



2020-2021 ADOPTED BUDGET

FOR THE FISCAL YEAR ENDING JUNE 30, 2021

Klein Independent School District

Administrative Office
7200 Spring Cypress Road, Klein, Texas 77379-3215
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www.kleinisd.net

2020 - 2021 Adopted Budget July 1, 2020 - June 30, 2021

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KLEIN INDEPENDENT SCHOOL DISTRICT
2020-2021 ADOPTED BUDGET

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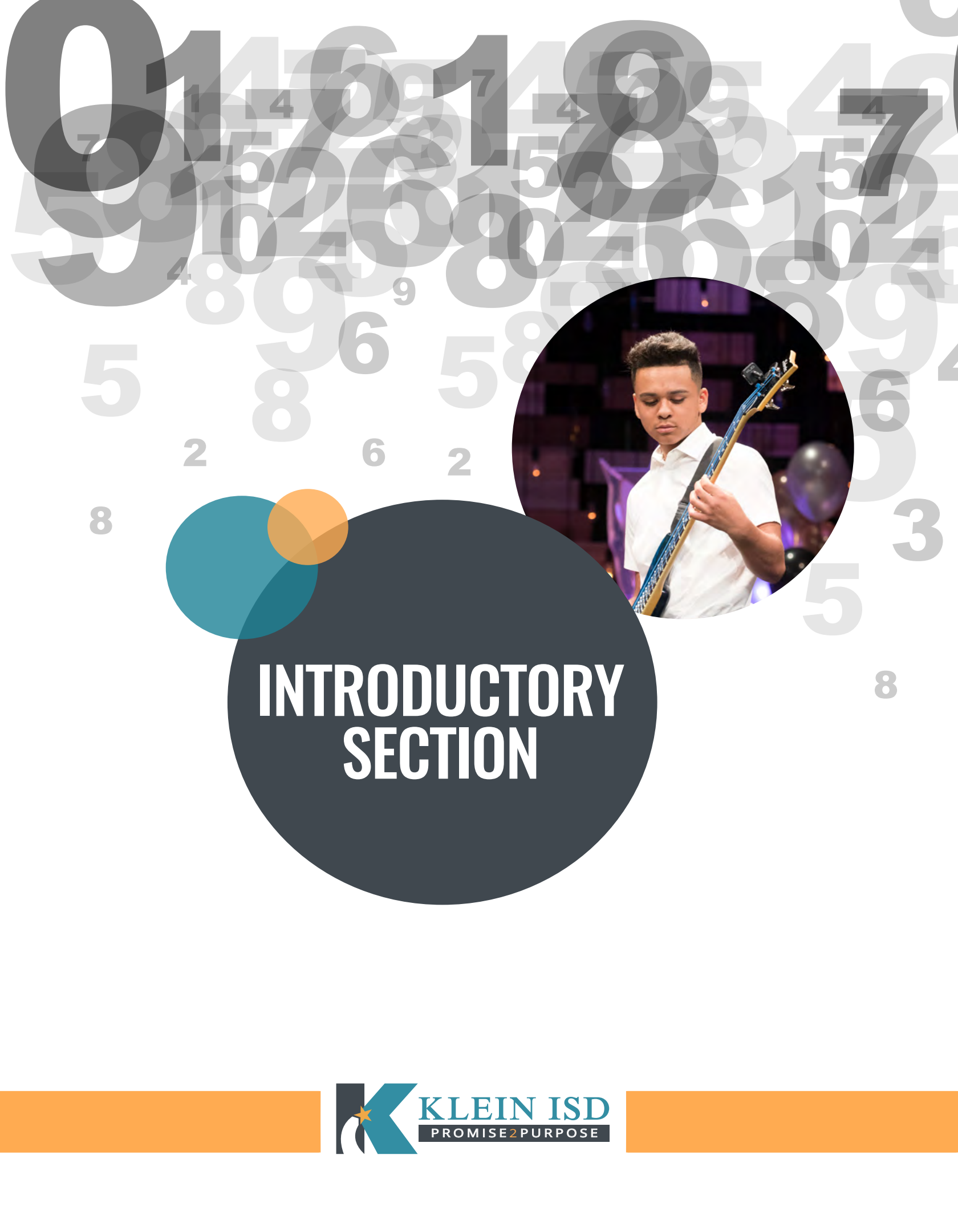
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INTRODUCTORY SECTION

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Executive Summary Fiscal Year 2020-2021

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 2020-2021 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 2020-2021 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-seven (67) 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 2020-2021 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 2020-2021 district goals include:

- Klein ISD will build on strong academic performance and improve excellent and equitable outcomes for EVERY student.
- Klein ISD will build capacity and ownership across the organization by having clearly defined roles and processes that are documented and operationalized with a focus on sustaining safe operations in the COVID-19 environment.
- Klein ISD will build trust and improve open, honest two-way communication, equipping EVERY leader to be culturally responsive.

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.

Roadmap to Reopening

In the spring, the District facilities were closed due to COVID-19 emergency response. The Reopening Design Team

was established and began work to prepare for a successful 2020-2021 school year. This group of leaders from departments and all campus levels worked in conjunction with the district's senior and campus leadership to develop plans for maintaining continuity of instruction for students, maintaining operations of Klein ISD, and prioritizing the health and safety of students and staff.

As part of the design process, this team reviewed all feedback from the community, staff, students, and families. The District prioritized the well-being of students and staff, and developed health & safety expectations. As conditions change, these health guidelines may be modified as advised by local, state, and national officials.

After listening and gathering feedback from students, families, and employees and carefully examining current and ever-evolving guidance from local health officials and the Texas Education Agency, Klein ISD determined it best to offer Klein ISD families a choice of two learning options for the 2020-2021 school year: Klein On Campus and Klein Online. Both new and returning Klein ISD families indicated their choice for each of their students in the Annual Student Information Update in the Skyward system, to ensure every student had a schedule ready for the first day of school. Families also indicated their availability of internet access at home for all students and availability of devices for their elementary-aged student(s), so that the District could plan appropriate support. This choice is a commitment for students for the first quarter of school.

On December 9, 2019, the Klein ISD 2020-21 School Calendar was approved by the Board of Trustees with a start date of August 19, 2020. Due to circumstances arising from the current COVID-19 pandemic, the District recommended revising the 2020-21 School Calendar to delay the start date. On August 10, 2020, the Board of Trustees approved a revised 2020-2021 school calendar, including moving the start of the 2020-2021 school year for all students to Tuesday, September 8, 2020. Students will begin either in Klein Online or Klein On Campus, based on the enrollment verification completed by families. The last day of instruction is still prior to Memorial Day, which remains unchanged in the revised calendar.

Klein ISD remains committed to the health and wellness of staff and students, excellent and equitable student learning experiences, and safe operation of all our facilities. The goal of Klein ISD is to welcome students back with full programming as soon as possible and ready for a safe and successful school year.



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.

Starting in November 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 2020-2021 budget.

January 2020	<ul style="list-style-type: none"> • Prepare budget worksheets for 2020-2021 • Review staffing formulas for all staff (General Ed, Special Ed, CTE, SCE, Bilingual, etc.) • Publish budget timeline for campuses and department • Share General Fund budget preparation documents with campuses and departments including historical budget information for planning
February 2020	<ul style="list-style-type: none"> • Spring Staffing Committee Meeting • Discuss revenue forecasts and financial outlook • Conduct one-on-one training sessions for budget managers
March 2020	<ul style="list-style-type: none"> • Review and compile 2020-2021 campus and department budget allocation requests • State & Federal programs department sends 2020-2021 SCE allocations to campuses • Cabinet Review of department ZBB proposed budgets and Supplemental Allocation Request – Campus and Department
April 2020	<ul style="list-style-type: none"> • All campus and department budgets entered into eFinancePlus • Review and recommend additional 2020-2021 Special Education personnel requests
May 2020	<ul style="list-style-type: none"> • Calculate 2020-2021 payroll estimates and post in eFinancePlus system • Prepare State Funding Template based on estimate of Certified Values from HCAD • E-mail special revenue budget preparation worksheets
June 2020	<ul style="list-style-type: none"> • Submit 2020-2021 Preliminary Budget document to Cabinet • Conduct 2020-2021 budget workshop with Board of Trustees and Cabinet <ul style="list-style-type: none"> ◦ Timeline ◦ Budget assumptions to date ◦ Budgets for General Fund and Debt Service • Collect, review, and load 2020-2021 special revenue budget allocation requests • Public Hearing on 2020-2021 Proposed Budget • Adopt 2020-2021 Budget
July 2020	<ul style="list-style-type: none"> • Post and distribute all 2020-2021 adopted budgets
August 2020	<ul style="list-style-type: none"> • Present first 2020-2021 Budget Review to Board of Trustees • Update TEA compliance monitoring reports
October 2020	<ul style="list-style-type: none"> • Publish Hearing on Tax Rate and Proposed Budget • Adoption of 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 2020-2021 are:

- Create and offer a 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 – The compensation plan recommended by district leadership and approved by the Board includes the following salary increases:

- Teacher pay increased \$1,200,
- Starting teacher pay increased from \$55,550 to a competitive \$56,500, and
- All other employees received a pay increase of 2 percent of control point plus market adjustments.

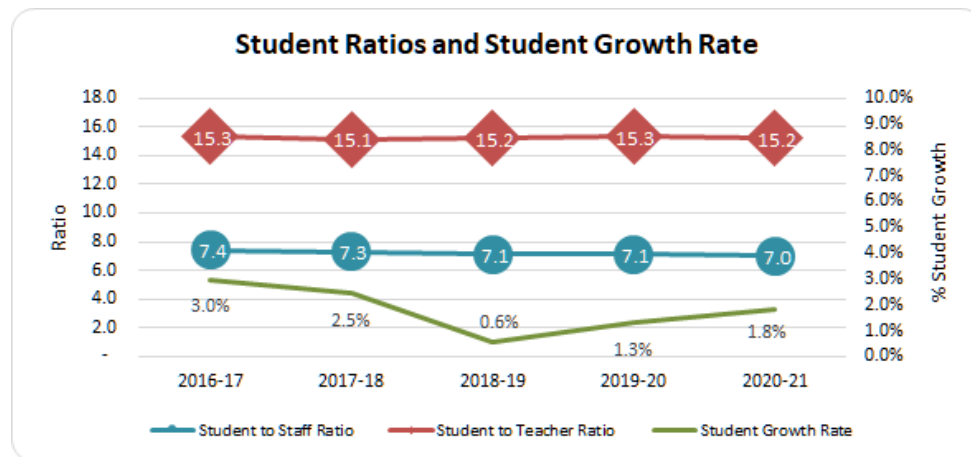
Staffing Allocations – In grades kindergarten - fourth (K-4), TEA mandates, in compliance with the Texas Education Code (TEC) 25.112, a ratio not to exceed 22:1. A district must submit a request for a class size exception for any classrooms in grades K-4 that exceed the 22 students class size limit. 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.

During the 2019-20 school year, due to enrollment and necessary programmatic changes, the General Fund added 36.7 positions. For the 2020-2021 budget year, as a result of enrollment driven staffing models, the implementation of full-day pre-kindergarten program, opening of Fox Elementary and changes in the distribution of district staffing resources, the General Fund is adding 249.95 new positions. These units include 85.8 teachers, 94.5 teacher assistants, 1 principal, 1 assistant principal, 6 administrators, 41 bus drivers/attendants including conversions from part-time to full-time positions, 12 auxiliary, a .5 library assistant, 3 maintenance, 4 nurse/clinic assistants, 25.5 other professionals (e.g. Licensed School Psychologists, diagnosticians, etc.), 4 police officers, 3 secretary/clerical, 2 security personnel, and 3 technicians. The following chart outlines districtwide staffing by position for the previous four years and changes between fiscal years 2020 and 2021 for all funding sources.

