny McGown
Superintendent



Ms. Georgan Reitmeier
President



Mr. Rick Mann
Vice President



Mr. Doug James
Secretary



Mr. Ronnie K. Anderson
Trustee



Ms. Cathy M. Arellano
Trustee



Ms. Julie Benes
Trustee



Mr. Chris Todd
Trustee

Board Meetings:

All Klein Independent School District board meetings are open to the public. Regular meetings will be held at 7 p.m. on the second Monday of each month in the board room located at the KISD Administration Building at 7200 Spring Cypress Road, Klein, Texas, or at select district locations. With public notice, trustees will also hold special meetings and work sessions as needed.

If You Wish to Address the Board:

Approximately twenty minutes of each regular meeting is allocated to citizen inquiries. After registering with the board secretary prior to the meeting, a school district resident shall have an opportunity to address the Board of Trustees for the specific purposes dictated by the state laws governing open meetings.

Klein ISD Administration:

Dr. Jenny McGown, Superintendent of Schools

Larry Whitehead, Deputy Superintendent

Daniel Schaefer, CPA, Chief Financial Officer

Kelly Schumacher, Associate Superintendent, Human Resource Services

Robert Robertson, Associate Superintendent , Facilities and School Services

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

This Meritorious Budget Award is presented to

KLEIN INDEPENDENT SCHOOL DISTRICT

for excellence in the preparation and issuance of its budget
for the Fiscal Year 2018–2019.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.

MERITORIOUS BUDGET AWARD

Thomas E. Wohlleber, CSRM
President

Siobhán McMahon, CAE
Chief Operating Officer

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ORGANIZATIONAL SECTION

KLEIN ISD
PROMISE2PURPOSE

KLEIN INDEPENDENT SCHOOL DISTRICT
2019-2020 ADOPTED BUDGET

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District Profile

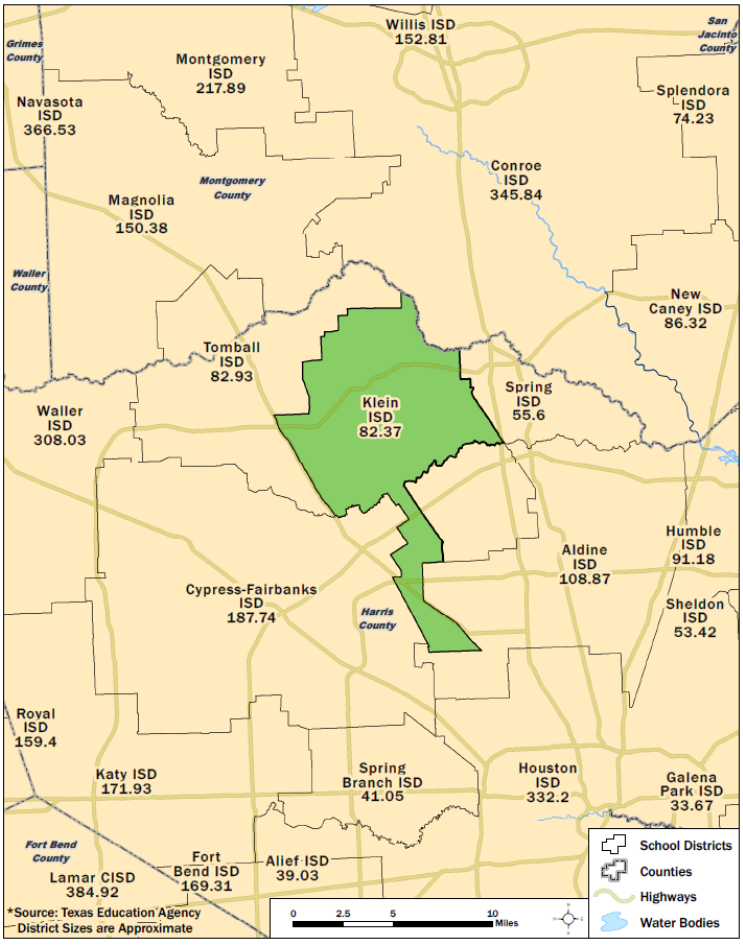
A farming community developed in this area after a group of German immigrants settled on the banks of Cypress Creek in 1845. The settlement was later named for Adam Klein, who left Germany in 1849 and joined the California Gold Rush before moving here with his wife Friederika (Klenk) in 1854.



Farmers in this vicinity raised cotton, potatoes, and corn to market in Houston, a two-day trip by wagon. Center of community life was Trinity Lutheran Church, organized in 1874 by the Bernshausen, Benfer, Brill, Kaiser, Klein, Lemm, Theiss, and Wunderlich families. The Klenk and Strack families joined soon after the charter was signed. Forty (40) of the District's campuses are named after families who settled in the community early on.

The settlement was called Big Cypress until the Klein Post Office was established on September 8, 1884. The first postmaster, William N. Blackshear, operated the postal facility in his general store. It was replaced by rural free delivery in 1906. Although never platted or incorporated, the Klein community formed the nucleus of a school district. In July 1928, five districts were consolidated to create Rural High School District Number One, setting the present boundary lines of the school district. The total enrollment was 582. Many early schools had only one room and one teacher. In March 1938, the school district was incorporated and renamed the Klein Independent School District.

The Klein Independent School District is located in northwestern Harris County, Texas. Most of the District is located between Interstate Highway 45 (IH 45) on the east and State Highway 249 (SH 249) on the west. Its southern portion is adjacent to the City of Houston corporate limits and follows for a considerable distance along Cypress Creek. A portion of the District's northern boundary follows Spring Creek where Harris County crosses over into Montgomery County.



The Klein, Texas Historical Foundation was established in 1988 to assist in the preservation of buildings, sites, documents, photos, and records of the Klein community, as well as to promote interest and encourage study and research of the community's history.

In 1994, the Klein Museum was opened by the Historical Foundation to exhibit documents, artifacts, and over 600 photos from the early days of the Spring, Klein, and Tomball communities in Northwest Harris County. Wunderlich Farm, opened in 1995, provides tours of the 1891 farm to reflect the way of life in the rural Klein community from the 1890s to the 1920s. Find out more about the Klein Community at: https://www.kleinhistorical.org/.

A seven-member Board of Trustees (the Board) governs the District. Each member is elected to an at-large position for three years in a nonpartisan election. Based on legislative authority codified in the Texas Education Code, the Board (1) has exclusive power to manage and govern the District; (2) can acquire and hold real and personal property; (3) shall have power to levy and collect taxes and to issue bonds; (4) can contract for appointed officers, teachers, and other personnel as well as for goods and services; and (5) has the right of eminent domain to acquire real property.

Klein ISD is fully accredited by the Texas Education Agency and the Southern Association of Colleges and Schools. The District is comprised of five (5) high schools and Vistas High School of Choice; ten (10) intermediate schools; thirty-one (31) elementary schools; and the Grace England Pre-K Center, for a total of forty-eight (48) schools with a 2019-2020 projected enrollment of 53,878 students. The chart below lists all Klein ISD campuses and other facilities' opening dates, as well as initial enrollment at each campus.

A full range of educational services are provided appropriate to grade levels Pre-Kindergarten (PK) through twelve (12). These include regular and enriched academic education, special education, occupational education, and language training for those with limited English proficiency. The district offers a Bilingual program at most of the elementary schools. These basic programs are supplemented by a wide variety of offerings in the fine arts and athletics. Klein ISD is rated as a Met Standard district with all forty-six (46) campuses rated as Met Standard.

Information about the District is mailed to residents in a quarterly District newsletter, delivered via Peachjar for community eFlyers, and provided in emergencies through an immediate response information system to parents of students. It is also posted to the website at http://www.kleinisd.net/community and via social media on Facebook, Instagram and Twitter. Community newspapers and neighborhood newsletters also publish news releases from the District.

School	Date Opened	Opening Day
Elementary Schools		
Haude	January 4, 1971	400
Greenwood Forest	August 30, 1971	500
Northampton	August 30, 1971	458
Epps Island	September 4, 1973	399
Theiss	August 26, 1974	737
Benfer	August 22, 1977	778
Kaiser	August 28, 1978	252
Brill	November 27, 1978	397
Ehrhardt	September 4, 1979	477
Lemm	September 2, 1980	520
Nitsch	September 2, 1980	415
Krahn	August 29, 1983	576
Roth	August 27, 1984	663
Kuehnle	September 5, 1989	377
Mittelstadt	August 26, 1991	462
Klenk	August 24, 1992	677
Eiland	August 23, 1993	469
Schultz	August 22, 1994	618
Hassler	August 12, 1999	523
Kohrville	August 19, 2002	587
Kreinhop	August 17, 2004	759
McDougle	August 17, 2004	528
Metzler	August 16, 2005	569
Benignus	August 16, 2006	866
Frank	August 27, 2007	807
Mueller	August 24, 2009	619
Blackshear	August 22, 2011	833
Zwink	August 27, 2012	788
Grace England Pre-K/EC	August 27, 2012	714
Bernshausen	August 26, 2013	654
French	August 24, 2015	548
Mahaffey	August 22, 2016	605

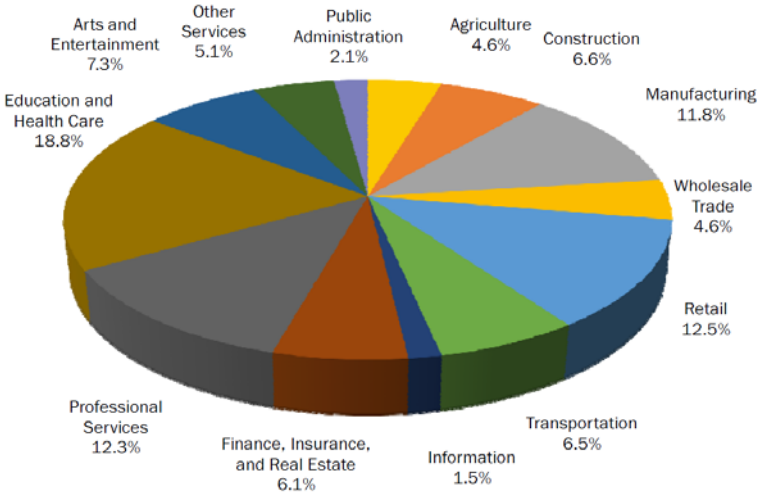
School	Date Opened	Opening Day Enrollment
Intermediate Schools		
Hildebrandt	December 3, 1973	824
Wunderlich	August 18, 1975	1,003
Strack	August 22, 1977	962
Klein	August 27, 1984	775
Doerre	August 27, 1984	980
Kleb	August 23, 1993	1,011
Schindewolf	August 19, 2002	1,066
Krimmel	August 27, 2007	1,179
Ulrich	August 24, 2010	835
Hofius	August 20, 2018	966
High Schools		
Klein (Old Site)	1938	80
Klein (Present Site)	September 1, 1963	164
Klein Forest	September 4, 1979	1,450
Klein Oak	August 30, 1982	1,064
Klein Collins	August 9, 2001	1,137
Vistas	August 16, 2006	150
Klein Cain	August 21, 2017	1,361

Other Facilities	
Athletic Administration Building	Police Station
Maintenance Building	North Transportation Center
Maintenance Annex	South Transportation Center
Multipurpose Center	TEP/DAEP
Klein Oak Agricultural Center	Warehouse
North Agricultural Center	Klein Museum-Wunderlich Farm
South Agricultural Center	Technology Services Center
Central Office - Administration	
Central Office - Teaching and Learning/Kleinwood	
Central Office - Teaching and Learning Center	
Central Office -Teaching and Learning/Network Operations Center	

District Area Economy

Klein ISD's tax base is comprised of 67% residential property. The largest commercial taxpayer in Klein is National Oilwell Varco. Commercial development in the District and the surrounding areas is located primarily along Cypress Creek Parkway (FM 1960) and Grand Parkway, with large retail shopping centers found at the major intersections.

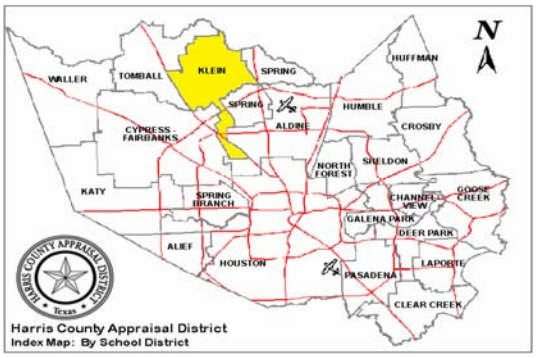
The largest employment sector represented in Klein ISD is in education services and health care sectors (approximately 18.8% of the resident work force). Since August 2018, employment in the Houston Metro Area has increased by 82,300. Both the medical and manufacturing/warehousing sectors continue to generate the most job growth in 2019. Since the 2015 oil bust, many companies have been investing carefully and are better prepared to survive low oil process. Dr. Ray Perryman of The Perryman Group suggests that energy companies believe technological advancements in drilling will likely produce higher yields at even lower costs within the next five years. The Houston economy, in turn, is likely to have more stable growth and less unpredictability in the coming decade.



Employment by Sector
U.S. Census Bureau: 2017 American Community Survey

Source: 2019 PASA Demographic Study https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659

Springwoods Village spans 2,000 acres and two school districts west of Interstate 45 (North Freeway). The urban district, called CityPlace, includes offices and retail, and is located within Spring I.S.D. Surrounding CityPlace, apartment buildings and other retail fronting Grand Parkway and North Freeway are planned or are under construction. The Klein ISD portion is exclusively reserved for single-family residential. Infrastructure is not yet in place for the residential portions in Klein ISD. Recent relocation announcements by several large corporations will continue to fuel growth in the region in the short term. ExxonMobil recently acquired XTO Energy and relocated 1,200 positions from downtown Fort Worth to its northside Houston campus in the spring of 2018. Another 400 XTO positions will be relocated to the campus in 2020.

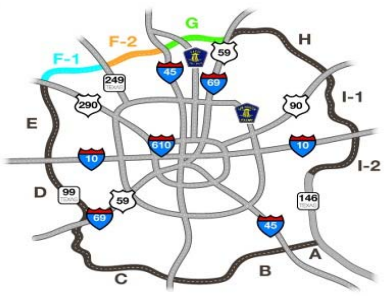


Harris County Appraisal District
Index Map: By School District

Other relocations to Springwoods Village include both Hewlett Packard Inc. (HP Inc.) and HP Enterprise, as well as the American Bureau of Shipping (ABS). The first multi-tenant commercial building, CityPlace 1, was recently completed, with approximately 150,000 square feet. Moving from The Woodlands, Arroyo Energy Investors was the first tenant to sign a lease to operate out of the building. Springwoods Village is planned to consist of 9 million square feet of office space. With a workforce of approximately 18,000 already located within the development, new retail and multi-family development is beginning to increase more rapidly, also growing the number of jobs in the area.

Source: 2019 PASA Demographic Study https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659

Grand Parkway Corridor Four years after the opening of Grand Parkway through Klein ISD, commercial development is quickly being added along the corridor. The 75-acre Grand Parkway Marketplace, located along and south of Grand Parkway at Kuykendahl Road, is nearly complete, and more commercial investment is occurring in the area. The retail hub of Klein ISD has since expanded northwestward and now spans Kuykendahl Road from FM 2920 to Grand Parkway. With more service jobs available in the area and a growing number of corporate relocations to Springwoods Village, multi-family demand is increasing in and around this new commercial spoke surrounding Kuykendahl Road.



Source: 2019 PASA Demographic Study https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659

The Woodlands Area, which includes the cities of Shenandoah and Oak Ridge North as well as the master-planned community of The Woodlands, has enjoyed unprecedented commercial growth in the last several years. The area's economic base is well diversified with over 4,000 employers, including all sectors, located in the area. These businesses range from owner-operated establishments to global corporate headquarters. The Woodlands Area is home to a range of leading companies, including Anadarko Petroleum Corporation, Alight Solutions, Chevron Phillips Chemical Company, CHI St. Luke's Health – The Woodlands Hospital, ExxonMobil, Huntsman Corporation, McKesson Specialty Health, Memorial Hermann The Woodlands Medical Center and Repsol USA.

Source: Economic Development Partnership - http://www.edpartnership.net/business-climate.php

David Wayne Hooks Memorial Airport, a privately owned public-use general aviation facility designed and engineered by Charles G. Hooks, was founded in 1963 and is one of the largest private airports in the United States. The airport contains various businesses that generate approximately 300 jobs supporting more than 275,000 aircraft movements per year. Hooks Airport's products and services include fueling, ground handling, passenger services, maintenance, aircraft sales and charter.

Source: David Wayne Hooks Airport - http://www.hooksairport.com/Houston Executive Airport - http://www.houstonexecutiveairport.com/WCF_ecoimpact.htm

George Bush Intercontinental Airport/Houston, which is outside the District but located nearby in the North Belt area, currently has five operating terminals that accommodate twenty-five major passenger and cargo airlines. Approximately 43,807,539 passengers were deplaned and enplaned in 2018 compared to 41,415,243 passengers during 2017. This represents a 6% increase of passengers.

Source: Houston Airport System - http://www.fly2houston.com/newsroom/media-kit/traffic-and-statistics/

Miscellaneous Klein Area Statistics

Number of Fire Stations	8 – Klein Volunteer Fire Department
Number of Police Stations	2 – Precinct 4 and Klein ISD Police Department
Number of Parks	3 – Meyer Park (40 acres); Collins Park (55 acres); Klein Park (7 acres)
Libraries	1 – Barbara Bush Library at Cypress Creek (190,005 collection; 1,175,454 circulation; 139,738 registered borrowers) *Most recent data available: FY 2018*

Sources: Harris County Public Library - http://www.hcpl.net/location/barbara-bush-branch-library-cypress-creek
Klein Volunteer Fire Department - http://kleinfiredept.com/services/stations/

Area Employment Data

	2015	2016	2017	2018	2019
Harris County					
Population	4,533,341	4,589,928	4,652,980	4,698,619	4,664,159
Labor Force	2,239,426	2,255,093	2,269,506	2,268,944	2,328,956
Employment	2,135,626	2,136,068	2,159,376	2,155,485	2,237,690
Unemployment	103,800	119,025	110,130	113,459	91,266
	4.6%	5.3%	4.9%	5.0%	3.9%
State of Texas					
Population	27,486,814	27,937,492	28,322,717	28,701,845	*
Labor Force	13,078,304	13,284,623	13,499,113	13,538,385	14,032,284
Employment	12,494,350	12,671,801	12,955,476	12,960,595	13,560,414
Unemployment	583,954	612,822	543,637	577,790	471,870
Unemployment Rate	4.5%	4.6%	4.0%	4.3%	3.4%

Sources: Texas Workforce Commission (Unadjusted) https://texaslmi.com/EconomicProfiles/TexasProfile/ ** Information Not Available*

Institutions of Higher Learning

In addition, the following major colleges and universities are located within a 100-mile radius of the District.

Baylor College of Medicine	Houston, Texas
Blinn College	Brenham, Texas Bryan, Texas
Houston Baptist University	Houston, Texas
Houston Community College	Houston, Texas
Lee College	Baytown, Texas Crosby, Texas
Lone Star College	Cypress, Texas Houston, Texas Kingwood, Texas The Woodlands, Texas Tomball, Texas
Prairie View A&M University	Prairie View, Texas
Rice University	Houston, Texas
San Jacinto College	Houston, Texas Pasadena, Texas
Sam Houston State University	Huntsville, Texas
Texas A&M University	College Station, Texas
Texas A&M University at Galveston	Galveston, Texas
Texas Southern University	Houston, Texas
Texas Woman's University	Houston, Texas
University of Houston	Clear Lake, Texas Houston, Texas
University of Houston Downtown	Houston, Texas
University of St. Thomas	Houston, Texas
University of Texas Medical Branch	Galveston, Texas
University of Texas Health Science Center	Houston, Texas

KLEIN ISD
PROMISE2PURPOSE

Klein ISD Organization Chart

August 26, 2019

Stakeholders: Students | Parents | Employees | Taxpayers | Families | Businesses | Community

Board of Trustees

Ms. Georgan Reitmeier, *President* | Mr. Rick Mann, *Vice President* | Mr. Doug James, *Secretary* | Mr. Ronnie Anderson| Ms. Cathy Arellano| Ms. Julie Benes | Mr. Chris Todd

DR. JENNY MCGOWN
Superintendent

Larry Whitehead
Interim Deputy Superintendent

Teaching & Learning, Campus Safety & Support, School Leadership & Supervision, IT & Data Services, Special Programs

Kelly Schumacher
Associate Superintendent

Human Resource Services
Workers' Compensation & Unemployment
Staffing
Employee Relations

Robert Robertson
Associate Superintendent

Facility & School Services, Capital Projects, Energy Maintenance, Nutrition & Food Services, Plant Operations, Safety, Transportation

Daniel Schaefer
Chief Financial Officer

Accounting, Budget, Purchasing, Tax Office, Warehouse, Risk Management, Benefits, Payroll
State & Federal Programs

Chief of Police
David Kimberly

Klein Education Foundation/Community Relations
Cindy Doyle, Director

Internal Audit
Stephanie Duran, Director

Research & Program Evaluations
Amanda Salinas, Director

Communications
Rachel Trotter, Director

2019-2020 Elected Officials – Board of Trustees

Georgan Reitmeier	President
Rick Mann	Vice-President
Doug James	Secretary
Ronnie K. Anderson	Trustee
Cathy M. Arellano	Trustee
Julie Benes	Trustee
Chris Todd	Trustee

2019-2020 Appointed Administrators

Dr. Jenny McGown	Superintendent
Larry Whitehead	Deputy Superintendent
Daniel A. Schaefer, CPA	Chief Financial Officer
Robert Robertson	Associate Superintendent of Facility & School Services
Kelly Schumacher.	Associate Superintendent of Human Resource Services
Dr. Kirsten Allman	Executive Director of Special Programs
Audrey Ambridge, RTSBA	Executive Director of Financial Services
Dr. Jeff Bailey	Executive Director of Teaching & Learning Assessment & Accountability
Beth Gilleland	Executive Director of College & Career Pathways
Jason Gossett, RTSBA	Executive Director of Business Services
Dayna Hernandez	Executive Director of Teaching and Learning
Cassandra Christian	Executive Director of Teaching and Learning
Katie Turner	Executive Director of Teaching and Learning
Dr. Joffery Jones	Executive Director of Campus Safety & Support
Amy Miller	Executive Director of Curriculum Design & Delivery
Ron Webster	Executive Director of Campus Safety & Support
Martha Werner	Executive Director of Employee Talent
August Wunderlich	Executive Director of Facilities & School Services
David Kimberly	Chief of Police
Amanda Boles, CPA, RTSBA	Director of Accounting
Deborah Bronner-Westerduin	Director of Career & Technical Education
Chris Cummings	Director of Technology
Deedra Davis	Director of Staffing & Employee Relations
Cindy Doyle	Director of Community Relations & Education Foundation
Stephanie B. Duran, CPA, RTSBA	Director of Internal Audit
Brad Froebel	Director of Data Services
Thomas Haggerty	Director of Capital Projects
Lauren Ivins-McFarland	Director of Special Education
Stacy Kindsfather	Director of Assessment & Accountability
Scott Lazar	Director of Plant Operations
Brian Marr	Director of Disciplinary Alternative Education Program
Doug Massey	Director of Nutrition & Food Services
Laura Padron, RTSBA	Director of Budget
Joshua Rice	Director of Transportation
Chris Ruggerio	Director of State & Federal Programs
Amanda Salinas	Director of Research & Evaluation
Todd Schultz, RTSBA	Director of Warehousing
Jody Simpson	Director of Therapeutic Education Program
Dawn Proctor	Director of Special Education
Rachel Trotter	Director of Communications
Lisa Turner, CTSBO	Director of Purchasing
Deborah Wehner, RTA	Tax Assessor-Collector
Fran Whitaker, RTSBA	Director of Payroll
Kevin Wieghat	Director of Maintenance
Joel Wren	Director of Fine Arts
Darby Young	Director of Athletics, Physical Education & Health

District Shared Vision and Strategic Plan

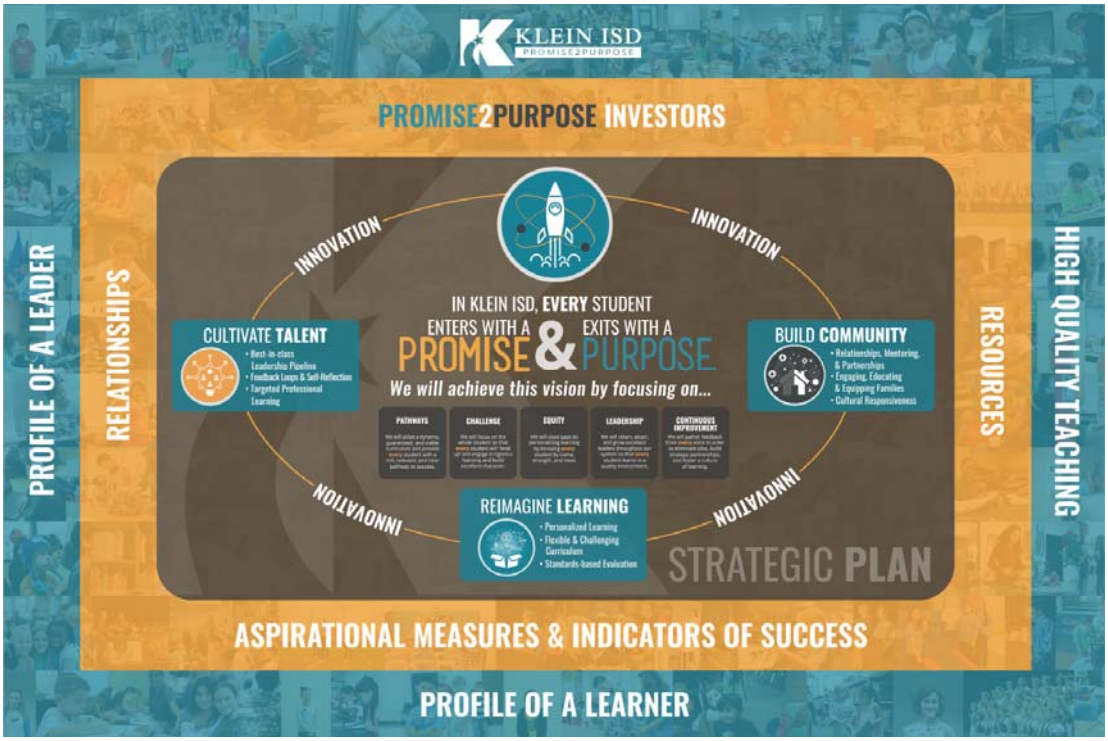
In Klein ISD, EVERY student enters with a promise and exits with a purpose. This shared vision is referred to as Promise2Purpose. Our shared vision will be achieved with our mission focused on:

- *Pathways* – providing EVERY student with a rich, relevant, and clear pathway to success;
- *Challenge* – focusing on the whole student so that EVERY student will engage in rigorous learning and build excellent character;
- *Equity* – closing gaps by personalizing learning by knowing EVERY student by name, strength, and need;
- *Leadership* – retaining, attaining, and growing excellent leaders throughout our system so that EVERY student learns in a quality environment; and
- *Continuous Improvement* – gathering feedback from EVERY voice in order to eliminate silos, build strategic partnerships and foster a culture of learning.

As Promise2Purpose Investors, resources and relationships are focused on reimaging learning, cultivating talent and building community as the three strategic priorities, while always looking for ways to improve the system for students.

While there are multiple measures and indicators of success, the Promise2Purpose shared vision focuses on three primary measures: EVERY student graduates from high school with a purpose, EVERY student makes at least one year's growth every year, and EVERY indicator in the Whole Student and Community Engagement Indicator System is at the highest level.

In addition to the shared vision, mission and strategic priorities, the District has also adopted three guiding documents: Profile of a Leader, Profile of a Learner and Klein ISD High Quality Teaching. More information regarding the District's shared vision can be found at www.vision.kleinisd.net and is summarized in the picture below.



District of Innovation

House Bill 1842 was passed by the Texas Legislature in the spring of 2015 giving public school districts the opportunity to become Districts of Innovation. Districts of Innovation can obtain more local control in various areas that will make teaching and learning more impactful for every student's needs.

The Klein ISD School Board and the District of Innovation Local Innovation Plan Committee considered all areas available for local innovation and created a plan that centers around six key areas: First Day of Instruction and Last Day of Instruction; Minimum Attendance for Class Credit; Kindergarten Start Age; Minimum Minutes of Instruction; Class Size and Notice of Class Size; and Teacher Certification and Field-Based Experience.

At the Klein ISD Board of Trustees meeting on February 13, 2017, the Board voted to approve this District of Innovation plan. The Board's approval confirmed the exemptions outlined in the local innovation plan for implementation to benefit all Klein ISD students. More information on the Klein ISD District of Innovation plan can be found here: https://www.vision.kleinisd.net/district-of-innovation.

Guiding Coalitions

Klein ISD determined that three guiding coalition teams needed to be established to focus on student success. The three guiding coalitions established were gifted and talented, special education, and English language learners.

Gifted and Talented
The GT Guiding Coalition is working to create a GT multimodal communication and community involvement system, provide relevant supports to build capacity for differentiated instruction, increase the percentage of Klein ISD students identified as gifted, redesign campus level support, and research pathways as potential TPSP replacements.

Special Education
The Special Education Guiding Coalition is working to focus on the professional development needs of teachers with respect to differentiated instruction and available resources, address the achievement gap that exists between the performance of special education students and overall student performance in the district, and decrease discretionary discipline student removals to maximize student learning time in the classroom.

English Language Learners
The English Language Learners Guiding Coalitions is working to decrease the achievement gap to 18% or less between ELLs and all students in Klein ISD, revise the curriculum to include differentiated & targeted lessons to support the diverse needs of ELLs, and design and provide a systematic, targeted, and aligned professional development system with implementation and monitoring components to serve ELLs.

PROFILE OF A KLEIN ISD LEARNER

PATHWAY EXPLORER

Relentlessly pursues excellence by being...

- A goal-oriented problem-solver
- Self-reflective and self-disciplined
- Innovative and creative
- Optimistic and hopeful

EQUIPPED SCHOLAR

Thoroughly prepared for future success by being...

- College, career, and life ready
- Financially literate
- Emotionally intelligent and culturally responsive
- Adaptable and empathetic
- An interconnected global citizen

VALUES-DRIVEN LEADER

Unwaveringly committed to serving the greater good by...

- Building positive and productive relationships
- Thinking "we" not "me"
- Collaborating and communicating skillfully
- Celebrating diversity and acting with integrity
- Being grateful, kind, joyful, honest, and selfless

FOREVER LEARNER

Insatiably desires to improve and grow by...

- Embracing challenges and failing forward
- Thinking critically
- Possessing a healthy sense of self
- Exhibiting curiosity, humility, perseverance, and resilience

PROFILE OF A KLEIN ISD LEADER

In Klein ISD, Leaders ensure the development of the *Profile of a Learner* by being...

STUDENT FOCUSED

Relentlessly pursuing the success of EVERY student by...

- Being driven by a sense of urgency and a focus on results
- Insisting on high expectations and care for the whole learner
- Setting ambitious goals and holding oneself accountable
- Demonstrating a deep understanding of high-quality teaching
- Rigorously analyzing data and using it to ensure student progress

RELATIONSHIP DRIVEN

Unwaveringly committed to serving others by...

- Establishing a culture of trust, partnership, and collaboration
- Skillfully communicating and gathering feedback from every voice
- Always thinking "we" not "me"
- Being culturally responsive and celebrating our rich diversity
- Leading from our values including integrity, gratitude, humility and kindness

PROMISE2PURPOSE INVESTOR

Deeply committed to the promise and purpose of others by...

- Working interdependently to ignite and achieve our shared vision
- Inspiring, coaching, encouraging, and developing others
- Recognizing excellence and celebrating progress
- Distributing leadership by empowering others
- Consistently displaying a sense of possibility, optimism, and hope

FOREVER LEARNER

Personally modeling an insatiable desire to learn and improve by...

- Always seeking opportunities to continuously improve and grow
- Thoughtfully disrupting the status quo
- Catalyzing innovation and embracing failing forward
- Being joyful, reflective, transparent, and deliberate in applying our learning to transform the world

KLEIN ISD HIGH QUALITY TEACHING

In Klein ISD, High-Quality Teaching supports the development of the *Profile of a Learner* by being...

RELATIONSHIP DRIVEN

Intentionally rooted in positive and productive relationships by...

- Supporting the development of the whole learner
- Building trust and a sense of security and belonging
- Communicating and collaborating with others skillfully
- Creating a culturally responsive and accepting environment

RESULTS FOCUSED

Relentlessly pursues student success by...

- Ensuring high expectations for every student in both character and academics
- Monitoring student progress and celebrating student growth
- Providing targeted support that is responsive to student needs
- Working interdependently in a thriving professional learning community that promotes collective efficacy

INTENTIONALLY PERSONALIZED

Thoughtfully tailors learning for each student's strengths, needs, and passions by...

- Utilizing expertise to explore and create personalized student learning plans and pathways
- Leveraging technology to innovate, connect, share, and enhance collaboration
- Exchanging effective feedback in order to continuously improve and grow

STUDENT OWNED

Skillfully empowers student agency and enables voice and choice in learning by...

- Fostering a classroom culture of risk-taking, innovation, and self-reflection
- Providing engaging learning experiences driven by challenging, student centered goals
- Building networks to enhance engagement, relevance, and global connectedness
- Inspiring a lifelong, insatiable desire to learn

ASPIRATIONAL MEASURES & INDICATORS OF SUCCESS

While there are multiple measures, we will focus on:

EVERY student graduates from high school with a purpose.

EVERY student makes at least one year's growth every year.

KLEIN ISD
PROMISE2PURPOSE

Budget and Financial Policies

Statement of Texas Law

Sections 44.002 through 44.006 of the Texas Education Code establish the legal basis for budget development in school districts. The following items summarize the legal requirements from the code:

1. The Superintendent is the budget officer for the District and prepares or causes the budget to be prepared. Note: TEA recommends that an interactive approach between the Board of Trustees and the Superintendent be taken to establish the budget process and define related roles and responsibilities
2. The District budget must be prepared by a date set by the State Board of Education, currently August 20th.
3. The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving ten (10) days public notice in a newspaper, for the adoption of the District budget. Any taxpayer in the District may be present and participate in the meeting.

   Concurrently with the publication of notice of the budget above, a school district must post a summary of the proposed budget on the school district's Internet website or in the district's central administrative office if the school district has no Internet website. The budget summary must include a comparison to the previous year's actual spending and information relating to per-student and aggregate spending on instruction, instructional support, central administration, district operations, debt service, and any other category designated by the commissioner. *Education Code 44.0041*

   The summary of the budget should be presented in the following function areas:

   (A) Instruction – functions 11, 12, 13, 95
   (B) Instructional Support – functions 21, 23, 31, 32, 33, 36
   (C) Central Administration – function 41
   (D) District Operations – functions 51, 52, 53, 34, 35
   (E) Debt Service – function 71
   (F) Other – functions 61, 81, 91, 92, 93, 97, 99

   The "per-student" will be based on student enrollment.
4. No funds may be expended in any manner other than as provided for in the adopted budget. The Board does have the authority to amend the budget or adopt a supplementary emergency budget to cover unforeseen expenditures.
5. The budget must be prepared in accordance with GAAP (Generally Accepted Accounting Principles) and state guidelines.
6. The budget must be legally adopted before the adoption of the tax rate unless the district elects to adopt a tax rate before receiving the certified appraisal roll for the district as provided by Section 26.05(g), Tax Code (see the following point if the district elects to adopt the tax rate first). Additionally, a school district must publish a revised notice and hold another public meeting before the district may adopt a tax rate that exceeds the following: (1) The rate proposed in the notice prepared using the estimate; or (2) The district's rollback rate determined under Section 26.08, Tax Code, using the certified appraisal roll.
7. If a school district elects to adopt a tax rate before adopting a budget, the district must publish notice and hold a meeting for the purpose of discussing the proposed tax rate as provided by TEC 44.004. Following adoption of the tax rate, the district must publish notice and hold another public meeting before the district may adopt a budget. The comptroller shall prescribe the language and format to be used in the notices. The school district may use the certified estimate of taxable value in preparing a notice.
8. HB 3, 81st Regular Session, added TEC 39.084 which requires that on final approval of the budget by the school board, the school district shall post on the District's internet website a copy of the adopted budget. The website must prominently display the electronic link to the adopted budget until the third anniversary of the date the budget was adopted.

Legal Requirements for Budgets

The State, TEA, and the local district formulate legal requirements for school district budgets. Additional legal requirements also may be imposed by state and federal grants; however, this section deals only with state legal mandates, TEA legal requirements, and local district requirements for basic budget development and submission.

AUTHORIZED EXPENDITURES

A district shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. *Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.—Houston [1st Dist.] 1976, no writ)*

A district shall not grant any extra compensation, fee, or allowance to a public officer, agent, servant, or contractor after service has been rendered or a contract entered into and performed in whole or in part. Nor shall a district pay or authorize the payment of any claim against the district under any agreement or contract made without authority of law. *Tex. Const. Art. III, Sec. 53; Harlingen Indep. Sch. Dist. v. C.H. Page and Bro., 48 S.W.2d 983 (Comm. App. 1932)*

The state and county available funds may be used only for the payment of teachers' and superintendents' salaries and interest on money borrowed on short time to pay those salaries that become due before school funds for the current year become available. Loans for the purpose of payment of teachers may not be paid out of funds other than those for the current year. *Education Code 45.105(b)*

Local funds from district taxes, tuition fees, other local sources, and state funds not designated for a specific purpose may be used for purposes listed above for state and county available funds and for purchasing appliances and supplies; paying insurance premiums; paying janitors and other employees; buying school sites; buying, building, repairing, and renting school buildings, including acquiring school buildings and sites by leasing through annual payments with an ultimate option to purchase [see CHG]; and for other purposes necessary in the conduct of the public schools determined by a board. *Education Code 45.105(c)*

Public funds of a district may not be spent in any manner other than as provided for in the budget adopted by the board, but the board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. *Education Code 44.006(a)*

FISCAL YEAR

The fiscal year of a district begins on July 1 or September 1 of each year, as determined by the board. *Education Code 44.0011*

BUDGET PREPARATION

On or before the date set by the State Board of Education (currently August 20 [June 19 for a district with a fiscal year beginning July 1]), a superintendent shall prepare, or cause to be prepared, a proposed budget covering all estimated revenue and proposed expenditures of a district for the following fiscal year. The budget must be prepared according to generally accepted accounting principles, rules adopted by the State Board, and adopted policies of the board of trustees. *Education Code 44.002; 19 TAC 109.1(a), .41*

FUNDS FOR ACCELERATED INSTRUCTION

A district that is required to provide accelerated instruction under Education Code 29.081(b-1) [see EHBC] shall separately budget sufficient funds, including funds under Education Code 42.152, for that purpose. A district may not budget funds received under Education Code 42.152 for any other purpose until the district adopts a budget to support additional accelerated instruction. Education Code 29.081(b-2)

PUBLIC NOTICE EXPENDITURES

The proposed budget of a district must include a line item indicating expenditures for notices required by law to be published in a newspaper by the district or a representative of the district that allows as clear a comparison as practicable between those expenditures in the proposed budget and actual expenditures for the same purpose in the preceding year. *Local Gov't Code 140.0045*

PUBLIC MEETING ON BUDGET AND PROPOSED TAX RATE

When the budget has been prepared, the board president shall call a board meeting for the purpose of adopting a budget for the succeeding fiscal year. Any taxpayer of a district may be present and participate in the meeting. *Education Code 44.004(a), (f)* [See CCG for provisions governing tax rate adoption.]

The meeting must comply with the notice requirements of the Open Meetings Act. *Gov't Code 551.041, .043* [See BE]

PUBLISHED NOTICE

The board president shall provide for publication of notice of the budget and proposed tax rate meeting in a daily, weekly, or biweekly newspaper published in a district. If no daily, weekly, or biweekly newspaper is published in a district, the president shall provide for publication of notice in at least one newspaper of general circulation in the county in which the district's central administrative office is located. The notice shall be published not earlier than the 30th day or later than the tenth day before the date of the hearing. *Education Code 44.004(b)*

FORM OF NOTICE

The notice of the public meeting to discuss and adopt the budget and the proposed tax rate must meet the size, format, and contents required by law. *Education Code 44.004(c)-(c-1)*

The notice is not valid if it does not substantially conform to the language and format prescribed by the comptroller. *Education Code 44.004(d)*

TAXPAYER INJUNCTION

A person who owns taxable property in a district is entitled to an injunction restraining the collection of taxes by the district if the district has not complied with the notice requirements and the failure to comply was not in good faith. An action to enjoin the collection of taxes must be filed before the date the district delivers substantially all of its tax bills. *Education Code 44.004(e)*

PUBLICATION OF PROPOSED BUDGET SUMMARY

Concurrently with the publication of notice of the budget under Education Code 44.004, as described above, a district shall post a summary of the proposed budget on the school district's Internet website or, if the district has no Internet website, in the district's central administrative office.

The budget summary must include a comparison to the previous year's actual spending and information relating to per student and aggregate spending on:

1. Instruction;
2. Instructional support;
3. Central administration;
4. District operations;
5. Debt service; and
6. Any other category designated by the commissioner.

Education Code 44.0041

DECREASE IN DEBT SERVICE RATE

If the interest and sinking fund rate calculated under Education Code 44.004(c)(5)(A)(ii)(b) decreases after the publication of the required notice, the board president is not required to publish another notice or call another meeting to discuss and adopt the budget and the proposed lower tax rate. *Education Code 44.004(g-1)*

BUDGET ADOPTION

The board, at the meeting called for that purpose, shall adopt a budget to cover all expenditures for the succeeding fiscal year. The budget must be adopted before the adoption of the tax rate for the tax year in which the fiscal year covered by the budget begins. *Education Code 44.004(f)–(g)*

DISTRICTS WITH JULY 1 FISCAL YEAR

A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of district property in preparing the published notice if the district does not receive the certified appraisal roll on or before June 7. A district that uses a certified estimate may adopt a budget at the public meeting designated in the published notice prepared using the estimate, but the district may not adopt a tax rate before the district receives the certified appraisal roll for the district. *Education Code 44.004(h)–(i)*

CERTIFIED ESTIMATE

By April 30, the chief appraiser shall prepare and certify an estimate of the taxable value of school district property. *Tax Code 26.01(e)*

BUDGET ADOPTION AFTER TAX RATE ADOPTION

Notwithstanding Education Code 44.004(g), (h), and (i), above, a district may adopt a budget after the district adopts a tax rate for the tax year in which the fiscal year covered by the budget begins if the district elects to adopt a tax rate before receiving the certified appraisal roll for the district as provided by Tax Code 26.05(g). If a district elects to adopt a tax rate before adopting a budget, the district must publish notice and hold a meeting for the purpose of discussing the proposed tax rate. Following adoption of the tax rate [see CCG], the district must publish notice and hold another public meeting before the district may adopt a budget. The comptroller shall prescribe the language and format to be used in the notices. The district may use the certified estimate of taxable value in preparing a notice under this provision. *Education Code 44.004(j)*

PUBLICATION OF ADOPTED BUDGET

On final approval of the budget by the board, the district shall post on the district's Internet website a copy of the budget adopted by the board. The district's website must prominently display the electronic link to the adopted budget. A district shall maintain the adopted budget on the district's website until the third anniversary of the date the budget was adopted. *Education Code 44.0051*

The adopted budget must be filed with the Texas Education Agency on or before the date established in the *Financial Accountability System Resource Guide*. *Education Code 44.005; 19 TAC 109.1(a)*

AMENDMENT OF APPROVED BUDGET

The board may amend a budget or adopt a supplementary emergency budget to cover necessary unforeseen expenses. Any amendment or supplementary budget must be prepared and filed in accordance with State Board rules. *Education Code 44.006*

FAILURE TO COMPLY WITH BUDGET REQUIREMENTS

A board member who votes to approve any expenditure of school funds in excess of the item or items appropriated in the adopted budget or a supplementary or amended budget commits a misdemeanor offense. *Education Code 44.052(c)*

CERTAIN DONATIONS

A district may donate funds or other property or service to the adjutant general's department, the Texas National Guard, or the Texas State Guard. *Gov't Code 437.111(b), .252, .304(a)*

COMMITMENT OF CURRENT REVENUE

A contract for the acquisition, including lease, of real or personal property is a commitment of a district's current revenue only, provided the contract contains either or both of the following provisions:

1. Retains to a board the continuing right to terminate the contract at the expiration of each budget period during the term of the contract.

2. Is conditioned on a best-efforts attempt by the board to obtain and appropriate funds for payment of the contract.

Local Gov't Code 271.903

PROHIBITED USES OF RESOURCES	Except as provided below or by Education Code 45.109(a-1), (a-2), or (a-3) [see CX], the board may not enter into an agreement authorizing the use of school district employees, property, or resources for the provision of materials or labor for the design, construction, or renovation of improvements to real property not owned or leased by the district.
IMPROVEMENTS TO REAL PROPERTY	This section does not prohibit the board from entering into an agreement for the design, construction, or renovation of improvements to real property not owned or leased by the district if the improvements benefit real property owned or leased by the district. Benefits to real property owned or leased by the district include the design, construction, or renovation of highways, roads, streets, sidewalks, crosswalks, utilities, and drainage improvements that serve or benefit the real property owned or leased by the district. *Education Code 11.168*
HOTELS	The board may not impose taxes; issue bonds; use or authorize the use of district employees; use or authorize the use of district property, money, or other resources; or acquire property for the design, construction, renovation, or operation of a hotel. The board may not enter into a lease, contract, or other agreement that obligates the board to engage in an activity prohibited by this provision or obligates the use of district employees or resources in a manner prohibited by this provision. "Hotel" means a building in which members of the public obtain sleeping accommodations for consideration. The term includes a motel. *Education Code 11.178*
ELECTIONEERING	A board may not use state or local funds or other resources of the district to electioneer for or against any candidate, measure, or political party. *Education Code 11.169*

DATE ISSUED: 11/13/2017 – UPDATE 109 - CE (LEGAL)-P
SOURCE: Klein Independent School District policies online via Texas Association of School Boards (TASB).
http://pol.tasb.org/Policy/Code/595?filter=CE

TEA Legal Requirements

TEA requirements for school district budget preparation can be located in the Financial Accountability System Resource Guide (FASRG) – Module 1**.**

1. The district must prepare an annual budget by June 19, if the district's fiscal year starts July 1, or August 20, if the district's fiscal year starts September 1. The budget for a fiscal year must be adopted by the Board of Trustees before expenditures are made and, if applicable, before the tax rate for the year is set. In general, the district must include at least the following funds in its budget:
    a. **general fund**—must be included each year
    b. **food service fund**—must be budgeted for and submitted to the PEIMS regardless of which type of fund is used to account for school nutrition programs
    c. **debt service fund**—must be budgeted expenditures recorded with function code 71, Debt Service.

   These budgets must be prepared and approved at least at the fund and function levels to comply with the state's legal level of control mandates.
2. The district's budget must be itemized in detail according to the classification and purpose of expenditure using the accounting code structure specified in 1.4.2.1 Account Code Structure Minimum Requirements and Appendix A: Accounting Code Structure and Codes. In addition, the district's adopted budget must be on a 12-month basis.

3. As required by Texas Education Code §§44.002 and 44.004(a), a school district is required to adopt a budget for the next succeeding fiscal year by June 30th or August 31st.
4. The district's budget must be adopted before expenditures can be made, and this adoption must be prior to setting of the tax rate for the budget year. The adopted budget, as necessarily amended, must be filed with the TEA through PEIMS.
5. In addition, the district must post the adopted budget on the district's website, and the adopted budget, including amendments, must remain in a prominent place on the website for three years from the date the budget was originally adopted.
6. The district must file its original and final amended budget with the TEA electronically as part of its annual financial and compliance report (AFR). The TEA considers the budget filed when your district submits an AFR showing a comparison of budget and actual amounts. Expenditures must be reported by fund, fiscal year, function, organization, program intent, object (at the second level), and amount.
7. Minutes from district board meetings will be used by TEA to record adoption and amendments to the budget.

Local District Requirements

In addition to state legal requirements, the Klein Independent School District Board of Trustees has established its own requirements for annual budget preparation through board policy.

FISCAL YEAR

The District shall operate on a fiscal year beginning September 1st and ending August 31st.

BUDGET PLANNING

Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.

BUDGET MEETING

The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:

1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the proposed budget and/or tax rate sign up on the sheet provided.
2. Prior to the beginning of the meeting, the Board may establish time limits for speakers.
3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate.
4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.

AUTHORIZED EXPENDITURES

The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or designee who shall ensure that funds are expended in accordance with the adopted budget. In requesting Board approval for expenditures, the Superintendent or designee shall make written assurance that such expenditures do not exceed the operating budget or subsequent amendments to the operating budget.

CASH BALANCES

The annual approved budget shall maintain a cash balance sufficient to cover the net cash outflows of the District until tax revenues are deposited and to prevent or reduce the need for short-term cash borrowing to cover a deficit.

FUND BALANCE

The District shall maintain three months total general fund balance in the general fund and 20 percent of the projected annual debt service payments as the fund balance in the debt service fund, baring emergency situations. The level of unassigned fund balance shall accomplish the following two Board priorities:

1. Provide adequate funds to meet emergency needs, and
2. Ensure a favorable bond rating for the District.

In addition, the District shall strive to maintain a general fund balance that closely approximates the optimum fund balance amount prescribed by the Texas Education Agency (TEA) as reported in the annual financial and compliance report each year.

The District shall report governmental fund balances per GASB 54 definitions in the balance sheet as follows:

1. Nonspendable – Funds may not be spent because they are either not in spendable form or legally or contractually required to be maintained intact.
2. Restricted – Constraints are placed on the use of the resources either externally imposed by creditors, grantors, contributors, or laws/regulations of other government or imposed by law through constitutional provisions or enabling legislation.
3. Committed – Amounts can only be used for specific purposes pursuant to constraints imposed by formal action of the Board. The purpose of the funds can only be changed by formal action by the Board.
4. Assigned – Amounts are constrained by the District's intent to be used for specific purposes but are neither restricted or committed. Intent is expressed by the Board or the Board's designee to assign amounts to be used for specific purposes.
5. Unassigned – Residual classification for the general fund includes all spendable amounts not otherwise classified.

The Board shall approve all commitments by formal action. The action to commit funds must occur prior to fiscal year end to report such commitments in the balance sheet of the respective period, even though the amount may be determined subsequent to fiscal year end. A commitment can only be modified or removed by the same formal action of the Board.

Spending to reduce funds shall be in the following order:

1. Restricted;
2. Committed;
3. Assigned; and
4. Unassigned

BUDGET AMENDMENTS

The Board shall amend the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

DATE ISSUED: 10/8/2018 - CE (LOCAL)-X
SOURCE: Klein Independent School District policies online via Texas Association of School Boards (TASB).
http://pol.tasb.org/Policy/Code/595?filter=CE

Significant Financial Policies and Procedures

GAAP and Legal Compliance

Guidelines for financial accounting and reporting are derived from generally accepted accounting principles (GAAP). School districts are required to adhere to GAAP. The annual operating budget is one of the most important of all legal documents governing financial transactions. Upon board of trustee approval, the expenditure requests in the budget become binding appropriations that may not legally be exceeded by the school district without an amendment. Taxes and other revenue sources that finance budgeted expenditures usually require board enactment.

An important function of governmental accounting systems is to enable administrators to assure and report on compliance with finance-related legal provisions. This assurance and reporting means that the accounting system, its terminology, fund structure, and procedures must be adapted to satisfy finance related legal requirements. However, the basic financial statements of school districts should be prepared in conformity with GAAP.

Internal Controls

A system of internal controls has been established and documented in writing. It is designed to protect against losses of public funds arising from fraud, employee error, misrepresentation by third parties, unanticipated changes in financial markets, or imprudent actions by employees and officers of the District. Controls deemed most important are reviewed by the District's independent auditing firm and include:

- separation of transaction authority from accounting and record-keeping and electronic transfer of funds,
- separation of duties,
- avoidance (control) of collusion,
- custodial safekeeping,
- clear delegation of authority,
- written confirmation of telephone transactions,
- specific limitations regarding securities losses,
- limitation on the number of authorized investment officials,
- documentation of dealer questionnaires, quotations and bids, evaluations, transactions, rationale, and
- avoidance of bearer-form securities.

Cash Management

The District's main goal of the investment program is to ensure the safety of principal and to obtain reasonable financial returns within current market conditions in accordance with the Local Investment Policy. In order of priority, the District's investment objectives are safety, liquidity, diversification, and yield. The District achieves these objectives by executing the following tasks:

- ensure appropriate and sufficient collateralization of deposits,
- monitor cash flows to ensure there are adequate balances to cover cash disbursement needs,
- minimize bank fees, and
- ensure the Local Investment Policy is updated annually.

The District is receiving an Earnings Credit on balances in interest bearing accounts held at the District's depository. The Earnings Credit is used to offset bank fees. The District maintains an adequate balance at its depository in order to decrease bank fees. All other funds are invested in Local Government Investment Pools and with an investment advisor. The District utilizes three authorized investment pools, TexPool, Lone Star, and Texas CLASS. The district also works with RBC Global Asset Management as an investment advisor to invest a portion of the District's portfolio, while staying within the boundaries of the District's investment policy and cash flow projections.

Investment Policy
Investments are made in a manner which will provide the maximum security of principal with both liquidity and diversification limitations in order to meet the daily cash flow needs of the District. All investments are in accordance with the Public Funds Investment Act (the "PFIA") (Texas Government Code 2256), the Public Funds Collateral Act (Texas Government Code 2257), and federal and state laws. No individual investment transaction shall be undertaken that jeopardizes the total capital position of the overall portfolio.

Purchasing
The District's Purchasing Department is responsible for all bids. All District contracts, except contracts for the purchase of produce or vehicle fuel, valued at $50,000 or more in the aggregate for each 12-month period, are made by the method that provides the best value for the District:

- competitive bidding,
- competitive sealed proposals,
- a request for proposals for services other than construction services,
- a catalog purchase as provided by Government Code Chapter 2157, Subchapter B, or
- an inter-local contract.

Expense Reimbursements
Proper documentation and verification is necessary for expenses, such as travel, to be reimbursed. Verification includes such things as receipts, cancelled checks, credit card payments, and verification of mileage.

Capital Asset Policy
The District complies with GAAP as promulgated by the Governmental Accounting Standards Board (GASB) and required by the TEA Financial Accounting System Resource Guide and federal regulations pertaining to grant application requirements. Capital assets include land, construction in progress, buildings, improvements, furniture and equipment, and infrastructure assets. The cost of the infrastructure is initially capitalized with the building cost and is depreciated over the same useful life as the building. Capital assets are defined by the District as assets with an initial, individual cost which equals or exceeds $5,000 and an estimated useful life in excess of one year. Fixed assets are accounted for at cost (historical), or if the cost cannot be practicably determined, at estimated cost. Donated capital assets are recorded at their estimated fair value at the time received. Records are maintained in a manner that can provide a description, location, and value of individual assets and assets accounted for in groups.

Debt Administration
The Board may obtain funds to construct, acquire, or equip school buildings, to purchase necessary sites, to purchase new school buses, or to acquire or refinance property financed under a contract entered under the Public Property Finance Act by issuing bonds and assessing annual ad valorem taxes sufficient to pay the principal and interest on the bonds as they come due.

Risk Management
The District's risk management program encompasses various means of protecting the District against loss. Property and casualty insurance is provided by commercial carriers and liability insurance coverage is provided by participation in a public entity risk pool administered by the Texas Association of School Boards. The District also participates in TRS-ActiveCare, the self-funded statewide health coverage program administered by Aetna and CVS Caremark for public education employees. Rates and benefits are established by the TRS Trustees based on the claims experience of the plan, not determined by the vendors administering the program.

Workers' Compensation

The District established a limited risk management program for workers' compensation in 1988 by participating as a self-funded member of the TASB Risk Management Fund (the Fund). The Fund was created and is operated under the provisions of the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code and Chapter 504, Texas Labor Code. As a self-funded member of the Fund, Klein ISD is solely responsible for all claims costs, both reported and unreported. The Fund provides administrative service to its self-funded members including claims administration and customer service. The general fund services all claims for risk of loss to which the District is exposed. Premiums are paid into the general fund by the National School Breakfast and Lunch Program special revenue fund on behalf of those employees paid from this fund. These interfund premiums are used to reduce the amount of claims expenditures reported in the General Fund.

Health Insurance

Eligible employees are offered health insurance through TRS-ActiveCare, the self-funded statewide health plan administered by Aetna for public education employees. The medical plan includes a pharmacy benefit through CVS Caremark. The District contributes between $311 and $454 per month, depending on the medical plan chosen, for each employee who elects medical coverage through TRS-ActiveCare.

Compensated Absences

It is the District's policy to permit employees to accumulate earned but unused state personal and sick leave days and local sick leave days. Upon retirement, an employee is entitled to reimbursement for accumulated, unused days if the employee (1) has a minimum of ten (10) years of consecutive service in the District immediately preceding retirement; and (2) begins receiving benefits under the Texas Teacher Retirement System (TRS) on an unreduced pension/annuity immediately upon separation from the District. An eligible employee will be reimbursed for an unlimited amount of unused personal and sick leave days. Compensation for unused days is based on the daily rate of substitute pay effective at the time of the employee's retirement. Employees hired prior to September 3, 1974 may opt, upon retirement, to be paid at their half daily rate in effect at the time of their retirement for up to thirty (30) days of accumulated local sick days. Exempt staff members under contract July 1 through June 30 earn non-duty days based on the difference between the number of work days as set by the staff member's annual contract/calendar and the actual days worked by the staff member. All exempt staff members may carry no more than 25 days of accrued vacation or non-duty days (carryover days) to the following year and all non-exempt staff members working more than 226 days may carry no more than 200 compensatory hours to the following year. Staff members are paid for accumulated unused carryover days only upon termination of employment.

Defined Benefit Pension Plan

The Klein Independent School District contributes to the Teacher Retirement System of Texas (TRS) in a cost-sharing multiple-employer defined benefit pension plan. TRS administers retirement and disability annuities, and death and survivor benefits to employees and beneficiaries of the employees of the public school systems of Texas. The Texas state legislature has the authority to establish and amend benefit provisions of the pension plan and may, under certain circumstances, grant special authority to the TRS Board of Trustees.

Contribution requirements are not actuarially determined but are established and amended pursuant to the following state funding policy: (1) The state constitution requires the legislature to establish a member contribution rate of not less than 6.0% of the member's annual compensation and a state contribution rate of not less than 6.0% and not more than 10% of the aggregate annual compensation of all members of the system during the fiscal year; (2) state statute prohibits benefit improvements, if as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action.

Contribution rates and amounts for fiscal years 2017-2019 are shown in the table below. These rates are set by the General Appropriations Act. In certain instances, the reporting district is required to make all or a portion of

the state's and/or member's contribution and on the portion of the employees' salaries that exceeded the statutory minimum.

	Member		State		School District	
2019	7.7%	$26,722,775	6.8%	$16,124,929	6.8%	$11,476,458
2018	7.7%	$26,708,220	6.8%	$16,013,424	6.8%	$11,498,697
2017	7.7%	$25,171,644	6.8%	$15,670,007	6.8%	$10,324,043

Retiree Health Plan

The District contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit postemployment health care plan administered by the Teacher Retirement System of Texas (TRS). TRS- Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas.

Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the State's contribution rate which is 1.25% of the employee's salary. Section 1575.203 establishes the active employee's rate which is 0.65% of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25% or not more than 0.75% of the salary of each active employee of the public. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act.

Contribution rates and amounts made by the member, state, and school district for fiscal years 2019, 2018, and 2017 are shown in the following table:

	Active Member		State		School District	
Year	Rate	Amount	Rate	Amount	Rate	Amount
2019	0.65%	$ 2,255,751	1.25%	$ 4,136,786	0.75%	$ 2,875,627
2018	0.65%	$ 2,254,259	1.25%	$ 4,939,674	0.75%	$ 2,878,027
2017	0.65%	$ 2,124,879	1.00%	$ 3,130,981	0.55%	$ 1,797,975

For the current fiscal year and each of the past two years, the District's actual contributions were equal to 100 percent of the required contributions. The contributions made by the State are on behalf of the District and have been recorded in the governmental funds' financial statements of the District as both state revenues and expenditures. These contributions are the legal responsibility of the State.

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003 established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. Under Medicare Part D, TRS-Care receives retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the years ended August 31, 2019, 2018, and 2017, the subsidy payments received by TRS-Care on-behalf of the District were $1,342,791, $1,019,978, and $983,516, respectively. These payments are recorded as equal revenues and expenditures in the governmental funds' financial statements of the District.

Fund Balance Levels

A recognized sign of fiscal health for a school district is an appropriate unassigned fund balance for the General Fund (operating fund). The unassigned fund balance represents that portion of fund equity that is currently available to finance expenditures not already approved by the Board of Trustees. The value of having an appropriate fund balance level can be expressed as follows:

- contingency fund for unexpected costs,
- cushion of operational resources at the beginning of the year prior to the tax collection season, and
- a sign of fiscal stability and health by bond rating agencies.

Fund balance is the excess of assets over liabilities in a governmental fund. The District understands the importance of maintaining an adequate fund balance and strives to develop a balanced budget (revenues equal expenditures) in each fiscal year. Klein ISD Board policy states that the District shall maintain a general fund balance of three months of regular general fund operating expenditures. (Board policy also provides that the general fund balance may be reduced to less than three months of regular general fund operating expenditures with prior approval from the Board.)

The restricted fund balance category includes amounts that can be spent only for the specific purposes stipulated by constitution, external resource providers, or through enabling legislation. The committed fund balance classification includes amounts that can be used only for the specific purposes determined by a formal action of the government's highest level of decision-making authority. Amounts in the assigned fund balance classification are intended to be used by the government for specific purposes but do not meet the criteria to be classified as restricted or committed. In governmental funds other than the general fund, assigned fund balance represents the remaining amount that is not restricted or committed. Unassigned fund balance is the residual classification for the government's general fund and includes all spendable amounts not contained in the other classifications.

Balanced Budget

A balanced budget is framed by case law as a budget with total expenditures not greater than the sum of total revenues plus fund balance. *Crystal City Independent School District, Appellant v. Bank of Dallas, Appellee, Court of Appeals of Texas-Dallas, March 24, 1987.* The Klein Independent School District's 2018-2019 adopted General Fund budget will add $6.1 million (20%) to the unassigned fund balance total. The Debt Service Fund will spend 0.2% of the fund's restricted balance. Further discussion regarding use of fund balance can be found on pages 81 and 103 in the Financial Section.

Summary

The 2019-2020 budget was adopted by the Board on August 26, 2019, during a special meeting called for the purpose of holding a public hearing to discuss and adopt the budget. Adopted budget documents from 2011-2012 forward, including 2019-2020, as well as summarization reports on current year budget amendments are posted on the District's website at: https://www.kleinisd.net/district/financial_services/budget/.

The Superintendent's office posts each meeting's agenda 72 hours prior to all public meetings, then releases a board report immediately following the trustee meetings that summarizes agenda item decisions. A comprehensive collection of the Klein ISD Board of Trustee meeting agendas and board reports from October 2006 to present is available online at: https://v3.boardbook.org/Public/PublicHome.aspx?ak=101915.

Board Policy - Business and Support Services

The Klein Independent School District Board Policy Manual is available through the Texas Association of School Boards *Policy Online* at: http://pol.tasb.org/Policy/Section/595?filter=C.

CAA	FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS
CB	STATE AND FEDERAL REVENUE SOURCES
CBA	STATE AND FEDERAL REVENUE SOURCES - STATE
CBB	STATE AND FEDERAL REVENUE SOURCES - FEDERAL
CCA	LOCAL REVENUE SOURCES - BOND ISSUES
CCB	LOCAL REVENUE SOURCES - TIME WARRANTS
CCC	LOCAL REVENUE SOURCES - CERTIFICATES OF INDEBTEDNESS
CCD	LOCAL REVENUE SOURCES - RECREATIONAL FACILITIES BONDS
CCE	LOCAL REVENUE SOURCES - ATHLETIC STADIUM AUTHORITY
CCF	LOCAL REVENUE SOURCES - LOANS AND NOTES
CCG	LOCAL REVENUE SOURCES - AD VALOREM TAXES
CCH	LOCAL REVENUE SOURCES - APPRAISAL DISTRICT
CDA	OTHER REVENUES - INVESTMENTS
CDB	OTHER REVENUES - SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY
CDBA	SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY - REVENUE BONDS FROM PROCEEDS
CDC	OTHER REVENUES - GIFTS AND SOLICITATIONS
CDH	OTHER REVENUES - PUBLIC AND PRIVATE FACILITIES
CE	ANNUAL OPERATING BUDGET
CEA	ANNUAL OPERATING BUDGET - FINANCIAL EXIGENCY
CFA	ACCOUNTING - FINANCIAL REPORTS AND STATEMENTS
CFB	ACCOUNTING - INVENTORIES
CFC	ACCOUNTING - AUDITS
CFD	ACCOUNTING - ACTIVITY FUNDS MANAGEMENT
CFEA	PAYROLL PROCEDURES - SALARY DEDUCTIONS AND REDUCTIONS
CG	BONDED EMPLOYEES AND OFFICERS
CH	PURCHASING AND ACQUISITION
CHE	PURCHASING AND ACQUISITION - VENDOR RELATIONS
CHF	PURCHASING AND ACQUISITION - PAYMENT PROCEDURES
CHG	PURCHASING AND ACQUISITION - REAL PROPERTY AND IMPROVEMENTS
CHH	PURCHASING AND ACQUISITION - FINANCING PERSONAL PROPERTY PURCHASES
CI	SCHOOL PROPERTIES DISPOSAL
CJ	CONTRACTED SERVICES
CJA	CONTRACTED SERVICES - CRIMINAL HISTORY
CK	SAFETY PROGRAM/RISK MANAGEMENT
CKA	SAFETY PROGRAM/RISK MANAGEMENT - INSPECTIONS
CKB	SAFETY PROGRAM/RISK MANAGEMENT - ACCIDENT PREVENTION AND REPORTS
CKC	SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY PLANS
CKD	SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES
CKE	SAFETY PROGRAM/RISK MANAGEMENT - SECURITY PERSONNEL

Board Policy - Business and Support Services (Continued)

CL	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT
CLA	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - SECURITY
CLB	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - MAINTENANCE
CLC	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - TRAFFIC AND PARKING CONTROLS
CLE	BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - FLAG DISPLAYS
CMB	EQUIPMENT AND SUPPLIES MANAGEMENT - AUTHORIZED USES OF EQUIPMENT AND SUPPLIES
CMD	EQUIPMENT AND SUPPLIES MANAGEMENT - INSTRUCTIONAL MATERIALS CARE AND ACCOUNTING
CNA	TRANSPORTATION MANAGEMENT - STUDENT TRANSPORTATION
CNB	TRANSPORTATION MANAGEMENT - DISTRICT VEHICLES
CNC	TRANSPORTATION MANAGEMENT - TRANSPORTATION SAFETY
CO	FOOD SERVICES MANAGEMENT
COA	FOOD SERVICES MANAGEMENT - FOOD PURCHASING
COB	FOOD SERVICES MANAGEMENT - FREE AND REDUCED-PRICE FOOD PROGRAM
CPAB	OFFICE COMMUNICATIONS - MAIL AND DELIVERY
CPC	OFFICE MANAGEMENT - RECORDS MANAGEMENT
CQ	TECHNOLOGY RESOURCES
CQA	TECHNOLOGY RESOURCES - DISTRICT, CAMPUS, AND CLASSROOM WEBSITES
CR	INSURANCE AND ANNUITIES MANAGEMENT
CRB	INSURANCE AND ANNUITIES MANAGEMENT - LIABILITY INSURANCE
CRD	INSURANCE AND ANNUITIES MANAGEMENT - HEALTH AND LIFE INSURANCE
CRE	INSURANCE AND ANNUITIES MANAGEMENT - WORKERS' COMPENSATION
CRF	INSURANCE AND ANNUITIES MANAGEMENT - UNEMPLOYMENT INSURANCE
CRG	INSURANCE AND ANNUITIES MANAGEMENT - DEFERRED COMPENSATION AND ANNUITIES
CS	FACILITY STANDARDS
CV	FACILITIES CONSTRUCTION
CVA	FACILITIES CONSTRUCTION - COMPETITIVE BIDDING
CVB	FACILITIES CONSTRUCTION - COMPETITIVE SEALED PROPOSALS
CVC	FACILITIES CONSTRUCTION - CONSTRUCTION MANAGER-AGENT
CVD	FACILITIES CONSTRUCTION - CONSTRUCTION MANAGER-AT-RISK
CVE	FACILITIES CONSTRUCTION - DESIGN-BUILD
CVF	FACILITIES CONSTRUCTION - JOB ORDER CONTRACTS
CW	NAMING FACILITIES
CX	RENTING OR LEASING FACILITIES FROM OTHERS
CY	INTELLECTUAL PROPERTY

Budget Process

Objectives

The objectives of budgeting are outlined by the Texas Education Agency in the Financial Accountability System Resource Guide. Performance evaluation allows citizens and taxpayers to hold policymakers and administrators accountable for their actions. Because accountability to citizens often is stated explicitly in state laws and constitutions, it is considered a cornerstone of budgeting and financial reporting. The Governmental Accounting Standards Board (GASB) recognizes its importance with these objectives in its GASB Concepts Statement No. 1:

- Financial reporting should provide information to determine whether current-year revenues were sufficient to pay for current-year services.
- Financial reporting should demonstrate whether resources were obtained and used in accordance with the legally adopted budget and compliant with other finance-related legal or contractual requirements.
- Financial reporting should provide information to assist users in assessing the service efforts, costs, and accomplishments of the governmental entity.

Meeting these objectives requires budget preparation to include several concepts recognizing accountability. Often these concepts are mandated for state and local public sectors. They include requirements that budgets should:

- Be balanced so that current revenues are sufficient to pay for current services.
- Be prepared in accordance with all applicable federal, state, and local legal mandates and requirements.
- Provide a basis for the evaluation of a government's service efforts, costs, and accomplishments.

Note: Although the objective of balanced budgets is generally applicable to all school districts to ensure long-term fiscal health, variations of this objective that are considered appropriate for some school districts over short-term periods are available. For example, the balanced budget objective may be met with fund balance reserves to pay for current services during certain periods in accordance with applicable state and local fund balance policies.

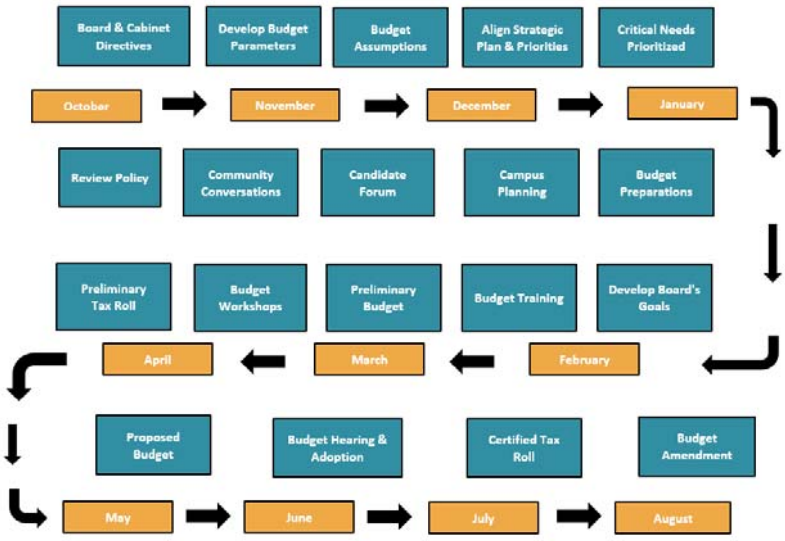
Overview

The overlap of the academic year and fiscal year created operational issues for campuses and departments. Re-aligning our fiscal year will remedy many of these issues. Texas Education Code §44.001 allows a school district to begin its fiscal year on either July 1 or September 1 of each year. On February 11, 2019, the Board of Trustees, unanimously approved to change the fiscal year start date from September 1 to July 1, effective July 1, 2020.

The Klein ISD 2019-2020 fiscal year will run from September 1, 2019 through June 30, 2020. This ten-month year is a transition year as we move to the new July 1 start date. The budgeting process is comprised of three major phases: planning, preparation, and evaluation. This chart represents the budget planning cycle throughout the course of a fiscal year, from early planning and decision making until budget adoption.

The budgetary process begins with sound planning. Planning defines the goals of campuses and the school district and develops programs to attain those goals. Once these programs and plans have been established, budgetary resource allocations are made to support them. Allocation of resources is the preparation phase of budgeting.

Finally, the budget is evaluated for its effectiveness in attaining goals. Evaluation typically involves examining how funds were expended, what outcomes resulted from the expenditure of funds, and to what degree these outcomes achieved the objectives stated during the planning phase. This evaluation phase is important in determining the following year's allocations.



Planning

Growth and Student Enrollment – Population and Survey Analysts (PASA) provides integrated school district information with its proprietary new home census information and specific neighborhood forecasts every October to create enrollment projections by attendance zones. PASA has issued an annual demographic study since 2010. This and all subsequent reports are available on the District website at: https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659.

The District has experienced enrollment increases over the last ten years (FY 2009 to FY 2019), totaling 8,499 students. Enrollment has grown by 3,926 over the last five years and this trend is expected to slow in the near future. Since 2010, the ratio of students per occupied home in subdivisions has declined from 0.65 to 0.62 this year. PASA expects continued slight declines in this ratio in single-family homes over the next ten years because the District is significantly increasing the percent of multi-family housing. For the next decade, approximately 63% of all added housing is expected to be multi-family. The District will continue to add higher density housing as the District builds out. Approximately 87% of land in Klein ISD is built-out or actively building out. Approximately 6.4 square miles, or 8% of the District, is under park/recreational uses or in the floodplain. Approximately 10.6 square miles of land in Klein ISD remain undeveloped, of this undeveloped land, 8.5 square miles are outside the floodplain and can easily be developed.

The 2019-2020 budget was formulated using a projected student enrollment of 53,878. Over the next five years, annual growth rates are projected between 0.26% and 1.65%, an increase of approximately 2,518 students. PASA projections indicate student enrollment will likely increase by 3,477 students over the next ten years.

Capital Budget Development Process - Capital investment decisions are driven by the District's building program, which is guided by the strategic plan and student enrollment forecasts. The total cost of ownership is a vital component when major expenditure decisions are under consideration. Forecasts of capital improvement costs are an integral part of Klein's maintenance planning process that is a component of overall planning. There is an implicit link between projections of capital and operating expenditures. An outside consulting firm conducts facility assessments in conjunction with the District's maintenance personnel to determine capital improvement or replacement needs for existing campus facilities and other fixed assets. New campuses and other facility additions are based on student growth estimates provided by a professional demographer and current building capacity. An Educational Adequacy Assessment is conducted prior to bond authorization to insure the proposed facilities support the instructional program. Tax rate changes are identified and carefully evaluated utilizing pro forma debt repayment schedules prepared cooperatively with RBC Wealth Management Services. Fund balance forecasts for the General and the Debt Service Fund are developed to determine impact by expenditure requirements during/following capital investment planning. These forecasts ensure that the District will remain in compliance with state and local fund balance requirements.

Each major construction contract is approved based on existing availability of bond proceeds. However, the impact of recurring costs from capital projects must be considered during the annual budgets for all other funds. Future operating costs (staffing, utilities, custodial services, etc.) associated with capital improvements and new facilities must be projected and included in the general fund budget. At the close of FY 2019, the General Fund has assigned fund balance totaling $30.5 million for purchase of future school sites and district buildings and operating costs for future school buildings. Repayment of bonds issued for construction of school buildings and other capital projects are included in the Debt Service financial projection.

Finally, recurring operating costs resulting from capital investments are considered. Personnel required to open a new facility are calculated using the District's pupil-teacher ratio guidelines along with core staff requirements. Non-payroll expenditures such as supplies and materials are based upon student enrollments. Costs not directly related to enrollment levels such as utility costs are extrapolated from historical data at similarly sized facilities. Other budget considerations include additional supplies needed for new programs and increased program usage, and supply/repair costs relative to equipment purchases. Recurring operating costs are detailed on page 11 in the Executive Summary as well as later in this section on page 53-54.

Preparation

The District budget process emphasizes accountability, is instructionally driven, and guided by the Strategic Plan. The Board of Trustees approved the Klein Independent School District Strategic Plan at the May 8, 2017 board meeting. Each campus annually updates the required Campus Improvement Plan (CIP) as an extension of the Strategic Plan, which provides a

guidepost for determining allocations and line item budgeting. Systemic planning activities occur through the development of District and Campus Improvement Plans. Each extensively detailed CIP is summarized to a “plan on a page” and is located in the Informational Section beginning on page 180.

Annual development of the District budget incorporates all planning efforts into a single process. The Board receives demographic, construction, and facility long-range planning updates on a regular basis throughout the year. Financial Forecasts for the General, Food Service, Special Revenue, Debt Service, and Bond Funds are presented in the Financial Section on pages 95, 101, 105, 108, and 114 respectively. Forecasts for the General Fund and Debt Service Fund are reviewed with the Board of Trustees annually. Budget workshops open to the public are conducted several times during the year.

The Chief Financial Officer is responsible for compiling all pertinent budget data and projections. The District annually adopts legally authorized appropriated budgets for the General Fund, the National School Lunch Program (a special revenue fund subsequently referred to as Food Service), and the Debt Service Fund. Budgets for the Capital Projects Fund and other Special Revenue Funds are included for informational purposes. The appropriated budget is prepared by fund, function, major object, and campus/department. All annual appropriations lapse at fiscal year-end.

This document culminates an intensive process involving input from campus and administrative staff, the superintendent, and the Board. During the 2019 legislative session, the Texas Legislature made numerous changes to the school finance system, particularly those contained in House Bill 3 (HB 3). In some instances, the provisions of HB 3 will require further interpretation by the District and TEA. The District is still in the process of analyzing the provisions of HB 3 and monitoring the on-going guidance provided by TEA. The information contained herein reflects the District’s understanding of HB 3 based on information available to the District as of the date of this publication.

The District's property tax rate is made up of a maintenance and operations (M&O) tax rate that generates funds for general district operations and an interest and sinking fund (I&S) tax rate to support bonded debt payments. State funding calculations are tied to tax effort, thus tax rates are an essential component of Texas school finance formulas. Other local sources include tuition from summer school and athletic camps; tuition from out of district patrons; interest earnings; rent from district facility usage; gifts and donations; insurance recovery; revenue from student parking fees, flyer distribution fees, and web advertisement; athletic gate and concession receipts; and lunch sales.

Total state funding is expected to increase approximately $21 million in 2019-2020 primarily as a result of the following:

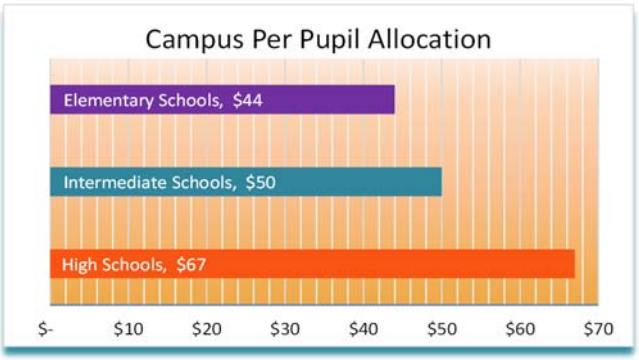
- $5.78 million additional revenues for current law changes to Tier 2; guaranteed yield increased from $106.28 in 2018-2019 to $126.88 in 2019-2020;
- $12.03 million additional revenues for HB 3 formula changes;
- $0.44 million additional revenues for HB 3 formula transition grant (3% minimum gain floor);
- $4.54 million additional revenues for special education related services for additional students identified in 2018-2019;
- $1.92 million additional revenues for special education related services projected for 2019-2020;
- $3.63 million additional revenues from enrollment growth 2019-2020 and other allotment changes
- $10.21 million reduction of one-time supplemental golden pennies related to Hurricane Harvey
- $3.44 million increase in TRS On-Behalf due to new staff and increase in state contribution rate
- $0.49 million reduction of TRS On-Behalf due to fiscal year-end change & 10-month budget adoption

State funding, including TRS On-Behalf, provides 51.02% of total resources in the General Fund, an increase from 48.6% in 2018-2019. Payments are distributed through the Foundation School Program (FSP). The FSP provides school districts a minimum level of funding (a "Basic Allotment") for each student in average daily attendance (ADA) and is calculated using various weights and adjustments. This basic level of funding is referred to as "Tier One" of the FSP. The basic level of funding is then "enriched" with additional funds known as "Tier Two" of the FSP. Tier Two provides a guaranteed level of funding for each cent of local tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates above $1.00 per $100 of taxable value).

Budget Allocations **-** General Fund appropriations are allocated between one hundred (100) campus and department projects. Each project is assigned a budget manager (i.e., principal, department director). The District uses site-based budgeting that places the principal and program/department director at the center of the preparation process. In response

to a districtwide curriculum audit, the District implemented a three-year plan to move towards zero-based budgeting (ZBB) to align the district goals and strategic priorities to the budget. The Teaching and Learning team used ZBB to prepare their budget for the 2017-18 budget. For the 2018-2019 school year, the remainder of the departments implemented ZBB. Departments use zero-based budgeting (ZBB) and campuses receive per pupil allocations to prepare their budgets for the 2019-2020 budget.

Principals and directors are responsible for both preparation and maintenance of all discretionary line-item budgets in their project(s) provided that funds are expended in accordance with Klein ISD purchasing guidelines, legal requirements, and compliance with the standard account code system prescribed by the Texas Education Agency. Campus allocations are calculated using projected enrollment numbers multiplied by the per pupil basis shown on the right. These funds are controlled by the principal and used for supplies, materials, equipment, staff development, and other appropriate instructional costs.



When realized enrollment is larger than projected as of the last Friday in October, campus allocations are increased in December. Campus-based categorical programs receiving supplemental funding from the TEA such as Special Education or Career and Technology Education (CTE), provide additional funding in coordination with campus principals. Final budgetary responsibility for these and other campus-based instructional or extracurricular programs such as Bilingual/ESL, Fine Arts, Physical Education, and Athletics is assigned to each program director. This accountability measure provides a second level of review to assure alignment with the District's instructional objectives.

Budgets for non-campus organizations are traditionally determined with a combination of historical budgeting and new initiative resource assignments. Allocation increases are determined on a justified needs basis with review and final approval granted by the Cabinet.

Staffing Allocations **-** The General Fund is adding a net of 132.4 positions. These units include 1 administrator (budget neutral with reduction of 1 vacant professional position), 2 auxiliary units, a .5 library assistant, 7.4 maintenance units, 5.0 campus based other professionals, 36.35 Special Education professionals, 1 registrar, 2 secretary/clerical units, 19.65 teachers, 62.50 teacher assistants, and a reduction of 5 assistant principals as a result of new enrollment driven staffing models and changes in the distribution of district staffing resources.

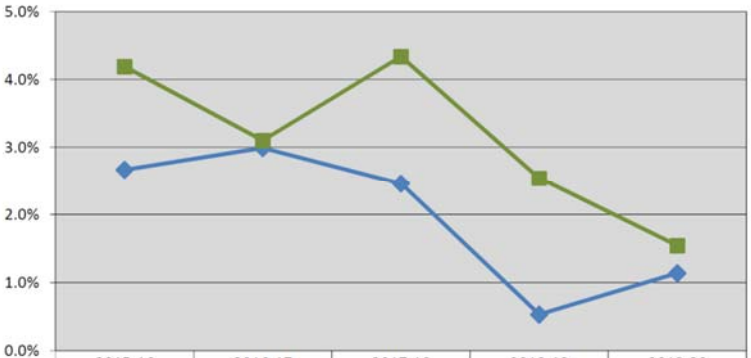
Campus staffing levels not otherwise mandated by state or local policy are determined using an allocation guideline of student counts to staff. Campus needs and other circumstances may dictate a degree of variance. Principals have the discretion to shift positions to different job categories if the change would have a more direct impact on the Campus Improvement Plan. Staffing levels for campus-based programs and district-wide services are determined by growth requirements and alignment with CIPs and/or the District Improvement Plan. Positions budgeted in the Grant Funds must be supplemental to basic education services funded by local and state revenues in the General Fund.

Compensation – As a result of active fiscal management of the district and additional funds received from HB 3, the District prepared a competitive compensation package for the 7,000+ employees of Klein ISD. The compensation plan recommended by district leadership and approved by the Board includes the following salary increases:

- All teachers, counselors, librarians, and nurses with 6 or more years of experience received a pay increase of 5.5 percent of control point ($3,250) plus market adjustments.
- All teachers, counselors, librarians, and nurses with 1-5 years of experience received a pay increase of 5.25 percent of control point ($3,150) plus market adjustments.
- Starting teacher pay increase from $52,600 to a competitive $55,550.
- All other employees received a pay increase of 4 percent of control point plus market adjustments.
- Previously scheduled reductions to district contributions for health insurance in the 2019-2020 school year did not occur.