Districtwide Staffing – All Funding Sources

Positions	2016-17	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	Change from Prior Year
Administrator	69.50	74.00	65.00	66.00	74.00	8.00
Associate/Assistant Principal	131.50	136.50	146.00	140.00	151.00	11.00
Bus Driver/Attendant	310.00	332.00	328.00	328.00	369.00	41.00
Cafeteria Workers	537.00	538.00	587.00	586.50	592.50	6.00
Custodial	336.00	359.00	346.00	348.00	360.00	12.00
Library Info Spec./Library Asst/Historian	76.50	74.00	71.50	72.00	72.50	0.50
Manual Trades/Warehouse	187.00	193.00	185.00	187.00	188.00	1.00
Nurse/Clinic Assistant	99.00	102.00	106.00	106.00	110.00	4.00
Other Professional	443.40	495.40	546.70	579.80	597.50	17.70
Police Officer	43.00	44.00	51.00	51.00	55.00	4.00
Principal	47.00	48.00	48.00	48.00	49.00	1.00
Registrar	9.00	10.00	10.00	10.00	10.00	-
School Counselor	127.70	135.20	142.00	142.00	138.00	(4.00)
Secretary/Clerical	441.00	479.50	471.50	473.50	477.50	4.00
Security Support Personnel	49.00	51.00	50.00	50.00	52.00	2.00
Teacher	2,740.95	2,819.95	2,808.00	2,787.80	2,840.10	52.30
Teacher-Bilingual/ESL	257.70	262.15	243.25	232.45	253.60	21.15
Teacher-Special Education	392.65	420.20	465.40	515.90	528.40	12.50
Teacher Assistant	596.80	619.00	704.50	766.00	855.50	89.50
Technical	83.00	91.00	92.00	92.00	95.00	3.00
Total Employees - All Funding Sources	6,977.70	7,283.90	7,466.85	7,581.95	7,868.60	286.65

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 2020-2021 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, totaling 8,700 students. Enrollment has grown by 2,200 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 in fiscal year 2019, with Klein ISD ranking 6th on the list.

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



Rank	District Name	Enrollment						5-Year % Change (2013-2018)	Percent Change					
		2018-19	2017-18	2016-17	2015-16	2014-15	2013-14		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 2020-2021 budget was formulated using a projected student enrollment of 55,002. Over the next five years, annual growth rates are projected between 0.26% and 1.16%, an increase of approximately 1,576 students. PASA projections indicate student enrollment will likely increase by 2,353 students over the next ten years.

Budget Highlights

The following chart presents a comparison of 2020-2021 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.

<u>Revenues</u>						
Revenues	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change From Prior Year
General Fund	\$ 414,137,477	\$ 440,915,168	\$ 476,153,241	\$ 470,581,629	\$ 486,233,158	\$ 15,651,529
Food Service Fund	23,587,577	24,797,569	24,784,836	25,186,080	25,485,378	299,298
Grant Funds	29,002,031	40,570,671	34,249,710	23,826,018	25,831,551	2,005,533
Debt Service Fund	78,974,008	84,809,376	84,304,974	92,111,664	93,690,260	1,578,596
Capital Projects Fund	3,268,807	3,661,332	2,828,045	-	-	-
TOTAL ALL FUNDS	\$ 548,969,902	\$ 594,754,116	\$ 622,320,806	\$ 611,705,391	\$ 631,240,347	\$ 19,534,956

<u>Expenditures</u>						
Expenditures	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change From Prior Year
General Fund	\$ 420,914,224	\$ 439,573,393	\$ 438,653,462	\$ 466,912,134	\$ 484,506,959	\$ 17,594,825
Food Service Fund	23,964,556	23,732,779	23,928,669	25,260,092	25,780,517	520,425
Grant Funds	30,760,236	37,721,288	34,548,588	23,826,018	25,831,551	2,005,533
Debt Service Fund	79,659,243	83,455,240	85,584,804	86,804,911	90,455,548	3,650,637
Capital Projects Fund	145,322,742	102,438,729	79,058,532	-	-	-
TOTAL ALL FUNDS	\$ 700,621,001	\$ 686,921,427	\$ 661,774,056	\$ 602,803,155	\$ 626,574,575	\$ 23,771,420

* Data from 2017-18 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

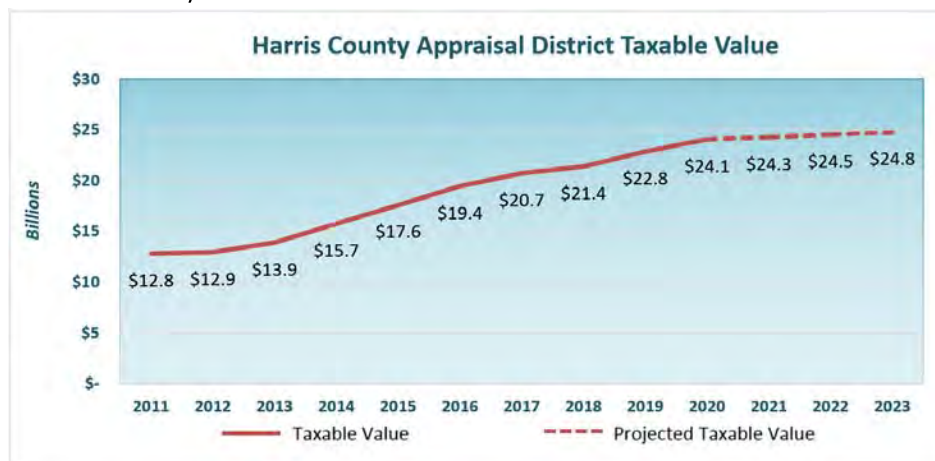
The 2020-2021 budget was developed according to goals and directions established by the Board and the superintendent. General Fund programs and services are primarily supported by local property taxes and state revenues. The State's Foundation School Program provides funding based on weighted average 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 97.9% of its funding from local property taxes. The District will receive \$1,470,818 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 60% of the budget and student payments generate 37.3%. 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 5.85% in 2020. The graph below shows historical and projected taxable values for Harris County.



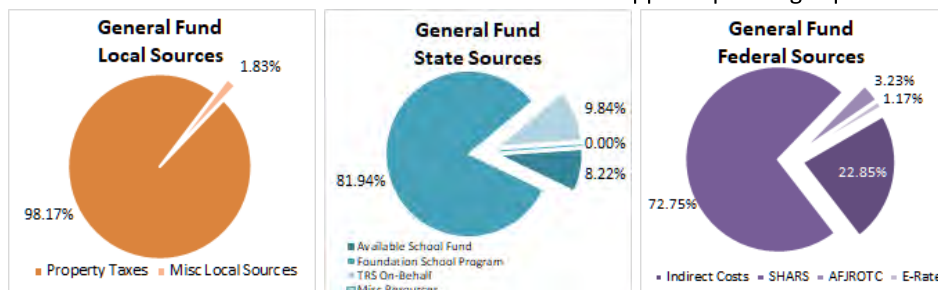
House Bill 3 (HB 3), as passed by the 86th Legislature, compressed school district tax rates. After adjusting for other changes related to the transition from prior law to HB 3, maintenance and operations (M&O) tax rates for tax year 2019 were compressed by the state compression rate of 93%, or 0.93. M&O tax rates for tax year 2020 will continue to be compressed using state and/or local compression percentage rates with a base of 0.93 for both. Beginning with 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 2020-2021 budgets with a proposed tax rate of \$1.3495 per \$100 property valuation which represents a decrease of \$0.0105 or approximately 0.77% from prior year. The General Fund (M&O) rate will be compressed to \$0.9595 and the Debt Service (I&S) rate will remain \$0.39. Property values in 2020 are estimated to increase approximately 5.85%, according to the Harris County Appraisal District's 2020 certified tax roll. Recent approximations project a tax collection increase of \$10.5 million in the M&O fund and an increase of \$5.2 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 47.26% of local sources, 50.9% of state sources, and 1.85% of federal sources. Local property taxes, which provide approximately 46.4% of the District's 2020-2021 operating fund revenue, are discussed in more detail above. The following charts provide illustrative detail on specific revenue sources recorded in the General Fund to finance and support operating expenditures district-wide.

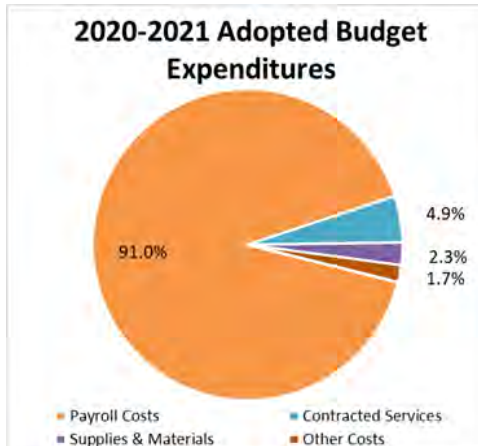


Total state funding is expected to increase approximately \$7.3 million in 2020-2021 primarily as a result of a 2% enrollment growth and utilizing one additional enrichment penny. State funding, including TRS On-Behalf, provides 50.9% of total resources in the General Fund, an decrease from 51.0% in 2019-2020. 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).

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 (\$24,347,534) of TRS On-Behalf is recognized as an expenditure.

Expenditures – General Fund appropriations are increasing \$17,594,825 or 3.9% over the 2019-2020 adopted budget due to increased payroll costs. Salary and fringe benefit appropriations are formulated based on approved staffing units, in accordance with the 2020-2021 Staff Compensation Plan, and HB 3.



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. New allotments created by HB 3 were Early Education, College, Career, Military Readiness, Dyslexia, and School Safety.

General Fund Budget Highlights – The following charts highlight significant expenditure changes by major object from the 2020-2021 adopted budget:

2020-2021 General Fund Budget Highlights

Estimated Revenues

2019-2020 General Fund Adopted Revenue		470,581,629
- Tax Revenue (Value growth of 5.85% & decrease of \$0.0105 to \$0.9595 M&O Tax Rate)		10,501,610
- Interest Earnings (Decreased Interest Rates)		(2,692,003)
- Miscellaneous Local Sources		43,319
Local Revenue - Net Change		7,852,926
- 2% Enrollment Growth 20-21		7,375,468
State Revenue - Net Change		7,375,468
- Indirect Costs		520,000
- eRate Reimbursement		(96,865)
Federal Revenue - Net Change		423,135
2020-2021 General Fund Adopted Revenue		486,233,158

Estimated Expenditures

2019-2020 General Fund Adopted Budget	466,912,134
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Payroll Appropriations

- 2019-2020 Personnel Unit Additions Post Adoption	<u>Total Units</u>	
Bus Driver/Attendant	12.00	
Librarian/Lib Asst/Historian	1.00	
Maintenance, Warehouse, and Vending	2.00	
Nurse/Clinic Assistant	0.50	
Other Professionals	6.75	
Principal	1.00	
School Counselor	(1.00)	
Secretary/Clerical	2.00	
Security Support Personnel	2.00	
Teachers	2.10	
Teacher Assistants	8.00	
- 2020-2021 Personnel Unit Additions		
Administrators	6.00	
Associate/Assistant Principals	4.00	
Bus Drivers and Bus Aides	29.00	
Custodial	12.00	
Librarians	(0.50)	
Maintenance, Warehouse, and Vending	1.00	
Nurse/Clinic Assistant	3.50	
Other Professionals	18.75	
Police Officer	4.00	
School Counselor	(2.00)	
Secretary/Clerical	1.00	
Teachers	83.70	
Teacher Assistants	86.50	
Technical	3.00	
Total 2020-2021 Personnel Units	286.30	\$11,471,820
- Compensation Plan		6,765,672
- Teacher Retirement		(2,290,289)
- Stipends		(317,266)
- Net Payroll Changes Between Fiscal Years - Miscellaneous		(913,062)
Payroll - Net Change		14,716,875

Non-Payroll Appropriations

- Legal, Audit, Appraisal, and Tax Fees	(18,900)
- Contracted Repairs, Maintenance, and Operating Leases	497,220
- Utilities	59,048
- Professional & Consulting Services	59,839
- Other Contracted Services	(7,240)
Contracted Services - Net Change	589,967
- Testing and Reading Materials	314,968
- Fuel and Maintenance Supplies	388,138
- General Supplies	357,619
Supplies and Materials - Net Change	1,060,725
- Property and Casualty Insurance	711,919
- Miscellaneous Operating Costs	611,971
- Employee and Student Travel	(120,632)
Miscellaneous Operating Costs - Net Change	1,203,258
- Capital Equipment Purchases	24,000
Debt Service & Capital Outlay - Net Change	24,000
2020-2021 General Fund Adopted Budget	484,506,959

Other Sources / Other Uses

2019-2020 General Fund Other Sources	61,000
- Other Sources - Excess Proceeds and Sale of FF&E	19,000
Other Sources - Net Change	19,000
2020-2021 General Fund Other Sources	80,000
2019-2020 General Fund Other Uses	72,500
- Operating Transfer Out - Snack Vending	(72,500)
Other Uses - Net Change	(72,500)
2020-2021 General Fund Adopted Other Uses	-
2020-2021 General Fund Adopted Net Sources	80,000

Food Service Fund

The food service fund, budgeted at \$25,780,517, 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 9,200 students and a complete lunch to 28,000 students each day. In addition, thousands of other students select meals from a la carte lines.