Student and Staff Growth Rates **-** The following chart tracks changes in student enrollment as compared to staff growth over the last five years. During that time, student enrollment has grown an average of 1.96% per year while staff grew an average of 3.12% per year. This is primarily due to increased service levels based on shifts in student demographics.

Student and Staff Growth Rates



	2015-16	2016-17	2017-18	2018-19	2019-20
Student Growth Rate	2.7%	3.0%	2.5%	0.5%	1.1%
Staff Growth Rate	4.2%	3.1%	4.3%	2.5%	1.5%

In grades kindergarten - fourth (K-4), TEA mandates, in compliance with the Texas Education Code (TEC) 25.112, a ratio not to exceed 22:1. A district must submit a request for a class size exception for any classrooms in grades K-4 that exceed the 22 students class size limit. A part-time classroom aide is added in Pre-K at 19 students. The District's pupil teacher ratios as established by staffing guidelines is 23:1 in grades PK-4, and 27:1 in grade 5. Some classes may exceed this target at certain times, but every attempt is made to keep class sizes within these staffing ratios. At the secondary levels, pupil-to-teacher ratios were determined with consideration to several factors, including student achievement, campus economic levels, as well as bilingual/English as a Second Language (ESL) and special education needs. Staffing ratios established are 21:1 for grades 6-8, and 20.75:1 for grades 9-12.

Other Funds – Grant Funds and Capital Project Funds are budgeted on a project basis. Individual budgets are prepared for each project, such as a federal program or a bond sale, for the duration of the project. This accounting practice is useful for monitoring each project over its full life.

Capital Projects are accounted for on a project basis within each bond sale and a separate fund is established for every new sale. The Board of Trustees does not formally adopt the Capital Project Funds on an annual basis although use of each bond sale is accounted for on a Schedule of Estimated Expenditures and presented to the Board for review and approval. Every project within each bond series is cumulatively tracked until the entire bond has been expended. This provides an ongoing record of utilization by bond series, as well as progress and final costs for each project within each series.

Evaluation

Student enrollment has increased an average of 1.75% annually since 2015-2016. Changing demographics within the District, in conjunction with increasing academic standards, provide new opportunities to continually evaluate and modify instructional initiatives and delivery.

Budget Priorities - The District's approach to managing increased academic standards in a fluctuating funding environment is to ensure the budget process be instructionally driven and guided by the Strategic Plan. The major budget priorities in 2019-2020 are:

- Create and offer competitive compensation package for District employees.
- Align budget requests to build on strong academic performance in the state accountability system.
- Support program requests based on new funding allotments from HB 3.

2019 Accountability System **-** The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Districts and campuses will receive a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain. Districts and

campuses with students enrolled in the fall of the 2018–19 school year are assigned a state accountability rating. Beginning the first year they report fall enrollment, school districts and charter schools are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3-12) are assigned the rating label of Not Rated. The District's 2019 overall performance rating was a B. District results for each of the domains and distinctions and individual campus ratings are presented on page 175-176.

Athletics - In Klein ISD, students continually strive to achieve excellence in all areas, from academics to athletics to the arts. The following District high school teams advanced to state UIL competitions: Klein Collins Softball, Klein Forest Track, Klein Forest Basketball, Klein High Swimming, and Klein High Wrestling.

Fine Arts - Klein ISD was named one of only twenty Texas Art Education Association (TAEA) Districts of Distinction in 2019. This unique honor recognizes the top 2 percent of districts in the state for their outstanding leadership and promotion of the arts in their district and community. Two High School Theatre Productions receive four Tommy Tune Awards

STEM and Pathways – Klein ISD was chosen to showcase STEM Curriculum because of its successful implementation of esteemed Project Lead the Way (PLTW) programs, Klein ISD was chosen to host a Chevron-sponsored, districtwide showcase for leasers from districts across the Houston area. PLTW is a provider of educational experiences for students in the fields of engineering, computer science, and biomedical science that enables teachers and students to take a hands-on engaging approach to learning. Klein ISD currently has 100 total pathways – 4 STEM pathways, 33 business and industry pathways, 13 public service pathways, 50 career & technical education graduation pathways.

Innovation - Klein ISD was recognized as one of the 26 most innovative, pioneering companies in the greater Houston area by the Houston Business Journal. This award comes from a long-standing commitment to going above and beyond in all aspects of education, and what caught the judges' eyes was that of the district-wide innovation challenges. One of the most well-known Innovation Challenges was none other than Klein in Space. Over 200 student teams conducted research, formed hypotheses, designed experiments, and created technical writing proposals in hopes of having their experiment chosen to launch to the International Space Station. The process was applauded by pathway explorers and team sponsors alike for being an authentic research experiment. In the end, it was Klein High's Team Micro-Ji that was chose to travel to Cape Canaveral, FL to watch their experiment blast off to the International's Space Station on the 50th Anniversary of the Apollo 11 moon landing.

National School of Character - Klein High School was recognized for their #Klein5 core values of gratitude, integrity, empathy, perseverance, and service. These tenets have guided everything at Klein High over the past few years. "We play a key role in our environment," senior Hiba Majid said. "We uphold the #Klein5 values all around us, even when the world seems to lose sight of these values."

Students at Klein Forest have taken their character education to the next level by following five core values: be the legacy, live the golden rule, practice mindfulness, embrace diversity, and radiate school spirit. "What I like best about Klein Forest is the environment," senior Trevon Hardy said. "We are a big school with people from different walks of life, and yet we still come together, interact, and build these unimaginable, positive bonds that last a lifetime."

These two schools bring to life our shared Promise2Purpose vision by seeking opportunities to continuously improve and grow and supporting students in exemplifying our Profile of a Learner. Character.org will honor these schools and Klein ISD at the 2019 National Forum.



Financial Integrity Rating System of Texas - The Klein Independent School District received a perfect score of 100 and a rating of "A=Superior" under Texas' Schools FIRST financial accountability rating system based upon an analysis of staff, student, budgetary, and actual financial data reported for the fiscal year ending August 31, 2018. The Superior rating is the state's highest, demonstrating the quality of Klein ISD financial management and reporting system. The primary goal of Schools FIRST is to achieve quality performance in the management of school districts' financial resources, a goal made more significant due to the complexity of accounting associated with Texas' school finance system. The District's 2018-2019 FIRST rating based on school year 2017-2018 data, is included in the Informational Section beginning on page 245 and can be accessed directly from TEA at https://tealprod.tea.state.tx.us/First/forms/Main.aspx.

Fast Growth School Coalition - Klein ISD is one of 85 districts across the state that has been identified as a fast-growth school district based on the following criteria:

- Enrollment of at least 2,500 students during the previous school year
- Enrollment growth over the last five years of at least 10%
- A net increase of 3,500 or more students

Other Factors Affecting Financial Condition

The District's tax base is comprised of 67% residential property. The largest commercial taxpayer in Klein is National Oilwell Inc., located within boundaries of the Klein ISD. Klein ISD has continued to see enrollment growth over the last five years with a 10.52% growth rate, averaging approximately 1.9% per year. The District had the 4th highest percentage increase of all districts in the State of Texas with total enrollment increase of 5,075. Only Katy, Frisco, and Conroe had a higher percentage increase than Klein during this 5-year period.

After evaluating the current student population, recent trends in geo-coded students, projected additional housing occupancies and their resulting student yields, and the over-arching economic and employment concerns, PASA finds the following projected student population by grade group:

	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30
EE-5th	24,454	24,639	24,742	24,883	24,959	25,041	25,067	25,108	25,213	25,345
6th-8th	12,950	12,931	12,881	12,623	12,686	12,761	13,027	13,159	13,203	13,130
9th-12th	17,521	17,990	18,445	18,706	18,751	18,776	18,661	18,534	18,668	18,880
Total:	**54,925**	**55,560**	**56,068**	**56,212**	**56,396**	**56,578**	**56,755**	**56,801**	**57,084**	**57,355**

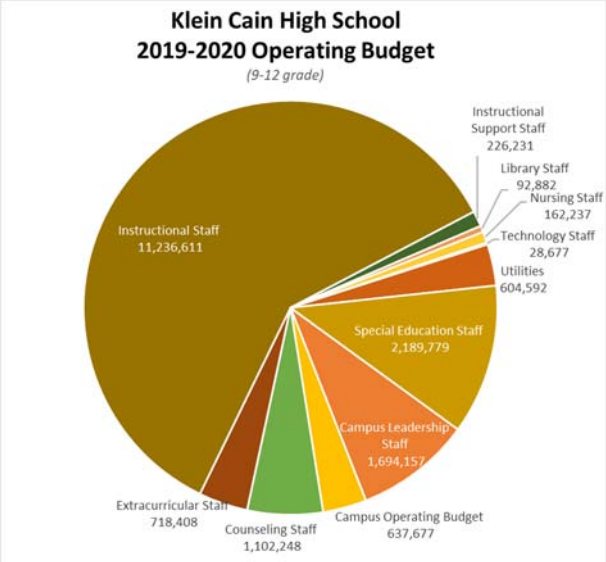
Bonded Indebtedness and Capital Projects

The District has received a primary bond rating of Aaa through the State of Texas Permanent School Fund (PSF) Guarantee Program. If the PSF reaches its capacity as a means to guarantee school district bond sales, the Klein ISD will have to rely on its financial health for bond ratings and bond insurance to guarantee future bond sales. Total outstanding debt (principal only) is $20,686 per student as of August 31, 2019.

The District sold bonds totaling $78 million during the 2018-2019 fiscal year and anticipates selling $44 million in new bonds during the current year. Tentatively scheduled for sale in March 2020, the new bonds will be used for the following major projects: New facilities and additions - 15%; Renovations on existing facilities - 52%; Technology - 24%, and; New Buses, Fine Arts, and CTE equipment - 9%.



Capital Project Impact on Operating Fund – Funding a new campus comes from several sources. Existing staff and recurring operating budgets transfer proportionately with rezoned students. Supplemental state funding through the New Instructional Facilities Allotment (NIFA) is available during the first two years of campus operations. Remaining resources needed to open a new campus come from state aid earned through enrollment growth and local property taxes.



Recurring operating costs for a new school facility vary according to grade levels served. The average cost to staff and operate an elementary campus is approximately $3 million, $7 million for an intermediate, and $20 million for a four-year high school. Klein Cain High School opened its doors in 2017 with grades 9 and 10 only. Grade 11 was added in August 2018 and grade 12 was added in August 2019.

Energy Management

Since 2007 the Energy Department in collaboration with other departments throughout the District have worked to reduce the unit cost of utilities from $1.93 per square foot in FY 2007-08 to $0.92 per square foot in FY 2018-19; an overall 52% reduction. The total avoided cost to the District resulting from the unit cost reduction during this timeframe is $66,000,000. The District benefits from a $50 million net avoided cost resulting from approximately $16 million spent on energy management staff, consultants, capital equipment upgrades, and energy efficient new construction over the same period. The keys to these reductions have included the following:

- Operational improvements – the implementation of operational best practices account for approximately 40% of the total unit cost reduction (examples include: adjustments to regular air and lighting schedules, and implementation of low-cost/no-cost efficiency strategies in existing energy management control systems).
- Utility procurement – the competitive purchase of electricity and natural gas accounts for approximately 30% of the total unit cost reduction.
- Energy efficiency projects – the upgrade of existing energy systems account for approximately 20% of the total unit cost reduction (examples include: lighting upgrades, chiller upgrades, computer power management software, and network thermostats)
- Energy efficient new construction standards – the implementation of energy efficient standards in new construction account for approximately 10% of the total unit cost reduction (examples include: efficient lighting, natural gas heating in place of electric heating, efficient HVAC and building envelope improvements)

Summary

The adopted budget represents a set of decisions made by the Klein ISD Board of Trustees and Administration, matching known resources with District needs. As such, the budget is a product of the planning process and provides important data for control and evaluation of district resources. Budget preparation is not a one-time exercise to determine how a school district will allocate funds. Rather, it is part of a continuous cycle of planning, preparing, and evaluating results to achieve district goals. The 2019-2020 budget is actively under review to identify underutilized or excess funds to support the Strategic Plan, "In Klein ISD, EVERY Student Enters with a PROMISE and Exits with a PURPOSE."



Management Process and Budget Controls

For management control purposes, all budgets are assigned a local option code. The local option code designates the individual responsible for and fiscal authorizer of the budget. Principals are responsible for campus budgets and program directors are responsible for program budgets.

Campus principals and program directors are authorized to submit purchase requisitions and reimbursements for the purchase of goods and services. All activities involving payroll costs, salaries, and employee benefits are controlled through the Financial Services and Human Resource Services Departments. The Financial Services Department also maintains adequate funding in all base payroll, stipend, and employee benefit accounts based on the adopted staff compensation plan.

Board of Trustee Budget Review and Adoption

The first 2019-2020 budget workshop occurred in May 20, 2019 to review projected funding and budget priorities with the Board of Trustees and the Cabinet. An additional workshop took place on July 29, 2019. The Preliminary Budget was given to the Board on July 29th and the Proposed Budget on August 20th. It reflected all changes since the preliminary draft. The Klein ISD Board of Trustees adopted the 2019-2020 budget on August 26, 2019 after holding the required public meeting.

Tax Rate Adoption

The Financial Services Department calculated the estimated tax rate of $1.36 and published the required legal notice in August 2019. The 2019-2020 tax rate was sent at $1.36. The Board held the required public meeting on August 26, 2019 to discuss the proposed rate. In a separate meeting, the 2019 ad valorem tax rate was established by the Board of Trustees.

Budget Allocation and Management

The initial campus allocation is calculated each year using projected enrollment data. These funds are controlled by the principal for supplies, materials, equipment, staff development, and other appropriate instructional costs. Based on actual enrollment the last Friday in October, also known as the Public Education Information Management System (PEIMS) Snapshot Date, allocations are updated to reflect actual enrollment. Funding for campuses not reaching projected enrollment remains unchanged. Departmental allocations are determined with a combination of historical budgeting and zero-based budgeting. Requests for supplemental funding for non-recurring expenditures are requested through their initial budget request and presented to the Cabinet for consideration.

Budget Amendment Control

TEC Section 44.006 applies to transfers at the function level as well as estimated revenue and appropriation adjustments. Adherence to the legislation encourages campus and department budget managers to carefully analyze and prepare the annual budget in exacting detail. Appropriations needed in other functions cannot be accessed until after Board approval. Cross revenue and appropriation adjustments as well as cross-function transfers are requested during regular Board of Trustee meetings every month beginning in October each fiscal year to minimize purchasing delays.

Approval Control

All purchases of goods and services are processed through the financial management system with the appropriate approval controls to ensure the legal purpose is met and the appropriate account is charged. Purchase requisitions are initially entered at the campus or department level and are approved by the campus principal or program director submitting the request. Purchase requisitions from special revenue budgets are approved by the appropriate grant program director.

The director of purchasing or designee reviews requisitions to verify compliance with procurement laws and that goods and services are requested from a legally qualified vendor. The purchase requisition is then converted into a purchase order and forwarded to the appropriate vendor. Upon receipt of the invoice, Accounts Payable verifies receipt of the goods or services, processes a check, and closes the purchase order.

Encumbrance Control

District procedures state that purchases of all goods and services should be processed through the financial system with the appropriate encumbrance controls to ensure the availability of funds. An encumbrance is an obligation in the form of a purchase order charged to an appropriation that reserves a part of that appropriation. Pre-encumbrances are also reserved on submitted purchase requisitions awaiting appropriate levels of approval and conversion into purchase orders. The financial software is set to prohibit entry of a purchase requisition unless there are sufficiently available funds at the budget control line item level.

Annual Audit

The Texas Education Code Section 44.008 requires that school districts be audited annually. The audit is conducted on an organization-wide basis and involves all fund types and account groups of the school district. The audit meets requirements of the Federal Single Audit Amendments of 1996 and the related provisions of the OMB Uniform Guidance 2 CFR 200 - Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards. These rules facilitate preparation of financial statements that conform to generally accepted accounting principles (GAAP) established by the Governmental Accounting Standards Board (GASB). Upon approval, the annual financial report is submitted to the Texas Education Agency for review. The financial report meets specific monitoring needs of the TEA.

Reporting to the Texas Education Agency

The District submits its annual budget, student attendance and demographic information, employee data, and its end-of-year financial status through PEIMS. The TEA establishes transmission dates. The PEIMS system provides TEA and districts across the state with a wealth of demographic, attendance, and financial information. The District is also required to submit the annual approved comprehensive annual financial report (CAFR) to the TEA.

Summary

The budget is a balance of policy choices and is a valuable tool in both planning and evaluation processes. It represents a responsive balance between the educational needs of students and the ability of the community and the state to provide the necessary financial support to serve them in a restricted funding environment with increasing academic standards. Budgeting provides a vehicle for translating educational goals and programs into financial resource plans. Thus, instruction planning (to attain student educational goals) should determine budgetary allocations. This link between instruction and financial planning is critical to effective budgeting.

Development of governmental fund budgets should be completed with a detailed and exhaustive review of every revenue and expenditure item within the context of the District's strategic plan, and Board policy. School district budget preparation is striving to become part of a continuous cycle of planning, preparation, and evaluation to achieve the Klein Independent School District’s goals.

Klein Independent School District

2019-2020 Budget Calendar

February 2019

- Prepare budget worksheets for 2019-20

March 2019

- Review and recommend 2019-20 non-Special Education additional personnel requests
- Provide zero-base budgeting literature for departments
- E-mail General Fund budget preparation worksheets and historical information to campuses
- Present and discuss zero-base budgeting to departments
- Conduct one-on-one training sessions for budget managers

April 2019

- Review and recommend 2019-20 Special Education additional personnel requests
- Staffing Committee Recommendation for Campus Positions to the Board
- Stipend Recommendations Due to Human Resources
- Estimate of Certified Values from HCAD
- Prepare State Funding Template based on Preliminary Certified Values
- Staff Compensation Review

May 2019

- All campus and department budgets entered into eFinancePlus
- Supplemental Budget Request Due – Campus and Departments
- Review and compile 2019-20 budget allocation requests
- Calculate 2019-20 payroll estimates and post in Budget Prep system
- State & Federal programs department sends 2019-20 SCE allocations to campuses
- Cabinet Review of Supplemental Allocation Request – Campus and Department
- 2019-20 Budget Workshop with Board of Trustees and Cabinet
  - Timeline
  - Budget assumptions to date
  - Budgets for General Fund and Debt Service
- E-mail special revenue budget preparation worksheets

June 2019

- TEA federal grant planning amounts are released
- Federal grants due to budget
- Collect, review, and load 2019-20 special revenue budget allocation requests
- Submit 2019-20 Preliminary Budget document to Cabinet for review
- Cabinet Review Staff Compensation Plan
- Prepare and fund 2018-19 payroll accrual for August 2019 days worked
- Perform final analysis of 2018-19 budgets with estimated year-end expenditures and accruals

July 2019

- Federal grants due to TEA
- Submit 2019-20 Preliminary Budget document to Board of Trustees
- Board to consider Staff Compensation Plan
- Conduct 2019-20 budget workshop with Board of Trustees and Cabinet
- Calculate Truth-In-Taxation and adjust preliminary budgets accordingly

August 2019

- Publish Truth-In-Taxation calculations as required by law
- Submit 2019-20 Proposed Budget and Tax Rate to Cabinet
- Board Meeting - 2019-20 Proposed Budget and Tax Rate to Board of Trustees
- Publish Hearing on Tax Rate and Proposed Budget
- Public Hearing on Tax Rate and Proposed Budget
- Adopt 2019-20 Budget
- Adopt Tax Rate

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Financial Structure

Financial Structure

Summary of Significant Accounting Policies

The Klein Independent School District is a public educational agency operating under the applicable laws and regulations of the State of Texas. A seven-member Board of Trustees governs the District. Each member is elected to an at-large position for three years in a non-partisan election. An election is held each year for either two or three positions. The District prepares its basic financial statements in conformity with Generally Accepted Accounting Principles (GAAP) promulgated by the Governmental Accounting Standards Board (GASB) and other authoritative sources identified in Statement of Auditing Standards No. 69 of the American Institute of Certified Public Accountants. Additionally, the District complies with the requirements of the appropriate version of the Texas Education Agency (TEA) Financial Accountability System Resource Guide (FASRG), and the requirements of contracts and grants of agencies from which it receives funds.

Reporting Entity

The Board of the District is elected by the public; has the authority to make decisions, appoint administrators and managers; significantly influences operations; and has the primary accountability for fiscal matters. Therefore, the District is a financial reporting entity as defined by the Governmental Accounting Standards Board (GASB) in its Statement No. 14, "The Financial Reporting Entity." There are no component units included within the reporting entity.

Basis of Accounting

The District's basis of accounting for all funds is maintained on a modified accrual basis as prescribed by GAAP and the TEA Financial Accountability System Resource Guide. Revenues are recognized as soon as they are both measurable and available. Revenues are considered available when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the government considers revenues available if they are collected within sixty days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences, claims, and judgments, are designated as long-term liabilities in the District's financial statements and recorded only when payment is due.

Revenues from local sources consist primarily of property taxes. Property tax revenues and revenues received from the State of Texas are recognized under the susceptible-to-accrual concept – that is, when they become both measurable and available to finance expenditures of the fiscal period. Miscellaneous revenues are recorded as revenue when received in cash because they are generally not measurable until actually received. Investment earnings are recorded as earned, since they are both measurable and available.

Grant funds are considered earned to the extent of the expenditures made under the provisions of the grant. If balances have not been expended by the end of the project period, grantors require the District to refund all or part of the unused amount.

Budgetary Basis of Accounting

The budgetary basis of accounting is consistently applied in budgeting, recording and reporting foundation school program (FSP) revenues in PEIMS information. Under the budgetary basis, earned and material FSP revenues that are collectible beyond sixty days are treated consistently for budgeting, recording, and reporting through PEIMS and for the tax rollback rate calculation.

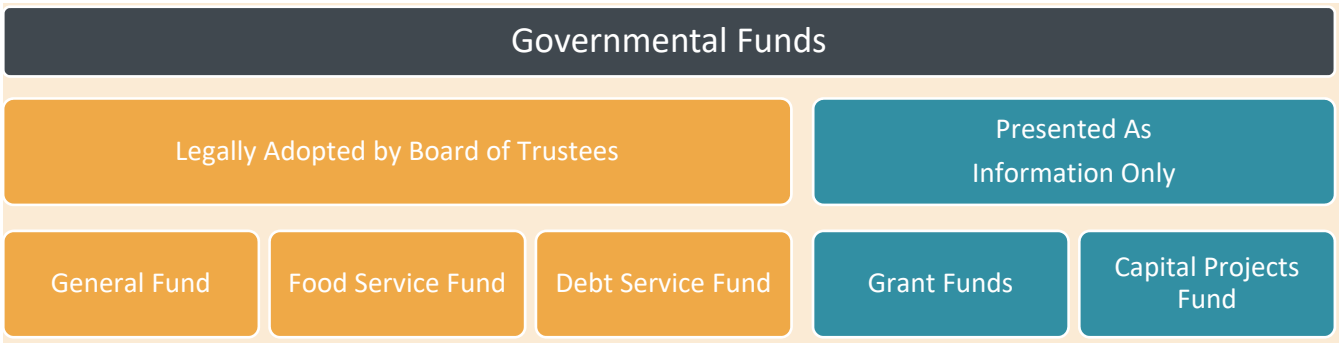
The Board adopts an "appropriated budget" on a basis consistent with GAAP for the **General Fund, Debt Service Fund, and the National School Lunch Program (reported as the Food Service Fund)**.

Encumbrance accounting, under which purchase orders, contracts and other commitments are recorded in order to reserve that portion of the applicable appropriation, is used in all governmental funds. In the General Fund, encumbrances

outstanding at year end are commitments that do not constitute expenditures or liabilities, but are reported as assignment of fund balance. Since appropriations lapse at the end of each year, outstanding encumbrances are re-appropriated in the subsequent fiscal year's budget to provide for the liquidation of the prior commitments.

Governmental Fund Types

The District maintains thirty-nine (39) individual governmental funds, and adopts an annual appropriated budget for its general fund, debt service fund, and food service fund (National School Lunch Program). Information is presented separately by fund type in the Financial Section for each of the governmental funds outlined below. Data from the seven (7) individual capital project funds is combined into a single, aggregated presentation.



The **general fund** is the government's primary operating fund. It accounts for all financial resources of the District, except those required to be accounted for in another fund. Major revenue sources include local property taxes, state funding under the Foundation School Program (FSP), the Available School Fund (ASF), and interest earnings. Expenditures include all costs associated with the daily operations of the District except for specific programs funded by the federal or state government, food service, debt service, and capital projects. This is a budgeted fund.

The **food service fund** is considered a special revenue fund based on the following criteria: (1) User fees are charged to supplement the National School Lunch Program (NSLP), (2) The General Fund subsidizes the Food Service Fund for all expenditures in excess of NSLP, and (3) The District does not consider the Food Service Fund completely self-supporting. Food Service fund balances are used exclusively for child nutrition purposes. The Food Service Fund adopts an annual budget and is presented separately on pages 100 and 101. This adopted fund is also included in **special revenue funds** information provided on pages 98 and 99. All other funds within this block are referred to as **grant funds**.

Grant funds (also referred to as **special revenue funds**) account for resources restricted to, or designated for, specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a special revenue fund. All grant funds are budgeted on a project basis.

The **debt service fund** accounts for the resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds. This is a budgeted fund.

The **capital projects fund** accounts for proceeds from long-term debt financing (including the sale of bonds), revenues and expenditures related to authorized construction, and other capital asset acquisitions. The capital projects fund is budgeted on a project basis.

Overview of Account Codes

Section 44.007 of the Texas Education Code (TEC) requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform with Generally Accepted Accounting Principles (GAAP).

A major purpose of the accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes may be used at local option, the sequence of the codes within the structure, and funds and chart of accounts, are to be uniformly used by all school districts in accordance with Generally Accepted Accounting Principles.

Basic System Code Composition

The following code structure used by the District is in compliance with the Texas Education Code and the TEA:

199	–	0	–	11	–	XXX	–	11	–	XX	–	6399	00
Fund	-	*Fiscal Year*	-	*Function*	-	*Organization Code*	-	*Program Intent Code*	-	*Project Code*	-	*Object Code*	*Sub-Object Code*

Fund Code - A mandatory 3 digit code is to be used for all financial transactions to identify the fund group and specific fund. The first digit refers to the fund group, and the second and third digit specifies the fund.

Fiscal Year Code - A mandatory single digit code that identifies the fiscal year of the transaction or the project year of inception of a grant project.

Function Code - A mandatory 2 digit code applied to expenditures/expenses that identify the purpose of the transaction. The first digit identifies the major class and the second digit refers to the specific function within the area.

Organization Code - A mandatory 3 digit code identifying the organization, i.e., High School, Middle School, Elementary School, Superintendent's office, etc. An organization code does not necessarily correspond with a physical location. The activity, not the location, defines the organization. Campuses are examples of organization codes and are specified for each school district in the Texas School Directory.

Program Intent Code - A 2 digit code used to designate the intent of a program provided to students. These codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. The intent (the student group toward which the instructional or other service is directed) determines the program intent code, not the demographic makeup of the students served.

Project Code (Optional Codes 1 and 2) - A 2 digit code for optional use to provide special accountability at the local level. Klein ISD uses these optional codes as project identifiers.

Object Code - A mandatory 4 digit code identifying the nature and object of an account, a transaction or a source. The first of the four digits identifies the type of account or transaction, the second digit identifies the major area, and the third and fourth digits provide further sub-classifications.

Sub-Object Code (Optional Codes 4 and 5) - An optional 2 digit code that is used by the Klein ISD for additional cost identification.

Fund Codes

General Fund – Governmental Fund Type

199 General Fund

Special Revenue Fund – Governmental Fund Type

211X Title I, Part A - Improving Basic Programs
224X IDEA, Part B - Formula
225X IDEA, Part B - Preschool
240X National School Lunch Program (Food Service)
244X Career and Technical - Basic Grant
255X Title II, Part A – Supporting Effective Instruction
263X Title III, Part A - English Language Acquisition
272X Medicaid Administrative Claiming (MAC) Program
287X FEMA Reimbursement - Harvey
288X Summer School LEP
2898 Hurricane Harvey Disaster Recovery
2890 Title IV, Part A, Subpart 1 – SSAEP
385X State Supplemental Visually Impaired (SSVI)
392X Noneducational Community-Based Support
397X Advanced Placement Incentives
410X Instructional Materials Allotment
427X Read to Succeed/Achievement Stipends
461X Campus Activity Funds *(not a budgeted fund)*
482X Klein Education Foundation
483X Miscellaneous Donations
484X National Incident Reporting
485X Young Sheldon STEM Initiative
486X Innovation Challenge
487X Project Lead the Way
488X Miscellaneous Grants
489X Jason Project – Chevron
490X Dual Credit Program
491X Aquaponics Project
711X Snack Vending Fund *(reported with fund 240)*

Debt Service Fund – Governmental Fund Type

511 Debt Service Fund

Capital Projects Fund – Governmental Fund Type

6395 $224.6 Million – Series 2015-A
6407 $160 Million – Series 2017
6418 $93 Million – Series 2018
6429 $78 Million – Series 2019
690X Bond Data
696X Energy Conservation
699X Construction Fund

Agency Fund – Fiduciary Fund Type

865 Agency Student Activity Funds *(not a budgeted fund)*

Function Codes

11	Instruction
12	Instructional Resources and Media Services
13	Curriculum Development and Instructional Staff Development
21	Instructional Leadership
23	School Leadership
31	Guidance, Counseling and Evaluation Services
32	Social Work Services
33	Health Services
34	Student (Pupil) Transportation
35	Food Services
36	Extracurricular Activities
41	General Administration
51	Facilities Maintenance and Operations
52	Security and Monitoring Services
53	Data Processing Services
61	Community Services
71	Debt Service
81	Facilities Acquisition and Construction
93	Payments to Fiscal Agent/Member Districts of Shared Services Arrangements
95	Payments to Juvenile Justice Alternative Education Programs
99	Other Intergovernmental Charges

11 Instruction

This function is used for activities that deal directly with the interaction between teachers and students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations. It may also be provided through some other approved medium such as television, radio, telephone, telecommunications, multimedia and correspondence. This function includes expenditures/expenses for direct classroom instruction and other activities that deliver, enhance or direct the delivery of learning situations to students.

12 Instructional Resources and Media Services

This function is used for expenditures/expenses that are directly and exclusively used for resource centers, establishing and maintaining libraries and other major facilities dealing with educational resources and media.

13 Curriculum Development and Instructional Staff Development

This function is used for expenditures/expenses that are directly and exclusively used to aid instructional staff in planning, developing and evaluating the process of providing learning experiences for students. Expenditures and expenses include in-service training and other staff development for instructional or instructional-related personnel (Functions 11, 12 and 13) of the school district. This function also includes expenditures and expenses related to research and development activities that investigate, experiment, and/or follow-through with the development of new or modified instructional methods, techniques, procedures, services, etc.

21 Instructional Leadership

This function is used for expenditures/expenses that are directly used for managing, directing, supervising, and providing leadership for staff who provide general and specific instructional services.

23 School Leadership

This function is used for expenditures/expenses that are used to direct and manage a school campus. They include the activities performed by the principal, assistant principals and other assistants while they:

- Supervise all operations of the campus
- Evaluate staff members of the campus
- Assign duties to staff members maintaining the records of the students on the campus.

31 Guidance, Counseling and Evaluation Services

This function is used for expenditures/expenses that are directly and exclusively used for assessing and testing students' abilities, aptitudes and interests; counseling students with respect to career and educational opportunities and helping them establish realistic goals. This function includes costs of psychological services, identification of individual characteristics, testing, educational counseling, student evaluation and occupational counseling.

32 Social Work Services

This function is used for expenditures/expenses that are directly and exclusively used for activities such as:

- Investigating and diagnosing student social needs arising out of the home, school or community
- Casework and group work services for the child, parent, or both
- Interpreting the social needs of students for other staff members
- Promoting modification of the circumstances surrounding the individual student which are related to his or her social needs (This includes referrals to and interaction with other governmental agencies.)

33 Health Services

This function is used for expenditures/expenses that are directly and exclusively used for providing physical health services to students. This includes activities that provide students with appropriate medical, dental and nursing services.

34 Student (Pupil) Transportation

This function is used for expenditures/expenses that are incurred for transporting students to and from school. This includes transporting immediately following the close of school AND transporting students home following afterschool activities such as tutoring.

Expenditures/expenses for transportation specifically and exclusively for purposes of transporting students relating to enhanced program intents such as Career and Technical and Services to Students with Disabilities (Special Education), etc., are to be recorded in Function 34 with the appropriate program intent codes.

35 Food Service

This function is used for food service operation expenditures/expenses, including the cost of food, labor, and other expenditures/expenses necessary for the preparation, transportation and storage of food to provide to students and staff. Expenditures/expenses used directly and exclusively for supervision & maintenance of a food service operation.

36 Extracurricular Activities

This function is used for expenditures/expenses for school-sponsored activities outside of the school day. These activities are generally designed to provide students with experiences such as motivation and the enjoyment and improvement of skills in either a competitive or non-competitive setting.

Extracurricular activities include athletics and other activities that normally involve competition between schools (and frequently involve offsetting gate receipts or fees such as football, baseball, volleyball, track and tennis). Other kinds of related activities are included (such as drill team, pep squad and cheerleading, University Interscholastic League competition such as one-act plays, speech, debate, band, Future Farmers of America (FFA), National Honor Society, etc.).

41 General Administration

This function is for expenditures/expenses that are for purposes of managing or governing the school district as an overall entity. This function covers multiple activities that are not directly and exclusively used for costs applicable to specific functions. General administration is an indirect cost applicable to other expenditure functions of a school district.

The organization codes specified in the 700 organization code group are the only organization codes to be used with Function 41 costs and may not be used in any other function, other than specific costs in Function 53 (Data Processing) that relate to the functions of the business office.

51 Facilities Maintenance and Operations

This function is used for expenditures/expenses for activities to keep the facilities and grounds open, clean, comfortable and in effective working condition and state of repair, and insured. This function is used to record expenditures/expenses for the maintenance and operation of the physical facilities and grounds. This function also includes expenditures/expenses associated with warehousing and receiving services.

52 Security and Monitoring Services

This function is used for expenditures/expenses that are for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location.

53 Data Processing Services

This function is for expenditures/expenses for data processing services, whether in-house or contracted. Examples of Function 53 costs are costs for computer facility management; computer processing; systems development; analysis of workflows, processes and requirements; coding, testing, debugging and documentation; systems integration; design of applications supporting information technology infrastructure; maintenance of programs; maintenance of networks; and those interfacing costs associated with general types of technical assistance to data users. Specific types of applications include student accounting, financial accounting and human resources/personnel. Personal Computers (PC's) that are stand alone are to be charged to the appropriate function. Peripherals including terminals and printers are to be charged to the appropriate function. Costs associated with mainframe, minicomputers, servers and networked or stand-alone microcomputers that provide services to multiple functions are to be recorded here.

61 Community Services

This function is used for expenditures that are for activities or purposes other than regular public education and adult basic education services. These types of expenditures are used for services or activities relating to the whole community or some segment of the community. This includes providing resources to non-public schools, institutions of higher education, and any proprietary types of services incurred for outside entities in the community.

71 Debt Service

This function is used for expenditures that are for the retirement of recurring bond, capital lease principal, and other debt, related debt service fees, and for all debt interest. Note principal for short-term loans (one year or less in duration) is to be recorded in the liability account 2122, Notes Payable - Current Year.

81 Facilities Acquisition and Construction

This function is used by school districts for expenditures that are for acquiring, equipping, and/or making additions to real property and sites, including lease and capital lease transactions.

93 Payments to Fiscal Agent/Member Districts of Shared Services Arrangements

This function code is used for expenditures that are for (1) payments from a member district to a fiscal agent of a shared services arrangement; or, (2) payments from a fiscal agent to a member district of a shared services arrangement. The appropriate program intent code should be used for these expenditures.

95 Payments to Juvenile Justice Alternative Education Programs

This function code is used for expenditures that are for the purpose of providing financial resources for Juvenile Justice Alternative Education Programs (JJAEP) under Chapter 37, TEC. This function code is used to account for payments to other governmental entities in connection with students that are placed in discretionary or mandatory JJAEP settings.

99 Other Intergovernmental Charges

This function code is used for expenditures that are used for obtaining instructional services from another public school for grade levels not served in a school district under Section 25.039, TEC.

Texas Education Agency

Source data and additional coding information can be found at:

TEXAS EDUCATION AGENCY
FINANCIAL ACCOUNTABILITY SYSTEM RESOURCE GUIDE
Published by Texas Education Agency
Austin, Texas – Version 16
http://tea.texas.gov/Finance_and_Grants/Financial_Accountability/Financial__Accountability_System_Resource_Guide/

Organization Codes

High Schools

Org	Campus	Org	Campus
001	Klein	004	Klein Collins
002	Klein Forest	005	Klein Cain
003	Klein Oak		

Intermediate Schools

Org	Campus	Org	Campus
041	Klein	046	Doerre
042	Hildebrandt	047	Schindewolf
043	Wunderlich	048	Krimmel
044	Strack	049	Ulrich
045	Kleb	050	Hofius

Elementary Schools

Org	Campus	Org	Campus
101	Kohrville	118	Eiland
102	Northampton	119	Schultz
103	Haude	120	Hassler
104	Greenwood Forest	121	Kreinhop
105	Epps Island	122	McDougle
106	Theiss	123	Metzler
107	Benfer	124	Benignus
108	Kaiser	125	Frank
109	Brill	126	Mueller
110	Ehrhardt	127	Blackshear
111	Lemm	128	Zwink
112	Nitsch	129	Bernshausen
113	Krahn	130	Grace England EC/Pre-K
114	Roth	131	French
115	Kuehnle	132	Mahaffey
116	Mittelstädt	133	Elementary #33
117	Klenk		

Alternative Education

Org	Campus
034	Klein Education Placement Program
035	Therapeutic Education Program (TEP)
036	Vistas High School of Choice (AEP)
038	Disciplinary Alternative Education Program (DAEP)

Other Organization Codes

699	Summer School Organization	720	Direct Costs in Function 41 and 53
701	Superintendent's Office	750	Indirect Costs in Function 41 and 53
702	School Board	998	Unallocated Organization Unit
703	Tax Costs	999	Undistributed Organization Unit

Program Intent Codes

These codes are used to account for the cost of instruction and other services that are directed toward a particular need of a specific set of students. The intent (the student group toward which the instructional or other service is directed) determines the program intent code, not the demographic makeup of the students served. In the case of state programs, state law may determine the intent and the permissible use of allotments.

11	Basic Educational Services
21	Gifted and Talented
22	Career and Technical
23	Services to Students with Disabilities (Special Education)
24	Accelerated Education - State Comp Ed (SCE)
25	Bilingual Education and Special Language Programs
26	Non-disciplinary Alternative Education Programs - AEP Services
28	Disciplinary Alternative Education Program (DAEP) - Basic Services
29	Disciplinary Alternative Education Program (DAEP) - State Compensatory Education Supplemental Costs
30	Title I, Part A School-wide Activities Related to State Compensatory Education (SCE)
31	High School Allotment (HSA)
32	Prekindergarten (Pre-K)
33	Prekindergarten – Special Education
34	Prekindergarten – Compensatory Education
35	Prekindergarten – Bilingual Education
36	Early Education Allotment **New – Effective 2019-2020**
37	Dyslexia **New – Effective 2019-2020**
38	College, Career, and Military Readiness **New – Effective 2019-2020**
91	Athletics and Related Activities
99	Undistributed

11 Basic Educational Services - The costs incurred to provide the basic services for education/instruction to students in grades PK-12 prescribed by state law as well as adult basic and secondary education services. Basic is defined as the curriculum provided for those students that are not in special education. Basic educational services include the costs to evaluate, place, and provide educational services to students in honors, college preparatory and advanced placement courses.

21 Gifted and Talented - The costs incurred to assess students for program placement and provide instructional services (which are guided by the state plan) beyond the basic educational program and that are designed to meet the needs of students in gifted and talented programs.

22 Career and Technical - The costs incurred to evaluate, place and provide educational and/or other services to prepare students for gainful employment, advanced technical training or for homemaking. This may include apprenticeship and job training activities.

23 Services to Students with Disabilities (Special Education) - The costs incurred to evaluate, place and provide educational and/or other services to students who have Individualized Education Program (IEP) approved by

Admission, Review and Dismissal (ARD) committees. These plans are based on students' disabilities and/or learning needs.

24 Accelerated Education – State Comp Ed (SCE) - The costs incurred to use instructional strategies in accordance with campus/district improvement plans to provide services in addition to those allocated for basic services for instruction, thereby increasing the amount and quality of instructional time for students at-risk of dropping out of school. Foundation School Program (FSP) Compensatory Education expenditures are attributable to Program Intent Code 24, Accelerated Education, only if the expenditures are supplemental. Activities reflected in expenditures attributable to FSP compensatory education are those activities that supplement the regular education program for students at risk of dropping out of school.

25 Bilingual Education and Special Language Programs - The costs incurred to evaluate, place and provide educational and/or other services that are intended to make the students proficient in the English language, primary language literacy, composition and academic language related to required courses. These services include the bilingual basic program of instruction and special assistance to increase cognitive academic language proficiencies in English.

26 Non-disciplinary Alternative Education Programs - AEP Services (Vistas High School) - All costs incurred services to students who are separated from the regular classroom to a non-disciplinary alternative education program and are at-risk of dropping out of school. Services must be described in the campus improvement plan.

28 Disciplinary Alternative Education Program - DAEP Basic Services - All costs incurred to provide the base line program (non-supplemental) services to students who are separated from the regular classroom to a disciplinary alternative education program. Services must be described in the campus improvement plan.

30 Title I, Part A School-wide Activities Related to State Compensatory Education (SCE) and Other Costs on Campuses with 40% or More Educationally Disadvantaged Students - The SCE costs incurred to supplement federal awards for use on Title I, Part A school-wide campuses with at least 40% educationally disadvantaged students (including fund code 211) in the amount of the SCE allotment used to supplement federal awards. This program intent code is also used in the Special Revenue Fund for fiscal budgets approved in notice of grant awards (NOGA) for school-wide federal projects benefiting Title I, Part A school-wide campuses with at least 40% educationally disadvantaged students.

31 High School Allotment (HSA) - This program intent code is to be used to account for the $275 per high school student to prepare students to go on to higher education, encourage students to take advanced academic course work, increase the rigor of academic course work, align secondary and post-secondary curriculum and support promising high school completion and success initiatives in grades 6 through 12. If the district meets certain college readiness and completion rate standards, there are **less** restrictions on how the funds are spent. *See Education Code 39.234.* This amount is not paid separately, but is combined with other Foundation School Program funds. The breakdown of the amount is provided on the Summary of Finance for journal entry purposes.

32 Prekindergarten (Pre-K) - The costs incurred for prekindergarten programs designed to develop skills necessary for success in the regular public school curriculum, including language, mathematics, and social skills.

33 Prekindergarten (Pre-K) – Special Education - The costs incurred to evaluate, place and provide educational and/or other services to prekindergarten students who have Individualized Education Program (IEP) approved by Admission, Review and Dismissal (ARD) committees. These plans are based on students' disabilities and/or learning needs.

34 Prekindergarten (Pre-K) – Compensatory Education - For school-wide campuses with at least 40 percent economically disadvantaged students; costs for comprehensive school needs assessmens, school-wide reform strategies, other NCLB-allowed items.

35 Prekindergarten (Pre-K) – Bilingual Education - Costs incurred to evaluate, place and provide educational and/or other services for LEP pre-K students to increase proficiency in the English language.

36 Early Education Allotment - Funds allocated must be used to fund programs and services designed to improve student performance in reading and mathematics in prekindergarten through third grade, including programs and services designed to assist the district in achieving the goals set in the district's early childhood literacy and mathematics proficiency plans adopted under TEC Section 11.185.

37 Dyslexia - For each student that a school district serves who has been identified as having dyslexia or a related disorder under TEC Section 48.103.

38 College, Career, and Military Readiness - At least 55 percent of the funds allocated must be used in grades 8 through 12 to improve college, career, and military readiness outcomes as described by TEC Section 48.110, Subsection (f).

91 Athletics and Related Activities - The costs incurred to provide for participation in competitive athletic activities such as football, basketball, golf, swimming, wrestling, gymnastics, baseball, tennis, track, volleyball, etc. This includes costs associated with coaching as well as sponsors for drill team, cheerleaders, pep squad or any other organized activity to support athletics. However, this does not include band.

99 Undistributed - All charges which are not readily distributed to program intent codes are classified here. Program intent code 99 may be used when recording substitute teachers and on-behalf teacher retirement payments in all function codes. This code may be used for costs not clearly attributable to a specific program intent.

Project Codes

Project	Campus or Department
01	Klein
02	Klein Forest
03	Klein Oak
04	Klein Collins
05	Klein Cain
11	Klein Intermediate
12	Hildebrandt
13	Wunderlich
14	Strack
15	Kleb
16	Doerre
17	Schindewolf
18	Krimmel
19	Ulrich
2B	Hofius
20	Kohrville
21	Northampton
22	Haude
23	Greenwood Forest
24	Epps Island
25	Theiss
26	Benfer
27	Kaiser
28	Brill
29	Ehrhardt
30	Lemm
31	Nitsch
32	Krahn
33	Roth
34	Kuehnle
35	Mittelstädt
36	Klenk
37	Eiland
38	Schultz
39	Hassler
40	Kreinhop
41	McDougle
42	Metzler
43	Benignus
44	Frank
45	Mueller
46	Blackshear
47	Zwink
48	Bernshausen
49	Grace England EC/Pre-K
2A	French
3A	Mahaffey
4A	Elementary #33
50	Multilingual - Payroll
51	Multilingual

Project	Department
52	Special Education
53	State Compensatory Education & Other State Programs
54	High School Allotment
55	Health and Physical Education
56	Fine Arts
57	Summer School
58	Advanced Academics
59	Therapeutic Education Program (TEP)
60	Career and Technical Education
61	Vistas High School of Choice (AEP)
62	Disciplinary Alternative Education Program (DAEP)
63	Core Academics – Math and Science
64	Core Academics – ELA, Social Studies, World Languages
65	Research and Program Evaluation
66	Community Relations
67	Data Services
68	Internal Audit Services
69	Multipurpose Center
70	Assessment and Accountability
71	Information Technology
72	North Transportation Center
7S	South Transportation Center
73	Extracurricular Academics Stipends
74	Extracurricular Athletics and Athletic Camps
75	Athletic Concessions
76	Counseling and Whole Student Wellness
77	Health Services
78	Parent and Family Engagement
79	Digital Learning and Media
80	Superintendent
81	Mail and Copy Center
82	Human Resource Services
83	Professional Learning
84	Instructional Specialists - Payroll
85	Campus Safety and Support
86	Benefits and Risk Management
87	Security and Monitoring Services
88	Tax Office
89	Facility and School Service Administration
90	Financial Services
92	Plant Operations
93	Warehouse Services
94	Plant Maintenance
95	Wunderlich Farms
96	Communications and Planning
97	Energy Management
98	Teaching and Learning
99	Districtwide Other
9F	Districtwide Employee Benefits
KF	KFFS Payroll

Revenue Object Codes

Local

5711	Taxes, Current Year Levy
5712	Taxes, Prior Years
5716	Fees – Tax Certificates
5719	Penalties, Interest, and Other Tax Revenues
5729	Services Rendered to Other School Districts
5735	Tuition – Regular Day School
5736	Tuition – Summer School and Athletic Summer Camps
5738	Fees – Student Parking
5739	Tuition and Fees – Other Local Sources
5742	Interest Earnings
5743	Rent
5744	Gifts and Donations
5745	Insurance Recovery
5749	Miscellaneous Revenue – Other Local Sources
5751	Food Service Activity
5752	Athletic Activity
5755	Enterprising Services Revenue, Activity Fund Revenues (Fund 461)
5759	Cocurricular, Enterprising Services or Activities
5769	Miscellaneous Revenue from Intermediate Sources

State

5811	Per Capita Apportionment
5812	Foundation School Program Act Entitlements
5819	Other Foundation School Program Act Revenues
5828	Prekindergarten Supplemental Revenues
5829	State Program Revenues Distributed by TEA
5831	TRS On-Behalf Payments
5839	State Revenue Other Than TEA

Federal

5919	Federal Revenue from Gov't Other than State or Federal Agencies
5921	School Breakfast Program
5922	National School Lunch Program
5923	USDA Commodities
5929	Federal Revenue Distributed by TEA
5931	School Health and Related Services (SHARS)
5932	Medicaid Administrative Claiming Program (MAC)
5939	Federal Revenues from State of Texas Gov't Agencies (Other than TEA)
5949	Federal Revenue Distributed Directly from the Federal Government

Expenditure Object Codes

6100 Payroll Costs

6112	Substitute Teachers and Other Professionals
6116	Stipends (Professional Personnel)
6118	Extra Pay (Professional Personnel)
6119	Teachers and Professional Salaries
6121	Extra Pay/Overtime (Support Personnel)
6122	Substitute Support Personnel
6125	Part-Time Support Personnel
6126	Stipends (Support Personnel)
6127	Part-Time Classroom Aides
6128	Executive Team Approved Recurring Part-Time Positions
6129	Support Personnel Salaries
6134	Publication Incentive
6135	Employee Allowance – Cell Phone
6139	Employee Allowance – Other
6141	Social Security/Medicare
6142	Group Health and Life Insurance
6143	Workers' Compensation
6144	TRS On-Behalf Payments
6145	Unemployment Compensation
6146	Teacher Retirement/TRS Care
6148	Employee Benefits - Other Payroll Benefits
6149	Employee Benefits - Sick Leave

6200 Professional and Contracted Services

6211	Legal Services
6212	Audit Services
6213	Tax Appraisal and Collection
6214	Lobbying
6219	Professional Services (Must be licensed or registered with state)
6221	Staff Tuition and Related Fees – Higher Education
6223	Student Tuition – Non-Public Schools
6229	Tuition and Transfer Payments
6239	Education Service Center Services
6249	Contracted Maintenance and Repair
6255	Utilities – Water
6256	Utilities – Telephone
6257	Utilities – Electricity
6258	Utilities – Gas
6259	Utilities – Garbage Disposal
6264	Game Contracts – Other Districts
6265	Graduation Facility Rental
6269	Rentals – Other
6291	Consulting Services
6299	Miscellaneous Contracted Services

6300 Supplies and Materials

6311	Gasoline and Other Fuels for Vehicles (Including Buses)
6315	Vehicle Parts
6316	Custodial Supplies
6319	Maintenance and Operation Supplies
6321	Instructional Materials (formerly Textbooks)
6325	Magazines and Periodicals (Function 12 only)
6326	Reference Books (Function 12 only)
6328	Library Books and Media (Function 12 only)
6329	Reading Materials
6339	Testing Materials
6341	Food Costs (Food Service Only)
6342	Non-Food Costs (Food Service Only)
6343	Items for Sale
6395	Inventory Equalization
6399	General Supplies

6400 Other Operating Expenses

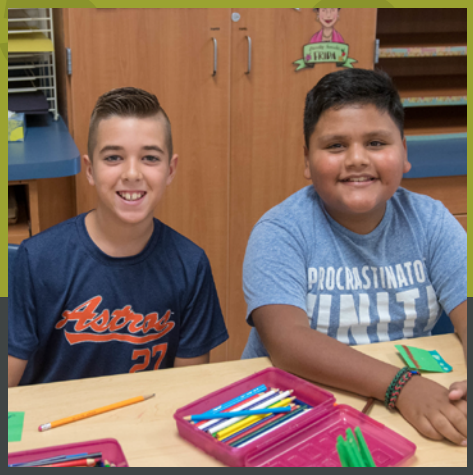
6411	Employee Travel
6412	Student Travel
6419	Non-Employee Travel
6426	Bonding Expense
6429	Insurance and Bonding Costs
6439	Election Costs
6491	State Required Public Notices
6492	Payments to Fiscal Agents of Shared Services Arrangements
6494	Reclassified Student Transportation
6495	Dues
6498	Project Prom
6499	Miscellaneous Operating Costs (Including Fees, Awards, and Food)

6500 Debt Service

6511	Bond Principal
6521	Interest on Bonds
6599	Other Debt Service Fees

6600 Capital Outlay

6619	Land Purchase and Improvement
6625	Building Construction
6626	Building Improvements
6627	Architect Fees
6628	Engineering Fees
6629	Building Purchase, Construction or Improvements
6631	Vehicles With Per Unit Cost $5,000 or More
6639	Furniture, Equipment, Software With Per Unit Cost $5,000 or More







FINANCIAL SECTION

KLEIN ISD
PROMISE2PURPOSE

KLEIN INDEPENDENT SCHOOL DISTRICT
2019-2020 ADOPTED BUDGET

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Introduction

The Financial Section provides specific fiscal information regarding the various funds of the District. By law, the Board of Trustees must approve annual budgets for the General Fund, Food Service Fund, and Debt Service Fund. These three funds are included in this section. Special Revenue Funds and the Capital Projects Fund are also included as information only.

The Financial Section begins with the combined statements by major object and function of the **General Fund, Food Service Fund, Grant Funds, Debt Service Fund,** and **Capital Projects Fund**. Comparative Summary reports follow the combined statements, providing information from fiscal year 2015-2016 forward. The remaining Financial Section provides the reader with specific information about each of the five funds named above. The **Food Service** and **Grant Funds**, both considered **Special Revenue Funds**, are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. These funds utilize the modified accrual basis of accounting.

The budget process for the **Capital Projects Fund** is established at the point in time that the Board approves the sale of authorized bonds for specific projects. Projects assigned to each sale are detailed in the Schedule of Estimated Expenditures. Capital Projects typically have multi-year budgets that encompass the entire construction period of each separate project. Separate sub-funds are created to account for each respective bond sale, and unique two-digit codes are used to track projects within each sub-fund. Budgets are re-appropriated each year for the life of the project with cumulative expenditures also rolled forward until the project is completed. This method ensures an accurate accounting of the total cost over multiple fiscal years. Each revision to an active Schedule of Estimated Expenditures is presented to the Board for approval.

Budgets are prepared on the same basis of accounting as that used in the financial statements. The basis of budgeting refers to when revenues and expenditures are recognized in the accounts and reported in the financial statements. Governmental fund types (general fund, special revenue funds, debt service fund, and capital projects fund), are budgeted using the current financial resources measurement focus and the modified accrual basis of accounting. Proprietary funds, internal services funds, fiduciary funds, and agency funds are not budgeted funds.

Accountability

Government financial statements focus on two different forms of accountability: fiscal accountability for governmental activities, and operational accountability for business-type and certain fiduciary activities.

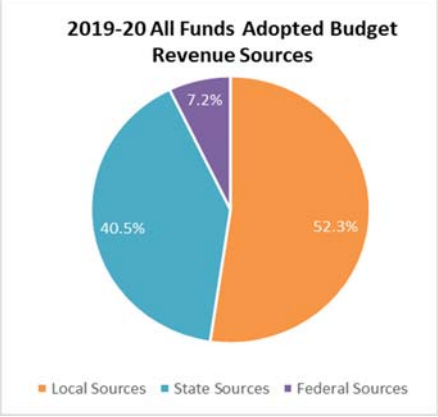
Fiscal Accountability has been defined as the responsibility of governments to ensure that their current period actions have complied with public decisions concerning the raising and spending of public monies in the short term.

Operational Accountability represents the responsibility of governments to report the extent to which services are being provided efficiently and effectively using all resources available for that purpose, and whether they can continue to meet objectives in the foreseeable future.

Budgets in the public arena are often considered the ultimate policy document since they are the financial plan a school district uses to achieve its goals and objectives. The budget, itself, then becomes intrinsically a political document reflecting school district administrators' accountability for fiduciary responsibility to citizens and provides a vehicle for translating educational goals and programs into financial resource plans.

Major Revenue Sources

Overview – Federal, state, and local guidelines define the budget development process. The Board of Trustees adopted budgets in the General, Food Service, and Debt Service funds. Combined revenues for all funds are budgeted at $611.7 million for fiscal year 2019-2020, an increase of $28.5 million over the combined adopted revenues for all funds for 2018-2019. This increase is primarily found in the General Fund as a result of increased state aid.



The majority of General and Debt Service Fund revenues are generated by tax collections. The District has experienced dramatic increases in its tax base, averaging 5.93% per year over the past ten years. We have provided several supporting schedules that show the effects of District property value changes and tax rates on pages 141-144 in the Informational Section.

The Food Service Fund receives approximately 59.3% of its operating revenue from the National School Lunch Program (NSLP), part of the U.S. Department of Agriculture (USDA). The NSLP is a federally assisted meal program that provides

nutritionally balanced, low-cost or free lunches. The program is administered by the USDA Food and Nutrition Service at the Federal level. In Texas, the NSLP program is administered by the Texas Education Agency, which operates the program through agreements with school authorities.

Local Property Taxes – The District's property tax rate is made up of a maintenance and operations (M&O) tax rate that generates funds for general district operations and an interest and sinking fund (I&S) tax rate to support bonded debt payments. State funding calculations are tied to tax effort, thus tax rates are an essential component of Texas school finance formulas.

House Bill 3 (HB 3), as passed by the 86th Legislature, compressed school district tax rates. For the 2019 tax year, school districts are required to reduce the tier one tax rate as defined under Section 45.0032, Education Code as well as any tax rate compression required to be applied to the enrichment tax rate under Section 48.202(f), Education Code. The District prepared the 2019-2020 budgets with a proposed tax rate of $1.36 per $100 property valuation which represents a decrease of $0.07 or approximately 5% from prior year. The General Fund (M&O) rate will be compressed to $0.97 and the Debt Service (I&S) rate will return to $0.39 following the temporary tax rate swap of $0.02 as allowed by the Property Tax Code of Texas Section 26.08. Property values in 2019 are estimated to increase approximately 6.87%, pending receipt of the Harris County Appraisal District's 2019 certified tax roll in late July. Recent approximations project a tax collection decrease of $4.6 million in the M&O fund and an increase of $9.4 million in the I&S fund.

A major source of local funding for Klein ISD is an ad valorem tax of $1.36 per $100 of taxable assessed value totaling approximately $22.89 billion. Local property tax revenues are budgeted at $300,568,874 between the General Fund with $215,083,839, and Debt Service Fund with $85,485,035, include current and prior year levies, penalties, interest, and fees.

Other Local Sources – Other local sources include tuition from summer school and athletic camps; tuition from out of district patrons; interest earnings; rent from district facility usage; gifts and donations; insurance recovery; revenue from student parking fees, flyer distribution fees, and web advertisement; athletic gate and concession receipts; and lunch sales. Gifts and donations recorded in the General Fund come primarily from the business community such the Methodist Hospital System. The Klein Education Foundation, recorded as a grant fund, provides donations each fall and spring semester to campuses based on project applications.

State Sources – State revenue sources are primarily the Available School Fund (ASF), the Foundation School Program (FSP), and TRS On-Behalf. Total state funding is expected to increase approximately $21 million in 2019-2020 primarily as a result of the following:

- $5.78 million additional revenues for current law changes to Tier 2; guaranteed yield increased from $106.28 in 2018-2019 to $126.88 in 2019-2020;
- $12.03 million additional revenues for HB 3 formula changes;
- $0.44 million additional revenues for HB 3 formula transition grant (3% minimum gain floor);
- $4.54 million additional revenues for special education related services for additional students identified in 2018-2019;
- $1.92 million additional revenues for special education related services projected for 2019-2020;
- $3.63 million additional revenues from enrollment growth 2019-2020 and other allotment changes
- $10.21 million reduction of one-time supplemental golden pennies related to Hurricane Harvey
- $3.44 million increase in TRS On-Behalf due to new staff and increase in state contribution rate
- $0.49 million reduction of TRS On-Behalf due to fiscal year-end change & 10-month budget adoption

State revenue will provide 51.0% of total M&O revenues in 2019-2020, an increase from 48.6% in 2018-2019.

Based on the adjusted WADA of 65,360, the District will earn $405.8 million in Tier I state funding, offset by the Local Fund Assignment (LFA) totaling $207.6 million, for a State Share of Tier I of $198.2 million. The District's current property wealth per weighted average daily attendance (WADA) is approximately $317,257, which is still below the state's equalization level.

The District recognizes as revenue the amounts contributed by the State of Texas to the Teacher Retirement System (TRS) on behalf of the District's employees. This amount is also recognized as expenditure. The State contributes 7.5% of all employees' eligible gross earnings except for those District employees subject to statutory minimum requirements and those employees being paid from and participating in federally funded programs. The statutory minimum requirements (locally funded portion) are based on the State teacher schedule and then adjusted based on local tax rates. The "On-Behalf" revenues equal state

payments of matching teacher retirement paid for active members of the school district in accordance with GASB Statement No. 24.

The Instructional Materials Allotment (IMA), budgeted at $5.1 million pending updated entitlement assignment, is provided by the state instructional materials fund to purchase materials such as textbooks, technological equipment, and technology-related services. The IMA, which replaced the State Technology Allotment, is determined biennially by the commissioner and is based on the legislative appropriation. The District has access to the allotment through the educational materials ordering system known as EMAT.

The District estimates earning $1,568,915 in Additional State Aid for Homestead Exemption (ASAHE) for facilities during 2019-2020 to assist with payment of bonds. This resource is recorded in the Debt Service Fund. Bonds are issued to construct, equip, and remodel district facilities. Bonds are also used to fund buses and technology equipment.

Federal Sources – Revenue from the School Health and Related Services Program (SHARS) is comprised of reimbursements to the District for school-based health services, which are provided to special education students enrolled in the Medicaid Program. SHARS reimbursements account for 76.3% of federal revenues in the General Fund. The District receives approximately $290,000 annually from the U.S. Department of Defense to offset salaries and benefits paid to Air Force Junior ROTC instructors at the four high schools. Other federal revenue sources in the General Fund include indirect costs, which are a percentage of federal program revenues provided to offset administration expenditures, and E-Rate.

E-Rate reimbursements are estimated to be about $201,865, up one hundred and twenty-three percent (123%) from the estimated earnings for 2018-2019. The E-rate program was established in 1997 when the Federal Communications Commission (FCC) adopted a Universal Service Order implementing the Telecommunications Act of 1996. The order was designed to ensure that all eligible schools and libraries have affordable access to modern telecommunications and information services.

Federal revenues recorded in the Grant Funds include Title I Part A-Improving Basic Program Grant, serving economically disadvantaged campuses; ESEA Title II-A and Title III-A, supplementing teacher/principal training and serving students with limited English proficiency respectively; and IDEA-B Formula, serving students with disabilities.

User fees, i.e. student payment for meals, are estimated to generate 37.6% of the Food Service Fund revenues in 2019-2020. This equates to approximately $176 per student. Overall, the fund's revenue is budgeted to decrease by $293,518 or approximately 1.2% less than revenues in 2018-2019.

Other Sources – The General Fund is projected to earn $61,000 from the sale of surplus/obsolete furniture, computers, and other equipment. These auction proceeds are recorded as Other Sources. The Food Service Fund receives an operating transfer in from the General Fund to supplement campus vending machine disbursements.

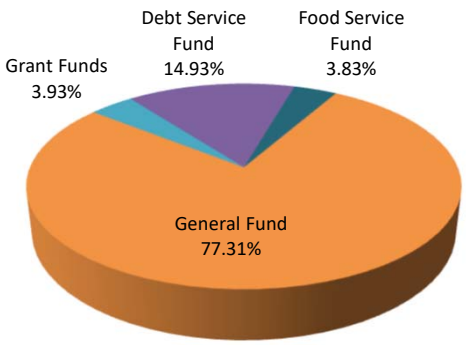
All Funds Long Range Financial Forecasts – The following projections are routinely prepared in advance of budget preparation and intended for use as a financial guide and for facilities planning.

All Funds	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	$ 287,032,115	$ 295,696,517	$ 297,839,258	$ 296,876,539	$ 289,377,904
Projected Revenues					
Local Taxes	$ 301,568,874	$ 306,978,061	$ 306,899,557	$ 306,836,601	$ 306,789,989
Other Local Sources	18,864,086	19,189,601	19,498,057	19,917,460	20,234,292
State Sources	247,506,251	255,669,529	261,919,169	263,076,376	274,342,517
Federal Sources	44,436,720	45,207,117	45,974,582	46,930,339	47,728,688
Other Sources	44,236,844	135,631	140,334	145,196	150,227
Total Revenues	$ 656,612,775	$ 627,179,939	$ 634,431,699	$ 636,905,972	$ 649,245,713
Projected Expenditures					
Payroll Costs	$ 455,021,874	$ 467,297,888	$ 478,767,779	$ 490,251,815	$ 501,488,356
Contracted Services	25,066,395	25,186,502	25,328,533	25,461,162	25,604,684
Supplies and Materials	28,796,089	29,166,005	29,487,018	29,550,601	29,872,879
Other Operating Costs	7,707,191	7,714,870	7,720,183	7,723,786	7,729,169
Debt Service	86,804,911	95,064,366	93,477,606	90,803,760	85,053,547
Capital Outlay	44,479,412	535,068	251,921	540,983	546,719
Other Uses	72,500	72,500	361,379	72,500	72,500
Total Expenditures	$ 647,948,372	$ 625,037,198	$ 635,394,418	$ 644,404,607	$ 650,367,854
Ending Fund Balance	$ 295,696,517	$ 297,839,258	$ 296,876,539	$ 289,377,904	$ 288,255,763

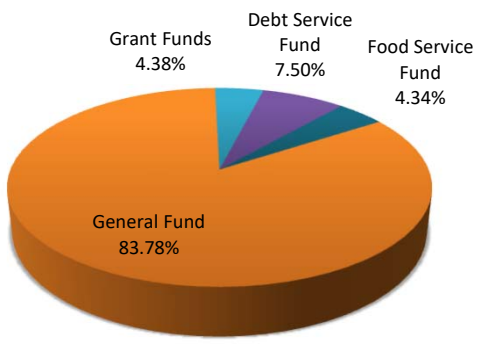
Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Major Object
For the 10 Months Ending June 30, 2020

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	$ 154,173,815	$ 4,206,087	$ 8,070,696	$ 27,458,112	$ 102,896,920	$ 296,805,630
Revenues						
Local Sources	$ 220,036,107	$ 8,407,276	$ -	$ 87,858,837	$ -	$ 316,302,220
State Sources	239,597,168	687,854	5,042,450	1,711,256	-	247,038,728
Federal Sources	8,548,098	14,123,796	18,783,568	836,772	-	42,292,234
Total Revenues	$ 468,181,373	$ 23,218,926	$ 23,826,018	$ 90,406,865	$ -	$ 605,633,182
Expenditures						
Payroll Costs	$ 417,395,274	$ 10,822,403	$ 16,141,701	$ -	$ -	$ 444,359,378
Contracted Services	21,342,003	94,867	1,642,104	-	-	23,078,974
Supplies & Materials	10,203,008	12,218,756	5,687,581	-	-	28,109,345
Other Operating Costs	6,698,270	202,079	347,882	-	-	7,248,231
Debt Service	-	-	-	40,814,393	-	40,814,393
Capital Outlay	95,000	280,000	6,750	-	-	381,750
Total Expenditures	$ 455,733,555	$ 23,618,105	$ 23,826,018	$ 40,814,393	$ -	$ 543,992,071
Net Revenues Over (Under) Expenditures	$ 12,447,818	$ (399,179)	$ -	$ 49,592,472	$ -	$ 61,641,111
Other Sources (Uses)						
Other Sources	$ 55,699	$ 74,012	$ -	$ -	$ -	$ 129,711
Other Uses	(72,500)	-	-	-	-	(72,500)
Net Sources Over (Under) Uses	$ (16,801)	$ 74,012	$ -	$ -	$ -	$ 57,211
Net Change In Fund Balance	$ 12,431,017	$ (325,167)	$ -	$ 49,592,472	$ -	$ 61,698,322
Fund Balances						
Non-Spendable	$ 2,508,812	$ 29,145	$ 727,248	$ -	$ -	$ 3,265,205
Restricted	-	3,851,775	1,381,292	77,050,584	102,896,920	185,180,571
Committed	22,694,356	-	5,962,156	-	-	28,656,512
Assigned	44,723,594	-	-	-	-	44,723,594
Unassigned	96,678,070	-	-	-	-	96,678,070
Ending Fund Balance	$ 166,604,832	$ 3,880,920	$ 8,070,696	$ 77,050,584	$ 102,896,920	$ 358,503,952

Total Revenues by Fund



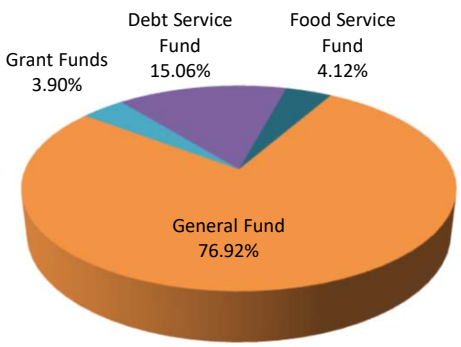
Total Expenditures by Fund



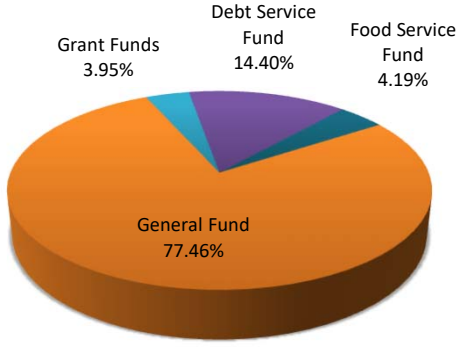
Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Major Object
For the Year Ending June 30, 2020 - 12 Month Comparison

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	$ 154,173,815	$ 4,206,087	$ 8,070,696	$ 27,458,112	$ 102,896,920	$ 296,805,630
Revenues						
Local Sources	$ 221,944,007	$ 9,477,756	$ -	$ 88,726,865	$ -	$ 320,148,628
State Sources	240,089,524	779,654	5,042,450	1,711,256	-	247,622,884
Federal Sources	8,548,098	14,928,670	18,783,568	1,673,543	-	43,933,879
Total Revenues	$ 470,581,629	$ 25,186,080	$ 23,826,018	$ 92,111,664	$ -	$ 611,705,391
Expenditures						
Payroll Costs	$ 426,425,157	$ 11,555,817	$ 16,141,701	$ -	$ -	$ 454,122,675
Contracted Services	22,916,963	94,867	1,642,104	-	-	24,653,934
Supplies & Materials	10,203,008	13,121,853	5,687,581	-	-	29,012,442
Other Operating Costs	7,272,006	207,555	347,882	-	-	7,827,443
Debt Service	-	-	-	86,804,911	-	86,804,911
Capital Outlay	95,000	280,000	6,750	-	-	381,750
Total Expenditures	$ 466,912,134	$ 25,260,092	$ 23,826,018	$ 86,804,911	$ -	$ 602,803,155
Net Revenues Over (Under) Expenditures	$ 3,669,495	$ (74,012)	$ -	$ 5,306,753	$ -	$ 8,902,236
Other Sources (Uses)						
Other Sources	$ 61,000	$ 74,012	$ -	$ -	$ -	$ 135,012
Other Uses	(72,500)	-	-	-	-	(72,500)
Net Sources Over (Under) Uses	$ (11,500)	$ 74,012	$ -	$ -	$ -	$ 62,512
Net Change In Fund Balance	$ 3,657,995	$ -	$ -	$ 5,306,753	$ -	$ 8,964,748
Fund Balances						
Non-Spendable	$ 2,508,812	$ 29,145	$ 727,248	$ -	$ -	$ 3,265,205
Restricted	-	4,176,942	1,056,125	32,764,865	102,896,920	140,894,852
Committed	22,694,356	-	6,287,323	-	-	28,981,679
Assigned	44,723,594	-	-	-	-	44,723,594
Unassigned	87,905,048	-	-	-	-	87,905,048
Ending Fund Balance	$ 157,831,810	$ 4,206,087	$ 8,070,696	$ 32,764,865	$ 102,896,920	$ 305,770,378

Total Revenues by Fund



Total Expenditures by Fund



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Function
For the Year Ending June 30, 2020 - 12 Month Comparison

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Revenues						
Local Sources	$ 221,944,007	$ 9,477,756	$ -	$ 88,726,865	$ -	$ 320,148,628
State Sources	240,089,524	779,654	5,042,450	1,711,256	-	247,622,884
Federal Sources	8,548,098	14,928,670	18,783,568	1,673,543	-	43,933,879
Total Revenues	$ 470,581,629	$ 25,186,080	$ 23,826,018	$ 92,111,664	$ -	$ 611,705,391
Expenditures						
Instruction	$ 290,301,376	$ -	$ 15,740,957	$ -	$ -	$ 306,042,333
Instructional Resource & Media	4,590,192	-	33,394	-	-	4,623,586
Curriculum & Staff Development	11,909,725	-	3,098,598	-	-	15,008,323
Instructional Leadership	4,004,928	-	234,800	-	-	4,239,728
School Leadership	31,577,754	-	318,698	-	-	31,896,452
Guidance, Counseling & Eval	25,936,108	-	3,508,709	-	-	29,444,817
Social Work Services	574,089	-	-	-	-	574,089
Health Services	5,968,612	-	1,650	-	-	5,970,262
Student Transportation	14,720,981	-	200,000	-	-	14,920,981
Food Service	-	25,260,092	-	-	-	25,260,092
Extracurricular Activities	9,801,336	-	58,000	-	-	9,859,336
General Administration	11,086,383	-	-	-	-	11,086,383
Facilities Maint & Operations	36,867,995	-	-	-	-	36,867,995
Security & Monitoring Services	6,471,622	-	-	-	-	6,471,622
Data Processing Services	9,343,445	-	-	-	-	9,343,445
Community Services	412,588	-	631,212	-	-	1,043,800
Debt Service	-	-	-	86,804,911	-	86,804,911
Facilities Acquisition/Construction	-	-	-	-	-	-
Pmts to Fiscal Agent/SSA	730,000	-	-	-	-	730,000
Juvenile Justice Alt. Education Pgm.	315,000	-	-	-	-	315,000
Intergovernmental Charges	2,300,000	-	-	-	-	2,300,000
Total Expenditures	$ 466,912,134	$ 25,260,092	$ 23,826,018	$ 86,804,911	$ -	$ 602,803,155
Other Sources (Uses)						
Other Sources	$ 61,000	$ 74,012	$ -	$ -	$ -	$ 135,012
Other Uses	(72,500)	-	-	-	-	(72,500)
Net Sources Over (Under) Uses	$ (11,500)	$ 74,012	$ -	$ -	$ -	$ 62,512
Net Change In Fund Balance	$ 3,657,995	$ -	$ -	$ 5,306,753	$ -	$ 8,964,748
Beginning Fund Balance	$ 154,173,815	$ 4,206,087	$ 8,070,696	$ 27,458,112	$ 102,896,920	$ 296,805,630
Ending Fund Balance	$ 157,831,810	$ 4,206,087	$ 8,070,696	$ 32,764,865	$ 102,896,920	$ 305,770,378

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Function - 12 Month Comparison

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19* Adopted Budget	2019-20 Adopted Budget (12 Month)	Change From Prior Year
Revenues						
Local Sources	$ 266,519,004	$ 294,654,363	$ 321,609,270	$ 314,776,599	$ 320,148,628	$ 5,372,029
State Sources	236,563,481	216,482,265	224,228,095	226,179,989	247,622,884	21,442,895
Federal Sources	36,472,254	37,833,274	48,916,753	42,248,929	43,933,879	1,684,950
Total Revenues	$ 539,554,740	$ 548,969,902	$ 594,754,118	$ 583,205,517	$ 611,705,391	$ 28,499,874
Expenditures						
Instruction	$ 278,892,088	$ 280,378,110	$ 300,003,300	$ 290,855,654	$ 306,042,334	$ 15,186,680
Instructional Resource & Media	5,150,327	5,521,936	4,996,803	4,619,967	4,623,586	3,619
Curriculum & Staff Development	13,118,809	13,084,592	13,768,358	14,211,240	15,008,323	797,083
Instructional Leadership	3,761,755	4,414,193	4,648,661	4,274,637	4,239,728	(34,909)
School Leadership	27,862,438	28,828,086	30,783,221	31,150,433	31,896,452	746,020
Guidance, Counseling & Evaluation	23,528,336	24,438,553	26,772,971	26,404,030	29,444,817	3,040,787
Social Work Services	435,507	389,808	515,924	567,623	574,089	6,466
Health Services	5,032,069	5,379,601	5,652,413	5,772,955	5,970,262	197,306
Student Transportation	14,299,437	13,066,425	16,075,452	16,084,229	14,920,981	(1,163,248)
Food Service	23,023,336	23,673,900	23,485,904	25,252,749	25,260,092	7,343
Extracurricular Activities	14,393,470	15,681,648	16,313,942	9,784,286	9,859,336	75,050
General Administration	9,511,006	10,371,526	11,591,601	10,511,728	11,086,383	574,655
Facilities Maintenance & Operations	32,768,680	33,455,019	35,843,692	36,272,578	36,867,995	595,416
Security & Monitoring Services	5,953,442	6,021,985	6,756,824	6,258,973	6,471,622	212,649
Data Processing Services	10,365,775	10,411,219	11,623,351	12,969,127	9,343,445	(3,625,682)
Community Services	1,040,868	1,435,559	1,353,752	1,273,442	1,043,800	(229,642)
Debt Service	73,909,011	80,744,514	83,455,240	86,150,787	86,804,911	654,124
Facilities Acquisition & Construction	130,389,391	140,575,833	90,198,386	53,667,423	-	(53,667,423)
Pmts to Fiscal Agent/SSA	531,338	554,092	614,273	580,000	730,000	150,000
Juvenile Justice Alt. Education Pgm.	241,501	204,017	344,556	355,000	315,000	(40,000)
Intergovernmental Charges	1,830,644	1,990,384	2,122,804	2,300,000	2,300,000	-
	$ 676,039,230	$ 700,621,002	$ 686,921,427	$ 639,316,863	$ 602,803,155	$ (36,513,707)
Other Sources (Uses)						
Other Sources	$ 173,750,049	$ 163,192,618	$ 109,104,198	$ 82,268,026	$ 135,012	$ (82,133,014)
Other Uses	(172,494,045)	(3,447,412)	(14,559,061)	(4,144,932)	(72,500)	4,072,432
Net Sources Over (Under) Uses	$ 1,256,005	$ 159,745,207	$ 94,545,137	$ 78,123,094	$ 62,512	$ (78,060,582)
Projected Amendments - August 2019				*9,773,517*		
Net Change In Fund Balance	$ (135,228,485)	$ 8,094,108	$ 2,377,828	$ 31,785,265	$ 8,964,748	$ (22,820,518)
Beginning Fund Balance	$ 389,776,918	$ 254,548,433	$ 262,642,540	$ 265,020,368	$ 296,805,633	$ 31,785,265
Ending Fund Balance	$ 254,548,433	$ 262,642,540	$ 265,020,368	$ 296,805,633	$ 305,770,381	$ 8,964,748

Discussion

Significant variances between FY 2017 and FY 2018 are attributed to non-recurring bus purchases from bond funds and reductions in Grant Fund appropriations pending maximum entitlements.

*Data from 2018-2019 Capital Projects Fund is unaudited actual. All other funds represent adopted budget.

General Fund Budget Overview

Expenditure budgeting begins with staffing, salary, and benefit evaluations as payroll accounts for over 91.3% of the District's operating budget. The 2019-2020 beginning teacher salary is $55,550.

Revenue Assumptions

The District utilizes several revenue forecasting methods to evaluate the three main funding sources: local property taxes, state aid, and federal funds. General Fund property tax collections are projected to decrease by $4.8 million during the 2019-2020 fiscal year based on an estimated 7% increase in property values, and a reduction to the M&O tax rate from $1.04 to $0.97 as required by a HB3.

The Foundation School Program (FSP) is the formula-driven state revenue source based off the District's property values and student counts. Student enrollment has grown steadily in recent years with approximately 1.1% increase expected in 2019-2020, contributing to state aid totaling approximately $202.4 million. Available School Fund (ASF) is revenue earned for education from the State's permanent fund in the amount of $12.4 million. Also included in state revenues is pass-through funding of $24.8 million for the state's contribution to the Texas Teacher Retirement System (TRS). Without the pass-through funds, state funding is approximately 45.7% of total operating revenues. In 2018-19, the food service department added 9 campuses to the Community Eligibility Provision, a meal service option that serves breakfast and lunch at no cost to all enrolled students, generating an additional $0.8 million, due to increase in students receiving state compensatory services.

Reimbursements for Medicaid services provided by the District from the School Health and Related Services (SHARS) program account for 76% of federal operating revenues. Other federal sources include indirect costs, Air Force Junior Reserve Officers' Training Corps (AFJROTC) salary reimbursements, and E-Rate earnings.

Expenditure Assumptions

General Fund appropriations are allocated between ninety-nine (99) campus and department projects. Each project is assigned a budget manager (i.e., principal, department director) with primary fiscal authorization. The campus per pupil allocation, controlled by the principal, remains unchanged from 2018-2019. Budgets for non-campus organizations use a zero-based budgeting process through a combination of historical budgeting and new initiative resource assignments. Allocation increase requests are approved by the Cabinet.

Campus and Department Appropriations

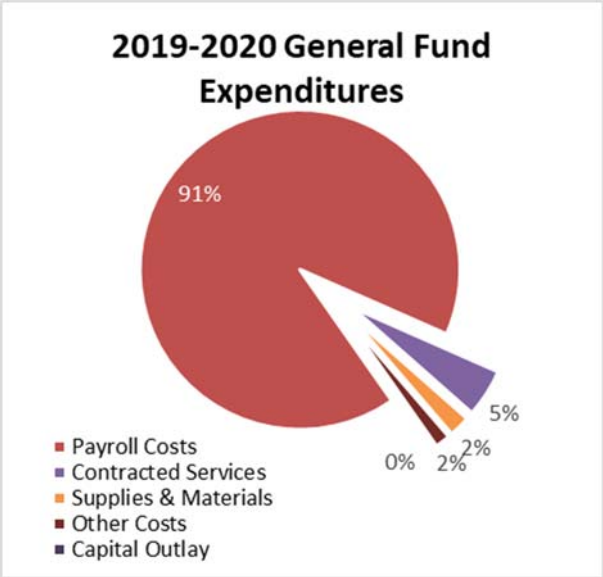
Budget or actual expenditures are presented for each campus and department from FY 2016 through FY 2020 on pages 93-94. Significant departmental changes between adopted budgets in 2018-2019 and 2019-2020 can be attributed to reallocations between cost centers and removal or reassignment of non-recurring allocations from the prior year.

Fund Balance

The General Fund's net change in fund balance is projected to increase $3.6 million at June 30, 2020. HB 3 requires full day Pre-K, however, Klein is delaying implementation until more guidance is provided by the TEA and capacity is identified within the District. The District's board policy states it shall maintain a combined unassigned and assigned general fund balance of no less than two-and-a-half months of regular general fund operating expenditures.

Capital Outlay and Residual Costs or Savings

A total of $95,000 is appropriated in the General Fund for capital outlay to fund the District Identity Management System annual renewal. The ID management software has saved a significant amount of programming and maintenance time. Prior to the system implementation, over $500,000 in employee wages was spent annually managing the same information in various databases. Data consolidation has freed up many work hours in Technology, Human Resources, and Student Information Services.



Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
General Fund by Major Object

Introduction

The general fund is a governmental fund with budgetary control used to record operating transactions of on-going organizations and activities from a variety of revenue sources. Fund balance is controlled by and retained for the use of the District. This fund includes transactions from local maintenance taxes; foundation entitlements; interest income; and other miscellaneous local, state and federal revenues. The general fund utilizes the modified accrual basis of accounting and employs the classifications defined as Function and Major Object Codes by the Texas Education Agency. These classifications must be used to account for funds as designated by the local governing board, having wide discretion in their use as provided by law.