Grant Funds

The grant funds group, budgeted at \$25,831,551, 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 97.9% of total revenues

required to fund Debt Service expenditures of \$90,455,548 in 2020-2021. Debt Service will earn \$1.47 million in Additional State Aid for Homestead Exemption to offset the voter-approved \$10,000 homestead exemption increase rolled out in 2015.

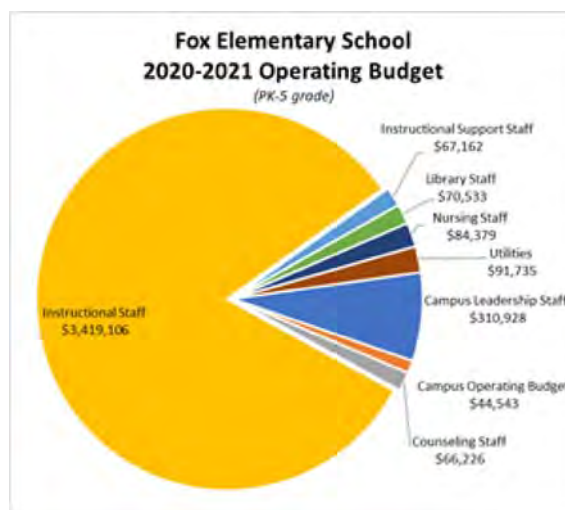
Capital Projects Fund

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 \$43.8 million during the 2019-2020 fiscal year. This was the final sale of the 2015 bond authorization. The 2015 authorization summary is as follows: new facilities and additions - 55%, renovations on existing facilities - 27%, safety & security – 5%, technology - 11%, and new buses, fine arts, and CTE equipment - 2%.

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. Fox Elementary opened its doors in 2020 with prekindergarten to 5th grade.



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 \$0.84 per square foot in FY 2019-20; an overall 56% reduction. The total avoided cost to the District resulting from the unit cost reduction during this timeframe is \$52,000,000. The District benefits from a \$52 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	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	\$ 186,212,362	\$ 187,416,035	\$ 183,182,291	\$ 172,787,338
Projected Revenues				
Local Taxes	\$ 225,405,692	\$ 226,069,258	\$ 225,067,651	\$ 224,073,626
Other Local Sources	4,165,430	4,219,160	4,267,369	4,299,083
State Sources	247,464,992	252,631,392	258,340,466	261,099,047
Federal Sources	8,716,274	8,817,044	8,897,661	8,920,513
Other Sources	58,287	61,490	64,852	68,383
Total Revenues	<u>\$ 485,810,674</u>	<u>\$ 491,798,343</u>	<u>\$ 496,637,999</u>	<u>\$ 498,460,653</u>
Projected Expenditures				
Payroll Costs	\$ 441,169,630	\$ 452,351,182	\$ 463,233,926	\$ 473,222,218
Contracted Services	23,506,873	23,624,407	23,742,529	23,861,242
Supplies and Materials	11,263,733	11,263,733	11,263,733	11,263,733
Other Operating Costs	8,475,264	8,475,264	8,475,264	8,475,264
Debt Service	-	-	-	-
Capital Outlay	119,000	245,000	245,000	245,000
Other Uses	72,500	72,500	72,500	72,500
Total Expenditures	<u>\$ 484,607,000</u>	<u>\$ 496,032,087</u>	<u>\$ 507,032,952</u>	<u>\$ 517,139,958</u>
Ending Fund Balance	<u>\$ 187,416,035</u>	<u>\$ 183,182,291</u>	<u>\$ 172,787,338</u>	<u>\$ 154,108,033</u>

Debt Service Fund	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	\$ 30,436,414	\$ 33,488,428	\$ 37,670,455	\$ 44,113,335
Projected Revenues				
Local Taxes	\$ 91,648,630	\$ 92,564,765	\$ 93,489,771	\$ 94,423,733
Other Local Sources	527,355	532,687	535,363	538,082
State Sources	1,470,818	1,263,721	1,263,603	1,064,317
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total Revenues	<u>\$ 93,646,804</u>	<u>\$ 94,361,174</u>	<u>\$ 95,288,737</u>	<u>\$ 96,026,131</u>
Projected Expenditures				
Debt Service Requirements	\$ 90,420,548	\$ 90,005,704	\$ 88,674,979	\$ 78,217,479
Paying Agent Fees	174,242	173,442	170,878	150,726
Other Uses	-	-	-	-
Total Expenditures	<u>\$ 90,594,790</u>	<u>\$ 90,179,146</u>	<u>\$ 88,845,857</u>	<u>\$ 78,368,205</u>
Ending Fund Balance	<u>\$ 33,488,428</u>	<u>\$ 37,670,455</u>	<u>\$ 44,113,335</u>	<u>\$ 61,771,262</u>

Food Service Fund		2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	\$	4,920,210	\$ 4,659,290	\$ 3,855,760	\$ 3,208,389
Projected Revenues					
Local Sources	\$	9,408,620	\$ 9,391,456	\$ 9,583,949	\$ 9,880,097
State Sources		687,854	679,801	686,866	701,080
State TRS Contributions		-	-	-	-
Federal Sources		16,324,187	16,455,739	16,959,293	17,656,445
Other Sources		90,661	92,161	93,661	95,161
Total Revenues	\$	26,511,322	\$ 26,619,157	\$ 27,323,769	\$ 28,332,783
Projected Expenditures					
Payroll Costs	\$	11,791,828	\$ 12,142,665	\$ 12,385,518	\$ 12,633,228
Contracted Services		145,989	148,909	151,887	151,947
Supplies and Materials		13,508,399	13,778,567	14,054,138	14,059,650
Other Operating Costs		1,048,364	1,069,331	1,090,718	1,091,145
Debt Service		-	-	-	-
Capital Outlay		277,662	283,215	288,879	288,993
Other Uses		-	-	-	-
Total Expenditures	\$	26,772,242	\$ 27,422,687	\$ 27,971,140	\$ 28,224,963
Ending Fund Balance	\$	4,659,290	\$ 3,855,760	\$ 3,208,389	\$ 3,316,209

Capital Projects Fund		2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	\$	98,864,754	\$ 54,998,643	\$ 54,998,643	\$ 54,998,643
Projected Revenues					
Local Sources	\$	-	\$ -	\$ -	\$ -
Federal Sources		-	-	-	-
Issuance of Bonds		-	-	-	-
Bond Issuance Premium		-	-	-	-
Total Revenues	\$	-	\$ -	\$ -	\$ -
Projected Expenditures					
Payroll Costs	\$	-	\$ -	\$ -	\$ -
Contracted Services		-	-	-	-
Supplies and Materials		-	-	-	-
Other Operating Costs		-	-	-	-
Debt Service		-	-	-	-
Capital Outlay		43,866,111	-	-	-
Other Uses		-	-	-	-
Total Expenditures	\$	43,866,111	\$ -	\$ -	\$ -
Ending Fund Balance	\$	54,998,643	\$ 54,998,643	\$ 54,998,643	\$ 54,998,643

Special Revenue Funds		2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	\$	1,277,808	\$ 1,277,808	\$ 1,101,560	\$ 743,777
Projected Revenues					
Local Sources	\$	-	\$ -	\$ -	\$ -
State Sources		5,254,989	5,307,539	5,360,614	5,414,220
Federal Sources		20,576,562	20,782,328	20,990,151	21,200,052
Other Sources		-	-	-	-
Total Revenues	\$	25,831,551	\$ 26,089,867	\$ 26,350,765	\$ 26,614,273
Projected Expenditures					
Payroll Costs	\$	17,624,770	\$ 17,977,265	\$ 18,336,811	\$ 18,703,547
Contracted Services		5,086,152	5,137,014	5,188,384	5,240,267
Supplies and Materials		2,921,028	2,950,238	2,979,741	3,009,538
Other Operating Costs		199,601	201,597	203,613	205,649
Debt Service		-	-	-	-
Capital Outlay		-	-	-	-
Other Uses		-	-	-	-
Total Expenditures	\$	25,831,551	\$ 26,266,114	\$ 26,708,548	\$ 27,159,002
Ending Fund Balance	\$	1,277,808	\$ 1,101,560	\$ 743,777	\$ 199,049

Accountability and Improvement Initiatives

2020 Accountability System - In recognition of the disruption caused by the COVID-19 emergency, TEA is proposing to label all districts and campuses Not Rated: Declared State of Disaster for the 2019-2020 school year.



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 over 100 pathways – including STEM pathways, accelerated college pathways, business and industry pathways, public service pathways, and career & technical education graduation pathways.

Innovation - For the second year in a row, Klein ISD has been recognized as one of the most innovative, pioneering companies in the greater Houston area by the Houston Business Journal. Klein ISD is the only business to be honored twice for a Houston Business Journal Innovation Award and is the only school district ever to make the list. This year, the Houston Business Journal honored Klein ISD for our innovative Advanced Nursing Pathway. This award is the product of a tradition of excellence in education that is deeply rooted in innovation and service to the community and honoring the students who have committed themselves to serve others through the Advanced Nursing Pathway. Klein ISD is proud to educate the future generation of frontline healthcare workers who will be ready to enter the workforce and make a difference.



In August 2019, Klein ISD was recognized for one of the most well-known Innovation Challenges, 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 chosen to travel to Cape Canaveral, Florida, 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 - Character.org is widely known for its 11 Principles Framework for Schools: A Guide to Cultivating a Character-Inspired Culture, a comprehensive framework developed by school leaders and character education researchers. During the past 20 years, more than 800 schools – after an independent and rigorous evaluation process – have been recognized by Character.org as National Schools of Character. More recently, school districts have also been certified for their success in fostering character development. National Schools of Character are recognized for putting into place a comprehensive approach that inspires their students to understand, care about and consistently practice a set of core values that will enable them to flourish in school, in

relationships, in the workplace, and as citizens. Schools undergo a rigorous evaluation process to achieve their certification, documenting how they have implemented the standards articulated in Character.org's 11 Principles Framework for Schools. Based on decades of research on effective schools, the 11 Principles Framework serves as a guide for schools to plan, implement, assess, and sustain their comprehensive character development initiative. National Schools of Character hold their designation for 5 years.

In 2015 Zwink received the National School of Character for the first time, and in early 2020 was named a State School of Character and later the same year was recognized as a National School of Character for the second time. Zwink's mission statement, "To provide a high expectations, high support learning culture exemplifying the Zwink core values of educational excellence, prized relationships, collaborative community, an attitude of gratitude, and intentional loyalty that results in student mastery of individual learning and character goals," exemplifies the unwavering desire to instill great character and values within each student.

Klein Forest High School was recognized as a National School of Character in 2018, one of only 5 high schools nationally recognized. 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."

Klein High School was the only high school in Texas to be recognized in 2019 as a National School of Character. Klein High 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."



Financial Integrity Rating System of Texas - Klein ISD preliminary 2019–2020 School Financial Integrity Rating System of Texas (FIRST) rating was a perfect score of 100 and a rating of "A=Superior" The accountability rating system is based upon an analysis of staff, student, budgetary, and actual financial data reported for the fiscal year ending August 31, 2019. The Superior rating is the state's highest, demonstrating the quality of Klein ISD financial management and reporting system. Final School FIRST

Ratings are anticipated to be released in November 2020. 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 2019-2020 FIRST rating based on school year 2018-2019 data, is included in the Informational Section beginning on page 242 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

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.

Approximately sixty-six 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 9.53% growth rate, averaging approximately 1.2% per year. Klein ISD had the 4th highest percentage increase of all districts in the State of Texas with a total enrollment increase of 5,075 in 2019.

The largest employment sector represented in Klein ISD is in education services and health care sectors (approximately 18.8% of the resident workforce). Since August 2019, employment in the Houston Metro Area has decreased by 152,046. This decrease is largely attributed to the COVID-19 pandemic beginning in December 2019. Both the medical and manufacturing/warehousing sectors continue to generate the most job growth in 2019.

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.

As Promise2Purpose Investors, resources and relationships are focused on reimagining 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.

On July 13, 2020 the Board of Trustees approved the following resolution reaffirming our commitment to Every in Klein ISD:

Yesterday, today, and tomorrow, the Klein ISD Board of Trustees reaffirms our commitment to EVERY student in our care. This concept of EVERY is not new to our District. Our shared vision has been and continues to be that EVERY student in Klein ISD enters with a promise and exits with a purpose. At the core of our shared vision, is the missional pillar of equity, and we reaffirm our commitment to closing gaps by personalizing learning and knowing EVERY student by name, strength, and need.

Because the spirit of EVERY is always at the core of our District and our decisions, and as we acknowledge there is racism, prejudice, and injustice in this world, today we, as a Board of Trustees and as a Team of Eight with our Superintendent, commit as follows:

- (1) We will not tolerate racism or prejudice or injustice of any kind in our schools. We stand together, so all our students know that they are valued and included in our commitment to EVERY student;
- (2) We recognize that we all must look within and challenge ourselves as leaders to ask how we may have, knowingly or without intention, contributed to or not taken steps to correct such injustices;
- (3) We will continue to raise important questions, intentionally listen and learn with open minds, valuing perspectives that may be different from our own;

- (4) We understand that there is no EVERY when individuals or communities believe, hear words, or see actions – whether overt or covert – indicating that EVERY does not include them;
- (5) We make it clear that at the forefront of our leadership will be highlighting and honoring those who raise up EVERY. We will continue to seek out and raise up our student and adult leaders who bring EVERY to the community, such as Culture4Caring and Klein Family Serves led by our students and our Leadership Academy led by our outstanding Klein ISD Police Department and school counselors, and many others; and finally,
- (6) We confirm and make clear our commitment to diversity, equity, and inclusion, so that all of our employees, families, and community know they are valued and included in our promise to EVERY student.

Today demands that we continue to embark on vigorous and positive actions for change. We must embody culturally responsive practices that demonstrate our promise to diversity, equity, and inclusion. As our students enter Klein ISD, we commit they will know that these commitments are the promise of their leaders. And as our students leave with purpose, we commit that we will have collectively instilled in them a purpose that includes the vision of a shared world with an equitable future, for EVERY. We promise to continue working together for change. We ask for the prayers and support of our district as we look toward the promise of a better future for EVERY student in our Klein Family.

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.



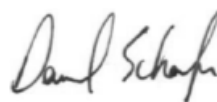
Acknowledgments

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.

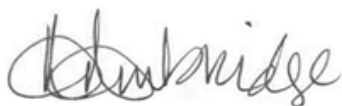
Respectfully submitted,



Dr. Jenny McGown
Klein ISD Superintendent



Daniel A. Schaefer, CPA
Chief Financial Officer

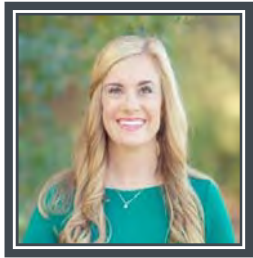


Audrey Ambridge
Executive Director of Financial Services



Laura Padron
Director of Budget

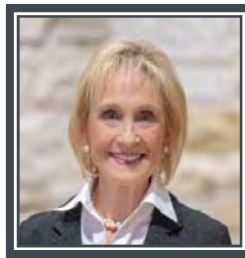
Klein Independent School District 2020-2021 Board of Trustees



Dr. Jenny McGown
Superintendent



Mr. Doug James
President



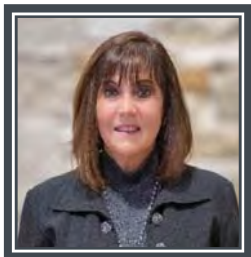
Ms. Georgan Reitmeier
Vice President



Mr. Chris Todd
Secretary



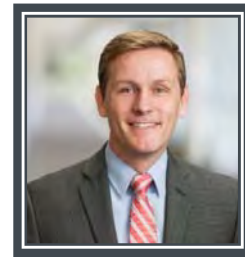
Mr. Ronnie K. Anderson
Trustee



Ms. Cathy M. Arellano
Trustee



Ms. Julie Benes
Trustee



Mr. Rob Ellis
Trustee

Board Meetings:

Regular meetings of the Board of Trustees are conducted the second Monday of each month unless formally changed by the Board of Trustees, and the Notice of Meeting/Agenda must be posted 72 hours prior to the meeting as required by the Open Meetings Act. The meeting is conducted by the Board President using Robert's Rules of Order. The trustees move through the prepared agenda, viewing educational presentations by the staff, meeting honored students and teachers, awarding contracts for building construction, formulating policies for implementation by the administrative staff, and employing personnel.

Regular meetings of the board begin at 6:00 p.m. in the board room of the Klein ISD central office located at 7200 Spring Cypress Road. The closed session of the board will be from 6:00 p.m. until 7:00 p.m. Members in closed session, as authorized by the Texas Government Code in accordance with Section 551, may, in private consultation with the board's attorney, discuss the purchase, exchange, lease, or value of real property and/or personnel. Action may be taken following the closed session. The public open meeting will be at 7:00 p.m. An additional closed meeting can occur at any subsequent time during the meeting as needed. Special meetings of the Board of Trustees will begin at 6:00 p.m. unless otherwise specified in the Notice of Meeting.

If You Wish to Address the Board:

The Klein ISD Board of Trustees welcomes citizen inquiries/public comment at board meetings. In order to provide an efficient process at the board meetings, please complete the Citizen Inquiries/Public Comment on Agenda Items Form and submit it either in person to the superintendent's office or via email to the address listed on the form by 10:30 am on the day of the meeting. Your support of the district and the Board of Trustees is greatly appreciated. Each citizen inquiry will receive a written response, and the citizen inquiry form is accessible on the district's website under the Citizen Inquiry link on the Board of Trustees' web pages.

Klein ISD Leadership:

Dr. Jenny McGown, Superintendent of Schools
Larry Whitehead, Interim Deputy Superintendent
Kelly Schumacher, Associate Superintendent, Human Resource Services
Robert Robertson, Associate Superintendent, Facilities & School Services
Daniel Schaefer, CPA, Chief Financial Officer
Dayna Hernandez, Associate Superintendent, Communications & Public Relations
Amy Miller, Chief Academic Officer



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 2019–2020.

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



A handwritten signature in black ink, reading 'Claire Hertz'.

Claire Hertz, SFO
President

A handwritten signature in black ink, reading 'David J. Lewis'.

David J. Lewis
Executive Director



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ORGANIZATIONAL SECTION



KLEIN INDEPENDENT SCHOOL DISTRICT
2020-2021 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2020-2021 ADOPTED BUDGET

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District Profile

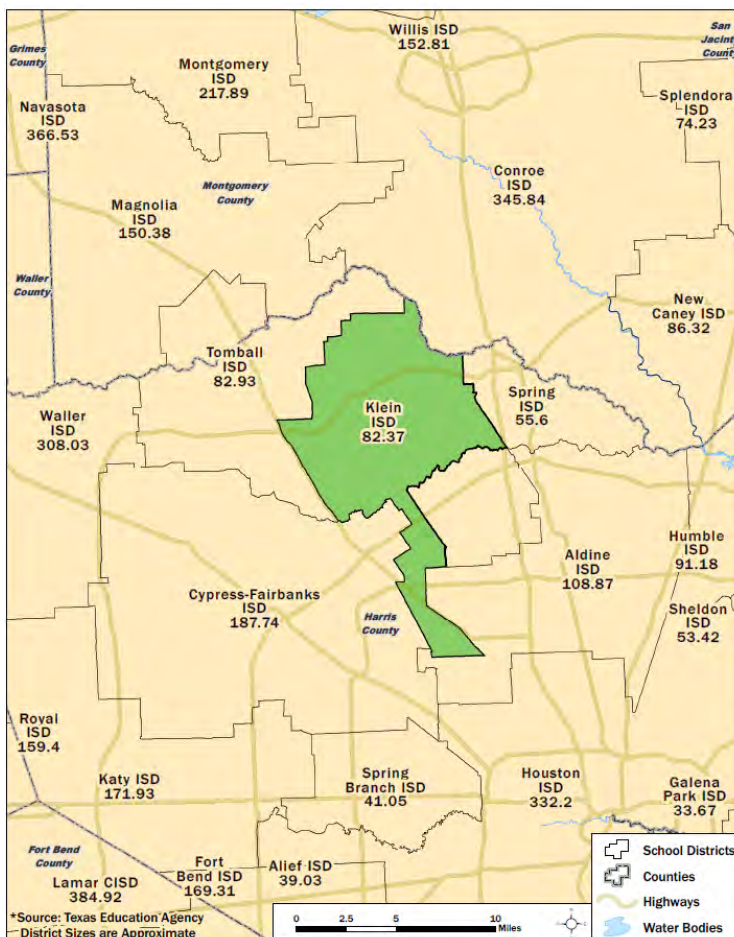
A farming community developed in this area after a group of German immigrants settled on the banks of Cypress Creek in 1845. The settlement was later named for Adam Klein, who left Germany in 1849 and joined the California Gold Rush before moving here with his wife Friederika (Klenk) in 1854.

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 two (42) 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-two (32) elementary schools; and the Grace England Pre-K Center, for a total of forty-eight (48) schools with a 2020-2021 projected enrollment of 55,002 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 was rated as a Met Standard district with all forty-seven (47) campuses rated as Met Standard in 2019. In 2020, TEA is proposing to rate all districts and campuses as "Not Rated: Declared State of Disaster" due to the COVID-19 pandemic.

Information about the District is distributed quarterly through the Community Impact newspaper to residents in living the Spring/Klein area, 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.