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change from Prior Year	2019-20 Adopted Budget (10 Month)
Beginning Fund Balance	$ 139,081,945	$ 145,883,149	$ 137,681,577	$ 139,722,187	$ 154,173,815	$ 14,451,628	$ 154,173,815
Revenues							
Property Taxes	$ 178,997,248	$ 195,751,392	$ 209,600,021	$ 219,681,453	$ 215,083,839	$ (4,597,614)	$ 214,101,048
Other Local Sources	3,681,884	4,040,454	7,692,771	4,952,945	6,860,168	1,907,223	5,935,059
State Sources	205,141,565	188,909,678	194,464,701	197,102,423	215,249,634	18,147,211	215,249,634
State TRS Contributions	19,004,726	19,305,877	21,453,514	21,398,183	24,839,890	3,441,707	24,347,534
Federal Sources	5,331,554	6,130,076	7,704,161	6,157,438	8,548,098	2,390,660	8,548,098
Total Revenues	$ 412,156,977	$ 414,137,477	$ 440,915,168	$ 449,292,442	$ 470,581,629	$ 21,289,187	$ 468,181,373
Expenditures							
Payroll Costs	$ 366,633,164	$ 382,681,761	$ 399,219,691	$ 398,258,918	$ 426,425,157	$ 28,166,239	$ 417,395,274
Contracted Services	21,016,065	21,533,570	22,721,361	23,500,206	22,916,963	(583,243)	21,342,003
Supplies & Materials	9,533,070	9,376,927	10,413,193	10,503,249	10,203,008	(300,241)	10,203,008
Other Costs	6,424,741	6,525,355	6,546,947	6,680,490	7,272,006	591,516	6,698,270
Debt Service	16,970	15,170	-	-	-	-	-
Capital Outlay	1,546,875	781,441	672,201	204,000	95,000	(109,000)	95,000
Total Expenditures	$ 405,170,885	$ 420,914,224	$ 439,573,393	$ 439,146,863	$ 466,912,134	$ 27,765,271	$ 455,733,555
Other Sources (Uses)							
Other Sources	$ 826,314	$ 2,022,587	$ 904,188	$ 120,000	$ 61,000	$ (59,000)	$ 55,699
Other Uses	(1,011,202)	(3,447,412)	(205,353)	(4,144,932)	(72,500)	4,072,432	(72,500)
Net Sources (Uses)	$ (184,888)	$ (1,424,825)	$ 698,835	$ (4,024,932)	$ (11,500)	$ 4,013,432	$ (16,801)
Change in Fund Balance	$ 6,801,204	$ (8,201,572)	$ 2,040,610	$ 6,120,647	$ 3,657,995	$ (2,462,652)	$ 12,431,017
Projected Amendments - August 2019				*8,330,981*			
Ending Fund Balance	$ 145,883,149	$ 137,681,577	$ 139,722,187	$ 154,173,815	$ 157,831,810	$ 3,657,995	$ 166,604,832

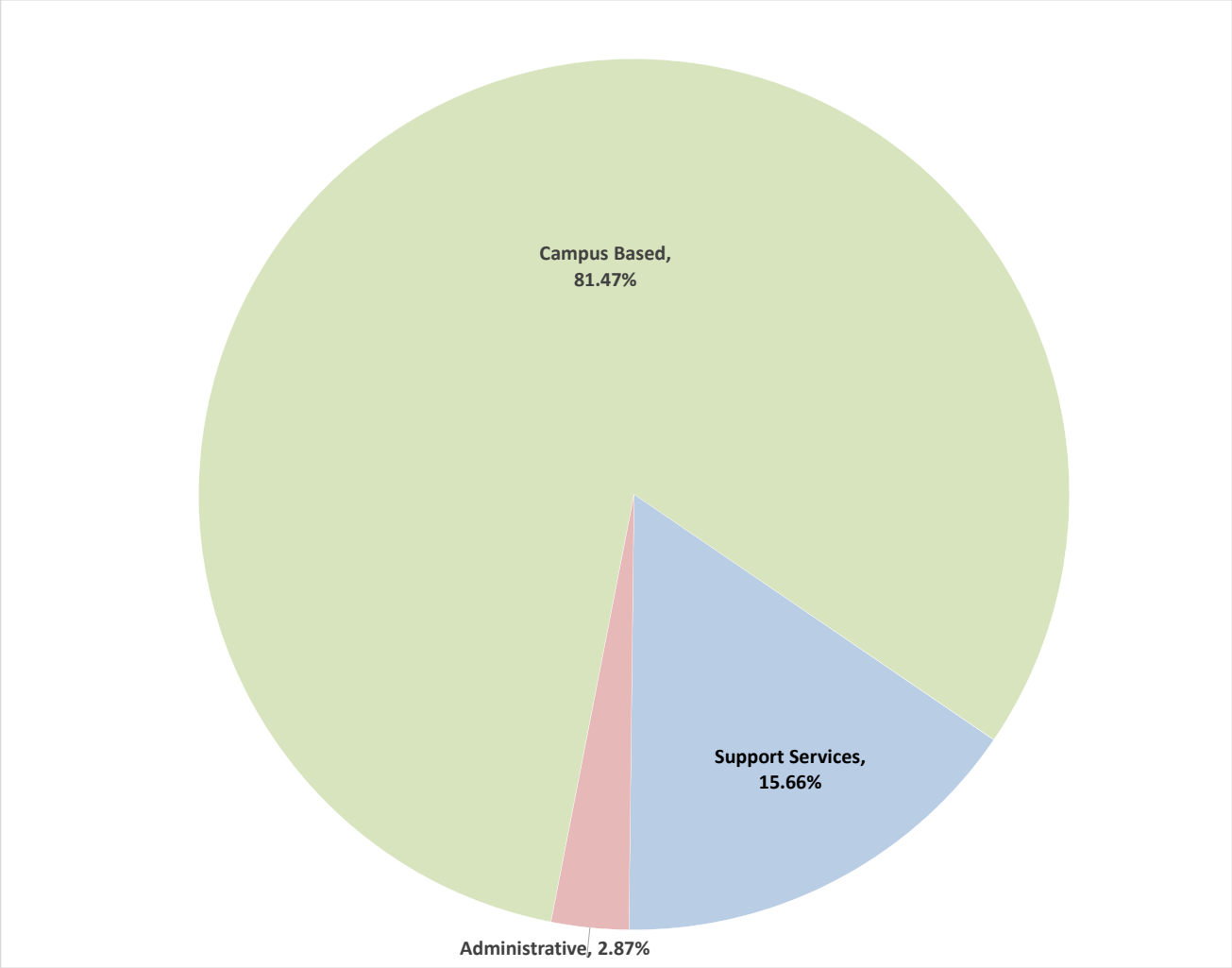
Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
General Fund by Function

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change From Prior Year	2019-20 Adopted Budget (10 Month)
Revenues							
Local Sources	$ 182,679,132	$ 199,791,846	$ 217,292,792	$ 224,634,398	$ 221,944,007	$ (2,690,391)	$ 220,036,107
State Sources	224,146,291	208,215,555	215,918,215	218,500,606	240,089,524	21,588,918	239,597,168
Federal Sources	5,331,554	6,130,076	7,704,161	6,157,438	8,548,098	2,390,660	8,548,098
Total Revenues	$ 412,156,977	$ 414,137,477	$ 440,915,168	$ 449,292,442	$ 470,581,629	$ 21,289,187	$ 468,181,373
Expenditures							
Instruction	$ 252,934,668	$ 260,469,188	$ 270,471,842	$ 270,217,763	$ 290,301,376	$ 20,083,613	$ 289,782,054
Instructional Resource & Media	4,880,086	4,922,244	4,614,478	4,426,058	4,590,192	164,134	4,574,953
Curriculum & Staff Development	10,190,720	10,336,316	11,212,322	11,444,237	11,909,725	465,488	11,690,988
Instructional Leadership	3,604,014	4,275,409	4,501,140	4,012,980	4,004,928	(8,052)	3,377,328
School Leadership	27,749,992	28,742,211	30,614,072	30,929,149	31,577,754	648,605	30,384,345
Guidance, Counseling & Evaluation	21,523,475	22,160,698	22,227,003	23,055,377	25,936,108	2,880,731	25,754,744
Social Work Services	430,821	386,192	514,869	567,623	574,089	6,466	545,597
Health Services	4,899,676	5,234,103	5,397,100	5,699,680	5,968,612	268,932	5,960,879
Student Transportation	11,459,456	13,040,348	14,722,272	13,987,787	14,720,981	733,194	14,272,367
Extracurricular Activities	7,975,896	8,847,153	9,421,030	9,718,649	9,801,336	82,687	9,676,519
General Administration	9,487,156	10,346,545	11,590,876	10,511,728	11,086,383	574,655	9,922,845
Facilities Maintenance & Operations	32,502,057	33,164,362	34,772,415	35,374,806	36,867,995	1,493,189	31,862,355
Security & Monitoring Services	5,586,509	5,741,887	6,063,925	6,201,042	6,471,622	270,580	5,783,372
Data Processing Services	8,558,218	9,824,312	9,848,108	9,360,503	9,343,445	(17,058)	8,401,764
Community Services	361,996	591,002	526,832	404,481	412,588	8,107	398,445
Debt Service	16,970	15,170	-	-	-	-	-
Facilities Acquisition & Construction	433,641	68,591	-	-	-	-	-
Pmts to Member Dists of SSA	503,389	554,092	607,749	580,000	730,000	150,000	730,000
Juvenile Justice Alt Ed Pgm	241,501	204,017	344,556	355,000	315,000	(40,000)	315,000
Intergovernmental Charges	1,830,644	1,990,384	2,122,804	2,300,000	2,300,000	-	2,300,000
Total Expenditures	$ 405,170,885	$ 420,914,224	$ 439,573,393	$ 439,146,863	$ 466,912,134	$ 27,765,271	$ 455,733,555
Other Sources (Uses)							
Other Sources	$ 826,314	$ 2,022,587	$ 904,188	$ 120,000	$ 61,000	$ (59,000)	$ 55,699
Other Uses	(1,011,202)	(3,447,412)	(205,353)	(4,144,932)	(72,500)	4,072,432	(72,500)
Net Sources (Uses)	$ (184,888)	$ (1,424,825)	$ 698,835	$ (4,024,932)	$ (11,500)	$ 4,013,432	$ (16,801)
Net Change In Fund Balance	$ 6,801,204	$ (8,201,572)	$ 2,040,610	$ 6,120,647	$ 3,657,995	$ (2,462,652)	$ 12,431,017
Beginning Fund Balance - September 1	$ 139,081,945	$ 145,883,149	$ 137,681,577	$ 139,722,187	$ 154,173,815		$ 154,173,815
Projected Amendments - August 2019				*8,330,981*			
Ending Fund Balance - June 30	$ 145,883,149	$ 137,681,577	$ 139,722,187	$ 154,173,815	$ 157,831,810	$ 3,657,995	$ 166,604,832

Discussion

Changes in different functions include position conversions that were a result of a reorganization of duties. Further revisions to enrollment driven staffing models and a new program model for Special Education increased the number of teachers and teacher aides (function 11) and an increase in other professional support staff (function 31). Costs are expected to increase for the Northwest Harris County Cooperative for the Hearing Impaired (function 93).

Klein Independent School District
2019-2020 Adopted Budget by Function
General Fund
12 Month



		Per Student	Total	%	
Campus Based	Instruction	$ 5,395	290,301,376	62.17%	**81.47%**
	School Leadership	587	31,577,754	6.76%	
	Guidance and Counseling	482	25,936,108	5.55%	
	Staff Development	221	11,909,725	2.55%	
	Extracurricular Activities	182	9,801,336	2.10%	
	Health Services	111	5,968,612	1.28%	
	Resource and Media	85	4,590,192	0.98%	
	Juvenile Justice Alt Ed Program	6	315,000	0.07%	
Support Services	Maintenance	283	15,252,488	3.27%	**15.66%**
	Plant Operations/Custodial Services	221	11,916,993	2.55%	
	Utilities	180	9,698,514	2.08%	
	Transportation	274	14,720,981	3.15%	
	Data Processing	174	9,343,445	2.00%	
	Security & Monitoring	120	6,471,622	1.39%	
	Instructional Leadership	74	4,004,928	0.86%	
	Shared Services	14	730,000	0.16%	
	Social Work Services	11	574,089	0.12%	
	Community Services	8	412,588	0.09%	
Administrative	Intergovernmental Charges	43	2,300,000	0.49%	**2.87%**
	General Administration	206	11,086,383	2.37%	
Total		**8,678**	**466,912,134**	**100%**	**100%**

Klein Independent School District
Comparative Summary of Revenues
General Fund by Object

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change From Prior Year	2019-20 Adopted Budget (10 Month)
Local Revenue Sources							
Current Year Tax Levy	$ 176,250,690	$ 193,044,996	$ 205,803,671	$ 216,004,669	$ 211,221,650	$ (4,783,019)	$ 210,397,886
Prior Year Tax Levy	1,274,098	1,293,148	1,922,884	2,008,961	1,973,506	(35,455)	1,973,506
Tax Certificates	3,265	3,615	3,713	-	-	-	-
Penalties & Interest	1,469,195	1,409,632	1,869,752	1,667,823	1,888,683	220,860	1,729,656
Services Rendered to Other Dist.	3,000	3,000	3,000	3,000	3,000	-	3,000
Tuition - Regular Day School	25,364	24,730	28,060	25,000	29,920	4,920	29,920
Tuition - Summer School	444,013	387,150	459,363	500,000	415,000	(85,000)	247,963
Student Fees	74,996	74,870	74,262	74,000	79,000	5,000	66,896
Interest Income	571,411	1,352,623	2,458,836	2,453,945	4,314,748	1,860,803	3,705,937
Facility Rental Income	595,147	565,855	644,400	590,000	510,000	(80,000)	474,504
Gifts and Donations	454,896	120,943	151,686	145,000	125,000	(20,000)	121,014
Insurance Recovery	52,583	93,189	43,841	-	-	-	-
Misc - Local Sources	470,182	533,243	2,911,187	271,000	419,500	148,500	382,584
Athletic Gate Receipts	564,732	553,793	563,366	560,000	610,000	50,000	574,315
Concession Sales	371,077	281,190	298,569	280,000	295,000	15,000	277,743
Excurr Intermediate Sources	54,483	49,869	56,202	51,000	59,000	8,000	51,183
Total Local Revenue	$ 182,679,132	$ 199,791,846	$ 217,292,792	$ 224,634,398	$ 221,944,007	$ (2,690,391)	$ 220,036,107
State Revenue Sources							
Available School Fund	$ 8,382,037	$ 18,614,030	$ 10,081,836	$ 22,321,303	$ 12,411,573	$ (9,909,730)	$ 12,411,573
Foundation School Program	196,677,740	170,196,033	184,378,440	174,781,120	202,395,739	27,614,619	202,395,739
Misc - State Sources	81,788	99,615	4,425	-	442,322	442,322	442,322
TRS On-Behalf	19,004,726	19,305,877	21,453,514	21,398,183	24,839,890	3,441,707	24,347,534
Total State Revenue	$ 224,146,291	$ 208,215,555	$ 215,918,215	$ 218,500,606	$ 240,089,524	$ 21,588,918	$ 239,597,168
Federal Revenue Sources							
Indirect Costs	$ 150,258	$ 146,387	$ 309,162	$ 400,000	$ 1,530,000	$ 1,130,000	$ 1,530,000
MAC / SHARS	4,795,473	5,476,728	6,708,799	5,376,898	6,526,233	1,149,335	6,526,233
AFJROTC	289,367	297,597	289,499	290,000	290,000	-	290,000
E-Rate	96,456	209,114	298,292	90,540	201,865	111,325	201,865
Other Federal Revenue	-	250	98,409	-	-	-	-
Total Federal Revenue	$ 5,331,554	$ 6,130,076	$ 7,704,161	$ 6,157,438	$ 8,548,098	$ 2,390,660	$ 8,548,098
Total Revenues	$ 412,156,977	$ 414,137,477	$ 440,915,168	$ 449,292,442	$ 470,581,629	$ 21,289,187	$ 468,181,373
End of Year Enrollment*	50,217	51,719	52,991	53,303	53,836	533	53,836
Total Revenue Per Pupil	$ 8,208	$ 8,007	$ 8,321	$ 8,429	$ 8,741	$ 312	$ 8,696

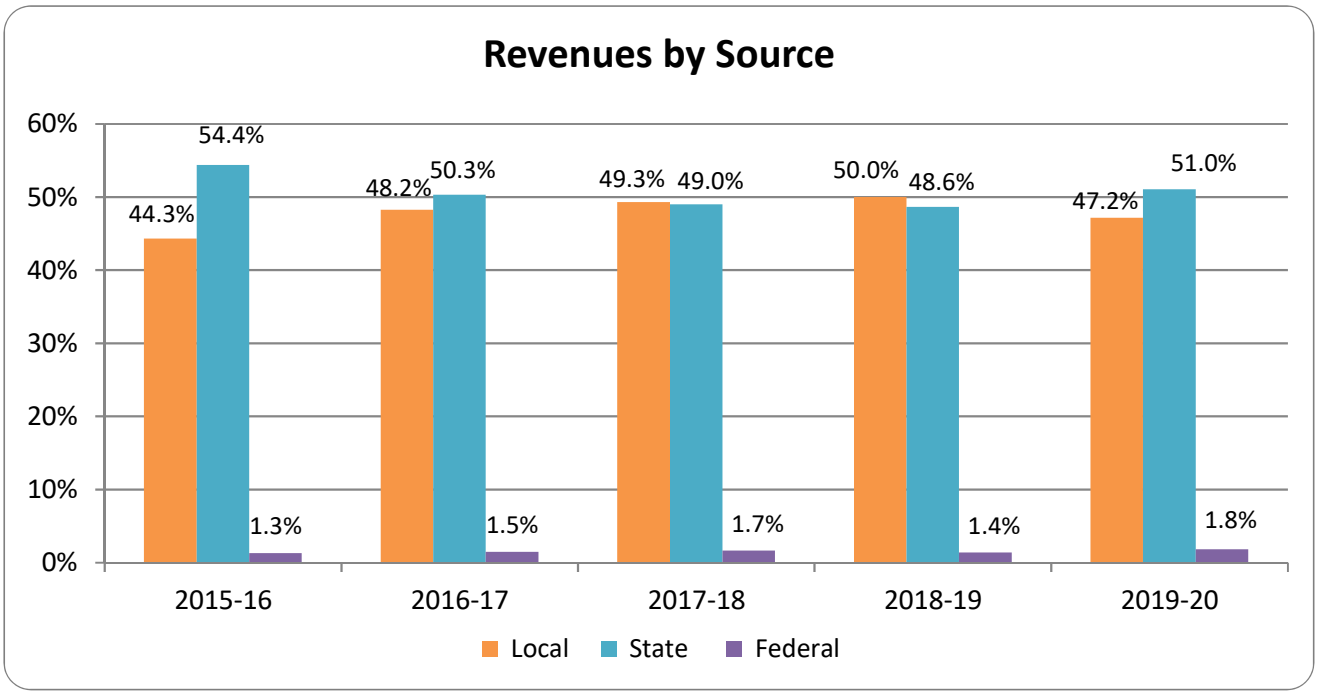
* Projected End of Year Enrollment for 2019-20 Adopted Budget.

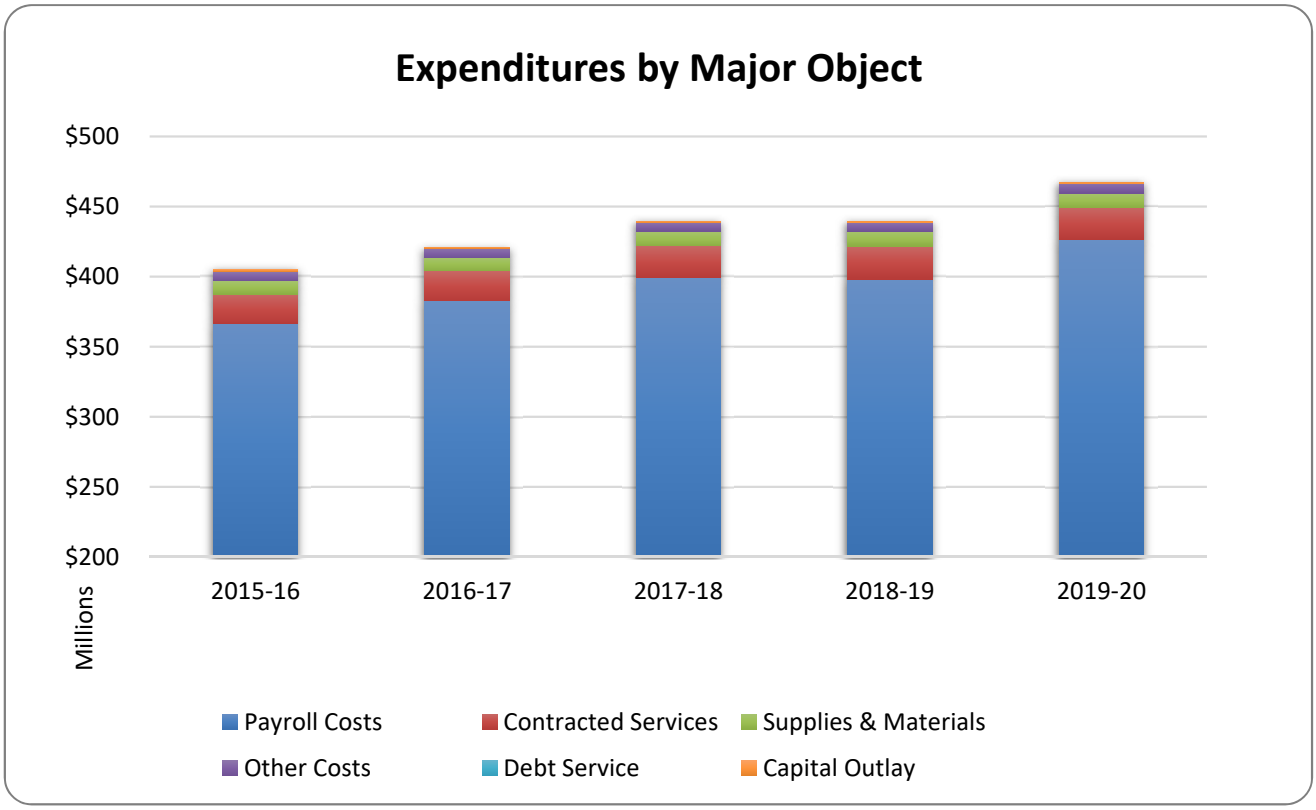
Klein Independent School District
Comparative Summary of Budget and Expenditures
General Fund by Object

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change From Prior Year	2019-20 Adopted Budget (10 Month)
Payroll Costs							
Professional Salaries	$ 243,380,751	$ 253,477,023	$ 260,846,985	$ 262,311,381	$ 279,496,930	$ 17,185,549	$ 275,542,934
Support Salaries	46,744,659	49,603,821	52,479,894	56,525,336	59,298,714	2,773,378	54,715,183
Substitutes	6,791,190	7,287,230	7,210,776	5,362,864	6,007,277	644,413	6,007,277
Stipends (Effective 9/1/2012)	7,787,002	8,267,299	8,982,193	9,084,407	9,171,650	87,243	9,171,650
Professional Extra Duty Pay	2,724,302	2,426,060	2,362,105	3,018,414	2,885,293	(133,121)	2,885,293
Overtime/Part-Time/Extra Duty	3,121,762	3,187,717	3,777,745	3,181,170	3,366,827	185,657	3,366,827
Medicare/FICA Alternative	4,215,008	4,406,884	4,649,582	4,667,345	5,131,529	464,184	5,131,529
Employer Insurance Contribution	19,448,187	20,511,176	21,373,210	17,225,084	17,841,946	616,862	17,841,946
Workers Comp/Unemployment	660,787	1,033,965	1,164,028	957,845	957,845	-	957,845
TRS On-Behalf	19,004,726	19,305,877	21,453,514	21,398,183	24,839,890	3,441,707	24,347,534
Teacher Retirement	10,267,250	10,810,083	12,495,797	13,424,031	16,193,651	2,769,620	16,193,651
Service & Attendance Bonus	1,396,936	1,286,125	1,237,449	85,000	264,440	179,440	264,440
Sick Leave Benefits	836,811	887,121	997,711	885,000	885,000	-	885,000
Incentives	253,793	191,380	188,702	132,858	84,165	(48,693)	84,165
Total Payroll Costs	$ 366,633,164	$ 382,681,761	$ 399,219,691	$ 398,258,918	$ 426,425,157	$ 28,166,239	$ 417,395,274
Non-Payroll Costs							
Legal & Audit Fees	$ 618,909	$ 757,409	$ 776,662	$ 700,101	$ 940,100	$ 239,999	$ 940,100
Appraisal & Tax Services	1,830,644	1,990,384	2,122,805	2,300,000	2,300,000	-	2,300,000
Professional & Consulting Services	1,339,531	960,244	785,332	939,235	321,041	(618,194)	321,041
Contract Repairs & Maintenance	2,480,971	2,356,045	2,571,686	3,213,451	3,116,171	(97,280)	3,116,171
Utilities	8,916,671	9,319,730	9,690,699	9,949,857	10,093,489	143,632	8,518,529
Operating Leases	1,637,641	1,738,475	1,881,547	2,032,675	1,658,888	(373,787)	1,658,888
Tuition	675,536	598,252	434,103	400,550	360,400	(40,150)	360,400
Other Contracted Services	3,516,162	3,813,031	4,458,527	3,964,337	4,126,874	162,537	4,126,874
Fuel	793,177	987,401	1,305,282	1,819,863	1,439,858	(380,005)	1,439,858
Maint & Operations Supplies	2,444,169	2,434,292	2,614,567	2,568,654	2,724,492	155,838	2,724,492
Textbook/Testing & Reading Mat.	1,500,136	1,065,291	1,253,946	1,154,562	1,134,764	(19,798)	1,134,764
General Supplies	4,795,588	4,889,943	5,239,398	4,960,170	4,903,894	(56,276)	4,903,894
Employee & Student Travel	2,243,033	2,239,676	2,102,215	1,876,229	1,912,643	36,415	1,912,643
Property/Casualty Insurance	2,587,309	2,577,431	2,654,693	3,266,438	3,617,673	351,235	3,043,937
Cy Fair Deaf Cooperative	503,389	554,092	607,749	580,000	730,000	150,000	730,000
Miscellaneous Operating Costs	1,091,010	1,154,156	1,182,290	957,823	1,011,690	53,867	1,011,690
Debt Service & Capital Outlay	1,563,845	796,611	672,201	204,000	95,000	(109,000)	95,000
Total Non-Payroll Costs	$ 38,537,721	$ 38,232,463	$ 40,353,702	$ 40,887,945	$ 40,486,977	$ (400,968)	$ 38,338,281
Total General Fund	$ 405,170,885	$ 420,914,224	$ 439,573,393	$ 439,146,863	$ 466,912,134	$ 27,765,271	$ 455,733,555
	50,217	51,719	52,991	53,303	53,836	533	53,836
	$ 8,068	$ 8,138	$ 8,295	$ 8,239	$ 8,673	$ 227	$ 8,465

* Projected End of Year Enrollment for 2019-20 Adopted Budget.

Klein Independent School District
Chart of Revenues by Source and Expenditures by Major Object
General Fund
12 Month Comparison





Adopted Campus Budgets by Project

For The Year Ending June 30, 2020

12 Month Budget

Project	Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
01	Klein High	3,196	$ 10,376,242	$ 49,472	$ 138,119	$ 86,100	$ -	$ 10,649,933
02	Klein Forest High	3,501	11,897,097	66,221	184,263	58,732	-	12,206,313
03	Klein Oak High	3,470	10,301,287	85,765	127,836	83,670	-	10,598,558
04	Klein Collins High	3,337	10,204,404	50,868	169,270	61,023	-	10,485,565
05	Klein Cain High	3,288	9,514,080	58,640	183,971	35,120	-	9,791,811
11	Klein Intermediate	1,163	4,962,614	24,268	37,470	675	-	5,025,027
12	Hildebrandt Intermediate	1,056	3,942,593	23,200	33,750	1,700	-	4,001,243
13	Wunderlich Intermediate	1,486	5,743,500	34,156	46,516	450	-	5,824,622
14	Strack Intermediate	1,273	4,361,259	18,675	41,580	4,808	-	4,426,322
15	Kleb Intermediate	1,367	4,716,449	21,932	53,731	-	-	4,792,112
16	Doerre Intermediate	1,360	4,510,799	30,713	36,311	5,300	-	4,583,123
17	Schindewolf Intermediate	1,247	4,194,366	20,298	40,116	2,900	-	4,257,680
18	Krimmel Intermediate	1,367	4,696,913	22,273	47,722	5,350	-	4,772,258
19	Ulrich Intermediate	1,322	4,888,586	23,450	40,760	11,050	-	4,963,846
2B	Hofius Intermediate	957	3,729,280	17,966	37,997	3,800	-	3,789,043
20	Kohrville Elementary	642	2,366,893	15,100	13,540	1,000	-	2,396,533
21	Northampton Elementary	566	2,041,361	10,117	14,639	1,500	-	2,067,617
22	Haude Elementary	704	2,860,698	13,200	18,922	2,500	-	2,895,320
23	Greenwood Forest Elementary	731	2,872,222	12,925	20,962	500	-	2,906,609
24	Epps Island Elementary	656	2,128,546	14,464	13,658	2,270	-	2,158,938
25	Theiss Elementary	659	2,642,656	10,570	21,155	500	-	2,674,881
26	Benfer Elementary	812	3,025,601	14,130	23,047	500	-	3,063,278
27	Kaiser Elementary	706	1,929,848	11,529	21,435	1,000	-	1,963,812
28	Brill Elementary	770	2,719,697	11,304	22,920	3,500	-	2,757,421
29	Ehrhardt Elementary	750	2,419,900	12,633	20,071	2,200	-	2,454,804
30	Lemm Elementary	676	2,796,585	14,206	16,615	2,050	-	2,829,456
31	Nitsch Elementary	781	2,515,116	13,743	21,580	1,085	-	2,551,524
32	Krahn Elementary	710	3,042,011	11,837	23,880	550	-	3,078,278
33	Roth Elementary	713	2,451,226	7,428	19,537	7,375	-	2,485,566
34	Kuehnle Elementary	907	3,361,101	17,675	21,930	1,550	-	3,402,256
35	Mittelstadt Elementary	942	3,649,277	15,416	27,993	1,600	-	3,694,286
36	Klenk Elementary	824	2,467,011	18,000	18,036	1,500	-	2,504,547
37	Eiland Elementary	542	1,775,464	11,474	13,671	500	-	1,801,109
38	Schultz Elementary	657	2,369,738	16,600	13,903	500	-	2,400,741
39	Hassler Elementary	848	3,602,208	20,780	18,644	3,000	-	3,644,632
40	Kreinhop Elementary	964	3,454,418	15,080	27,515	4,200	-	3,501,213
41	McDougle Elementary	568	1,679,114	14,488	10,924	750	-	1,705,276
42	Metzler Elementary	856	3,407,659	13,530	19,970	9,300	-	3,450,459
43	Benignus Elementary	741	2,832,147	11,507	18,128	4,000	-	2,865,782
44	Frank Elementary	723	2,716,403	9,730	21,666	500	-	2,748,299
45	Mueller Elementary	886	2,934,351	10,527	24,898	3,850	-	2,973,626
46	Blackshear Elementary	1,049	3,715,183	18,911	32,054	1,000	-	3,767,148
47	Zwink Elementary	1,137	3,828,862	16,789	29,505	6,000	-	3,881,156
48	Bernshausen Elementary	931	2,953,287	12,083	27,478	1,500	-	2,994,348
49	Grace England PreK/EC Center	490	529,499	7,224	15,101	-	-	551,824
2A	French Elementary	737	3,104,031	11,645	19,903	5,800	-	3,141,379
3A	Mahaffey Elementary	865	2,837,458	9,695	32,229	500	-	2,879,883
	Total Campus Budgets	53,933	$ 185,069,043	$ 972,237	$ 1,884,921	$ 433,258	$ -	$ 188,359,459

Adopted Department Budgets by Project
For The Year Ending June 30, 2020
12 Month Budget

Project	Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Capital Outlay	Total
KF	Klein Forest Family of Schools*	$ 3,025,333	$ -	$ -	$ -	$ -	$ -	$ 3,025,333
50	Multilingual Payroll	13,939,846	-	-	-	-	-	13,939,846
51	Multilingual	4,616,231	127,951	70,450	200	-	-	4,814,832
52	Special Education	58,566,774	312,526	308,929	810,050	-	-	59,998,278
53	State Comp Ed & Other State Programs	2,124,780	204,500	5,600	9,400	-	-	2,344,280
54	High School Allotment	3,687,398	101,000	87,200	84,396	-	-	3,959,994
55	Health & Physical Education	14,410,010	1,600	104,000	3,700	-	-	14,519,310
56	Instructional Fine Arts	19,712,890	173,323	290,965	291,500	-	-	20,468,678
57	Summer School	330,500	-	7,500	-	-	-	338,000
58	Advanced Academics	603,178	63,000	108,000	153,500	-	-	927,678
59	Therapeutic Education Program	3,596,064	6,700	15,158	360	-	-	3,618,282
60	Career & Technical Education	14,537,302	62,988	292,893	382,800	-	-	15,275,983
61	Vistas High School of Choice	1,590,662	8,200	12,282	8,325	-	-	1,619,469
62	DAEP	2,495,067	9,436	27,315	1,237	-	-	2,533,055
63	Core Academics - Math & Science	526,484	8,410	24,964	3,050	-	-	562,908
64	Core Academics - ELA, SS & World Lang	1,075,123	12,350	60,800	3,600	-	-	1,151,873
65	Research & Program Evaluation	293,849	130,450	2,000	-	-	-	426,299
66	Community Relations	154,752	1,500	950	3,400	-	-	160,602
67	Data Services*	861,028	337,800	20,300	2,700	-	-	1,221,828
68	Internal Audit Services	275,376	8,790	250	8,325	-	-	292,741
69	Multipurpose Center	477,501	6,750	17,200	200	-	-	501,651
70	Assessment & Accountability	375,016	232,400	350,150	3,500	-	-	961,066
71	Information Technology*	4,691,777	1,922,392	769,375	32,353	-	95,000	7,510,897
72	North Transportation Center	9,347,365	163,885	1,489,960	(240,950)	-	-	10,760,260
7S	South Transportation Center	3,453,081	73,465	574,725	(73,700)	-	-	4,027,571
73	Extracurricular Academic Stipends	514,781	-	-	-	-	-	514,781
74	Extracurricular Athletics	4,435,313	379,554	482,701	456,724	-	-	5,754,292
75	Athletic Concessions	116,000	380	130,000	2,300	-	-	248,680
76	Counseling & Whole Student Wellness	97,266	265,000	-	-	-	-	362,266
77	Health Services	363,528	109,141	27,246	10,811	-	-	510,726
78	Parent & Family Engagement	55,601	2,220	520	2,500	-	-	60,841
79	Digital Learning & Media	561,869	65,600	13,200	5,000	-	-	645,669
80	Superintendent	738,690	21,890	33,600	48,395	-	-	842,575
81	Mail Room/Copy Center	4,133	12,942	28,100	-	-	-	45,175
82	Human Resource Services	1,239,007	45,415	15,000	38,946	-	-	1,338,368
83	Professional Learning	164,836	112,765	11,500	48,600	-	-	337,701
84	Instructional Specialists	7,671,968	-	-	-	-	-	7,671,968
85	Campus Safety & Support	564,158	366,750	29,725	5,000	-	-	965,633
86	Benefits & Risk Management	219,315	31,000	500	-	-	-	250,815
87	Security & Monitoring Services	5,387,696	89,413	160,422	21,835	-	-	5,659,366
88	Tax Office	317,959	2,341,705	64,800	4,641	-	-	2,729,105
89	Facility & School Services Admin	488,459	144,630	364,500	192,750	-	-	1,190,339
90	Financial Services*	2,981,392	1,050,080	16,833	38,245	-	-	4,086,550
91	Business Information Systems*	-	-	-	-	-	-	-
92	Plant Operations	10,839,583	283,310	790,400	3,700	-	-	11,916,993
93	Warehouse Services	772,460	238,971	57,375	6,300	-	-	1,075,106
94	Plant Maintenance	6,589,522	1,204,736	1,257,879	56,377	-	-	9,108,514
95	Wunderlich Farms*	80,235	-	10,100	10,000	-	-	100,335
96	Communications & Planning	604,990	342,954	138,000	236,210	-	-	1,322,154
97	Energy Management	211,781	9,480,633	3,550	2,550	-	-	9,698,514
98	Teaching & Learning	2,226,931	500,800	35,000	337,700	-	-	3,100,431
99	Districtwide Other	-	885,422	6,170	3,822,218	-	-	4,713,810
9F	Districtwide/Employee Benefits	29,341,255	-	-	-	-	-	29,341,255
	Total Departmental Budgets	$ 241,356,114	$ 21,944,727	$ 8,318,087	$ 6,838,747	$ -	$ 95,000	$ 278,552,675
	Total General Fund	$ 426,425,156	$ 22,916,963	$ 10,203,008	$ 7,272,006	$ -	$ 95,000	$ 466,912,134

* The district's multi-phase reorganization resulted in the repurposing and combination of mulitple departments and their budget project numbers.

Comparative Summary of Campus Budgets
General Fund

	Campuses	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change from Prior Year	2019-20 Adopted Budget (10 Month)
01	Klein High	$ 12,013,593	12,127,042	$ 11,660,391	$ 11,171,383	$ 10,649,933	$ (521,449)	$ 10,518,866
02	Klein Forest High	11,618,810	11,794,770	12,008,244	12,123,326	12,206,313	82,988	12,036,630
03	Klein Oak High	12,103,925	12,360,360	11,576,567	11,037,793	10,598,558	(439,235)	10,460,645
04	Klein Collins High	10,714,410	10,801,741	10,830,594	10,606,887	10,485,566	(121,322)	10,353,753
05	Klein Cain High	6,853	815,169	5,253,864	7,358,493	9,791,811	2,433,318	9,663,214
11	Klein Intermediate	5,037,852	5,728,980	5,352,962	5,121,828	5,025,027	(96,801)	5,000,033
12	Hildebrandt Intermediate	3,985,273	4,371,083	4,238,354	3,767,764	4,001,243	233,478	3,974,812
13	Wunderlich Intermediate	6,271,787	6,607,747	6,376,077	5,892,046	5,824,622	(67,424)	5,799,579
14	Strack Intermediate	4,165,779	4,403,186	4,179,013	4,246,871	4,426,322	179,451	4,401,149
15	Kleb Intermediate	4,217,542	4,355,480	4,219,069	4,398,705	4,792,112	393,408	4,766,620
16	Doerre Intermediate	4,194,095	4,433,783	4,443,375	4,485,096	4,583,123	98,027	4,558,413
17	Schindewolf Intermediate	4,185,399	4,290,109	4,418,588	4,149,714	4,257,680	107,966	4,231,953
18	Krimmel Intermediate	4,119,821	4,347,633	4,268,498	4,315,214	4,772,258	457,043	4,746,674
19	Ulrich Intermediate	3,910,117	4,171,073	4,248,069	4,422,626	4,963,846	541,219	4,938,998
2B	Hofius Intermediate	-	-	506,659	2,767,747	3,789,043	1,021,296	3,761,762
20	Kohrville Elementary	2,808,317	2,806,636	2,684,285	2,497,860	2,396,533	(101,327)	2,396,533
21	Northampton Elementary	2,086,972	2,220,290	2,075,776	1,938,731	2,067,617	128,886	2,067,617
22	Haude Elementary	2,990,151	3,123,309	2,976,552	2,739,692	2,895,320	155,628	2,895,320
23	Greenwood Forest Elementary	3,056,430	3,086,456	3,056,222	2,571,484	2,906,609	335,125	2,906,609
24	Epps Island Elementary	2,200,659	2,238,422	2,176,204	1,971,399	2,158,938	187,539	2,158,938
25	Theiss Elementary	2,601,542	2,770,199	2,683,828	2,570,893	2,674,881	103,988	2,674,881
26	Benfer Elementary	3,120,869	3,020,600	3,165,116	3,049,899	3,063,278	13,379	3,063,278
27	Kaiser Elementary	2,367,174	2,425,074	2,440,205	1,958,721	1,963,812	5,091	1,963,812
28	Brill Elementary	2,784,721	2,682,815	2,760,516	2,612,365	2,757,421	145,056	2,757,421
29	Ehrhardt Elementary	2,401,916	2,459,334	2,480,427	2,443,055	2,454,804	11,749	2,454,804
30	Lemm Elementary	2,708,430	2,798,030	1,767,005	2,672,100	2,829,456	157,356	2,829,456
31	Nitsch Elementary	3,101,936	3,008,438	3,020,438	2,442,192	2,551,524	109,332	2,551,524
32	Krahn Elementary	2,899,406	2,984,389	2,873,718	2,735,993	3,078,278	342,285	3,078,278
33	Roth Elementary	2,574,341	2,635,723	2,635,677	2,409,951	2,485,566	75,615	2,485,566
34	Kuehnle Elementary	3,124,268	3,203,673	3,429,272	3,300,241	3,402,256	102,015	3,402,256
35	Mittelstadt Elementary	3,373,301	3,363,734	3,522,404	3,656,111	3,694,286	38,175	3,694,286
36	Klenk Elementary	3,294,064	3,339,223	3,298,349	2,581,686	2,504,547	(77,140)	2,504,547
37	Eiland Elementary	2,079,156	2,026,593	1,878,905	1,584,315	1,801,109	216,794	1,801,109
38	Schultz Elementary	3,060,946	2,421,531	2,377,556	2,336,033	2,400,741	64,709	2,400,741
39	Hassler Elementary	2,864,391	3,037,650	3,216,771	3,200,650	3,644,632	443,982	3,644,632
40	Kreinhop Elementary	3,130,826	3,099,116	3,371,864	3,207,368	3,501,213	293,845	3,501,213
41	McDougle Elementary	2,432,064	2,442,892	2,305,246	1,806,994	1,705,276	(101,718)	1,705,276
42	Metzler Elementary	3,284,747	3,524,303	3,479,498	3,286,617	3,450,459	163,842	3,450,459
43	Benignus Elementary	3,527,186	3,288,887	3,146,918	2,893,714	2,865,782	(27,932)	2,865,782
44	Frank Elementary	2,743,564	2,792,719	2,821,670	2,770,770	2,748,299	(22,471)	2,748,299
45	Mueller Elementary	3,431,513	3,198,648	3,293,102	3,081,631	2,973,626	(108,005)	2,973,626
46	Blackshear Elementary	3,372,714	3,413,853	3,465,753	3,365,621	3,767,148	401,527	3,767,148
47	Zwink Elementary	3,160,989	3,499,397	3,796,571	3,709,079	3,881,156	172,078	3,881,156
48	Bernshausen Elementary	2,898,563	2,915,060	3,152,248	2,981,839	2,994,348	12,509	2,994,348
49	Grace England Pre-K/EC Center	560,532	554,184	598,763	541,668	551,824	10,156	551,824
2A	French Elementary	2,475,355	2,756,355	2,894,770	2,833,830	3,141,379	307,548	3,141,379
3A	Mahaffey Elementary	260,949	2,112,928	2,509,956	2,566,203	2,879,882	313,679	2,879,882
	Total Campus Budgets	$173,323,248	179,858,617	$ 182,935,909	$ 180,184,199	$ 188,359,459	$ 8,175,261	$ 187,405,102

Comparative Summary of Department Budgets
General Fund

	Departments	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change from Prior Year	2019-20 Adopted Budget (10 Month)
KF	Klein Forest High School Project	$ 2,163,217	$ 2,061,785	$ 2,010,981	$ 5,480,084	$ 3,025,334	$ (2,454,750)	$ 3,015,834
50	Multilingual Payroll	14,004,612	14,874,711	15,074,802	13,527,169	13,939,846	412,677	13,939,846
51	Multilingual	4,942,611	5,330,878	5,525,757	5,105,543	4,814,831	(290,712)	4,791,890
52	Special Education	38,423,222	41,126,118	43,481,787	48,423,563	59,998,279	11,574,716	59,708,277
53	State Compensatory Education & Other State Programs	7,273,718	6,316,530	3,865,132	1,772,633	2,344,280	571,647	2,302,550
54	High School Allotment	3,898,556	3,961,891	3,560,637	5,162,773	3,959,994	(1,202,779)	3,959,994
55	Health & Physical Education	14,050,218	14,394,716	14,520,674	14,131,320	14,519,310	387,990	14,499,455
56	Fine Arts	17,114,246	17,809,809	20,192,690	20,003,789	20,468,678	464,889	20,401,558
57	Summer School & Athletic Camps	857,550	437,724	463,889	375,000	338,000	(37,000)	338,000
58	Academic Enrichment	623,141	598,877	917,816	932,368	927,678	(4,690)	904,030
59	Therapeutic Education Program	2,972,221	3,158,761	3,239,284	3,163,510	3,618,282	454,772	3,600,066
60	Career & Technical Education	11,722,338	12,492,936	13,646,164	13,827,163	15,275,983	1,448,820	14,734,639
61	Vistas High School of Choice	1,531,553	1,578,443	1,572,302	1,532,008	1,619,469	87,461	1,570,283
62	Disciplinary Alt. Education Program	2,240,366	2,188,593	2,467,148	2,419,089	2,533,055	113,966	2,503,763
63	Core Academics - Math & Science	185,787	-	614,727	505,225	562,908	57,683	528,840
64	Core Academics - ELA, SS & WL	-	-	1,166,697	960,307	1,151,873	191,566	1,112,347
65	Research & Program Evaluation	-	-	301,704	374,186	426,299	52,113	377,324
66	Community Relations					160,602	160,602	135,310
67	Data Services	-	-	-	1,304,265	1,221,828	(82,437)	1,078,657
68	Internal Audit Services	211,633	244,069	276,941	287,344	292,741	5,397	246,845
69	Multipurpose Center	479,527	503,750	507,369	514,406	501,651	(12,755)	431,734
70	Assessment & Accountability	2,439,390	2,401,996	973,461	994,578	961,066	(33,512)	908,563
71	Information Technology	6,729,538	7,051,717	9,064,811	7,550,231	7,510,897	(39,334)	6,780,959
72	North Transportation Center	8,131,052	9,460,303	10,930,100	10,459,384	10,760,260	300,876	10,455,903
7S	South Transportation Center	3,301,184	3,570,985	3,890,133	4,009,558	4,027,571	18,013	3,907,775
73	Extracurricular Academic Stipends	554,227	586,756	576,366	514,781	514,781	-	514,781
74	Extracurricular Athletics	4,496,664	5,119,552	5,517,947	5,677,859	5,754,292	76,433	5,636,281
75	Athletic Concessions	247,992	220,225	212,812	263,112	248,680	(14,432)	248,680
76	Counseling & Whole Student Wellness	1,246,651	1,589,210	355,300	332,712	362,266	29,554	346,305
77	Health Services	439,930	559,298	556,761	620,595	510,726	(109,869)	504,683
78	Parent & Family Engagement	-	-	59,563	53,157	60,841	7,684	60,841
79	Digital Learning & Media	-	-	2,024,154	833,409	645,669	(187,740)	585,194
80	Superintendent	937,633	958,321	1,055,427	922,657	842,575	(80,082)	719,841
81	Mail Room / Copy Center	74,512	115,243	108,430	76,471	45,175	(31,296)	45,175
82	Human Resource Services	1,436,725	1,480,034	1,702,618	1,271,306	1,338,368	67,062	1,146,448
83	Professional Learning	295,751	353,905	1,080,761	470,876	337,701	(133,175)	331,029
84	Instructional Specialists	5,812,789	6,569,951	7,290,867	7,303,730	7,671,968	368,238	7,671,968
85	Campus Safety & Support	1,012,942	1,523,198	1,247,982	1,154,656	965,633	(189,023)	888,350
86	Benefits & Risk Management	671,679	636,989	530,736	360,817	250,815	(110,002)	214,263
87	Security & Monitoring Services	4,879,445	4,941,343	5,177,005	5,337,077	5,659,366	322,289	5,018,143
88	Tax Office	421,545	2,415,460	2,554,794	2,727,638	2,729,104	1,466	2,676,911
89	Facility & School Services Admin	371,425	720,336	757,924	1,165,497	1,190,339	24,842	1,108,929
90	Financial Services	2,458,086	2,722,988	3,239,983	4,100,267	4,086,550	(13,717)	3,589,726
91	Business Information Systems	816,708	792,511	701,327	-	-	-	-
92	Plant Operations	10,429,025	10,567,306	11,144,993	11,371,486	11,916,993	545,507	10,576,079
93	Warehouse Services	1,096,278	921,036	940,413	867,464	1,075,106	207,642	955,696
94	Plant Maintenance	8,111,147	8,219,557	8,976,227	8,839,032	9,108,514	269,482	8,026,732
95	Wunderlich Farms	66,337	48,300	-	20,100	100,335	80,235	86,962
96	Communications & Planning	793,302	901,113	1,077,429	971,483	1,322,154	350,671	1,230,592
97	Energy Management	8,870,533	9,192,982	9,611,034	9,755,189	9,698,514	(56,675)	8,089,024
98	Teaching & Learning	3,533,338	3,129,016	2,383,733	3,489,254	3,100,431	(388,823)	2,832,406
99	Districtwide / Other	7,810,020	4,940,981	4,539,776	4,226,036	4,713,810	487,774	4,140,074
9F	Districtwide / Employee Benefits	21,667,275	22,265,404	24,948,115	23,420,507	29,341,254	5,920,747	28,848,898
	Total Department Budgets	$ 231,847,638	$ 241,055,607	$ 256,637,483	$ 258,962,664	$ 278,552,675	$ 19,590,011	$ 268,328,453
	Total General Fund	$ 405,170,885	$ 420,914,224	$ 439,573,392	$ 439,146,863	$ 466,912,134	$ 27,765,272	$ 455,733,555

GENERAL FUND
Financial Forecast

	2019-20	2020-21	2021-22	2022-23	2023-24
BEGINNING FUND BALANCE	$177,757,327	$181,415,322	$184,736,270	$182,307,737	$169,027,269
PROJECTED REVENUES:					
Local Taxes	$215,083,839	$218,567,777	$217,605,686	$216,648,976	$215,707,684
Other Local Sources	6,860,168	6,952,854	7,045,560	7,139,026	7,233,255
State Sources	240,089,524	248,012,952	254,204,434	255,295,923	266,502,930
Supplemental Harvey Funding					
Less Recapture	$0	$0	$0	$0	$0
Federal Sources	8,548,097	8,641,272	8,731,141	8,820,199	8,908,400
Other Sources	61,000	58,287	61,490	64,852	68,383
Total Revenues	$470,642,629	$482,233,142	$487,648,309	$487,968,975	$498,420,653
PROJECTED EXPENDITURES:					
Payroll Costs	$ 426,425,157	$ 438,091,717	$ 449,141,356	$ 460,198,372	$ 471,262,519
Contracted Services	22,916,963	23,001,963	23,116,973	23,232,558	23,348,720
Supplies and Materials	10,203,363	10,228,363	10,228,363	10,228,363	10,228,363
Other Operating Costs	7,271,651	7,272,651	7,272,651	7,272,651	7,272,651
Debt Service	-	-	-	-	-
Capital Outlay	95,000	245,000	245,000	245,000	245,000
Other Uses	72,500	72,500	72,500	72,500	72,500
Total Expenditures	466,984,634	$478,912,194	$ 490,076,842	$501,249,443	$512,429,753
ENDING FUND BALANCE	$181,415,322	$184,736,270	$182,307,737	$169,027,269	$155,018,169
Revenues over (Expenditures)	**$3,657,995**	**$3,320,948**	**(2,428,533)**	**(13,280,468)**	**(14,009,100)**
PROJECTION FACTORS:					
Local Assessed Taxable Value	$22,892,581,684	$23,350,433,318	$23,583,937,651	$23,819,777,028	$24,057,974,798
State CPTD Taxable Value-one year lag	$20,736,019,937	$22,213,461,358	$22,657,730,585	$22,884,307,891	$23,113,150,970
Maintenance Tax	0.97000	0.96650	0.95319	0.94008	0.92720
Max. Maintenance Tax Rate	1.17000	1.17000	1.17000	1.17000	1.17000
One Cent on Tax Rate	$2,289,258	$2,335,043	$2,358,394	$2,381,978	$2,405,797
Total Tax Rate Per $100	$1.36	$1.36	$1.34	$1.33	$1.32
Student Enrollment	53,779	54,365	54,930	55,490	56,045
Weighted Avg. Daily Attendance (WADA)	65,360	66,073	66,761	66,679	68,117
Property Wealth Per WADA	$317,257	$336,195	$339,387	$343,203	$339,317
Total Employees - General Fund	6,628	6,708	6,773	6,837	6,902
Ratio of Students to Employees	8.114	8.104	8.110	8.116	8.121
Salary Increase Included in Budget	5.95%	2.00%	2.00%	2.00%	2.00%
Cost of Each % Salary Increase	$3,265,853	$3,374,510	$3,477,385	$3,580,140	$3,682,768
Fund Balance as % of Total Exp.	38.85%	38.57%	37.20%	33.72%	30.25%

Assumptions:

1. Enrollment-based staffing increases each year on a district-wide average student to staff ratio of 30:1.
2. Enrollment projections are based on the "Moderate Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2018.
3. Based on new legislation, a 5.5% pay increase has been provided in 2019-20. A 2% salary increase is projected for the remaining years. Recurring expenditures will increase in 2020-21 resulting from the opening elementary 33.
4. Assessed valuation changes are forecast to decrease during the projection period from 7% to 1% annually.
5. State revenue calculations are based on finance provisions contained in HB 3 as authorized by the 86th Texas Legislature during the 2019 regular session and provisions contained in prior laws.
6. The General Operating fund balance will decrease from 38.85 % to 30.25% during the financial five year forecast period.

Special Revenue Funds - Program Descriptions

Special revenue funds are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. These purposes must supplement basic education services delivered by local and state revenues in the General Fund. They are not intended to replace the original funding of these basic education services. This excludes expendable trusts and major capital projects. These funds utilize the modified accrual basis of accounting. Programs included within these funds are as follows:

Fund 211 ESEA, Title I, Part A - Improving Basic Programs - This fund classification is to be used to account, on a project basis, for financial assistance provided to schools with high numbers or high percentages of children from low-income families. The funds help students to achieve proficiency on challenging State academic achievement standards.

Fund 224 IDEA - Part B, Formula - This fund classification is to be used to account, on a project basis, for funds granted to operate educational programs for children with disabilities.

Fund 225 IDEA - Part B, Preschool - This fund classification is to be used to account, on a project basis, for funds granted for preschool children with disabilities.

Fund 240 National School Lunch Program (Food Service) - This fund classification is to be used to account for receipt and expenditures of funds received from the U.S. Department of Agriculture, passed through the State Department of Education, to provide breakfast and lunch to schoolchildren and for allowable child nutrition program purposes. The program was established under the National School Lunch Act, signed into law in 1946 by President Harry Truman.

Fund 244 Career and Technical - Basic Grant - This fund classification is to be used to account, on a project basis, for funds granted to provide Career and Technical education to develop new and/or improve Career and Technical education programs for paid and unpaid employment. Full participation in the basic grant is from individuals who are members of special populations, at 1) a limited number of campuses (sites) or 2) a limited number of program areas.

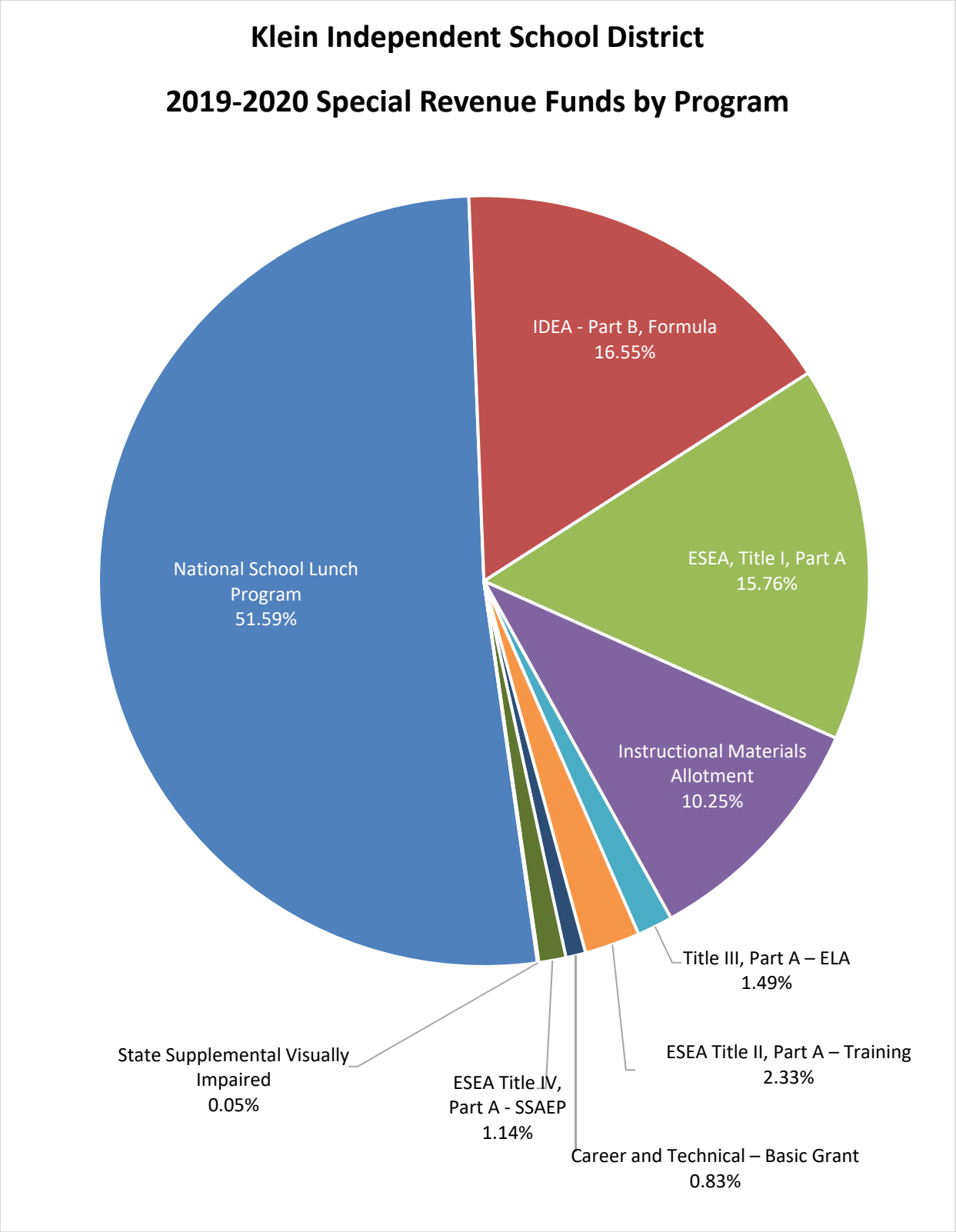
Fund 255 ESEA, Title II, Part A, Supporting Effective Instruction - This fund classification is to be used to provide financial assistance to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.

Fund 263 Title III, Part A, English Language Acquisition & Enhancement - This fund classification is to be used to account, on a project basis, for funds granted to improve the education of limited English proficient children, by assisting the children to learn English and meet challenging State academic content and student academic achievement standards.

Fund 289 Title IV, Part A, Subpart 1, Student Support and Academic Enrichment - This fund classification is to be used to account, on a project basis, for funds granted to improve the academic achievement of all students by increasing the capacity of schools to 1) provide all students with access to a well-rounded education, 2) improve school conditions for student learning, and 3) improve the use of technology in order to enhance academic outcomes and digital literacy of students.

Fund 385 State Supplemental Visually Impaired (SSVI) - This fund classification is to be used to account, on a project basis, for funds received from the State Department of Education passed through Region IV ESC, to provide educational and related services for students with visual impairments including those from birth to three years.

Fund 410 Instructional Materials Allotment (IMA) - This fund classification is to be used to account for the purchase of instructional materials adopted by the State Board of Education or the Commissioner of Education. The IMA can also be used to purchase instructional materials that are not on the adopted lists as well as technology services and technological equipment. Districts should prioritize their selections of instructional materials as they relate to the new STAAR assessment and End of Course exams.

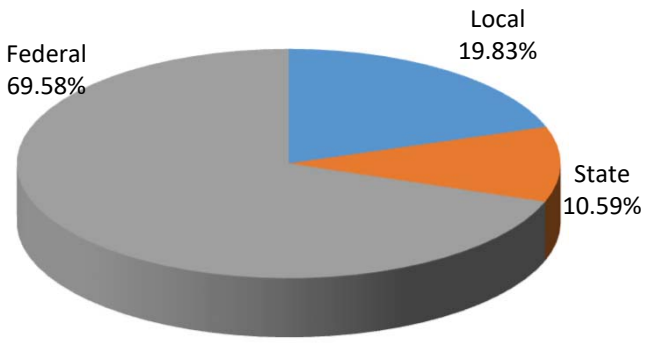


Klein Independent School District
Special Revenue Funds
Statement of Expenditure Budgets by Program and Major Object
For The Year Ending June 30, 2020

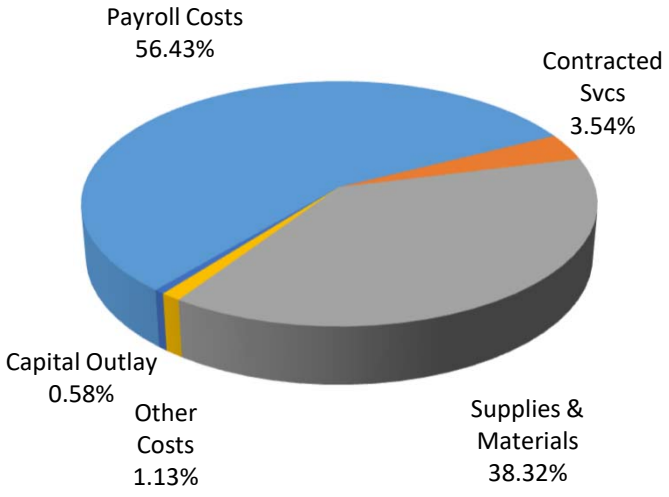
Special Revenue Funds are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. These funds utilize the modified accrual basis of accounting. Governmental fund reporting focuses primarily on the sources, uses, and balances of current financial resources and often has a budgetary orientation. The governmental fund category includes the general fund, special revenue funds, capital projects funds, debt service funds, and permanent funds. Governmental funds are, in essence, accounting segregations of financial resources.

Program	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total
ESEA, Title I, Part A	$ 6,696,099	$ 571,727	$ 344,463	$ 99,687	$ 6,750	$ 7,718,726
IDEA - Part B, Formula	7,958,161	75,000	70,000	-	-	8,103,161
IDEA - Part B, Preschool	119,588	-	-	-	-	119,588
National School Lunch Program	11,555,817	94,867	13,121,853	207,555	280,000	25,260,092
Career and Technical – Basic Grant	46,523	99,240	108,127	155,691	-	409,581
ESEA Title II, Part A – Supporting	520,783	535,217	1,000	83,597	-	1,140,597
Title III, Part A – ELA	456,246	150,000	124,117	3,000	-	733,363
ESEA Title IV, Part A - SSAEP	324,301	210,920	17,424	5,907	-	558,552
State Supplemental Visually Impaired	20,000	-	-	-	-	20,000
Instructional Materials Allotment	-	-	5,022,450	-	-	5,022,450
Total Special Revenue Budgets	$ 27,697,518	$ 1,736,971	$ 18,809,434	$ 555,437	$ 286,750	$ 49,086,110

Distribution by Revenue Source



Distribution By Major Object



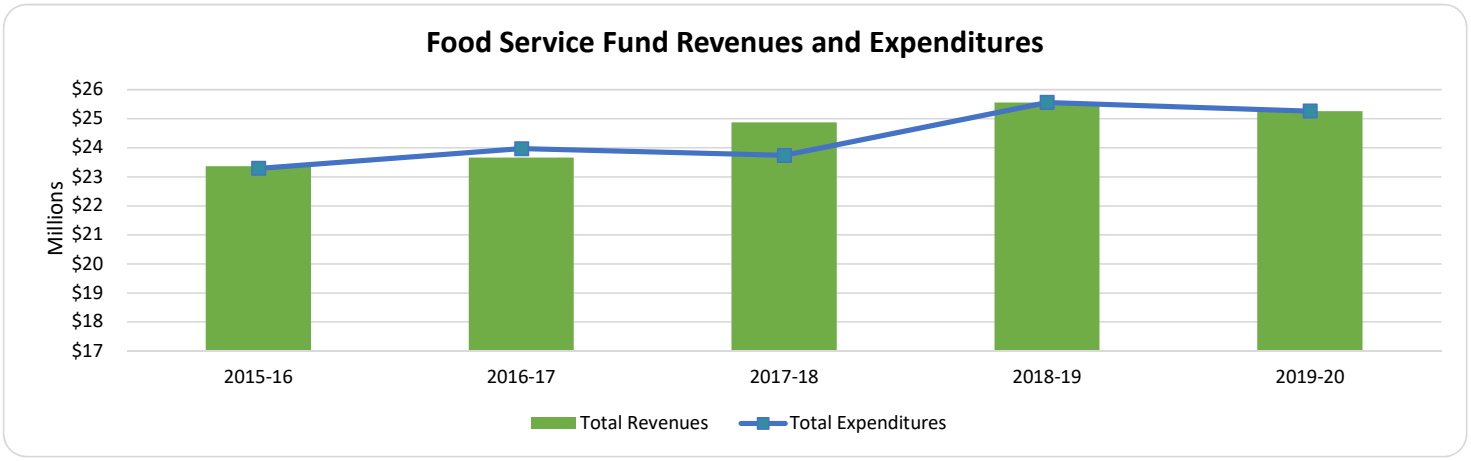
Klein Independent School District
Special Revenue Funds
Comparative Summary of Expenditures by Program

Program	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget
ESEA Title I, Part A - Improving Basic Programs	$ 6,944,854	$ 6,808,500	$ 7,629,120	$ 7,565,791	$ 7,718,726
IDEA - Part B, Formula	6,875,526	7,463,267	8,951,027	7,916,975	8,103,161
IDEA - Part B, Preschool	81,062	97,451	142,507	122,479	119,588
IDEA - Part B, Discretionary	27,949	-	-	-	-
National School Lunch Program	23,289,959	23,964,557	23,732,779	25,553,942	25,260,092
Career and Technical - Basic Grant	372,917	290,523	329,453	419,539	409,581
ESEA Title II, Part A - Training & Recruiting	627,475	495,409	549,624	1,072,257	1,140,597
Title III, Part A - English Language Acquisition	721,485	899,019	928,551	896,832	733,363
Medicaid Administrative Claiming Program	123,547	128,418	180,837	-	-
Hurricane Harvey Fund	-	-	2,752,459	-	-
Summer School - LEP	31,544	25,225	32,565	-	-
ESEA Title IV, Part A - Student Success Academic	-	-	3,906,025	466,164	558,552
State Supplemental Visually Impaired	20,000	20,000	20,000	20,200	20,000
Noneducational Community-Based Support	43,150	87,200	59,265	-	-
Advanced Placement Incentives	30,996	33,656	27,220	-	-
Instructional Materials Allotment	2,776,023	6,241,864	4,710,180	5,100,000	5,022,450
Read to Succeed/Achievement Stipends	16,765	24,847	23,129	-	-
Prekindergarten Program	-	771,585	53,993	-	-
Campus Activity Funds*	6,383,050	6,902,774	6,920,372	-	-
Klein Education Foundation	155,099	178,026	123,893	-	-
Miscellaneous Donations and Grants	109,732	90,609	169,848	-	-
Jason Project	67,617	39,656	41,668	-	-
Dual Credit Program	127,570	162,206	169,492	-	-
Aquaponics Project	-	-	60	-	-
Total Expenditures	$ 48,826,320	$ 54,724,792	$ 61,454,067	$ 49,134,179	$ 49,086,110

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Food Service Fund by Function

The Food Service Fund (National School Lunch Program) is used exclusively for child nutrition purposes, utilizing the modified accrual basis of accounting. A separate bank account is maintained for this budgeted fund, and it is considered a special revenue fund based on the following criteria: (1) User fees are charged to supplement the National School Lunch Program (NSLP), and (2) The General Fund subsidizes the Food Service Program for all expenditures in excess of NSLP, and (3) The District does not consider the Food Service Program completely self-supporting.

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change From Prior Year	2019-20 Adopted Budget
Revenues							
Local Sources	$ 9,803,882	$ 9,341,867	$ 7,999,224	$ 9,673,867	$ 9,477,756	$ (196,111)	$ 8,407,276
State Sources	119,129	120,080	125,702	123,599	125,000	1,401	125,000
State TRS Contributions	479,993	472,924	519,563	540,000	654,654	114,654	562,854
Federal Sources	12,884,401	13,652,706	16,153,080	15,142,132	14,928,670	(213,462)	14,123,796
Total Revenues	$ 23,287,405	$ 23,587,577	$ 24,797,569	$ 25,479,598	$ 25,186,080	$ (293,518)	$ 23,218,926
Expenditures							
Food Service	$ 23,023,336	$ 23,673,900	$ 23,433,604	$ 25,252,749	$ 25,260,092	$ 7,343	$ 23,618,105
Facilities Maint & Operations	266,623	290,656	299,175	301,193	-	(301,193)	-
Total Expenditures	$ 23,289,959	$ 23,964,556	$ 23,732,779	$ 25,553,942	$ 25,260,092	$ (293,850)	$ 23,618,105
Other Sources (Uses)							
Other Sources	$ 68,750	$ 75,155	$ 77,184	$ 74,344	$ 74,012	$ (332)	$ 74,012
Other Uses	-	-	-	-	-	-	-
	$ 68,750	$ 75,155	$ 77,184	$ 74,344	$ 74,012	$ (332)	$ 74,012
Projected Amendments - August 2019				$ (205,973)			
Net Change In Fund Balance	$ 66,196	$ (301,824)	$ 1,141,974	$ (205,973)	$ -	$ 205,973	$ (325,167)
Beginning Fund Balance - September 1	$ 3,505,714	$ 3,571,910	$ 3,270,086	$ 4,412,060	$ 4,206,087		$ 4,206,087
Ending Fund Balance - June 30	$ 3,571,910	$ 3,270,086	$ 4,412,060	$ 4,206,087	$ 4,206,087	$ -	$ 3,880,920



Food Service Fund - Financial Forecast

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Fund Balance	$5,379,232	$5,078,887	$4,832,808	$4,748,946	$5,401,867
Projected Revenues					
Local Sources	$9,762,088	$9,967,145	$10,171,438	$10,485,739	$10,696,521
State Sources	663,020.51	670,245	677,211	691,225	698,138
Federal Sources	15,431,511	15,911,653	16,398,558	17,072,659	17,588,284
Other Sources	75,844	77,344	78,844	80,344	81,844
Total Revenues	$25,932,464	$26,626,387	$27,326,051	$28,329,967	$29,064,787
Projected Expenditures					
Payroll Costs	$12,455,016	$12,819,116	$13,075,498	$13,337,008	$13,342,238
Contracted Services	507,328	517,475	527,825	528,032	538,386
Supplies and Materials	12,905,500	13,163,610	13,426,882	13,432,148	13,695,525
Other Operating Costs	87,303	89,049	90,830	90,866	92,647
Capital Outlay	277,662	283,215	288,879	288,993	294,659
Total Expenditures	$26,232,809	$26,872,465	$27,409,914	$27,677,047	$27,963,455
Ending Fund Balance	$5,078,887	$4,832,808	$4,748,946	$5,401,867	$6,503,200
Projection Factors					
Student Enrollment	53,779	54,365	54,930	55,490	56,045
Total Employees - Food Service	566	571	571	571	571
Ratio of Students to Employees	95.016	95.210	96.200	97.180	98.152
Salary Increase Included in Budget	4.00%	2.00%	2.00%	2.00%	2.00%
Cost of Each % Salary Increase	$498,201	$256,382	$261,510	$266,740	$266,845
Fund Balance as % of Total Exp.	19.36%	17.98%	17.33%	19.52%	23.26%

* The Texas Legislature will be in session for the years 2019 and 2021.

Assumptions:

(1) The ratio of students to Food Service employees increases slightly from the present 95.016 to a projected 95.210 in 2021-22.

(2) Enrollment projections are based on the "Moderate Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2019.

(3) Klein Cain High School required an additional eight (8) units in 2018-19 and 2019-20 for a total increase of thirty-three (16) new units. Also in 2018-19, fourteen (14) new units were needed for Hofius Intermediate. Finally, five (5) units will be needed in 2020-21 when Elementary #33 opens.

(4) Federal revenue projections are calculated based on percentage of enrollment increases each projection year plus a 2.0% reimbursement rate increase.

(5) The Food Service fund balance is maintained at 13.8% or better throughout the financial forecast.

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
For the Year Ending June 30, 2020

	Title I Part A - Improving Basic Programs 211	IDEA Part B - Formula 224	IDEA Part B - Preschool 225	Career and Technical - Basic Grant 244	Title II Part A - Supporting Effective Instruction 255
Revenues					
Local Sources	$ -	$ -	$ -	$ -	$ -
State Sources	-	-	-	-	-
Federal Sources	7,718,726	8,103,161	119,588	409,581	1,140,597
Total Revenues	$ 7,718,726	$ 8,103,161	$ 119,588	$ 409,581	$ 1,140,597
Expenditures					
Instruction	$ 4,741,735	$ 5,278,211	$ 119,588	$ 216,367	$ -
Instructional Resource & Media	33,394	-	-	-	-
Curriculum & Staff Development	1,140,458	230,130	-	77,291	1,051,995
Instructional Leadership	70,578	52,392	-	38,523	60,739
School Leadership	276,435	-	-	14,400	27,863
Guidance, Counseling & Evaluation	698,243	2,542,428	-	5,000	-
Social Work Services	-	-	-	-	-
Health Services	1,650	-	-	-	-
Student Transportation	200,000	-	-	-	-
Food Service	-	-	-	-	-
Extracurricular Activities	-	-	-	58,000	-
General Administration	-	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-	-
Security & Monitoring Services	-	-	-	-	-
Data Processing Services	-	-	-	-	-
Community Services	556,233	-	-	-	-
Member Dist of Shared Services	-	-	-	-	-
Total Expenditures	$ 7,718,726	$ 8,103,161	$ 119,588	$ 409,581	$ 1,140,597
Net Revenues Over (Under) Expenditures	$ -	$ -	$ -	$ -	$ -
Other Sources (Uses)					
Other Sources	$ -	$ -	$ -	$ -	$ -
Other Uses	-	-	-	-	-
Net Sources Over (Under) Uses	$ -	$ -	$ -	$ -	$ -
Net Change In Fund Balance	$ -	$ -	$ -	$ -	$ -
Beginning Fund Balance - September 1	$ -	$ -	$ -	$ -	$ -
Ending Fund Balance - June 30	$ -	$ -	$ -	$ -	$ -

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
For the Year Ending June 30, 2020

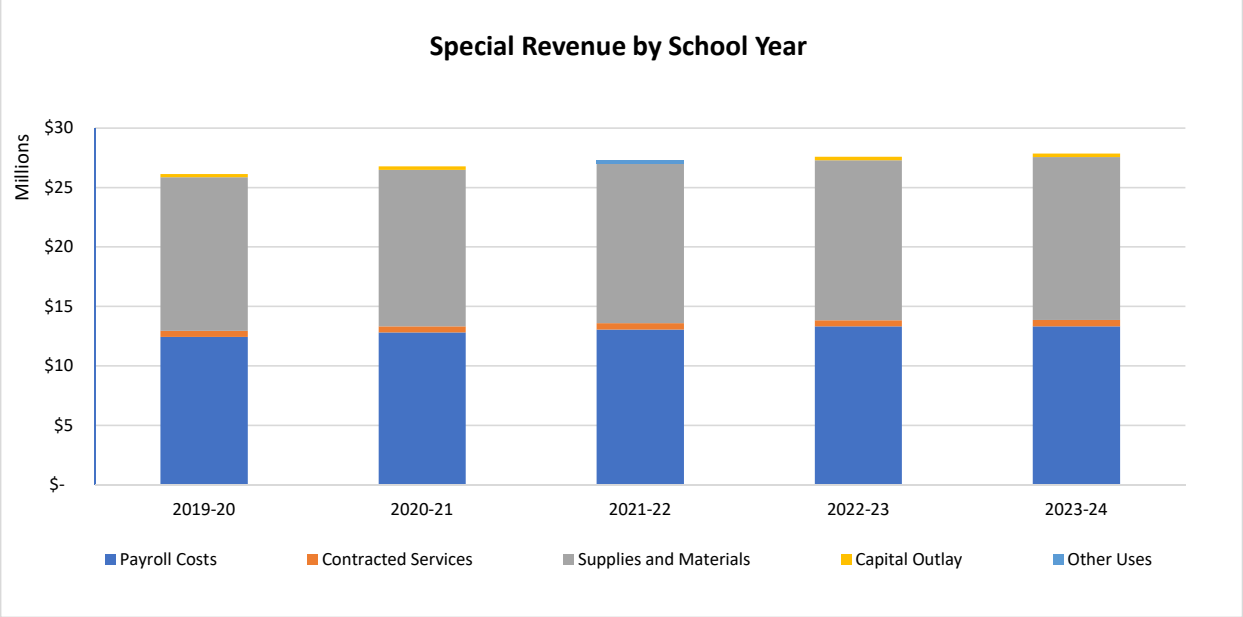
Title III Part A - English Language Acquisition 263	Title IV Part A - Student Success Academic Enrichment 289	State Supplemental Visually Impaired 385	Instructional Materials Allotment 410	Other Special Revenue Available Fund Balances	Total 2019-20 Special Revenue Funds
$ -	$ -	$ -	$ -	$ -	$ -
-	-	20,000	5,022,450	-	5,042,450
733,363	558,552	-	-	-	18,783,568
$ 733,363	$ 558,552	$ 20,000	$ 5,022,450	$ -	$ 23,826,018
$ 134,262	$ 228,344	$ -	$ 5,022,450	$ -	$ 15,740,957
-	-	-	-	-	33,394
592,817	5,907	-	-	-	3,098,598
6,284	6,284	-	-	-	234,800
-	-	-	-	-	318,698
-	243,038	20,000	-	-	3,508,709
-	-	-	-	-	-
-	-	-	-	-	1,650
-	-	-	-	-	200,000
-	-	-	-	-	-
-	-	-	-	-	58,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	74,979	-	-	-	631,212
-	-	-	-	-	-
$ 733,363	$ 558,552	$ 20,000	$ 5,022,450	$ -	$ 23,826,018
					-
$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -
-	-	-	-	-	-
$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ -	$ -
$ -	$ -	$ -	$ -	$ 8,070,696	$ 8,070,696
$ -	$ -	$ -	$ -	$ 8,070,696	$ 8,070,696

Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
12 Month Budget

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget
Revenues					
Local Sources	$ 7,311,488	$ 7,598,428	$ 12,088,784	$ -	$ -
State Sources	4,783,429	5,213,859	5,618,030	5,120,200	5,042,450
Federal Sources	15,792,371	16,189,744	22,863,857	18,460,037	18,783,568
Total Revenues	$ 27,887,288	$ 29,002,031	$ 40,570,671	$ 23,580,237	$ 23,826,018
Expenditures					
Instruction	$ 12,847,217	$ 17,356,841	$ 19,173,868	$ 15,436,557	$ 15,740,957
Instructional Resource & Media	216,153	187,018	382,325	193,910	33,394
Curriculum & Staff Development	2,895,460	2,748,276	2,556,036	2,767,003	3,098,598
Instructional Leadership	134,278	138,784	147,521	253,299	234,800
School Leadership	112,446	85,875	169,150	220,579	318,698
Guidance, Counseling & Evaluation	2,004,861	2,277,855	4,545,968	3,348,653	3,508,709
Social Work Services	4,686	3,616	1,054	-	-
Health Services	132,393	145,498	255,313	73,275	1,650
Student Transportation	39,397	16,363	37,216	300,000	200,000
Food Service	-	-	52,300	-	-
Extracurricular Activities*	6,417,573	6,834,495	6,892,913	58,000	58,000
General Administration	23,850	24,980	725	-	-
Facilities Maint & Operations	-	-	740,285	-	-
Security & Monitoring Services	1,226	2,725	182,769	-	-
Data Processing Services	-	-	13,146	60,000	-
Community Services	678,872	844,557	826,921	868,961	631,212
Facilities Acquisition & Construction	-	93,351	1,737,254	-	-
Shared Service Arrangement	27,949	-	6,524	-	-
Total Expenditures	$ 25,536,361	$ 30,760,234	$ 37,721,288	$ 23,580,237	$ 23,826,018
Net Revenues Over (Under) Expenditures	$ 2,350,927	$ (1,758,203)	$ 2,849,383	$ -	$ -
Other Sources (Uses)					
Other Sources	$ -	$ -	$ -	$ -	$ -
Other Uses	-	-	-	-	-
Net Sources (Uses)	$ -	$ -	$ -	$ -	$ -
Projected Amendments - August 2019				*$ (354,312)*	
Net Change In Fund Balance	$ 2,350,927	$ (1,758,203)	$ 2,849,383	$ (354,312)	$ -
Beginning Fund Balance - September 1	$ 4,982,900	$ 7,333,827	$ 5,575,624	$ 8,425,007	$ 8,070,695
Ending Fund Balance - August 31	$ 7,333,827	$ 5,575,624	$ 8,425,007	$ 8,070,695	$ 8,070,695

Special Revenue
Financial Forecast

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Fund Balance	$ 7,457,835	$ 7,157,490	$ 6,911,412	$ 6,911,412	$ 6,827,549
Projected Revenues					
Local Sources	$ 9,762,088	$ 9,967,145	$ 10,171,438	$ 10,485,739	$ 10,696,521
State Sources	663,021	670,245	677,211	691,225	698,138
State TRS Contributions	-	-	-	-	-
Federal Sources	15,431,511	15,911,653	16,398,558	17,072,659	17,588,284
Other Sources	75,844	77,344	78,844	80,344	81,844
Total Revenues	$ 25,932,464	$ 26,626,387	$ 27,326,051	$ 28,329,967	$ 29,064,787
Projected Expenditures					
Payroll Costs	$ 12,455,016	$ 12,819,116	$ 13,075,498	$ 13,337,008	$ 13,342,238
Contracted Services	507,328	517,475	527,825	528,032	538,386
Supplies and Materials	12,905,500	13,163,610	13,426,882	13,432,148	13,695,525
Other Operating Costs	87,303	89,049	90,830	90,866	92,647
Debt Service	-	-	-	-	-
Capital Outlay	277,662	283,215	-	288,993	294,659
Other Uses	-	-	288,879	-	
Total Expenditures	$ 26,232,809	$ 26,872,465	$ 27,409,914	$ 27,677,047	$ 27,963,455
Ending Fund Balance	$ 7,157,490	$ 6,911,412	$ 6,827,549	$ 7,564,332	$ 7,928,881
PROJECTION FACTORS:					
Student Enrollment	53,779	54,365	54,930	55,490	56,045
Salary Increase Included in Budget	4.00%	2.00%	2.00%	2.00%	2.00%
Cost of Each % Salary Increase	$498,201	$256,382	$261,510	$266,740	$266,845
Fund Balance as % of Total Exp.	27.28%	25.72%	24.91%	27.33%	28.35%



Debt Service Fund

A school district is also authorized to issue bonds and levy taxes for payment of bonds subject to voter approval of a proposition submitted to the voters under Section 45.003(b)(1), Texas Education Code, as amended, which provides a tax unlimited as to rate or amount for the support school district bonded indebtedness. A debt service fund is a governmental fund, with budgetary control, that is used to account for general long-term debt principal and interest for debt issues and other long-term debts for which a tax is dedicated. This fund maintains a separate bank account and utilizes the modified accrual basis of accounting. Principal and interest payments for operating indebtedness, including warrants, notes, and short-term lease-purchase agreements, are made from the fund for which the debt was incurred.

Debt Policy

Before issuing bonds, the District must demonstrate to the Texas Attorney General that it has the prospective ability to pay its maximum annual debt service on a proposed issue of bonds and all previously issued bonds, other than bonds approved by district voters at an election held on or before April 1, 1991 and issued before September 1, 1992 (or debt issued to refund such bonds, collectively, "exempt bonds"), from a tax levied at a rate of $0.50 per $100 of assessed valuation before bonds may be issued.

In demonstrating the ability to pay debt service at a rate of $0.50, a district may take into account EDA and IFA allotments to the district, which effectively reduces the district's local share of debt service, and may also take into account Tier One funds allotted to the district. The District is required to deposit any State allotments provided solely for payment of debt service into the District's interest and sinking fund upon receipt of such amounts. In addition, the District must, prior to levying an interest and sinking fund tax rate that exceeds $0.50 per $100 of assessed valuation, credit to the interest and sinking fund other State assistance, including Tier One funds that may be used for either operating purposes or for payment of debt service, in an amount equal to the amount needed to demonstrate compliance with the threshold tax rate test and which is received or to be received in that year. Once the prospective ability to pay such tax has been shown and the bonds are issued, a district may levy an unlimited tax to pay debt service. Taxes levied to pay refunding bonds issued pursuant to Chapter 1207, Texas Government Code, as amended are not subject to the $0.50 tax rate test; however, taxes levied to pay debt service on such bonds (other than bonds issued to refund exempt bonds) are included in maximum annual debt service for calculation of the $0.50 threshold tax rate test when applied to subsequent bond issues. The new money portion of the Bonds are subject to the threshold tax rate test. Under current law, a district may demonstrate its ability to comply with the $0.50 threshold tax rate test by applying the $0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a district uses projected future taxable values to meet the $0.50 threshold tax rate test and subsequently imposes a tax at a rate greater than $0.50 per $100 of valuation to pay for bonds subject to the test, then for subsequent bond issues, the Texas Attorney General must find that the district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the $0.50 threshold tax rate test from a tax rate of $0.45 per $100 of valuation. The District has not used State assistance, other than EDA or IFA allotment funding, or projected property values to satisfy this threshold test.