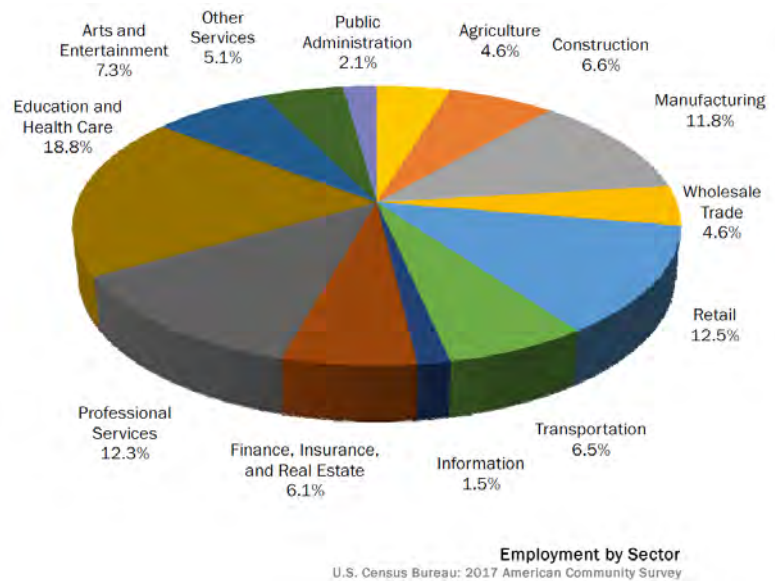
School	Date Opened	Opening Day	School	Date Opened	Opening Day Enrollment
Elementary Schools			Intermediate Schools		
Haude	January 4, 1971	400	Hildebrandt	December 3, 1973	824
Greenwood Forest	August 30, 1971	500	Wunderlich	August 18, 1975	1,003
Northampton	August 30, 1971	458	Strack	August 22, 1977	962
Epps Island	September 4, 1973	399	Klein	August 27, 1984	775
Theiss	August 26, 1974	737	Doerre	August 27, 1984	980
Benfer	August 22, 1977	778	Kleb	August 23, 1993	1,011
Kaiser	August 28, 1978	252	Schindewolf	August 19, 2002	1,066
Brill	November 27, 1978	397	Krimmel	August 27, 2007	1,179
Ehrhardt	September 4, 1979	477	Ulrich	August 24, 2010	835
Lemm	September 2, 1980	520	Hofius	August 20, 2018	966
Nitsch	September 2, 1980	415	High Schools		
Krahn	August 29, 1983	576	Klein (Old Site)	1938	80
Roth	August 27, 1984	663	Klein (Present Site)	September 1, 1963	164
Kuehnle	September 5, 1989	377	Klein Forest	September 4, 1979	1,450
Mittelstadt	August 26, 1991	462	Klein Oak	August 30, 1982	1,064
Klenk	August 24, 1992	677	Klein Collins	August 9, 2001	1,137
Eiland	August 23, 1993	469	Vistas	August 16, 2006	150
Schultz	August 22, 1994	618	Klein Cain	August 21, 2017	1,361
Hassler	August 12, 1999	523			
Kohrville	August 19, 2002	587			
Kreinhop	August 17, 2004	759	Other Facilities		
McDougle	August 17, 2004	528	Athletic Administration Building		Police Station
Metzler	August 16, 2005	569	Maintenance Building		North Transportation Center
Benignus	August 16, 2006	866	Maintenance Annex		South Transportation Center
Frank	August 27, 2007	807	Multipurpose Center		TEP/DAEP
Mueller	August 24, 2009	619	Klein Oak Agricultural Center		Warehouse
Blackshear	August 22, 2011	833	North Agricultural Center		Klein Museum-Wunderlich Farm
Zwink	August 27, 2012	788	South Agricultural Center		Technology Services Center
Grace England Pre-K/EC	August 27, 2012	714	Central Office - Administration		
Bernshausen	August 26, 2013	654	Central Office - Teaching and Learning/Kleinwood		
French	August 24, 2015	548	Central Office - Teaching and Learning Center		
Mahaffey	August 22, 2016	605	Central Office -Teaching and Learning/Network Operations Center		
Fox	September 8, 2020	636			

District Area Economy

Klein ISD's tax base is comprised of 66.90% residential property. The largest commercial taxpayer in Klein was 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.

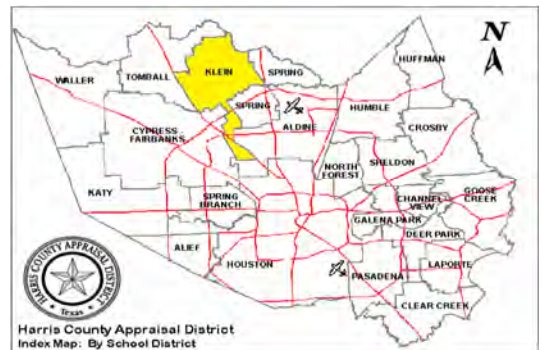
The largest employment sector represented in Klein ISD is in education services and health care sectors (approximately 18.8% of the resident work force). Employment in the Houston Metro Area has decreased by 152,046. This decrease is largely contributed to the COVID-19 pandemic that began in December 2019. 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.

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.



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.



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. Approximately 45.2 million passengers traveled through five-terminal, five-runway airport. Supports more than 141,000 local jobs and contributes more than \$27.3 billion to the local economy. It is 16th busiest airport in North America based on flight operations according to ACI-NA.

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://kleinfiredpt.com/services/stations/>

Area Employment Data

	<u>2016</u>	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>
Harris County					
Population	4,629,190	4,664,160	4,698,620	4,733,080	4,767,540
Labor Force	2,239,3913	2,255,811	2,276,945	2,297,242	2,302,599
Employment	2,129,074	2,146,711	2,182,767	2,218,425	2,066,379
Unemployment	110,317	109,100	94,178	78,817	23,6220
	4.9%	4.8%	4.1%	3.4%	10.3 %
State of Texas					
Population	27,937,492	28,322,717	28,701,845	*	*
Labor Force	13,284,623	13,499,113	13,538,385	14,032,284	13,498,250
Employment	12,671,801	12,955,476	12,960,595	13,560,414	11,745,046
Unemployment	612,822	543,637	577,790	471,870	1,753,204
Unemployment Rate	4.6%	4.4%	3.9%	3.4%	13.0%

Sources: Texas Workforce Commission (Unadjusted) <https://texaslmi.com/EconomicProfiles/TexasProfile/>

Harris County Population: <https://worldpopulationreview.com/us-counties/tx/harris-county-population/>

* 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

July 1, 2020

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

Board of Trustees

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

Dr. Jenny McGown
Superintendent

Larry Whitehead
Interim
Deputy Superintendent

Kelly Schumacher
Associate Superintendent
Human Resource
Services

Robert Robertson
Associate Superintendent
Facilities & School
Services

Daniel Schaefer
Chief Financial Officer

Dayna Hernandez
Associate Superintendent
Communications & Public
Relations

Amy Miller
Chief Academic Officer

David Kimberly
Chief of Police

Amanda Salinas
Director
Research & Program
Evaluations

Stephanie Duran
Director
Internal Audit

Athletics
Campus Safety & Support
Klein Police
School Leadership

Human Resource Services
Workers' Compensation
Professional Learning
Staffing
Recruitment & Retention
Employee Relations

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

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

Communications
Public Relations
Klein Education Foundation
Community Relations

Teaching & Learning
Core Academics
College & Career Pathways
Fine Arts
Special Programs
Assessment & Accountability

2020-2021 Elected Officials – Board of Trustees

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

2020-2021 Appointed Administrators

Dr. Jenny McGown	Superintendent
Larry Whitehead	Interim Deputy Superintendent
Kelly Schumacher.....	Associate Superintendent of Human Resource Services
Robert Robertson.....	Associate Superintendent of Facilities & School Services
Daniel A. Schaefer, CPA.....	Chief Financial Officer
Dayna Hernandez.....	Associate Superintendent of Communications & Public Relations
Amy Miller.....	Chief Academic Officer

Dr. Kirsten Allman	Executive Director of Special Programs
Audrey Ambridge, RTSBA.....	Executive Director of Financial Services
Bob Anderson.....	Executive Director of Staffing & Employee Relations
Dr. Jeff Bailey	Executive Director of Teaching & Learning, Secondary
Cassandra Christian	Executive Director of Teaching & Learning, Elementary
Dr. Alysa Cozart	Executive Director of Curriculum Design & Delivery
Beth Gilleland.....	Executive Director of College & Career Pathways
Jason Gossett, RTSBA.....	Executive Director of Business Services
Jessica Haddox	Executive Director of Teaching & Learning, Secondary
Dr. Joffery Jones.....	Executive Director of Campus Safety & Support
David Kimberly	Chief of Police
Katie Turner	Executive Director of Teaching & Learning, Elementary
Vacant	Executive Director of Teaching & Learning
Ron Webster	Executive Director of Campus Safety & Support
Martha Werner	Executive Director of Staffing & Employee Relations
August Wunderlich	Executive Director of Facilities & School Services

2020-2021 Appointed Administrators

Steven Baird Director of Historical Foundation

Tamara Bennett, CPA Director of Payroll

Deborah Bronner-Westerduin Director of Career & Technical Education

Angie Campbell Pulido Director of State & Federal Programs

Yvonne Clarke Director of Health Services

Chris Cummings Director of Information Technology

Amanda Davis Director of Student Support Services

Deedra Davis Director of Staffing & Employee Relations

Stephanie B. Duran, CPA, RTSBA..... Director of Internal Audit

Justin Elbert Director of Communications

Brad Froebel Director of Data Services

Thomas Haggerty Director of Capital Projects

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

Maria Ovalle-Lopez Director of Family Engagement

Laura Padron, RTSBA..... Director of Budget

Dr. Dawn Proctor Director of Special Education

Joshua Rice..... Director of Transportation

Chris Ruggerio Director of Staffing & Employee Relations

Amanda Salinas Director of Research & Evaluation

Todd Schultz, RTSBA Director of Warehouse Services

Jordan Musselman Director of Therapeutic Education Program

Shannon Strole..... Director of Staffing & Employee Relations

Christy Spisak Director of Klein Education Foundation & Community Relations

Earl Taylor, CPA Director of Accounting

Amanda Toon Director of Special Education

Rachel Trotter Director of Communications

Lisa Turner, CTSBO Director of Purchasing

Kathy Vergara..... Director of Multilingual Education

Kevin Wieghat Director of Plant 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.

On July 13, 2020 the Board of Trustees approved the following resolution reaffirming our commitment to Every in Klein ISD:

Yesterday, today, and tomorrow, the Klein ISD Board of Trustees reaffirms our commitment to EVERY student in our care. This concept of EVERY is not new to our District. Our shared vision has been and continues to be that EVERY student in Klein ISD enters with a promise and exits with a purpose. At the core of our shared vision, is the missional pillar of equity, and we reaffirm our commitment to closing gaps by personalizing learning and knowing EVERY student by name, strength, and need.

Because the spirit of EVERY is always at the core of our District and our decisions, and as we acknowledge there is racism, prejudice, and injustice in this world, today we, as a Board of Trustees and as a Team of Eight with our Superintendent, commit as follows:

- (1) We will not tolerate racism or prejudice or injustice of any kind in our schools. We stand together, so all our students know that they are valued and included in our commitment to EVERY student;
- (2) We recognize that we all must look within and challenge ourselves as leaders to ask how we may have, knowingly or without intention, contributed to or not taken steps to correct such injustices;
- (3) We will continue to raise important questions, intentionally listen and learn with open minds, valuing perspectives that may be different from our own;
- (4) We understand that there is no EVERY when individuals or communities believe, hear words, or see actions – whether overt or covert – indicating that EVERY does not include them;
- (5) We make it clear that at the forefront of our leadership will be highlighting and honoring those who raise up EVERY. We will continue to seek out and raise up our student and adult leaders who bring EVERY to the community, such as Culture4Caring and Klein Family Serves led by our students and our Leadership Academy led by our outstanding Klein ISD Police Department and school

- Today demands that we continue to embark on vigorous and positive actions for change. We must embody culturally responsive practices that demonstrate our promise to diversity, equity, and inclusion. As our students enter Klein ISD, we commit they will know that these commitments are the promise of their leaders. And as our students leave with purpose, we commit that we will have collectively instilled in them a purpose that includes the vision of a shared world with an equitable future, for EVERY. We promise to continue working together for change. We ask for the prayers and support of our district as we look toward the promise of a better future for EVERY student in our Klein Family.

KLEIN ISD
PROMISE2PURPOSE

PROMISE2PURPOSE INVESTORS

RELATIONSHIPS

PROFILE OF A LEADER

INNOVATION

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE EXITS WITH A...
We will achieve this vision by focusing on...

CULTIVATE TALENT

- Best in class Leadership Pipeline
- Feedback Loops & Self-Reflection
- Targeted Professional Learning

BUILD COMMUNITY

- Relationships, Mentoring, & Partnerships
- Engaging, Educating & Empowering Families
- Cultural Responsiveness

REIMAGINE LEARNING

- Personalized Learning
- Flexible & Challenging Curriculum
- Standards-based Evaluation

PARTNERS

We will define a shared vision of the future of education, and create a culture of innovation and excellence that is rooted in the core values of our district.

CHALLENGE

We will focus on the most pressing challenges facing our district, and create a culture of innovation and excellence that is rooted in the core values of our district.

EQUITY

We will ensure that all students have access to the same opportunities and resources, and that our district is a place where all students can thrive.

LEADERSHIP

We will ensure that all leaders are equipped with the skills and knowledge necessary to lead our district, and that our district is a place where all leaders can thrive.

CONTINUOUS IMPROVEMENT

We will ensure that our district is always learning and growing, and that our district is a place where all students can thrive.

INNOVATION

STRATEGIC PLAN

ASPIRATIONAL MEASURES & INDICATORS OF SUCCESS

PROFILE OF A LEARNER

HIGH QUALITY TEACHING

RESOURCES

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.



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; Alternative Health Insurance; 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.

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 covering all estimated revenue and proposed expenditures for the following fiscal year.
2. The District budget must be prepared by a date set by the State Board of Education, currently June 19th.
3. The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving no more than thirty (30) days and no less than ten (10) days public notice in a newspaper published and in general circulation in the district, 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), rules adopted by the State Board of Education and adopted policies of the board of trustees.
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	<p>A district shall not lend its credit or gratuitously grant public money or things of value in aid of any individual, association, or corporation. <i>Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.—Houston [1st Dist.] 1976, no writ)</i></p> <p>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. <i>Tex. Const. Art. III, Sec. 53; Harlingen Indep. Sch. Dist. v. C.H. Page and Bro., 48 S.W.2d 983 (Comm. App. 1932)</i></p> <p>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. <i>Education Code 45.105(b)</i></p> <p>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 the board. <i>Education Code 45.105(c)</i></p> <p>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. <i>Education Code 44.006(a)</i></p>
Fiscal Year	<p>The fiscal year of a district begins on July 1 or September 1 of each year, as determined by the board. <i>Education Code 44.0011</i></p>
Budget Preparation	<p>On or before the date set by the State Board of Education (SBOE), 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 SBOE, and adopted policies of the board of trustees. <i>Education Code 44.002; 19 TAC 109.1(a), .41</i></p>
Funds for Accelerated Instruction	<p>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 48.104, for that purpose. <i>Education Code 29.081(b-2)</i></p>

Itemization of Certain Expenditures	<p>The proposed budget of a district must include, in a manner allowing for as clear a comparison as practicable between those expenditures in the proposed budget and actual expenditures for the same purpose in the preceding year, a line item indicating expenditures for:</p> <ol style="list-style-type: none"> 1. Notices required by law to be published in a newspaper by the district or a representative of the district; and 2. Directly or indirectly influencing or attempting to influence the outcome of legislation or administrative action, as those terms are defined in Government Code 305.002. <p><i>Local Gov't Code 140.0045</i></p>
Public Meeting on Budget and Proposed Tax Rate	<p>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. <i>Education Code 44.004(a), (f)</i> [See CCG for provisions governing tax rate adoption.]</p> <p>The meeting must comply with the notice requirements of the Open Meetings Act. <i>Gov't Code 551.041, .043</i> [See BE]</p>
Published Notice	<p>The board president shall provide for publication of notice of the budget and proposed tax rate meeting in accordance with Education Code 44.004. [For specific requirements regarding the form, contents, and publication of the notice, see CCG(LEGAL).]</p>
Publication of Proposed Budget Summary	<p>Concurrently with the publication of notice of the budget under Education Code 44.004, 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.</p> <p>The budget summary must include a comparison to the previous year's actual spending and information relating to per student and aggregate spending on:</p> <ol style="list-style-type: none"> 1. Instruction; 2. Instructional support; 3. Central administration; 4. District operations; 5. Debt service; and 6. Any other category designated by the commissioner. <p><i>Education Code 44.0041</i></p>
Budget Adoption	<p>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. <i>Education Code 44.004(f)–(g)</i></p>
Districts with July 1 Fiscal Year	<p>A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of district property [see CCG(LEGAL)] in preparing the required 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. <i>Education Code 44.004(h)–(i)</i></p>

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. 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. <i>Education Code 44.004(j)</i>
Publication of Adopted Budget	<p>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. <i>Education Code 44.0051</i></p> <p>On or before a date set by the SBOE, the budget must be filed with the Texas Education Agency according to rules established by the SBOE. <i>Education Code 44.005</i></p>
Internet Posting of Tax Rate and Budget Information	<p>Each district shall maintain an internet website or have access to a generally accessible internet website that may be used for the purposes of these provisions. Each district shall post or cause to be posted on the internet website the following information in a format prescribed by the comptroller:</p> <ol style="list-style-type: none"> 1. The name of each member of the board; 2. The mailing address, email address, and telephone number of the district; 3. The official contact information for each member of the board, if that information is different from the information described by item 2; 4. The district's budget for the preceding two years; 5. The district's proposed or adopted budget for the current year; 6. The change in the amount of the district's budget from the preceding year to the current year, by dollar amount and percentage; 7. The tax rate for maintenance and operations adopted by the district for the preceding two years; 8. The interest and sinking fund tax rate adopted by the district for the preceding two years; 9. The tax rate for maintenance and operations proposed by the district for the current year; 10. The interest and sinking fund tax rate proposed by the district for the current year; and 11. The most recent financial audit of the district. <p><i>Tax Code 26.18</i></p>
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 SBOE rules. <i>Education Code 44.006</i>
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. <i>Education Code 44.052(c)</i>

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. <i>Gov't Code 437.111(b), .252, .304(a)</i>
Commitment of Current Revenue	<p>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:</p> <ol style="list-style-type: none"> 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. <p><i>Local Gov't Code 271.903</i></p>
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	<p>This provision 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.</p> <p><i>Education Code 11.168</i></p>
Hotels	<p>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.</p> <p>"Hotel" means a building in which members of the public obtain sleeping accommodations for consideration. The term includes a motel.</p> <p><i>Education Code 11.178</i></p>
Electioneering	For restrictions on using district funds for electioneering, see BBBD.

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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 July 1 st and ending June 30th.
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	<p>The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows:</p> <ol style="list-style-type: none"> 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 Balance 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, barring 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.

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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 Blue Cross Blue Shield 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. In addition, the District also is offering alternative health insurance options through Texas School Health Benefits Program (TSHBP) for the 2020-2021 plan year.

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. In addition, the District also is offering alternative health insurance options through Texas School Health Benefits Program (TSHBP) for the 2020-2021 plan year. 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 Texas School Health Benefits Program.

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 2018-2020 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.

	<u>Member</u>		<u>State</u>		<u>School District</u>	
2020	7.7%	\$23,424,469	7.5%	\$16,330,742	7.5%	\$10,162,997
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

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 2020, 2019, and 2018 are shown in the following table:

<u>Year</u>	<u>Active Member</u>		<u>State</u>		<u>School District</u>	
	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>	<u>Rate</u>	<u>Amount</u>
2020	0.65%	\$ 1,977,381	1.25%	\$ 4,397,829	0.75%	\$ 2,530,222
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

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, 2020, 2019, and 2018, the subsidy payments received by TRS-Care on-behalf of the District were \$1,565,456, \$1,342,791, and \$1,019,978, 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 and 20 percent of the projected annual debt service payments as the fund balance in the debt service fund. (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 2020-2021 adopted General Fund budget will add \$40.8 million (30%) 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 89 and 113 in the Financial Section.

Summary

The 2020-2021 budget was adopted by the Board on June 22, 2020, 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 2020-2021, 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	<u>FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS</u>
CB	<u>STATE AND FEDERAL REVENUE SOURCES</u>
CBA	<u>STATE AND FEDERAL REVENUE SOURCES - STATE</u>
CBB	<u>STATE AND FEDERAL REVENUE SOURCES - FEDERAL</u>
CCA	<u>LOCAL REVENUE SOURCES - BOND ISSUES</u>
CCB	<u>LOCAL REVENUE SOURCES - TIME WARRANTS</u>
CCC	<u>LOCAL REVENUE SOURCES - CERTIFICATES OF INDEBTEDNESS</u>
CCD	<u>LOCAL REVENUE SOURCES - RECREATIONAL FACILITIES BONDS</u>
CCE	<u>LOCAL REVENUE SOURCES - ATHLETIC STADIUM AUTHORITY</u>
CCF	<u>LOCAL REVENUE SOURCES - LOANS AND NOTES</u>
CCG	<u>LOCAL REVENUE SOURCES - AD VALOREM TAXES</u>
CCGA	<u>AD VALOREM TAXES - EXEMPTIONS AND PAYMENTS</u>
CCGB	<u>AD VALOREM TAXES - ECONOMIC DEVELOPMENT</u>
CCH	<u>LOCAL REVENUE SOURCES - APPRAISAL DISTRICT</u>
CDA	<u>OTHER REVENUES - INVESTMENTS</u>
CDB	<u>OTHER REVENUES - SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY</u>
CDBA	<u>SALE, LEASE, OR EXCHANGE OF SCHOOL-OWNED PROPERTY - REVENUE BONDS FROM PROCEEDS</u>
CDC	<u>OTHER REVENUES - GIFTS AND SOLICITATIONS</u>
CDH	<u>OTHER REVENUES - PUBLIC AND PRIVATE FACILITIES</u>
CE	<u>ANNUAL OPERATING BUDGET</u>
CEA	<u>ANNUAL OPERATING BUDGET - FINANCIAL EXIGENCY</u>
CFA	<u>ACCOUNTING - FINANCIAL REPORTS AND STATEMENTS</u>
CFB	<u>ACCOUNTING - INVENTORIES</u>
CFC	<u>ACCOUNTING - AUDITS</u>
CFD	<u>ACCOUNTING - ACTIVITY FUNDS MANAGEMENT</u>
CFEA	<u>PAYROLL PROCEDURES - SALARY DEDUCTIONS AND REDUCTIONS</u>
CH	<u>PURCHASING AND ACQUISITION</u>
CHE	<u>PURCHASING AND ACQUISITION - VENDOR RELATIONS</u>
CHF	<u>PURCHASING AND ACQUISITION - PAYMENT PROCEDURES</u>
CHG	<u>PURCHASING AND ACQUISITION - REAL PROPERTY AND IMPROVEMENTS</u>
CHH	<u>PURCHASING AND ACQUISITION - FINANCING PERSONAL PROPERTY PURCHASES</u>
CI	<u>SCHOOL PROPERTIES DISPOSAL</u>
CJ	<u>CONTRACTED SERVICES</u>
CJA	<u>CONTRACTED SERVICES - CRIMINAL HISTORY</u>
CK	<u>SAFETY PROGRAM/RISK MANAGEMENT</u>
CKA	<u>SAFETY PROGRAM/RISK MANAGEMENT - INSPECTIONS</u>
CKB	<u>SAFETY PROGRAM/RISK MANAGEMENT - ACCIDENT PREVENTION AND REPORTS</u>
CKC	<u>SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY PLANS</u>
CKD	<u>SAFETY PROGRAM/RISK MANAGEMENT - EMERGENCY MEDICAL EQUIPMENT AND PROCEDURES</u>

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

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.