Debt Limits

The District is not subject to a legal debt margin.

Ratings

The Series 2019 Bonds have been rated "Aaa" by Moody's Investors Service (Moody's) and "AAA" by Standard & Poor's Rating Services (S&P), based upon the guarantee of the Bonds by the Texas Permanent School Fund (PSF) Guarantee Program.

The significance of bond ratings is available from Moody's and S&P and reflect only the view of these rating services. The District makes no representation as to the appropriateness of such ratings.

MOODY'S

STANDARD &POOR'S

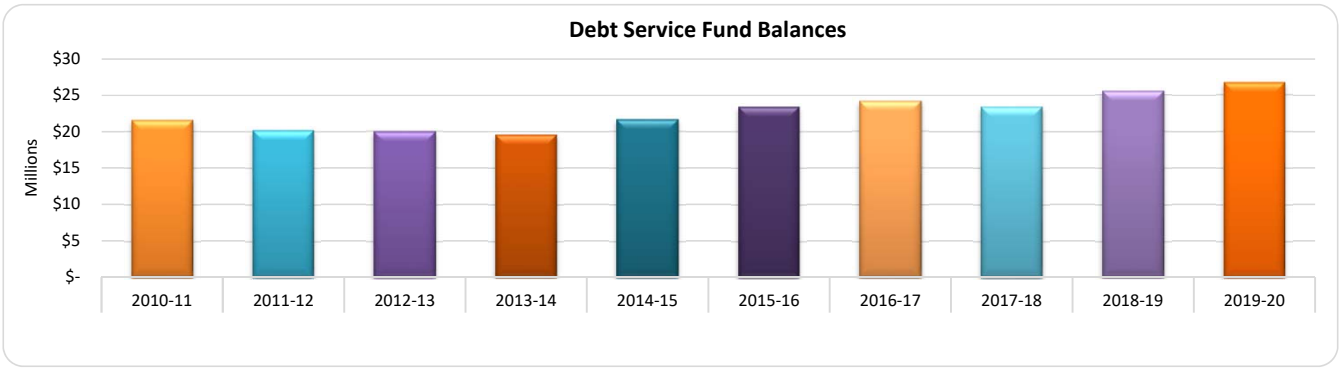
Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Fund

	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Adopted Budget	2019-20 Adopted Budget (12 Month)	Change from Prior Year	2019-20 Adopted Budget (10 Month)
Revenues							
Property Taxes	$ 63,790,168	$ 73,543,615	$ 78,440,452	$ 76,681,262	$ 86,485,035	12.8%	$ 86,060,665
Other Local Sources	709,490	1,302,974	2,649,394	1,780,776	2,241,830	25.9%	1,798,172
State Sources	7,034,639	2,459,847	2,046,584	1,895,584	1,711,256	-9.7%	1,711,256
Federal Sources	1,669,363	1,667,572	1,672,946	1,667,573	1,673,543	0.4%	836,772
Total Revenues	$ 73,203,660	$ 78,974,008	$ 84,809,376	$ 82,025,195	$ 92,111,664	12.3%	$ 90,406,865
Expenditures							
Audit Fees	$ 36,928	$ (5)	$ -	$ -	$ -		$ -
Principal	31,955,000	35,790,000	37,075,000	36,480,000	38,130,000	4.5%	16,295,000
Interest	40,610,877	43,856,248	45,252,061	49,670,787	48,674,911	-2.0%	24,519,393
Bond Issuance Fees	1,289,236	13,000	1,128,179	-	-	0.0%	-
Total Expenditures	$ 73,892,041	$ 79,659,243	$ 83,455,240	$ 86,150,787	$ 86,804,911	0.8%	$ 40,814,393
Other Sources (Uses)							
Other Sources	$ 172,854,986	$ -	$ 15,122,826	$ 4,073,682	$ -	-100.0%	$ -
Other Uses	(171,482,843)	-	(14,353,708)	-	-	0.0%	-
Net Sources (Uses)	$ 1,372,143	$ -	$ 769,118	$ 4,073,682	$ -	0.0%	$ -
Projected Amendments through August 2019				*$ 2,002,821*			
Net Change In Fund Balance	$ 683,762	$ (685,235)	$ 2,123,254	$ 1,950,911	$ 5,306,753	172.0%	$ 49,592,472
Beginning Fund Balance - Septemb	23,385,420	24,069,182	23,383,947	25,507,201	27,458,112	7.6%	27,458,112
Ending Fund Balance - June 30	$ 24,069,182	$ 23,383,947	$ 25,507,201	$ 27,458,112	$ 32,764,865	19.3%	$ 77,050,584

Discussion

The Debt Service tax rate is determined by the amount of annual payments to service bonded indebtedness, approved by the local taxpayers. Additional resources come from interest earnings and state aid generated by the Hold Harmless provision to offset tax revenue reductions resulting from the additional $10,000 homestead exemption. Current outstanding debt consists of bonds initially sold from voter authorizations totaling $224.15 million in 2004, $646.9 million in 2008, and $498.1 million in 2015.

Debt Service fund balance at 8/31/19 is estimated to decrease 5.65% from FY19, with the amount representing 26.3% of 2019-20 debt service requirements. Debt service requirements for the remaining authorization has not been budgeted at the time of the adoption as management is working on the payment structure with the District's financial advisor.



DEBT SERVICE FUND

Financial Forecast

	2019-20	2020-21	2021-22	2022-23	2023-24
BEGINNING FUND BALANCE	$24,315,173	$29,813,917	$28,881,413	$30,429,383	$35,553,584
PROJECTED REVENUES:					
Local Taxes	$86,679,371	$88,409,912	$89,292,177	$90,182,947	$91,082,305
Other Local Sources	2,241,830	2,269,599	2,281,047	2,292,661	2,304,516
State Sources	1,820,611	1,867,237	1,867,238	1,867,239	1,867,240
Federal Sources	1,585,114	1,585,114	1,585,114	1,585,114	1,585,114
Other Uses	-	-	-	-	-
Total Revenues	$92,326,926	$94,131,862	$95,025,576	$95,927,961	$96,839,175
PROJECTED EXPENDITURES:					
DEBT SERVICE REQUIREMENTS					
Paying Agent Fees	$ 23,272	$ 25,480	$ 25,055	$ 24,338	$ 22,797
Debt Service Requirements	86,804,910	95,038,886	93,452,551	90,779,422	85,030,750
Other Uses	-	-	-	-	-
Total Expenditures	$86,828,182	$95,064,366	$93,477,606	$90,803,760	$85,053,547
Revenues over (Expenditures)	**$5,498,744**	**($932,504)**	**$1,547,970**	**$5,124,201**	**$11,785,628**
ENDING FUND BALANCE	$29,813,917	$28,881,413	$30,429,383	$35,553,584	$47,339,212
PROJECTION FACTORS:					
Assessed Taxable Value	$22,892,581,684	$23,350,433,318	23,583,937,651	23,819,777,028	24,057,974,798
Debt Service Tax	0.390000	0.390000	0.390000	0.390000	0.390000
Max. Debt Service Tax Rate	0.500000	0.500000	0.500000	0.500000	0.500000
Bond Sales During Fiscal Year	$51,865,000	$0	$0	$0	$0
Fund Balance - % of Next Yr's Req.	31.36%	30.90%	33.45%	39.08%	52.03%
Total Tax Rate Per $100	$1.36	$1.36	$1.34	$1.33	$1.32

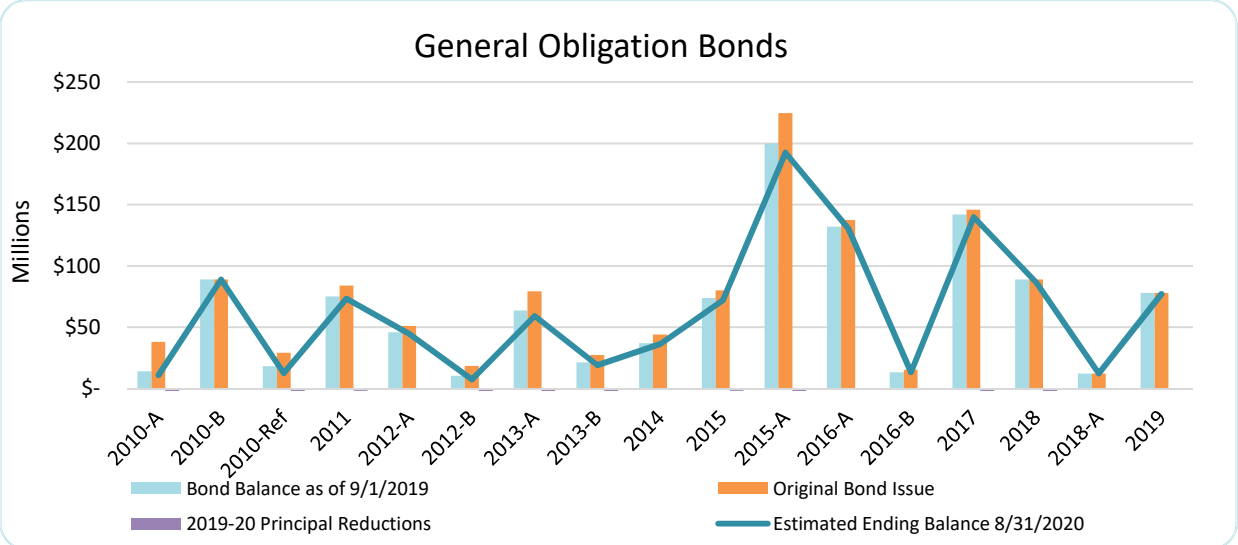
Assumptions:

1. Assessed valuation changes are forecast to decrease during the projection period from 7% to 1% annually.
2. State revenue calculations are based on finance provisions contained in SB 1 as authorized by the 84th Texas Legislature during the 2015 regular session and provisions contained in prior laws. These projections do not factor in the additional $10,000 homestead exemption.
3. Assuming a consistent tax rate of $.39, the Debt Service Operating fund balance will increase from 31.36 % to 52.03% during the financial five year forecast period, however based on continued student growth, a future bond referendum is anticipated in 2021.

Klein Independent School District
General Obligation Bonds
Interest Rates and Maturity Schedule

Series	Interest Rate Payable	Original Bond Issue	Maturity Date	Bond Balance as of 9/1/2019	2019-20 Principal Reductions	Estimated Ending Balance 8/31/2020
2010-A	2.50-5.00%	38,135,000	2023	$ 14,125,000	(3,300,000)	$ 10,825,000
2010-B	4.98-5.76%	88,865,000	2040	88,865,000	-	88,865,000
2010-Ref	2.00-5.00%	29,240,000	2023	18,235,000	(5,830,000)	12,405,000
2011	3.00-5.00%	83,900,000	2041	75,100,000	(1,895,000)	73,205,000
2012-A	2.00-5.00%	51,115,000	2042	45,865,000	(1,135,000)	44,730,000
2012-B	2.00-4.00%	18,390,000	2023	10,410,000	(3,025,000)	7,385,000
2013-A	1.50-5.00%	79,305,000	2043	63,560,000	(4,350,000)	59,210,000
2013-B	4.00-5.00%	27,480,000	2027	21,305,000	(2,200,000)	19,105,000
2014	3.00-3.75%	44,000,000	2044	37,000,000	(805,000)	36,195,000
2015	2.70-4.00%	80,000,000	2045	73,840,000	(1,840,000)	72,000,000
2015-A	3.00-5.00%	224,600,000	2045	199,870,000	(7,350,000)	192,520,000
2016-A	2.00-5.00%	137,500,000	2038	131,905,000	(1,075,000)	130,830,000
2016-B	3.00-5.00%	15,370,000	2031	13,245,000	-	13,245,000
2017	2.50-5.00%	145,890,000	2046	141,950,000	(2,080,000)	139,870,000
2018	3.00-5.00%	88,985,000	2048	88,985,000	(2,505,000)	86,480,000
2018-A	4.00-6.00%	12,310,000	2038	12,310,000	-	12,310,000
2019	3.00-5.00%	77,965,000	2049	77,965,000	(740,000)	77,225,000
		Total		$ 1,114,535,000	$ (38,130,000)	$ 1,076,405,000

* Portions of original principal included in the 2008-A, 2010, 2013-B, 2015-A, or 2016A refunding bonds.



Klein Independent School District
General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	Series 2010-A $38,135,000	Series 2010-B $88,865,000	Series 2010-Ref $29,240,000	Series 2011 $83,900,000	Series 2012-A $57,000,000	Series 2012-B $18,390,000	Series 2013-A $79,305,000	Series 2013-B $27,480,000	Series 2014 $44,000,000
Fiscal Year									
2019-20	$3,973,250	$5,117,607	$6,625,150	$5,399,313	$3,338,425	$3,360,400	$6,816,713	$3,265,250	$2,182,981
2020-21	3,976,250	5,117,607	6,625,250	5,424,075	3,337,125	3,415,800	6,823,462	3,345,250	2,185,081
2021-22	3,974,500	5,117,607	4,390,000	5,444,362	3,338,925	2,165,950	6,823,588	3,315,750	2,190,681
2022-23	3,974,250	5,117,607	2,446,500	5,446,862	3,338,725	2,172,600	6,846,088	3,276,750	2,199,581
2023-24		9,022,607		5,465,237	3,339,625		2,550,013	3,238,500	2,201,781
2024-25		8,953,060		5,489,838	3,340,875		2,551,662	3,290,750	2,212,332
2025-26		8,876,240		5,519,438	3,341,000		2,547,488	3,343,750	2,231,281
2026-27		8,797,425		5,545,350	3,337,875		5,266,087	3,297,000	2,248,037
2027-28		8,709,795		5,565,419	3,338,875		5,263,680		2,266,763
2028-29		8,617,652		5,585,575	3,340,750		5,267,201		2,283,006
2029-30		8,522,293		5,606,975	3,338,375		5,277,300		2,295,869
2030-31		8,417,829		5,626,062	3,341,500		5,290,200		2,310,194
2031-32		8,316,170		5,638,750	3,339,875		5,305,501		2,327,331
2032-33		8,203,283		5,639,250	3,338,375		1,873,200		2,341,278
2033-34		8,089,166		5,645,375	3,341,625		1,871,200		2,355,944
2034-35		7,973,229		5,651,500	3,339,375		1,875,549		2,371,975
2035-36		7,849,882		5,657,125	3,338,688		1,871,462		2,385,194
2036-37		7,720,858		5,661,750	3,337,125		1,870,712		2,398,300
2037-38		7,588,424		5,664,875	3,337,125		1,873,125		2,411,000
2038-39		7,451,984		5,670,875	3,340,375		1,872,027		2,425,200
2039-40		7,305,941		5,679,000	3,336,625		1,872,273		2,435,800
2040-41				5,683,625	3,340,500		1,875,205		2,447,700
2041-42					3,341,500		1,870,825		2,460,700
2042-43							1,874,040		2,479,500
2043-44									2,493,900
2044-45									
2045-46									
2046-47									
2047-48									
2048-49									
	$15,898,250	$160,886,267	$20,086,900	$122,710,631	$76,803,263	$11,114,750	$87,228,601	$26,373,000	$58,141,409

Klein Independent School District
General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	Series 2015 $80,000,000	Series 2015A $224,600,000	Series 2016 $137,500,000	Series 2016-B $15,370,000	Series 2017 $145,890,000	Series 2018 $93,000,000	Series 2018-A $12,310,000	Series 2019 $77,965,000	Annual Requirement
Fiscal Year									
2019-20	$4,446,985	$16,175,600	$6,335,138	$591,750	$8,382,000	$5,903,238	$601,325	$4,289,788	**$86,804,912**
2020-21	4,049,985	18,158,100	6,338,638	591,750	8,435,000	5,904,738	601,325	6,753,663	**91,083,098**
2021-22	4,063,085	18,118,100	6,336,638	591,750	8,435,750	5,904,613	1,071,325	7,090,538	**88,373,161**
2022-23	4,078,085	16,545,850	6,339,237	591,750	9,251,000	5,907,488	1,073,125	7,094,538	**85,700,035**
2023-24	4,089,885	20,936,850	6,336,338	591,750	9,254,750	4,757,488	1,073,125	7,093,413	**79,951,361**
2024-25	4,108,285	21,005,600	6,338,037	591,750	9,250,250	4,755,863	1,076,325	3,864,538	**76,829,164**
2025-26	4,123,085	14,606,100	12,824,237	591,750	9,252,500	4,759,238	1,068,838	3,861,663	**76,946,607**
2026-27	4,152,315	9,599,850	15,117,800	591,750	9,250,750	4,757,363	1,071,388	3,860,913	**76,893,902**
2027-28	4,200,295	9,601,350	15,155,600	3,581,750	9,249,750	4,755,113	1,077,013	3,862,038	**76,627,440**
2028-29	4,243,210	9,601,600	14,977,950	3,647,250	9,254,000	4,754,513	1,047,100	3,864,788	**76,484,594**
2029-30	4,285,775	9,599,400	15,027,950	3,712,000	9,253,438	4,756,313	1,046,925	3,864,038	**76,586,650**
2030-31	4,328,850	9,599,400	15,068,200	3,764,800	9,253,325	4,759,013	1,049,913	3,864,663	**76,673,948**
2031-32	4,371,875	9,601,200	15,103,800		9,253,500	4,754,625	1,045,800	3,861,538	**72,919,965**
2032-33	4,409,300	9,599,400	12,103,600		9,253,100	4,758,844	1,046,800	3,864,413	**66,430,842**
2033-34	4,447,087	9,598,800	10,128,200		9,250,100	4,757,125	1,040,800	3,863,038	**64,388,460**
2034-35	4,485,063	9,599,000	8,405,600		9,252,850	4,754,600	1,041,600	5,290,663	**64,041,004**
2035-36	4,531,881	9,599,600	8,408,200		9,252,600	4,759,375	1,046,000	5,285,288	**63,985,295**
2036-37	4,587,394	9,600,200	8,409,200		9,253,850	4,754,409	1,043,800	5,286,288	**63,923,886**
2037-38	4,642,625	9,600,400	8,403,200		9,250,850	4,754,566	1,045,200	5,283,163	**63,854,552**
2038-39	4,697,412	9,599,800			9,253,100	4,756,519		5,295,163	**54,362,455**
2039-40	4,756,513	9,603,000			9,254,600	4,755,191		3,458,788	**52,457,730**
2040-41	4,804,600	9,599,400			9,249,600	4,755,503		3,456,288	**45,212,421**
2041-42	4,845,500	9,598,800			9,252,600	4,755,000		3,457,538	**39,582,463**
2042-43	4,878,200	9,600,600			9,253,400	4,758,800		3,457,163	**36,301,703**
2043-44	4,922,300	9,599,200			9,252,000	4,757,900		3,455,825	**34,481,125**
2044-45	4,962,300	9,599,200			9,253,000	4,755,700		3,460,275	**32,030,475**
2045-46					9,250,800	4,756,900		3,456,556	**17,464,256**
2046-47						4,756,200		3,459,588	**8,215,788**
2047-48						4,758,300		3,459,206	**8,217,506**
2048-49								3,460,331	**3,460,331**
	$115,511,890	$307,946,400	$197,157,563	$19,439,800	$247,308,463	$142,534,531	$19,167,725	$131,975,681	**$1,760,285,124**

Capital Projects Fund

Introduction

A capital projects fund is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues or other resources to be used for Board authorized acquisition, construction or renovation, as well as furnishing and equipping of major capital facilities. The capital projects fund utilizes the modified accrual basis of accounting. Capital expenditure funds are spent for the acquisition of long-term assets.

Capital assets are defined by the District as assets with an initial, individual cost which equals or exceeds $5,000 and an estimated useful life in excess of one year, including land, construction in progress, buildings and improvements, furniture and equipment, and infrastructure assets (e.g., roads, bridges, sidewalks and similar items). The District's infrastructure includes parking lots and roads associated with various buildings.

Klein ISD has successfully passed ten bond elections since 1971, authorizing bonds totaling $1.9 billion. Successful facility elections were held in 1971 for $10.0 million; 1973 for $17.5 million; 1976 for $29.5 million; 1979 for $60.0 million; 1982 for $49.5 million; 1991 for $130.0 million; 1999 for $190.0 million; 2004 for $224.15 million; 2008 for $646.9 million; and most recently $498.1 million authorized in May 2015.

Major construction in progress as of August 31, 2019 included the following:

- Construction of Elementary #33 (pictured below) scheduled to complete in August 2020
- Klein Oak Auditorium Remodel
- Facility Renovation Project -Roofing
- Restrooms and Concessions Additions
- Elementary Safety Improvements & Renovations
- Klein Memorial Stadium Sound System and Elementary Sound Enhancement
- Renovations on numerous existing facilities throughout the District

The District sold bonds totaling $78 million during the 2018-2019 fiscal year, and anticipates selling $44 million in new bonds during the current year. Tentatively scheduled for sale in March 2020, the new bonds will be used for the following major projects:

- New facilities and additions – 15%
- Renovations on existing facilities - 52%
- Technology - 24%
- New Buses, Fine Arts, and CTE equipment - 9%



Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Capital Projects Fund by Function

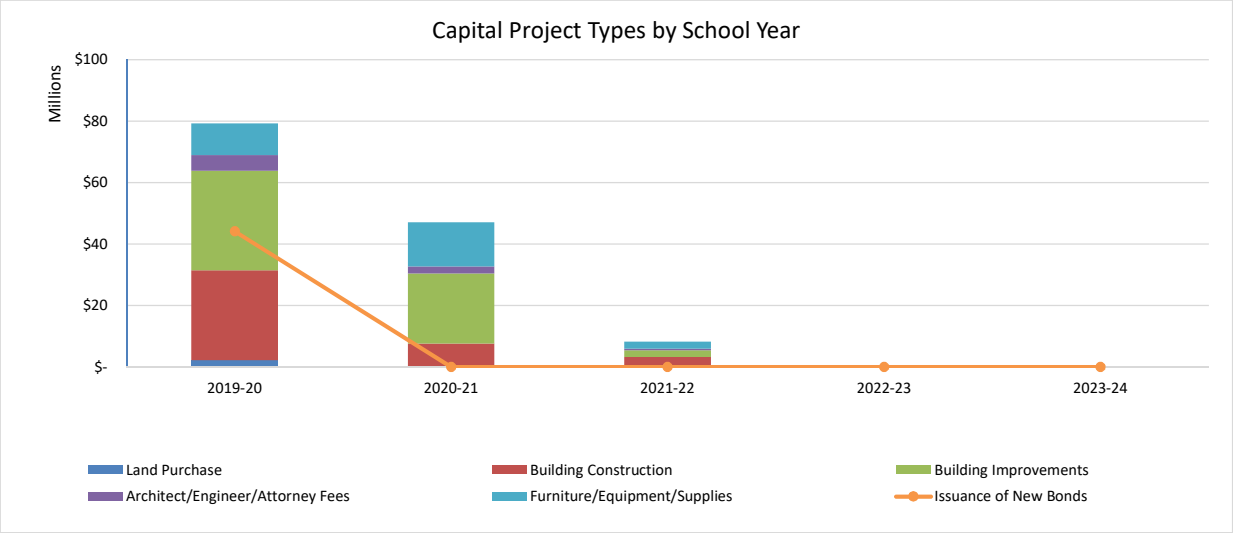
	2015-16 Audited Actual	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Unaudited Actual	2019-20 Adopted Budget
Revenues					
Local Sources	$ 2,224,844	$ 3,075,632	$ 3,138,624	$ 2,006,296	$ -
Federal Sources	794,565	193,175	522,708	821,749	-
Total Revenues	$ 3,019,409	$ 3,268,807	$ 3,661,332	$ 2,828,045	$ -
Expenditures					
Instruction	$ 13,110,204	$ 2,552,080	$ 10,357,589	$ 5,201,335	$ -
Instructional Resource & Media	54,089	412,674	-	-	-
Curriculum & Staff Development	32,629	-	-	-	-
Instructional Leadership	23,464	-	-	8,358	-
School Leadership	-	-	-	705	-
Student Transportation	2,800,584	9,715	1,315,964	1,796,442	-
Extracurricular Activities	-	-	-	7,637	-
Facilities Maintenance & Operations	-	-	31,817	596,579	-
Security & Monitoring Services	365,708	277,374	510,130	57,931	-
Data Processing Services	1,807,557	586,907	1,762,097	3,548,624	-
Debt Service	-	1,070,101	-	-	-
Facilities Acquisition & Construction	129,955,750	140,413,891	88,461,132	53,667,423	-
Total Expenditures	$ 148,149,985	$ 145,322,742	$ 102,438,729	$ 64,885,034	$ -
Net Revenues Over (Under) Expenditures	$ (145,130,576)	$ (142,053,935)	$ (98,777,397)	$ (62,056,989)	$ -
Other Sources (Uses)					
Issuance of Bonds	$ -	$ 145,890,000	$ 88,985,000	$ 77,965,000	$ -
Premium/Discount-Bond Issuance	-	15,204,877	4,015,000	35,000	-
Sale of Real or Personal Property	-	-	-	-	-
Net Sources (Uses)	$ -	$ 161,094,877	$ 93,000,000	$ 78,000,000	$ -
Net Change In Fund Balance	$ (145,130,576)	$ 19,040,942	$ (5,777,397)	$ 15,943,011	$ -
Beginning Fund Balance - September 1	$ 218,820,940	$ 73,690,364	$ 92,731,306	$ 86,953,909	$ 102,896,920
Ending Fund Balance - June 30	$ 73,690,364	$ 92,731,306	$ 86,953,909	$ 102,896,920	$ 102,896,920

Expenditures By Project Type

Project Type	**2015-16**	**2016-17**	**2017-18**	**2018-19**	**2019-20**
Land Purchase	$ 20,450,622	$ 9,205,816	$ -	$ 1,630,255	$ -
Building Construction	83,860,525	73,234,195	28,923,070	16,759,841	-
Building Improvements	15,971,268	34,969,640	46,944,123	28,178,554	-
Architect/Engineer/Attorney Fees	6,654,074	6,194,215	5,777,666	3,950,402	-
Furniture/Equipment/Supplies	21,213,496	20,648,775	20,793,870	14,365,982	-
Cost of Selling Bonds	-	1,070,101	-	-	-
Total Expenditures	$ 148,149,985	$ 145,322,742	$ 102,438,729	$ 64,885,034	$ -

Capital Projects Fund
Financial Forecast

	2019-20	2020-21	2021-22	2022-23	2023-24
Beginning Fund Balance	$ 90,494,630	$ 55,361,004	$ 8,261,004	$ -	$ -
Revenue Sources					
Issuance of New Bonds	$ 44,100,000	$ -	$ -	$ -	$ -
Project Type					
Land Purchase	$ 2,207,063	$ -	$ -	$ -	$ -
Building Construction	29,207,724	7,569,213	3,274,800	-	-
Building Improvements	32,463,124	22,801,607	2,190,765	-	-
Architect/Engineer/Attorney Fees	5,013,668	2,380,071	450,320	-	-
Furniture/Equipment/Supplies	10,342,047	14,349,109	2,345,119	-	-
Total Expenditures	$ 79,233,626	$ 47,100,000	$ 8,261,004	$ -	$ -
Ending Fund Balance	$ 55,361,004	$ 8,261,004	$ -	$ -	$ -
PROJECTION FACTORS:					
Assessed Taxable Value	$22,892,581,684	$23,350,433,318	$23,583,937,651	$23,819,777,028	$24,057,974,798
Debt Service Tax	0.390000	0.390000	0.390000	0.390000	0.390000
Total I&S Tax Collections	$86,679,371	$88,409,912	$89,292,177	$90,182,948	$91,082,306
Max. Debt Service Tax Rate	0.500000	0.500000	0.500000	0.500000	0.500000
Estimated Debt Service Costs	$86,828,182	$95,064,366	$93,477,606	$90,803,760	$90,803,760
Bond Sales During Fiscal Year	$ 44,100,000	$ -	$ -	$ -	$ -
Total Tax Rate Per $100	$1.36	$1.36	$1.34	$1.33	$1.32



Klein Independent School District
2015 Bond Authorization

Major Projects

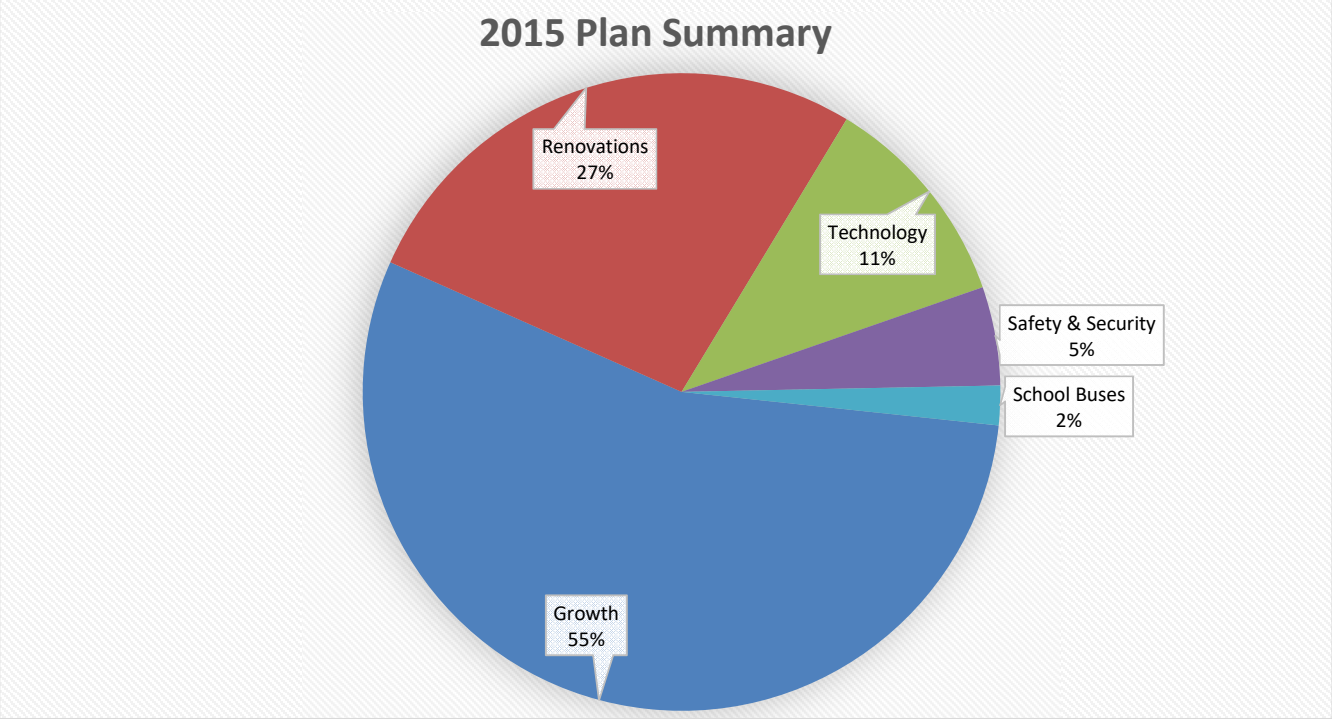
Growth - $273.6 Million
High School No. 5 (Klein Cain)
Intermediate No. 10 (Hofius)
Elementary No. 33
Intermediate School Gymnasiums - Wunderlich
Intermediate School Gymnasium - Hildebrandt
KOHS Auditorium Renovation
KFHS Career & Technical Education Building
New North Ag Facility
Student Services Center Parking Lot
Restrooms & Concessions - Strack, Doerre & Klein IS
Press Box - Doerre & Klein IS
Land for Future Sites
High School Stadium Turf Project

School Buses - $7.8 Million
Replacement Buses
Buses for Growth

Technology - $56.1 Million
IT-Infrastructure
1:1 Programs
Instructional & Classroom Equipment
Career & Technical Education
Fine Arts
Curriculum & Library Services
Student Information & Finance/Human Resources Systems

Safety and Security - $24.5 Million
Elementary School Entry Improvements
Classroom Mod Doors
Digital Radio Communication System
Safety & Security Site Improvements
Memorial Stadium Emergency Lighting
Asbestos Survey

Renovations - $136.1 Million
Priority 1 & 2 + Life Cycle
Facility Capital Projects



Project Estimates

New Construction		**Technology**	$56,077,703
1 High School	$105,589,888	**Safety & Security**	26,207,368
1 Intermediate School	50,730,746	**Renovations**	
1 Elementary	35,919,324	District Wide Projects	13,498,007
Other Instructional Facilities	80,303,536	Facility /Capital Renovations	98,301,589
Support Facilities & Equipment	14,201,798	**Fees and Contingencies**	9,468,449
Buses	7,801,592		

Total - 2015 Bond Authorization **$ 498,100,000**

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$78,000,000 Bond Sale - Sold June 2019		
Elementary #33 Partial Construction & Fees	$ 6,514,000	IP
Elementary #33 FF&E	900,000	IP
Fuchs Tract-Roadway Detention & Outfall	3,000,000	IP
Klein Oak HS/Klein Collins HS Addition Construction & Fees	3,850,000	IP
Klein Oak HS/Klein Collins HS Addition FF&E	500,000	IP
Klein Oak Auditorium Remodel Construction & Fees	7,646,155	IP
Klein Oak Auditorium Remodel FF&E	653,845	IP
TLC Renovations Construction & Fees	3,320,000	IP
TLC Renovations FF&E	300,000	IP
Furniture Replacement for Schools	300,000	IP
Buses	1,624,091	IP
Fine Arts Equipment and Furniture	1,015,018	IP
Maintenance & Operations Equipment	399,999	IP
Technology - Computers/Infrastructure/Equipment	13,000,000	IP
2019 MEP Facility Renovations - Construction and Fees	14,660,085	IP
2019 Facility Capital Renovations- Roofing, Carpet & Hardware	10,600,000	IP
Marquee Repair/Replacement	250,000	IP
Walking Tracks	350,000	IP
Security	400,000	IP
Classroom Sound Reinforcement	610,000	IP
Capital Maintenance Repairs	150,000	IP
Vestibule Renovations-19 ES Construction & Fees	3,496,000	IP
2019 Elementary Schools Safety Improvement & Misc. Renovations	2,804,000	IP
Contingency for All Projects/Capital Projects Personnel	1,680,898	IP
Refund- Bond Insurance Refund	(24,091)	C
Total	**$ 78,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$93,000,000 Bond Sale - Sold February 2018		
Hofius IS - Partial Construction and Fees	$ 7,032,906	C
Hofius IS - FF&E	3,347,780	C
Elementary #33 Partial Construction & Fees	18,765,821	IP
Elementary #33 FF&E	600,000	IP
Klein Forest High School - CTE Replacement and Gym - Construction and Fees	10,240,733	C
Klein Forest High School - CTE Replacement and Gym - FF&E	408,483	C
Lemm Reconstruction	8,649,664	C
Hildebrandt IS -Partial Construction and Fees	2,259,200	IP
Administrative Site Purchase	2,257,063	IP
Furniture Replacement for Schools	150,000	IP
Buses	1,527,288	C
CATE General Equipment	300,000	IP
Fine Arts Equipment and Furniture	832,245	C
Technology - Computers/Infrastructure/Equipment	11,870,849	IP
2018 MEP Facility Renovations - Construction and Fees	7,086,693	IP
2018 Facility Capital Renovations- Roofing, Carpet & Hardware	4,311,764	IP
Asbestos	500,000	IP
Marquee Repair/Replacement	113,000	IP
Walking Tracks	77,000	IP
Front Entrance/Gym Project Epps Island & Greenwood	5,690,253	IP
Security - Video Doorbell	700,000	IP
Classroom Sound Reinforcement	632,700	C
Capital Maintenance Repairs	150,000	IP
Restrooms/Concession Project	1,500,000	IP
Contingency for All Projects/Capital Projects Personnel	4,681,805	IP
Refund - Harris Co. TXDOT	(185,247)	C
Refund - Dow Settlement	(500,000)	C
Total	**$ 93,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$160,000,000 Bond Sale - Sold February 2017		
Klein Cain HS - Partial Construction and Fees	$ 31,439,516	C
Klein Cain HS - FF&E	2,981,328	IP
Hofius IS - Fees and Partial Construction	35,940,060	C
Hofius IS-FF&E	10,000	C
North Ag Facility - Construction and Fees	1,836,067	IP
Wunderlich - 6th Grade Classroom and 2nd Gym - Construction and Fees	1,752,860	C
Wunderlich - 6th Grade Classroom and 2nd Gym - FF&E	224,433	C
Klein Forest High School - CTE Replacement and Gym - Construction and Fees	17,430,500	C
Klein Forest High School - CTE Replacement and Gym - FF&E	980,000	C
Hildebrandt IS Additions & Renovations	5,729,412	IP
Elementary #33 Fees and Site Work	4,509,248	IP
Site Purchase	1,732,919	C
Furniture Replacement for Schools	300,000	IP
Buses	1,500,000	C
CATE General Equipment	400,000	IP
Fine Arts Equipment and Furniture	810,648	IP
Technology - Computers/Infrastructure/Equipment	10,332,400	IP
2017 Facility Renovations - Construction and Fees	24,516,983	C
Stadium Turf Project - Construction and Fees	3,337,921	C
Transportation Lounge	35,221	C
Security	5,500,000	IP
Security- Vestibules	5,043,986	IP
Marquee - Repair/Replacement	112,300	IP
Walking Track Repairs - Elementary Schools	198,660	C
Ehrhardt Storm Sewer/SCC Parking	1,679,477	IP
Classroom Sound Reimforcement - Elementary Schools	316,818	C
Cost of Selling Bonds	1,070,101	C
Contingency for All Projects/Capital Projects Personnel	288,427	IP
Z2 Insurance Premium Refund	(9,185)	C
Bond Premium	(100)	C
Total	**$ 160,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$171,000,000 Bond Sale - Sold July 2015		
Klein Cain HS - Partial Construction Costs and Fees	$ 104,937,263	C
Klein Cain HS - FF&E	9,531,781	C
Intermediate #10 - Fees and Partial Construction	4,400,000	C
Early Childhood/Pre-K Center North - Partial Fees	1,201	D
North Ag Facility - Fees	379,098	C
Elem #33 Fuchs Tract	1,630,255	IP
Wunderlich - 6th Grade Classroom and 2nd Gym - Construction and Fees	2,677,002	C
Klein Forest High School - CTE Replacement and Gym - Construction and Fees	2,541,720	C
Lemm Reconstruction	2,073,523	C
Hildebrandt IS Additions & Renovations	299,497	IP
Spring Stuebner Land Purchase	2,216,992	C
Furniture Replacement for Schools	150,000	C
Buses	1,500,000	C
CATE General Equipment	400,000	C
Fine Arts Equipment and Furniture	794,018	C
Technology - Computers/Infrastructure/Equipment	15,018,454	C
2016 Facility Renovations - Construction and Fees	17,586,800	C
Asbestos	24,243	C
Central Office Utilities	1,672,021	IP
Klein Forest Storm Sewer	11,293	C
Klein HS and Klein Forest HS Softball Field	42,661	C
Capital Maintenance Repairs	100,237	C
Security	500,000	IP
Marquee - Repair/Replacement	111,400	IP
Walking Track Repairs - Elementary Schools	183,183	C
Classroom Sound Reimforcement - Elementary Schools	326,142	C
Manis Property/Spring Cypress Site Work	348,300	C
Contingency for All Projects/Capital Projects Personnel	466,463	IP
Vestibules Renovations (19 Schools) Fees	249,907	IP
DAEP Security Update	148,979	IP
Access Control Replacement	750,000	IP
Klein Memorial Sound Replacement	250,000	IP
Premium on Bond	(75)	C
Erate Refund	(151,380)	C
Hewlett Packard Refund	(18,457)	C
Roofing Deposit Refund	(500)	C
Central Utilities Refund	(152,021)	C
Total	**$ 171,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$80,000,000 Bond Sale - Sold February 2015		
Klein Cain HS - Partial Construction Costs and Fees	$ 26,414,427	C
Mahaffey Elementary - Construction, Partial Fees, and FF&E	23,358,555	C
2 Elementary Site Purchases	5,566,289	C
Furniture Replacement for Schools	322,614	C
Buses	1,400,796	C
Technology - Computers/Infrastructure/Equipment	8,779,565	C
2015 Facility Renovations - Construction	10,995,650	C
Lewis Property Additional Site Work	920,868	C
Schindewolf Renovations - Gym and Locker Rooms	1,186,787	C
Klein HS and Klein Forest HS Softball Field	651,142	C
IT Workrooms	283,551	C
CO Doors and Signs	62,115	C
Wunderlich - Renovations	1,359,223	C
Transportation Lounge	42,053	C
Hildebrandt Brick Removal	174,168	C
Capital Maintenance Repairs	148,297	C
Contingency for All Projects/Capital Projects Personnel	88,260	C
Erate Refund	(41,795)	C
IT Refund	(794,565)	C
Enterprise Pipeline Reimbursement	(918,000)	C
Total	**$ 80,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$44,000,000 Bond Sale - Sold April 2014		
French Elementary - Partial Construction Costs	$ 19,035,474	C
Mahaffey Elementary - Fees	1,500,000	C
Wunderlich Renovations	1,953,092	C
High School #6 - Partial Fees	407,982	C
Central Office HVAC and Renovations	1,174,809	C
Elementary Site Purchase of Land	2,500,000	C
Furniture Replacement for Schools	325,000	C
Buses	750,000	C
Technology - Computers/Infrastructure/Equipment	6,711,113	C
2014 Facility Renovations - Construction Costs	8,500,000	C
2015 Facility Renovations - Fees	790,439	C
2015 Facility Renovations - FF&E	11,935	C
Schindewolf Renovations - Gym and Locker Rooms	24,458	C
Lewis Property Additional Site Work	660,055	C
AHU Test and Balance	94,980	C
Central Office Utilities	52,469	C
Capital Maintenance Repairs	150,000	C
Security	324,610	C
Cost of Selling Bonds	475,232	C
Central Office Renovations	15,524	C
Contingency for All Projects	24,456	C
Reimbursement from Enterprise Pipeline	(581,783)	C
Premium on Bond	(899,845)	C
Total	**$ 44,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$38,000,000 Bond Sale - Sold April 2013		
Bernshausen Elementary - Partial Construction Costs and Partial Fees	$ 14,125,272	C
French Elementary - Partial Construction Costs	2,005,198	C
Klein Cain HS Partial Fees	949,324	C
Furniture Replacement for Schools	310,000	C
Buses	729,230	C
Career and Technical Education Equipment	80,000	C
Fine Arts Equipment and Fixtures	308,301	C
Elementary Playground Equipment	28,790	C
Technology - Computers and Infrastructure	3,117,227	C
2013 Districtwide Facility Renovation - Construction Costs	9,225,180	C
2014 Districtwide Facility Renovations - Fees	628,139	C
Asbestos Removal	49,181	C
Temporary Buildings Renovations	87,578	C
Klein Oak Renovations	6,219,681	C
Lewis Property Additional Site Work	6,158	C
CATE Equipment	80,000	C
Capital Maintenance Repairs	150,000	C
Contingency for All Projects	47,806	C
Buses HGAC Proceeds	(147,065)	C
Total	**$ 38,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$57,000,000 Bond Sale - Sold April 2012		
Klein High School Replacement - Partial Construction Costs, Partial Fees, and FF&E	$ 34,611,697	C
Klein Cain HS Partial Fees	853,334	C
French Elementary - Partial Construction Costs	2,468,726	C
Bernshausen FF&E	1,198,547	C
Site Purchase Future Elementary School	2,250,000	C
Furniture Replacement for Schools	310,000	C
Buses (3 Special Education and 10 Regular)	1,000,000	C
Career and Technical Education Equipment	75,000	C
Fine Arts Equipment and Fixtures	280,000	C
Elementary Playground Equipment	34,831	C
2012 Districtwide Facility Renovations	9,077,355	C
2013 Districtwide Facility Renovation - Fees	798,172	C
Asbestos Removal	65,000	C
Central Office Renovations - Partial Construction Costs	98,894	C
Lewis Tract Sanitary Extension - Construction Costs and Fees	1,344,926	C
Central Office Utilities	15,341	C
Klein Oak Renovations	655,330	C
Klein High School Tennis Court Resurfacing	47,200	C
2012 Roofs - Construction Costs (Klein Forest , Klein Intermediate, Krahn, Northampton, Kaiser, Roth, Nitsch, Ehrhardt, Eiland, Greenwood Forest, and Hassler)	1,535,323	C
Capital Maintenance Repairs	218,527	C
Hildebrandt/Doerre Engineering Analysis	16,100	C
Cost of Selling Bonds	331,616	C
Contingency for All Projects	21,521	C
Premium on Bond	(307,440)	C
Total	**$ 57,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$83,900,000 Bond Sale - Sold May 2011		
Grace England Pre-K Center - Construction Costs and Furniture, Fixtures & Equipment	$ 8,926,067	C
Zwink Elementary - Construction Costs and Furniture, Fixtures, & Equipment	17,023,033	C
Klein High School Replacement - Partial Construction Costs and Partial Fees	25,339,770	C
French Elementary - Partial Construction Costs and Partial Fees	183,514	C
MultiPurpose Center - Partial Construction Costs	3,193,630	C
North Ag Facility - Fees	14,197	C
Site Purchase Future Elementary School	2,252,426	C
Furniture Replacement for Schools	310,000	C
Buses (6 Special Education and 4 Regular)	999,527	C
Fine Arts Equipment and Furniture	251,949	C
Career and Technical Education Equipment	46,817	C
Elementary Playground Equipment	36,000	C
Technology - Computers/Peripherals	7,577,774	C
2011 Districtwide Renovations - Construction Costs	10,411,073	C
2012 Districtwide Renovations - Fees	758,651	C
Temporary Buildings Renovations	426,248	C
2011 Fire Detection - Construction Costs	1,241,688	C
2011 Energy Conservation Projects	2,559,519	C
2011 Roofs - Construction Costs (Maintenance, Transportation, Ehrhardt, Krahn, Northampton and Wunderlich)	1,301,426	C
2012 Roof Fees	107,642	C
Security	89,065	C
Asbestos Removal	50,000	C
Capital Maintenance Repairs	252,287	C
Cost of Selling Bonds	300,000	C
Capital Projects Personnel	359,314	C
Premium on Bond	(111,617)	C
Total	**$ 83,900,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$127,000,000 Bond Sale - Sold May 2010		
Ulrich Intermediate - Partial Furniture, Fixtures & Equipment	$ 1,050,153	C
Blackshear Elementary - Partial Construction Costs	12,925,937	C
Blackshear Elementary - Furniture, Fixtures & Equipment	1,221,600	C
Zwink Elementary - Fees	1,425,388	C
Bernshausen Elementary - Fees	2,633,810	C
Bernshausen Elementary - Construction Costs for site work	2,866,453	C
French Elementary - Partial Fees	229,059	C
Klein High Replacement - Fee	7,929,895	C
Klein High Replacement - Partial Construction Costs	54,570,103	C
Memorial Stadium Renovation - Partial Construction Costs	6,895,211	C
Memorial Stadium Renovation - Furniture, Fixtures & Equipment	129,123	C
Elementary Site Purchase	1,681,411	C
Furniture Replacement for Schools	300,000	C
Buses (17)	1,399,851	C
Fine Arts Equipment and Furniture	305,102	C
Art Rooms - Furniture, Fixtures & Equipment	69,092	C
Career and Technical Education General Equipment	73,999	C
Elementary Playground Equipment	38,000	C
Technology - Computers/Peripherals	7,000,000	C
Districtwide Renovations - Construction Cost	6,904,754	C
Districtwide Facility Renovations - Fees	925,592	C
Strack Intermediate Renovations 2010 - Construction Cost	6,115,322	C
Strack Intermediate Renovations 2010 - Furniture, Fixtures & Equipment	5,749	C
Klein Forest Renovation and Athletic Addition - Partial Construction Costs	5,283,065	C
Klein Forest Athletic Addition - Furniture, Fixtures & Equipment	397,464	C
SSC and CO Renovations	627,205	C
Temporary Building Renovations	399,475	C
Asbestos Removal	54,000	C
Fire Detection 2010 - Construction Cost (Klenk, Kuehnle, Mittelstadt, Nitsch & Roth)	579,941	C
2011 Fire Detection - Fees	110,169	C
2011 Energy - Fees	226,350	C
2010 Energy Conservation - Construction Cost (Central Warehouse, Kleb, Klein Oak, Maintenance, 25 mini-gyms and various districtwide)	822,108	C
2010 Roofs - Construction Cost (Klenk, Hildebrandt, Lemm, Doerre, Klein Oak, Transportation and Maintenance)	1,215,032	C
2011 Roofs - Fees	83,351	C
Security	564,000	C
Capital Maintenance Repairs	150,000	C
Cost of Selling Bonds	1,178,726	C
Premium on Bond	(1,386,490)	C
Total	**$ 127,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$45,000,000 Bond Sale - Sold May 2009		
Ulrich Intermediate - Partial Furniture, Fixtures & Equipment	$ 953,223	C
Blackshear Elementary - Partial Construction Costs	2,000,000	C
MultiPurpose Center - Partial Construction Costs	4,063,360	C
South Transportation Center - Furniture, Fixtures & Equipment	263,274	C
Temporary Buildings (19 New Units Built On-Site)	2,377,914	C
Early Childhood/Pre-K Center - Partial Fees	1,058,444	C
Memorial Stadium Renovation - Partial Construction Costs	2,022,384	C
Memorial Stadium Renovation - Fees	819,566	C
Furniture for New Temporary Buildings	106,409	D
Buses (18)	1,600,420	C
Replacement of Chalkboards with Whiteboards - Districtwide	211,965	C
Fine Arts Equipment and Furniture	308,983	C
Elementary Playground Equipment	39,590	C
Stryker Evacuation Chairs for Disabled or Injured Persons	66,467	C
Kaivac Cleaning Systems	88,226	C
Technology - Computers/Peripherals	17,858,376	C
2010 Districtwide Facility Renovations - Fees	458,415	C
Strack Renovations	451,122	C
Klein Forest Renovation and Athletic Addition - Partial Construction Cost	7,042,000	C
SSC and CO Renovations	1,645,349	C
Temporary Building Renovations	31,776	C
Districtwide Maintenance Repairs not in General Fund Budget	514,098	C
Fire Detection	129,219	C
Energy Conservation	93,001	C
Re-Roofing Fees	73,842	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	855,037	C
Klein High School Soccer Bleacher Fees	52,458	C
Cost of Selling Bonds	450,325	C
Buses HGAC Proceeds	(196,570)	C
Premium on Bond	(438,673)	C
Total	**$ 45,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$168,000,000 Bond Sale - Sold July 2008		
Mueller Elementary - Construction Costs	$ 15,003,029	C
Mueller Elementary - Fees and Testing	442,001	C
Mueller Elementary - Furniture, Fixtures & Equipment	1,091,266	C
Blackshear Elementary - Fees and Testing	1,435,888	C
Ulrich Intermediate - Construction Costs	24,703,395	C
Ulrich Intermediate - Fees and Testing	1,361,225	C
High School #5 - Partial Construction Costs	3,823,546	C
High School #5 - Fees and Testing	5,228,680	C
MultiPurpose Center - Fees	2,311,066	C
MultiPurpose Center - Construction Costs	11,431,960	C
MultiPurpose Center - Furniture, Fixtures & Equipment	1,168,009	C
Bernshausen Elementary - Partial Construction and Partial Fees	1,160,118	C
French Elementary - Partial Fees	92,876	C
South Transportation Center - Construction Costs	4,289,337	C
South Transportation Center - Fees and Testing	519,706	C
South Transportation Center - Furniture, Fixtures & Equipment	6,288	C
Temporary Buildings (19 Used Units)	791,620	C
Furniture for New Temporary Buildings	65,906	C
TEP/DAEP Construction Cost - Annex Rebuild	15,711,643	C
TEP/DAEP Fees - Annex Rebuild	1,248,680	C
TEP/DAEP Fees - Furniture, Fixture and Equipment	1,038,687	C
North Ag Facility - Partial Fees	75,763	C
MultiPurpose Center Site Land Acquisition (2nd Installment)	3,148,900	C
Louetta Vacant Property Acquisition Fees	15,970	C
Kleinwood Property Acquisition Fees	18,452	C
2008 and 2009 Furniture Replacement for Schools	691,603	C
Strack Fine Arts - Furniture, Fixtures & Equipment	95,520	C
Buses (25)	2,231,412	C
Career and Technical Education - General Equipment	67,260	C
Fine Arts Equipment and Furniture	207,050	C
Elementary Playground Equipment	10,000	C
Whiteboards	265,560	C
Technology - Computers/Peripherals	19,044,976	C
2009 Districtwide Facility Renovations - Fees	157,429	C
2009 Districtwide Facility Renovations - Construction Costs	8,863,671	C
2009 Districtwide Mechanical, Electrical and Plumbing - Fees	585,091	C
2009 Districtwide Mechanical, Electrical and Plumbing - Construction Costs	5,696,123	C
Klein High School Renovations - Incidentals	108,954	C
Other Districtwide Project Cost (Asbestos, MUD and Property Projects)	258,350	C
Other Districtwide Renovations Project Cost (Marquees, Repave Robbie Rd, Benignus Site Work and Waterproof Gyms)	302,074	C
Klein Oak/Klein Collins High School Addition - Fees	1,604,041	C
Klein Oak/Klein Collins High School Addition - Partial Construction Costs	19,844,771	C
Klein Oak/Klein Collins High School Addition - Furniture, Fixtures & Equipment	1,086,789	C

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
Klein Forest High Athletic Addition - Fees	1,089,183	C
2009 Interior Renovations (Elementary Art/Science Labs and Clinic Remodel and Wunderlich Old Fine Arts Area)	2,301,458	C
2009 Interior Renovations - Fees	123,638	C
Elementary Art/Science Labs - Furniture, Fixture and Equipment	8,318	C
Fire Detection (Doerre, Kaiser, Lemm, Ehrhardt and Brill)	1,082,341	C
Klein High School Soccer Bleachers and Annex Renovations	584,137	C
Klein Forest High School and Haude Elementary Repairs	2,088,773	C
SSC and CO Renovations	280,000	C
Turf Replacement for Klein Memorial Stadium	376,163	C
Energy Conservation (Doerre, Strack, Klein Intermediate, Central Office and Transportation)	852,708	C
Re-Roofing (Schultz, Haude, Benfer, Eiland, Ehrhardt and Districtwide Repairs)	1,433,165	C
Capital Maintenance Repairs	498,243	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	330,000	C
Bus HGAC Proceeds	(352,812)	C
Premium on Bonds	(1,390,279)	C
Cost of Selling Bonds	1,390,279	C
Total	**$ 168,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$32,000,000 Bond Sale - Sold January 2008		
Real Estate Acquisition - South Transportation Center	$ 108,205	C
Real Estate Acquisition - Lacey Road (Blackshear Elem)	1,143,227	C
Real Estate Acquisition for Future Elementary Site - Spring Stuebner and Rothwood	1,708,020	C
Strack Fine Arts Addition	3,404,304	C
High School #5 Design	573,228	C
Temporary Buildings (4)	373,688	C
Police Facility - Partial Construction Costs	830,893	C
Wunderlich Fine Arts Addition	671,305	C
Blackshear Elementary Design	123,519	C
Elementary Art/Science Lab Remodeling (Ehrhardt, Roth, Nitsch and Kaiser, Benfer)	1,666,892	C
Food Service Remodeling (Wunderlich)	23,964	C
Misc. Projects	1,105,722	C
Asbestos Removal (Strack, Eiland and Temporary Buildings)	82,589	C
HVAC Projects (Ehrhardt, Eiland, Greenwood Forest, Hassler, Brill and Klein Forest)	641,376	C
Re-Roofing Projects (Central Office, Krahn, Nitsch, Klein Forest, Benfer & Districtwide Repairs)	558,710	C
Klein Oak Auditorium Repairs	1,104,880	C
Fire Detection (Greenwood Forest, Epps Island, Theiss and Klein Oak Auditorium)	789,111	C
Energy Conservation and Misc. Electrical (Lemm, Krahn and Kleb)	537,378	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	333,171	C
Furniture Replacement	127,909	C
Buses (20)	1,865,001	C
Technology - Computers/Peripherals	7,864,147	C
Technology - Career and Technical and Library Equipment	59,174	C
Technology - Network Equipment	3,995,504	C
Technology - Fine Arts	246,996	C
Vehicle Purchase	26,932	C
Kleinwood/CO Renovations	1,100,000	C
Cost of Selling Bonds	444,773	C
Contingency for All Projects	62,276	C
Transfer to Future Bond Sale	458,019	C
Transfer to Future Bond Sale	744,215	C
Premium on Bonds	(301,688)	C
Interest Earnings	(473,440)	C
Total	**$ 32,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$45,000,000 Bond Sale - Sold January 2007		
Real Estate Acquisition - Mueller Elementary	$ 1,261,236	C
Frank Elementary - Construction Costs	5,789,155	C
Krimmel Intermediate - Partial Construction Costs	5,742,073	C
Police Department - Partial Construction Cost	2,364,593	C
Network Operations Center - Construction Costs	3,993,679	C
Wunderlich Fine Arts Addition	2,481,958	C
T-Buildings FFE	49,993	C
Mueller Elementary and Blackshear Elementary - Partial Construction Costs	891,147	C
Elementary Art/Science Lab Renovations (Benfer, Theiss, Kaiser, Lemm and Brill)	2,905,516	C
Food Service Remodeling (Epps Island)	813,116	C
Miscellaneous Projects	1,180,105	C
Ansul Fire Sprinkler Systems Project (Food Service)	33,427	C
Furniture Replacement	159,430	C
Asbestos Removal (Benfer, Theiss and 3 Portables)	17,132	C
Career and Technical Education Playground Equipment (Klein High and Klein Oak)	9,787	C
Energy Conservation and Misc. Electrical (Doerre, Klein Intermediate and Kleb)	504,049	C
HVAC Projects	534,359	C
Re-Roofing Projects (Epps Island, Haude, Greenwood Forest, Klein Oak and Kuehnle)	652,566	C
Districtwide Maintenance Repairs not in General Fund Budget	34,814	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	347,883	C
Buses (33)	2,895,820	C
Technology - Computers/Peripherals	6,889,509	C
Technology - Career and Technical Education and Library Equipment	143,988	C
Technology - Network Equipment	3,971,484	C
Technology - Fine Arts	256,879	C
Technology - Kronos Employee Time Clock System	262,000	C
Bernshausen Elementary	52,784	C
Cost of Selling Bonds	160,682	C
Real Estate Acquisition - Louetta & Kleinwood	1,488,240	C
Proceeds from Previous Bond Sales (Fund 626)	(100,000)	C
Proceeds from Previous Bond Sales (Fund 627)	(230,000)	C
Proceeds from Previous Bond Sales (Fund 627)	(433,087)	C
1 to 1 Computer Reimbursements	399,035	C
Transfer to Future Bond Sale	1,197,722	C
Capital Projects Interest Income Earned	(1,721,074)	C
Total	**$ 45,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$53,000,000 Bond Sale - Sold February 2006		
Elementary P.E. Facilities (Klenk, Eiland, Hassler and Schultz)	$ 4,373,264	C
Krimmel Intermediate (Phase I)	16,872,641	C
Police/Athletics Project Initiation	120,011	C
Frank Elementary - Partial Construction Costs	7,290,163	C
Art/Science Renovations	1,022,008	C
Temporary Buildings (3)	241,232	C
Miscellaneous Projects	1,329,779	C
HVAC Projects (Roth, KIC, Hildebrandt, Theiss, Wunderlich, Klein Collins, Klein Intermediate, Haude, Klein High, Northampton, Greenwood Forest and Epps Island)	1,768,714	C
Re-Roofing Projects (Klein High Hi Rise, Doerre, Ehrhardt, Northampton and Theiss)	151,741	C
Fire Detection System Installation	1,438,876	C
Energy Conservation	476,713	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	248,435	C
Furniture and Equipment	172,876	C
Furniture and Equipment - KFHS	769,480	C
Furniture and Equipment - Elementary #24 (Benignus)	877,653	C
Furniture and Equipment - Klein Memorial Stadium	308,702	C
Buses (18) and Fuel System	1,438,084	C
Technology - Computers/Peripherals	4,999,958	C
Technology - Career and Technical Education and Library Equipment	149,953	C
Technology - Network Equipment	1,036,268	C
Technology - Fine Arts	256,568	C
Cost of Selling Bonds	165,722	C
Proceeds from Previous Bond Sales (625) - PE Facilities	(702,473)	C
Proceeds from Previous Bond Sales (625) - Krimmel Int.	(55,206)	C
Transfer to Future Bond Sale (628)	433,087	C
Transfer to Future Bond Sale (628)	230,000	C
Transfer to Future Bond Sale	7,585,751	C
Total	**$ 53,000,000**	

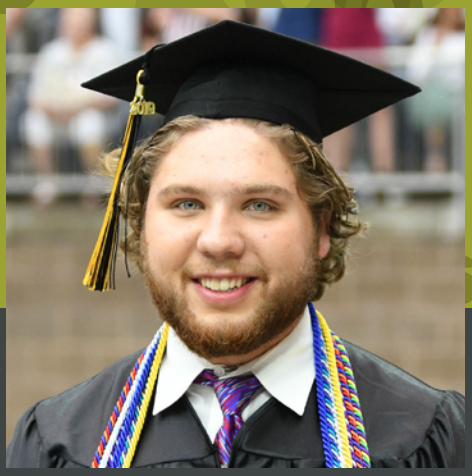
Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed

Klein Independent School District
Project Activity by Bond Sales 2005 - 2019

Project	Project Estimate	Status
$58,000,000 Bond Sale - Sold January 2005		
Real Estate Acquisition - High School #5	$ 13,971,730	C
Vistas High School Site Purchase & Renovations	4,832,227	C
Benignus Elementary	11,607,839	C
Elementary P.E. Facilities (Roth, Kuehnle and Mittelstadt)	3,373,281	C
Klein Forest Addition with Special Education and Clinic Renovations	13,770,107	C
Construct 3 Temporary Buildings	214,108	C
Krimmel Intermediate - Design Phase	1,052,604	C
Stadium Lighting (Klein Intermediate, Strack and Doerre)	42,090	C
Furniture Replacement	135,846	C
FFE - Metzler	647,290	C
Fire Alarm System	454,276	C
Energy Conservation	294,671	C
Miscellaneous Projects	1,660,704	C
P.A. System Replacements	463,269	C
P.E. Locker Installation (Doerre, Klein Intermediate and Wunderlich)	308,903	C
Terrazzo Repairs	366,436	C
Re-Roofing Projects	680,691	C
Klein Memorial Stadium (Enclose Remaining Storage Area)	122,941	C
Replace Parking Lot/Tennis Court Lights & Surfacing	517,216	C
HVAC Projects (Chillers)	550,821	C
HVAC Projects (DDC System Renovations)	202,454	C
HVAC Projects (Air Handling Units)	838,046	C
Technology - Computers/Peripherals	3,999,998	C
Technology - Career and Technical Education and Library Equipment	149,762	C
Technology - Network Equipment	647,932	C
Technology - Fine Arts Computers and Software	259,839	C
Buses (45)	3,409,666	C
Security - Purchase/Maintenance of Monitoring Devices and Computer Software	549,588	C
Cost of Selling Bonds	170,721	C
Transfer from General Fund	(6,200,000)	C
Proceeds from Prior Land Sale	(900,000)	C
Proceeds from HGAC (Emissions Savings)	(295,000)	C
Transfer to Future Bond Sale	99,944	C
Total	**$ 58,000,000**	

Status Key - C indicates Complete; IP indicates In Progress; NS indicates Not Started; D indicates Delayed







INFORMATIONAL SECTION

KLEIN ISD
PROMISE2PURPOSE

KLEIN INDEPENDENT SCHOOL DISTRICT
2019-2020 ADOPTED BUDGET

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State and Local Funding

State and Local Funding of School Districts in Texas
Current Public School Finance System

Overview

During the 2019 legislative session, the Texas Legislature made numerous changes to the Finance System, including particularly those contained in House Bill 3 ("HB 3"). In some instances, the provisions of HB 3 will require further interpretation by the District and TEA. The District is still in the process of (a) analyzing the provisions of HB 3 and (b) monitoring the on-going guidance provided by TEA. The information contained herein reflects the District's understanding of HB 3 based on information available to the District as of the date of this publication, which is subject to change.

The following language constitutes only a summary of the Finance System as it is currently structured. For a more complete description of school finance and fiscal management in the State, reference is made to Chapters 43 through 49 of the Texas Education Code, as amended.

Local funding is derived from collections of ad valorem taxes levied on property located within each district's boundaries. School districts are authorized to levy two types of property taxes: a limited maintenance and operation ("M&O") tax to pay current expenses and an unlimited interest and sinking fund ("I&S") tax to pay debt service on bonds. School districts may not levy surplus M&O taxes for the purpose of paying debt service on bonds. A district is authorized to levy their M&O tax at a constitutionally mandated and voter-approved rate of up to $1.50 per $100 of taxable value in the district. Current law also requires school districts to demonstrate their ability to pay debt service on outstanding bonded indebtedness through the levy of an I&S tax at a rate not to exceed $0.50 per $100 of taxable value at the time bonds are issued. Once bonds are issued, however, districts may levy a tax sufficient to pay debt service on such bonds unlimited as to rate or amount. Because property values vary widely among school districts, the amount of local funding generated among school districts for the same tax rate is also subject to wide variation.

Prior to the 2019 Legislative Session, a district's maximum M&O tax rate for a given tax year was determined by multiplying that district's 2005 M&O tax rate levy by a compression percentage set by legislative appropriation or, in the absence of legislative appropriation, by the Commissioner of Education. This compression percentage was historically set at 66.67%, effectively setting the maximum compressed M&O tax rate for most school districts at $1.00 per $100 of taxable value. School districts were permitted, however, to generate additional local funds by raising their M&O tax rate up to $0.04 above the compressed tax rate or, with voter-approval at a valid election in the district, by up to $0.17 above the compressed rate (for most districts, between $1.04 and $1.17 per $100 of taxable value). Districts received additional State funds in proportion to such taxing effort.

Local Funding for School Districts

In HB 3, the 86th Texas Legislature made several significant changes to the funding methodology for school districts. HB 3 orders a district's M&O tax rate into two distinct parts: the Tier One Tax Rate and the Enrichment Tax Rate; and applies a legislatively appropriated State Compression Percentage (each term as described below) or a higher rate of compression, as appropriate.

State Compression Percentage. The "State Compression Percentage" is a statutorily defined percentage of the rate of $1.00 per $100 that is necessary to receive the full amount of State aid. The State Compression Percentage is set at 93% per $100 of taxable value for the 2019-2020 school year, effectively setting the fiscal year 2019-2020 Tier One Tax Rate for most school districts at $0.93 cents. In the 2020-2021 school year, the State Compression Percentage is anticipated to decline, based on statewide average property value growth, to 91.65%. It will decline further in future years if statewide average property values grow at a rate that is greater than 2.5%.

Tier One Tax Rate. For school year 2019-2020, the Tier One Tax Rate is defined as the lesser of the State Compression Percentage multiplied by $1.00 or the total number of cents levied by the district for the 2018-2019 school year for M&O purposes (excluding tax rate increases in response to declared disasters as described below), multiplied by the State Compression Percentage. Beginning with the 2020-2021 school year, a district must reduce its compression percentage to a rate lower than the State Compression Percentage if the taxable value in the district has increased by more than 2.5% over the prior year.

Enrichment Tax Rate. The Enrichment Tax Rate is defined as any tax effort in excess of the Tier One Tax Rate and less than $1.17. The Enrichment Tax Rate is divided into two components, commonly known as "Golden Pennies" and "Copper Pennies." Golden Pennies refer to the first eight cents of taxing effort above the Tier One Tax Rate. Copper Pennies refer to any taxing

effort above the sum of the Tier One Tax Rate and Golden Pennies, but less than or equal to the sum of (1) $0.17, plus (2) the product of the State Compression Percentage, multiplied by $1.00. For the 2019-2020 tax year, this maximum value for most districts is $1.10.

Districts are entitled to a guaranteed yield (i.e., the guaranteed level of local tax revenue and State aid generated) for each Golden Penny or Copper Penny levied in addition to the Tier One Tax Rate. However, in years for which the guaranteed yield per Copper Penny is increased, a district may be required to reduce its M&O tax rate for that school year if it levies Copper Pennies.

State Funding for School Districts

State funding for school districts is provided through the Foundation School Program, which provides each district with a State-appropriated baseline level of funding (the "Basic Allotment") for each student in "Average Daily Attendance" (being the sum of student attendance for each State-mandated day of instruction divided by the number of State-mandated days of instruction, defined herein as "ADA"). The Basic Allotment per student is revised downward if a district's Tier One Tax Rate does not meet or exceed a State-determined threshold (currently $0.93 per $100 of taxable value). This Basic Allotment is supplemented by additional State funds, allotted based upon the unique district characteristics and demographics of students in ADA, to make up most of a district's basic level of State funding (referred to herein as "Tier One") under the Foundation School Program.

Tier One is then "enriched" with additional funds known as "Tier Two" of the Foundation School Program. Tier Two provides a guaranteed level of funding for each cent of a district's Enrichment Tax Rate, which is the M&O tax effort that exceeds the Tier One Tax Rate. The Finance System also provides an Existing Debt Allotment ("EDA") to subsidize debt service on eligible outstanding district bonds, an Instructional Facilities Allotment ("IFA") to subsidize debt service on newly issued bonds, and a New Instructional Facilities Allotment ("NIFA") to subsidize operational expenses associated with the opening of a new instructional facility. IFA primarily addresses the debt service needs of property-poor districts. In 2019, the 86th Texas Legislature appropriated funds in the amount of $1,323,444,300 for the 2020-2021 State fiscal biennium for the EDA, IFA, and NIFA.

Tier One and Tier Two allotments represent the State's share of the cost of M&O expenses of districts, with local M&O taxes representing the district's local share. EDA and IFA allotments supplement a district's local I&S taxes levied for debt service on eligible bonds issued to construct, acquire and improve facilities. Tier One and Tier Two allotments and EDA and IFA allotments are generally required to be funded each year by the Texas Legislature. Since future-year IFA awards were not funded by the Texas Legislature for the 2020-21 State fiscal biennium and debt service assistance on district bonds that are not yet eligible for EDA is not available, debt service on new bonds issued by districts to construct, acquire and improve facilities must be funded solely from local I&S taxes.

Tier One allotments are intended to provide all districts a basic level of education necessary to meet applicable legal standards. Tier Two allotments are intended to guarantee each district that is not subject to the wealth transfer provisions described below an opportunity to supplement Tier One at a level of its own choice; however, Tier Two allotments may not be used for the payment of debt service or capital outlay.

As described above, Tier One funding is based on an allotment per student known as the "Basic Allotment." For the 2020-21 State fiscal biennium, the Basic Allotment for districts with an M&O tax rate of at least $0.93 cents is $6,160 for each student in ADA and is revised downward for districts with a lower M&O tax rate. The Basic Allotment is then supplemented for all districts by various weights to account for differences among districts and their student populations. Such additional allotments include, but are not limited to, increased funds for students in ADA who: (i) attend a qualified special education program, (ii) are diagnosed with dyslexia or a related disorder, (iii) are economically disadvantaged, or (iv) have limited English language proficiency. Additional allotments to mitigate differences among districts include, but are not limited to: (i) a transportation allotment for mileage associated with transporting students who reside two miles or more from their home campus, (ii) a fast growth allotment (for districts in the top 25% of enrollment growth relative to other districts), and (iii) a college, career and military readiness allotment to further the State's goal of increasing the number of student who attain post-secondary education or workforce credential. The sum of a district's Basic Allotment and all statutory adjustments, divided by $6,160, is that district's measure of students in "Weighted Average Daily Attendance" ("WADA"), which serves to calculate Tier Two funding.

Tier Two supplements the basic funding of Tier One and provides two levels of enrichment with different guaranteed yields (i.e., guaranteed levels of State and local funds per cent of tax effort) depending on the district's Enrichment Tax Rate. The first eight cents of tax effort that exceeds a district's Tier One Tax Rate (Golden Pennies) will generate a guaranteed yield equal to the greater of (i) the local revenue per student in WADA per cent of tax effort available to a school district at the 96th percentile of wealth per student in WADA, or (ii) the Basic Allotment multiplied by 0.016 per student in WADA per cent of tax effort. For the 2020-21 State fiscal biennium, the guaranteed yield will be $98.56 per WADA per cent of tax effort above $0.93 up to $1.01 per $100 taxable value.

The second level of Tier Two is generated by tax effort that exceeds the district's Tier One Tax Rate plus eight cents (Copper Pennies) and has a guaranteed yield per cent per WADA of the Basic Allotment multiplied by 0.008. For the 2020-2021 State fiscal biennium, the guaranteed yield will be $49.28 per WADA per cent of tax effort above $1.01, up to nine cents of tax effort. In addition to the operations funding components of the Foundation School Program discussed above, the Foundation School Program provides a facilities funding component consisting of the IFA program and the EDA program. These programs assist school districts in funding facilities by, generally, equalizing a district's I&S tax effort. The IFA guarantees each awarded district a specified amount per student (the "IFA Guaranteed Yield") in State and local funds for each cent of tax effort to pay the principal of and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities. The guaranteed yield per cent of local tax effort per student in ADA has been $35 since this program first began in 1997. New awards of IFA are only available if appropriated funds are allocated for such purpose by the State Legislature. To receive an IFA award, in years where the new IFA awards are available, a district must apply to the Commissioner in accordance with rules adopted by the TEA before issuing the bonds to be paid with IFA State assistance. The total amount of debt service assistance over a biennium for which a district may be awarded is limited to the lesser of (1) the actual debt service payments made by the district in the biennium in which the bonds are issued; or (2) the greater of (a) $100,000 or (b) $250 multiplied by the number of students in ADA. The IFA is also available for lease-purchase agreements and refunding bonds meeting certain prescribed conditions. Once a district receives an IFA award for bonds, it is entitled to continue receiving State assistance for such bonds without reapplying to the Commissioner. The guaranteed level of State and local funds per student per cent of local tax effort applicable to the bonds may not be reduced below the level provided for the year in which the bonds were issued. The 86th State Legislature did not appropriate any funds for new IFA awards for the 2020-2021 State fiscal biennium; however, awards previously granted in years the State Legislature did appropriate funds for new IFA awards will continue to be funded. State financial assistance is provided for certain existing eligible debt issued by school districts through the EDA program. Until recently, the EDA guaranteed yield (the "EDA Yield") was the same as the IFA Guaranteed Yield ($35 per cent of local tax effort per student in ADA). The 85th Texas Legislature changed the EDA Yield to the lesser of (i) $40 or a greater amount for any year provided by appropriation; or (ii) the amount that would result in a total additional EDA of $60 million more than the EDA to which districts would have been entitled to if the EDA Yield were $35. The yield for the 2019-2020 fiscal year is approximately $37. The portion of a district's local debt service rate that qualifies for EDA assistance is limited to the first 29 cents of debt service tax (or a greater amount for any year provided by appropriation by the Texas Legislature). In general, a district's bonds are eligible for EDA assistance if (i) the district made payments on the bonds during the final fiscal year of the preceding State fiscal biennium, and (ii) the district levied taxes to pay the principal of and interest on the bonds for that fiscal year. Each biennium, access to EDA funding is determined by the debt service taxes collected in the final year of the preceding biennium. A district may not receive EDA funding for the principal and interest on a series of otherwise eligible bonds for which the district receives IFA funding.

A district may also qualify for a NIFA allotment, which provides assistance to districts for operational expenses associated with opening new instructional facilities. The 86th Texas Legislature appropriated funds in the amount of $100,000,000 for each of the 2019-2020 and 2020-2021 State fiscal years for NIFA allotments.

Tax Rate Limitation

A school district is authorized to levy M&O taxes subject to approval of a proposition submitted to district voters. The maximum M&O tax rate that may be levied by a district cannot exceed the voted maximum rate or the maximum rate described in the succeeding paragraphs. The maximum voted M&O tax rate for the District is $1.50 per $100 of assessed valuation as approved by the voters at an election held on May 19, 1962 pursuant to Article 2784e-1, Texas Revised Civil Statutes Annotated, as amended.

Article 2784e-1 limits the District's annual M&O tax rate based upon a comparison between the District's outstanding bonded indebtedness and the District's taxable assessed value per $100 of assessed valuation. Article 2784e-1 provides for a reduction of $0.10 for each one percent (1%) or major fraction thereof increase in bonded indebtedness beyond seven percent (7%) of

assessed valuation of property in the District. This limitation is capped when the District's bonded indebtedness is ten percent (10%) (or greater) of the District's assessed valuation which would result in an annual M&O tax rate not to exceed $1.20. Lastly, the Texas Attorney General in reviewing the District's transcript of proceedings will allow the District to reduce the amount of its outstanding bonded indebtedness by the amount of funds (on a percentage basis) that the District receives in State assistance for the repayment of this bonded indebtedness (for example, if the District anticipates that it will pay 75% of its bonded indebtedness from State assistance, for the purposes of Article 2784e-1, the Texas Attorney General will assume that only 25% of the District's bonded indebtedness is outstanding and payable from local ad valorem taxes). The bonded indebtedness of the District after the issuance of the Bonds will be approximately 5.54% of the District's current taxable assessed valuation of property.

The maximum M&O tax rate per $100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) $1.50, or such lower rate as described in the preceding paragraph, or (B) the sum of the Tier One Tax Rate and Enrichment Tax Rate. Furthermore, a school district cannot annually increase its tax rate in excess of the district's "voter-approval tax rate" without submitting such tax rate to a referendum election and a majority of the voters voting at such election approving the adopted rate.

A school district is also authorized to issue bonds and levy taxes for payment of bonds subject to voter approval of one or more propositions submitted to the voters under Section 45.003(b)(1), Texas Education Code, as amended, which provides a tax unlimited as to rate or amount for the support of school district bonded indebtedness.

Section 45.0031, Texas Education Code, as amended, ("Section 45.0031"), requires a district to demonstrate to the Texas Attorney General that it has the prospective ability to pay its maximum annual debt service on a proposed issue of bonds and all previously issued bonds, other than bonds approved by district voters at an election held on or before April 1, 1991 and issued before September 1, 1992 (or debt issued to refund such bonds, collectively, "exempt bonds"), from a tax levied at a rate of $0.50 per $100 of assessed valuation before bonds may be issued. In demonstrating the ability to pay debt service at a rate of $0.50, a district may take into account EDA and IFA allotments to the district, which effectively reduces the district's local share of debt service, and may also take into account Tier One funds allotted to the district. If a district exercises this option, it may not adopt an I&S tax until it has credited to the district's interest and sinking fund an amount equal to all State allotments provided solely for payment of debt service and any Tier One funds needed to demonstrate compliance with the threshold tax rate test and which is received or to be received in that year. Additionally, a district may demonstrate its ability to comply with the $0.50 threshold tax rate test by applying the $0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a district uses projected future taxable values to meet the $0.50 threshold tax rate test and subsequently imposes a tax at a rate greater than $0.50 per $100 of valuation to pay for bonds subject to the test, then for subsequent bond issues, the Texas Attorney General must find that the district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the $0.50 threshold tax rate test from a tax rate of $0.45 per $100 of valuation. Once the prospective ability to pay such tax has been shown and the bonds are issued, a district may levy an unlimited tax to pay debt service. Refunding bonds issued pursuant to Chapter 1207, Texas Government Code, are not subject to the $0.50 tax rate test; however, taxes levied to pay debt service on such bonds (other than bonds issued to refund exempt bonds) are included in maximum annual debt service for calculation of the $0.50 threshold tax rate test when applied to subsequent bond issues.

Public Hearing and Maintenance and Operation Tax Rate Limitations

During the 2019 legislative session, the Texas Legislature made numerous changes to the requirements for the levy and collection of ad valorem taxes and the calculation of defined tax rates, including particularly those contained in HB 3 and Senate Bill 2 ("SB 2"). In some instances, the provisions of HB 3 and SB 2 will require further interpretation in connection with their implementation in order to resolve ambiguities contained in the bills. The District is still in the process of analyzing how the provisions of HB 3 and SB 2 will be implemented, and the information contained herein reflects the District's understanding based on information available to the District as of the date of this publication, which is subject to change. Reference is made to HB 3, SB 2 and the Property Tax Code for definitive requirements for the levy and collection of ad valorem taxes and the calculation of the defined tax rates.

A school district's tax rate consists of two components: (1) its M&O tax rate for funding of maintenance and operation expenditures in the current year, and (2) its I&S tax rate for funding debt service in the current year. Under State law, the assessor for the district must submit an appraisal roll showing the total appraised, assessed, and taxable values of all property in the district to the governing body of the district by August 1 or as soon as practicable thereafter.

In setting its tax rate for the 2019 tax year, the governing body of a school district generally cannot adopt a tax rate exceeding the district's voter-approval tax rate without approval by a majority of the voters voting at an election to be held on the next

uniform election date. The "voter-approval tax rate" for a school district for the 2019 tax year is the sum of (A) the product of the district's State Compression Percentage for that year multiplied by $1.00, (B) the greater of (i) the district's M&O tax rate for the 2018 tax year, less the sum of (a) $1.00 and (b) any amount by which the district is required to reduce its Enrichment Tax Rate or (ii) the rate of $0.04, and (C) the district's I&S tax rate.

With certain exceptions, if a district's voter-approval tax rate, after subtracting its I&S tax rate, for tax year 2019 is $0.97 or more, the district may not adopt an M&O tax rate that exceeds its voter-approval tax rate for tax year 2019.

For the 2020 tax year and any subsequent years, the "voter-approval tax rate" for a school district is the sum of (A) the product of the district's State Compression Percentage for that year multiplied by $1.00, (B) the greater of (i) the district's Enrichment Tax Rate for the preceding tax year, less the rate (if any) by which it must compress its Copper Pennies for the current year, or (ii) the rate of $0.05, and (C) the district's I&S tax rate for the current tax year; provided, however, for the 2020 tax year (B)(ii), above shall be reduced to $0.04 if the annual tax rate is not approved by a unanimous vote of the governing body of the District.

In setting its annual tax rate for tax year 2020 and any subsequent years, the governing body of a school district generally cannot adopt a tax rate exceeding the district's voter-approval tax rate without approval by a majority of the voters voting at an election to be held on the next uniform election date. Further, subject to certain exceptions for areas declared disaster areas, State law requires the board of trustees of a district to conduct an efficiency audit before seeking voter approval to adopt a tax rate exceeding the voter-approval tax rate and sets certain parameters for conducting and disclosing the results of an efficiency audit. An election is not required for a tax increase to address increased expenditures resulting from certain disasters in the year following a year in which such disaster occurs; however, the amount by which the increased tax rate exceeds the district's voter-approval tax rate for such year may not be considered by the school district in the calculation of its subsequent voter-approval tax rate.

The calculation of the voter-approval tax rate does not limit or impact the District's ability to set a debt service tax rate in each year sufficient to pay debt service on all of the District's tax-supported debt obligations, including the Bonds.

The governing body of a district must adopt a tax rate before the later of September 30 or the 60th day after receipt of the certified appraisal roll, except that a tax rate that exceeds the voter-approval tax rate must be adopted not later than the 71st day before the next occurring November uniform election date. If a district fails to timely adopt a tax rate, such tax rate will be statutorily determined in accordance with Section 26.05 of the Property Tax Code.

Before adopting its annual tax rate, a public meeting must be held for the purpose of adopting a budget for the succeeding year. A notice of public meeting to discuss the district's budget and proposed tax rate must be published in the time, format and manner prescribed in Section 44.004 of the Texas Education Code. Section 44.004(e) of the Texas Education Code provides that a person who owns taxable property in a school district is entitled to an injunction restraining the collection of taxes by the district if the district has not complied with such notice requirements or the language and format requirements of such notice as set forth in Section 44.004(b), (c), (c-1), (c-2), and (d), and, if applicable, Subsection (i), and if such failure to comply was not in good faith. Section 44.004(e) further provides the action to enjoin the collection of taxes must be filed before the date the district delivers substantially all of its tax bills. A district may adopt its budget after adopting a tax rate for the tax year in which the fiscal year covered by the budget begins if the district elects to adopt its tax rate before receiving the certified appraisal roll. A district that adopts a tax rate before adopting its budget must hold a public hearing on the proposed tax rate followed by another public hearing on the proposed budget rather than holding a single hearing on the two items.

Beginning with the 2020 tax year, the District must annually calculate and prominently post on its internet website, and submit to the county tax assessor-collector for each county in which all or part of the District is located its voter-approval tax rate in accordance with forms prescribed by the State Comptroller.

Property Subject to Taxation by the District

Except for certain exemptions provided by Texas law, all property in the District is subject to taxation by the District. Categories of exemptions applicable to the District include property owned by the State of Texas or its political subdivisions if the property is used for public purposes; property exempt from ad valorem taxation by federal law; certain household goods, family supplies, and personal effects; farm products owned by the producers; certain property affiliated with charitable organizations, youth development associations, religious organizations, and qualified schools; designated historic sites; solar and wind powered

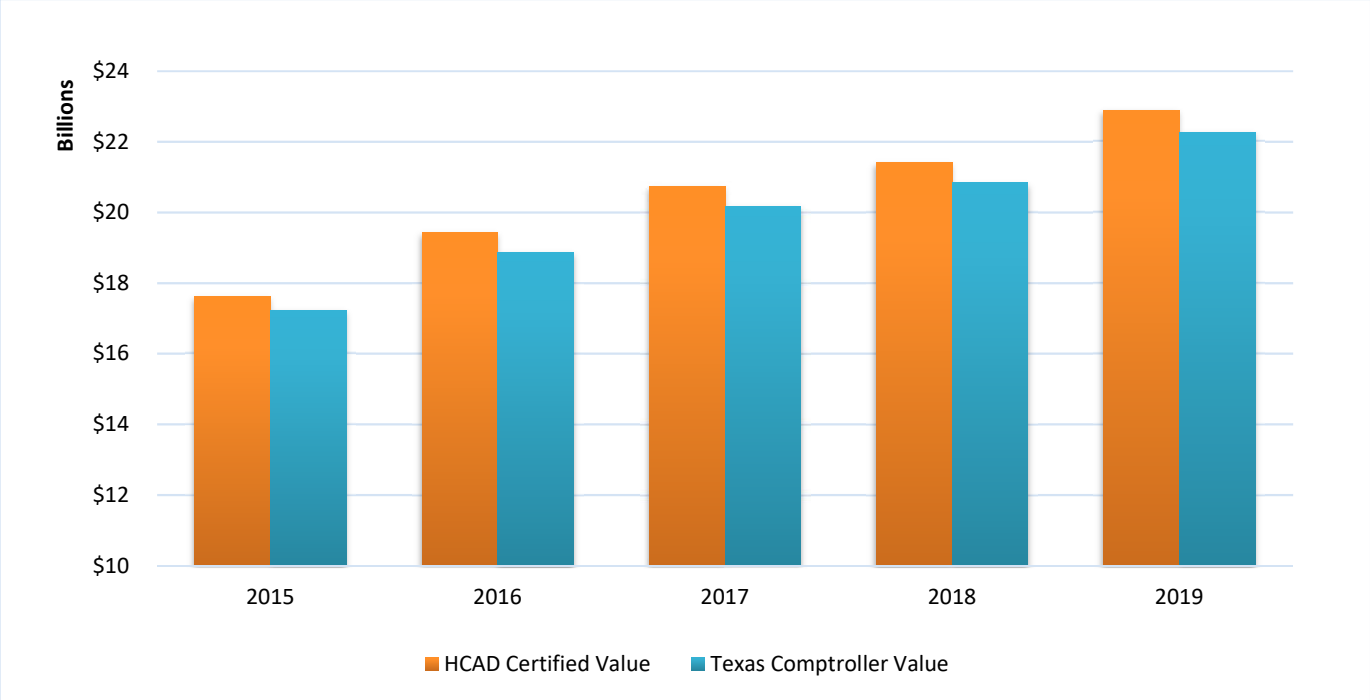
energy devices; and most individually owned automobiles. In addition, owners of agricultural, timber and open space land may, under certain circumstances, request valuation of such land on the basis of productive capacity rather than market value.

Residential Homestead Exemptions

Certain specific exemptions apply to residential homesteads. An adult who files an application is entitled to an exemption from taxation by the District of $25,000. This exemption is effective for the tax year beginning January 1, 2015. Disabled veterans are entitled to an exemption, the amount of which varies up to $12,000, dependent on age and disability, and certain survivors of deceased disabled veterans may claim the same amount of exemption. In addition to state mandated exemptions, the District offers a $13,300 local exemption to taxpayers 65 years of age or older. In addition, except for increases attributable to certain improvements, the District is prohibited by State law from increasing the total ad valorem tax of the residence homestead of persons 65 years of age or older above the amount of tax imposed in the year such residence qualified for an exemption based on age of the owner. The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older is also transferable to a different residence homestead. Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property is the homestead of the surviving spouse and the spouse is at least 55 years of age at the time of the death of the individual's spouse. A disabled veteran (and surviving spouse) who receives from the United States Department of Veterans Affairs or its successor 100 percent disability compensation due to a service-connected disability and a rating of 100 percent disabled or of individual unemployability is entitled to an exemption from taxation of the total appraised value of the veteran's residence homestead. Further, effective January 1, 2012, the surviving spouse of a deceased veteran who had received a disability rating of 100% is entitled to receive a residential homestead exemption equal to the exemption received by the deceased spouse until such surviving spouse remarries. Effective January 1, 2018, this exemption will also apply to a residence homestead that was donated by a charitable organization at some cost to such veterans. Also effective January 1, 2018, the surviving spouse of a first responder who is killed or fatally injured in the line of duty is entitled to an exemption of the total appraised value of the surviving spouse's residence homestead if the surviving spouse has not remarried since the first responder's death, and said property was the first responder's residence homestead at the time of death. Such exemption would be transferred to a subsequent residence homestead of the surviving spouse, if the surviving spouse has not remarried, in an amount equal to the exemption received on the prior residence in the last year in which such exemption was received. A partially disabled veteran or certain surviving spouses of partially disabled veterans are entitled to an exemption from taxation of a percentage of the appraised value of their residence homestead in an amount equal to the partially disabled veteran's disability rating if the residence homestead was donated by a charitable organization. The surviving spouse of a member of the armed forces who was killed in action is, subject to certain conditions, entitled to an exemption of the total appraised value of the surviving spouse's residence homestead, and subject to certain conditions, an exemption up to the same amount may be transferred to a subsequent residence homestead of the surviving spouse. Effective January 1, 2004, the freeze on taxes paid on residence homesteads of persons 65 years of age and older was extended to include the resident homesteads of "disabled" persons, including the right to transfer the freeze to a different residence homestead. A "disabled" person is one who is "under a disability for purposes of payment of disability insurance benefits under the Federal Old Age, Survivors and Disability Insurance." Pursuant to a constitutional amendment approved by the voters on May 12, 2007, legislation was enacted to reduce the school property tax limitation imposed by the freeze on taxes paid on residence homesteads of persons 65 years of age or over or of disabled persons to correspond to reductions in local school district tax rates from the 2005 tax year to the 2006 tax year and from the 2006 tax year to the 2007 tax year.

Klein Independent School District
Assessed Value of Taxable Property

	2015 Certified Value as of 8/31/2016	2016 Certified Value as of 8/31/2017	2017 Certified Value as of 8/31/2018	2018 Certified Value as of 8/31/2019	2019 Estimated Value as of 8/31/2020
HCAD Certified Value	$17.611	$19.436	$20.748	$21.362	$22.893
Average HCAD Change From Prior Year	11.82%	10.36%	6.75%	2.96%	6.87%
Texas Comptroller Value	$17.230	$18.879	$20.178	$20.834	$22.266

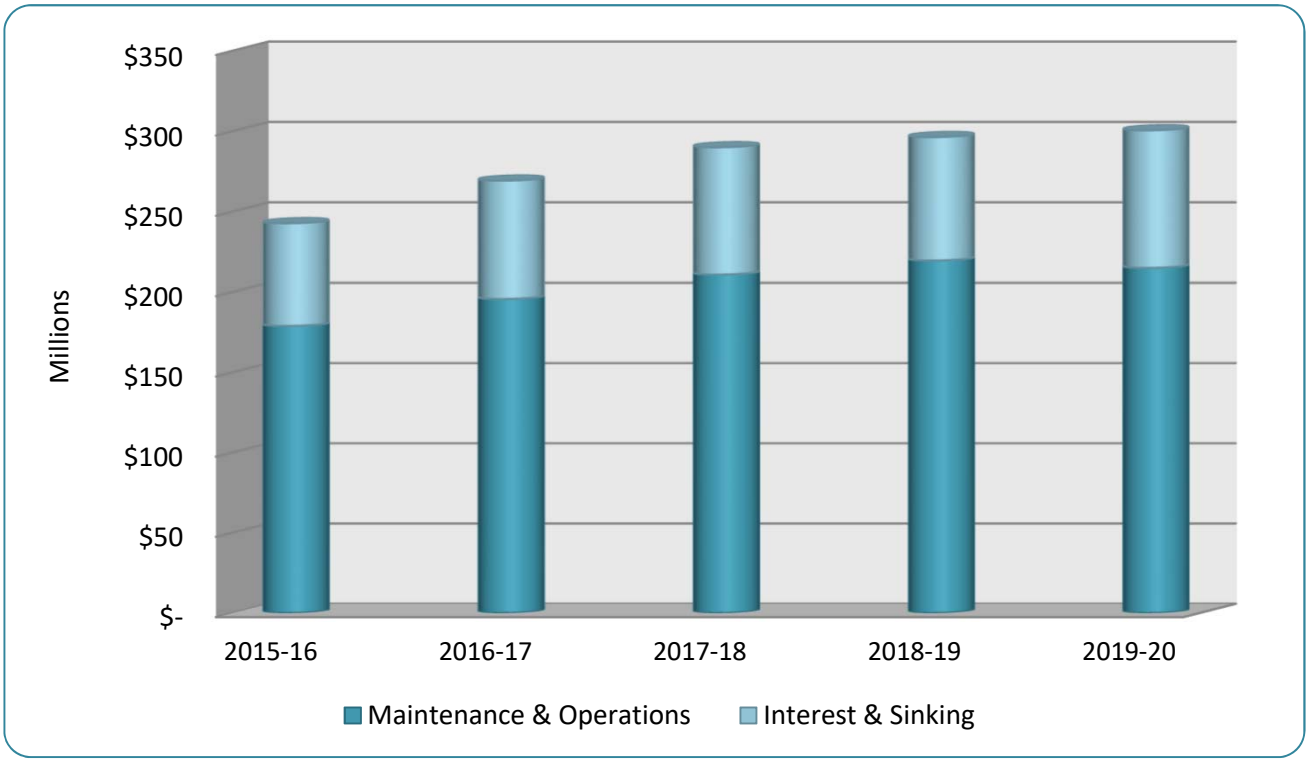


Discussion

The Harris County Appraisal District (HCAD) is expected to certify the 2019 tax roll in August, based on property values as of January 1 of the current tax year. The District's fiscal year runs from September 1 to June 30, therefore a projected estimate of the 2019 Certified Appraisal Roll was used to project 2019-20 available resources. Differences between value estimates and certified values will be accounted for through HCAD supplemental tax roll data received throughout the year as taxpayer's value protests are resolved.

Klein Independent School District
Property Tax Collections

	Audited Actual 2015-16	Audited Actual 2016-17	Adopted Budget 2017-18	Adopted Budget 2018-19	Adopted Budget 2019-20
Maintenance & Operations	$178,997,248	$195,751,393	$210,932,831	$219,681,453	$215,083,839
Interest & Sinking	63,790,168	73,543,615	79,100,596	76,681,262	85,485,035
Total Tax Collections	$242,787,416	$269,295,008	$290,033,427	$296,362,715	$300,568,874



Discussion

School district tax rates consist of a Maintenance & Operations (M&O) and an Interest & Sinking (I&S) tax rate.

Maintenance & Operations (M&O) tax rate: A local school district tax rate that raises revenue to be used to operate and maintain the district's schools.

Interest & Sinking (I&S) tax rate: A tax levied and money used by school districts to pay for voter approved bonded indebtedness, usually construction of facilities or other capital needs.

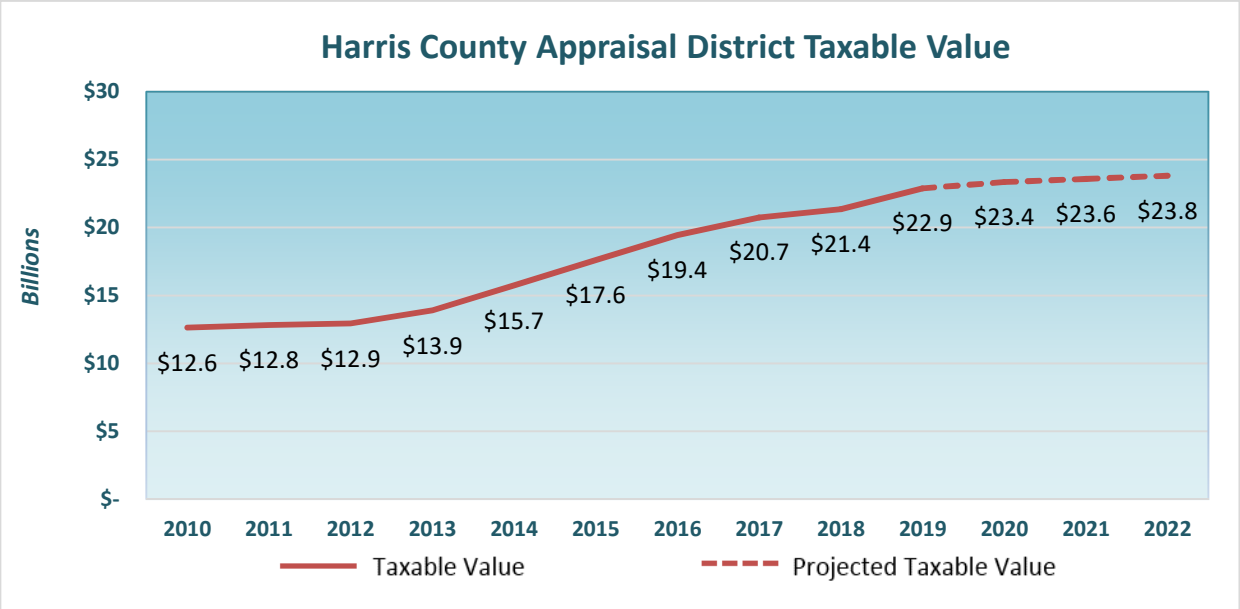
Klein Independent School District
Taxable Value History and Projected Values
Harris County Appraisal District

Year End Summary	Taxable Value	% Change	
2010	$ 12,634,601,046	-2.85%	
2011	$ 12,829,823,756	1.55%	
2012	$ 12,935,999,583	0.83%	
2013	$ 13,895,518,749	7.42%	
2014	$ 15,749,897,428	13.35%	
2015	$ 17,610,784,978	11.82%	
2016	$ 19,436,341,291	10.37%	
2017	$ 20,747,839,372	6.75%	
2018	$ 21,361,795,717	2.96%	
2019	$ 22,892,926,144	7.17%	
2020	$ 23,350,784,667	2.00%	Projected Values
2021	$ 23,584,292,514	1.00%	
2022	$ 23,820,135,439	1.00%	

10 Year Average: 5.93%

Property taxes are calculated on 100% of market values less appropriate exemptions. Tax rates are applied to each $100 of taxable value.

The projections are based on historical trends, future growth, and demographic studies. All of these factors are considered when projections are calculated.



Klein Independent School District

Property Tax Rates

	2015-16 Adopted Rate	2016-17 Adopted Rate	2017-18 Adopted Rate	2018-19 Adopted Rate	2019-20 Adopted Rate
Maintenance & Operations	$ 1.04	$ 1.04	$ 1.04	$ 1.06	$ 0.97
Interest & Sinking	0.37	0.39	0.39	0.37	0.39
Total Tax Rate	$ 1.41	$ 1.43	$ 1.43	$ 1.43	$ 1.36

Discussion

House Bill 3, as passed by the 86th Legislature, requires school tax rate compression. For the 2019 tax year, school districts will be required to reduce the tier one tax rate as defined under Section 45.0032, Education Code as well as any tax rate compression required to be applied to the enrichment tax rate under Section 48.202(f), Education Code.

2019 M&O Tax Rate Calculation	
If 2018 Tax Rate is between $1.00 to $1.08:	2018 Tax Rate = $1.04
Multiply the first $1.00 x 0.93	$1.00 x 0.93 = $0.93
2019 Tax Rate = 0.93 + (2018 Tax Rate - $1.00)	$0.93 + ($1.04 - $1.00) = $0.93 + $0.04 = $0.97

The rollback tax rate provided for under Section 26.08, Tax Code, has been renamed the voter-approval tax rate. There is no longer an effective tax rate calculation. The voter-approval tax rate for the 2019 tax year will be the sum of: The state compression percentage times $1.00 (93 cents); b) The greater of: i) the district's tax effort for the 2018 tax year that exceeded $1.00 minus any tax rate compression required for the enrichment tax rate in section (2) (b) (i) above, or ii) 4 cents; and c) The district's current debt rate.

Comparison of Levy on Average Residence

	2015 Certified Value as of 8/31/2016	2016 Certified Value as of 8/31/2017	2017 Certified Value as of 8/31/2018	2018 Certified Value as of 8/31/2019	2019 Estimated Value as of 8/31/2020
Residence:					
Average Market Value	$ 203,440.00	$ 212,272.00	$ 215,674.00	$ 214,405.00	$ 224,917.00
Average Taxable Value	$ 178,440.00	$ 187,272.00	$ 190,674.00	$ 189,405.00	$ 199,917.00
Tax Rate per $100 Value	$ 1.41	$ 1.43	$ 1.43	$ 1.43	$ 1.36
Taxes Due on Average Residence	$ 2,516.00	$ 2,677.99	$ 2,726.64	$ 2,708.49	$ 2,718.87

Discussion

Certain specific exemptions apply to residential homesteads. An adult who files an application is entitled to an exemption from taxation by the District of $25,000. This exemption became effective for the tax year beginning January 1, 2015. Disabled veterans are entitled to an exemption, the amount of which varies up to $12,000, dependent on age and disability, and certain survivors of deceased disabled veterans may claim the same amount of exemption. In addition to state mandated exemptions, the District offers a $13,300 local exemption to taxpayers 65 years of age or older. In addition, except for increases attributable to certain improvements, the District is prohibited by State law from increasing the total ad valorem tax of the residence homestead of persons 65 years of age or older above the amount of tax imposed in the year such residence qualified for an exemption based on age of the owner.

Klein Independent School District
Direct and Overlapping Governmental Activities Debt

Other governmental entities whose boundaries overlap the District have outstanding bonds payable from ad valorem taxes. The following statement of direct and estimated overlapping ad valorem tax debt was developed from information contained in "Texas Municipal Reports," published by the Municipal Advisory Council of Texas. Certain entities listed below may have issued additional bonds since the dates stated in this table, and such entities may have programs requiring the issuance of substantial amounts of additional bonds, the amount of which cannot be determined. Political subdivisions overlapping the District are authorized by Texas law to levy and collect ad valorem taxes for operation, maintenance and/or general revenue purposes in addition to taxes for payment of their debt, and some are presently levying and collecting such taxes.

Taxing Authority	Debt as of August 31, 2019	Overlapping Percent	Overlapping Amount
Bilma PUD	$ 19,160,000	100.00%	$ 19,160,000
Bridgestone MUD	85,235,000	100.00%	85,235,000
Charterwood MUD	10,940,000	100.00%	10,940,000
Cypress Forest PUD	1,130,000	89.63%	1,012,819
Cypresswood UD	6,845,000	100.00%	6,845,000
Dowdell PUD (Defined Area)	4,550,000	100.00%	4,550,000
Dowdell PUD	57,430,000	100.00%	57,430,000
Encanto Real UD	38,210,000	100.00%	38,210,000
Fountainhead MUD	6,285,000	74.88%	4,706,208
Harris Co	1,599,402,125	4.45%	71,173,395
Harris Co Dept of Ed	6,320,000	4.45%	281,240
Harris Co Flood Control	83,075,000	4.45%	3,696,838
Harris Co Hosp District	57,300,000	4.45%	2,549,850
Harris Co Improvement Dist. No. 18 (Defined Area No. 1)	25,985,000	100.00%	25,985,000
Harris Co Improvement District No. 18	138,610,000	0.11%	152,471
Harris Co MUD # 1	47,255,000	100.00%	47,255,000
Harris Co MUD # 24	13,655,000	100.00%	13,655,000
Harris Co MUD #104	9,380,000	100.00%	9,380,000
Harris Co MUD #118	7,950,000	65.82%	5,232,690
Harris Co MUD #119	4,850,000	62.88%	3,049,680
Harris Co MUD #150	16,090,000	33.42%	5,377,278
Harris Co MUD #180	9,240,000	100.00%	9,240,000
Harris Co MUD #316	1,565,000	100.00%	1,565,000
Harris Co MUD #367	17,615,000	100.00%	17,615,000
Harris Co MUD #368	52,960,000	100.00%	52,960,000
Harris Co MUD #383	41,000,000	100.00%	41,000,000
Harris Co MUD #401	34,670,000	100.00%	34,670,000
Harris Co MUD #468	39,585,000	100.00%	39,585,000
Harris Co MUD # 530	23,640,000	100.00%	23,640,000
Harris Co Toll Road	0	4.45%	0
Harris Co WC&ID #109	5,305,000	90.36%	4,793,598
Harris Co WC&ID #110	16,275,000	36.20%	5,891,550
Harris Co WC&ID #116	5,200,000	30.77%	1,600,040
Harris Co WC&ID #119	31,670,000	100.00%	31,670,000
Harris Co WC&ID #132	3,480,000	100.00%	3,480,000
Harris Co WC&ID #133	2,725,000	100.00%	2,725,000

Taxing Authority	Debt as of August 31, 2019	Overlapping Percent	Overlapping Amount
Heatherloch MUD	4,545,000	100.00%	4,545,000
Houston, City of	3,741,325,000	0.25%	9,353,313
Kleinwood MUD	9,604,992	100.00%	9,604,992
Lone Star College Sys	581,595,000	11.40%	66,301,830
Louetta North PUD	4,535,000	100.00%	4,535,000
Louetta Road UD	190,000	100.00%	190,000
Meadowhill Reg MUD	31,620,000	100.00%	31,620,000
Northampton MUD	32,400,000	100.00%	32,400,000
Northampton MUD - Defined Area	11,790,000	100.00%	11,790,000
NW Harris Co MUD # 6	12,025,000	65.63%	7,892,008
NW Harris Co MUD # 19	67,440,000	100.00%	67,440,000
NW Harris Co MUD # 24	3,950,000	100.00%	3,950,000
NW Harris Co MUD # 28	3,960,000	100.00%	3,960,000
NW Harris Co MUD # 30	14,870,000	100.00%	14,870,000
NW Harris Co MUD # 32	25,680,000	100.00%	25,680,000
NW Harris Co MUD # 36	15,050,000	100.00%	15,050,000
NW Park MUD	20,505,000	31.91%	6,543,146
Oakmont PUD	27,210,000	100.00%	27,210,000
Pt of Houston Auth	593,754,397	4.45%	26,422,071
Shasla PUD	4,280,000	100.00%	4,280,000
Spring Creek Forest PUD	4,700,000	100.00%	4,700,000
Spring West MUD	25,770,000	40.21%	10,362,117
Terranova West MUD	925,000	100.00%	925,000
			$ 1,075,937,131
		KISD Direct Debt as of August 31, 2019	1,114,535,000
		Total	**$ 2,190,472,131**

Source: Texas Municipal Advisory Council

Total Direct and Overlapping Debt % of A.V.:	10.23%
Total Direct and Overlapping Debt per Capita:	$8,220

Klein Independent School District

Top Ten Principal Taxpayers 2019

Name	Rank in 2018	Total Appraised Value (Real & Personal Property)	Total Taxable Value
1. National Oilwell Inc.	1	$ 245,158,809	$ 119,701,487
2. DXC Technology Services LLC***	2	82,129,842	82,129,842
3. Centerpoint Energy	3	142,827,305	142,827,305
4. Hewlett Packard	4	118,070,373	118,070,303
5. Vintage Dunhill LLC	5	83,449,000	83,449,000
6. Eastgroup Properties LP	6	82,524,983	82,524,983
7. Liberty Property	8	71,574,151	71,574,151
8. GP Market Place 1750 LLC	n/a	82,350,489	82,350,489
9. HEB Grocery Co LP	n/a	81,017,952	80,948,592
10. Wal Mart	n/a	63,227,091	63,227,091
	Total:	**$ 1,052,329,995**	**$ 926,803,243**

Please Note:

Centerpoint Energy was previously Houston Lighting & Power Co.

Hewlett Packard was previously Compaq Computer.

2017 – Hewlett Packard ownership splits between HP Enterprise Services LLC and Hewlett Packard

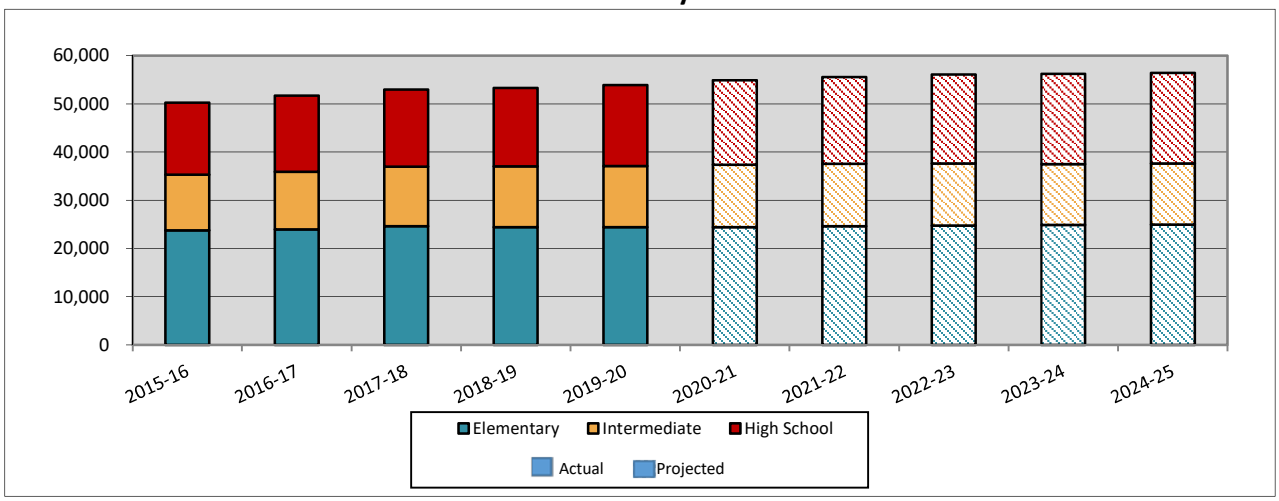
**2019 – DXC Technology Services LLC was formerly HP Enterprise Services LLC

Student Enrollment and Staffing

Klein Independent School District
Districtwide Student Enrollment Data 2016-2025

	School Year	Total Enrollment	Elementary (EE-5th)	Intermediate (6th-8th)	High School (9th-12th)	% of Free & Reduced Lunches
(1)	**Actual Ending Enrollment:**					
	2015-16	50,217	23,753	11,574	14,890	40.71%
	2016-17	51,719	23,977	11,914	15,828	40.01%
	2017-18	52,991	24,626	12,324	16,041	39.13%
	2018-19	53,303	24,440	12,593	16,270	45.00%
(2)	**Budget:**					
	2019-20	53,878	24,407	12,679	16,792	Avail Dec. 2019
(3)	**Projected:**					
	2020-21	54,925	24,454	12,950	17,521	Not available
	2021-22	55,560	24,639	12,931	17,990	Not available
	2022-23	56,068	24,742	12,881	18,445	Not available
	2023-24	56,212	24,883	12,623	18,706	Not available
	2024-25	56,396	24,959	12,686	18,751	Not available

Enrollment Data by Fiscal Year



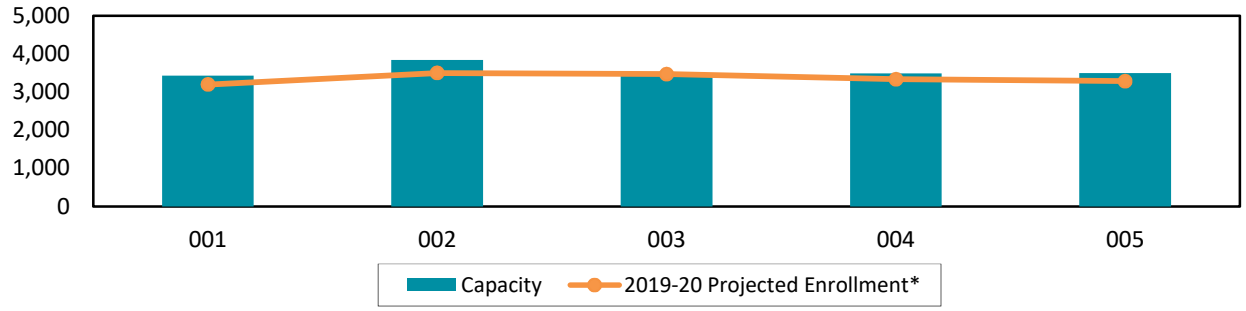
Enrollment projections are provided through a contract with Population and Survey Analysts (PASA). PASA integrates school district information with its proprietary new home census information and specific neighborhood forecasts to create enrollment projections by attendance zone for the District. The above projections represent PASA's *Projected Enollment* and assumes the District's total population growth through 2024-25 is best projected through use of projected new housing trends, amount of regeneration of older housing with younger families, economic and employment trends in the local area and nationally, the continued enrollment growth in private schools, the changing distribution of students geographically throughout the District, and the effect of the aging of the student population through the school system.

Sources: (1) Actual Enrollment - Klein Independent School District - Enrollment Count by Campus - EOY 2018-2019
(2) Budget Enrollment - 2019-2020 Enrollment Projection (Issued 4/24/18)
(3) Projected Enrollment - 2019 Demographic Update http://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659

Klein Independent School District
Capacity, Enrollment, and Age by School

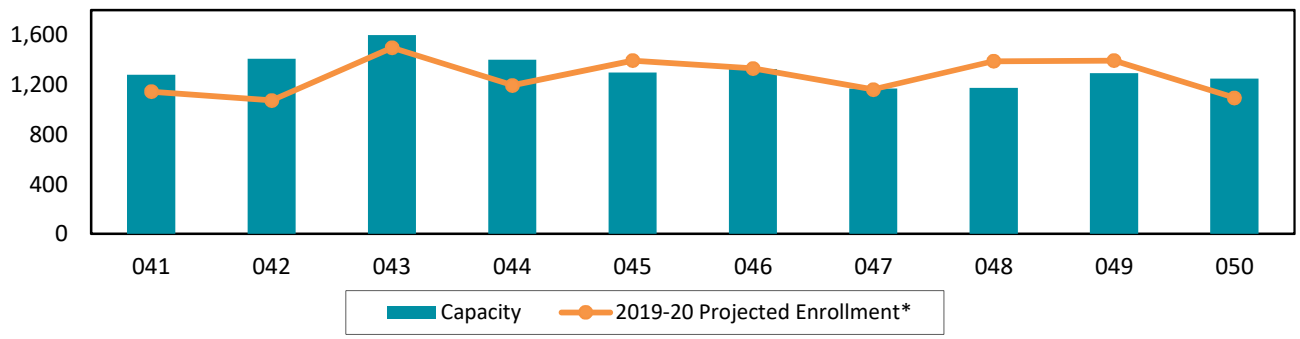
Campus Number	Campus Name	2019-20 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
High Schools:					
001	Klein High	3,196	3,429	93.2%	57
002	Klein Forest High	3,501	3,842	91.1%	41
003	Klein Oak High	3,470	3,497	99.2%	38
004	Klein Collins High	3,337	3,487	95.7%	19
005	Klein Cain High	3,288	3,500	93.9%	3
Total High School:		16,792	17,755	94.6%	

High School Enrollment to Capacity Comparison



Campus Number	Campus Name	2019-20 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
Intermediate Schools:					
041	Klein Intermediate	1,145	1,282	89.3%	36
042	Hildebrandt Intermediate	1,074	1,409	76.2%	47
043	Wunderlich Intermediate	1,498	1,600	93.6%	45
044	Strack Intermediate	1,195	1,402	85.2%	43
045	Kleb Intermediate	1,395	1,300	107.3%	27
046	Doerre Intermediate	1,332	1,326	100.5%	36
047	Schindewolf Intermediate	1,162	1,169	99.4%	18
048	Krimmel Intermediate	1,389	1,175	118.2%	13
049	Ulrich Intermediate	1,394	1,295	101.5%	8
050	Hofius Intermediate	1,095	1,250	87.6%	2
Total Intermediate:		12,679	13,208	96.0%	

Intermediate School Enrollment to Capacity Comparison



* 2019-2020 Enrollment Projection (Issued 11/29/18)

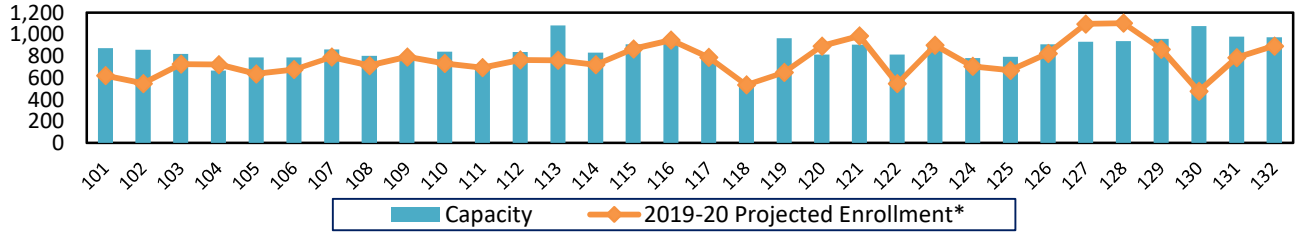
Klein Independent School District
Capacity, Enrollment, and Age by School
Elementary Campuses

Campus Number	Campus Name	2019-20 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
Elementary Schools:					
101	Kohrville Elementary	620	872	71.1%	18
102	Northampton Elementary	548	857	63.9%	49
103	Haude Elementary	726	819	88.6%	49
104	Greenwood Forest Elementary	721	667	108.1%	49
105	Epps Island Elementary	636	786	80.9%	47
106	Theiss Elementary	675	786	85.9%	46
107	Benfer Elementary	791	860	92.0%	43
108	Kaiser Elementary	712	802	88.8%	42
109	Brill Elementary	792	797	99.4%	42
110	Ehrhardt Elementary	732	839	87.2%	41
111	Lemm Elementary	693	691	100.3%	40
112	Nitsch Elementary	764	837	91.3%	40
113	Krahn Elementary	761	1,082	70.3%	37
114	Roth Elementary	720	830	86.7%	36
115	Kuehnle Elementary	865	908	95.3%	31
116	Mittelstadt Elementary	947	914	103.6%	29
117	Klenk Elementary	788	795	99.1%	28
118	Eiland Elementary	535	570	93.9%	27
119	Schultz Elementary	649	963	67.4%	26
120	Hassler Elementary	892	814	109.6%	21
121	Kreinhop Elementary	985	904	109.0%	16
122	McDougle Elementary	546	813	67.2%	16
123	Metzler Elementary	900	889	101.2%	15
124	Benignus Elementary	705	781	90.3%	14
125	Frank Elementary	668	794	84.1%	13
126	Mueller Elementary	825	908	90.9%	11
127	Blackshear Elementary	1,095	932	117.5%	9
128	Zwink Elementary	1,102	938	117.5%	8
129	Bernhausen Elementary	863	958	90.1%	7
130	Grace England Pre-K/EC Center**	475	1,075	44.2%	8
131	French Elementary	784	979	80.1%	5
132	Mahaffey Elementary	892	971	91.9%	4
Total Elementary:		24,407	27,431	89.0%	

* 2019-2020 Enrollment Projection (Issued 11/29/18)

** Capacity is 500 at any given time, but is reflected here as 1,075 because the enrollment is a total of students from each of the two sessions held daily.

Elementary Enrollment to Capacity Comparison



Klein Independent School District
Student Enrollment Data by Campus
2016-2020

	2015-16 Ending Enrollment	2016-17 Ending Enrollment	2017-18 Ending Enrollment	2018-19 Ending Enrollment	2019-20 Projected Enrollment*
High Schools					
Klein High	3,870	3,996	3,645	3,355	3,196
Klein Forest High	3,564	3,798	3,567	3,515	3,501
Klein Oak High	3,929	4,220	3,873	3,658	3,470
Klein Collins High	3,527	3,814	3,545	3,406	3,337
Klein Cain High			1,411	2,336	3,288
Total High Schools	14,890	15,828	16,041	16,270	16,792
Intermediate Schools					
Klein Intermediate	1,114	1,165	1,121	1,072	1,145
Hildebrandt Intermediate	1,251	1,369	1,350	945	1,074
Wunderlich Intermediate	1,571	1,579	1,634	1,550	1,498
Strack Intermediate	1,245	1,275	1,375	1,251	1,195
Kleb Intermediate	1,397	1,313	1,372	1,434	1,395
Doerre Intermediate	1,165	1,270	1,327	1,367	1,332
Schindewolf Intermediate	1,366	1,416	1,480	1,258	1,162
Krimmel Intermediate	1,302	1,335	1,379	1,379	1,389
Ulrich Intermediate	1,163	1,192	1,286	1,345	1,394
Hofius Intermediate				992	1,095
Total Intermediate Schools	11,574	11,914	12,324	12,593	12,679
Elementary Schools					
Kohrville Elementary	721	720	687	647	620
Northampton Elementary	511	649	555	548	548
Haude Elementary	740	729	715	716	726
Greenwood Forest Elementary	762	738	754	727	721
Epps Island Elementary	724	730	660	635	636
Theiss Elementary	671	615	681	680	675
Benfer Elementary	779	742	842	813	791
Kaiser Elementary	802	779	751	728	712
Brill Elementary	750	781	770	762	792
Ehrhardt Elementary	740	731	742	753	732
Lemm Elementary	663	727	675	712	693
Nitsch Elementary	802	805	784	745	764
Krahn Elementary	726	745	744	753	761
Roth Elementary	691	735	729	723	720
Kuehnle Elementary	882	800	873	874	865
Mittelstadt Elementary	820	879	905	907	947
Klenk Elementary	841	855	810	822	788
Eiland Elementary	595	582	558	528	535
Schultz Elementary	1,024	704	668	641	649
Hassler Elementary	628	712	795	867	892
Kreinhop Elementary	873	822	977	985	985
McDougle Elementary	664	647	587	573	546
Metzler Elementary	845	856	882	856	900
Benignus Elementary	908	886	824	722	705
Frank Elementary	652	653	711	647	668
Mueller Elementary	1,046	862	895	854	825
Blackshear Elementary	969	991	1,068	1,076	1,095
Zwink Elementary	1,019	1,045	1,114	1,099	1,102
Bernhausen Elementary	837	860	927	898	863
Grace England Pre-K/EC Center	513	515	490	487	475
French Elementary	555	604	697	810	784
Mahaffey Elementary		478	756	852	892
Total Elementary Schools	23,753	23,977	24,626	24,440	24,407
Total Student Enrollment	50,217	51,719	52,991	53,303	53,878

*2019-2020 Enrollment Projection (Issued 11/29/18)

Student Data Review
2018-2019 Fall PEIMS Collection
Snapshot Date - October 27, 2018

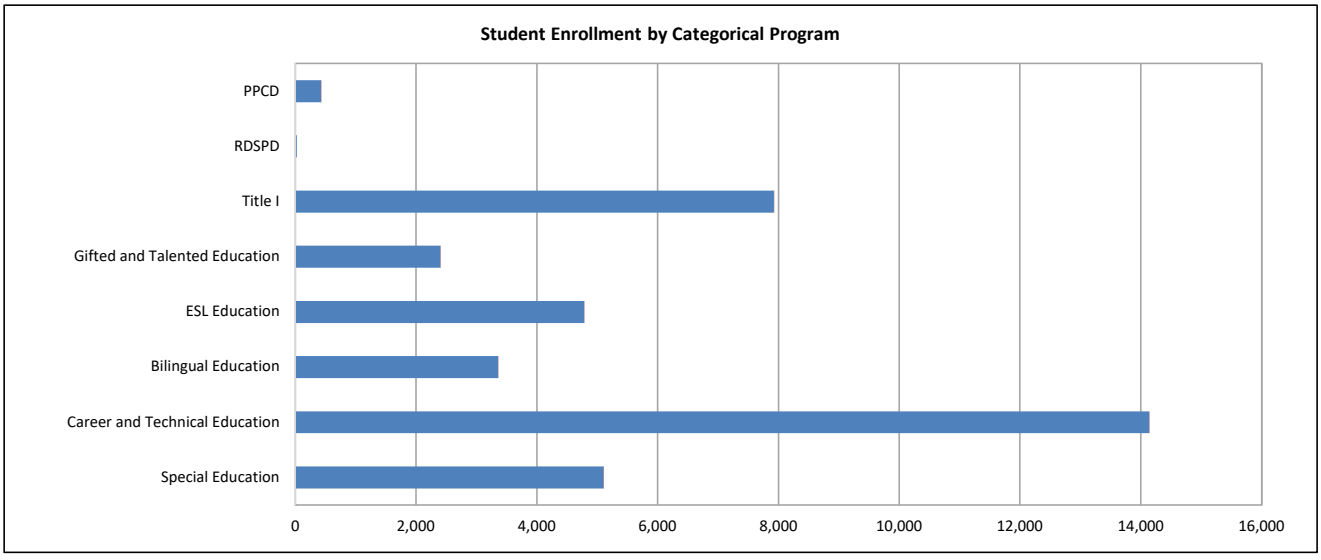
Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Ethnicity/Race Distribution		
White	16,164	30.31%
Hispanic/Latino	22,591	42.36%
Black or African American	7,785	14.60%
Asian	4,429	8.31%
American Indian or Alaska Native	166	0.31%
Native Hawaiian/Other Pacific Islander	48	0.09%
Two or More	2,145	4.02%

Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Economic Disadvantaged		
Total Economic Disadvantaged	24,108	45.21%
Regular	21,357	40.05%
Special Education	2,751	5.16%

Limited English Proficiency (LEP)		
Total Limited English Proficiency (LEP)	8,216	15.41%
Regular	7,308	13.70%
Special Education	908	1.71%

High School Graduates (2017-2018)		
Grade 12 Attendance	4,114	N/A
Graduates Reported	3,821	92.88%
White	1,275	33.37%
Hispanic/Latino	1,456	38.11%
Black or African American	563	14.73%
Asian	394	10.31%
American Indian or Alaska Native	7	0.18%
Native Hawaiian/Other Pacific Islander	5	0.13%
Two or More	121	3.17%

Student Enrollment by Program		
Special Education	5,102	9.57%
Career and Technical Education	14,138	26.51%
Bilingual Education	3,357	6.30%
ESL Education	4,778	8.96%
Gifted and Talented Education	2,401	4.50%
Title I	7,921	14.85%
RDSPD	23	0.04%
PPCD	425	0.80%



Source: Texas Education Agency TSDS PEIMS Student Data Review 2018-2019 Fall Collection PDM1-120-005

Staff Summary
2018-2019 Fall PEIMS Collection
Snapshot Date - October 27, 2018

Teachers by Population Served	Percent
Regular Education	64.5%
Career and Technical Education	5.4%
Bilingual/ESL Education	8.4%
Compensatory Education	1.0%
Gifted and Talented Education	1.9%
Special Education	13.1%
Other	5.7%

Total Staff (FTEs)	Percent
Teachers	49.9%
Professional Support	10.8%
Campus Administration	2.7%
Central Administration	0.3%
Educational Aides	7.0%
Auxiliary Staff	29.2%

Average Teachers Years of Experience	Average
Total Career Experience of Teachers	11.4
Klein ISD Experience of Teachers	7

Teachers by Years of Experience	Average Salary
Beginning Teachers	$53,328
1-5 Years Experience	$54,139
6-10 Years Experience	$56,124
11-20 Years Experience	$59,377
Over 20 Years Experience	$66,240

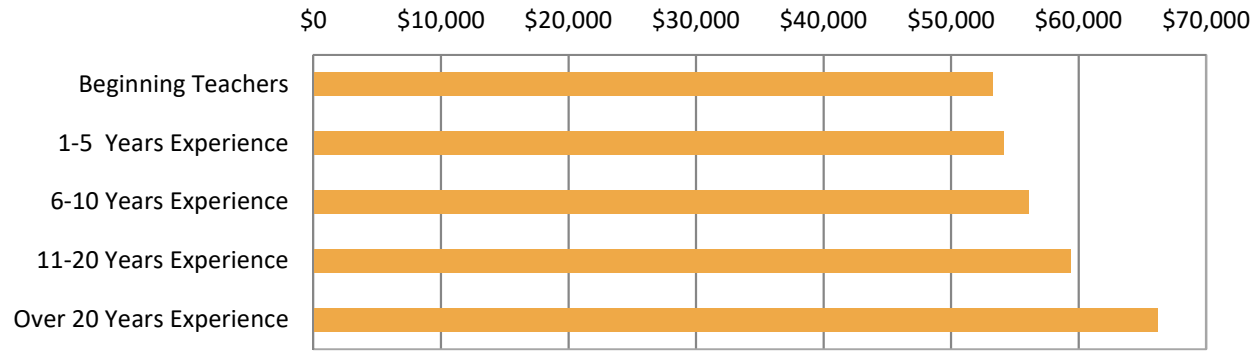
Teachers by Highest Degree Held	Percent
No Degree	2.4%
Bachelors	72.1%
Masters	24.8%
Doctorate	0.8%

Total Personnel by Ethnicity	Percent
White	59.5%
Hispanic	22.2%
Black	14.4%
Other	3.9%

Total Personnel by Ethnicity and Sex	Percent
White Male	11.0%
White Female	48.5%
Hispanic Male	3.8%
Hispanic Female	18.4%
Black Male	3.1%
Black Female	11.3%
Other Male	0.8%
Other Female	3.2%

Student/Teacher Ratio	15.2

Teachers by Years of Experience



Source: Texas Education Agency TSDS PEIMS Staff FTE FTE Summary 2018-2019 Fall Collection PDM1-110-004

Klein Independent School District
Salary Schedule and Position Control

2019-2020 Salary Schedule
Teachers, Library Information Specialists, and Nurses (RN)

New Hires:

$55,550 starting pay for 10 months

Previous teaching experience and credentials will be considered when determining salaries for new hires.

Newly hired Employees in this category with a master's degree will receive an incentive of $1,000. Newly hired Employees in this category with a doctorate will receive an incentive of $2,000.

(Masters - $1,000 + Doctorate - $1,000 = $2,000 Total)



Position Control

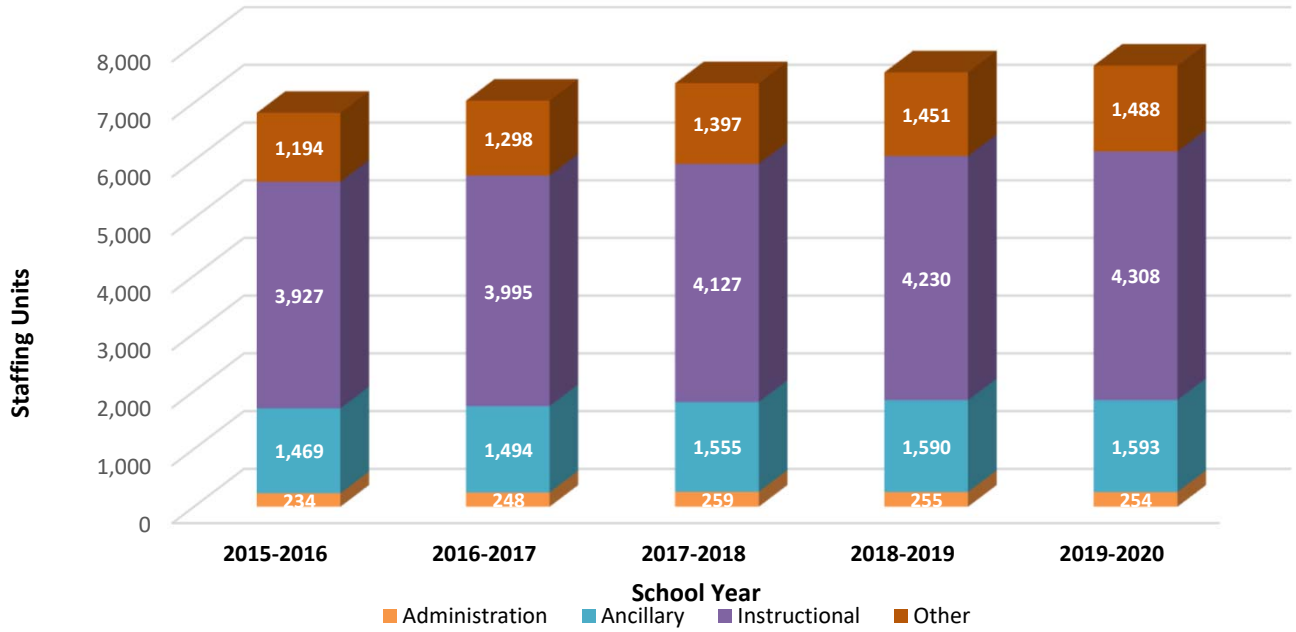
Position Control was implemented for the 2014-2015 school year. It is an independent data source maintained by Financial Services in conjunction with Human Resource Services to ensure that full-time equivalent (FTE) allocations are within the approved limits established by the Board of Trustees. This system serves as a tool for: budgeting for salary and personnel projections, ensuring accurate expenditure of payroll, ensuring accurate position assignment information, and ensuring accuracy in account coding for each position.

Position Control enables streamlining of all job titles and pay grade categorization for full, half, and recurring part time positions as well as realignment of inconsistent budget codes. It also drives the personnel and payroll files; therefore, accuracy of information is crucial for both Financial Services and Human Resource Services. With the exception of some Auxiliary Departments, changes to these records are processed through the Applitrack system via Forms or Requisitions. Principals or Budget Managers initiate these requests detailing information for resignations, transfers and new hires. Create / Convert forms also found in Applitrack allow for approval review and processing of new allocation requests or changes in pay grade or duty days for existing positions.

Klein Independent School District
Staffing Units by Position
All Funds

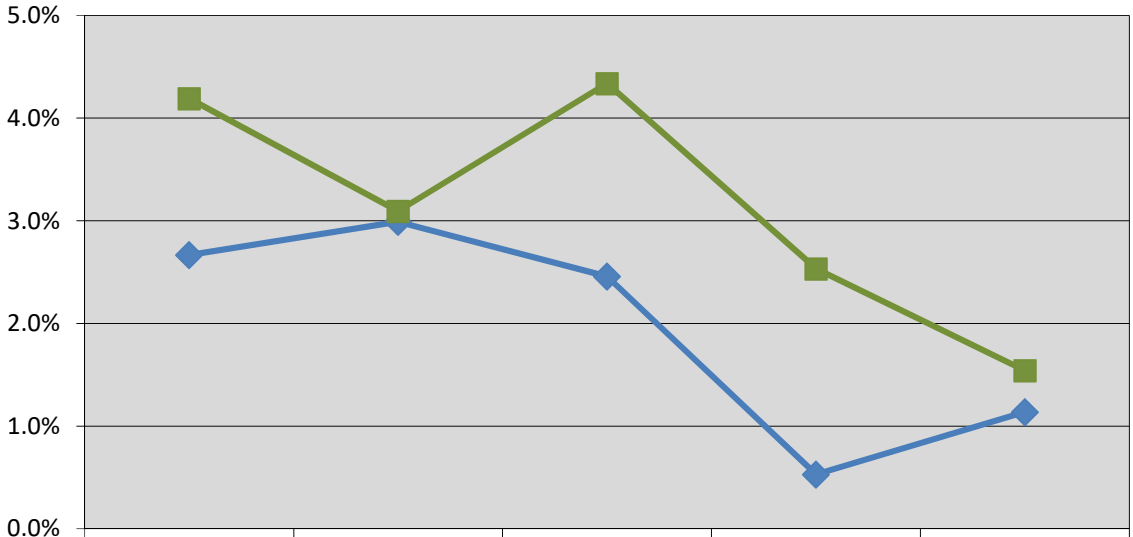
Positions	2015-16	2016-17 (a)	2017-18 (b)	2018-19 (d)	2019-20 (f)	Change from Prior Year
Administrator	63.00	69.50	74.00	65.00	66.00	1.00
Associate/Assistant Principal	126.00	131.50	136.50	146.00	140.00	(6.00)
Bus Driver/Attendant	283.00	310.00	332.00	328.00	328.00	-
Cafeteria Workers	539.00	537.00	538.00	587.00	586.50	(0.50)
Custodial	330.00	336.00	359.00	346.00	348.00	2.00
Library Info Spec./Library Asst/Historian	75.50	77.00	74.50	72.00	72.50	0.50
Manual Trades/Warehouse	192.00	187.00	193.00	185.00	187.00	2.00
Nurse/Clinic Assistant	95.00	99.00	102.00	106.00	106.00	-
Other Professional	375.10	443.40	495.40	546.70	579.80	33.10
Police Officer	43.00	43.00	44.00	51.00	51.00	-
Principal	44.87	47.00	48.00	48.00	48.00	-
Registrar	9.00	9.00	10.00	10.00	11.00	1.00
School Counselor	121.50	127.70	135.20	142.00	142.00	-
Secretary/Clerical	424.84	442.47	480.97	472.48	474.48	2.00
Security Support Personnel	93.53	98.98	101.47	100.96	100.96	-
Teacher	2,746.62	2,745.36	2,824.36	2,812.41	2,792.21	(20.20)
Teacher-Bilingual/ESL	237.70	257.70	262.15	243.25	232.45	(10.80)
Teacher-Special Education	376.35	392.65	420.20	465.40	515.90	50.50
Teacher Assistant	565.94	599.74	620.47	705.97	767.47	61.50
Technical	82.00	81.00	89.00	92.98	92.98	-
Total Employees - All Funding Sources	6,823.95	7,035.00	7,340.22	7,526.15	7,642.25	116.10

Staffing Units by Service Type* - All Funds



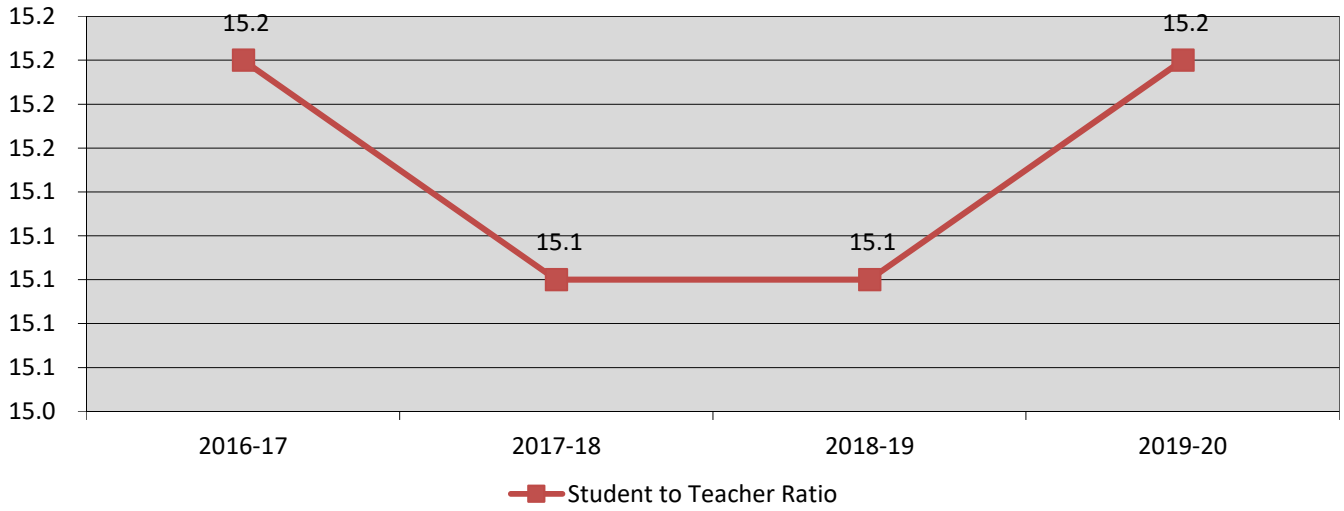
Klein Independent School District
Student-Staff Growth Rates and Ratios
All Funds

Student and Staff Growth Rates



	2015-16	2016-17	2017-18	2018-19	2019-20
Student Growth Rate	2.7%	3.0%	2.5%	0.5%	1.1%
Staff Growth Rate	4.2%	3.1%	4.3%	2.5%	1.5%

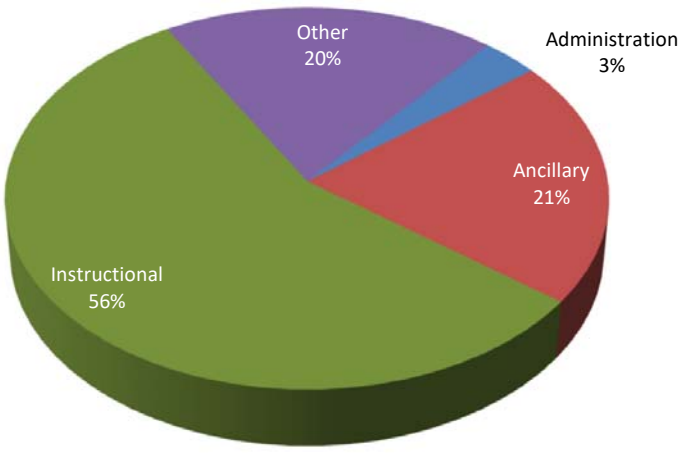
Student to Teacher Ratio



Klein Independent School District
Staffing Units by Position
General Fund

Positions	2015-16	2016-17 (a)	2017-18 (b)	2018-19 (d)	2019-20 (f)	Change from Prior Year
Administrator	60.10	65.60	70.10	61.10	62.10	1.00
Associate/Assistant Principal	126.00	131.50	136.50	142.00	137.00	(5.00)
Bus Driver/Attendant	283.00	310.00	332.00	328.00	328.00	-
Custodial	330.00	336.00	359.00	346.00	348.00	2.00
Librarian/Library Asst/Historian	75.50	77.00	74.50	72.00	72.50	0.50
Manual Trades/Warehouse	183.60	178.60	184.60	176.60	184.00	7.40
Nurse/Clinic Assistant	95.00	99.00	102.00	106.00	106.00	-
Other Professional	312.10	359.10	421.60	423.40	464.75	41.35
Police Officer	43.00	43.00	44.00	51.00	51.00	-
Principal	44.87	47.00	48.00	48.00	48.00	-
Registrar	9.00	9.00	10.00	10.00	11.00	1.00
School Counselor	119.00	121.70	127.20	131.00	131.00	-
Secretary/Clerical	417.84	435.47	473.97	464.58	466.58	2.00
Security Support Personnel	93.53	98.98	99.47	100.96	100.96	-
Teacher	2,697.62	2,707.36	2,790.86	2,771.91	2,753.71	(18.20)
Teacher - Bilingual/ESL	237.70	252.70	257.15	237.75	223.95	(13.80)
Teacher - Special Education	343.35	359.65	387.20	431.40	483.05	51.65
Teacher Assistant	482.94	508.24	528.47	610.47	672.97	62.50
Technical	79.00	78.00	86.00	75.98	75.98	-
Total Employees - General Fund	6,033.15	6,217.90	6,532.62	6,588.15	6,720.55	132.40

2019-2020 General Fund
Staffing Units by Service Type*

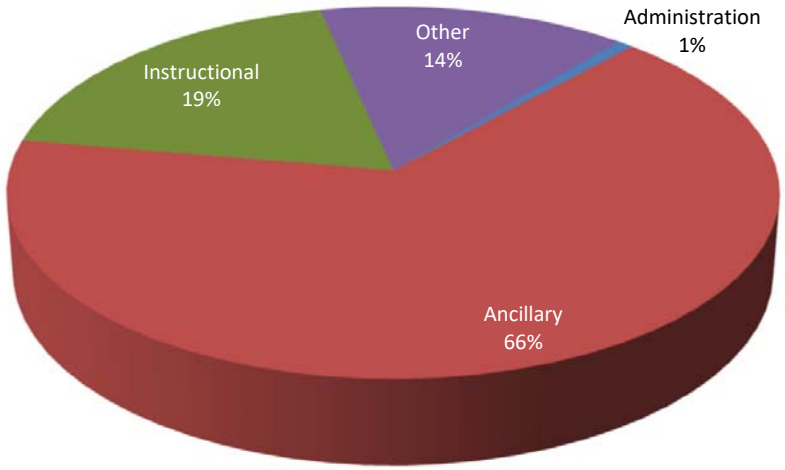


*See explanation of (a) through (f) footnotes and Service Type definitions on page 173.

Klein Independent School District
Staffing Units by Position
Special Revenue

Positions	2015-16	2016-17 (a)	2017-18 (b)	2018-19 (d)	2019-20 (f)	Change from Prior Year
Administrator	2.90	3.90	3.90	3.90	3.90	-
Associate/Assistant Principal	-	-	-	4.00	3.00	(1.00)
Cafeteria Workers	539.00	537.00	538.00	587.00	586.50	(0.50)
Manual Trades/Warehouse/Custodial	8.40	8.40	8.40	8.40	3.00	(5.40)
Other Professional	63.00	84.30	73.80	123.30	115.05	(8.25)
School Counselor	2.50	6.00	8.00	11.00	11.00	-
Secretary/Clerical	7.00	7.00	7.00	7.90	7.90	-
Security Support Personnel	-	-	2.00	-	-	-
Teacher	49.00	38.00	33.50	40.50	38.50	(2.00)
Teacher - Bilingual/ESL	-	5.00	5.00	5.50	8.50	3.00
Teacher - Special Education	33.00	33.00	33.00	34.00	32.85	(1.15)
Teacher Assistant	83.00	91.50	92.00	95.50	94.50	(1.00)
Technical	3.00	3.00	3.00	17.00	17.00	-
Total Employees - Special Revenue	790.80	817.10	807.60	938.00	921.70	(16.30)

2019-2020 Special Revenue
Staffing Units by Service Type*



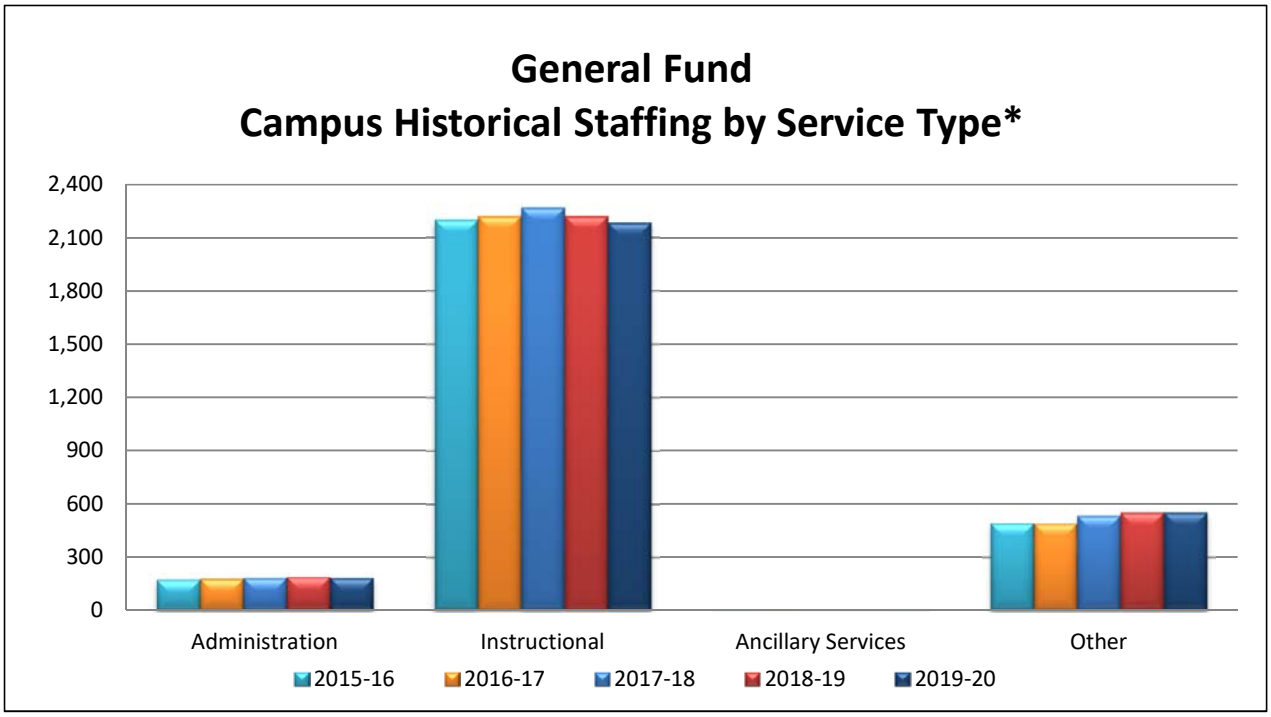
*See explanation of (a) through (f) footnotes and Service Type definitions on page 173.

Staffing Units by Campus
General Fund

Campus and Project	2015-16	2016-17	2017-18	2018-19	2019-20	Change from Prior Year
01 Klein High	186.65	186.50	179.25	172.05	157.05	(15.00)
02 Klein Forest High	196.60	196.55	195.15	191.90	180.50	(11.40)
KF Klein Forest High Family of Schools	25.55	25.40	27.25	50.40	33.40	(17.00)
03 Klein Oak High	188.45	188.85	179.10	166.45	151.90	(14.55)
04 Klein Collins High	168.90	169.25	165.40	158.70	152.65	(6.05)
05 Klein Cain High	0.34	4.50	80.70	122.70	149.00	26.30
Total High Schools	766.49	771.05	826.85	862.20	824.50	(37.70)
11 Klein Intermediate	83.85	84.85	84.35	79.50	78.50	(1.00)
12 Hildebrandt Intermediate	65.00	67.55	70.55	60.25	61.25	1.00
13 Wunderlich Intermediate	96.25	97.40	98.90	95.75	88.20	(7.55)
14 Strack Intermediate	65.20	65.70	68.70	66.70	65.70	(1.00)
15 Kleb Intermediate	71.05	69.20	71.20	68.65	72.65	4.00
16 Doerre Intermediate	66.20	67.70	70.00	70.55	69.20	(1.35)
17 Schindewolf Intermediate	68.75	68.75	71.75	66.05	64.05	(2.00)
18 Krimmel Intermediate	68.35	67.50	69.00	68.00	71.00	3.00
19 Ulrich Intermediate	69.80	68.80	73.30	71.15	76.00	4.85
2B Hofius Intermediate	-	-	3.50	52.85	57.70	4.85
Total Intermediate Schools	654.45	657.45	681.25	699.45	704.25	4.80
20 Kohrville Elementary	47.50	46.50	44.50	40.50	38.50	(2.00)
21 Northampton Elementary	33.50	35.50	33.50	32.50	33.50	1.00
22 Haude Elementary	48.50	48.50	48.50	44.50	44.50	-
23 Greenwood Forest Elementary	50.00	50.00	50.00	43.50	45.00	1.50
24 Epps Island Elementary	38.50	39.50	38.50	34.00	32.50	(1.50)
25 Theiss Elementary	43.00	44.00	42.00	41.50	41.50	-
26 Benfer Elementary	51.00	49.50	49.00	50.50	48.00	(2.50)
27 Kaiser Elementary	40.50	39.50	40.50	33.50	33.50	-
28 Brill Elementary	44.50	43.50	43.50	43.00	45.00	2.00
29 Ehrhardt Elementary	40.50	40.50	41.50	40.50	40.50	-
30 Lemm Elementary	44.00	44.50	45.50	44.50	43.50	(1.00)
31 Nitsch Elementary	56.00	55.00	56.50	45.50	43.50	(2.00)
32 Krahn Elementary	50.00	49.00	48.00	48.00	48.00	-
33 Roth Elementary	43.00	43.00	42.00	39.50	39.50	-
34 Kuehnle Elementary	51.50	52.50	56.00	53.50	53.00	(0.50)
35 Mittelstadt Elementary	54.00	53.00	54.00	56.50	56.50	-
36 Klenk Elementary	54.00	55.00	54.00	42.50	38.50	(4.00)

Klein Independent School District
Staffing Units by Campus - continued
General Fund

Campus and Project	2015-16	2016-17	2017-18	2018-19	2019-20	Change from Prior Year
37 Eiland Elementary	34.00	33.00	30.00	26.00	29.00	3.00
38 Schultz Elementary	51.00	37.50	37.50	37.50	36.50	(1.00)
39 Hassler Elementary	44.50	47.50	50.50	53.00	56.00	3.00
40 Kreinhop Elementary	51.00	51.00	52.00	55.00	54.50	(0.50)
41 McDougle Elementary	40.50	40.50	38.50	29.50	27.50	(2.00)
42 Metzler Elementary	53.00	55.50	56.00	51.50	53.50	2.00
43 Benignus Elementary	57.50	53.50	51.50	46.50	43.50	(3.00)
44 Frank Elementary	43.50	43.50	44.50	43.00	41.50	(1.50)
45 Mueller Elementary	58.00	52.00	54.00	49.00	47.50	(1.50)
46 Blackshear Elementary	56.00	56.00	56.00	56.00	58.50	2.50
47 Zwink Elementary	55.00	59.50	63.50	63.00	61.50	(1.50)
48 Bernshausen Elementary	49.00	48.00	53.00	50.00	48.00	(2.00)
49 Grace England Pre-K/EC Center	11.00	11.00	12.00	11.50	11.50	-
2A French Elementary	41.50	43.50	45.50	46.50	47.50	1.00
3A Mahaffey Elementary	1.90	35.50	40.50	43.50	44.50	1.00
Total Elementary Schools	1,437.40	1,456.50	1,472.50	1,395.50	1,386.00	(9.50)
Total Campuses	2,858.34	2,885.00	2,980.60	2,957.15	2,914.75	(42.40)



*See explanation of (a) through (f) footnotes and Service Type definitions on page 173.

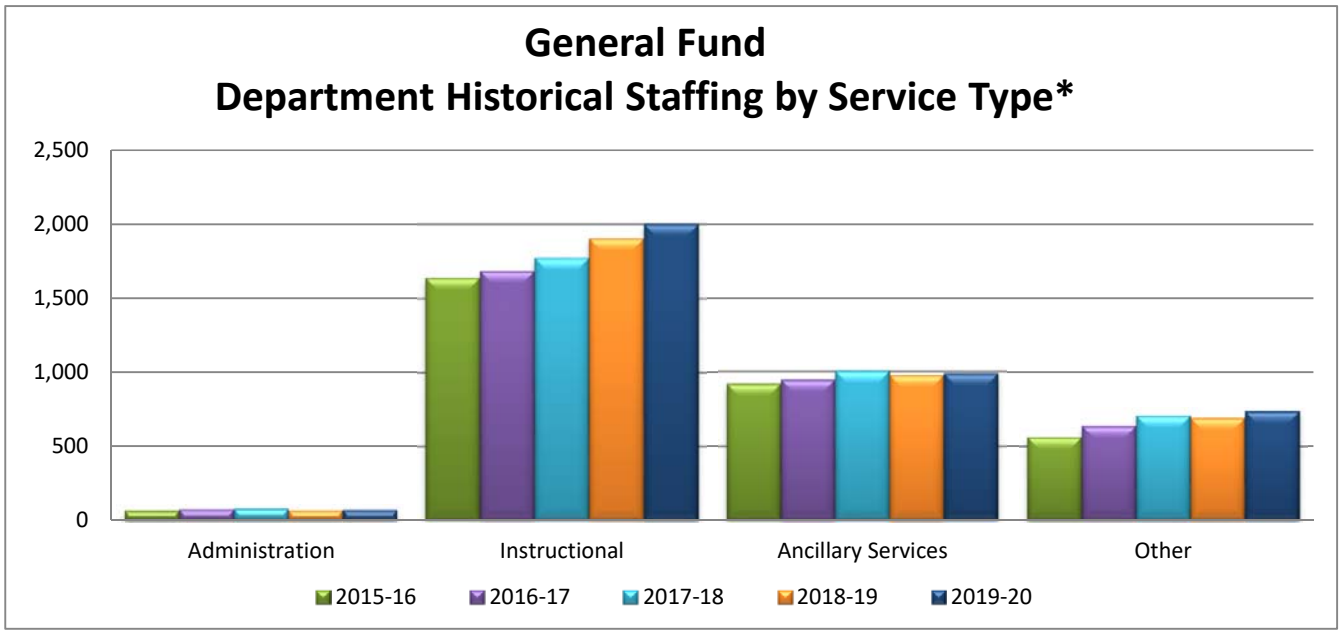
Klein Independent School District
Staffing Units by Department
General Fund

Campus-Based Programs & Districtwide Services	2015-16	2016-17 (a)	2017-18 (b)	2018-19 (d)	2019-20 (f)	Change from Prior Year
50 Multilingual Payroll	222.70	232.70	233.15	211.45	213.95	2.50
51 Multilingual	84.43	89.43	95.96	95.77	79.47	(16.30)
52 Special Education	764.65	810.75	876.30	1,015.90	1,175.15	159.25
53 State Comp Ed & Other Programs	53.50	56.25	17.00	26.00	20.60	(5.40)
54 High School Allotment	44.25	44.85	52.90	42.75	42.30	(0.45)
55 Health & Physical Education	207.85	213.75	223.85	212.85	213.25	0.40
56 Fine Arts	258.15	265.30	278.80	285.05	278.90	(6.15)
58 Advanced Academics	6.00	6.00	6.00	7.00	7.00	-
59 Therapeutic Education Program	59.20	61.40	61.40	68.60	69.10	0.50
60 Career & Technical Education	158.65	164.90	175.25	186.50	192.80	6.30
61 Vistas High School of Choice	23.00	24.00	24.00	23.30	23.30	-
62 Disciplinary Alt. Education Prog.	32.50	32.50	36.50	36.50	36.50	-
63 Core Academics - Math & Science (c)	2.00	-	8.00	6.20	6.20	-
64 Core Academics - ELA, Soc Stud & Lang (c)	-	-	15.41	12.41	15.41	3.00
65 Research & Program Evaluation (c)	-	-	3.00	3.00	3.00	-
66 Commmunity Relations	-	-	-	-	2.00	2.00
67 Data Services (c)	-	-	-	13.00	12.75	(0.25)
68 Internal Audit Services	3.00	3.00	3.00	3.00	3.00	-
69 Multipurpose Center	9.00	10.00	10.00	10.00	10.00	-
70 Assessment & Accountability	20.00	18.00	4.00	4.00	4.00	-
71 Information Technology	63.00	75.00	97.00	73.98	73.98	-
72 North Transportation Center	232.00	253.00	275.00	274.00	274.00	-
7S South Transportation Center	100.00	106.00	106.00	103.00	103.00	-
74 Extracurricular Athletics	13.90	14.00	14.50	22.00	22.00	-
76 Counseling & Whole Student Wellness (c)	-	-	1.25	1.98	1.98	-
77 Student Support Services Admin	5.98	6.58	6.58	5.00	5.00	-
78 Parent & Family Engagement (c)	-	-	0.50	0.50	0.50	-
79 Digital Learning & Media (c)	-	-	8.00	6.00	6.00	-
80 Superintendent	4.00	6.00	6.00	4.00	5.00	1.00
81 Mail & Copy Center	2.00	1.00	1.00	-	-	-
82 Human Resource Services	15.00	15.00	15.00	15.00	15.00	-

*See explanation of (a) through (f) footnotes and Service Type definitions on page 173.

Klein Independent School District
Staffing Units by Department - continued
General Fund

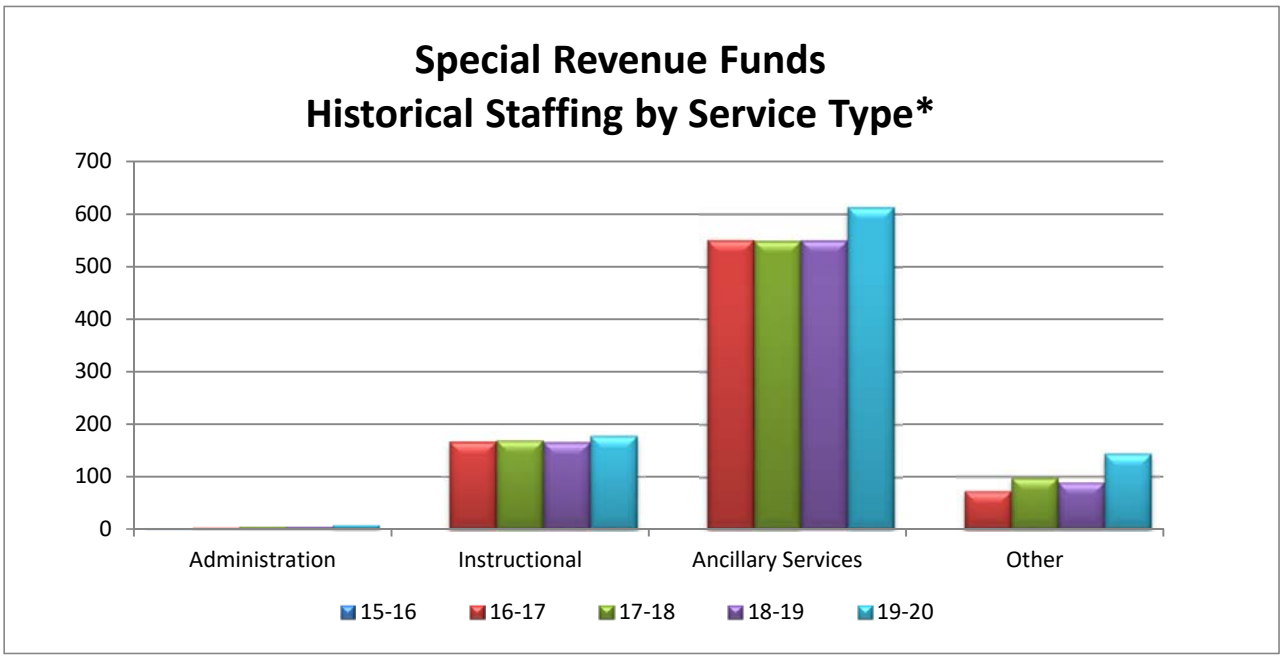
Campus-Based Programs & Districtwide Services	2015-16	2016-17 (a)	2017-18 (b)	2018-19 (d)	2019-20 (f)	Change from Prior Year
83 Professional Learning	2.00	3.00	10.00	2.00	2.00	-
84 Instructional Administration	83.50	96.00	-	-	-	-
84 Instructional Specialists (c)	-	-	112.00	110.00	111.00	1.00
85 Campus Safety and Support	8.00	6.00	6.00	5.00	5.00	-
86 Benefits & Risk Management	7.00	8.00	9.00	5.00	5.00	-
87 Security & Monitoring Services	139.53	142.98	144.47	152.96	152.96	-
88 Tax Office	6.00	6.00	6.00	5.00	5.00	-
89 Facility & School Services Admin.	2.40	7.40	4.50	3.60	3.60	-
90 Financial Services	34.10	36.10	37.10	40.10	40.10	-
91 Business Information Systems	5.00	3.00	3.00	-	-	-
92 Plant Operations	343.00	348.00	371.00	357.00	359.00	2.00
93 Warehouse Services	16.00	18.00	18.00	15.00	15.00	-
94 Plant Maintenance	124.60	129.60	140.60	134.60	142.00	7.40
95 Wunderlich Farms (c)	-	-	-	1.00	1.00	-
96 Communications & Planning	9.00	9.00	9.00	10.00	8.00	(2.00)
97 Energy Management	5.00	5.00	4.00	3.00	3.00	-
98 Teaching & Learning	4.92	5.41	22.00	18.00	18.00	-
9F Positions for Growth	-	-	-	-	20.00	20.00
Total Departments	3,174.81	3,332.90	3,552.02	3,631.00	3,805.80	174.80
Total General Fund Employees	6,033.15	6,217.90	6,532.62	6,588.15	6,720.55	132.40



*See explanation of (a) through (f) footnotes and Service Type definitions on page 173.

Klein Independent School District
Staffing Units by Program
Special Revenue Funds

Program	2015-16	2016-17	2017-18	2018-19 (d)	2019-20 (e)	Change from Prior Year
211 - ESEA, Title I, Part A	78.50	85.50	80.00	99.00	105.45	6.45
224 - IDEA, Part B, Formula	125.10	142.00	142.00	180.50	162.35	(18.15)
225 - IDEA, Part B, Preschool	3.00	3.00	3.00	5.00	5.00	-
240 - National School Lunch Program	565.40	565.40	566.40	615.40	609.50	(5.90)
244 - Career & Technical Preparation	1.00	1.00	1.00	1.00	1.00	-
255 - ESEA, Title II, Part A - Training	7.00	7.00	-	4.50	4.60	0.10
263 - Title III, Part A - ELA	3.00	5.00	5.00	7.00	7.10	0.10
272 - Medicaid Administrative Claiming	1.00	1.40	1.40	1.00	1.00	-
287 - FEMA Reimbursement - Harvey	-	-	2.00	-	-	-
289 - Title IV, Part A	-	-	-	3.00	4.10	1.10
385 - State Supplemental Visually Impaired	0.30	0.30	0.30	0.30	0.30	-
410 - Instructional Materials	-	-	-	1.00	1.00	-
6XX - Bond Series	6.50	6.50	6.50	6.30	6.30	-
690 - Bond Data	-	-	-	14.00	14.00	-
Total Special Revenue Employees	790.80	817.10	807.60	938.00	921.70	(16.30)
Total Klein ISD Employees	6,823.95	7,035.00	7,340.22	7,526.15	7,642.25	116.10



*See explanation of (a) through (f) footnotes and Service Type definitions on page 173.