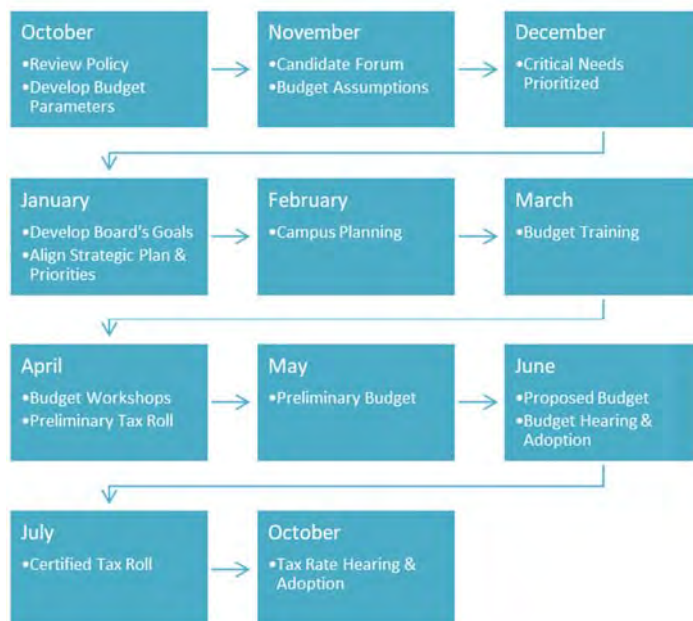
Overview

The overlap of the academic year and fiscal year created operational issues for campuses and departments. Re-aligning our fiscal year remedied 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 2020-2021 fiscal year will run from July 1, 2020 through June 30, 2021. 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 2010 to FY 2020), totaling 8,700 students. Enrollment has grown by 2,200 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 2020-2021 budget was formulated using a projected student enrollment of 55,002. Over the next five years, annual growth rates are projected between 0.26% and 1.16%, an increase of approximately 1,576 students. PASA projections indicate student enrollment will likely increase by 2,353 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 2020, the General Fund has assigned fund balance totaling \$21.5 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 14 in the Executive Summary as well as later in this section on page 61.

Roadmap to Reopening

In the spring, the District facilities were closed due to COVID-19 emergency response. The Reopening Design Team was established and began work to prepare for a successful 2020-2021 school year. This group of leaders from departments and all campus levels worked in conjunction with the district's senior and campus leadership to develop plans for maintaining

continuity of instruction for students, maintaining operations of Klein ISD, and prioritizing the health and safety of students and staff.

As part of the design process, this team reviewed all feedback from the community, staff, students, and families. The District prioritized the well-being of students and staff, and developed health & safety expectations. As conditions change, these health guidelines may be modified as advised by local, state, and national officials.

After listening and gathering feedback from students, families, and employees and carefully examining current and ever-evolving guidance from local health officials and the Texas Education Agency, Klein ISD determined it best to offer Klein ISD families a choice of two learning options for the 2020-2021 school year: Klein On Campus and Klein Online. Both new and returning Klein ISD families indicated their choice for each of their students in the Annual Student Information Update in the Skyward system, to ensure every student had a schedule ready for the first day of school. Families also indicated their availability of internet access at home for all students and availability of devices for their elementary-aged student(s), so that the District could plan appropriate support. This choice is a commitment for students for the first quarter of school.

On December 9, 2019, the Klein ISD 2020-21 School Calendar was approved by the Board of Trustees with a start date of August 19, 2020. Due to circumstances arising from the current COVID-19 pandemic, the District recommended revising the 2020-21 School Calendar to delay the start date. On August 10, 2020, the Board of Trustees approved a revised 2020-2021 school calendar, including moving the start of the 2020-2021 school year for all students to Tuesday, September 8, 2020. Students will begin either in Klein Online or Klein On Campus, based on the enrollment verification completed by families. The last day of instruction is still prior to Memorial Day, which remains unchanged in the revised calendar.

Klein ISD remains committed to the health and wellness of staff and students, excellent and equitable student learning experiences, and safe operation of all our facilities. The goal of Klein ISD is to welcome students back with full programming as soon as possible and ready for a safe and successful school year.



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 175.

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 100, 104, 109, 115, and 118 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.

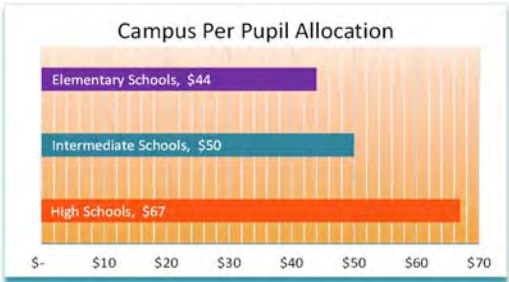
This document culminates an intensive process involving input from campus and administrative staff, the superintendent, and the Board. During the 2019 legislative session, the Texas Legislature made numerous changes to the school finance system, particularly those contained in House Bill 3 (HB 3). In 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 \$7.3 million in 2020-2021 primarily as a result of a 2% enrollment growth. State funding, including TRS On-Behalf, provides 50.9% of total resources in the General Fund, a decrease from 51.0% in 2019-2020. 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 2020-2021 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.

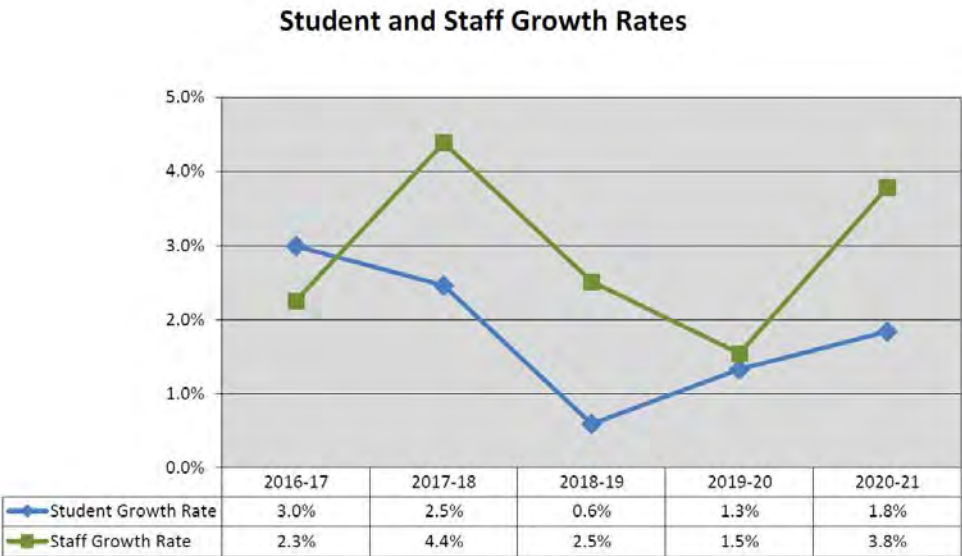
Staffing Allocations - During the 2019-20 school year, due to enrollment and necessary programmatic changes, the General Fund added 36.7 positions. For the 2020-2021 budget year, as a result of enrollment driven staffing models, the implementation of full-day pre-kindergarten program, opening of Fox Elementary and changes in the distribution of district staffing resources, the GF is adding 249.95 new positions. These units include 85.8 teachers, 94.5 teacher assistants, 1 principal, 1 assistant principal, 6 administrators, 41 bus drivers/attendants including conversions from part-time to full-time positions, 12 auxiliary, a .5 library assistant, 3 maintenance, 4 nurse/clinic assistants, 25.5 other professionals (e.g. Licensed School Psychologists, diagnosticians, etc.), 4 police officers, 3 secretary/clerical, 2 security personnel, and 3 technicians.

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 – The compensation plan recommended by district leadership and approved by the Board includes the following salary increases:

- Starting teacher pay increase from \$55,550 to a competitive \$56,500.
- All other employees received a pay increase of 2 percent of control point plus market adjustments.

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 1.84% per year while staff grew an average of 2.9% per year. This is primarily due to increased service levels based on shifts in student demographics.



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. 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 2.39% annually since 2016-2017. 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 2020-2021 are:

- Create and offer a 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.

2020 Accountability System - In recognition of the disruption caused by the COVID-19 emergency, TEA is proposing to label all districts and campuses *Not Rated: Declared State of Disaster* for the 2019-2020 school year.



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 in 2019: 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 leaders 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 over 100 total pathways – including STEM pathways, accelerated college pathways, business and industry pathways, public service pathways, and career & technical education graduation pathways.

Innovation - For the second year in a row, Klein ISD has been recognized as one of the most innovative, pioneering companies in the greater Houston area by the Houston Business Journal. Klein ISD is the only business to be honored twice for a Houston Business Journal Innovation Award and is the only school district ever to make the list. This year, the Houston Business Journal honored Klein ISD for our innovative Advanced Nursing Pathway. This award is the product of a tradition

of excellence in education that is deeply rooted in innovation and service to the community and honoring the students who have committed themselves to serve others through the Advanced Nursing Pathway. Klein ISD is proud to educate the future generation of frontline healthcare workers who will be ready to enter the workforce and make a difference.

In August 2019, Klein ISD was recognized for one of the most well-known Innovation Challenges, 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 chosen to travel to Cape Canaveral, Florida to watch their experiment blast off to the International's Space Station on the 50th Anniversary of the Apollo 11 moon landing.

National Schools of Character - Character.org is widely known for its *11 Principles Framework for Schools: A Guide to Cultivating a Character-Inspired Culture*, a comprehensive framework developed by school leaders and character education researchers. During the past 20 years, more than 800 schools – after an independent and rigorous evaluation process – have been recognized by Character.org as National Schools of Character. More recently, school districts have also been certified for their success in fostering character development. National Schools of Character are recognized for putting into place a comprehensive approach that inspires their students to understand, care about and consistently practice a set of core values that will enable them to flourish in school, in relationships, in the workplace, and as citizens. Schools undergo a rigorous evaluation process to achieve their certification, documenting how they have implemented the standards articulated in Character.org's *11 Principles Framework for Schools*. Based on decades of research on effective schools, the *11 Principles Framework* serves as a guide for schools to plan, implement, assess, and sustain their comprehensive character development initiative. National Schools of Character hold their designation for 5 years.

In 2015 Zwink received the National School of Character for the first time, and in early 2020 was named a State School of Character and later the same year was recognized as a National School of Character for the second time. Zwink's mission statement, "To provide a high expectations, high support learning culture exemplifying the Zwink core values of educational excellence, prized relationships, collaborative community, an attitude of gratitude, and intentional loyalty that results in student mastery of individual learning and character goals," exemplifies the unwavering desire to instill great character and values within each student.

Klein Forest High School was recognized as a National School of Character in 2018, one of only 5 high schools nationally recognized. 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."

Klein High School was the only high school in Texas to be recognized in 2019 as a National School of Character. Klein High 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."



Financial Integrity Rating System of Texas - Klein ISD preliminary 2019–2020 School Financial Integrity Rating System of Texas (FIRST) rating was a perfect score of 100 and a rating of "A=Superior" The accountability rating system is based upon an analysis of staff, student, budgetary, and actual financial data reported for the fiscal year ending August 31, 2019. The Superior rating is the state's highest, demonstrating the quality of Klein ISD financial management and reporting system. Final School FIRST Ratings are anticipated to be released in November 2020. 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 2019-2020 FIRST rating based on school year 2018-2019 data, is included in the Informational Section beginning on page 242 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 66.9% 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 9.53% growth rate, averaging approximately 1.2% per year. In fiscal year 2019, 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

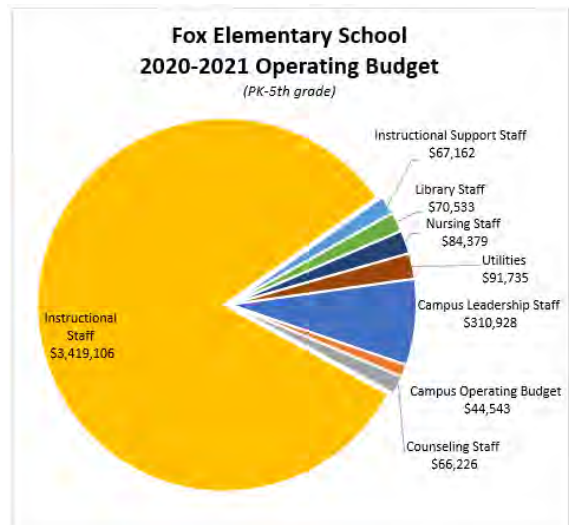
The District has received a primary bond rating of Aaa through the State of Texas Permanent School Fund (PSF) Guarantee Program. If the PSF reaches its capacity as a means to guarantee school district bond sales, the Klein ISD will have to rely on its financial health for bond ratings and bond insurance to guarantee future bond sales. Total outstanding debt (principal only) is \$31,520 per student as of June 30, 2020.