Klein Independent School District
Campus Personnel Staffing Details
General Fund

Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher-Regular Education Only	Teacher Asst	Total Staff
Klein High 001/01	2015-16	12.00	2.00	3.00			1.00	2.00	13.00	24.00	124.65	5.00	186.65
	2016-17	12.00	2.00	3.00			1.00	2.00	13.00	23.00	125.50	5.00	186.50
	2017-18	11.00	2.00	3.00			1.00	2.00	12.00	23.00	120.25	5.00	179.25
	2018-19	10.00	2.00	3.00			1.00	2.00	11.00	23.00	115.05	5.00	172.05
	2019-20	10.00	2.00	3.00			1.00	2.00	11.00	23.00	100.05	5.00	157.05
Klein Forest High 002/02	2015-16	12.00	2.00	3.00	1.00		1.00	3.00	10.00	25.00	134.60	5.00	196.60
	2016-17	13.00	2.00	3.00	1.00		1.00	3.00	10.00	24.00	134.55	5.00	196.55
	2017-18	13.00	2.00	3.00	1.00		1.00	3.00	10.00	24.00	133.15	5.00	195.15
	2018-19	13.00	2.00	3.00	1.00		1.00	3.00	11.00	22.00	131.90	4.00	191.90
	2019-20	11.00	2.00	3.00	1.00		1.00	3.00	11.00	22.00	122.50	4.00	180.50
Klein Forest High School Project 002/KF	2015-16	2.00			1.00	1.00			1.00		20.55		25.55
	2016-17	2.00			1.00	1.00			1.00		20.40		25.40
	2017-18	2.00			3.00	1.00			1.00		20.25		27.25
	2018-19	2.00			7.00	1.00			1.00		39.40		50.40
	2019-20	2.00			4.00	1.00			1.00		25.40		33.40
Klein Oak High 003/03	2015-16	12.00	1.85	4.00			1.00	2.00	12.00	23.00	127.60	5.00	188.45
	2016-17	12.00	1.85	4.00			1.00	2.00	12.00	22.00	129.00	5.00	188.85
	2017-18	12.00	1.85	4.00			1.00	2.00	11.25	22.00	121.00	4.00	179.10
	2018-19	11.00	1.85	4.00			1.00	2.00	10.00	21.00	112.60	3.00	166.45
	2019-20	10.00	1.85	4.00			1.00	2.00	10.00	21.00	99.05	3.00	151.90
Klein Collins High 004/04	2015-16	11.00	2.00	3.00			1.00	2.00	11.00	21.00	111.90	6.00	168.90
	2016-17	11.00	2.00	3.00			1.00	2.00	11.00	20.00	113.25	6.00	169.25
	2017-18	11.00	2.00	3.00			1.00	2.00	11.00	20.00	109.40	6.00	165.40
	2018-19	11.00	2.00	3.00			1.00	2.00	11.00	20.00	103.70	5.00	158.70
	2019-20	10.00	2.00	3.00			1.00	2.00	11.00	20.00	98.65	5.00	152.65
Klein Cain High 005/05	2015-16						0.17			0.17			0.34
	2016-17	1.50	0.50				1.00		0.50	1.00			4.50
	2017-18	6.00	2.00	2.00			1.00	1.00	6.00	15.00	45.70	2.00	80.70
	2018-19	9.00	2.00	3.00			1.00	1.00	11.00	19.00	73.70	3.00	122.70
	2019-20	10.00	2.00	3.00			1.00	2.00	11.00	20.00	98.00	2.00	149.00
Klein Intermediate 041/11	2015-16	4.00	2.00	2.00	1.00		1.00		4.00	7.00	59.85	3.00	83.85
	2016-17	4.00	2.00	2.00	1.00		1.00		4.00	7.00	60.85	3.00	84.85
	2017-18	4.00	1.00	2.50			1.00		4.00	9.00	60.85	2.00	84.35
	2018-19	4.00	1.00	2.50			1.00		3.00	9.00	57.00	2.00	79.50
	2019-20	3.00	1.00	2.50			1.00		3.00	9.00	57.00	2.00	78.50
Hildebrandt Intermediate 042/12	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	46.00	2.00	65.00
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	48.55	2.00	67.55
	2017-18	3.00	1.00	2.00			1.00		3.00	9.00	50.55	1.00	70.55
	2018-19	3.00	1.00	2.00			1.00		3.00	9.00	40.25	1.00	60.25
	2019-20	3.00	1.00	2.00			1.00		3.00	9.00	41.25	1.00	61.25
Wunderlich Intermediate 043/13	2015-16	5.00	2.00	2.00	1.00		1.00		4.00	10.00	67.25	4.00	96.25
	2016-17	5.00	2.00	2.00	1.00		1.00		4.00	10.00	68.40	4.00	97.40
	2017-18	5.00	2.00	2.00			1.00		5.00	10.00	69.90	4.00	98.90
	2018-19	4.00	2.00	2.50			1.00		3.00	9.00	70.25	4.00	95.75
	2019-20	3.00	2.00	2.50			1.00		3.00	9.00	64.70	3.00	88.20
Strack Intermediate 044/14	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	46.20	2.00	65.20
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	46.70	2.00	65.70
	2017-18	3.00	1.00	2.00			1.00		3.00	9.00	48.70	1.00	68.70
	2018-19	3.00	1.00	2.00			1.00		3.00	9.00	46.70	1.00	66.70
	2019-20	3.00	1.00	2.00			1.00		3.00	9.00	45.70	1.00	65.70

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Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher-Regular Education Only	Teacher Asst	Total Staff
Kleb Intermediate 045/15	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	52.05	2.00	71.05
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	50.20	2.00	69.20
	2017-18	3.00	2.00	2.00			1.00		3.00	8.00	51.20	1.00	71.20
	2018-19	3.00	1.00	2.00			1.00		3.00	8.00	49.65	1.00	68.65
	2019-20	3.00	1.00	2.00			1.00		3.00	8.00	53.65	1.00	72.65
Doerre Intermediate 046/16	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	47.20	2.00	66.20
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	48.70	2.00	67.70
	2017-18	3.00	1.00	2.00			1.00		3.00	9.00	50.00	1.00	70.00
	2018-19	3.00	1.00	2.00			1.00		3.00	9.00	50.55	1.00	70.55
	2019-20	3.00	1.00	2.00			1.00		3.00	9.00	49.20	1.00	69.20
Schindewolf Intermediate 047/17	2015-16	3.00	2.00	2.00			1.00		3.00	6.00	49.75	2.00	68.75
	2016-17	3.00	2.00	2.00			1.00		3.00	6.00	49.75	2.00	68.75
	2017-18	3.00	2.00	2.00			1.00		3.00	8.00	51.75	1.00	71.75
	2018-19	3.00	2.00	2.00			1.00		3.00	8.00	46.05	1.00	66.05
	2019-20	3.00	2.00	2.00			1.00		3.00	8.00	44.05	1.00	64.05
Krimmel Intermediate 048/18	2015-16	3.00	2.00	2.00			1.00		3.00	9.00	47.35	1.00	68.35
	2016-17	3.00	2.00	2.00			1.00		3.00	8.00	47.50	1.00	67.50
	2017-18	3.00	2.00	2.00			1.00		3.00	8.00	49.00	1.00	69.00
	2018-19	3.00	1.00	2.00			1.00		3.00	8.00	49.00	1.00	68.00
	2019-20	3.00	1.00	2.00			1.00		3.00	8.00	52.00	1.00	71.00
Ulrich Intermediate 049/19	2015-16	3.00	2.00	2.00			1.00		3.00	9.00	47.80	2.00	69.80
	2016-17	3.00	2.00	2.00			1.00		3.00	8.00	47.80	2.00	68.80
	2017-18	3.00	2.00	2.00			1.00		3.00	9.00	52.30	1.00	73.30
	2018-19	3.00	1.00	2.00			1.00		3.00	8.00	52.15	1.00	71.15
	2019-20	3.00	1.00	2.00			1.00		3.00	8.00	57.00	1.00	76.00
Hofius Intermediate 050/2B	2015-16												
	2016-17												
	2017-18	0.50					1.00		1.00	1.00			3.50
	2018-19	3.00	1.00	2.00			1.00		3.00	8.00	33.85	1.00	52.85
	2019-20	3.00	1.00	2.00			1.00		3.00	8.00	38.70	1.00	57.70
Kohrville Elementary 101/20	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	33.00	4.00	47.50
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	32.00	4.00	46.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	30.00	4.00	44.50
	2018-19	1.00	1.50	2.00			1.00		1.00	4.00	26.50	3.50	40.50
	2019-20	1.00	1.50	2.00			1.00		1.00	4.00	25.50	2.50	38.50
Northampton Elementary 102/21	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	21.50	2.50	33.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	23.50	2.50	35.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	21.50	2.50	33.50
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	20.50	2.50	32.50
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	21.50	2.50	33.50
Haude Elementary 103/22	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	36.50	2.50	48.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	36.50	2.50	48.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	36.50	2.50	48.50
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	33.50	1.50	44.50
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	33.50	1.50	44.50
Greenwood Forest Elementary 104/23	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	50.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	50.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	50.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	30.00	2.00	43.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	32.00	1.50	45.00

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Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher-Regular Education Only	Teacher Asst	Total Staff
Epps Island Elementary 105/24	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	24.00	3.00	38.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	25.00	3.00	39.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	24.00	3.00	38.50
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	20.00	2.50	34.00
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	19.00	2.00	32.50
Theiss Elementary 106/25	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2016-17	1.00	1.50	1.50			1.00		1.00	3.00	32.50	2.50	44.00
	2017-18	1.00	1.50	1.50			1.00		1.00	3.00	30.50	2.50	42.00
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	30.50	1.50	41.50
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	30.50	1.50	41.50
Benfer Elementary 107/26	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	51.00
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	36.50	2.50	49.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	36.00	2.50	49.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	37.50	1.50	50.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	35.00	1.50	48.00
Kaiser Elementary 108/27	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	26.00	3.00	40.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	25.00	3.00	39.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	26.00	3.00	40.50
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	19.00	3.00	33.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	19.00	3.00	33.50
Brill Elementary 109/28	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	31.50	2.50	44.50
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	30.50	2.50	43.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	30.50	2.50	43.50
	2018-19	1.00	1.50	2.00			1.00		1.00	4.00	30.00	2.50	43.00
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	31.00	2.50	45.00
Ehrhardt Elementary 110/29	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	28.50	2.50	41.50
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	27.50	1.50	40.50
	2019-20	1.00	1.50	2.00			1.00		1.00	4.00	28.50	1.50	40.50
Lemm Elementary 111/30	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	32.00	2.50	44.00
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	33.50	2.50	45.50
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	33.50	1.50	44.50
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	32.50	1.50	43.50
Nitsch Elementary 112/31	2015-16	3.00	1.50	2.00			1.00		2.00	5.00	34.00	7.50	56.00
	2016-17	3.00	1.50	2.00			1.00		2.00	5.00	32.00	8.50	55.00
	2017-18	3.00	1.50	2.50			1.00		2.00	5.00	33.00	8.50	56.50
	2018-19	2.00	1.50	2.50			1.00		2.00	4.00	25.00	7.50	45.50
	2019-20	2.00	1.50	2.50			1.00		2.00	4.00	23.00	7.50	43.50
Krahn Elementary 113/32	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	36.00	3.50	50.00
	2016-17	1.00	1.50	2.00			1.00		1.00	4.00	35.00	3.50	49.00
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	34.00	3.50	48.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	33.00	3.50	48.00
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	34.00	2.50	48.00
Roth Elementary 114/33	2015-16	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2016-17	1.00	1.50	1.50			1.00		1.00	3.00	31.50	2.50	43.00
	2017-18	1.00	1.50	1.50			1.00		1.00	3.00	30.50	2.50	42.00
	2018-19	1.00	1.50	1.50			1.00		1.00	3.00	28.00	2.50	39.50
	2019-20	1.00	1.50	1.50			1.00		1.00	3.00	28.00	2.50	39.50

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Kuehnle Elementary 115/34	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	38.50	2.50	51.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	38.50	2.50	52.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.00	53.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	39.50	2.00	53.00
Mittelstadt Elementary 116/35	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	39.00	2.50	53.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	43.50	1.50	56.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	43.50	1.50	56.50
Klenk Elementary 117/36	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	41.00	2.50	55.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	29.00	2.00	42.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	25.00	2.00	38.50
Eiland Elementary 118/37	2015-16	2.00	1.50	2.00			1.00		1.00	3.00	21.00	2.50	34.00
	2016-17	2.00	1.50	2.00			1.00		1.00	3.00	20.00	2.50	33.00
	2017-18	2.00	1.50	2.00			1.00		1.00	3.00	17.00	2.50	30.00
	2018-19	2.00	1.50	2.00			1.00		1.00	3.00	13.00	2.50	26.00
	2019-20	2.00	1.50	2.00			1.00		1.00	3.00	16.00	2.50	29.00
Schultz Elementary 119/38	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	36.00	3.50	51.00
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	25.50	2.50	37.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	25.50	2.50	37.50
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	25.50	2.50	37.50
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	24.50	2.50	36.50
Hassler Elementary 120/39	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	35.50	2.50	47.50
	2017-18	1.00	1.50	2.00			1.00		1.00	4.00	37.50	2.50	50.50
	2018-19	1.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	53.00
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
Kreinhop Elementary 121/40	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	51.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	37.00	2.50	51.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	52.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	41.00	2.50	55.00
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	40.50	2.50	54.50
McDougle Elementary 122/41	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	27.00	2.00	40.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	27.00	2.00	40.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	25.00	2.00	38.50
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	17.00	1.00	29.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	15.00	1.00	27.50
Metzler Elementary 123/42	2015-16	1.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	53.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	41.50	2.50	55.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.00	51.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.00	53.50
Benignus Elementary 124/43	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	43.50	2.50	57.50
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	39.50	2.50	53.50
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	37.50	2.50	51.50
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	33.50	1.50	46.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	30.50	1.50	43.50

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Campus (Organization/Project) & School Year		Asst. Principal	Library Info Spec/ Library Asst	Nurse/ Clinic Asst	Other Professional	Police Officer	Principal	Registrar	School Counselor	Secretary/ Clerical	Teacher-Regular Education Only	Teacher Asst	Total Staff
Frank Elementary 125/44	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	32.50	2.50	44.50
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	32.00	1.50	43.00
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	30.50	1.50	41.50
Mueller Elementary 126/45	2015-16	2.00	1.50	2.00			1.00		1.00	5.00	43.00	2.50	58.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	38.00	2.50	52.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	40.00	2.50	54.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	36.00	1.50	49.00
	2019-20	1.00	1.50	2.00			1.00		1.00	4.00	35.50	1.50	47.50
Blackshear Elementary 127/46	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	42.00	2.50	56.00
	2018-19	2.00	1.00	2.00			1.00		2.00	4.00	42.00	2.00	56.00
	2019-20	2.00	1.50	2.00			1.00		2.00	4.00	44.00	2.00	58.50
Zwink Elementary 128/47	2015-16	2.00	1.50	2.00			1.00		1.00	5.00	40.00	2.50	55.00
	2016-17	2.00	1.50	3.00			1.00		1.00	5.00	43.50	2.50	59.50
	2017-18	3.00	1.50	3.00			1.00		1.00	5.00	46.50	2.50	63.50
	2018-19	3.00	1.50	3.00			1.00		1.00	5.00	46.00	2.50	63.00
	2019-20	3.00	1.50	3.00			1.00		1.00	5.00	44.50	2.50	61.50
Bernshausen Elementary 129/48	2015-16	2.00	1.50	2.00			1.00		1.00	4.00	35.00	2.50	49.00
	2016-17	2.00	1.50	2.00			1.00		1.00	4.00	34.00	2.50	48.00
	2017-18	2.00	1.50	2.00			1.00		1.00	4.00	38.00	3.50	53.00
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	35.00	3.50	50.00
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	33.00	3.50	48.00
Grace England Pre-K / Early Childhood Center 130/49	2015-16	1.00	2.00	2.00			1.00			3.00		2.00	11.00
	2016-17	1.00	2.00	2.00			1.00			3.00		2.00	11.00
	2017-18	1.00	2.00	2.00			1.00			4.00		2.00	12.00
	2018-19	1.00	2.00	2.00			1.00			4.00		1.50	11.50
	2019-20	1.00	2.00	2.00			1.00			4.00		1.50	11.50
French Elementary 131/2A	2015-16	1.00	1.50	2.00			1.00		1.00	3.00	29.50	2.50	41.50
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	31.50	2.50	43.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	33.50	2.50	45.50
	2018-19	1.00	1.50	2.00			1.00		1.00	3.00	35.50	1.50	46.50
	2019-20	1.00	1.50	2.00			1.00		1.00	3.00	36.50	1.50	47.50
Mahaffey Elementary 132/3A	2015-16		0.50				0.70			0.70			1.90
	2016-17	1.00	1.50	2.00			1.00		1.00	3.00	23.50	2.50	35.50
	2017-18	1.00	1.50	2.00			1.00		1.00	3.00	28.50	2.50	40.50
	2018-19	2.00	1.50	2.00			1.00		1.00	4.00	30.50	1.50	43.50
	2019-20	2.00	1.50	2.00			1.00		1.00	4.00	31.50	1.50	44.50

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Department (Project) & School Year		Administrator	Asst. Principal	Bus Driver/ Attendant	Custodial	Library Info Spec/ Library Asst/Historian	Manual Trades/ Wrhs	Nurse/Clinic Assistant	Other Professional	Police Officers	Principal	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher - Special Ed	Teacher Assistant	Technical	Total Staff
Multilingual - Payroll 50	2015-16															222.70				222.70
	2016-17															232.70				232.70
	2017-18															233.15				233.15
	2018-19															211.45				211.45
	2019-20															213.95				213.95
Multilingual 51	2015-16								19.00			1.00	14.49		15.00		34.94			84.43
	2016-17								18.00			2.00	14.49		19.00		35.94			89.43
	2017-18								18.00			2.00	14.49		24.00		37.47			95.96
	2018-19								17.00			1.00	13.00		26.30		38.47			95.77
	2019-20								17.00			1.00	13.00		10.00		38.47			79.47
Special Education 52	2015-16	2.00							131.80				26.50			315.35	288.00	1.00		764.65
	2016-17	2.00							140.40			0.20	27.50			331.65	308.00	1.00		810.75
	2017-18	2.00							155.40			0.20	28.50			359.20	330.00	1.00		876.30
	2018-19	2.00							164.00			0.00	28.50			403.40	417.00	1.00		1015.90
	2019-20	2.00							204.10			0.00	29.50			455.05	483.50	1.00		1175.15
State Compensatory Ed / Other Programs 53	2015-16	0.75							22.50			1.00	0.75		27.50		1.00			53.50
	2016-17	0.75							41.75			1.00	0.75		11.00		1.00			56.25
	2017-18	1.00							2.00			1.00	1.00		11.00		1.00			17.00
	2018-19	1.00							2.00			2.00	1.00		19.00		1.00			26.00
	2019-20	1.00							2.00			2.00	1.00		13.60		1.00			20.60
High School Allotment 54	2015-16					0.15			14.30			3.00			26.80					44.25
	2016-17					0.15			22.05			3.00			19.65					44.85
	2017-18					0.15			28.05			2.75			21.95					52.90
	2018-19					0.15			25.60			2.00			15.00					42.75
	2019-20					0.15			25.60			2.00			14.55					42.30
Health & Physical Education 55	2015-16	1.00											4.00		202.85					207.85
	2016-17	1.00											4.50		208.25					213.75
	2017-18	1.00							1.40				5.00		216.45					223.85
	2018-19	1.00													205.85			6.00		212.85
	2019-20	1.00													205.25			7.00		213.25
Fine Arts 56	2015-16	1.00							1.00				1.00		249.15			6.00		258.15
	2016-17	2.00							2.00				1.00		253.50			6.80		265.30
	2017-18	2.00							2.00				1.00		265.30			8.50		278.80
	2018-19	2.00							2.00				1.00		271.55			8.50		285.05
	2019-20	3.00							1.00				1.00		265.40			8.50		278.90
Advanced Academics 58	2015-16								5.00				1.00							6.00
	2016-17								5.00				1.00							6.00
	2017-18								5.00				1.00							6.00
	2018-19								6.00				1.00							7.00
	2019-20								6.00				1.00							7.00
Therapeutic Education Program (TEP) 59	2015-16	2.00						1.00	1.20				4.00			28.00	23.00			59.20
	2016-17	2.00						1.00	2.40				4.00			28.00	24.00			61.40
	2017-18	2.00						1.00	2.40				4.00			28.00	24.00			61.40
	2018-19	2.00						1.00	3.60				4.00			28.00	30.00			68.60
	2019-20	2.00						1.00	4.10				4.00			28.00	30.00			69.10
Career & Technical Education 60	2015-16	1.25							4.50			4.00	1.25		146.65				1.00	158.65
	2016-17	1.25							4.00			4.00	1.25		153.40				1.00	164.90
	2017-18	1.00							4.00			4.00	1.00		164.25				1.00	175.25
	2018-19	1.00							4.00			5.00			175.50				1.00	186.50
	2019-20	1.00							4.00			5.00			181.80				1.00	192.80
Vistas High School of Choice 61	2015-16	2.00				1.00		1.00				1.00	3.00		14.00		1.00			23.00
	2016-17		1.00			1.00		1.00			1.00	1.00	3.00		15.00		1.00			24.00
	2017-18		1.00			1.00		1.00			1.00	1.00	3.00		15.00		1.00			24.00
	2018-19		1.00			1.00		1.00			1.00	1.00	3.00		14.30		1.00			23.30
	2019-20		1.00			1.00		1.00			1.00	1.00	3.00		14.30		1.00			23.30
Disciplinary Alt Education Program (DAEP) 62	2015-16	2.00						1.00				2.00	6.00		19.50		2.00			32.50
	2016-17	2.00						1.00				2.00	6.00		19.50		2.00			32.50
	2017-18	3.00						1.00				2.00	6.00		22.50		2.00			36.50
	2018-19	3.00						1.00				2.00	6.00		22.50		2.00			36.50
	2019-20	3.00						1.00				2.00	6.00		22.50		2.00			36.50

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Core Academics-Math/Science 63	2015-16	1.00											1.00							2.00
	2016-17																			
	2017-18			1.00					6.00				1.00							8.00
	2018-19			1.00					5.20				0.00							6.20
	2019-20			1.00					5.20				0.00							6.20
Core Academics-ELA/Social Studies/LOTE 64	2015-16																			
	2016-17																			
	2017-18					1.00			9.00				1.00		4.41					15.41
	2018-19								7.00				1.00		4.41					12.41
	2019-20								10.00				1.00		4.41					15.41
Research & Program Evaluation 65	2015-16																			
	2016-17																			
	2017-18	1.00							2.00											3.00
	2018-19	1.00							2.00											3.00
	2019-20	1.00							2.00											3.00
Community Relations 66	2015-16																			
	2016-17																			
	2017-18																			
	2018-19																			
	2019-20	1.00											1.00							2.00
Data Services 67	2015-16																			
	2016-17																			
	2017-18																			
	2018-19	2.00							1.00				1.00						9.00	13.00
	2019-20	2.00							0.75				1.00						9.00	12.75
Internal Audit Services 68	2015-16	1.00							2.00											3.00
	2016-17	1.00							2.00											3.00
	2017-18	1.00							2.00											3.00
	2018-19	1.00							2.00											3.00
	2019-20	1.00							2.00											3.00
Multipurpose Center 69	2015-16				4.00		2.00		2.00				1.00							9.00
	2016-17				5.00		2.00		2.00				1.00							10.00
	2017-18				5.00		2.00		2.00				1.00							10.00
	2018-19				5.00		2.00		2.00				1.00							10.00
	2019-20				5.00		2.00		2.00				1.00							10.00
Research, Accountability & Data Assment & Accountability 70	2015-16	3.00							4.00				1.00						12.00	20.00
	2016-17	4.00							3.00				1.00						10.00	18.00
	2017-18	1.00							2.00										1.00	4.00
	2018-19	1.00							2.00										1.00	4.00
	2019-20	1.00							2.00										1.00	4.00
Information Technology and Data Services 71	2015-16	3.00											2.00						58.00	63.00
	2016-17	2.00											12.00						61.00	75.00
	2017-18	4.00							1.00				13.00						79.00	97.00
	2018-19	2.00											11.00						60.98	73.98
	2019-20	2.00											11.00						60.98	73.98
North Transportation Center 72	2015-16	1.00		197.00			27.00		3.00				4.00							232.00
	2016-17	2.00		218.00			17.00		5.00				11.00							253.00
	2017-18	2.00		240.00			17.00		5.00				11.00							275.00
	2018-19	2.00		239.00			17.00		5.00				11.00							274.00
	2019-20	2.00		239.00			17.00		5.00				11.00							274.00
South Transportation Center 7S	2015-16	1.00		85.00			12.00						2.00							100.00
	2016-17	1.00		91.00			8.00		2.00				4.00							106.00
	2017-18	1.00		91.00			8.00		2.00				4.00							106.00
	2018-19	1.00		88.00			8.00		2.00				4.00							103.00
	2019-20	1.00		88.00			8.00		2.00				4.00							103.00
Extracurricular Athletics 74	2015-16	5.00							5.90				3.00							13.90
	2016-17	5.50							5.50				3.00							14.00
	2017-18	6.00							5.50				3.00							14.50
	2018-19	6.00							8.00				8.00							22.00
	2019-20	6.00							8.00				8.00							22.00

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Counseling and Whole Student Wellness 76	2015-16																			
	2016-17																			
	2017-18								1.25											1.25
	2018-19								1.00				0.98							1.98
	2019-20								1.00				0.98							1.98
Student Spt Srvcs Admin 77	2015-16	1.00							2.00				2.98							5.98
	2016-17	1.00						1.00	1.60				2.98							6.58
	2017-18							1.00	3.60				1.98							6.58
	2018-19							1.00	3.00				1.00							5.00
	2019-20							1.00	3.00				1.00							5.00
Parent & Family Engagement 78	2015-16																			
	2016-17																			
	2017-18								0.50											0.50
	2018-19								0.50											0.50
	2019-20								0.50											0.50
Digital Learning and Media 79	2015-16																			
	2016-17																			
	2017-18								6.00				1.00						1.00	8.00
	2018-19								6.00				0.00						0.00	6.00
	2019-20								6.00											6.00
Superintendent 80	2015-16	1.00							1.00				2.00							4.00
	2016-17	2.00							1.00				3.00							6.00
	2017-18	2.00							1.00				3.00							6.00
	2018-19	2.00							1.00				1.00							4.00
	2019-20	2.00							2.00				1.00							5.00
Mail Room & Copy Center 81	2015-16												2.00							2.00
	2016-17												1.00							1.00
	2017-18												1.00							1.00
	2018-19												0.00							0.00
	2019-20												0.00							0.00
Human Resource Services 82	2015-16	4.00							1.00				10.00							15.00
	2016-17	4.00							1.00				10.00							15.00
	2017-18	4.00							1.00				10.00							15.00
	2018-19	3.00							2.00				10.00							15.00
	2019-20	3.00							2.00				10.00							15.00
Teaching & Learning Admin 83 Professional Learning	2015-16	1.00											1.00							2.00
	2016-17	2.00											1.00							3.00
	2017-18	3.00							5.00				2.00							10.00
	2018-19	0.00							1.00				1.00							2.00
	2019-20	0.00							1.00				1.00							2.00
Instruction Administration	2015-16	4.00		1.00					59.50				9.00		8.00				2.00	83.50
	2016-17	7.00		1.00					65.00				14.00		6.00	1.00			2.00	96.00
Instructional Specialists 84	2017-18								112.00											112.00
	2018-19								110.00											110.00
	2019-20								111.00											111.00
Campus Safety & Support 85	2015-16	4.00											4.00							8.00
	2016-17	3.00											3.00							6.00
	2017-18	3.00											3.00							6.00
	2018-19	2.00							1.00				2.00							5.00
	2019-20	2.00							1.00				2.00							5.00
Benefits & Risk Management 86	2015-16	1.00							2.00				4.00							7.00
	2016-17	2.00							1.00				5.00							8.00
	2017-18	2.00							1.00				6.00							9.00
	2018-19	0.00							0.00				5.00							5.00
	2019-20	0.00							0.00				5.00							5.00
Security & Monitoring Services 87	2015-16	1.00								42.00			3.00	93.53						139.53
	2016-17	1.00								42.00			1.00	98.98						142.98
	2017-18	1.00								43.00			1.00	99.47						144.47
	2018-19	1.00								50.00			1.00	100.96						152.96
	2019-20	1.00								50.00			1.00	100.96						152.96

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Tax Office 88	2015-16	1.00							1.00				4.00							6.00
	2016-17	1.00							1.00				4.00							6.00
	2017-18	1.00							1.00				4.00							6.00
	2018-19	1.00							1.00				3.00							5.00
	2019-20	1.00							1.00				3.00							5.00
Facility & School Services Administration 89	2015-16	1.10							0.30				1.00							2.40
	2016-17	1.10					4.00		1.30				1.00							7.40
	2017-18	2.10							0.40				2.00							4.50
	2018-19	2.10							0.40				1.10							3.60
	2019-20	2.10							0.40				1.10							3.60
Financial Services 90	2015-16	6.00							14.10				14.00							34.10
	2016-17	7.00							16.10				13.00							36.10
	2017-18	7.00							16.10				14.00							37.10
	2018-19	7.00							16.10				14.00						3.00	40.10
	2019-20	7.00							16.10				14.00						3.00	40.10
Business Information Systems 91	2015-16																		5.00	5.00
	2016-17																		3.00	3.00
	2017-18																		3.00	3.00
	2018-19																			
	2019-20																			
Plant Operations 92	2015-16	2.00			326.00		12.00						3.00							343.00
	2016-17	2.00			331.00		12.00						3.00							348.00
	2017-18	2.00			354.00		12.00						3.00							371.00
	2018-19	2.00			341.00		12.00						2.00							357.00
	2019-20	2.00			343.00		12.00						2.00							359.00
Warehouse Services 93	2015-16	1.00					13.00		1.00				1.00							16.00
	2016-17	1.00					13.00		2.00				2.00							18.00
	2017-18	1.00					13.00		2.00				2.00							18.00
	2018-19	1.00					10.00		2.00				2.00							15.00
	2019-20	1.00					10.00		2.00				2.00							15.00
Plant Maintenance 94	2015-16	2.00					116.60		3.00				3.00							124.60
	2016-17	2.00					121.60		3.00				3.00							129.60
	2017-18	2.00					131.60		4.00				3.00							140.60
	2018-19	2.00					126.60		3.00				3.00							134.60
	2019-20	2.00					134.00		3.00				3.00							142.00
Wunderlich Farms 95	2015-16																			
	2016-17																			
	2017-18																			
	2018-19					1.00														1.00
	2019-20					1.00														1.00
Communications & Planning 96	2015-16	2.00							5.00				2.00							9.00
	2016-17	2.00							5.00				2.00							9.00
	2017-18	2.00							5.00				2.00							9.00
	2018-19	3.00							5.00				2.00							10.00
	2019-20	2.00							5.00				1.00							8.00
Energy Management 97	2015-16	1.00					1.00		2.00				1.00							5.00
	2016-17	1.00					1.00		2.00				1.00							5.00
	2017-18	0.00					1.00		2.00				1.00							4.00
	2018-19	0.00					1.00		1.00				1.00							3.00
	2019-20	0.00					1.00		1.00				1.00							3.00
Districtwide / Instructional 98 Teaching & Learning	2015-16					1.00									3.92					4.92
	2016-17					1.00									4.41					5.41
	2017-18	10.00							1.00				11.00							22.00
	2018-19	7.00							1.00				10.00							18.00
	2019-20	7.00				0.00			1.00				10.00							18.00
Positions for Growth 9F	2015-16																			
	2016-17																			
	2017-18																			0.00
	2018-19														0.00					0.00
	2019-20														20.00					20.00

Klein Independent School District
Districtwide Personnel Staffing Details
Special Revenue Funds

Special Revenue Fund & School Year		Administrator	Asst. Principal	Cafeteria Workers	Manual Trades/ Wrhse/Custod.	Other Professional	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher-Special Education	Teacher Assistant	Technical	Total
ESEA Title I, Part A - Improving Basic Programs 211	2015-16					15.50				49.00			14.00		78.50
	2016-17					24.50	2.00			38.00	5.00		16.00		85.50
	2017-18					21.00	4.00			33.50	5.00		16.50		80.00
	2018-19		4.00			25.00	7.00			40.50	5.50		17.00		99.00
	2019-20		3.00			28.45	7.00			38.50	8.50		20.00		105.45
IDEA - Part B, Formula 224	2015-16					22.60	2.50					32.00	67.00	1.00	125.10
	2016-17					32.50	3.00					32.00	73.50	1.00	142.00
	2017-18					32.50	3.00					32.00	73.50	1.00	142.00
	2018-19					69.00	3.00					33.00	74.50	1.00	180.50
	2019-20					56.00	3.00					31.85	70.50	1.00	162.35
IDEA - Part B, Preschool 225	2015-16											1.00	2.00		3.00
	2016-17											1.00	2.00		3.00
	2017-18											1.00	2.00		3.00
	2018-19											1.00	4.00		5.00
	2019-20											1.00	4.00		5.00
National School Lunch Program (Food Service) 240 Snack Vending Fund 711	2015-16	2.00		539.00	8.40	9.00		5.00						2.00	565.40
	2016-17	3.00		537.00	8.40	10.00		5.00						2.00	565.40
	2017-18	3.00		538.00	8.40	10.00		5.00						2.00	566.40
	2018-19	3.00		587.00	8.40	10.00		5.00						2.00	615.40
	2019-20	3.00		586.50	3.00	10.00		5.00						2.00	609.50
Career and Technical Education - Technical Preparation 244	2015-16							1.00							1.00
	2016-17							1.00							1.00
	2017-18							1.00							1.00
	2018-19							1.00							1.00
	2019-20							1.00							1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2015-16					7.00									7.00
	2016-17					7.00									7.00
	2017-18					0.00									0.00
	2018-19					4.50									4.50
	2019-20					4.60									4.60
Title III, Part A - English Lang. Acquisition 263	2015-16					3.00									3.00
	2016-17					4.00	1.00								5.00
	2017-18					4.00	1.00								5.00
	2018-19					6.00	1.00								7.00
	2019-20					6.10	1.00								7.10
Medicaid Administrative Claiming Prog. (MAC) 272	2015-16					1.00									1.00
	2016-17					1.40									1.40
	2017-18					1.40									1.40
	2018-19					1.00									1.00
	2019-20					1.00									1.00
FEMA Reimbursement 287	2015-16														0.00
	2016-17														0.00
	2017-18								2.00						2.00
	2018-19														0.00
	2019-20														0.00
Title IV Part A 289	2015-16														0.00
	2016-17														0.00
	2017-18														0.00
	2018-19					3.00									3.00
	2019-20					4.10									4.10
State Supplemental Visually Impaired (SSVI) 385	2015-16					0.30									0.30
	2016-17					0.30									0.30
	2017-18					0.30									0.30
	2018-19					0.30									0.30
	2019-20					0.30									0.30
Instructional Materials Allotment 410	2015-16														0.00
	2016-17														0.00
	2017-18														0.00
	2018-19													1.00	1.00
	2019-20													1.00	1.00

Klein Independent School District
Districtwide Personnel Staffing Details
Special Revenue Funds

Special Revenue Fund & School Year		Administrator	Asst. Principal	Cafeteria Workers	Manual Trades/ Wrhse/Custod.	Other Professional	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher-Special Education	Teacher Assistant	Technical	Total
Bond Series 6XX	2015-16	0.90				4.60		1.00							6.50
	2016-17	0.90				4.60		1.00							6.50
	2017-18	0.90				4.60		1.00							6.50
	2018-19	0.90				4.50		0.90							6.30
	2019-20	0.90				4.50		0.90							6.30
Bond Data 690	2015-16														0.00
	2016-17														0.00
	2017-18														0.00
	2018-19							1.00						13.00	14.00
	2019-20							1.00						13.00	14.00

(a) Teaching & Learning, Special Education, Transportation and Finance Departments reclassified positions resulting in a shift in categories such as Administrators, Teachers, Other Professionals, Manual Trades and Secretary/Clerical.

(b) Teaching & Learning began the first phase of reorganization resulting in additional positions in project 84. Instructional Specialists districtwide were reclassified from Teacher/Other Professional to the Other Professional category. Instructional Specialist positions funded by ESEA, Title II were moved to the General Fund in project 84.

(c) Teaching & Learning continued with the second phase of reorganization resulting in new program specific projects. Staff within these projects were reallocated.

(d) Reductions in administration and support categories were a result of attrition and post TRE losses at the department level. Re-classification Case Managers, Diagnosticians, Instructional Specialists, Program Coordinators and Technical positions moved Other Professional units from the General Fund to Special Revenue funds to maximize federal funding.

(e) Reclassification of Other Professionals (Case Managers and Diagnosticians) moved units from IDEA Part B funds to the General Fund.

(f) Enrollment driven staffing model and new Special Education program design caused fluctuations in Other Professional, Teacher and Teacher Assistant categories.

***Service Type Categories:**

Administration : Administrator, Associate/Assistant Principal, Principal

Ancillary : Bus Driver/Attendant, Cafeteria Workers, Custodial, Manual Trades/Warehouse, Police Officer, Technical

Instructional : Teacher, Teacher-Bilingual/ESL, Teacher-Special Education, Teacher Assistant

Other : Library Info Specialist/Library Assistant/Historian, Nurse/Clinic Assistant, Other Professional, Registar, School Counselor, Secretary/Clerical, Security Support Personnel

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Performance Measures

Overview of the 2019 Accountability System

The 85th Texas Legislature passed House Bill (HB) 22, establishing three domains for measuring the academic performance of districts and campuses: Student Achievement, School Progress, and Closing the Gaps. Districts and campuses will receive a rating of A, B, C, D, or F for overall performance, as well as for performance in each domain. Districts and campuses with students enrolled in the fall of the 2018–19 school year are assigned a state accountability rating.

The overall design of the accountability system evaluates performance according to three domains:

- **Student Achievement** evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.
- **School Progress** measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.
- **Closing the Gaps** uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

Districts - Beginning the first year they report fall enrollment, school districts are rated based on the aggregate results of students in their campuses. Districts without any students enrolled in the grades for which STAAR assessments are administered (3–12) are assigned the rating label of *Not Rated.* State-administered school districts, including Texas School for the Blind and Visually Impaired, Texas School for the Deaf, Texas Juvenile Justice Department, and Windham School District are not assigned a state accountability rating.

Campuses - Beginning the first year they report fall enrollment, campuses, including alternative education campuses (AECs), are rated based on the performance of their students. For the purposes of assigning accountability ratings, campuses that do not serve any grade level for which the STAAR assessments are administered are paired with campuses in their district that serve students who take STAAR.

Rating Labels - Districts and campuses receive an overall rating, as well as a rating for each domain. The 2019 rating labels for districts and campuses are as follows.

- ***A***, ***B***, ***C***, or ***D***: Assigned for overall performance and for performance in each domain to districts and campuses that meet the performance target for the letter grade
- ***F***: Assigned for overall performance and for performance in each domain to districts and campuses that do not meet the performance target to earn at least a D
- ***Not Rated***: Assigned to districts and campuses that—under certain, specific circumstances—do not receive a rating

Distinction Designations - Districts and campuses that receive accountability ratings of A, B, C, or D are eligible to earn distinction designations. Distinction designations are awarded for achievement in several areas and are based on performance relative to a group of campuses of similar type, size, grade span, and student demographics. Districts are eligible for a distinction designation in postsecondary readiness.

2019 Accountability Manual, Chapter 1—2019 Accountability Overview

Texas Education Agency
2019 Accountability Ratings Overall Summary - KLEIN ISD (101915)

	Component Score	Scaled Score	Rating
Overall		89	B
Student Achievement		88	B
STAAR Performance	54	85	
College, Career and Military Readiness	67	92	
Graduation Rate	95.7	85	
School Progress		89	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 45.2%)	61	89	B
Closing the Gaps	95	89	B

TEXAS EDUCATION AGENCY
PERFORMANCE REPORTING DIVISION
PRELIMINARY 2019 ACCOUNTABILITY RATINGS AS OF August 15, 2019

KLEIN ISD

District/Campus Name	District/ Campus Number	2019 Accountability Rating	*Domains* Student Achievement	School Progress	Closing the Gaps	*Distinctions* Read/ ELA	Math	Science	Social Studies	Academic Growth	Gap	Post Secondary	Num Met of Num Eval
KLEIN ISD	101915	B	B	B	B							o	0 of 1
KLEIN H S	001	B	A	B	B	o	o	o	o	o	o	o	0 of 7
KLEIN FOREST H S	002	C	C	B	C	o	o	o	o	o	o	o	0 of 7
KLEIN OAK H S	003	B	A	B	B	o	o	o	o	o	o	o	0 of 7
KLEIN COLLINS H S	004	B	B	B	B	o	o	o	o	o	o	o	0 of 7
KLEIN CAIN H S	005	B	B	C	C	●	o	o	o	o	o	o	1 of 7
HARRIS CO JJAEP	037	Not Rated	X	X	X								0 of 0
KLEIN ANNEX	038	Not Rated	X	X	X								0 of 0
KLEIN INT	041	C	D	C	D	o	o	o	o	o	o	o	0 of 7
HILDEBRANDT INT	042	C	B	C	C	o	o	●	o	o	o	o	1 of 7
WUNDERLICH INT	043	C	C	B	D	o	o	o	o	o	o	o	0 of 7
STRACK INT	044	B	B	B	C	o	o	o	●	o	o	o	1 of 7
KLEB INT	045	B	B	B	C	o	o	o	o	o	o	o	0 of 7
DOERRE INT	046	B	A	B	B	o	o	o	o	o	o	o	0 of 7
SCHINDEWOLF INT	047	B	B	B	C	o	o	o	o	o	o	o	0 of 7
KRIMMEL INTERMED	048	B	B	B	B	o	o	o	o	o	o	o	0 of 7
ULRICH INT	049	C	B	C	C	o	o	o	o	o	o	o	0 of 7
HOFIUS INT	050	B	A	C	B	o	o	o	o	o	o	o	0 of 7
KOHRVILLE EL	101	B	C	B	C	o	o	o		o	o	o	0 of 6
NORTHAMPTON EL	102	C	C	C	C	o	o	o		o	o	o	0 of 6
HAUDE EL	103	B	B	C	C	o	o	o		o	o	o	0 of 6
GREENWOOD FOREST EL	104	C	D	C	C	o	o	o		o	o	o	0 of 6
EPPS ISLAND EL	105	C	C	C	C	o	o	o		o	o	o	0 of 6
THEISS EL	106	A	A	B	A	o	o	●		o	o	o	1 of 6
BENFER EL	107	B	B	B	C	o	o	●		o	o	o	1 of 6
KAISER EL	108	C	D	C	C	o	o	o		o	o	o	0 of 6
BRILL EL	109	A	A	A	A	o	●	●		●	●	o	4 of 6
EHRHARDT EL	110	B	B	B	C	o	o	●		o	o	o	1 of 6
LEMM EL	111	C	C	C	C	o	o	o		o	o	o	0 of 6
NITSCH EL	112	C	F	C	D	o	o	o		o	o	o	0 of 6
KRAHN EL	113	B	A	B	B	●	●	●		o	o	●	4 of 6
ROTH EL	114	C	B	B	C	o	o	o		o	o	o	0 of 6
KUEHNLE EL	115	B	B	C	C	o	o	o		o	o	o	0 of 6
MITTELSTADT EL	116	C	C	C	C	o	o	●		o	o	o	1 of 6
KLENK EL	117	C	C	C	C	o	o	o		o	o	o	0 of 6
EILAND EL	118	B	C	B	C	o	o	●		o	o	o	1 of 6
SCHULTZ EL	119	B	B	B	B	●	o	o		o	o	o	1 of 6
HASSLER EL	120	A	A	B	A	o	o	●		o	o	●	2 of 6
KREINHOP EL	121	B	B	B	A	o	o	o		●	●	o	2 of 6
MCDOUGLE EL	122	B	C	B	C	o	o	o		o	o	o	0 of 6
METZLER EL	123	A	A	B	A	o	o	●		o	●	o	2 of 6
BENIGNUS EL	124	A	A	B	A	o	o	●		o	●	o	2 of 6
FRANK EL	125	A	A	B	A	o	o	o		o	o	o	0 of 6
MUELLER EL	126	A	B	B	A	o	o	o		o	o	o	0 of 6
BLACKSHEAR EL	127	B	C	B	B	o	o	o		o	o	o	0 of 6
ZWINK EL	128	A	B	B	A	o	●	o		●	●	●	4 of 6
BERNSHAUSEN EL	129	C	C	C	C	o	o	o		o	o	o	0 of 6
THE GRACE ENGLAND EARLY CHILDHOOD/	130	B	P	P	P								0 of 0
FRENCH EL	131	B	A	B	B	o	o	●		o	o	o	1 of 6
MAHAFFEY EL	132	A	B	B	A	o	●	o		●	●	o	3 of 6

P=Paired

**** Local Accountability System Applied***

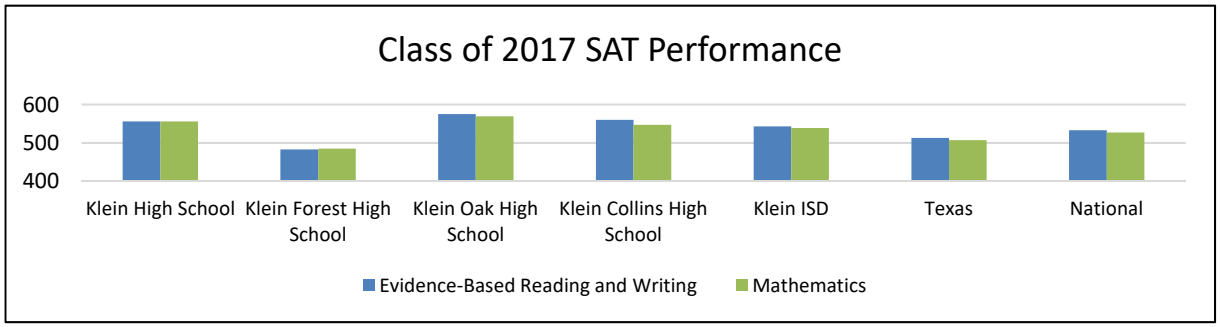
Klein Independent School District

SAT Participation & Performance

2017-2018

Although Klein ISD has participated in many years of SAT assessments, the redesigned SAT will not allow for prior year comparisons.
*The Class of 2019 data was not available at the time of this publication.

Campus	Class of	Participation Count	Participation Rate	Evidence-Based Reading and Writing	Mathematics
Klein High School	2018	430	43.0%	537	533
Klein Forest High School	2018	446	51.5%	456	457
Klein Oak High School	2018	488	46.5%	538	531
Klein Collins High School	2018	381	42.2%	520	511
Klein ISD	2018	1748	45.8%	515	510
Texas	2018	204,409	59.8%	520	512
National	2018	1,715,481	n/a	536	531



2015-2017

Due to the transition to the new SAT, the Class of 2016 included students that could have participated in both versions of the assessment. The absence of the Class of 2016's scores after March 2016 makes it difficult to compare results to prior years.

Campus	Class of	Participation Count	Participation Rate	Critical Reading / Verbal	Math	Writing
Klein High School	2017	430	49.1%	556	556	N/A
	2016	539	63.5%	516	526	491
	2015	547	65.4%	519	532	500
Klein Forest High School	2017	446	60.2%	483	485	N/A
	2016	395	52.5%	422	434	408
	2015	396	53.7%	441	457	421
Klein Oak High School	2017	488	55.1%	575	569	N/A
	2016	504	58.9%	525	533	501
	2015	539	61.6%	531	542	500
Klein Collins High School	2017	381	49.7%	560	547	N/A
	2016	412	53.9%	519	522	495
	2015	485	59.9%	509	509	480
Klein ISD	2017	1748	53.5%	543	539	N/A
	2016	1850	115.5%	499	507	477
	2015	1967	121.7%	504	514	479
Texas	2017	204,409	n/a	513	507	N/A
	2016	196,028	n/a	466	478	449
	2015	193,768	n/a	470	486	454
National	2017	1,715,481	n/a	533	527	N/A
	2016	1,637,589	n/a	494	508	482
	2015	1,698,521	n/a	495	511	484

Source: College Board SAT Online Reporting Portal

n/a - Data not available

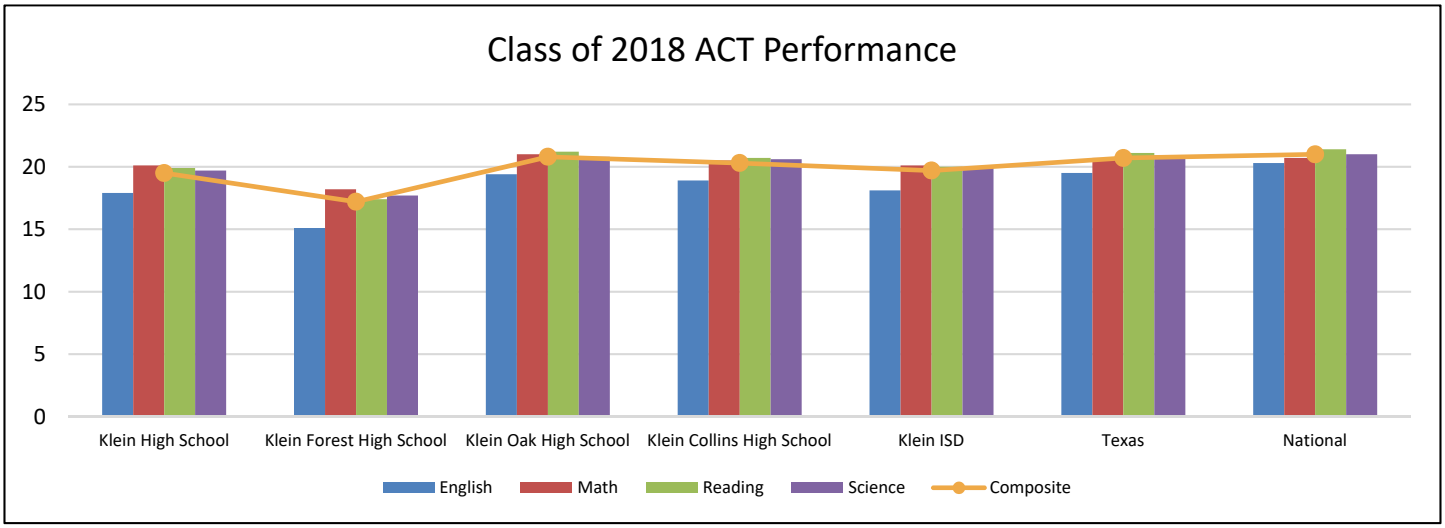
Klein Independent School District
ACT Participation & Performance

While the Klein ISD Class of 2017 ACT scores experienced a decline from previous years, it is important to note that participation rates more than doubled as all Klein ISD juniors were provided the opportunity to participate in the May 2016 ACT.
*The Class of 2019 data was not available at the time of this publication.

Campus	Class of	Participation Count	Participation Rate	English	Math	Reading	Science	Composite
Klein High School	2018	263	30.0%	23.3	23.4	24.6	23.8	23.9
	2017	848	99.9%	17.9	20.1	19.9	19.7	19.5
	2016	385	46.1%	21.8	22.7	23.0	22.7	22.7
	2015	290	39.8%	21.9	22.9	23.3	22.8	22.8
Klein Forest High School	2018	512	69.1%	17.3	18.2	19.1	19.7	18.7
	2017	265	35.2%	15.1	18.2	17.4	17.7	17.2
	2016	98	13.3%	16.3	17.9	17.5	18.2	17.6
	2015	110	15.8%	17.8	20.4	19.4	20.1	19.5
Klein Oak High School	2018	876	99.0%	17.3	18.2	19.1	19.7	18.7
	2017	381	44.6%	15.1	18.2	17.4	17.7	17.2
	2016	294	33.6%	16.3	17.9	17.5	18.2	17.6
	2015	297	34.4%	17.8	20.4	19.4	20.1	19.5
Klein Collins High School	2018	685	89.3%	21.8	22.7	23.4	23.0	22.9
	2017	328	42.9%	18.9	20.5	20.7	20.6	20.3
	2016	232	28.6%	20.8	21.7	22.5	22.2	21.9
	2015	210	27.5%	21.3	22.2	22.6	22.3	22.2
Klein ISD	2018	2,921	89.4%	22.5	22.8	23.9	23.4	23.3
	2017	1,360	42.1%	18.1	20.1	20.0	19.9	19.7
	2016	914	29.8%	20.7	21.7	22.0	21.8	21.7
	2015	904	29.4%	21.6	22.7	23.1	22.7	22.7
Texas	2018	146,608	n/a	19.6	20.6	21.1	20.8	20.6
	2017	142,877	n/a	19.5	20.7	21.1	20.9	20.7
	2016	124,764	n/a	19.4	20.7	21.0	20.7	20.6
	2015	116,547	n/a	19.8	21.1	21.1	21.0	20.9
National	2018	2,030,038	n/a	20.2	20.5	21.3	20.7	20.8
	2017	2,090,342	n/a	20.3	20.7	21.4	21.0	21.0
	2016	1,924,436	n/a	20.1	20.6	21.3	20.8	20.8
	2015	1,845,787	n/a	20.4	20.8	21.4	20.9	21.0

Source: 2018 ACT District Profile Report

n/a - Data not available



Klein Independent School District

District Improvement Plan **2019-2020**

In Klein ISD, **EVERY** student enters with a **promise** and exits with a **purpose**.

Goal **One**



Continue to improve student performance through the design & delivery of an innovative, guaranteed, and viable curriculum, assessment program, and increased pathways for student success.

Reimagine Learning

- Personalized Learning
- Flexible & Challenging Curriculum
- Standards-Based Evaluation

Goal **Two**



Build capacity and ownership across the organization by further personalizing professional learning & leadership development, clearly defining roles, and documenting district-wide procedures.

Cultivate Talent

- Best-in-Class Leadership Pipeline
- Feedback Loops & Self-Reflection
- Targeted Professional Learning

Goal **Three**



Build trust and improve open, honest two-way communication.

Build Community

- Relationships, Mentoring, & Partnerships
- Engaging, Educating & Equipping Families
- Cultural Responsiveness

KLEIN ISD
PROMISE2PURPOSE

CAMPUS & DEPARTMENT IMPROVEMENT PLANS | CURRICULUM REFRESH | STRATEGIC PRIORITY PROJECT PLANS | COLLEGE, CAREER, & MILITARY READINESS PLAN

BUDGET DEVELOPMENT & FINANCIAL MANAGEMENT | FACILITIES & INFRASTRUCTURE | PROGRAM EVALUATION, POLICY & REGULATIONS UPDATE

Learn more: www.kleinisd.net

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KLEIN HIGH SCHOOL

GOAL ONE

Reimagine Learning: Our instructional staff and campus leadership will use innovative practices to personalize learning and demonstrate collective efficacy in the PLC process to maximize student outcomes.

STRATEGIES

1. We will provide ongoing professional development and support on the four tenets of personalized learning to increase student-centered instructional strategies, knowing students by name, strength, and need.
2. Campus leadership will work closely with PLC teams to ensure that 100% of our PLC teams are using the four essential questions to guide their work and improve student outcomes.
3. In tandem with Personalized Learning professional development, campus instructional staff will build capacity in the areas of EL and special education instructional strategies and culturally responsive pedagogy and practice.
4. Campus leadership will ensure that 100% of exiting seniors meet one or more CCMR (College/Career Military Readiness) qualifications prior to graduation in June 2020.

GOAL TWO

Cultivate Talent: We will cultivate talent through targeted professional learning and leadership opportunities that lead to increased student outcomes.

STRATEGIES

1. Targeted Professional Learning: Each team/department will develop and monitor goals that ensure all teachers are continually improving their practice and supporting campus goals.
2. Feedback Loops and Reflection: We will utilize and empower all campus staff to own and participate in the CIP implementation and monitoring process by selection to one of the three CIP Goal Committees of Reimagine Learning, Cultivate Talent, and Build Community.
3. Best in Class Leadership Pipeline: We will offer on-the-job experiences to develop and support aspiring leaders.

GOAL THREE

Build Community: We will cultivate meaningful relationships with students, parents, staff, and community members which will serve as our foundation for building community.

STRATEGIES

1. In addition to academics, we will focus on social and emotional development through various avenues/partnerships to ensure that students feel healthy, safe, supported, engaged, and challenged for long-term success in all areas of their lives.
2. Engaging, Educating, and Equipping Families: We will promote a sense of community by continuously informing and involving families in order to create a partnership to ensure student success.
3. Cultural Responsiveness: We will promote a culture of growth mindset that accepts individuality and celebrates diversity through the educational experience on all levels.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KLEIN HIGH SCHOOL

STRENGTHS

1. Increases in EOC scores in four of five subject areas: Biology, Algebra 1, English 1, and US History
2. Increased enrollment in advanced academic courses for subgroups
3. Increased percentage of students scoring 3+ on AP exams
4. National School of Character and #Klein5 Core Values
5. Creation of systems for increased accountability from leadership team on how to best support teachers in classroom instruction and PLCs
6. Overall, the spirit, pride, and tradition of Klein High is strong and the campus is one in which the activities promote wide-spread student participation.
7. Decreases in discipline over the past 3 years

OPPORTUNITIES FOR GROWTH

1. EL students are not meeting targets in academic achievement, graduation rates or English language proficiency status.
2. There is still a large achievement gap between general and special education students.
3. Teachers are still learning how to best personalize instruction for students, and there is inconsistent application to meet student needs.
4. There has not been a clear process for lesson planning expectations and accountability for LEP students serviced for 6+ years
5. Increased family engagement
6. Lack of cultural responsiveness

MEASURES & INDICATORS OF SUCCESS

1. Academic Growth on EOC/Increased Masters Level Scores
2. Community Service Activities
3. PSAT/SAT, ACT, TSI and AP Scores
4. CTE Certifications
5. Advanced coursework participation, retention and success rates
6. TELPAS Scores with evidence of growth
7. Extracurricular Participation Rates
8. Gallup Student Poll
9. Stakeholder Feedback Surveys
10. Student and Staff Attendance Rates
11. Student Discipline Rates

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KLEIN FOREST HIGH SCHOOL

GOAL ONE

The Klein Forest Family of Schools will increase student achievement and narrow the achievement gap by at least 5% in reading by using a variety of indicators to demonstrate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES

1. The Klein Forest Family of Schools will focus on strong Tier 1 instructional practices, PLCs and an efficient master schedule to maximize collective teacher efficacy and reimagine learning.
2. Klein Forest will strengthen the PLC process by focusing on becoming a Model PLC School and using best practices from Solution Tree.
3. Klein Forest leadership will support teachers in increasing participation, retention, and success rates in all advanced academic courses.
4. Klein Forest will close the achievement gap in reading by at least one grade level for students currently served in Special education.
5. Klein Forest will implement best practices, personalize learning, and utilize the master teachers to increase student performance on the Algebra, Biology, US History, and English EOC exams by 5% through targeted intervention and support.

GOAL TWO

Prior to and throughout the 2019-20 school year, our Klein Forest family of educators will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

STRATEGIES

1. Klein Forest will implement Year 2 of Visible Learning in Core Academics while utilizing Linking Walks to monitor progress in HQT.
2. Klein Forest will restructure the ESL department in order to better identify EVERY student by name, strength, and need, ensuring that all practices are personalized and geared towards improving the WHOLE student.

GOAL THREE

Campuses in the Klein Forest Family of Schools will align their current core values to those at KFHS to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES

1. Klein Forest will add Character Development/Peer Mediation classes that focus on building student leaders from grades 9-12. This class will focus on vertical alignment with the Klein Forest Family of Schools in regard to the National School of Character initiative and will assist in creating, promoting, and celebrating character lessons and our core values.
2. Klein Forest will apply learning from the National School of Character Program to strengthen our character development initiative and deepen alignment to the 11 Principles throughout the Klein Forest Family of Schools.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KLEIN FOREST HIGH SCHOOL

STRENGTHS

1. Improved in all Accountability Domains
2. Increased in ELA 1 and Algebra 1 EOC scores and increased in percentage of students meeting masters in these two subjects and US History
3. Increased CCMR Data
4. Master Teacher Program
5. Visible Learning and Reading and Writing Academy Implementation (Year 2)
6. National School of Character
7. Increased Teacher Retention
8. Klein Forest Family of Schools Collaboration and Support
9. Friends of the Forest Partnership

OPPORTUNITIES FOR GROWTH

1. There is a 20% or greater achievement gap in the Klein Forest Family of Schools students reaching "Meets Standard" on state assessments in reading in comparison to non Klein Forest Family of Schools.
2. 54% of students are not making one year's growth as indicated by Reading MAP performance.
3. Educators in our Klein Forest families have not yet received and implemented common professional learning experiences or systems focused on high-yield instructional strategies and culturally responsive practices which results in lower teacher expectations for student success and rigor for High Quality Teaching.
4. Students identified as SpEd and LEP are under-performing in academics compared to other sub-populations at Klein Forest High School, which has increased in students identified in Special Education (8.3%-10.1%) and students identified as LEP (10.7%-18.3%).

MEASURES & INDICATORS OF SUCCESS

1. Academic Growth on EOC tests and MAP
2. College Readiness Benchmarks
3. Character and Socio-emotional Wellness
4. Gallup Poll
5. Stakeholder Feedback Survey
6. Extracurricular Participation Rates
7. Student and Staff Attendance Rates
8. Senior Exit Survey

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KLEIN OAK HIGH SCHOOL

GOAL ONE
In order to raise the academic performance of all students, Klein Oak will reimagine learning by creating new strategies and programs to address every student and his or her needs.

STRATEGIES
1. Target and motivate students in a variety of targeted intervention and enrichment opportunities for the purpose of completing high school with a focus on college and career readiness. These include academic teams tracking student progress and providing personalized learning for EL, special education, and advanced learners.
2. Determine and monitor a more effective program to integrate intervention and extension activities into the school day by providing students more input and ownership while giving teachers more professional development opportunities.
3. Implement a school-wide Positive Behavioral Interventions and Support (PBIS) System through the expansion of the Implementation Team, additional training, and rewards and recognitions.
4. Deepen the Culturally Responsive Learning Community Initiative (CRLCI) where teachers participate in professional development opportunities to increase their level of cultural awareness and build competency levels to create culturally responsive learning environments to support equitable educational experiences for all learners.

GOAL TWO
For the purpose of cultivating talent, Klein Oak will identify and use best practices and strategies to grow and develop high-quality employees.

STRATEGIES
1. Identify professional development needs and provide learning opportunities for teachers in order to increase the use of instructional best practices related to EL and special education learners, advanced academics, personalized learning, technology integration mentor program for new teachers and training over best practices for PLCs.
2. Deepen the Culturally Responsive Learning Community Initiative (CRLCI) where teachers participate in professional development opportunities to increase their level of cultural awareness and build their cultural competency levels to create culturally responsive learning environments to support equitable educational experiences for all learners.

GOAL THREE
Build community by promoting a positive culture with all stakeholders.

STRATEGIES
1. Create opportunities for stakeholders to be made aware of provided information outlets as well as voice questions and concerns, and/or receive feedback. Examples include a club and organization fair and Teacher Team Talks with administration.
2. Ensure 9th grade students are successful in their transition to high school through camps, progress-monitoring and team-building.
3. Ensure that all staff and students are trained in how to respond to emergency situations on campus. This will promote a more comfortable and positive learning environment.

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KLEIN OAK HIGH SCHOOL

STRENGTHS
1. Klein Oak led district in number of students taking advanced coursework (Pre-AP, AP, DC, IB).
2. Dual Credit course enrollment increased by over 200 students.
3. During the March 2018 School Day SAT, 38% of Klein Oak High School students met both College and Career Readiness Benchmarks which exceeded the district, state, and nation.
4. 68% of the class of 2017 enrolled in College the fall immediately after high school.
5. Increased scores on Algebra, Biology and US History in the Master's rating SAT average scores for the total and sections by ethnicity were higher than the state and nation for nearly all subgroups.
6. Model PLC School.
7. Large number of students participating in extracurricular activities.
8. Large number of volunteers and mentors.

OPPORTUNITIES FOR GROWTH
1. Intervention Period
2. Discipline leads to missed class time for struggling learners
3. Achievement gap between student groups, specific areas of concern including Hispanic, African American, Special Education and LEP students
4. Communication
5. Monitoring of systems and processes and holding each other accountable

MEASURES & INDICATORS OF SUCCESS
1. Academic Growth–EOC Scores
2. Advanced Course Participation and Success
3. College Readiness Benchmarks--SAT/ACT/AP
4. Extracurricular Participation Rates
5. Stakeholder Feedback Surveys
6. Student Attendance Rates
7. Student Discipline Rates
8. Gallup Student Poll

KLEIN OAK PANTHERS

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KLEIN COLLINS HIGH SCHOOL

GOAL ONE
Build and grow relationships with EVERY Promise2Purpose Investor

STRATEGIES
1. Promote positive relationships with students by using multiple leadership groups to gather feedback and design programs and initiatives that recognize excellence, celebrate progress, and improve behavior.
2. Promote positive relationships with faculty and staff by recognizing their efforts for continuous improvement and celebrating their successes.
3. Promote positive relationships with parents and community by creating an engagement team and providing more intentional outreach to families, particularly English Language Learner families, through parent nights, phone calls, emails, and personal meetings.

GOAL TWO
Cultivate the talent of all Promise2Purpose Investors through goal setting, purposeful feedback, and ongoing self-reflection

STRATEGIES
1. Develop and display a growth mindset among students by implementing a zero tolerance zero procedure, utilizing standards-based grading and student-tracking practices, and designing appropriate intervention groups.
2. Develop and display a growth mindset among faculty and administration by increasing collaboration among and between administration and teachers through PLCs, classroom observations, personalized learning experiences, coaching, and feedback practices as well as utilizing the Cultivate Talent Priority Team for continuous improvement.

GOAL THREE
Reimagine learning for EVERY student to connect learning with interests, talents, passions, and aspirations

STRATEGIES
1. Utilize Tiger Den for both intervention and enrichment including having EL and Special Education Task forces design interventions for these learners while other intervention/enrichment teachers provide EOC remediation, SAT prep, character development, and summer learning opportunities.
2. Foster students' passions, aspirations, and talents through student-created "How-To" videos, mini lessons from teachers during Tiger Den, and highlighting CTE certifications through signing days, graduate panels, and celebrations.

KC KLEIN COLLINS HOME OF THE TIGERS

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KLEIN COLLINS HIGH SCHOOL

STRENGTHS
1. Increase in advanced course enrollment for Pre-AP and AP courses
2. Increase in all Accountability Domains
3. Increases in Biology and US History EOC scores, ELA increase of 8% for retesters
4. Academic Growth Score for EL STAAR Reading was 81, which exceeded the EL Target Academic Growth Score of 64 for TEA Accountability
5. Academic Growth Score for Special Ed STAAR Reading was 72, which exceeded the Special Ed Target Academic Growth Score of 59
6. Experienced staff and positive culture
7. Teacher-led teams for campus improvement
8. Student Leadership group
9. Extracurricular Participation
10. CTE Program

OPPORTUNITIES FOR GROWTH
1. Not meeting the targeted academic growth for math
2. Achievement gaps with special education and EL students
3. Discipline rates
4. Character Development and establishing core values
5. Increasing parent involvement

MEASURES & INDICATORS OF SUCCESS
1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. EOC Growth
4. CTE Certifications/Endorsements
5. Student Discipline Rates
6. Advanced Course Participation, Retention, and Success Rates
7. Student and Staff Attendance Data
8. Gallup Student Poll

KC KLEIN COLLINS HOME OF THE TIGERS

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KLEIN CAIN HIGH SCHOOL

GOAL ONE

We will create a culturally responsive environment that builds a bridge between the community and school, between curriculum and social reality, and is inclusive of the diverse learning needs and styles of all students.

STRATEGIES

1. We will create a collaborative culture with parents and community by establishing community and parent engagement outreach cadres.
2. We will foster a culture where students have ownership and vested interest in their learning by developing professional learning opportunities for teachers designed after observing classroom practices, collecting feedback from students and staff and creating a project-based learning cohort.
3. We will establish a culture of reading and writing across the curriculum by utilizing a 5E instructional model and targeting identified subgroups.
4. We will provide targeted instruction to meet the diverse learning needs of all of our students by tracking individual student data and using that data to drive personalized instruction in the classroom.
5. Create a successful 8th grade to 9th grade transition experience for freshman students in order to improve discipline, behavior, and hope.

GOAL TWO

We will continue to build community and high expectations by providing resources, opportunities, and effective communication to all stakeholders.

STRATEGIES

1. We will revise and clearly define campus instructional procedures and expectations for all stakeholders by utilizing the Campus Procedures and Transition Cadres, Character Development, and the Cain Dashboard.
2. We will revise and clearly define campus instructional procedures and expectations for all stakeholders through regular collaboratives with teacher leaders, specialists and administration as well as providing coaching, feedback, and time for goal-setting and self-reflection.
3. We will continue to grow and empower leadership within our campus by having staff lead and participate in cadres and outreach opportunities while providing them continuous leadership development.

GOAL THREE

We will continue to foster a safe learning environment that cultivates a collaborative culture of risk- taking and innovation to provide meaningful and intentional academic and social/emotional experiences for all students.

STRATEGIES

1. We will provide opportunities to increase staff collaboration on campus and throughout the district in order to improve learning experiences for students through cross-curricular and vertical alignment, on campus and within the feeder pattern, and targeted intervention and enrichment.
2. We will encourage risk-taking, personalized learning experiences, and innovation throughout the campus while intentionally celebrating it by using social media, shout-out cards, and Shark Tank.
3. We will operate PLCs with fidelity using the four questions while focusing on intentional standards-based instruction, collaborative goals, and data reviews and use these to design instruction.
4. We will provide targeted, personalized professional development that strengthens instructional practices to facilitate the academic growth of every Klein Cain student.

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KLEIN CAIN HIGH SCHOOL

STRENGTHS

1. Although the campus is new, many teachers have experience and all were hired with a growth mindset
2. State-of-the-art facility where collaboration often occurs among students and staff
3. First time senior class that is leading school spirit
4. Participation in extracurricular activities
5. Various meetings focused on instructional practices
6. EOC scores in the areas of Algebra 1, English 1 and English 2
7. Increases in Domains 1, 2A, and 2B in Accountability ratings
8. Increased number of students in advanced academics participation, retention, and success

OPPORTUNITIES FOR GROWTH

1. Still a growing campus with new students and staff and trying to assimilate both the old and the new groups together
2. Achievement gaps exist between many subgroups especially English Language Learners and Special Education Students
3. Intervention Periods that are targeted and personalized to meet student needs
4. Algebra 1 and Biology EOC scores
5. CCMR Data now that we will have a graduating class

MEASURES & INDICATORS OF SUCCESS

1. EOC Scores
2. AP Scores
3. PSAT/SAT/TSI Scores
4. CTE Certifications
5. Participation in extracurricular activities
6. Gallup Poll
7. Feedback Surveys
8. Student Attendance Rates
9. Discipline Rates
10. Senior Exit Survey

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VISTAS HIGH SCHOOL

GOAL ONE
Reimagine Learning: Personalize Learning Experiences for EVERY Student

STRATEGIES

1. We will provide targeted instruction and supports to ensure EVERY graduate can achieve an endorsement upon graduation. These include Student Solution meetings, goal setting and tracking of growth and credits, mentoring, college opportunities, and additional summer learning.
2. We will implement research-based strategies and best practices to increase student performance in all areas, but especially in reading and writing through targeted instruction, PLCs, monitoring of High Quality teaching, and providing professional development and coaching to support teachers in differentiation and project based learning.

GOAL TWO
Cultivate Talent: Empower and Equip Teachers with Tools, Resources, and Opportunities to Grow and to Improve Student Learning

STRATEGIES

1. Build leadership capacity by creating teams who will work to ensure EVERY Vistas' students exits with a purpose. Teams will make key decisions and monitor program effectiveness in their areas. For example, teams will help implement RTI, create a DC Summer Academy, and investigate becoming an Early College High School.
2. Provide targeted professional development over personalized learning, instructional coaching and utilizing technology effectively while observing each other and providing feedback.
3. Provide opportunities for Vistas' students to receive training and then apply learning in leadership situations including student mentoring and expanding the garden.

GOAL THREE
Build Community: Relationships, Mentoring and Partnerships and Engaging, Educating and Equipping Families

STRATEGIES

1. Increase the positive culture and perception of Vistas with students, families, staff, and the community through home visits by staff and recognition of students for grade point averages, completion of dual credit courses, attendance, improvement, and core values.
2. Provide students with integrated character education, skills for a healthy lifestyle, empowerment tools and positive adult relationships/role models.

VISTAS HIGH SCHOOL PROGRAM Whatever it takes!

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VISTAS HIGH SCHOOL

STRENGTHS

1. Great diversity at Vistas which is recognized and celebrated
2. New opportunities for advanced course work
3. Increased graduation rates
4. Increased number of students graduating with an endorsement or college credit
5. Strong relationships

OPPORTUNITIES FOR GROWTH

1. Student attendance rates
2. Increasing advanced academic opportunities
3. More input/ownership from students and teachers
4. Student Selection Process

MEASURES & INDICATORS OF SUCCESS

1. EOC growth
2. Advanced course participation and success
3. College Prep
4. Distinguished Level of Achievement and Graduation Rates
5. FAFSA Completion Rate
6. Stakeholder Feedback Surveys
7. Student Attendance Rates
8. CTE Certifications
9. TSI/PSAT/SAT/ACT

VISTAS HIGH SCHOOL PROGRAM Whatever it takes!

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DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

GOAL ONE
Identify and use best practices for continuous improvement in an effort to reduce placements.

STRATEGIES
1. Target students who are returning to the DAEP by assigning mentors and having continual communication with home campus personnel to evaluate the success of students.
2. Set high expectations for each student in character and academics by providing character education in the intervention (Parliament) period, through Boys2Men, by exploring the renaming of the building aligned to core values, and by utilizing personalized learning strategies and restorative circles.
3. Utilize a special programs' counselor to provide assistance to students by conducting individual and group counseling sessions, by following up on the home campus, and by holding parent meetings.
4. Improve classroom management reducing discipline removals and increasing student achievement and engagement through building relationships and professional development.

GOAL TWO
Create a culture of effective collaboration with the goal of increasing student achievement.

STRATEGIES
1. Provide multi-tiered PLC time for staff each week which will include campus-wide, grade-level, and subject-based PLCs along with support from Teaching & Learning teams.
2. Provide personalized professional development opportunities for staff each quarter based on their individual needs.
3. Use data to drive personalized learning and implement Project Based Learning across the curriculum through the use of formative assessment tools, trackers, and rubrics.

GOAL THREE
Increase the attendance percentage at the DAEP to 90%

STRATEGIES
1. Motivate students at DAEP to attend school every day by providing incentives, follow-up, and determining the root cause of absences and include the parent liaison in the process.

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DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

STRENGTHS
1. Small class size allows for building relationships and personalizing learning opportunities
2. Frequent communication with parents
3. Diverse staff and student populations

OPPORTUNITIES FOR GROWTH
1. DAEP only has students a limited amount of time
2. Many students are at-risk and have gaps in learning
3. Teachers requiring higher expectations of students
4. Restorative practices

MEASURES & INDICATORS OF SUCCESS
1. Increased attendance
2. Reduced discipline infractions
3. Socio-emotional wellness & character development of students

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KLEIN INTERMEDIATE

GOAL ONE

During the 2019-20 school year, Klein Intermediate will refine and implement an efficient RTI system that will effectively support and monitor all identified students to decrease the number of behavioral incidents and improve academic performance.

STRATEGIES

1. Create a collaborative-based team within the RTI Committee that at a minimum meets monthly to identify students for academic support, determine tiered interventions, and monitor student progress.
2. Create a collaborative-based team within the RTI Committee that at a minimum meets monthly to identify students for behavior support, determine tiered interventions, and monitor student progress.

GOAL TWO

Klein Intermediate will align our core values with those of Klein Forest High School ensuring common language and clear student expectations throughout our family of schools.

STRATEGIES

1. National School of Character: Commit to becoming a Promising Practices School and begin implementation of necessary programs.
2. Mentoring (Staff and Students): Develop and launch a successful mentor program.
3. Provide opportunities to improve relationships with all stakeholders (i.e., families, businesses, churches, etc.)
4. Collaboratively work with staff and student organizations (student voice) to create a positive campus culture.

GOAL THREE

During the 2019-20 school year, Klein Intermediate will increase student achievement across all measures by 5% through initial instruction tied to high-quality teaching to meet student needs as measured by local and state indicators.

STRATEGIES

1. Implement and monitor established PLC procedures to increase the collective capacity of teachers through collaborative study and professional dialogue resulting in at least one year's growth for all students.
2. Use learner profiles to create student groups based on interest, need or skill-level for targeted instruction.
3. Implement an ongoing system for regular monitoring of classroom instruction to provide guidance, professional development, and other resources as needed.
4. Provide opportunities for ELL students to develop their English language proficiency.
5. Establish and implement a monitoring system for SPED students to improve student outcomes.
6. Increase student participation in the Pre-AP/GT program and improve the provided accelerated learning opportunities.
7. Increase all student reading levels by a minimum of a year's growth as indicated by MAP and STAAR.

KLEIN INTERMEDIATE SCHOOL FALCONS

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KLEIN INTERMEDIATE

STRENGTHS

1. Growth in multiple areas of the accountability system in 2018-19
2. Extended Day along with additional staff provide time during the day for PLC and intervention
3. Campus is part of a grant that is helping support coaching and literacy on campus
4. Growth in the overall participation of students in Pre-AP and advanced pathways

OPPORTUNITIES FOR GROWTH

1. Overall STAAR/EOC performance specifically in ELA, math and social studies
2. Growth in math and ELA (Use of MAP data)
3. SPED, EL, and Advanced Learners
4. Overall systems, structures, accountability and follow-through on action items

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

KLEIN INTERMEDIATE SCHOOL FALCONS

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HILDEBRANDT INTERMEDIATE

GOAL ONE
Continue to use Profile of a Learner and Profile of a Leader to enforce a positive school culture of leadership collaboration.

STRATEGIES
1. Facilitate a structure of shared leadership throughout the campus.
2. Support professional development of leaders of others and teacher leaders.
3. Further reinforce campus Core Values through HEART of a Mustangs initiative.
4. Celebrate teacher successes across the campus.
5. Celebrate students across the campus.
6. Emphasize and increase family engagement throughout the school year.

GOAL TWO
To improve the overall RTI process on campus to support students based on name, strength, and need.

STRATEGIES
1. Campus-wide implementation of data tracking of monitoring student growth.
2. Continue to support effective Professional Learning Communities in each team and department.
3. Develop and implement an effective academic RTI plan that improves academic performance for all students.
4. Develop and implement an effective behavior RTI plan for all students.
5. Provide targeted tutorials to students who require Tier 2 & Tier 3 RTI intervention.

GOAL THREE
Reinforce high quality teaching strategies to improve initial instruction and ensure one year's growth for every student.

STRATEGIES
1. Utilize campus staff to support high quality teaching.
2. Increase the amount of time that administrators are in classrooms and create a systematic process for providing feedback and support.
3. Equip teachers to personalize learning for all students based on name, strength, and need.
4. Show academic growth for all Special Education students.
5. Show academic growth for all ELL students.
6. Support GT/Advanced Learners to Maintain Masters Level Achievement

HILDEBRANDT INTERMEDIATE SCHOOL

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HILDEBRANDT INTERMEDIATE

STRENGTHS
1. Distinction in Science for 2018-19 school year on STAAR
2. Intervention/Enrichment time and structure
3. HEART of a Mustang (Core Values)
4. Overall increase in the number of students participating in Pre-AP/Advanced Pathways

OPPORTUNITIES FOR GROWTH
1. Growth & Performance in ELA and Math
2. SPED, EL, and Advanced Learners/GT
3. RTI process
4. Personalized Learning

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

HILDEBRANDT INTERMEDIATE SCHOOL

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WUNDERLICH INTERMEDIATE

GOAL ONE
During the 19-20 school year, Wunderlich will refine and implement an effective RtI system that will effectively support and monitor all students to decrease the number of behavioral incidents and improve academic performance.

STRATEGY
1. Create a collaborative-based team within the RTI Committee that at a minimum meets monthly to identify students for academic support, determine tiered interventions, and monitor student progress.
2. Create a collaborative-based team within the RTI Committee that at a minimum meets monthly to identify students for behavior support, determine tiered interventions, and monitor student progress.
3. Designate a weekly collaborative-based Leadership Team as the coordinating body to review RTI recommendations and make decisions about scheduling and any other student needs.

GOAL TWO
During the 19-20 school year, students and staff at Wunderlich will align our core values with those of Klein Forest HS ensuring common language and clear student expectations throughout our family of schools.

STRATEGY
1. Commit to becoming a Promising Practice School (National School of Character) and begin implementation of necessary programs.
2. Develop and launch a successful mentor program.
3. Provide opportunities to improve relationships with all stakeholders (i.e., families, businesses, churches, etc.)
4. Collaboratively work with staff and student organizations (student voice) to create a positive campus culture.

GOAL THREE
During the 19-20 school year, Wunderlich will increase student achievement across all measures by 5% through initial instruction tied to High Quality Teaching to meet students' needs as measured by local and state indicators.

STRATEGY
1. Implement and monitor established PLC procedures to increase the collective capacity of teachers through collaborative study and professional dialogue resulting in at least one year's growth for all students.
2. Use Personalized Learning "learner profiles" to create student groups based on interest, need or skill-level for targeted instruction.
3. Implement an ongoing system for regular monitoring of classroom instruction to provide guidance, professional development, and other resources as needed.
4. Provide opportunities for ELL students to develop their English language proficiency.
5. Establish and implement a monitoring system for SPED students to improve student outcomes.
6. Increase student participation in the Pre-AP/GT program and improve the provided accelerated learning opportunities.
7. Increase all student reading levels by a minimum of a year's growth as indicated by MAP and STAAR.

Wunderlich Intermediate HOME OF THE WILDCATS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

WUNDERLICH INTERMEDIATE

STRENGTHS
1. Fine Arts & extra-curricular activities
2. Extended day along with additional staff provide time during the day for PLC and intervention
3. Campus is in the second year of Visible Learning
4. Two Literacy Specialists for 2019-20 school year to support ELA
5. Growth in the overall participation of students in Pre-AP and advanced pathways

OPPORTUNITIES FOR GROWTH
1. Overall STAAR/EOC performance specifically in ELA, math & social studies
2. Growth in math and ELA (Use of MAP data)
3. SPED, EL and Advanced Learners
4. Overall systems, structures, accountability, and follow-through on action items

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

Wunderlich Intermediate HOME OF THE WILDCATS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

STRACK INTERMEDIATE

GOAL ONE
Continue improving school culture by creating an environment that leads to improved student outcomes.

STRATEGIES
1. Create, communicate, and implement comprehensive character education program.
2. Implement campus-based staff and student mentoring program designed to support district program.
3. Engage families of specifically under-served/historically non-participating groups.

GOAL TWO
Ensure that instruction is aligned with high quality teaching focused on highly impactful initial instruction that meets the needs of every student.

STRATEGIES
1. Improve communication with staff through feedback and targeted professional development.
2. Increase knowledge and application of personalized learning through communication and targeted professional development.
3. Improve PLCs effectiveness, productivity, andtructur.e
4. Structure Special Education Department and resources to obtain maximum impact on student achievement.
5. Leadership teams meet weekly, focused on campus goals.
6. Meet the unique academic needs of Advanced Academics (GT) students.
7. Meet the unique academic needs of ELL students.

GOAL THREE
Improve RTI structure and processes to increase student achievement of all learners

STRATEGIES
1. Advance structures and processes of Academic RTI in collaboration with teaching staff and RTI committee
2. Advance structures and processes of Behavior RTI in collaboration with teaching staff and RTI committee

STRACK INTERMEDIATE BUILDING Cchampions

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

STRACK INTERMEDIATE

STRENGTHS
1. Distinction in social studies for 2018-19 STAAR
2. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
3. Core Values and School Culture

OPPORTUNITIES FOR GROWTH
1. Personalized Learning
2. Growth in ELA and Math
3. TELPAS
4. SPED, EL, and Advanced Learners/GT
5. Systems around RTI and PLC

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

STRACK INTERMEDIATE BUILDING CHAMPIONS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KLEB INTERMEDIATE

GOAL ONE
We will refine our system of Positive Behavior Intervention and Supports (PBIS) so that all students exhibit good behavior and are understanding citizens.

STRATEGIES
1. We will continue to refine, communicate, and monitor our tier one processes for all students that teach and reinforce the positive character traits outlined in the CUB matrix.
2. We will build and refine effective tier two and three processes to support students with behavior that does not respond to effective tier one practices.

GOAL TWO
We will continue to improve our PLC processes as we learn together, design systems, and implement strategies to improve instruction so that all students are continuous learners who show academic growth.

STRATEGIES
1. We will use the PLC process to improve our tier one instruction, aligning our practice to the high quality teaching document.
2. We will continue to refine our academic RTI process to ensure that students who do not respond to high quality tier one instruction receive increased support.
3. We will systematically support the special education model transition and implement a task force to improve growth in student achievement for students served in special education.
4. We will systematically support growth in student achievement for our language learners identified as ELLs.
5. We will continue to support growth and pathways for students served in the Gifted and Talented program.

GOAL THREE
We will research and explore the systematic implementation of personalized learning across campus so that we build responsibility for learning in our students.

STRATEGIES
1. We will create a personalized learning implementation team to plan system-wide learning, training, and support.
2. We will support teachers in implementing personalized learning and high-quality teaching through systematic use of consistent, timely instructional, and behavioral feedback.

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KLEB INTERMEDIATE

STRENGTHS
1. PBIS Campus & Core Values
2. Systems around RTI and PLCs
3. School Culture and Leadership Team
4. Overall increase in the number of students participating in Pre-AP/Advanced Pathways

OPPORTUNITIES FOR GROWTH
1. Growth in Math & ELA
2. SPED, EL and Advanced Learners/GT
3. Asian student performance on STAAR/EOC
4. TELPAS
5. Personalized Learning

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
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IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

DOERRE INTERMEDIATE

GOAL ONE
Implement a comprehensive student support system that fosters social and emotional development of all students and creates a positive school culture.

STRATEGIES
1. Implement campus-wide PBIS
2. Establish communication practices that promote campus, community, and family engagement.

GOAL TWO
Implement high quality teaching strategies during initial instruction so that all students show one or more years of academic growth per school year.

STRATEGIES
1. Establish systems for coaching/feedback cycles with teachers including job embedded professional learning.
2. Increase student engagement through the use of Web 2.0 tools by providing teachers and students interactive online resources, productivity tools, and communication tools to enhance initial instruction and transform lessons using the SAMR model.
3. Begin campus personalized learning implementation by focusing on learner profiles and learning pathways.
4. Employ the high yield strategies of Visible Learning in the classroom daily. (Learning intentions, success criteria, goal setting, student data tracking).
5. Identify and monitor ELL students and provide appropriate support through a research-based model.
6. Identify and monitor GT/Advance Learners students and provide appropriate enrichment opportunities through a research-based model.
7. Provide Special Education students with accommodations, interventions, and supports to access a flexible and challenging curriculum.
8. Implement PLCs with fidelity.

GOAL THREE
Monitor student performance and adjust instruction, enrichment, and intervention to meet student needs.

STRATEGIES
1. Create a campus Academic RTI program.
2. Create a campus Behavior RTI program.
3. Create a 45 minute intervention and enrichment period within the school day.

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DOERRE INTERMEDIATE

STRENGTHS
1. Advanced Pathways (Algebra 1, Geometry, Biology & Humanities)
2. Increase in number of students participating in Pre-AP/Advanced pathways
3. Implementing PBIS and Visible Learning Strategies

OPPORTUNITIES FOR GROWTH
1. Personalized learning for students based on strength, need, and passion.
2. SPED, EL & GT/Advanced Learners
3. Growth in Math & ELA
4. Personalized Learning

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

SCHINDEWOLF INTERMEDIATE

GOAL ONE
We will improve every student's academic and behavioral performance through a system of tiered interventions and campus-wide positive behavioral strategies.

STRATEGIES
1. We will utilize an academic RTI process to apply effective interventions strategies to meet student academic needs.
2. We will utilize a behavioral RTI process to apply effective intervention strategies to reduce student misconduct.
3. We will initiate strategies associated with Positive Behavioral Interventions and Supports (PBIS).

GOAL TWO
We will ensure that we are closing the achievement gap and supporting student growth for our special populations.

STRATEGIES
1. We will support SPED students through monitoring, teacher training, and interventions that will allow students to make progress.
2. We will support GT and advanced learners students through monitoring, teacher training, and instruction that will allow students to make progress at an accelerated pace.
3. We will support EL students through monitoring, teacher training, and interventions that will allow students to make progress.

GOAL THREE
We will support high quality teaching and effective initial instruction through the application of best practices in these areas.

STRATEGIES
1. We will support all staff learning/efficacy through school-wide and PLC learning and campus training.
2. We will implement and support teachers in their use of Personalized Learning (PL) strategies to increase student engagement.
3. We will provide feedback, celebration, and coaching around high quality teaching for staff to support teacher development and self-efficacy.

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SCHINDEWOLF INTERMEDIATE

STRENGTHS
1. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
2. Student Discipline
3. Growth in multiple areas of the Accountability system
4. New 45 minute enrichment intervention period for 19-20

OPPORTUNITIES FOR GROWTH
1. Personalized Learning
2. Growth in ELA and Math
3. TELPAS
4. SPED, EL, and Advanced Learners/GT
5. Systems around RTI and PLC
6. Core Values and PBIS

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KRIMMEL INTERMEDIATE

GOAL ONE
Implement and support high quality instructional strategies to ensure growth for EVERY student.

STRATEGIES
1. Ensure that our PLCs are consistent and functioning at a high level.
2. Continue implementation of personalized learning with a campus focus on pathways and learner profiles while also meeting the district expectations.
3. Create process that ensures high level communication, monitoring, and feedback.

GOAL TWO
Target the needs of specific student populations to ensure that Krimmel is closing the achievement gap and ensuring student growth.

STRATEGIES
1. Intentionally target the needs of our ELL students in order to improve learning outcomes.
2. Intentionally target the needs of our special education students in order to improve learning outcomes.
3. Intentionally target the needs of our advanced learners in order to improve learning outcomes.
4. Provide Programs that support student learning gaps and growth.

GOAL THREE
Continue to develop our RTI Process to support our students' educational needs.

STRATEGIES
1. Continue to develop Krimmel's Academic RTI process to support students
2. Build upon the Academic RTI process by including behavior discussions within the RTI process and implementing a specific RTI plan for identified students in need of behavior intervention.
3. Cultivate a campus culture that not only supports educational needs but also character development

KRIMMEL INTERMEDIATE

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KRIMMEL INTERMEDIATE

STRENGTHS
1. Overall increase in the number of students participating in Pre-AP/Advanced Pathways
2. PBIS and Core Values
3. Discipline data

OPPORTUNITIES FOR GROWTH
1. Growth in Math and ELA
2. SPED, EL, and Advanced Learners/GT
3. Personalized Learning
4. TELPAS

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

KRIMMEL INTERMEDIATE

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ULRICH INTERMEDIATE

GOAL ONE
Academic RTI: Our goal is to build capacity in the Pathway Tenet of personalized learning and to ensure that those pathways include the appropriate tracking and intervention for Tiers 1, 2, and 3.

STRATEGIES
1. We will consistently monitor and support our GT/Advanced population to ensure growth in all students.
2. We will consistently monitor and support our SPED population to ensure overall growth in all students and close the achievement gap between the SPED population and general population of the campus.
3. We will consistently monitor and support our ELL population to ensure overall growth in all students and to maintain a healthy exit rate in TELPAS.
4. We will continue to model best PLC practices.
5. We will continue to grow capacity in Tier 1, high quality teaching instruction through strengthening our feedback and support.
6. We will focus on the Pathway Tenet of Personalized Learning.

GOAL TWO
Behavior RTI: Our goal is to create a clearly defined system of intervention for tiers 1, 2, and 3.

STRATEGIES
1. We will implement PBIS supports and practices across the campus to help reduce discipline incidents and increase the presence of reward.
2. We will consistently implement a program of Character Education lessons to help strengthen the development of our students.

GOAL THREE
Communication: Our goal is to align practices within offices, classrooms, and community to strengthen communication practices to ensure that parents and students feel communicated with and have their questions and concerns answered in an efficient and timely manner.

STRATEGIES
1. We will realign our campus norms to ensure distractions are eliminated to help us focus on the key and crucial aspects of campus life.
2. We will safeguard our grading and monitoring practices with regular checks.
3. We will work to increase celebrations across the campus.

ULRICH INTERMEDIATE SCHOOL

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

ULRICH INTERMEDIATE

STRENGTHS
1. PLC Model Campus
2. PBIS Campus
3. Use of MAP and campus wide interventions/enrichment programs

OPPORTUNITIES FOR GROWTH
1. SPED, EL and Advanced Learners/GT
2. Growth in math and ELA
3. Communication between campus and community
4. Personalized Learning

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

ULRICH INTERMEDIATE SCHOOL

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HOFIUS INTERMEDIATE

GOAL ONE
We will continue to Build Community by facilitating and bonding together the stakeholders to create a positive climate and culture.

STRATEGIES
1. Continue focus on HAWKS core values to build and maintain a sense of pride and unity at Hofius
2. Providing adequate communication, voice, and feedback opportunities for students, staff, and parents
3. Develop and maintain action teams and protocols in order to maintain safety on campus

GOAL TWO
We will intentionally cultivate talent by building an innovative, high-quality staff that collaboratively supports each other to serve students.

STRATEGIES
1. Use High Quality Teaching document to guide initial instruction and provide timely coaching and feedback
2. Build an effective process for Behavior RTI with effective strategies for Tier 1, 2, and 3
3. Define what Tier 1, 2, and 3 criteria are for Academic RTI

GOAL THREE
Hofius will pursue Reimagine Learning through High Quality Teaching with a focus on initial instruction for all students to gain a year's growth.

STRATEGIES
1. Employ a PLC framework to answer the four PLC questions that address the specific needs of all learners through a shared mission and vision.
2. Classroom teachers will utilize strategies to foster an environment of personalized learning for each student.
3. Ensure one year's growth of all students.
4. Create task force for GT/Advanced learners to ensure we are meeting the needs of all students.
5. Create task force for EL learners to ensure growth of every student.
6. Create Task Force to identify the academic standards missed by our SPED population in order to allow teachers to develop strategies for our students to make growth.

HOFIUS INTERMEDIATE SCHOOL

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

HOFIUS INTERMEDIATE

STRENGTHS
1. Community support and engagement
2. Increase in overall participation in Pre-AP/Advanced Pathways
3. School culture and Core Values

OPPORTUNITIES FOR GROWTH
1. SPED, EL and Advanced Learners/GT
2. Growth in Math & ELA
3. RTI process and overall systems around PLC
4. Personalized Learning

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR/EOC
3. TELPAS
4. Gallup Poll
5. Campus Common Assessments
6. District Learning Assessments
7. Campus Snapshot Data
8. PLC Agendas & Minutes
9. Surveys
10. Evaluations & Walkthroughs (T-TESS & POL)
11. Grading Rubrics & Report Cards/Progress Reports

HOFIUS INTERMEDIATE SCHOOL

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KOHRVILLE ELEMENTARY

GOAL ONE
Build Community: Promote positive character traits and effective communication that build productive relationships.

STRATEGIES
1. Inspire and develop positive character traits to support student learning.
2. Intentionally build positive and productive relationships among parents, community members, staff, and students.

GOAL TWO
Re-imagine Learning: Raise performance of all students and close achievement gap while utilizing best practices to ensure at least one year's growth for every student.

STRATEGIES
1. Continue developing personalized learning pathways to increase achievement for all learners.
2. Strengthen Tier 1 instruction to increase student performance in math.
3. Strengthen Tier 1 instruction to increase student performance in science.
4. Strengthen Tier 1 instruction to increase student performance in reading.
5. Strengthen Tier 1 instruction to increase student performance in writing.

GOAL THREE
Cultivate talent: Attract, develop, support, inspire, and retain the highest quality teachers and staff.

STRATEGIES
1. Establish a culture of trust, partnership, and collaboration among staff.
2. Provide more relevant professional development opportunities along with coaching and feedback to empower staff as leaders and high-quality teachers.

KOHRVILLE ELEMENTARY

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KOHRVILLE ELEMENTARY

STRENGTHS
1. Student academic growth in reading
2. Consistently monitors progress towards accomplishing agreed upon goals creating SMART/STRETCH Goals
3. Students develop goals and track their progress to achieve learning outcomes

OPPORTUNITIES FOR GROWTH
1. Increase community engagement to continue to develop meaningful partnerships with families
2. Build instructional capacity in delivering targeted reading and writing instruction through Reader's/Writer's Workshop
3. Strengthen collective efficacy within collaborative teams
4. Focus on getting students to achieve more than a year's worth of growth in order to get more students to the Meets and Masters level of performance
5. Increase Academic Achievement in math and writing
6. Increase Academic Growth in math for all students

MEASURES & INDICATORS OF SUCCESS
1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll
8. Student Data Tracking

KOHRVILLE ELEMENTARY

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NORTHAMPTON ELEMENTARY

GOAL ONE

Improve Tier 1 instruction and ensure a minimum of one year's academic growth for all learners through personalized learning, rigorous data analysis, and monitoring of student outcomes.

STRATEGIES

1. Ensure that the advanced level learners are challenged and make a minimum of one year's growth through data tracking, project-based learning, and Visible Learning strategies.
2. Focus, through Sheltered Instruction across all classrooms, on EL students' academic growth using research-based strategies for language acquisition, data tracking, and Visible Learning strategies.
3. Close the achievement gap and ensure that Special Education students make at least one year's growth, using personalized supports and measuring through data tracking and targeted resources, focused on increasing literacy and problem-solving skills.
4. Ensure a mastery-based mindset through focused data-tracking aligned to essential standards to evaluate student learning and breaking down data to analyze approaching, meeting, and mastering of content.
5. Ensure at least one year's growth for all students in math, by providing personalized supports, targeted interventions, and monitoring through RTI processes.
6. Monitor and support the growth of all learners in reading and writing by using academic RTI processes and tiered interventions.

GOAL TWO

Based on continuous feedback, provide targeted professional learning to faculty and staff that promotes high-quality teaching, student achievement, and a collaborative community of educators focused on continuous improvement.

STRATEGIES

1. Identify professional development needs through goal-setting and feedback that is aligned to the High Quality Teaching document.
2. Utilize the Ed Elements model of personalized professional development playlists for Visible Learning and strengthening teacher capacity and clarity of delivery of quality instruction.
3. Design campus common assessments collaboratively every four weeks, through high-functioning PLCs, to focus on essential standards, formative data review for increased student growth, & teacher collective efficacy.
4. Focus on science essential standards through effective lesson planning, lab roll-outs, building formative assessments, and tracking student progress.

GOAL THREE

Continue to grow intentional, positive relationships with students, staff, and community that support a positive school culture.

STRATEGIES

1. Know students by name, strength, and need for academic and social development through Profile of a Learner and integrating supports through PBIS.
2. Increase communication with parents and community for consistency and transparency.

Northampton Elementary School

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NORTHAMPTON ELEMENTARY

STRENGTHS

1. Created a collective commitment to effectively communicate and support the home and school connection through family engagement activities.
2. Shaping a positive school culture which focuses on a friendly atmosphere so all students love coming to school and parents feel proud to be a partner in our school.
3. Teachers at the start of the year know their students by name, strength, and need by evaluating learner profiles and continue this work throughout the school year.

OPPORTUNITIES FOR GROWTH

1. Ensure all students make one year's minimum growth by tracking essential standards and reading levels.
2. Strengthen alignment to PLCs through the four PLC questions and rigorous data analysis to adjust instruction.
3. Ensure strong support for math instructional practices that focus on increasing capacity of teachers' knowledge and meeting students' needs through RTI and enrichment.
4. Provide high support for teachers' level of fidelity in effectively implementing the workshop model through Units of Study.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder Feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

Northampton Elementary School

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HAUDE ELEMENTARY

GOAL ONE
Build Community by fostering intentional relationships with students, staff, and parents.

STRATEGIES
1. Increase opportunities to engage students and families in the school community.
2. Foster positive relationships by modeling Haude CORRE values.
3. Implement systems to consistently recognize greatness in our students and staff.

GOAL TWO
Re-imagine learning through personalized instruction so that all students achieve a minimum of one year's growth.

STRATEGIES
1. Ensure that Gifted and Talented, Special Education, and ELL students achieve mastery on Learning Assessments and STAAR in their identified subjects.
2. Each student will set and track personalized goals for ELA and Math.
3. Increase Math scores on STAAR and MAP.
4. Know students by name, strength, and need.

GOAL THREE
Cultivate talent through targeted professional learning.

STRATEGIES
1. Increase opportunities for collaboration and learning to support professional growth.
2. Provide professional learning and support to teachers for the implementation of personalized learning.
3. Increase HQT) by providing coaching and feedback in a timely manner.

HAUDE ELEMENTARY SCHOOL home of the Jaguars

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HAUDE ELEMENTARY

STRENGTHS
1. Strong campus collaborative teams that work in high functioning PLCs.
2. Full implementation of Units of Study in all ELA classrooms.

OPPORTUNITIES FOR GROWTH
1. Personalize learning to strengthen Tier 1 instruction so that all students make a minimum of one year's growth.
2. Cultivate talent through professional learning opportunities and learning labs.

MEASURES & INDICATORS OF SUCCESS
1. MAP
2. STAAR
3. TELPAS
4. Gallup Poll
5. Campus Snapshots
6. T-TESS & Profile of a Leader evaluations
7. Report Cards
8. Benchmarks & Common Assessments
9. TPRI, DRA
10. PLC Agendas and minutes

HAUDE ELEMENTARY SCHOOL home of the Jaguars

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GREENWOOD FOREST ELEMENTARY

GOAL ONE

Reimagine Learning: The Klein Forest Family of Schools will increase student achievement overall and narrow the achievement gap by at least 5% in reading and writing using a variety of indicators across content areas to indicate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES

1. Focus on strong Tier 1 instructional practices by identifying reading, writing, math, and science essential standards and success criteria through the PLC process to maximize collective teacher efficacy.
2. Target individual student needs through Response to Intervention to increase student performance.
3. Ensure all classroom teachers have an understanding of the four tenets of personalized learning and are implementing in all classrooms.
4. Increase language acquisition of English Language Learners through implementation of Sheltered Instruction strategies.

GOAL TWO

Cultivate Talent: Prior to and throughout the 2019-2020 school year, our Klein Forest Family of Schools will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

STRATEGIES

1. Increase efficiency and productivity of our Professional Learning Communities in order to improve analysis of student data, effectiveness of RTI, instructional practices as well as meeting student needs through intervention.
2. Collectively evaluate and monitor the use of high quality teaching strategies, including culturally responsive practices using linking walks.
3. Retain, attain and grow teachers and teacher leaders through a collaborative approach and shared leadership.

GOAL THREE

Build Community: Each campus in the Klein Forest Family of Schools will align their current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES

1. Commit to becoming a National School of Character; using the 19-20 school year to continue to self-assess against the 11 principles and begin the implementation of various programs on campus.
2. We will promote and create opportunities to increase parental involvement and foster a strong home-school partnership in order to increase communication and student achievement.
3. Identify, design and implement campus and classroom procedures in order to streamline transitions and provide structure to reduce discipline referrals and increase student learning time.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

GREENWOOD FOREST ELEMENTARY

STRENGTHS

1. Rich diversity with strong campus culture
2. High expectations for academics and character
3. Strong parent involvement
4. Established a structured RTI Framework to support academics and behavior

OPPORTUNITIES FOR GROWTH

1. Strengthen PLCs through refocusing collaborative teams in building strong collective efficacy around the targeted work.
2. Develop SMART goals to monitor student learning & outcomes and develop a strong data analysis system to guide action to support closing gaps swiftly.
3. Strengthen Tier I reading and writing instruction through implementing the Reader's/Writer's Workshop model with fidelity.
4. Focus on students achieving more than a year's worth of growth in order to get more students to the Meets and Masters level of performance.
5. Focus on strengthening language acquisition and performance of EL students in all content areas.

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Learning Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll
8. Implementation of Data Analysis Protocols

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

EPPS ISLAND ELEMENTARY

GOAL ONE
Reimagine Learning: The Klein Forest Family of Schools will increase student achievement at least 15% in the meets category across all content areas using a variety of indicators to demonstrate improved learning by all students as measured by local, district, state, and national indicators by the end of the 2019-2020

STRATEGIES
1. Focus on strong Tier 1 instructional practices by focusing on essential standards to target historically low performing student groups; African Americans, Hispanics, and Economically Disadvantaged.
2. Increase rigor, personalized learning, and targeted progress monitoring through the systematic process of RTI.

GOAL TWO
Cultivate Talent: Prior to and throughout the 2019-20 school year, our KF Family will identify, be trained in and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for all students' success and improve student outcomes in local, state, and national measures.

STRATEGIES
1. Incorporate additional components of Visible Learning (i.e., Learning Pit, Linking Walks, etc.) to maximize impact on student learning.
2. Strengthen relationships and increase cultural responsiveness to support student learning.
3. Provide mentoring and coaching to ensure teacher retention and ensure high-quality teaching.

GOAL THREE
Building Community: Each campus in the Klein Forest Family will align their current core values to those at Klein Forest High School to ensure there is common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES
1. Commit to becoming a National School of Character by using Year 1 (2019-20) as a prep year to self-assess against the 11 principles and begin implementing programs needed on campus.
2. Strengthen community and embrace diversity.
3. Build character, enhance positive school climate, and radiate school spirit.

EPPS ISLAND ELEMENTARY TIGERS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

EPPS ISLAND ELEMENTARY

STRENGTHS
1. Teachers are risk-takers by utilizing innovative approaches for learning.
2. Staff has strong connection to students and families through devoted, research-based events for family engagement.
3. Myriad of resources that personalize learning for the diverse needs of learners.
4. Strong support staff that includes specialists and Co-Teachers who have strong collective efficacy towards teaching and learning practices that target students' needs.
5. Student growth and achievement in 5th grade.

OPPORTUNITIES FOR GROWTH
1. Improving teachers' & staff's rigorous use of analyzing data to dig deeper and plan more efficiently.
2. Raising reading, math, and writing proficiency in all learners, with emphasis on Hispanics and African Americans.
3. Increase PTO participation and volunteers.
4. Continue teacher retention and build capacity in Leadership.
5. Increase Student-Centered Coaching.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

EPPS ISLAND ELEMENTARY TIGERS

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THEISS ELEMENTARY

GOAL ONE
Re-imagine learning by focusing on growth mindset, innovation, and personalized learning so student performance increases while achievement gaps close for all students.

STRATEGIES
1. Analyze data to ensure high quality student learning is occurring in all grade levels.
2. Implement strategies to improve academic achievement.

GOAL TWO
Cultivate talent by recruiting and developing high performing employees, willing to accept greater responsibility through creative collaboration and personal goal setting.

STRATEGIES
1. Increase teacher competency in instructional techniques to improve high-quality teaching.
2. Provide campus-based staff development to expand teaching skills using best practices.
3. Establish and improve initial instructional practices in math, writing, and reading in grades Pk-5 for the purpose of personalizing professional learning.

GOAL THREE
Build community by promoting positive character traits and effective communication.

STRATEGIES
1. Reinforce appropriate social skills through the counseling program, school-wide assemblies, and classroom recognition activities in order to develop strong character in all students.
2. Implement before, after, and during school activities to strengthen the connection between students and school.
3. Emphasize restorative practices by strengthening relationships and social connections within the classroom and school community.

GOAL FOUR
Identify and use best practices for continuous improvement.

STRATEGIES
1. Increase professional development and opportunities to collaborate based on best practices that will increase student achievement and professional growth.

THEISS ELEMENTARY SCHOOL HOME OF THE TIGERS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

THEISS ELEMENTARY

STRENGTHS
1. Strong instructional practices from experienced teachers
2. Subgroups have successful achievement rates
3. Advanced level performance increased in most areas
4. Data collection to guide interventions, fluid grouping and targeted lessons

OPPORTUNITIES FOR GROWTH
1. Declines in Special Education & ELL student achievement performance levels
2. Personalized Learning for every student
3. Attendance Rate

MEASURES & INDICATORS OF SUCCESS
1. STAAR, TELPAS, MAP data, DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans
4. Walkthroughs
5. Campus Snapshot Data
6. SMART Goals/PLC Agenda with action steps
7. T-TESS & Profile of a Leader Evaluation Goals
8. Gallup Poll
9. Implementation of Restorative Practices

THEISS ELEMENTARY SCHOOL HOME OF THE TIGERS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

BENFER ELEMENTARY

GOAL ONE
Reimagine learning with a focus on student success to ensure every learner achieves a minimum of one year's growth.

STRATEGIES
1. Implement strategies to provide targeted instruction and support to meet the needs of all students in math, reading and writing.
2. By collaboratively working in PLCs with the support of team leaders for each grade as well as the specialists, compose effective CCAs that accurately assess curriculum TEKS covered.
3. The RtI process will be streamlined across all grade levels to ensure aligned systems and procedures are in place.
4. GT Students will show a 5% increase in STAAR reading and math for the 2019 - 2020 school year.
5. 5th grade math students will grow at least one level on the 2019 - 2020 STAAR assessment.

GOAL TWO
Improve student engagement, teacher development, and family/community participation.

STRATEGIES
1. 100% of students will participate in the Pathway Lab and will be able to communicate its purpose.
2. All students will take ownership of their learning by setting, planning for, and achieving both personal and academic goals.
3. Lessons will emulate attributes found within the four tenets of personalized learning so all students can learn.
4. Increase community involvement with the campus by 20%.
5. Students will feel invested in their school both academically and socially through participation in new campus clubs and before/after school opportunities.

GOAL THREE
Increase teacher efficacy through personalized learning and growth mindset.

STRATEGIES
1. Establish personalized PD calendar.
2. Create opportunities for teachers to collaborate and learn from each other through job-embedded opportunities and in PLCs centered around HQT.
3. Engage in a campus-wide book study centered around *The Happiness Advantage* with the intent of implementing self and peer systems of accountability.

BENFER ELEMENTARY BOBCATS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

BENFER ELEMENTARY

STRENGTHS
1. Professional Learning Community structure established
2. Solid data analysis structure to ensure students are known by name, strength, and need
3. Student academic growth in reading, math and science.
4. Students understand the vision of Promise2Purpose and embrace a growth mindset as it relates to goal setting, problem solving and personalized growth.
5. Reimagined campus culture centered around a “we not me” solution-seeking mindset.

OPPORTUNITIES FOR GROWTH
1. Strengthen Tier I reading and writing instruction through implementing the Reader’s/Writer’s Workshop model with fidelity.
2. Strengthen Tier I math instruction with a focus on computations and algebraic reasoning.
3. Focus on all students achieving at least a year’s worth of growth.

MEASURES & INDICATORS OF SUCCESS
1. STAAR, TELPAS, MAP, DRA, TPRI, Learning Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll (5th grade)
8. Community and Staff Surveys

BENFER ELEMENTARY BOBCATS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KAISER ELEMENTARY

GOAL ONE

Re-imagine Learning: We will increase overall student achievement by 10% and narrow the achievement gap by at least 5% in reading, writing, science, and math using a variety of indicators to indicate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES

1. We will utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.
2. We will focus on strong Tier 1 instructional practices by identifying reading essential standards and success criteria through the PLC process to maximize collective teacher efficacy.
3. We will focus on the first tenet of Personalized Learning, Learner Profiles, to be able to provide targeted instruction by students' names, strengths, and needs.

GOAL TWO

Cultivate Talent: We will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

STRATEGIES

1. We will continually create opportunities to observe colleagues in best practices to increase collective efficacy and build teacher capacity.
2. We will continue to build our professional learning community culture in order to align all professional practices and development of the four essential questions of a PLC.
3. We will engage in ongoing professional learning for all stakeholders.
4. We will retain, attain, and grow excellent leaders throughout our system so that every student learns in a quality environment.

GOAL THREE

Build Community: We will align our current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES

1. We will expand the implementation of the Nurtured Heart Approach.
2. We will provide increased opportunities for parent/school communication and parent involvement.
3. We will close gaps by personalizing learning and knowing every student by strength, need, and name. (Equity)
4. We will focus on the whole student so that every student will "level up" and engage in rigorous learning and build excellent character. (Challenge)

KAISER ELEMENTARY SCHOOL

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KAISER ELEMENTARY

STRENGTHS

1. Implementation of two-way dual language program.
2. Kaiser Core Values and learner characteristics are embedded in campus culture to support academic and character development.
3. Strong Family and Engagement Community support.
4. Strong content and behavior support with Specialists and Counselors providing ongoing coaching, modeling, and feedback to impact student learning.
5. Continuing to expand implementation of Visible Learning work.

OPPORTUNITIES FOR GROWTH

1. Implement a strong Professional Learning Community model that targets a focus on building team collective efficacy.
2. Leveling up staff understanding of learner profiles to target instruction based on strengths and needs.
3. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Learners.
4. Improve Academic Achievement & Growth for all students.
5. Strengthen Tier I reading and writing instruction through implementing the Reader's/Writer's Workshop model with fidelity.
6. Focus on students achieving more than a year's growth in order to get more students to the Meets and Masters level of performance.

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll
8. Linking Walks Data

KAISER ELEMENTARY SCHOOL

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BRILL ELEMENTARY

GOAL ONE
Re-Imagine Learning: By the end of the school year, all students (PK-5) will have access to varied personalized learning experiences to ensure a minimum of one year's growth in academic areas.

STRATEGIES
1. Implement strategies from Visible Learning to create conditions for students and teachers to collaborate and determine learning intentions, success criteria, and feedback in all academic areas while providing differentiation for EL, Sped, & Advanced Learners.
2. Implement the Dual Language Two-Way Immersion Program to help unify our bilingual and monolingual populations for increased academic achievement and cultural awareness.
3. Create a Personalized Learning Plan for classrooms that fits the diverse needs of students, such as blended learning, PBL, student-created outcomes, and a collaborative learning environment.

GOAL TWO
Cultivate Talent: We will maximize teachers' effectiveness by providing more clarity over campus vision and campus expectations aligned to Promise2Purpose.

STRATEGIES
1. Provide Personalized Professional Learning focused on innovation while thoughtfully disrupting the status quo to reach our students' greatest potential.
2. Rigorously analyze data to ensure positive growth for all student populations through Axiom, Eduphoria, Campus Prioritization Report, and Campus Data Snapshot.
3. Promote collaborative teams that focus on coaching and feedback aligned to High Quality Teaching to monitor high levels of TIER 1 instruction.

GOAL THREE
Building Community: We will foster positive relationships with all students, families, and stakeholders.

STRATEGIES
1. Seek input and feedback from stakeholders to improve school-wide relationships while maintaining an excellent reputation of high levels of achievement.
2. Collaboratively develop a positive approach to effective discipline that encompasses qualities aligned to Profile of a Learner.
3. Build a unified community in the feeder pattern to Brill so that all stakeholders share in the "We not Me" for ownership of students.

BRONCOS BRILL ELEMENTARY

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

BRILL ELEMENTARY

STRENGTHS
1. Earned four distinctions for the state accountability system (Math, Science, Academic Growth, and Closing the Gaps).
2. Enrichment programs are vast to support the diverse interests of our students and challenge them through creativity.
3. Dual Language, Two-Way Immersion program implemented in two Kindergarten classes for increasing bilingual, bicultural and biliteracy in our students.
4. Pathways for personalized learning experiences afford our students to have access to quality programs, such as the Project Lead The Way Chevron grant. This allows our students to experience hands-on STEM lessons to solve real-world situations through project-based learning.

OPPORTUNITIES FOR GROWTH
1. Rigorously analyze data to ensure personalized instruction that focuses on a minimum of one year's growth for all content areas.
2. Strengthening literacy across all content areas to build lifelong readers and writers.
3. Emphasize pre-assessment and post-assessment to know our students by name, strength and need.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

BRONCOS BRILL ELEMENTARY

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EHRHARDT ELEMENTARY

GOAL ONE
We will reimagine learning to increase student achievement so that all students achieve at least one year's growth based on the student's personal learning profile.

STRATEGIES
1. Strengthen initial instruction through implementation of personalized learning tenets.
2. Refine RTI Process to ensure fidelity of interventions and promotion of student growth in Tier 2 and Tier 3.
3. Increase intentionality in providing appropriate instruction and designated supports that promote growth in special populations (EL, Special Ed, and GT).

GOAL TWO
We will cultivate talent by providing clarity in all systems to streamline processes and foster understanding for all staff.

STRATEGIES
1. Deepen our understanding and practice of mutual accountability while continuously analyzing data during PLC to celebrate growth and focus on areas of improvement.
2. Provide targeted support for staff through personalized professional learning centered around learner profiles with goal setting.
3. Provide specific, targeted feedback to grow and improve instructional practices through transparent communication and responsiveness.

GOAL THREE
We will build community by deepening relationships and fostering open communication around our shared vision with all stakeholders.

STRATEGIES
1. Implement Restorative Practices and PBIS school-wide to strengthen relationships, shape positive behavior and build empathy amongst our school community.
2. Intentionally model and facilitate effective communication that embodies our campus core values and shared vision with all stakeholders.

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EHRHARDT ELEMENTARY

STRENGTHS
1. Staff has a growth mindset and is willing to try new ideas which they previously thought were out of their reach.
2. Deepened understanding of campus core values by collectively committing to staff expectations related to the core values.
3. Increased family and community involvement to positively impact students' learning experiences.
4. Positive atmosphere is permeating through our campus and felt by our community.
5. Utilized PLCs aligned to the four essential questions to rigorously analyze data to meet student needs.

OPPORTUNITIES FOR GROWTH
1. Build teacher capacity through increased feedback loops to strengthen instructional practices.
2. Continue to narrow achievement between students receiving Special Education and EL services with all students.
3. Provide personalized instruction for students to ensure a minimum of one year's growth in math and reading.
4. Strengthen relationships within classroom communities through restorative practices.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

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LEMM ELEMENTARY

GOAL ONE
Ensure all students improve Reading and Math by one or more years through personalized learning and tracking student growth.

STRATEGIES
1. Through collective teacher efficacy and focus on learning, we will implement research-based strategies to strengthen tier 1 instruction, while improving reading achievement for all students, and a focus on each subpopulation through personalized support.
2. Implement research-based strategies through the curriculum playlist to improve math achievement for all students, through collective teacher efficacy and focus on learning.
3. Inspire forever learners by providing research-based professional learning to better support personalized learning and differentiation for Economically Disadvantaged, advanced learners and dyslexic students in the areas of ELA, Science, and Math achievement.

GOAL TWO
Create a campus community that cultivates talent and builds reflective leaders who use feedback to drive improvement for students.

STRATEGIES
1. Create the conditions for high functioning teams on campus through PLCs to drive improvement for students, while gathering feedback and to apply professional learning to grow their craft for positive impact on student achievement.
2. Provide professional learning and support to our teachers on learner profiles to maximize student success with a focus on rigorously analyzing data for continuous improvement.
3. Coach, inspire, and develop high-quality teachers through coaching and feedback to improve tier 1 instruction and positive outcomes for students' learning.

GOAL THREE
We will embody Promise2Purpose and the Build Community strategic priority by engaging, educating, and equipping families and creating positive and effective relationships between all students, staff, and families.

STRATEGIES
1. Create intentional opportunities on campus with our families and staff to build student spirit and inform our community by focusing on the conditions to develop success for all learners.
2. Improve school home connections to increase the success of student learning both academically and socially through the support of PBIS.

EXPECT SUCCESS LEMM ELEMENTARY SCHOOL

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LEMM ELEMENTARY

STRENGTHS
1. Use of the "Learning Pit" to model how students should embrace challenge.
2. Four full years practitioner experience and implementation of Visible Learning.
3. 2nd Step social, emotional support program and PBIS that teaches and models social skills for students' growth and development.
4. Strong professional learning communities that are learner-focused and encourage teacher collective efficacy (1.56) with a positive momentum.
5. Flexible learning environments in newly renovated school with access to current instructional materials and technology.
6. Low staff turnover.

OPPORTUNITIES FOR GROWTH
1. Provide a minimum of one year's growth in all student reading levels and math proficiency.
2. Know students by name, strength, and need through Learner Profiles.
3. Focus on increased enrollment of economically disadvantaged students to ensure proper supports are in place for academic and social growth, with a focus on Domain 2B.
4. Need for positive intervention system with students who have high social development needs.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, BAS, TPRI)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)
9. Learner Profiles for goal setting and data tracking

EXPECT SUCCESS LEMM ELEMENTARY SCHOOL

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NITSCH ELEMENTARY

GOAL ONE
Nitsch Elementary will increase student achievement and narrow the achievement gap by at least 10% in reading and writing using a variety of indicators to indicate improved student learning as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES
1. Focus on strong Tier 1 instructional practices through personalized learning and targeted data trackers in reader's workshop by deconstructing essential standards and developing the success criteria through the planning sessions and PLC process to maximize collective teacher efficacy.
2. Provide targeted reading support through a structured RTI model, including daily spiraling, reteaching, and retesting essential standards, focusing on student populations including: African American, Special Education, ELs, and economically disadvantaged, with an emphasis on tracking and ensuring a minimum of one year's growth in reading achievement.
3. Improve writing achievement through explicit instruction focused on research-based strategies to use in writer's workshop.

GOAL TWO
Nitsch Elementary will increase student achievement and narrow the achievement gap by at least 10% in math and science using a variety of indicators to indicate improved learning as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES
1. Provide targeted math support through personalized learning to ensure all students, Kindergarten through 5th grade, are provided one year's growth in math essential standards, monitoring subpopulations in PLC and leadership team meetings to ensure the equity gap is closing, with a focus on African American students.
2. Provide targeted, hands-on science support that is rigorous and spirals the essential standards for all students, Kindergarten through 5th grade focus on African American and Special Education students, closely monitored in PLCs and leadership team meetings to ensure the equity gap is closing.
3. Collaborate to provide targeted supports for all students in math and science through RTI to ensure a personalized approach to increase academic achievement, through routine data analysis of formative assessments, with a focus on continuous improvement, using the Campus Summary & Prioritization Report/AXIOM Data, MAP, and campus common assessments.

GOAL THREE
Prior to and throughout the 2019-2020 school year, Nitsch Elementary will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes by closing the achievement gap in local, state, and national measures.

STRATEGIES
1. Use Linking Walks to collectively evaluate and monitor the use of high quality teaching strategies with specialists, administrators, and Teaching & Learning support.

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NITSCH ELEMENTARY

2. Increase the efficiency and productivity of our Professional Learning Communities to improve the lesson planning process, analysis of student data, and effective response to intervention aligned to student needs.
3. Increase teachers' instructional capacity and student learning outcomes,by specialists and administrators working collaboratively to coach and inspire teachers through classroom walkthroughs and coaching cycles that focus on high-quality teaching and feedback aligned to student-centered coaching.

GOAL FOUR
Nitsch Elementary will align their current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES
1. Commit to staging the National School of Character by using milestones to prep and self-assess against the 11 principles.
2. Sustain and monitor the tiered system of behavior support in order to reduce discipline refractions and loss of instructional time as a result of behavior.
3. Promote and develop opportunities to increase parental involvement, foster a strong home-school partnership resulting in student achievement through Parent University.

STRENGTHS
1. Academic Growth in reading
2. Strong support through specialists who focus on coaching and developing teachers through serving students' diverse academic needs.
3. Leadership team is aligned in high expectations and outcomes for students through solid support.
4. Data-driven to focus on the growth of all students through strong systems and structures in PLC.

OPPORTUNITIES FOR GROWTH
1. Increase Academic Achievement for ALL students
2. Strengthen PLC through refocusing collaborative teams in building strong collective efficacy around the targeted work.
3. Develop SMART goals to monitor students' learning and outcomes and develop a strong data analysis system to guide action to support closing gaps swiftly.
4. Strengthen Tier I reading and writing instruction through implementing the Reader's/Writer's Workshop model with fidelity.
5. Focus on getting students to achieve more than a year's worth of growth in order to get more students to the Meets and Masters level of performance.
6. Establish a structured RTI Framework to support academic and behavior support.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

NITSCH ELEMENTARY

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KRAHN ELEMENTARY

GOAL ONE
Reimagine Learning: Focus on continuous improvement in order for every student to achieve growth and close the achievement gap.

STRATEGIES
1. Provide time for teachers to plan collaboratively through Professional Learning Communities and Vertical teams to ensure that students receive targeted research-based instruction in reading, writing, math, and science.
2. Create a well-defined RTI process to address identified student deficits.
3. Provide personalized learning opportunities for students based on the four tenets of personalized learning.
4. Provide special education co-teach model in order to increase the performance of special education students in all academic areas.
5. Incorporate additional supplementary instructional materials to enhance Literacy and Vocabulary Development for English Language Learners (ELLs).

GOAL TWO
Identify and use best practices for continuous improvement.

STRATEGIES
1. Provide aligned materials and curriculum through research-based strategies to support teachers in their planning and instructional practices in order to increase student performance.
2. Create lessons and activities that can be supported with technology to increase student engagement, success, motivation, and initiatives.
3. Provide professional development for teachers to promote academic and social strategies in order to improve student performance.

GOAL THREE
Cultivate Talent: Recruit and retain the highest quality employees.

STRATEGIES
1. Provide personalized learning opportunities and resources for staff to improve HQT.
2. Provide teachers with the necessary technology and professional development for the purpose of increasing student performance.
3. Provide teachers with the necessary tools and professional development opportunities to meet the needs of diverse learners and differentiated instruction.

KRAHN ELEMENTARY

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KRAHN ELEMENTARY

GOAL FOUR
Build Community: Promote positive character traits and effective communication.

STRATEGIES
1. Implement and reinforce social skills to ensure effective character education.
2. Provide opportunities for parent involvement in school activities to promote stronger relationships.
3. Provide school publications to promote home/school communication.
4. Establish student-centered after school clubs and activities geared towards both academic and social goals.

STRENGTHS
1. Krahn is a Model Professional Learning Community School
2. MAP scores show growth across ALL grade levels in all content areas
3. Student growth for all groups in Mathematics

OPPORTUNITIES FOR GROWTH
1. Narrow the achievement gap of English Learners and Special Education students
2. Increase Academic Growth in Reading for ALL students
3. Continue to strengthen partnerships with community and parents via effective communication
4. Increase opportunities for writing across all grade-levels and cross curricula

MEASURES & INDICATORS OF SUCCESS
1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans
4. Walkthroughs
5. Campus Snapshot Data
6. SMART Goals/PLC Agenda with action steps
7. T-TESS & Profile of a Leader Evaluations
8. Gallup Poll
9. Community and Staff Surveys

KRAHN ELEMENTARY

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ROTH ELEMENTARY

GOAL ONE
Reimagine Learning by knowing every student by name, strength, and need to ensure a minimum of one year's growth for all students by focusing on a mastery-based mindset.

STRATEGIES

1. Improve academic performance of all students by focusing on data and evidence collected in reading and language arts to help ensure one year's academic growth for all students.
2. Improve academic performance of all students by focusing on data and evidence collected in math and science to help ensure one year's academic growth for all students.
3. Utilize the goals from the guiding coalitions to help ensure one year's growth for all subpopulations including GT and help close the achievement gap of EL, EcoDis and SpEd stud
4. Ensure a full understanding of Personalized Learning and the four tenets.

GOAL TWO
We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal-setting, and self-reflection

STRATEGIES

1. Provide quality professional development to equip teachers with high yield strategies designed to improve student understanding and mastery of essential standards.
2. Inspire coaching and encouraging of others through effective feedback, aligned to high-quality teaching with a system of ongoing support from leadership to all teachers.

GOAL THREE
We will foster relationships with all shareholders through Great Expectations to promote collaborative partnerships, effective communication, and positive character traits, aligned to Profile of a Learner.

STRATEGIES

1. Continue to embed effectively the Great Expectations program to build a culture of respect with high academics.
2. Promote student-centered activities and community outreach to equip our diverse families with engaging and educational opportunities.
3. Implement a variety of programs in conjunction with Great Expectations to help students become pathway explorers, equipped scholars, values-driven leaders, and forever learners.

ELEMENTARY SCHOOL ROTH

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

ROTH ELEMENTARY

STRENGTHS

1. Hosting two multi-age classrooms to ensure academic challenge and growth for our gifted and high achieving students
2. Dedicated staff and low teacher turnover
3. Strong PTO and community relationship
4. Campus-wide implementation of Great Expectations to promote high academics through effective behavior expectations

OPPORTUNITIES FOR GROWTH

1. Promote a sense of urgency for improved student achievement through data tracking and specialist support
2. Increase the number of Meets and Masters level on STAAR to ensure one year's growth
3. Continue implementation of Units of Study with fidelity to build strong literate learners through effective instructional strategies
4. Implementation of Guided Math workshop model

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

ELEMENTARY SCHOOL ROTH

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KUEHNLE ELEMENTARY

GOAL ONE

We will strive to cultivate an educational environment that is student-focused, which provides personalized learning through a flexible and innovative curriculum.

STRATEGIES

1. Provide personalized learning through guided groups and evaluate through standards-based grading/grading by standards.
2. Utilizing specialists as coaches and technology as an accelerator of learning, we will monitor every student to achieve a minimum of one year's growth through personalized learning.
3. Provide specific and targeted feedback to students based on student goal-setting with a focus on students receiving academic and behavior interventions through RTI/WIN groups.
4. Focus on student growth across all content areas through Data Slams during PLC by using multiple forms of data and student trackers.

GOAL TWO

We will nurture Promise2Purpose investors through cultivation of talent by providing strategic coaching, targeted professional development, and self-reflection by utilizing the experiences learned through the Holdsworth Center.

STRATEGIES

1. Inspire, coach and encourage others through effective feedback, collaboration and personalized support, campus training of Visible Learning and technology immersion, and by sharing learning from the Holdsworth Campus Leadership program with all our staff to empower and grow other leaders.
2. Intentionally monitor Tier 1 instruction using High Quality Teaching document, through student-centered coaching and feedback for increasing student achievement, growth, and focus on closing the achievement gap.
3. Expand on the success of the fifth grade team with personalized learning pathways targeted to reach students' high potential of learning across all grade levels.

GOAL THREE

We will foster relationships with all shareholders that promote collaborative partnerships, effective communication, and positive character traits.

STRATEGIES

1. Establish a culture through relational practices in which all students are known by name, strength, and need.
2. Skillfully communicate and gather feedback from every voice by using surveys and feedback loops for improvement.
3. Create and maintain a school-wide culture of accessibility and responsiveness to our community, utilizing established high-functioning teams, including CIDC and leadership, with a focus on school improvement, to maintain an excellent reputation of high-levels of learning and achievement.
4. Shape Forever Learners that will demonstrate positive behavior and character skills using intentional feedback aligned to Profile of a Learner.

Kuehnle Elementary Koalas
Learning. Serving. Leading.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KUEHNLE ELEMENTARY

STRENGTHS

1. Utilizing the PLC model as our foundation to knowing our students by name, strength, and need through the use of data protocols.
2. Recognize and celebrate the achievements of our learners through our Klein ISD shared vision and guiding document of Profile of a Learner to make our vision a reality.
3. The 5th grade team's utilization of personalized learning pathways increased learner achievement and growth significantly.
4. Supporting the development of the whole learner both academically and socially through aligned relational practices campus-wide.
5. Focusing on the whole child through many enrichment opportunities with extensions to learning through in-school activities and after-school clubs.

OPPORTUNITIES FOR GROWTH

1. Ensure monitoring and progress of students' growth in reading and math assessments, with a focus on economically disadvantaged students.
2. Monitor the subpopulations of students' academic growth, with a focus on Special Education and Asian students, to ensure the equity gap is closing.
3. Bring clarity to cultural responsiveness through intentional professional development.
4. Create ongoing experiences for all staff to understand the breakdown of the state accountability system and how it impacts our overall letter grade for the purpose of earning campus distinctions.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e,. Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of a Learner standards; Leadership Academy participation; Discipline data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Reading on Grade Level (MAP, DRA, TPRI)
6. Stakeholder feedback (campus surveys)
7. Student Participation in Extracurricular clubs (Coding, DI, STUCO, Strings, SATB Orf, Choir, Name that Book, Innovation Challenges, etc.)
8. Grading by Standards-Based Evaluation

Kuehnle Elementary Koalas
Learning. Serving. Leading.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

MITTELSTADT ELEMENTARY

GOAL ONE
We will re-imagine learning by personalizing instruction and rigorously analyzing data to know each student by name, strength, and need to ensure every student makes a minimum of one year's academic growth.

STRATEGIES
1. Use personalized student learner profiles, with a focus on MAP, DRA, STAAR, TELPAS, and other academic indicators to ensure that every student will increase their academic performance in Englishlanguage arts by achieving a minimum of one year's academic growth.
2. Use personalized student learner profiles, with a focus on MAP, Learning Assessments, STAAR, and formative data to ensure that every student will increase their academic performance in math by achieving a minimum of one year's academic growth.
3. Focus on hands-on learning experiences, coupled with strong classroom instruction, to ensure increased academic performance in science achievement for all learners.
4. Focus on academic improvements through systematic support of academic and behavior RTI to shape positive outcomes for our students, with a focus on African American, Hispanic, Asian, and Economically Disadvantaged student groups.

GOAL TWO
We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting, and self-reflection for improved student outcomes.

STRATEGIES
1. Increase the efficiency and productivity of our Professional Learning Communities to improve the lesson planning process, analysis of student data, and effective response to intervention aligned to student needs.
2. Align instructional practices to high-quality teaching, personalized instruction, and Visible Learning in order to develop the skills needed to improve student performance through continuous monitoring and coaching/feedback.
3. Collaboratively develop campus common assessments through high-functioning PLCs, focused on the four essential questions to drive improvement through data collection and a focus on every student's strengths and needs.

GOAL THREE
Build a collaborative learning community by increasing family/community involvement while fostering a strong home-school partnership resulting in strong student leaders.

STRATEGIES
1. Provide ongoing, multiple opportunities for family and community involvement in school wide events to shape develop and celebrate students' growth and development.
2. Develop the whole child by focusing on strong relationships, good character skills, and cultural awareness for improvement of all students through systematic support of Positive Behavior Support Interventions for excellent outcomes for our students.

MITTELSTÄDT ELEMENTARY HOME OF THE PATRIOTS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

MITTELSTADT ELEMENTARY

STRENGTHS
1. The supplemental support for both academic and social growth of students benefits the co-teach model for collaboration.
2. Mittelstadt has a positive school culture that is aligned to Patriot Core Values and celebrates greatness in all investors.
3. Mittelstadt has embraced the growth mindset through Visible Learning strategies in year two implementation.
4. Collaboration among teachers and specialists is growing and creating stronger teams in building trust and collective teacher efficacy.
5. Staff is always willing to step up and do whatever it takes to create a thriving student learning environment.

OPPORTUNITIES FOR GROWTH
1. We need to strengthen personalized instructional support in the area of math for improved student growth.
2. We need to strengthen personalized instructional support in the area of reading for improved student growth.
3. We need to strengthen Tier 1 instruction in the area of writing across grade levels.
4. Teachers collectively need more training and ownership to rigorously analyze data for improved student learning with a focus on subpopulations of students to ensure a minimum of one year's growth for every student.
5. Increase training and procedures of social skills for improved student outcomes of positive behavior.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

MITTELSTÄDT ELEMENTARY HOME OF THE PATRIOTS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KLENK ELEMENTARY

GOAL ONE
Reimagine Learning:
The Klein Forest Family of Schools will increase student achievement and narrow the achievement gap by at least 5% in reading using a variety of indicators to demonstrate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES
1. Focus on strong Tier 1 instructional practices by identifying reading essential standards and success criteria through the PLC process to maximize collective teacher efficacy.
2. Maximize high yield strategies to strengthen Tier 1 instruction.
3. Achieve a minimum of one year's growth in reading and math for all students.

GOAL TWO
Cultivate Talent:
Prior to and throughout the 2019-2020 school year, our Klein Forest Family of Schools will identify, train in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

STRATEGIES
1. Use Linking Walks to collectively evaluate and monitor the use of high-quality teaching strategies, including culturally responsive practices.
2. Retain, attain, and grow all teachers and staff members.

GOAL THREE
Build Community:
Each campus in the Klein Forest Family of Schools will align their current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES
1. Provide a strong support system for teachers and students to promote social strategies & character education.
2. Provide opportunities for families and the community to be engaged in educational & social activities.

KLENK ELEMENTARY

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KLENK ELEMENTARY

STRENGTHS
1. Building strong partnerships with our families through Parent University sessions
2. Providing personalized pathways through the Dual Language Pilot in Spanish and Vietnamese
3. Empowering leaders through the Holdsworth Campus Leadership Team and Campus-Based Strategic Teams aligned to our strategic priorities

OPPORTUNITIES FOR GROWTH
1. Promise students more than one year's growth to help close the achievement gap and ensure that students reach higher levels of growth and mastery.
2. Strengthen Tier I reading instruction through implementing the Reader's Workshop with fidelity.
3. Align Tier 1 behavior support and establish a common language aligned with our core values.
4. Emphasize academic achievement and growth in reading and math with our African American students, Special Education students, and students that are non-continuously enrolled.

MEASURES & INDICATORS OF SUCCESS
1. STAAR, TELPAS, MAP, DRA, Benchmark Assessments
2. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
3. Campus Snapshot Data
4. PLC Agenda
5. T-TESS & Profile of a Leader Evaluations
6. Gallup Poll
7. Linking Walks Data

KLENK ELEMENTARY

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

EILAND ELEMENTARY

GOAL ONE

The Klein Forest Family of Schools will increase student achievement and narrow the achievement gap by at least 5% in all content areas using a variety of indicators to demonstrate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES

1. Focus on strong Tier I instructional practices by identifying essential standards in the content areas and success criteria through the PLC process to maximize collective teacher efficacy.
2. Provide targeted instruction for English Language Learners to ensure students make adequate progress in English Language Proficiency Standards (ELPS) Speaking, Reading, Writing, and Listening.
3. Provide targeted support for Special Education students to ensure progress made in all content areas.

GOAL TWO

Prior to and throughout the 2019-2020 school year, our KF Family will identify, be trained in, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.

STRATEGIES

1. Support all employees (new hires and returning) in Eiland/KISD for the purpose of fulfilling Promise2Purpose.
2. Provide appropriate professional development to enhance current knowledge/practices that will improve staff capacity.

GOAL THREE

Each campus in the Klein Forest Family will align their current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGIES

1. Commit to becoming a National School of Character by using Year 1 (19-20) as a prep year to self-assess against the 11 principles and begin implementation of programs needed on campus.
2. Create and empower the Eiland Community to embrace the D.I.V.E. core values to grow and support those of Klein Intermediate and Klein Forest High School for strategic alignment.
3. Implement college and career awareness for the purpose of instilling a college-bound culture and post-secondary readiness.
4. Support the growth and development of our parent liaison and parent involvement through our Eiland parent center.

EILAND ELEMENTARY OUR SCHOOL OUR PRIDE

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EILAND ELEMENTARY

STRENGTHS

1. Academic Growth in Reading
2. Increase in 5th Grade Math - Meets & Masters Level
3. Science Distinction
4. Strong Relationships with students and parents

OPPORTUNITIES FOR GROWTH

1. Continue to implement a strong Professional Learning Community model that targets a focus on building team collective efficacy
2. Structured RTI Framework for behavior and academics
3. Identify and develop professional learning to support high yield language acquisition strategies to improve academic learning for English Learners
4. Improve Academic Achievement & Growth for our African American, Hispanic, and Special Education students
5. Strengthen Tier I reading, writing, and math instruction through implementing the Reader's/Writer's and Math Workshop model with fidelity to ensure one year's growth for all students
6. Establish Parent Teacher Organization

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data, DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll

EILAND ELEMENTARY OUR SCHOOL OUR PRIDE

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SCHULTZ ELEMENTARY

GOAL ONE
Re-imagine learning to create a personalized learning environment so that EVERY student achieves at least one year's growth.

STRATEGIES
1. Revamp campus RTI processes to provide an equitable system of high expectations and necessary supports to meet the needs of all students that will ensure the campus meets the STAAR Academic Achievement Status target scores for the Hispanic (37%), white (60%), and SPED (19%) subpopulations.
2. Collaboration of general education and special education teachers within the PLC to build their collective efficacy for supporting all learners to high levels of achievement.
3. Ensure that the delivery of Tier 1 High-Quality Teaching is aligned to district standards and expectations.

GOAL TWO
Cultivate talent to maximize teachers' effectiveness and invest in their development as High Quality Teachers.

STRATEGIES
1. Inspire, encourage, coach, and develop teachers to have a growth mindset to take risks and personalize instruction for their students.
2. Equip teachers with research-based literacy tools, resources, and best practices to meet the needs of all learners.
3. Build teacher capacity through focus teams to address or support the needs of students who are served through Multilingual, Special Education, and Advanced Academics.

GOAL THREE
Build community by maintaining a relationship of trust, partnership, and collaboration with our staff, students, families, and community.

STRATEGIES
1. Increase parent involvement through targeted support, volunteer outreach, and family engagement activities.
2. Strengthen character development to impact academic performance and school culture.
3. Incorporate the Nurtured Heart Approach through the direction of the Counselor and Discipline Committee members.

Schultz ELEMENTARY SCHOOL EAGLES

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SCHULTZ ELEMENTARY

STRENGTHS
1. Parent University
2. Partnership with Lone Star College to offer Adult ESL classes
3. Attendance Rate
4. Diversity
5. Stability amongst faculty and staff
6. Master schedule – protected ELA/Reading block
7. Scheduled intervention time for each grade level

OPPORTUNITIES FOR GROWTH
1. Reading Achievement in the following sub-population categories: Hispanic, White & Special Education
2. Achievement in all content areas for the Asian sub-population-group
3. Create and support consistent behavior expectations through Profile of a Learner to develop the whole child.
4. Increasing parent involvement.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e,. Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

Schultz ELEMENTARY SCHOOL EAGLES

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HASSLER ELEMENTARY

GOAL ONE
Reimagine Learning: Create a school culture focused on personalized learning, risk-taking, goal-setting, innovation, reflection, and growth mindsets.

STRATEGIES
1. Develop ideations from our teachers to model classrooms centered around research-based strategies, where learning is personalized and student-owned. Capitalize the time utilized by our specialists for our teachers to grow their skills based on the four tenets of personalized learning.
2. Collect and analyze data and collaboratively develop targeted plans to increase student achievement in all subjects and focus on growth for all learners in Math and Reading.
3. Grow the potential of our advanced learners to offer student voice and choice through research and project-based learning to expand their pathways for learning.

GOAL TWO
Cultivate Talent: Foster a culture of collective teacher efficacy for improved student achievement and a collaborative community.

STRATEGIES
1. Provide teachers and staff with coaching, feedback, and collaboration from administration and instructional specialists aligned to High-Quality Teaching and strong Tier 1 instruction to create effective and engaging classrooms that personalize learning for our students.
2. Ensure that every student makes at least one year's growth through the use of data analysis and progress-tracking by providing professional learning opportunities to equip our teachers with the tools needed to accomplish this goal.
3. Maintain and nurture a collaborative campus culture within teacher teams, PLCs, and the leadership team to ensure optimal student achievement and growth.

GOAL THREE
Build Community: Ensure a positive school environment that works collaboratively with the Hassler community of stakeholders by focusing on continuous improvement and educational excellence.

STRATEGIES
1. Implement high functioning campus teams, including CIDC, leadership, grade level teams, and vertical cadres, to collaborate around school improvement and continued growth, while maintaining our lofty expectations of high-level learning and achievement for every student.
2. Integrate character development aligned to Profile of a Learner and intentionally celebrate the greatness of our learners school-wide and through social media.

HASSLER ELEMENTARY SCHOOL

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

HASSLER ELEMENTARY

STRENGTHS
1. Stable, experienced staff, with a high retention rate as a result of a thriving campus culture.
2. Community involvement and support is a tremendous asset to our success.
3. High achievement and advancing learners has continued to be a highlight with a strong emphasis on high-quality teaching.
4. Technology integration is robust in all classrooms K-5, with an emphasis on personalized learning to reach the greatest potential of our learners.
5. Students are the center of our work and developing the whole child is a focus through building positive relationships.

OPPORTUNITIES FOR GROWTH
1. Monitor the growth of all learners in reading and math to ensure a minimum of a year's growth.
2. Implement effective workshop models in Math, Reading, and Writing with fidelity in all classrooms K-5.
3. Improve data-tracking and goal-setting for all learners to increase self-efficacy.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

HASSLER ELEMENTARY SCHOOL

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KREINHOP ELEMENTARY

GOAL ONE

Reimagine Learning: By the end of the school year, all students in grades K-5 will demonstrate at least one year's growth in the area of reading by using best practices.

STRATEGIES

1. Equip teachers with research-based literacy tools, resources, and best practices to meet the needs of all learners across content areas.
2. Include parents as part of students' educational experiences through on-going learning opportunities.
3. Rigorously analyze data sources to drive classroom instruction
4. Increase the percentage of students scoring “Approaches Standard” on Writing and Science STAAR Assessments.

GOAL TWO

Cultivate Talent: We will maximize teacher effectiveness by providing more clarity over-essential skills and best practices.

STRATEGIES

1. Provide meaningful professional learning opportunities in a variety of formats for all teachers and staff.
2. Provide targeted, personalized intervention for Tier II and Tier III students.
3. Re-imagine learning for our Special Education students, especially in the area of reading, by providing instruction in the classroom on grade-level standards with co-teach assistance and intervention or IEP instruction during grade-level intervention times.

GOAL THREE

Building Community: We will develop positive relationships with all students and families by shaping positive behavior through systematic support and in-class learning opportunities.

STRATEGIES

1. Develop a systematic plan to improve the positive behavior intervention system for our students through Great Expectations.
2. Explore and implement community circles in classrooms to reinforce and enhance a sense of community and responsibility among classmates.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

KREINHOP ELEMENTARY

STRENGTHS

1. Our campus culture is thriving with supportive staff members who treat one another like family.
2. Leaders are empowered across the campus who are devoted in making collective decisions for continuous improvement.
3. Consistent community involvement and support fosters a positive partnership between home and school.
4. Enrichment opportunities before, during, and after school are available for students to explore interests, serve our community, and develop the whole learner.
5. Distinctions in the areas of Closing the Achievement Gap and Student Achievement
6. Build positive relationships with students (implementation of Great Expectations 2019- 2020).

OPPORTUNITIES FOR GROWTH

1. Utilize the RTI Refresh Committee to improve academic interventions in Reading and Math.
2. Decrease office referrals through the implementation of Great Expectations
3. Implementation of Units and Study within the Balanced Literacy Framework
4. Increase Student Achievement for all students

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
6. Stakeholder feedback (campus surveys)
7. Student Participation in Extracurricular clubs (Coding Club, Journalism Club, Basketball Club, etc.)

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

MCDOUGLE ELEMENTARY

GOAL ONE
The Klein Forest Family of Schools will re-imagine learning by increasing student achievement and narrow the achievement gap by at least 5% in reading and writing using a variety of indicators to indicate improved student learning as measured by local, district, state, and national indicators by the end of the 2019-2020 school year.

STRATEGIES
1. Focus on strong Tier I instructional practices by identifying ELA essential standards and success criteria through the PLC process to maximize collective teacher efficacy.
2. Focus on the four tenets of personalized learning to improve instructional practices to accelerate student learning.
3. Utilize RTI, research-based interventions, and strategies to support the growth of all students with a focus on Asian and African-American students.

GOAL TWO
Re-imagine learning by Increasing student achievement in mathematics and science and narrow the achievement gap by 5% using a variety of indicators to indicate improved learning by our students as measured by local, district, and state indicators by the end of the 2019-2020 school year.

STRATEGIES
1. Focus on strong Tier I instructional practices by understanding the specific math and science essential standards, resulting in increased teacher capacity.
2. Ensure teacher clarity of high-quality teaching through coaching, developing, and providing ongoing feedback for improved student outcomes, essential standards, and success criteria through the PLC process to maximize collective teacher efficacy.
3. Utilize RTI, research-based interventions, and strategies to support the growth of all students with a focus on Asian and African-American students.

GOAL THREE
The Klein Forest Family of Schools will cultivate talent to identify, train, and implement common high-yield and culturally responsive instructional strategies and personalized learning in order to increase teacher expectations and improved student outcomes in local, state, and national measures.

STRATEGIES
1. Use Formal Walkthroughs and Learning Walks to collectively evaluate and monitor the use of high-quality teaching strategies, including culturally responsive practices and supporting EL Learners.
2. Ensure positive recognition of staff contributions in order to improve school climate through tightening up the PLC process.
3. Provide quality and targeted professional development and support in order to improve student performance by using Schoology and Personalized Learning.
4. Through the TEA Transform Grant, coach, develop, and inspire specialists' and teachers' capacities with a focus on Student-Centered Coaching.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

MCDOUGLE ELEMENTARY

GOAL FOUR
Each campus in the Klein Forest Family of Schools will build community: align their current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for every student throughout the system as it pertains to character education and school culture.

STRATEGY
1. Commit to becoming a National School of Character by continuing to implement relational practices using the 11 principles and continue implementation of programs needed on campus.

GOAL FIVE
In order to build community, teachers and staff will build relationships and encourage meaningful family and community engagement through effective communication and highly-engaging activities and events.

STRATEGY
1. Build relationships that encourage strong home-school partnerships and increase parent and community involvement through Parent University.

STRENGTHS
1. High expectations aligned to student outcomes are attainable for teachers to accomplish through high support of specialist team.
2. Staff is afforded opportunities for best-in-class, research-based professional learning to positively impact student achievement.
3. Focused work with staff and EL Task Force utilizing instructional strategies to promote academic language development for ALL students.
4. Family and parent engagement has increased to bring positive outcomes to the campus.

OPPORTUNITIES FOR GROWTH
1. Target academic achievement and growth in ELA, math, and science for our African American, Asian, and non-continuously enrolled students.
2. Focus on supporting students to achieve more than a year's worth of growth in order to increase the number of students achieving at the Meets and Masters Grade Level of performance.

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MCDOUGLE ELEMENTARY

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluations
7. Gallup Poll
8. Linking Walks Data and Survey Data from Feedback

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METZLER ELEMENTARY

GOAL ONE
Build community and create an environment that nurtures and develops equipped scholars.

STRATEGIES
1. Develop student leaders who model excellence in character and provide opportunities for students to be innovative, creative, and have an awareness of college and careers that reflect their passions and enable them to be life-ready.
2. Provide a safe, positive, and supportive environment and elevate stakeholder involvement.

GOAL TWO
Create an environment where talent is cultivated through targeted professional learning, feedback loops, and collaboration.

STRATEGIES
1. Develop vertical learning partnerships and opportunities for teachers to connect, collaborate, participate in goal setting, and learn ways to support their students academically.
2. Provide targeted, high impact professional learning.

GOAL THREE
Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas.

STRATEGIES
1. Build assessment-capable, visible learners who own their learning.
2. Leverage technology to advance student achievement and personalize student learning pathways.
3. Implement strategies to improve achievement of all students and close achievement gaps in reading, writing, and mathematics.

METZLER ELEMENTARY

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METZLER ELEMENTARY

STRENGTHS
1. Recognized as 1 of 3 Visible Learning international success stories
2. Earned TEA Accountability rating of an A
3. Earned a score of 100% for closing performance gaps
4. Received two Designation Distinctions (Science and Top 25%; Closing the Gaps)

OPPORTUNITIES FOR GROWTH
1. Continue to decrease the achievement gap in reading, writing, and math for English Learners and Special education students.
2. Increase the number of students performing at the meets and masters level in writing.
3. Ensure that every student levels up and makes at least one year's growth by performing at meets and masters.

MEASURES & INDICATORS OF SUCCESS
1. STAAR, TELPAS, MAP data. DRA, Benchmark Assessments, Campus Common Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs with Walkthrough Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. Stretch/SMART Goals/PLC Agenda with action steps
6. T-TESS & Profile of a Leader Evaluation Goals
7. Gallup Poll
8. Survey data of impact on feedback

METZLER ELEMENTARY

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

BENIGNUS ELEMENTARY

GOAL ONE

We will foster an educational environment which creates opportunities that allow for all students to make a minimum of one year's growth, with the goal of all students achieving meets or masters for their grade levels.

STRATEGIES

1. Dedicate time to participate in insightful conversations that reflect on our best practices as a campus.
2. Progressively implement the Visible Learning processes and strategies with students and teachers.
3. Develop opportunities, with the support of specialists, so that all students (PK-5) will have access to the four tenets of personalized learning to ensure leveling up of teaching and learning and at least one year's growth in academic areas.
4. Utilize the remodeled Response to Intervention processes to streamline based instruction for academics and behavior.

GOAL TWO

We will empower promise2purpose investors through unwavering support of individual ideas while cultivating a culture of interdependence and risk-taking.

STRATEGIES

1. Pinpoint areas of professional development by reviewing assessment data. Specific attention will be put on writing, math, and targeting student subpopulations.
2. Allocate time through PLCs to foster coaching and encouraging of others through effective feedback and risk-taking.
3. Analyze data in depth in PLCs with a focus on underserved populations in the areas of math and writing.

GOAL THREE

We will cultivate a community of value-driven leaders by encouraging goal-oriented problem-solving, self-discipline, and integrity with a "we not me" mindset.

STRATEGIES

1. Provide direct PROWL instruction in community circles to strengthen our core values.
2. We will ensure consistent implementation of the Nurtured Heart Approach in addition to Community Circles to positively shape behaviors that center around the foundation of Profile of a Learner.
3. We will foster a culturally responsive community by establishing a relationship of trust and collaboration between the school and its stakeholders to support forever learners' contributions to society.

ELEMENTARY SCHOOL BENIGNUS

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

BENIGNUS ELEMENTARY

STRENGTHS

1. Our campus is relentlessly student-driven, earning a TEA accountability rating of "A" for the 2018-2019 school year.
2. As a model PLC school, our teams continue to be student-focused and collaborate in high functioning PLCs.
3. Students are offered multiple opportunities to disrupt the status quo through creative problem solving, STEM, Big Art Day, Day of Design, Destination Imagination, Outdoor Classroom Day, and Makerspace activities.
4. Community involvement is key to the success of the whole child, to support campus initiatives and extended learning opportunities.
5. Students have the opportunity to pursue leadership roles including National Elementary Honor Society and Student Council.

OPPORTUNITIES FOR GROWTH

1. Building individualized goals for each student to know them by name, strength, and need.
2. Growing capacity of our teachers through high-yield strategies in Visible Learning.
3. Develop and coach teachers utilizing Units of Study to increase literacy for all students.
4. Rigorously analyzing data with a focus on standards-based achievement and growth for all students in all subject areas.
5. Focus on leveling up all learners to reach their greatest potential, both socially and academically.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

ELEMENTARY SCHOOL BENIGNUS

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FRANK ELEMENTARY

GOAL ONE
Re-imagine learning by intentionally personalizing learning for every student's strengths, needs, and passions.

STRATEGIES
1. Empower students to be forever learners by helping them to identify and track their strengths and needs.
2. Collaborate to design personalized learning opportunities that most effectively meet the identified needs and strengths of students.
3. Target student groups who continue to show no to limited growth based on STAAR Report data.
4. Re-energize our RTI systems and supports to better serve our struggling students.

GOAL TWO
Cultivate talent by strengthening our understanding of the tenets of personalized learning.

STRATEGIES
1. Provide targeted professional learning for staff on the tenets of personalized learning.
2. Provide observation opportunities for teachers to see personalized learning in action.
3. Provide coaching and feedback to teachers on personalized learning practices.

GOAL THREE
Build community by establishing a culture of transparency and collaboration.

STRATEGIES
1. Establish a campus communication team that provides information about events, schedules, community information, policies, and procedures.
2. Strengthen our student, family, and community partnerships by establishing focus groups to meet campus needs.
3. Create a campus communication committee that will enhance communication through social media, marquee, and inter-campus communication.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

FRANK ELEMENTARY

STRENGTHS
1. Innovation and community engagement are paramount to the success of the positive culture on the campus.
2. Students thrive in a challenging and engaging learning environment through project-based learning experiences.
3. Devoted staff members do whatever it takes to support students and bring out the maximum potential in every learner.
4. Intentional relationships encompass how we treat one another and care for the whole learner and all staff members.
    i. Frank Flyers' motto is "Don't just fly...Soar!" Frank is soaring academically, with community involvement, growing good citizens, and earning an accountability rating of "A" for the 2018-2019 school year.

OPPORTUNITIES FOR GROWTH
1. Continue to focus on leveling up all learners through rigorous analysis of data in strong PLCs.
2. Ensuring consistency of all expectations for teaching and learning to support the whole child, while personalizing learning for all students through targeted professional development.
3. Utilize competency-based progression through standards-based evaluation to know students by name, strength, and need.
4. Continue to ensure that every student makes a minimum of one year's growth.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

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MUELLER ELEMENTARY

GOAL ONE
Strengthen relationships throughout our campus community to build a positive culture focused on learning.

STRATEGIES
1. Establish a culture in which all learners are known by name, strength, and need.
2. Skillfully communicate and gather feedback from every voice.
3. Create and maintain a school-wide culture of accessibility and responsiveness to be inclusive of all of our students.
4. Shape Forever Learners that will demonstrate positive behavior and character.
5. Create a culture of caring between students and classroom teachers by utilizing a variety of research-based strategies for effective relationship building.

GOAL TWO
Cultivate talent by fostering a culture of collective teacher efficacy.

STRATEGIES
1. Foster collective teacher efficacy through team building and collaboration in high-functioning PLCs.
2. Equip P2P Investors through targeted professional learning with a focus on High Quality Teaching characteristics.

GOAL THREE
Re-imagine learning and create an equitable and personalized learning environment in which every student is challenged in all academic areas.

STRATEGIES
1. Utilize formative data to monitor and celebrate student progress.
2. Provide targeted support to students based on strengths and needs.

MUELLER ELEMENTARY WHERE EVERY STAR SHINES

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

MUELLER ELEMENTARY

STRENGTHS
1. Improved in all areas of academic performance, earning a TEA accountability rating of "A" for the 2018-2019 school year.
2. Established systems for RTI on campus for academics and behavior.
3. Teachers have several years of experience allowing for greater opportunities for quality student instruction.
4. Individual and class recognition for positive reinforcement is implemented across the campus.

OPPORTUNITIES FOR GROWTH
1. Continue to strengthen the RTI process for academics and behavior.
2. Expanding community circles in all classrooms to build strong relationships and classroom communities.
3. Building capacity in teachers through professional learning opportunities around small group instruction.
4. Provide opportunities for students for movement based learning through Action-based Learning lab.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR,TPRI, DRA, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Campus Snapshot Data
4. T-TESS and Profile of a Leader Evaluation & Goals
5. Gallup Poll (5th grade)
6. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

MUELLER ELEMENTARY WHERE EVERY STAR SHINES

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BLACKSHEAR ELEMENTARY

GOAL ONE
Cultivate talent through personalized and innovative professional learning in order to grow capacity in staff and help all to achieve the indicators on the High-Quality Teaching guiding document.

STRATEGIES
1. Continue Visible Learning campus-wide in order to focus on high yield instructional strategies and improve student learning.
2. Provide job-embedded opportunities for teachers to understand, embrace, and model the characteristics defined in the High-Quality Teaching Document.
3. Continue use of a master schedule that supports our Professional Learning Communities (PLCs) to meet weekly and include all stakeholders (e.g., teachers, special education support teachers, administration, specialists, counselors) to improve instructional practices.
4. Train teachers in identifying gifted characteristics in under-represented populations and how those characteristics are scored on the KOI.

GOAL TWO
Reimagine learning through personalized instruction in order to ensure that every student is successful

STRATEGIES
1. Rigorously analyze data and through PLCs and SOS/Kid Talk in order to close the achievement gap and ensure that every student makes at least one year's growth in all subject areas.
2. Set time in weekly planning, with the support of instructional specialists, to design lessons to personalize learning and provide targeted, on-level instruction and support for every student.
3. Using the campus EL task force, develop strategies and support teachers in strengthening language acquisition of EL students and close the achievement gap between ELs and native English speaking students.

GOAL THREE
Build community through intentional family outreach opportunities, and minimize disruptions to learning through clearly defined expectations and behavioral interventions.

STRATEGIES
1. Incorporate the Restorative Practices and Nurtured Heart Approach through the direction of the Behavior Action and PBIS teams.
2. Increase parent involvement through targeted support, volunteer outreach, and family engagement activities.
3. Address racial, ethnic, and linguistic biases that may exist through intentional relationship building and data analysis.

BLACKSHEAR ELEMENTARY SCHOOL

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BLACKSHEAR ELEMENTARY

STRENGTHS
1. Intentional relationship building within the school and community has resulted in improved campus culture.
2. Through a blend of PBIS, Nurtured Heart, and Restorative Practices, along with clearly defined expectations, we have implemented a strong character education program.
3. Increased parent engagement through participation in the Klein ISD Parent University program.
4. Personalized learning, with an emphasis on Flexible Learning Environment and Learner Profiles
5. Increased student growth as measured by MAP and STAAR Assessments in the 2018-2019 school year.
6. Closing achievement gaps in Special Education and with Limited English Proficiency.
7. Clearly defined RTI procedures for academic and behavior
8. Student and Staff Celebrations - P2P, positive office referrals, teacher recognitions/spotlights, wall of fame

OPPORTUNITIES FOR GROWTH
1. Students performing at Mastery level in Reading, Math, Writing, and Science
2. Conflict resolution between students/peer mediation
3. Culturally responsive education for teachers
4. Increase parent and community involvement with volunteer and mentor opportunities
5. Improved/Increased identification of gifted students

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

BLACKSHEAR ELEMENTARY SCHOOL

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ZWINK ELEMENTARY

GOAL ONE
Zwink will reimagine learning to increase student achievement for all students and narrow the achievement gap by 10% for special education students in all subjects.

STRATEGIES
1. Rigorously analyze data to improve Tier 1 instruction so all students will achieve a minimum of one year's growth.
2. Ensure that high quality teaching strategies and personalized learning are implemented in all classrooms.
3. Implement Visible Learning strategies in all classrooms with a focus on learning intentions and success criteria.
4. Increase academic achievement for special education students in reading.

GOAL TWO
We will cultivate talent by increasing collective efficacy among the entire staff.

STRATEGIES
1. Strengthen culture of mutual accountability.
2. Provide personalized professional learning opportunities for staff.
3. Provide ongoing training and support for co-teachers and general education teachers of SPED students.

GOAL THREE
Build community by deepening the understanding around our shared vision.

STRATEGIES
1. Utilize relational practices to increase social-emotional support for students.
2. Engage parents and families in various engagement opportunities for a successful school to home connection.
3. Address racial, ethnic, and linguistic biases that may exist through culturally responsive professional learning and application.

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ZWINK ELEMENTARY

STRENGTHS
1. Two-way Dual Language program is thriving in Kindergarten and first grade.
2. We maintain a thriving campus culture that is driven by our Core Values and a multi-faceted approach to building strong relationships to support the whole child.
3. Zwink continues to be results-focused, earning a TEA accountability rating of "A" for the 2018-2019 school year and earning four distinction designations.
4. We continue to engage our community through Prime Time events and are adding Parent University for the 2019-20 school year.

OPPORTUNITIES FOR GROWTH
1. Build a strong writing foundation campus-wide through vertical alignment and implementation of Units of Study.
2. Grow capacity of all staff through personalized professional learning and feedback aligned to High Quality Teaching.
3. Improve targeted special education support to close performance gaps through specially designed instruction.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
6. Stakeholder feedback (campus surveys)
7. Student Participation in Extracurricular clubs (Coding, DI, etc.)

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BERNSHAUSEN ELEMENTARY

GOAL ONE
Create equipped scholars by increasing student achievement for all students through effective Tier1 instruction and RtI support.

STRATEGIES
1. Ensure high-quality teaching by strengthening Reading and Writing Instruction through ongoing training and data collection as teachers personalize learning for students.
2. Ensure high-quality Tier 1 math and science Instruction by providing hands-on experiences, ongoing training and monitoring data collection.

GOAL TWO
Decrease the achievement gap of English Learners, Special Education, 504, and Advanced Learners through personalized learning.

STRATEGIES
1. Increase student performance for English Learners through coaching, feedback cycles and high-quality teaching.
2. Increase student growth for Special Education and 504 through coaching, feedback cycles and high-quality teaching.
3. Increase student growth for Advanced Learners through coaching, feedback cycles and high-quality teaching.

GOAL THREE
Bernshausen Faculty and Staff will exemplify the Profile of a Leader characteristic of being a forever Learner.

STRATEGIES
1. Cultivate talent through campus-based personalized professional learning experiences.
2. Cultivate talent through campus-based Visible Learning impact team.

GOAL FOUR
Continue to build and enhance community partnerships of Relationship Driven stakeholders to support academic growth.

STRATEGIES
1. Continue to enhance character development to impact academic performance and school culture.
2. Support faculty and staff with tiered behavior support and the development of behavior interventions.
3. Increase parent involvement and partnerships in school activities.

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BERNSHAUSEN ELEMENTARY

STRENGTH

STAAR Student Growth in reading and math for all students
TELPAS Performance
Units of Study
Students are able to identify what they are learning, how they are learning, and where they need to go next (Visible Learning).
Intentional integration of Speaking and Writing in the Content Areas to support TELPAS
Building relationships with students and families
Implementation of Restorative Practices and Nurtured Heart Approach in the learning environment

OPPORTUNITIES FOR GROWTH

STAAR Performance Achievement for all students
Writing STAAR
Improve Academic Growth for subpopulation: white students in reading and math
Improve Academic Achievement for subpopulation groups: Hispanics, White, Economically Disadvantaged, EL (current and monitored) and continuously enrolled students.
Implementation of Personalized Learning, PBIS, and Visible Learning Dispositions, including feedback.

MEASURES & INDICATORS OF SUCCESS

1. MAP
2. STAAR
3. Benchmarks
4. Common Assessments
5. TELPAS
6. Campus Snapshot Data
7. T-TESS & Profile of a Leader Evaluations
8. Lesson Plans
9. PLC Minutes & Agendas
10. Gallup Poll

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GRACE ENGLAND EARLY CHILDHOOD CENTER

GOAL ONE
Reimagine Learning: As a member of the Klein Forest Family of Schools, we will increase student achievement in reading, writing and math equal to one year's growth using a variety of age-appropriate indicators to assess improved student learning as measured by state-adopted and campus-based assessments by the end of the 2019-2020 school year.

STRATEGIES
1. We will utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.
2. We will provide every student with opportunities to experience personalized learning in the classroom.

GOAL TWO
Cultivate Talent: Prior to and throughout the 2019-2020 school year, our Klein Forest Family will collaborate to identify, receive training, and implement common high-yield and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local and state measures.

STRATEGIES
1. Engage in ongoing personalized learning for teachers and staff utilizing the components of High-Quality Teaching.
2. Support the Implementation of a Promise to Purpose Community Using the Profile of a Leader, Profile of a Learner, and High-Quality Teaching Guiding Documents
3. Attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff.

GOAL THREE
Build Community: Every campus in the Klein Forest Family will align their current core values to those at Klein Forest High School to ensure there is a common language and clear expectations for character education and school culture for every student.

STRATEGIES
1. Integrate character education and social skills practices to support student learning.
2. Promote and create opportunities to increase parental involvement and foster a strong home-school partnership in order to increase student achievement.

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GRACE ENGLAND EARLY CHILDHOOD CENTER

STRENGTHS
1. Staff of Highly Qualified Teachers that utilize the best early childhood practices to serve students
2. Implementation of the Pre-kindergarten Standards-Based report card to enhance learning and target the specific needs of students
3. Utilize technology to leverage learning for students to personalize learning with choice and extension
4. Academic Growth and Achievement in Math

OPPORTUNITIES FOR GROWTH
1. Target academic vocabulary development through the use of sheltered instructional strategies to strengthen listening, speaking, reading, and writing
2. Target strengthening prerequisite reading and writing skills in the area of phonological awareness development including rhyme recognition, syllable counting, initial phoneme matching, initial phoneme deletion, and phoneme blending
3. Develop and Implement a Guided Reading structure for Pre-kindergarten learners

MEASURES & INDICATORS OF SUCCESS
1. C.I.R.C.L.E Data
2. O.W.L. - Opening the World of Learning
3. Estrellita
4. Everyday Counts in Pre-K Math
5. Developing Talkers/Hablemos Juntos
6. Balanced Literacy in the Pre-K Classroom
7. The Texas School Ready CLI Engage
8. Pre-Kindergarten Standards-Based Report Card
9. Targeted RTI Framework to support Academics and Behavior
10. Lesson Plans/Walkthroughs
11. T-TESS & Profile of a Leader Evaluations

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FRENCH ELEMENTARY

GOAL ONE

We will positively impact student achievement to close the gap between our subpopulations ensuring every student makes a minimum of one year's growth by cultivating talent through personalized professional development.

STRATEGIES

1. Campus will provide professional development for our teachers throughout the year on fine arts integration techniques with an emphasis on visual arts to focus on the growth of all learners' needs.
2. Teachers will attend various professional developments to increase their knowledge of personalized instructional techniques that will ensure a year's growth of all populations including SPED, ELL and GT.
3. High functioning student support teams will meet in weekly PLC, as well as vertical teams, to review Eduphoria data, TPRI, MAP and other data sources to maintain a focus on our high priority areas.
4. Specialists will support teachers in planning and executing strong tier I initial instruction through modeling, coaching, and targeted timely feedback.

GOAL TWO

We will re-imagine learning by providing personalized instructional and behavioral support for all students with differentiation strategies that focus on strong support for ELL, Economically Disadvantaged,Special Education, and Gifted Learners.

STRATEGIES

1. Through personalized learning we will enrich Tier I instruction and strengthen RTI to be differentiated and focused on student growth in all academic areas.
2. We will implement the PBIS system to support behavior needs that focus on growing students socially through Profile of a Learner.
3. Decision Point meetings will occur every four weeks to focus on progress monitoring and tracking the growth of all learners in their core academic subjects.
4. Level up all learners to reach their greatest academic potential in achieving master's level on core academic assessments.

GOAL THREE

We will build community with students, staff and families through varied activities to educate, equip, and engage through culturally responsive and enriching school experiences.

STRATEGIES

1. Provide multiple opportunities for families to interact with the school community.
2. Focus on a collaborative approach for effective communication from school to home.
3. Build meeting agendas for high functioning, collaborative teams, such as CIDC and leadership, that continually focus on school improvement and maintaining an excellent reputation of high-levels of learning for all students.

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & EXITS WITH A PURPOSE | 2019-2020 CAMPUS PLAN-ON-A-PAGE

FRENCH ELEMENTARY

STRENGTHS

1. Our students perform at high levels as a result of Fine Arts Integration, enrichment clusters, and engaging initial instruction.
2. Collaborative culture that focuses on building up the whole child and fostering a love for learning.
3. Excellent parent and community support as partners of learning to enrich students' educational experiences.
4. Highly dedicated staff who are willing to focus on enrichments and incentives to meet the needs of every child through a positive approach.

OPPORTUNITIES FOR GROWTH

1. Response to Intervention needs to be formalized on our campus with clear procedures. Teacher support through data collection, progress monitoring, and face-to-face meetings will be continual focus.
2. Increase expectations of all learners to achieve at the master's level performance.
3. Focus on special populations to close the achievement gap.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)

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MAHAFFEY ELEMENTARY

GOAL ONE
We will re-imagine and personalize learning so that we know every student by name, strength, and need to ensure a minimum of one year's growth for all students.

STRATEGIES
1. Incorporate the four tenets of personalized learning to increase the performance of every student through strategies of innovation and flexibility so that every student increases a minimum of one year's growth in math and makes significant improvement in science.
2. Incorporate the four tenets of personalized learning to increase the performance of every student through strategies of innovation and flexibility so that every student increases a minimum of one year's growth in English Language Arts/Reading.
3. Focus collectively on Economically Disadvantaged, EL, SPED and GT students to ensure high academic growth through focused RTI interventions and enrichments.

GOAL TWO
We will build community and foster positive relationships with intentional alignment to our Core Values (P.L.A.I.D.) and the Promise2Purpose vision by investing in effective communication and positive character curriculum for all stakeholders.

STRATEGIES
1. Use Restorative/Relational Practices and PBIS to align our core values and create support systems to maintain increased student involvement and leadership through building positive, sustained relationships with students, teachers, and community members.
2. Promote student-centered activities and community outreach to equip our diverse families with engaging, educational opportunities with the support from the Family Engagement Department
3. Foster opportunities for teams and stakeholders to collaborate and skillfully communicate on matters regarding school improvement.

GOAL THREE
We will cultivate the talent(s) of our Promise2Purpose Investors through grounded support of individual ideas, collaboration and innovation that instills the competencies of the High Quality Teaching profile and the Profile of a Leader.

STRATEGIES
1. Provide multiple opportunities that employ the talents and skills of our highly qualified teaching staff during common collaborative times including PLC, CIDC, faculty/staff meetings, grade level planning times, etc.
2. Empower and distribute leadership for continuous improvement for all staff in various professional learning opportunities that directly support areas of opportunity provided by Campus Summary and Prioritization Report, Axiom data, Learning Assessments, TPRI/DRA, etc.
3. Utilize coaching and feedback strategies to ensure the competencies of High Quality Teaching are implemented effectively in all classrooms for excellent student outcomes.

MAHAFFEY ELEMENTARY

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MAHAFFEY ELEMENTARY

STRENGTHS
1. Teachers honor student voice and choice and incorporate meaningful and innovative technology in order to maximize personalized student learning.
2. Strong community outreach with targeted attention to at-risk and/or special sub-populations (i.e., EL) that celebrate our diversity and enhance our overall campus climate and community connections.
3. Positive accountability ratings, most specifically in math, academic growth, and closing the achievement gap for all populations served on our campus.
4. Honor Roll campus from Education Results Partnership who recognize high achievement in closing equity gaps across the state of Texas.
5. High teacher capacity and professional competence in all content areas that foster functional and forward-moving Professional Learning Communities with direct results seen in student academic achievement.

OPPORTUNITIES FOR GROWTH
1. Build community and family capacity on school resources, diversity and needs to strengthen relationships between vast and varied zoning populations.
2. Increase student achievement in core content subjects at the Master's level of state standards.
3. Integrate more opportunities for sheltered instructional strategies to increase student performance on TELPAS.
4. Formulate a campus-based Special Education guiding coalition to assist in increased awareness of our campus programming, services, and continued support to grow ALL learners.

MEASURES & INDICATORS OF SUCCESS
1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, Innovation Challenges, Culture4Caring, PLAIDCast, etc.)

MAHAFFEY ELEMENTARY

Klein Independent School District
Campus Performance Measures

Klein High School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
4-Year Graduation Rate	94.6%	93.7%	92.1%	94.3%	Not Available
Drop Out Rate	1.6%	1.4%	1.0%	1.0%	Not Available
Attendance Rate*	94.4%	94.5%	94.3%	93.8%	93.6%
Percentage of Enrollment in Gifted and Talented	6.6%	6.1%	6.4%	6.8%	6.6%

Klein Forest High School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
4-Year Graduation Rate	91.2%	91.7%	91.0%	89.8%	Not Available
Drop Out Rate	2.0%	1.3%	2.4%	2.3%	Not Available
Attendance Rate*	93.3%	93.5%	92.8%	92.7%	91.2%
Percentage of Enrollment in Gifted and Talented	2.8%	2.5%	2.7%	2.8%	3.3%

Klein Oak High School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
4-Year Graduation Rate	95.6%	96.0%	97.4%	97.5%	Not Available
Drop Out Rate	0.009	0.8%	0.5%	0.5%	Not Available
Attendance Rate*	95.0%	95.1%	94.8%	95.0%	94.5%
Percentage of Enrollment in Gifted and Talented	7.6%	7.0%	7.0%	7.0%	7.6%

Klein Collins High School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
4-Year Graduation Rate	95.5%	95.2%	94.2%	96.8%	Not Available
Drop Out Rate	0.009	0.7%	1.0%	0.9%	Not Available
Attendance Rate*	94.0%	94.4%	94.4%	94.5%	94.2%
Percentage of Enrollment in Gifted and Talented	5.7%	5.5%	5.6%	5.2%	5.5%

Klein Cain High School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	-	-	-	Met Standard	B
4-Year Graduation Rate	-	-	-	-	Not Available
Drop Out Rate	-	-	-	1%	Not Available
Attendance Rate*	-	-	-	95.7%	95.3%
Percentage of Enrollment in Gifted and Talented	-	-	-	5.4%	5.7%

Klein Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Drop Out Rate	0.1%	0.4%	1.0%	Not Available	Not Available
Attendance Rate*	94.6%	95.1%	94.9%	95.0%	94.6%
Percentage of Enrollment in Gifted and Talented	3.2%	4.0%	4.1%	2.8%	1.8%

Hildebrandt Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Drop Out Rate	0.0%	0.1%	0.6%	Not Available	Not Available
Attendance Rate*	96.2%	95.9%	95.9%	95.9%	96.2%
Percentage of Enrollment in Gifted and Talented	5.8%	6.9%	6.3%	6.3%	5.8%

Klein Independent School District
Campus Performance Measures

Wunderlich Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Drop Out Rate	0.8%	1.2%	1.4%	Not Available	Not Available
Attendance Rate*	96.0%	96.3%	95.7%	95.7%	95.7%
Percentage of Enrollment in Gifted and Talented	3.6%	4.0%	3.8%	4.1%	2.8%

Strack Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Drop Out Rate	0.0%	0.5%	0.3%	Not Available	Not Available
Attendance Rate*	96.8%	96.9%	96.6%	96.4%	96.4%
Percentage of Enrollment in Gifted and Talented	9.4%	7.8%	5.3%	5.6%	7.4%

Kleb Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Drop Out Rate	0.1%	1.0%	1.5%	Not Available	Not Available
Attendance Rate*	96.1%	96.4%	95.9%	95.8%	95.7%
Percentage of Enrollment in Gifted and Talented	9.0%	8.3%	6.7%	6.8%	7.0%

Doerre Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Drop Out Rate	0.2%	0.2%	0.0%	Not Available	Not Available
Attendance Rate*	96.9%	97.0%	96.5%	96.4%	96.4%
Percentage of Enrollment in Gifted and Talented	17.0%	14.8%	12.5%	10.9%	12.1%

Schindewolf Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Drop Out Rate	0.1%	0.1%	0.6%	Not Available	Not Available
Attendance Rate*	96.6%	96.6%	96.2%	95.9%	96.3%
Percentage of Enrollment in Gifted and Talented	5.8%	6.0%	5.4%	5.8%	4.2%

Krimmel Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Drop Out Rate	0.1%	0.2%	0.1%	Not Available	Not Available
Attendance Rate*	96.3%	96.6%	96.5%	96.2%	96.4%
Percentage of Enrollment in Gifted and Talented	5.0%	8.2%	7.0%	6.9%	5.9%

Ulrich Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Drop Out Rate	0.4%	1.0%	0.0%	Not Available	Not Available
Attendance Rate*	96.4%	96.2%	96.3%	96.0%	96.1%
Percentage of Enrollment in Gifted and Talented	5.1%	5.2%	5.1%	5.1%	5.3%

Hofius Intermediate School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	-	-	-	-	B
Drop Out Rate	-	-	-	-	Not Available
Attendance Rate*	-	-	-	-	96.4%
Percentage of Enrollment in Gifted and Talented	-	-	-	-	7.9%

Klein Independent School District
Campus Performance Measures

Kohrville Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	97.0%	97.1%	96.6%	96.3%	96.2%
Percentage of Enrollment in Gifted and Talented	1.9%	1.7%	1.0%	0.8%	1.9%

Northampton Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.9%	96.9%	96.8%	96.0%	96.1%
Percentage of Enrollment in Gifted and Talented	2.4%	2.2%	1.4%	1.9%	1.1%

Haude Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	96.7%	96.7%	96.9%	96.2%	96.1%
Percentage of Enrollment in Gifted and Talented	5.4%	4.2%	3.8%	4.1%	4.0%

Greenwood Forest Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.6%	96.7%	96.4%	95.9%	95.9%
Percentage of Enrollment in Gifted and Talented	1.4%	1.6%	1.5%	1.4%	2.1%

Epps Island Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.3%	96.6%	96.6%	96.0%	96.3%
Percentage of Enrollment in Gifted and Talented	1.6%	1.0%	0.0%	0.6%	0.2%

Theiss Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	96.9%	96.9%	96.6%	96.2%	96.4%
Percentage of Enrollment in Gifted and Talented	4.8%	5.4%	6.1%	5.5%	6.9%

Benfer Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	96.8%	97.1%	96.7%	96.0%	96.0%
Percentage of Enrollment in Gifted and Talented	3.1%	2.9%	1.8%	1.9%	2.5%

Kaiser Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.2%	96.2%	96.1%	95.6%	96.2%
Percentage of Enrollment in Gifted and Talented	0.5%	0.5%	0.3%	0.1%	0.4%

Brill Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	96.6%	96.5%	96.8%	96.1%	96.2%
Percentage of Enrollment in Gifted and Talented	3.4%	3.0%	2.6%	1.9%	3.9%

Klein Independent School District
Campus Performance Measures

Ehrhardt Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	96.5%	96.9%	96.1%	96.1%	95.9%
Percentage of Enrollment in Gifted and Talented	1.6%	1.1%	1.6%	2.0%	2.1%

Lemm Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	97.1%	97.5%	97.0%	95.8%	96.8%
Percentage of Enrollment in Gifted and Talented	2.9%	2.8%	2.7%	2.3%	3.4%

Nitsch Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Improvement	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.4%	96.2%	96.2%	95.6%	95.5%
Percentage of Enrollment in Gifted and Talented	1.8%	1.0%	0.0%	0.0%	0.5%

Krahn Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	96.5%	96.8%	96.4%	96.0%	94.8%
Percentage of Enrollment in Gifted and Talented	3.9%	2.5%	1.4%	1.2%	1.7%

Roth Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	97.0%	96.8%	97.2%	96.4%	96.7%
Percentage of Enrollment in Gifted and Talented	3.3%	2.3%	2.5%	2.7%	3.1%

Kuehnle Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	97.4%	97.3%	97.2%	96.7%	96.6%
Percentage of Enrollment in Gifted and Talented	2.3%	2.9%	3.6%	3.1%	5.5%

Mittelstadt Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.1%	95.9%	95.9%	95.6%	95.8%
Percentage of Enrollment in Gifted and Talented	3.0%	2.8%	1.6%	2.4%	2.8%

Klenk Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	96.6%	96.7%	96.7%	96.3%	96.1%
Percentage of Enrollment in Gifted and Talented	1.1%	0.6%	1.0%	1.0%	2.1%

Eiland Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	96.9%	96.9%	96.4%	95.6%	95.9%
Percentage of Enrollment in Gifted and Talented	1.5%	1.0%	0.6%	0.9%	1.0%

Klein Independent School District
Campus Performance Measures

Schultz Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	96.6%	97.0%	97.4%	96.7%	96.6%
Percentage of Enrollment in Gifted and Talented	2.6%	1.5%	2.0%	2.0%	1.6%

Hassler Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	97.6%	97.8%	97.2%	97.1%	96.9%
Percentage of Enrollment in Gifted and Talented	8.3%	10.2%	8.9%	7.8%	8.0%

Kreinhop Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	97.0%	97.0%	96.9%	96.2%	96.3%
Percentage of Enrollment in Gifted and Talented	1.9%	2.7%	2.1%	1.8%	2.1%

McDougle Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Not Available	Met Standard	Met Standard	B
Attendance Rate*	96.6%	96.9%	97.0%	96.6%	96.1%
Percentage of Enrollment in Gifted and Talented	1.9%	1.0%	0.6%	0.9%	0.9%

Metzler Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	96.7%	96.9%	96.5%	96.2%	96.0%
Percentage of Enrollment in Gifted and Talented	1.5%	1.4%	3.2%	2.8%	4.4%

Benignus Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	97.2%	97.5%	97.0%	96.8%	96.4%
Percentage of Enrollment in Gifted and Talented	3.6%	3.0%	3.5%	4.6%	4.5%

Frank Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	97.4%	97.1%	97.2%	96.6%	96.4%
Percentage of Enrollment in Gifted and Talented	6.1%	4.4%	4.3%	6.6%	6.5%

Mueller Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	97.1%	97.2%	97.2%	96.4%	96.6%
Percentage of Enrollment in Gifted and Talented	1.6%	1.8%	2.7%	2.7%	2.7%

Blackshear Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	97.1%	97.3%	97.0%	96.4%	96.3%
Percentage of Enrollment in Gifted and Talented	2.5%	2.5%	2.3%	1.5%	2.0%

Klein Independent School District
Campus Performance Measures

Zwink Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	A
Attendance Rate*	97.0%	96.9%	96.5%	96.0%	96.1%
Percentage of Enrollment in Gifted and Talented	1.3%	1.2%	1.2%	1.4%	1.4%

Bernshausen Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	Met Standard	C
Attendance Rate*	95.8%	96.2%	96.2%	95.8%	95.7%
Percentage of Enrollment in Gifted and Talented	0.8%	0.9%	1.0%	1.1%	2.7%

French Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	-	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	-	0.97	97.2%	97.2%	96.8%
Percentage of Enrollment in Gifted and Talented	-	0.03	3.7%	4.4%	4.5%

Grace England Early Childhood & Pre-K Center

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating**	Met Standard	Met Standard	Met Standard	Met Standard	B
Attendance Rate*	94.1%	94.7%	94.6%	93.9%	93.4%

**This campus is paired with the Klein ISD Accountability Rating.

Mahaffey Elementary School

Performance Measures	2014-15	2015-16	2016-17	2017-18	2018-19
TEA Accountability Rating	-	-	Met Standard	Met Standard	A
Attendance Rate*	-	-	0.97	96.9%	96.5%
Percentage of Enrollment in Gifted and Talented	-	-	0.01	1.7%	2.8%

Source: AEIS/TAPR Reports - http://ritter.tea.state.tx.us/perfreport/tapr/index.html; PEIMS

*Most current year attendance rate source is PEIMS Summer Accepted Reports. All prior years from TAPR Reports from TEA.

Departmental Performance Measures

Superintendent of Schools

Jenny McGown, Ed.D.

Mission Statement

The Klein Independent School District, proud of its heritage and embracing the future, develops students to become skillful, active, reflective, self-disciplined, and honorable members of their communities through engaging learning experiences in a safe and nurturing environment.

Internal Audit Services - Project 68

Conduct risk assessments, campus and department audits, and make recommendations on policy and procedure improvements. The mission of the Internal Audit department is to safeguard the district's assets to ensure that each student has the maximum resources available to achieve academic excellence and become honorable citizens.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD
Disclosures of Material Internal Control Weakness	No	No	No	No	No
Disclosures of Material Non-Compliance	No	No	No	No	No

Community Relations & Education Foundation - Project 66

Grants to teachers are awarded twice a year on a competitive basis for innovative classroom projects. This incentive brings recognition to the teacher and benefits the student through exemplary teaching practices.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Klein Education Foundation Donations	196,396	171,505	172,300	157,545	170,415
Golf Tournament Proceeds*					$126,170
Registered Golfers*					184
Volunteer Hours*					62,938
Number of Volunteers*					21,886

*New information tracked for 2018-2019 due to changes in the organization chart

Superintendent - Central Office - Project 80

Funds superintendent and board of trustee activities, including travel by the superintendent and trustees to board conventions and other TEA/Austin conferences, catering at board meetings, board member training, and other associated costs for the trustees. Provides open records requests under the Texas Public Information Act and other inquiries regarding our schools and district administration.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
TXSmartSchools	5.0	5.0	5.0	5.0	5.0
FIRST Rating	Superior	Superior	Superior	Superior	Superior
Public Information Requests	194	202	208	255	227
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD

Security & Monitoring Services - Klein Police Station - Project 87

Funds the district and campus security program.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Traffic Stops in School Zones	354	508	305	383	126
District Mobility Assistance	3,661	4,909	5,058	6,210	6,784
Campus Monitoring Checks	55,265	51,998	46,792	42,954	48,388
Assist Campus Administration	415	412	473	383	462

Communications & Planning - Central Office - Project 96

Funds personnel resources, and materials for planning, designing, writing, and producing the district's newsletter, brochures, promotional videos, news releases, multimedia presentations and, other publications.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Community Impact Inserts *					112,800
Facebook Followers	11,855	17,650	20,743	25,997	28,427
Twitter Followers	8,998	12,809	15,001	20,900	22,900
Mobile App Downloads	14,483	17,248	19,537	4,500/new app	8,500
Instagram	NA	NA	$2,400.00	$8,500.00	$17,300.00

*New for 2018-2019 school year

Deputy Superintendent

Mr. Larry Whitehead

Mission Statement

Serving Students, Supporting Campuses

Bilingual/ESL Local - Central Office - Teaching and Learning Center - Project 50

Funds bilingual teacher salaries and fringe benefits.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	6,788	7,153	7,560	7,751	8,135
Number of Bilingual Teachers	205.8	222.7	232.7	233.2	211.5

Bilingual/ESL State

Central Office - Teaching and Learning Center - Project 51

Funds bilingual teacher stipends, bilingual classroom assistants, materials, resources, and staff development related to bilingual education.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	6,788	7,153	7,560	7,751	8,135
Average Cost per Student	$2,417	$2,649	$2,673	$2,658	$2,209
Funds used for Professional Development	$812,519	$746,898	$974,564	$599,292	$874,712
Total Bilingual Stipends Paid	$952,505	$1,135,791	$1,236,215	$1,260,708	$1,201,336

Special Education - Central Office - Teaching and Learning Center - Project 52

Funds personnel, materials, resources and staff development related to the provision of special education services for eligible students.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades PK-12)	4,121	4,201	4,430	4,768	5,102
Districtwide Percentage of Special Education Students	8.43%	8.37%	8.55%	9.00%	9.46%
Average Cost per Student	$8,108	$9,146	$9,284	$9,120	$9,301

Health & Physical Education - Klein Athletic Building - Project 55

Funds state mandated health and physical education programs in grades K-12 to enhance the development of our students from preschool to adolescence. Budget includes teacher salaries, staff development, and equipment on the campuses.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	38,114	39,004	38,863	39,483	40,046
Districtwide Percentage of Health & PE Students	77.92%	77.67%	75.05%	74.51%	74.28%
Average Cost per Student	$348	$360	$370	$368	$342

Fine Arts - Central Office - Teaching and Learning Center - Project 56

Provides campuses with materials, supplies, equipment, and musical instruments for instructional purposes.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	37,424	37,734	42,947	43,787	43,942
Number of Competitions	127	126	127	147	134
Number of Awards Received	115	115	122	126	139
Districtwide Percentage of Fine Arts Students	76.51%	75.14%	82.94%	82.63%	82.92%
Average Cost per Student	$461	$487	$452	$461	$465

*Extracurricular fine arts was reported under project 76 through 2016-2017 and then compbined with project 56 in 2017-2018 as part of the district reorganization.

Summer School & Athletic Camps - Central Office - Student Services Center and Klein Athletic Building - Project 57

Funds personnel, materials, and resources for instructional summer school and athletic camps.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades PK-12)	5,498	5,147	8,455	4,392	4,050
Districtwide Percentage of Summer School Students	11.24%	10.25%	16.33%	8.29%	7.51%
Average Cost per Student	$ 174.83	$ 166.61	$ 51.77	$ 105.62	$ 81.95

Departmental Performance Measures

Academic Enrichment - Central Office - Teaching and Learning Center - Project 58

Funds personnel, materials, resources, teacher training, and assessments related to Advanced Academic programs.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	2,227	2,174	2,135	2,595	2,401
Districtwide Academic Enrichment Students	4.55%	4.33%	4.12%	4.90%	4.45%
Average Cost per Student	$196	$287	$281	$359	$389
Number of Students Tested for GT	1,512	1,328	1,968	2,392	2,555

Therapuetic Education Program (TEP) - 7302 Kleingreen Lane, Spring, Texas 77379 - Project 59

The Therapeutic Education Program (TEP) was established with the major focus of socializing students to normative standards in terms of interpersonal skills with peers and adults, to teach classroom behaviors that promote learning, and to encourage problem solving skills that eschew violent and aggressive strategies.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	218	226	204	190	282
Write-Ups	5,834	5,516	5,512	7,022	8,101
Restraints	136	140	140	243	278
Students Sent to Home Campus from TEP	31	26	41	11	24
Students Returned from Home Campus to TEP	2.00	-	2.00	-	-
Return Rate of Students to TEP	6%	0%	5%	0%	0%

Career & Technical Education - Central Office - Student Services Center - Project 60

Career and Technical Education (CTE) state funding distributed to school districts based on the number of contact hours generated by students enrolled in eligible CTE classes. Funds must be spent on authorized CTE programs, services, and activities.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades 6-12)	11,455	11,309	12,284	14,813	15,415
CTE Concentrators Earning Certification/Licensure	948	778	668	617	423
State/National Competition Participants	758	945	764	795	669
CTE Certification/Licensures Earned*	N/A	N/A	N/A	1710	3,955
State/National 1st and 2nd Place Awards Received	75	71	79	94	125

* The department began collecting this data in 2017-2018.

Vistas High School of Choice - 12550 Bammel N. Houston, Houston, Texas 77066 - Project 61

Provides an alternative educational setting for high school students needing credit recovery options and acceleration, smaller and individualized learning environment, requiring flexible scheduling and extended hours, or students seeking early graduation.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades 9-12)	208	222	225	216	198
Number of Seniors Enrolled	103	90	98	105	90
Students Successfully Completing Program	110	80	91	101	83
Percentage of Completion	107%	89%	93%	96%	92%

Disciplinary Alternative Education Program (DAEP) - Klein Alternative Education Center - Project 62

Provides the district alternative educational settling for elemtary, intermediate, and high school students required by Texas Education Code 37.008 as a result of disciplinary infractions of the Student Code of Conduct. A comprehensive instructionl and counseling program is provided to each student.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades 5-12)	577	656	561	723	957
Percentage of Students Referred to DAEP	2.24%	2.48%	2.04%	2.55%	3.26%
Average Cost per Student	$3,726	$3,415	$3,901	$3,412	$2,575

Core Academics - Math and Science - Central Office - Teaching and Learning Center - Project 63

Funds personnel, materials, resources, professional development and travel expenses related to the district's curriculum development projects and implementation of instructional strategies as related to math and science.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Math	87%	83%	85%	84%	84%
Science	86%	85%	85%	83%	84%

Core Academics - ELA, Social Studies, World Languages - Central Office - Teaching and Learning Center - Project 64

Funds personnel, materials, resources, professional development and travel expenses related to the district's curriculum development projects and implementation of instructional strategies as related to ELA, social studies, and world languages.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reading/ELA	83%	79%	78%	78%	78%
Writing	76%	72%	70%	71%	72%
Social Studies	83%	83%	82%	81%	83%

Accountability and Data - Central Office - Student Services Center - Project 70

Creates and maintains the districtwide repository of student data.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pupil/Teacher Ratio	15.3	15.1	15.3	15.1	15.2
District Graduation Rate	93.50%	94.30%	94.10%	92.88%	Avail. Nov. 2019
PID Error Rate*	0.00%	0.10%	0.00%	0.08%	N/A

* Information is not longer provided

Information Technology - Central Office - Network Operations Center - Project 71

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Number of District Computers	46,790	59,713	72,507	82,171	79,705
Total Number of IT Service Calls	63,295	76,123	81,814	90,447	104,308
Average Service Calls Per Technician	1,110	1,312	1,341	1,175	2,400
Average Cost Per Service Call	$94	$88	$86	$100	$65

Extracurricular Academics - Central Office - Teaching and Learning Center - Project 73

Funds coaching stipends, association fees, materials, and travel expenses for academic competitions in all instructional levels.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	12,349	12,098	12,698	12,996	11,490
Average Cost per Student	$42	$46	$46	$44	$47

Extracurricular Athletics - Klein Athletic Building - Project 74

Funds coaches stipends, equipment, travel, officials and contest workers, staff development, security, and entry fees for all competitive athletic teams that compete under the guidelines of the University Interscholastic League of Texas.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades 6-12)	11,113	10,654	10,441	10,571	10,835
Number of State/National Competitions*	Not Available	4	5	11	14
Number of Awards Received*	Not Available	11	8	21	28

*The department began collecting data for this performance measure in 2015-2016.

Athletic Concessions - Klein Athletic Building - Project 75

Funds the operation of concession stands at high school athletic contests including personnel, equipment, and items purchased for resale.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Net Revenue	$ 97,949	$ 123,084	$ 60,965	$ 85,757	$ 40,552
Total Number of Events Served	424	423	428	464	465
Profit Percentage of Total	42%	50%	28%	40%	15%

Counseling and Whole Student Wellness - Central Office - Teaching and Learning Center - Project 76

Funds the operation of Counseling and Whole Student Wellness that focuses upon helping every student have a feeling of self-worth, dignity, and self-direction.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
High School Completion Rate	95.90%	95.90%	95.7%	Avail. Nov 2019	Avail. Nov 2020
Total District Counselors	114.0	119.0	121.7	126.2	118.0

Student Support Services - Central Office - Teaching and Learning Center - Project 77

Funds administrative personnel, materials, staff development, and resources related to counseling and health services.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total District Nurses and Certified Clinic Assistants	69.0	72.0	76.0	79.0	82.0
Vision Screening Referrals	2,173	1,929	2,614	2,288	2,574
Students Receiving Treatment after Vision Screenings	985	998	1,161	932	1,067
Hearing Screening Referrals	428	424	268	374	316
Students Receiving Treatment after Hearing Screenings	61	73	122	118	150
Cardiopulmonary Resuscitation (CPR) Trainings*	655	655	759	761	592
Number 504 Students	2,300	2,300	3,131	3,370	3,695

*CPR certification is for two years.

Parent and Family Engagement - Central Office - Teaching and Learning Center - Project 78

Funds personnel to manage Adulst ESL classes, personnel to interpret sessions during family events, personnel to assist during family events, virtual ESL program for parents to learn English in Klein Forest HS.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Adult students enrolled in ESL classes (KF Family of Schools) with HCDE and Lone Star College*				180	150
Adults enrolled in ESL classes- Computer based program (KF Family of Schools)*				100	109
Klein ISD schools participating in Parent University*				11	15
Parent University sessions in KF Family of Schools*				93	96
Parent University session in Klein ISD schools*				N/A	18
Master session classes for Parent University*				N/A	6
Parent University Graduates*				233	263
Parent University Graduates (Master distinction)*				N/A	58

*The department began collecting data for this performance measure in 2017-18.

Digital Learning and Media - Central Office - Teaching and Learning Center - Project 79

Funds the operation of Digital Learning including Library Services that supports student achievement through the acquisition of print, web-based, streaming video, and digital media.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Library Books in Circulation	1,786,019	1,758,207	2,013,594	2,135,390	2,164,825
Internet Safety Course (number of students served)	49,461	50,611	49,455	50,595	53,272
Number of District Technology Classes	210	167	444	1,950	524
Number of Campus Technology Classes	684	651	623	1,119	184

Professional Learning - Central Office - Teaching and Learning Center - Project 83

Funds supervision, planning, and implementation of all instructional programs in the district including curriculum, professional development, educational technology, student services, fine arts, career and technical education, and athletics.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	B

Campus Safety and Support - Central Office - Project 85

Funds supervision and monitoring of the administrative operation of all district campuses including the coordination of discipline, facilitation of written guidelines, and administrative recruitment and leadership.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	B
Percentage of Attendance	95.7%	95.9%	95.6%	95.4%	95.3%
In School Suspensions	15,885	14,118	14,146	13,492	15,271
Out of School Suspensions	5,239	4,875	4,947	4,589	5,419
Expulsions to DAEP	692	734	707	764	922
Expulsions to JJAEP	66	57	56	93	72

Districtwide/Instructional - Central Office - Teaching and Learning Center - Project 98

Funds personnel, materials, resources, professional development and travel expenses related to the district's curriculum development projects, implementation of instructional strategies, development of educational technology, libraries and oversight of state and federal funding.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
District Rating	Met Standard	Met Standard	Met Standard	Met Standard	B

Departmental Performance Measures

Associate Superintendent of Human Resource Services

Ms. Kelly Schumacher

Mission Statement

The Klein ISD Human Resource Services Department embraces opportunities, seeks to attract, employ and retain the most highly qualified employees. KISD Human Resource Services will continue to provide competitive compensation packages, a safe work environment, while doing so in a cheerful and customer oriented fashion.

Human Resource Services - Central Office - Project 82

Funds personnel, resources, materials, professional development, and travel for recruitment, employment, and records retention in compliance with state and federal regulations.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Number of New Hires	939	893	970	1,023	Avail. Nov 2019
Teacher Turnover Rate	13.8%	14.0%	15.7%	16.0%	Avail. Nov 2019
Teachers with No Degree	0.6%	1.0%	0.6%	1.0%	2.4%
Teachers with Bachelors Degree	73.8%	73.8%	74.5%	73.5%	72.1%
Teachers with Masters Degree	24.8%	24.5%	24.3%	24.7%	24.1%
Teachers with Doctorate Degree	0.8%	0.7%	0.6%	0.8%	0.8%

Chief Financial Officer

Mr. Dan Schaefer, CPA

Mission Statement

The Financial Services Department, dedicated to the Klein ISD community, serves with integrity to achieve excellence in accountability of all resources through leadership, guidance, compliance, and open communication.

Compensatory Education - Central Office - Student Services Center -Project 53

Funds personnel, materials, resources, and staff development

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades K-12)	20,451	20,584	21,087	21,399	18,763
Districtwide Percentage of At Risk Students	41.81%	40.99%	40.72%	40.38%	34.80%
Average Cost per Student	$755	$855	$802	$979	$961

High School Allotment - Central Office - Student Services Center - Project 54

To account for the $275 per high school student in preparation for higher education, encourage students to take advanced academic course work,

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Students Served (Grades 6-12)	25,757	26,465	27,506	28,365	29,372
High School Dropout Rate*	1.1%	1.4%	1.0%	1.1%	Avail. Nov. 2019
Pre-AP & PreIB Enrollment (unduplicated)	11,945	12,280	12,511	13,188	13,771
AP Enrollment (unduplicated)	3,679	3,857	4,039	3,592	3,955
Dual Credit Enrollment (on campus)	924	1,114	1,341	1,463	1,662
IB Enrollment (Pre–IP not included)	116	123	129	130	116
AVID Participation	758	607	427	447	484
Average High School Reading STAAR Passing Rate	74%	76%	72%	72%	77%
Average High School Soc Studies STAAR Passing Rate	95%	95%	94%	95%	95%
Average High School Math STAAR Passing Rate	77%	83%	75%	79%	83%
Average High School Science STAAR Passing Rate	92%	94%	90%	89%	91%

*Preliminary TAPR report data.

Mail Room/Copy Center - Central Office - Project 81

Receive, sort, and prepare for distribution all U.S. and inter-district mail, and provide reproduction services to the Klein Central Office, Klein Instructional Center, and Klein Services Center.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Reproduction*	712,037	484,980	578,586	1,537,474	0
Metered Mail	113,979	143,540	94,774	102,806	70,639

*The district reproduction machine was suspended for 2018-19.

Departmental Performance Measures

Benefits & Risk Management - Central Office - Project 86

Funds personnel to manage districtwide employee benefits and safety programs such as worker's compensation, fire marshal compliance, property and vehicle insurance, self-funded health insurance program, employee injury investigations, and 457 and 403(b) alternate retirement plans.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Workers Comp Incident Reports	543	551	694	842	708
Workers Comp Claims	150	243	277	299	333
Workers Comp Reports Resulting in Claims	28%	44%	40%	36%	47%

Tax Office - Central Office - Project 88

Responsible for managing tax-foreclosed properties, maintaining the tax file database, and collection of all local property taxes.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Current Levy Tax Collection	99.90%	99.83%	99.62%	99.67%	99.82%
FIRST Rating	Superior	Superior	Superior	Superior	Superior

Financial Services - Central Office - Project 90

This budget incorporates the various departments responsible for accounting, budget, fixed assets, and purchasing.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
No. of Payroll Checks Processed	2	0	0	48	27
No. of Payroll Direct Deposit Vouchers Processed	168,632	174,332	179,498	186,849	187,319
No. of Accounts Payable Checks Processed	15,112	14,001	14,452	13,953	14,115
No. of Accounts Payable Electronic Pymts Processed	3,945	5,471	5,212	5,899	5,719
No. of Budget Transfer Requests Processed	2,128	2,298	2,272	2,176	2,411
No. of Purchase Orders Processed	4,246	9,135	12,561	13,674	12,749
ASBO Meritorious Budget Award	Yes	Yes	Yes	Yes	Yes
GFOA Certificate of Achievement	Yes	Yes	Yes	Yes	Yes
ASBO Certificate of Excellence	Yes	Yes	Yes	Yes	Yes
Texas Comptroller Leadership Circle Award*	Platinum	Platinum	N/A	N/A	N/A
TXSmartSchools	5.0	5.0	5.0	5.0	5.0
FIRST Rating	Superior	Superior	Superior	Superior	Superior

* The Texas Comptroller Leadership Circle Award ended after the 2015-16 school year.

Warehouse Services - Central Office - Project 93

Responsible for centralized receiving and shipping, records management, textbook custodian,

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Warehouse Stock Inventory	$ 669,360	$ 532,010	$ 505,614	$ 659,847	$ 667,207
Total Warehouse Orders Filled	3,346	3,320	3,590	6,401	3,509
FIRST Rating	Superior	Superior	Superior	Superior	Superior

Districtwide/Other - Central Office - Project 99

This budget provides for items that serve the entire district such as fees for legal and audit services, Harris County Appraisal District services, and debt service payments for contractual obligations, and arbitrage consultation.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Tax Collections	101.38%	101.16%	100.93%	101.45%	101.57%
FIRST Rating	Superior	Superior	Superior	Superior	Superior

Districtwide/Employee Benefits - Central Office - Project 9F

This budget provides for employee benefits such as TRS On-Behalf payments, workers' compensation, unemployment compensation, service and attendance bonuses, and the catastrophic sick leave bank.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total No. of Employees in TRS	6,373	6,634	6,852	7,033	7,151
Total Number of New Hires	939	893	970	1,023	Avail. Nov 2019
Teacher Turnover Rate	13.8%	14.0%	15.7%	16.0%	Avail. Nov 2019
Employee Benefits as Percentage of Salaries	15.2%	17.4%	18.1%	18.7%	18.5%

Departmental Performance Measures

Associate Superintendent of Facilities

Mr. Robert Robertson

Mission Statement

The Facility and School Services Department, a versatile team, strives to enhance Klein ISD educational goals by providing quality facilities and support services to ensure comfortable, safe, clean, secure, efficient, and caring learning environments.

Klein Multipurpose Center - KMPC Project 69

Funds personnel to provide services for internal and external events such as trainings, meetings, banquets, etc.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Hours of Professional Development/KISD Events	11,452.90	13,106.50	13,737.25	13,533.50	10,976.00
Number of Paid Events	169	169	299	253	185
Rental Revenue	$380,861	$416,355	$444,230	$418,742	$359,314

North & South Transportation Center - Central Office - Project 72 & 7S

Funds all operational costs to provide student transportation and maintain the bus fleet.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
North Regular Program Annual Miles	1,379,908	1,353,322	1,445,522	1,548,642	1,636,703
South Regular Program Annual Miles	619,959	608,014	649,438	695,767	472,966
North Special Program Annual Miles	491,831	519,443	574,558	572,252	691,025
South Special Program Annual Miles	220,968	233,373	258,135	257,099	241,712
North Average Daily Ridership	10,399	10,404	11,223	11,783	15,671
South Average Daily Ridership	-	-	-	5,294	5,367

Facility & School Services Administration - Central Office - Project 89

Funds operating and personnel expenses for the administration and construction/planning services.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Districtwide Square Footage	8,010,187	8,135,941	8,261,013	8,609,051	9,044,099
Total Construction In Progress	$208,181,690	$211,916,000	$79,993,704	$85,263,131	$53,010,000
Total Maintenance Work Orders	20,145	24,125	27,937	35,229	32,540
Total Transportation Mileage	2,712,666	2,714,152	2,927,653	3,073,760	3,042,406

Plant Operations - Multipurpose Center - Project 92

Funds operating and personnel expenses for districtwide custodial services.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Square Footage Maintained by Plant Operations	8,097,939	8,223,011	8,348,765	9,018,803	9,243,803
Personnel Cost Per Square Foot	$0.92	$0.97	$1.04	$1.03	$1.17
Average Square Foot Per Custodian	24,917	24,918	24,848	25,122	26,716

Plant Maintenance - Central Office - Project 94

Funds operating and personnel expenses for maintaining districtwide facilities.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Square Footage Maintained by Plant Maintenance	8,135,941	8,261,013	8,307,679	9,044,099	9,341,433
Total Maintenance Work Orders	20,145	24,125	27,937	35,229	32,540
Preventative Work Orders*	Not Available	1,018	2,022	2,695	3,506
Routine Work Orders*	Not Available	23,107	25,915	32,534	29,034
Total Maintenance Costs Per Square Foot	$0.89	$0.99	$1.05	$0.97	$0.99
Personnel Cost Per Square Foot	$0.59	$0.61	$0.64	$0.62	$0.60

* Due to a change in software used by Plant Maintenance, the measurable data changed for the 15-16 year.

Energy Management - Central Office - Project 97

KISD Energy Management supports KISD by helping students and staff become knowledgeable, active, reflective, self-disciplined, and good stewards of our resources.

Performance Measures	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Total Square Footage Served	8,010,187	8,135,941	8,261,014	8,609,051	9,233,909
Average Utility Cost Per Square Foot	$0.97	$1.05	$1.09	$1.12	$1.06
Average Kilowatt-Hours Per Square Foot	9.7	9.7	9.9	9.2	8.6

FIRST

Financial Integrity Rating System of Texas

2018-2019 RATINGS BASED ON SCHOOL YEAR 2017-2018 DATA - DISTRICT STATUS DETAIL

Name: KLEIN ISD(101915)	**Publication Level 1:** 8/7/2019 3:33:27 PM
Status: Passed	**Publication Level 2:** 8/8/2019 2:06:12 PM
Rating: A = Superior	**Last Updated:** 8/8/2019 2:06:12 PM
District Score: 100	**Passing Score:** 60

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	8/5/2019 11:30:25 PM	Yes
2	Review the AFR for an unmodified opinion and material weaknesses. The school district must pass 2.A to pass this indicator. The school district fails indicator number 2 if it responds "No" to indicator 2.A. or to both indicators 2.A and 2.B.		
2.A	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	8/5/2019 11:30:25 PM	Yes
2.B	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	8/5/2019 11:30:25 PM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	8/5/2019 11:30:26 PM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies?	8/5/2019 11:30:26 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? (See ranges below.)	8/5/2019 11:30:26 PM	10
7	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)	8/5/2019 11:30:26 PM	10
8	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? (If the school district's change of students in membership over 5 years was 7 percent or more, then the school district passes this indicator.) (See ranges below.)	8/5/2019 11:30:27 PM	10

9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	8/5/2019 11:30:27 PM	10
10	Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)	8/5/2019 11:30:28 PM	10
11	Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)	8/5/2019 11:30:29 PM	10
12	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	8/5/2019 11:30:30 PM	10
13	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	8/5/2019 11:30:31 PM	10
14	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	8/5/2019 11:30:31 PM	10
15	Did the school district not receive an adjusted repayment schedule for more than one fiscal year for an over allocation of Foundation School Program (FSP) funds as a result of a financial hardship?	8/5/2019 11:30:31 PM	10
			100 Weighted Sum
			1 Multiplier Sum
			100 Score

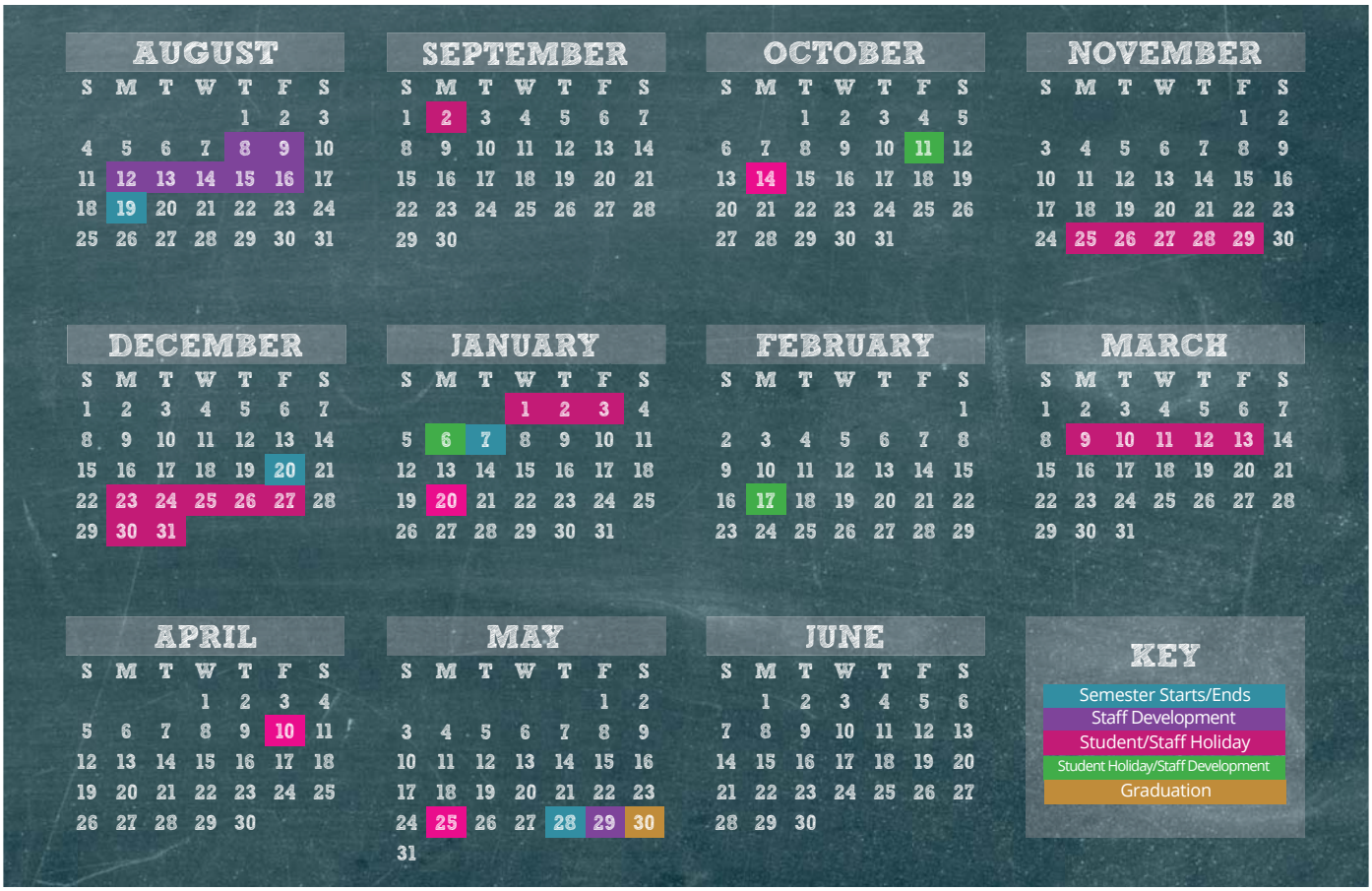
DETERMINATION OF RATING

A.	Did the district answer '**No**' to Indicators 1, 3, 4, or 2.A? If so, the school district's rating is **F for Substandard Achievement** regardless of points earned.	
B.	Determine the rating by the applicable number of points. (Indicators 6-15)	
	A = Superior	90-100
	B = Above Standard	80-89
	C = Meets Standard	60-79
	F = Substandard Achievement	<60

No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.

Miscellaneous

KLEIN ISD 2019-2020 CALENDAR



KLEIN ISD 2019-2020 IMPORTANT DATES

AUG 8 -16	Staff Development
AUG 19	**FIRST DAY OF CLASSES**
SEPT 2	Labor Day Holiday
OCT 11	Student Holiday/Staff Development
OCT 14	Columbus Day Holiday
NOV 25 - 29	Thanksgiving Holiday
DEC 20	**END OF FIRST SEMESTER/EARLY RELEASE DAY**
DEC 23 – JAN 3	Christmas/Winter Holiday
JAN 6	Student Holiday/Staff Development
JAN 7	**CLASSES RESUME/SECOND SEMESTER BEGINS**
JAN 20	Martin Luther King Jr. Holiday
FEB 17	Student Holiday/Staff Development
MARCH 9 - 13	Spring Break
APRIL 10	Easter Holiday
MAY 25	Memorial Day Holiday
MAY 28	**LAST DAY OF CLASSES/EARLY RELEASE DAY**
MAY 29	Staff Development
MAY 30	**GRADUATION**

GRADING PERIODS

DATES	*DAYS*
AUG 19 - OCT 10	38
OCT 15 – DEC 20	44
	82
JAN 7 - MARCH 6	42
MARCH 16 - MAY 28	52
	94

TOTAL INSTRUCTION DAYS: 176

SCHOOL HOURS

ELEMENTARY
8:10 A.M. - 3:25 P.M.

INTERMEDIATE
8:55 A.M. - 4:15 P.M.

HIGH SCHOOL
7:20 A.M. - 2:40 P.M.

INCLEMENT WEATHER MAKE-UP DAYS

OCT 11 **FEB 17** **MAY 29**

Klein Independent School District
7200 Spring Cypress Road
Klein, Texas 77379
832-249-4000
www.kleinisd.net

Klein Independent School District
General Obligation Bonds
Principal and Interest Schedule as of September 1, 2019

Year Ended August 31	Principal	Interest	Total	Percent Retired
2020	$ 38,130,000	$ 48,674,911	$ 86,804,912	4.93%
2021	44,060,000	47,023,098	91,083,098	10.11%
2022	43,430,000	44,943,161	88,373,161	15.13%
2023	42,855,000	42,845,036	85,700,035	19.99%
2024	38,985,000	40,966,361	79,951,361	24.54%
2025	37,640,000	39,189,164	76,829,164	28.90%
2026	39,535,000	37,411,607	76,946,607	33.27%
2027	41,350,000	35,543,902	76,893,902	37.64%
2028	42,925,000	33,702,440	76,627,440	41.99%
2029	44,605,000	31,879,594	76,484,594	46.34%
2030	46,715,000	29,871,649	76,586,650	50.69%
2031	48,880,000	27,793,947	76,673,948	55.05%
2032	47,190,000	25,729,964	72,919,965	59.19%
2033	42,670,000	23,760,842	66,430,842	62.96%
2034	42,490,000	21,898,460	64,388,460	66.62%
2035	44,080,000	19,961,005	64,041,004	70.26%
2036	46,005,000	17,980,295	63,985,295	73.89%
2037	48,015,000	15,908,886	63,923,886	77.52%
2038	50,115,000	13,739,552	63,854,552	81.15%
2039	42,890,000	11,472,455	54,362,455	84.24%
2040	42,930,000	9,527,730	52,457,730	87.22%
2041	37,685,000	7,527,421	45,212,421	89.79%
2042	33,590,000	5,992,463	39,582,463	92.04%
2043	31,625,000	4,676,703	36,301,703	94.10%
2044	31,045,000	3,436,125	34,481,125	96.06%
2045	29,775,000	2,255,475	32,030,475	97.88%
2046	16,285,000	1,179,256	17,464,256	98.87%
2047	7,670,000	545,788	8,215,788	99.34%
2048	7,960,000	257,506	8,217,506	99.34%
2049	3,405,000	55,331	3,460,331	99.53%
	$ 1,114,535,000	$ 645,750,124	$ 1,760,285,124	

Klein Independent School District
General Obligation Bonds
Bond Sales Data

Sale Date	Sale Amount	Successful Bidder/Purchaser	Net Effective Interest Rate	Ratings	
				Moody's	Standard & Poor's
07/31/08	$ 184.91 Million [a]	First Southwest Company	4.869242%	Aaa	AAA
05/01/09	$ 17.13 Million [b]	First Southwest Company	3.176353%	Aa2	AA
05/01/09	$ 45.00 Million	First Southwest Company	4.633517%	Aa2	AA
05/01/10	$ 38.14 Million	Morgan Keegan & Co., Inc.	3.459995%	Aaa	AAA
05/01/10	$ 88.87 Million [c]	Morgan Keegan & Co., Inc.	3.778160%	Aaa	AAA
07/22/10	$ 29.24 Million	Morgan Keegan & Co., Inc. & Coastal Securities, Inc.	2.872988%	Aaa	AAA
05/01/11	$ 83.90 Million	Banc of America Merrill Lynch	4.720682%	Aaa	AAA
04/01/12	$ 51.12 Million	Morgan Keegan & Co., Inc.	3.912765%	Aaa	AAA
04/01/12	$ 18.39 Million	Morgan Keegan & Co., Inc.	2.120977%	Aaa	AAA
04/01/13	$ 79.31 Million	Raymond James & Associates	2.949174%	Aaa	AAA
04/01/13	$ 27.48 Million	Raymond James & Associates	2.817542%	Aa1	AA
04/01/14	$ 44.00 Million	Bank of America Merrill Lynch	3.702276%	Aaa	AAA
02/01/15	$ 80.00 Million	Bank of America Merrill Lynch	3.276814%	Aaa	AAA
07/01/15	$ 224.60 Million [d]	Raymond James & Associates	3.661521%	Aaa	AAA
05/15/16	$ 137.50 Million [e]	Raymond James & Associates	2.995232%	Aaa	AAA
05/15/16	$ 15.37 Million [f]	Raymond James & Associates	2.988763%	Aa1	AA
02/01/17	$ 145.89 Million	Raymond James & Associates	3.879724%	Aaa	AAA
01/01/18	$ 88.99 Million	Bank of America Merrill Lynch	3.429775%	Aaa	AAA
07/15/18	$ 12.31 Million [g]	Citygroup Global Markets, Inc.	3.514659%	Aaa	-
05/01/19	$ 77.97 Million [h]	Robert W. Baird & Co., Inc.	3.885632%	Aaa	AAA

(a) This refunding includes $166,325,000 new money bonds, $1,675,000 premiums, and $16,905,000 refunded bonds, for a total authorization of $168,000,000 from the 2004 and 2008 elections.

(b) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 1998 and 1999.

(c) This series is comprised of taxable Build America Bonds, a program under the American Recovery and Reinvestment Act of 2009.

(d) This series includes $171 million new money bonds as well as refunding bonds from Series 2005A, 2006, 2007, 2008, and 2008A.

(e) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2007, 2008, 2008A, and 2009B.

(f) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2005.

(g) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2008A.

(h) This series includes $78 million new money bonds as well as $9.495 million refunding bonds from Series 2009B.

Commonly Used Acronyms

ADA	Average Daily Attendance
AEIS	Academic Excellence Indicator System
AEP	Alternative Education Program
AFJROTC	Air Force Junior Reserve Officers' Training Corps
AP	Advanced Placement
ARD	Admission, Review and Dismissal
ASAHE	Additional State Aide for Homestead Exemption
ASATR	Additional State Aid for Tax Reduction
ASBO	Association of School Business Officials
ASF	Available School Fund
AVID	Advancement Via Individual Determination
BTIM	Beginning Teacher Induction and Mentoring
CAB	Capital Appreciation Bonds
CAFR	Comprehensive Annual Financial Report
CHPS	Collaborative for High Performance Schools
CIP	Campus Improvement Plan
CISD	Consolidated Independent School District
CTE	Career and Technology Education
CTR	Compressed Tax Rate
DAEP	Disciplinary Alternative Education Program
DCA	District Common Assessment
DTR	District Tax Rate
EC	Early Childhood
EDA	Existing Debt Allotment
EI&M	Efficiency Initiatives and Measures
ELA	English Language Arts
ELL	English Language Learner
EOC	End of Course
ERRP	Early Retiree Reinsurance Program
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESL	English as a Second Language
EUI	Energy Use Intensity
FASRG	Financial Accountability System Resource Guide
FAST	Financial Allocation Study for Texas
FCC	Federal Communications Commission
FFA	Future Farmers of America
FIRST	Financial Integrity Rating System of Texas
FSP	Foundation School Program
FTE	Full Time Equivalent
FY	Fiscal Year
GAAP	Generally Accepted Accounting Principles
GASB	Governmental Accounting Standards Board
GFOA	Government Finance Officers Association
GTG	Good to Great (Klein Forest High School Project)
HB	House Bill
HCAD	Harris County Appraisal District
HGAC	Houston-Galveston Area Council
HSA	High School Allotment
I&S	Interest and Sinking

IB	International Baccalaureate
IBA	International Business Academy
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
EMAT	Educational Materials System
IMA	Instructional Materials Allotment
ISD	Independent School District
ISS	In-School Suspension
JJAEP	Juvenile Justice Alternative Education Program
KISD	Klein Independent School District
KQSS	Klein Quality School Survey
LEA	Local Educational Agency
LEP	Limited English Proficiency
LFA	Local Fund Assignment
M&O	Maintenance and Operations
MAC	Medicaid Administrative Claiming Program
MBA	Meritorious Budget Award
NIFA	New Instructional Facilities Allotment
NSLP	National School Lunch Program
OSS	Out of School Suspension
P.E.	Physical Education
PASA	Population and Survey Analysts
PBIS	Positive Behavioral Incentives and Support
PBMAS	Performance-Based Monitoring Analysis System
PC	Position Control
PEIMS	Public Education Information Management System
PFIA	Public Funds Investment Act
PLC	Professional Learning Community
Pre-K / PK	Pre-Kindergarten
IFA	Instructional Facilities Allotment
PSF	Permanent School Fund
RPAF	Regular Program Adjustment Factor
S&P	Standard & Poor's Rating Service
SBEC	State Board for Educator Certification
SCE	State Compensatory Education
SFSF	State Fiscal Stabilization Fund
SHARS	School Health and Related Services
SSVI	State Supplemental Visually Impaired
STAAR	State of Texas Assessments of Academic Readiness
TAKS	Texas Assessment of Knowledge & Skills
TAPR	Texas Academic Performance Report
TATEKS	Technology Applications TEKS
TBSI	Technology Baseline Standards Initiative
TEA	Texas Education Agency
TEC	Texas Education Code
TEKS	Texas Essential Knowledge and Skills
TELPAS	Texas English Language Proficiency Assessment System
TEP	Therapeutic Education Program
THECB	Texas Higher Education Coordinating Board
TPSP	Texas Performance Standards Project
TRE	Tax Rate Election
TRS	Teacher Retirement System
UIL	University Interscholastic League
WADA	Weighted Average Daily Attendance

Education Terms and Abbreviations

Academic Excellence Indicators System (AEIS): See Texas Academic Performance Reports (TAPR)

Accountability Ratings: The Accountability Ratings System rates campuses and districts as exemplary, recognized, acceptable, and low performing based on the percentage of students who pass the state assessment instruments and the dropout rate.

Accrue: To record revenues when earned or when levies are made, and to record expenditures as soon as they result in liabilities, regardless of when the revenue is actually received or the payment is actually made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds.

Actual Tax Rate or Nominal Tax Rate: The tax rate adopted by school districts and used to calculate tax bills.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is part of the federal No Child Left Behind Act. Under this legislation, states establish what each child must learn every year. Curriculum learning objectives are set in Texas through the Texas Education Agency. The indicators for AYP in Texas schools include the State of Texas Assessments of Academic Readiness (STAAR) and for the final year (2011-12) the Texas Assessment of Knowledge and Skills (TAKS) results for reading/English Language Arts (ELA) and mathematics at grades 3-8 and 10 for the following sub-groups: All students, African American, Hispanic, White, and Economically Disadvantaged students, Limited English Proficient and Special Education.

American Recovery and Reinvestment Act of 2009 (ARRA): Enacted by the 111th United States Congress, the ARRA is an act making supplemental appropriations for job preservation and creation, infrastructure investment, energy efficiency and science, assistance to the unemployed, and state and local fiscal stabilization, and for other purposes. ARRA ended on September 30, 2012.

Alternative Teacher Education Programs: Some institutions of higher education, education service centers, and large school districts have been approved by the State Board for Educator Certification to operate alternative programs of preparation for teachers and administrators. These programs involve university coursework or other professional development experiences, as well as intense mentoring and supervision during the candidate's first year in the role of educator. In addition, some regional education service centers offer alternative programs of preparation similar to the school-based programs.

Appropriation: An authorization granted by a legislative body to make expenditures and to incur obligations for specific purposes. An appropriation is usually limited in amount and as to the time when it may be expended.

Assessed Valuation: A valuation is set upon real estate or other property by the County Appraisal District to be used as a basis for levying taxes.

Association of School Business Officials International (ASBO): The Association of School Business Officials International, founded in 1910, is a professional association that provides programs and services to promote the highest standards of school business management practices, professional growth, and the effective use of educational resources.

Available School Fund (ASF): The ASF is made up of earnings from the Permanent School Fund, constitutionally dedicated motor-fuel taxes, and other miscellaneous revenue sources. The bulk of ASF revenue is distributed on a per-capita basis to all school districts. A portion provides funding for textbooks and technology.

Average Daily Attendance (ADA): A method of counting students for the purpose of providing state aid to school districts. Currently, Texas counts students in attendance each day and averages the attendance count over the year.

Balanced Budget: A budget with revenues equal to expenditures, and neither a budget deficit nor a budget surplus.

Basic Allotment: The basic allotment is the initial or starting number that, after adjustment, is used to calculate foundation program costs and state aid to school districts. The 2016-17 Basic Allotment is $5,140 per student.

Bonds: (See "General Obligation Bonds")

Budget: A plan of financial operation embodying an estimate of proposed expenditures for a given period or purpose and the proposed means of financing them.

Campus or Campus Program Charter: A local school board may grant a charter to parents and teachers of a campus within the district if the board receives a petition signed by the parents of a majority of the students at the campus and a majority of teachers at the campus. The Texas Education Code also permits two or more campuses to form a cooperative charter program. Other charters are home-rule school district charters and open-enrollment charters.

Capital Appreciation Bond (CAB): A bond that is issued at a deep discount and does not have a stated coupon rate. Both principal and interest are due and payable at maturity.

Capital Assets (aka Fixed Assets): Capital assets are tangible in nature; long-lived (have a life of longer than one year); of a significant value at purchase or acquisition time; and are reasonably identified and controlled through a physical inventory system. They may include land, improvements to land, easements, buildings, building improvements, vehicles, machinery, furniture and other equipment which are intended to be held or used over a long period of time. "Fixed" denotes probability or intent to continue use of an asset and does not indicate immobility.

Caps: A general term that describes statutory limits on tax rates, revenues, or increases in school district expenditures.

Chapter 41: Chapter 41 of the Texas Education Code (TEC) makes provisions for certain school districts to share their local tax revenue with other school districts. Districts are designated as either property wealthy or property poor. The relative wealth of the school district is measured in terms of the taxable value of property that lies within the school district borders divided by the number of students in weighted average daily attendance (WADA). The funds that are distributed by the property-wealthy districts are "recaptured" by the school finance system to assist with financing of public education in school districts that are property poor.

Chapter 41 Options: In accordance with the provisions of TEC Chapter 41, a Chapter 41 district has five options available to reduce its property wealth per WADA. These may be exercised singly or in combination. Chapter 41 districts may choose to: (1) Consolidate with another district, (2) Detach property, (3) Purchase attendance credits from the state, (4) Contract to educate non-resident students from a partner district, and (5) Consolidate tax bases with another district.

Collaborative for High Performance Schools (CHPS): A non-profit organization dedicated to improving student performance and the educational experience by building the best possible schools with regard to school design, construction and operation.

Compensatory Education: The state compensatory education allotment provides additional financial support to school districts to teach educationally disadvantaged pupils and underachieving students. A program of compensatory education should provide additional services and instructional support, beyond the regular program, to help students compensate for academic deficiencies and may include programs for at-risk students. The allotment is based upon the number of students participating in the federal free or reduced-price lunch program.

Completion Rate: A longitudinal measure that shows the status of students expected to graduate, starting with their first attendance in ninth grade.

Comprehensive Annual Financial Report (CAFR): A financial report that encompasses all funds and component units of the government. The CAFR should contain (a) the basic financial statements and required supplementary information, (b) combining statements to support columns in the basic financial statements that aggregate information from more than one fund or component unit, and (c) individual fund statements as needed. The CAFR is the governmental unit's official annual report and also should contain introductory information, schedules necessary to demonstrate compliance with finance-related legal and contractual provisions, and statistical data.

Conforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list includes textbooks that address all of the adopted Texas Essential Knowledge and Skills (TEKS) for the subject and grade level and that meet applicable physical specifications. (See "Nonconforming Textbook List")

Cost of Education Index (CEI) or Adjustment: An index the state uses to adjust the basic allotment to account for geographic or other cost differences beyond local school district control. The current index in the District is 1.16, and has not been updated since 1990.

County Appraisal District (CAD): Each county (some multi-counties) has established an appraisal district office that is responsible for maintaining taxable real and personal property records and placing a value on all property for taxation purposes. A chief appraiser, an individual appointed by an appraisal district board of directors, heads the CAD office. The appraisal district board is, in turn, elected by certain taxing entities.

Debt Service: (See "Interest and Sinking Fund")

Disciplinary Alternative Education Programs (DAEP): The law requires school districts to set up an educational setting for students who engage in certain illegal conduct or for students who violate certain provisions of the school district's code of conduct. The DAEP must provide for students' educational and behavioral needs. Districts must allocate to a DAEP the same expenditure per student that would be allocated if the student were attending the regularly assigned program, including a special education program.

Distinguished Budget Presentation Award (Budget Awards Program): The Government Finance Officers Association (GFOA) established the Distinguished Budget Presentation Awards Program (Budget Awards Program) in 1984 to encourage and assist state and local governments to prepare budget documents of the very highest quality that reflect both the guidelines established by the National Advisory Council on State and Local Budgeting and the GFOA's recommended practices on budgeting and then to recognize individual governments that succeed in achieving that goal. Documents submitted to the Budget Awards Program are reviewed by selected members of the GFOA professional staff and by outside reviewers with experience in public-sector budgeting.

District-Level Decision-Making Process: The school board annually approves district and campus performance objectives and assures that district and campus plans are mutually supportive and, at a minimum, meet the state's educational goals. Each district has a district improvement plan that is developed, evaluated, and revised each year by the superintendent, with the assistance of the district-level decision-making committee.

Dropout Rate (Annual): The annual dropout rate is the count of all students identified as a dropout after being absent without an approved excuse or document transfer and does not return to school by the fall of the following year; or completes the school year but fails to re-enroll the following school year. The dropout rate is all official dropouts summed across all grades (7 through 12) divided by the number of students summed across all grades (7 through 12). The annual dropout rate is different than a longitudinal rate, which compares the number of students who began school together in the seventh grade and who eventually graduate.

Early Retiree Reinsurance Program (ERRP): Included in the Affordable Care Act, the Early Retiree Reinsurance Program (ERRP) provides financial assistance to employment based health sponsors (including schools and educational institutions) seeking to maintain access to quality, affordable health coverage.

Education Service Center (ESC): In 1967, twenty (20) state service centers were established by the Texas Legislature to provide school districts with professional development training and technical assistance that support statewide goals for school improvement.

Educator Certification: Every person certified to teach in Texas must hold a bachelor's degree with coursework in three areas: (1) a broad general education, (2) an academic specialization(s), and (3) teaching knowledge and abilities. The exceptions to the degree requirement are certain career and technology certificates issued on the basis of work experience. Additionally, candidates for certification must demonstrate basic academic skills by passing tests in reading, mathematics, and writing before admission to a teacher-preparation program or must show evidence of these skills on other appropriate alternative assessments.

Effective Tax Rate: State law in Texas prescribes a formula for calculating the effective tax rate for districts. The net effect of the formula is to produce a tax rate that goes down when property values rise (and vice versa) to generate a rate that produces approximately the same revenue as the year before. The formula makes adjustments for additional debt service, newly annexed property, and newly constructed property. This tax rate is an important element of the annual truth-in-taxation process.

Energy Use Intensity (EUI): Energy use intensity (EUI) expresses a building's energy use as a key function of its size or other characteristics. EUI represents energy consumed per square foot per year.

Equity: In school finance, the term generally refers to fair or equal distribution of resources for schooling, taking into account student differences and school district characteristics. The standard used by the Texas Supreme Court is a taxpayer equity standard, which means similar revenue for similar tax effort. In other words, the school finance system is to be property wealth neutral: a district's property tax base should have little or no impact on its ability to generate funding from the Foundation School Program.

Existing Debt Allotment (EDA) Program: The Existing Debt Allotment (EDA) program. The EDA provides tax rate equalization for local debt service taxes, operates without applications, and has no award cycles. Each school district is guaranteed a specified amount per student in state and local funds for each cent of tax effort to pay the principal of and interest on general obligation bonds. The district must have made a payment on the bonds on or before August 31, 2015. The current existing debt tax rate may not exceed $0.29 per $100 of valuation.

Foundation School Program (FSP): A program for the financial support of a basic instructional program for all Texas school children. Money to support the program comes from the Permanent School Fund, Available School Fund, Foundation School Fund, state general revenue, and local property taxes. The state establishes a foundation level and sets, for each district, a calculated contribution level called the local fund assignment (LFA). The greater a district's property wealth, the higher the LFA. State aid makes up the difference between the LFA and the foundation level. Currently, the FSP consists of three parts or tiers. The first tier provides funding for a basic program. The second tier provides a guaranteed-yield system so that school districts have substantially equal access to revenue sufficient to support an accredited program. The third tier equalizes debt service requirements for existing facilities debt.

Foundation School Program Tax Rate: This is the rate used in calculating state aid to school districts. It is calculated by dividing actual collections by the prior year's taxable value determined by the state property tax division of the state comptroller's office.

Full-Time Equivalent (FTE): Measures the extent to which one individual or student occupies a full-time position or provides instruction, e.g., a person who works four hours a day or a student that attends a half of a day represents a .5 FTE. When FTE counts are included in reports they represent the aggregate of all FTE percentages, e.g., if one teacher provides four hours of instruction and four others provide one hour, together they represent one FTE.

Fund: A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts recording cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, which are segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

Fund Balance: Also known as "fund equity", is the difference between governmental fund assets and liabilities.

Fund Types: There are three types of funds. (1) ***Governmental*** funds are accounting segregations of financial resources; (2) ***Proprietary*** Fund reporting focuses on the determination of net income, changes in net assets (or cost recovery), financial position, and cash flows; and (3) ***Fiduciary*** fund reporting focuses on net assets and changes in net assets.

Fiscal Year (FY): A fiscal year is the twelve-month period that an organization uses for budgeting, forecasting and reporting. The fiscal year of a school district begins on July 1 or September 1 of each year, as determined by the board of trustees of the district, and end 12 months later. Fiscal years are identified according to the year in which they end

General Obligation Bonds: Negotiable coupon bonds for the construction, acquisition and equipping of school buildings; the acquisition of land; energy conservation measures; refinancing of property financed under a contract entered under Subchapter A, Chapter 271, Local Government Code that pledge the full faith and credit of the school district; and the purchase of new school buses. Such bonds may be issued in various series or issues with a maturity not to exceed 40 years (TEC 45.003). General obligation bonds are usually either term bonds or serial bonds.

Good to Great Program (GTG): The Good to Great Program, also known as the *Klein Forest High School Project*, was implemented in 2012-13 as a school reform initiative to prepare students for post high school success. The project was broadened in 2013-14 to include all intermediate and elementary schools that feed into Klein Forest High School. Phase II extends the school day by thirty (30) minutes at the intermediate schools as well as adding an instructional coach at each intermediate feeder campus and four additional teachers at each elementary campus within the Klein Forest feeder pattern. Phase III began in 2014-15 to include five elementary campuses not yet designated as Title I campuses with economically disadvantaged student enrollment greater than 40%.

Government Finance Officers Association (GFOA): An association of public finance professionals founded in 1906 as the Municipal Finance Officers Association. The GFOA has played a major role in the development and promotion of Generally Accepted Accounting Principles (GAAP) for state and local government since its inception, and has sponsored the Certificate of Achievement for Excellence in Financial Reporting Program since 1946 and the Distinguished Budget Presentation Award Program since 1984.

Grant: A contribution by one governmental unit to another. The contribution is usually made to aid in the support of a specified function (for example, special education), but it is sometimes also for general purposes.

Guaranteed Yield: Tier 2 in the Foundation School Program guarantees a specific revenue yield per student per penny of local tax effort. The state makes up the difference between the district tax levy per student and the guaranteed yield per student by enriching the local M&O tax effort. Current state aid formulas provide a Guaranteed Yield of $77.53 per weighted student. Tier 3 funding provides a guaranteed yield of $31.95 per weighted student.

High School Allotment (HSA): The High School Allotment (HSA), created by the Texas Legislature in 2006, provides funding based on average daily attendance in grades 9 through 12. The Texas Education Agency distributes funds to districts as part of the regularly scheduled Foundation School Program payments. These funds assist in preparing underachieving students to enter institutions of higher education, encouraging students to pursue advanced academic opportunities through academically rigorous courses, and supporting other high school completion and success initiatives in grades 6 through 12 approved by the commissioner of education.

Independent School District (ISD): The Texas Constitution permits the state Legislature to create school districts. Each district operates its schools and assesses property taxes within the district to support, in part, the schools. The term independent refers to the fact that the school district is not a part of city or county government and has independent budgeting and taxing authority. ISDs are governed by locally elected boards of trustees.

Individualized Education Program (IEP): A document required by federal law that details the special education requirements for each disabled student and explains how the school intends to address the student's needs. An IEP is intended to help ensure that disabled students have equal access to public education in the least restrictive environment.

Individuals with Disabilities Education Act (IDEA): The purposes of the Individuals with Disabilities Education Act (IDEA) are to: (1) ensure that all children with disabilities have available to them a free appropriate public education which emphasizes special education and related services designed to meet their unique needs; (2) ensure that the rights of children with disabilities and their parents or guardians are protected; (3) assist states, localities, educational service agencies, and federal agencies in providing for the education of all children with disabilities; and (4) assess and ensure the effectiveness of efforts to educate children with disabilities.

International Business Academy (IBA): The International Business Academy (IBA) at Klein Forest High School is a magnet program that began during the 2007-2008 school year. Open to students currently in grades 8 and 9, this program is based on application and encompasses the high school core curriculum with courses emphasizing business, foreign language, and global culture.

Instructional Facilities Allotment (IFA): Since 1997, the IFA has provided funds to school districts to help pay for debt service. The mechanism for computing the state and local share of the IFA payment is a guaranteed-yield formula. Low-wealth school districts and school districts not already participating in the IFA program have priority in receiving IFA funding for construction or lease purchase of new instructional facilities.

Instructional Materials Allotment (IMA): Legislation from the 82nd Texas Legislature created the IMA for the purchase of instructional materials, technological equipment and technology-related services. A school district is entitled to an annual allotment from the state instructional materials fund for each student enrolled in the district on a date during the preceding school year specified by the commissioner.

Interest and Sinking Fund (I&S) Tax: Also called the debt service tax. A tax levied by school districts to pay for bonded indebtedness, usually for construction of facilities and other capital needs.

Juvenile Justice Alternative Education Program (JJAEP): In counties with populations greater than 125,000, the juvenile board must develop a juvenile justice AEP approved by the Texas Juvenile Probation Commission. In these larger counties, students who engage in conduct requiring expulsion under Chapter 37 of the Texas Education Code must be placed in a JJAEP.

Klein Forest High School Project: The Klein Forest High School Project, also referred to as the *Good to Great Program*, is a school reform initiative implemented in 2012-13 to prepare students for post high school success. The program strives to address staff and student shortcomings as well as community and stakeholder involvement, and to provide increased and priority-driven district oversight.

Limited English Proficient (LEP): An English Language Learner whose overall English proficiency in listening, speaking, reading, and writing is at the Intermediate or Advanced stages; students at this level are able to understand and be understood in many to most social communication situations, are gaining increased competence in the more cognitively demanding requirements of content areas, but are not yet ready to fully participate in academic content areas without linguistic support.

Local Fund Assignment (LFA): The portion of the foundation program allotment required to be paid by school districts using the local property tax. The greater the property wealth of the district, the higher the LFA and the lower the amount of state aid the district will receive. (See also Foundation School Program)

Maintenance and Operations (M&O) Tax: A local school district property tax rate that raises revenue to be used for any legal purpose to operate and maintain the district's schools.

Medicaid Administrative Claiming Program (MAC): The Medicaid Administrative Claiming Program (MAC) is a cost-based reimbursement methodology providing state affiliated public agencies the opportunity to submit reimbursement claims for administrative activities that support the Medicaid program.

Meritorious Budget Award (MBA): The Meritorious Budget Award was designed by the Association of School Business Officials International and school business management professionals to enable school business administrators to achieve a standard of excellence in budget presentation. The program helps school systems build a solid foundation in the skills of developing, analyzing, and presenting a budget. The Meritorious Budget Award is only conferred to school systems that have met or exceeded the Meritorious Budget Award Program Criteria.

Modified Accrual Basis of Accounting: Basis of accounting according to which (a) revenues are recognized in the accounting period in which they become available and measurable and (b) expenditures are recognized in the accounting period in which the fund liability is incurred, if measurable, except for unmatured interest on general long-term debt and certain similar accrued obligations, which should be recognized when due.

National School Lunch Program (NSLP): A federally assisted meal program operating in more than 101,000 public and non-profit private schools across the nation. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

New Instructional Facility Allotment (NIFA): The Texas Education Code (TEC), §42.158, enacted by Senate Bill 4 of the 76th Texas Legislature, 1999, created the New Instructional Facilities Allotment (NIFA) for public school districts and open-enrollment charter schools. The legislature did not provide funding under this allotment for the 2011–2012 through 2014–2015 school years. However, funding has been made available since the 2015-2016 school year. This allotment provides operational expenses associated with the opening of a new instructional facility. The NIFA is available to all public school districts and open-enrollment charter schools that construct new instructional facilities that meet the requirements of the statute and rules.

Nonconforming Textbook List: One of two lists to which the State Board of Education assigns textbooks it adopts. This list must include textbooks that address at least half of the adopted Texas Essential Knowledge and Skills (TEKS) for the subject and grade level and meet applicable physical specifications. (See "Conforming Textbook List")

Nondisciplinary Alternative Education Program (AEP): Many school districts establish nondisciplinary alternative education programs for dropout prevention and to address the unique needs of the small percentage of students who do not "fit" the traditional secondary schools. Districts must allocate to an AEP the same expenditure per student that would be allocated if the student were attending the regularly assigned program, including a special education program.

Permanent School Fund (PSF): The Permanent School Fund was created with a $2,000,000 appropriation by the Texas Legislature in 1854 expressly for the benefit of the public schools of Texas. The Constitution of 1876 stipulated that certain lands and all proceeds from the sale of these lands should also constitute the PSF. Additional acts later gave more public domain land and rights to the PSF.

Personal Identification Database (PID): The Person Identification Database (PID) system is used by the Texas Education Agency (TEA) to manage and store identifying information on individuals who are reported to TEA through the Public Education Information Management System (PEIMS). The PID system includes records for students and teachers. The purpose of the PID system is to ensure that each time data is collected for the same individual, certain pieces of basic identifying information match.

Position Control (PC): Position Control refers to a system of tracking personnel data based on positions rather than employees. It provides a framework for all jobs within the District by assigning a unique ID (assignment code) to track each approved unit without regard to whether the job currently has an incumbent or not.

Professional Learning Communities (PLC): Professional Learning Communities are comprised of a core group of academic teachers who work and plan together to provide a unique learning opportunity for students in all grade levels. The teachers provide a common road map for students assigned to this team, helping students achieve their goals.

Public Education Information Management System (PEIMS): A data management system that includes information on student demographics, performance, school district budgets, teacher salaries, etc. The information for PEIMS is transmitted from local school districts to the Texas Education Agency by the education service centers.

Public Information Act (PIA): PIA defines public information as information collected, assembled, or maintained under law or in connection with a governmental body's transaction of official business. PIA provides that public information must be made available to the public upon request during the normal business hours of the district, unless an exception applies that allows or requires that the information not be made public.

Refined Average Daily Attendance (ADA): Refined ADA is based on the number of days of instruction in the school year. The aggregate eligible days attendance is divided by the number of days of instruction to compute the refined average daily attendance.

Rollback: Rollback is a taxpayer relief mechanism that allows local voters to contravene the school board's maintenance and operations (M&O) tax rate if it exceeds a certain level. If the school board adopts an M&O tax rate that exceeds the rollback tax rate, the district must call an election so voters can determine whether to ratify the adopted tax rate. The rollback rate is equal to the tax rate that would provide the same local taxes and state aid per weighted average daily attendance as was available the previous year plus $0.04. A tax rate that exceeds the rollback tax rate will automatically trigger an election to limit school taxes on a date not less than 30 days or more than 90 days after the tax rate is adopted.

If the election to limit school taxes is successful, the tax rate the district may impose for the current year is limited to the calculated rollback tax rate.

School Board Authority: Statute gives local school boards the exclusive power and duty to govern and oversee the management of the public schools. Powers and duties not specifically delegated to the Texas Education Agency or the State Board of Education are reserved for local trustees.

School Health and Related Services (SHARS): The School Health and Related Services (SHARS) program allows Texas school districts to request Medicaid reimbursement for certain health-related services. The Admission, Review, and Dismissal (ARD) committee determines SHARS services. Services must be medically necessary and reasonable to ensure that children with disabilities are able to participate in the educational program. SHARS reimbursement is provided for children who meet all of the following requirements: are 20 years of age and younger and eligible for Medicaid, meet eligibility requirements for special education described in the Individuals with Disabilities Education Act (IDEA), and have Individualized Education Program (IEPs) that prescribe the needed services. Services covered by SHARS include: audiology services, counseling, nursing services, occupational therapy, personal care services, physical therapy, physician services, psychological services (including assessments), speech therapy, and transportation in a school setting. Qualified personnel who are under contract with or employed by the school district must provide SHARS services.

State Board for Educator Certification (SBEC): SBEC is a quasi-independent body that gives educators more authority to govern the standards of their profession. SBEC regulates and oversees all aspects of the certification, continuing education, and standards of conduct of public school educators. As a state agency, SBEC is responsible for certification testing, accountability programs for educator preparation programs, and certification of teachers and administrators.

State Board of Education (SBOE): A 15-member body elected by general election (staggered, four-year terms) from various regions statewide to provide leadership and to adopt rules and policies for public education in the state. The board's primary responsibility is to manage the Permanent School Fund.

State of Texas Assessments of Academic Readiness (STAAR): The State of Texas Assessments of Academic Readiness (STAAR) assessment replaced the Texas Assessment of Knowledge and Skills (TAKS), in the 2011-2012 school year. STAAR contains five (5) end-of-course exams required for graduation in addition to grade 3-8 assessments mandated by HB 3 in the 2009 legislative session. The tests are significantly more rigorous than previous tests and measure a child's performance as well as academic growth.

Teacher Retirement System (TRS): TRS delivers retirement and related benefits authorized by law for members and their beneficiaries.

Technical Assistance Team (TAT): If a campus that is rated academically acceptable for the current school year would be rated as academically unacceptable if performance standards to be used for the following school year were applied to the current school year, the commissioner shall select and assign a technical assistance team. The TAT will assist the campus in executing a school improvement plan and any other school improvement strategies the commissioner determines appropriate.

Texas Academic Performance Reports (TAPR): Formerly known as the AEIS (Academic Excellence Indicator System) reports, which pull together a wide range of information annually on the performance of students in each school and district in Texas. The reports also provide extensive information on staff, programs, and demographics for each school and district.

Texas Assessment of Knowledge and Skills (TAKS): TAKS was a criterion-referenced test used in Texas schools between 2003 and 2011. It contained tests in reading in grades 3 through 9; language arts in grades 10 and 11; writing in grades 4 and 7; science in grades 5, 10, and 11; social studies in grades 8, 10, and 11; and mathematics in grades 3 through 11. The 11th grade exit-level test assesses English III, algebra I, geometry, biology, integrated chemistry and physics, early American and U.S. history, world geography, and world history. Beginning in 2011-2012, the STAAR test replaced the TAKS. (See "State of Texas Assessments of Academic Readiness")

Texas Education Agency (TEA): The administrative and regulatory unit for the Texas public education system managed by the commissioner of education. TEA is responsible for implementing public education policies as established by the Legislature, State Board of Education, and commissioner of education.

Texas Essential Knowledge and Skills (TEKS): Subject-specific state learning objectives adopted by the State Board of Education. The State of Texas Assessments of Academic Readiness (STAAR) tests are aligned with the TEKS.

Texas Open Meetings Act (TOMA): The Texas Open Meetings Act was adopted in 1967 to help make governmental decision-making accessible to the public. It requires meetings of governmental bodies to be open to the public, except for expressly authorized closed sessions and to be preceded by public notice of the time, place and subject matter of the meeting.

Therapeutic Education Program (TEP): The Therapeutic Education Program (TEP) helps students acquire the academic, social, and behavioral skills necessary for improving general education participation. TEP serves kindergarten through twelfth grade in a comprehensive program that serves emotionally disturbed, learning disabled, and other health impairment students.

Tier One: State guaranteed basic funding allotments per student.

Tier Two: State guaranteed revenues per student per penny of local tax effort to provide operational funding for an "enriched" educational program.

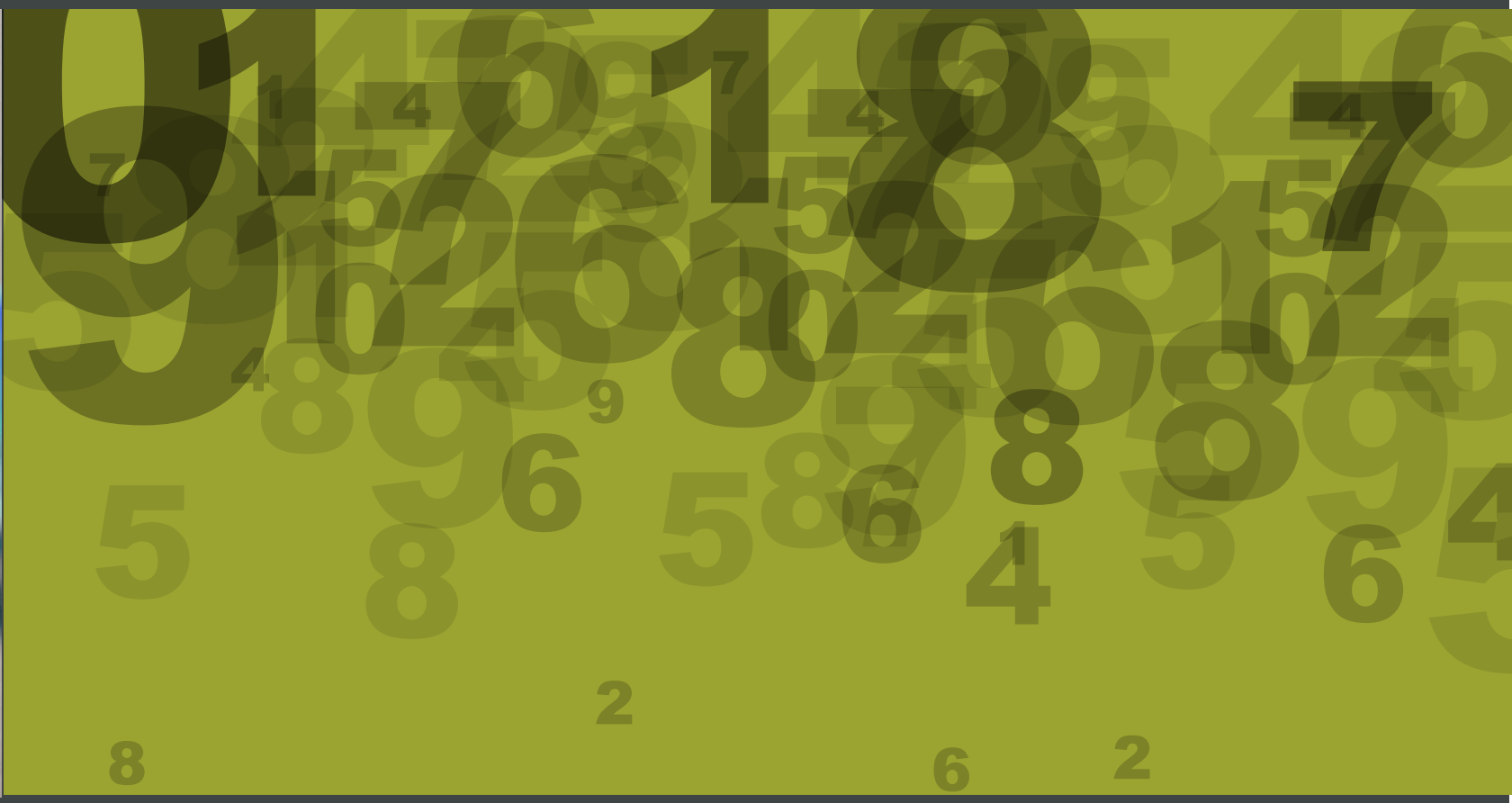
Truth-in-Taxation: School districts are required to calculate two rates after receiving a certified appraisal roll from the chief appraiser – the effective tax rate and the rollback tax rate. School districts are not required to publish the effective tax rate, but must publish the rollback rate in a public meeting notice. The school board must determine the effective tax rate and the rollback tax rate; decide how much revenue it needs and calculate the rate required to raise that amount; concurrently post a budget summary on its web site and publish notice on the budget and proposed tax rate; hold a hearing on the budget and proposed tax rate; adopt a budget and then adopt the tax rate; and administer a rollback election if the adopted rate exceeds the rollback rate.

United States Department of Agriculture (USDA): A Federal department, founded in 1862, responsible for administering the National School Lunch Program and reimbursing participating schools' food service departments for the meals served to students. The USDA administers over 300 programs worldwide, including the School Breakfast Program, Child and Adult Care Food Program, and the Summer Food Service Program.

University Interscholastic League (UIL): The governing organization for most public school extracurricular activities operated through The University of Texas at Austin. Rulemaking authority for the UIL lies with its members and the State Board of Education.

Wealth per Student: In school finance, Wealth per Student is measured by dividing the taxable value of property, as determined under Section 11.86, Texas Education Code, by the number of students in Weighted Average Daily Attendance (WADA).

Weighted Average Daily Attendance (WADA): In Texas, students with special educational needs are weighted for funding purposes to help recognize the additional costs of educating those students. Weighted programs include special education, career and technology, bilingual, gifted and talented, and compensatory education. A weighted student count is used to distribute guaranteed-yield funding and establish Chapter 41 thresholds.



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