The District sold bonds totaling \$43.8 million during the 2019-2020 fiscal year. This was the final sale of the 2015 bond authorization. The 2015 authorization summary is as follows: new facilities and additions - 55%, renovations on existing facilities - 27%, safety & security - 5%, technology - 11%, and new buses, fine arts, and CTE equipment - 2%.



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. Fox Elementary opened its doors in 2020 with prekindergarten to 5th grade.



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 \$0.84 per square foot in FY 2019-20; an overall 56% reduction. The total avoided cost to the District resulting from the unit cost reduction during this timeframe is \$52,000,000. The District benefits from a \$52 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 2020-2021 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 2020-2021 budget workshop occurred on June 1, 2020 to review projected funding and budget priorities with the Board of Trustees and the Cabinet. The Preliminary Budget was given to the Board on June 8th and the Proposed Budget on June 11th. It reflected all changes since the preliminary draft. The Klein ISD Board of Trustees adopted the 2020-2021 budget on June 22, 2020 after holding the required public meeting.

Tax Rate Proposal & Adoption

The 2020-2021 Adopted budget was based on the estimated tax rate calculation of \$1.3495. The district will publish the required legal notice in October 2020. On July 31, 2020 the TEA approved the Klein ISD's maximum compressed tax rate (MCR) based on the Local Property Value Survey. The 2020-2021 estimated tax rate is proposed to be set at \$1.3373 based on the approved maximum compressed tax rate of $0.9073 + 0.0500 = 0.9573$ M&O tax rate and 0.3800 I&S tax rate. The Board will hold the required public meeting in October 2020 to discuss the proposed rate and in a separate meeting set the 2020 tax rate.

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. Due to COVID-19 closures during the 2019-20 fiscal year the district is proposing to roll a percentage of unused general fund budget for use during the 2020-21 fiscal year for campuses and instructional support departments.

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 August 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 vision.

Klein Independent School District

2020-2021 Budget Calendar

January 2020

- Prepare budget worksheets for 2020-2021
- Review staffing formulas for all staff (General Ed, Special Ed, CTE, SCE, Bilingual, etc.)
- Publish budget timeline for campuses and department
- Share General Fund budget preparation documents with campuses and departments including historical budget information for planning

February 2020

- Spring Staffing Committee Meeting
- Discuss revenue forecasts and financial outlook
- Conduct one-on-one training sessions for budget managers

March 2020

- Review and compile 2020-2021 campus and department budget allocation requests
- State & Federal programs department sends 2020-2021 SCE allocations to campuses
- Cabinet Review of department ZBB proposed budgets and Supplemental Allocation Request – Campus and Department

April 2020

- All campus and department budgets entered into eFinancePlus
- Review and recommend additional 2020-2021 Special Education personnel requests

May 2020

- Calculate 2020-2021 payroll estimates and post in eFinancePlus system
- Prepare State Funding Template based on estimate of Certified Values from HCAD
- E-mail special revenue budget preparation worksheets

June 2020

- Submit 2020-2021 Preliminary Budget document to Cabinet
- Conduct 2020-2021 budget workshop with Board of Trustees and Cabinet
 - Timeline
 - Budget assumptions to date
 - Budgets for General Fund and Debt Service
- Collect, review, and load 2020-2021 special revenue budget allocation requests
- Public Hearing on 2020-2021 Proposed Budget
- Adopt 2020-2021 Budget

July 2020

- Post and distribute all 2020-2021 adopted budgets

August 2020

- Present first 2020-2021 Budget Review to Board of Trustees
- Update TEA compliance monitoring reports

October 2020

- Publish Hearing on Tax Rate and Proposed Budget
- Adoption of Tax Rate



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.

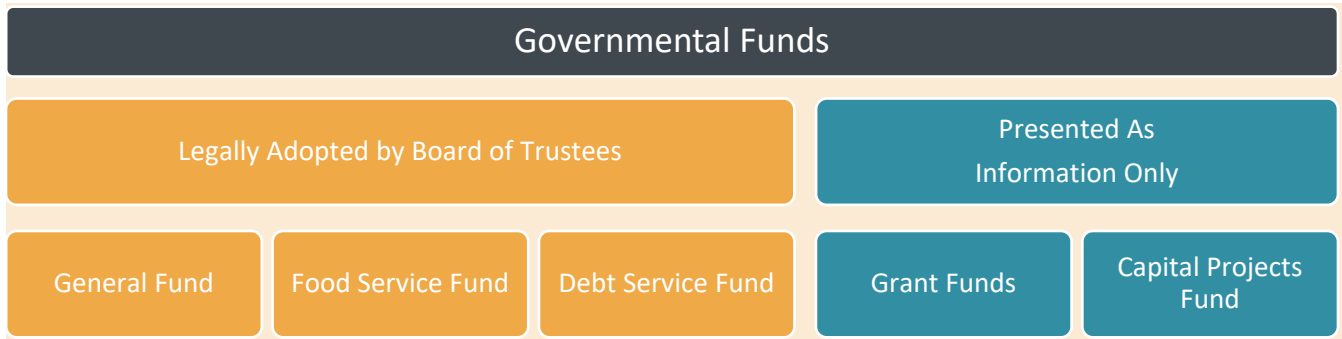
The Board adopts an “appropriated budget” on a basis consistent with GAAP for the **General Fund, Debt Service Fund, and the National School Lunch Program (reported as the Food Service Fund)**.

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 twenty-seven (27) 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 five (5) 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 because user fees are charged to supplement the National School Lunch Program (NSLP). 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 103 and 104. This adopted fund is also included in **special revenue funds** information provided on pages 105 through 109. 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 - 1 - 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 COVID-19

288X Summer School LEP

289X 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

499X Miscellaneous Donation & Grants

Debt Service Fund – Governmental Fund Type

511 Debt Service Fund

Capital Projects Fund – Governmental Fund Type

6407 \$160 Million – Series 2017

6418 \$93 Million – Series 2018

6429 \$78 Million – Series 2019

6430 \$43.8 Million – Series 2020

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.



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	McDougale
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	Fox
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
37	Dyslexia
38	College, Career, and Military Readiness
43	Dyslexia – Special Education
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 assessments, 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).
- 43 Dyslexia – Special Education** - A school district or charter school is entitled to an annual allotment for each student that it serves who has been identified as having dyslexia or a related disorder under Texas Education Code (TEC), Section 48.103. LEAs must use this PIC for expenditures associated with serving a student who has an Individualized Education Plan (IEP) that specifically states that dyslexia services are required, and the LEA uses the (HB3) dyslexia state allotment to serve that student.
- 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	Fox
50	Multilingual - Payroll
51	Multilingual

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

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 INDEPENDENT SCHOOL DISTRICT
2020-2021 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2020-2021 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 2016-2017 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.

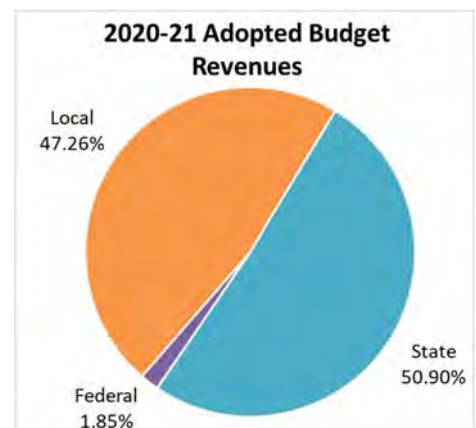
Operational Accountability represents the responsibility of governments to report the extent to which services are being provided efficiently and effectively using all resources available for that purpose, and whether they can continue to meet objectives in the foreseeable future.

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 \$605.4million for fiscal year 2020-2021, an increase of \$17.5 million over the combined adopted revenues for the General, Food Service, and Debt Services funds for 2019-2020. This increase is primarily found in the General Fund as a result of property value growth and a 2% enrollment growth.

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 6.78% 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 137-140 in the Informational Section.



The Food Service Fund receives approximately 60% 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. After adjusting for other changes related to the transition from prior law to HB 3, maintenance and operations (M&O) tax rates for tax year 2019 were compressed by the state compression rate of 93%, or 0.93. M&O tax rates for tax year 2020 will continue to be compressed using state and/or local compression percentage rates with a base of 0.93 for both. Beginning with 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 2020-2021 budgets with a proposed tax rate of \$1.3495 per \$100 property valuation which represents a decrease of \$0.0105 or approximately 0.07% from prior year. The General Fund (M&O) rate will be compressed to \$0.9595 and the Debt Service (I&S) rate will remain \$0.39. Property values in 2020 are estimated to increase approximately 5.85%, pending receipt of the Harris County Appraisal District's 2020 certified tax roll in late July. Recent approximations project a tax collection increase of \$10.5 million in the M&O fund and an increase of \$5.2 million in the I&S fund.

A major source of local funding for Klein ISD is a proposed tax rate of \$1.3495 per \$100 of taxable assessed value totaling approximately \$24.17 billion. Local property tax revenues are budgeted at \$317,277,535 between the General Fund with \$225,585,449, and Debt Service Fund with \$91,692,086, 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 \$7.3 million in 2020-2021 primarily as a result of a projected 2% enrollment increase. State revenue will provide 50.9% of total M&O revenues in 2020-2021, a slight decrease from 51% in 2019-2020.

Based on the adjusted WADA of 66,767, the District will earn \$414.4 million in Tier I state funding, offset by the Local Fund Assignment (LFA) totaling \$212.5 million, for a State Share of Tier I of \$201.9 million. The District's current property wealth per weighted average daily attendance (WADA) is approximately \$336,039.

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 \$5.2 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 \$1,470,818 in Additional State Aid for Homestead Exemption (ASAHE) for facilities during 2020-2021 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 72.7% 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 five 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 \$105,000, down forty-eight percent (48%) from the estimated earnings for 2019-2020. 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 35.1% of the Food Service Fund revenues in 2020-2021. This equates to approximately \$162 per student. Overall, the fund's revenue is budgeted to increase by \$299,298 or approximately 1.2% more than revenues in 2019-2020.

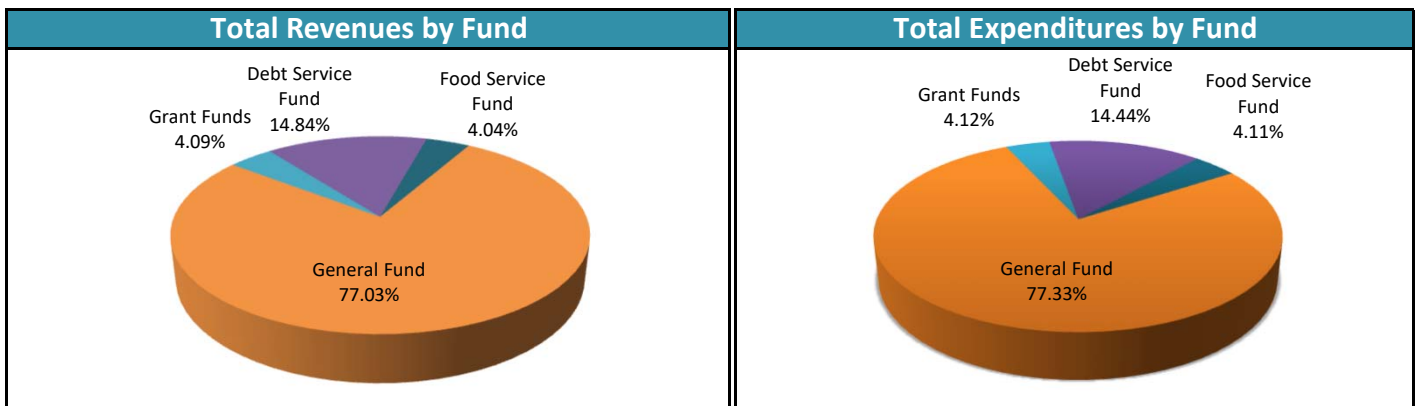
Other Sources – The General Fund is projected to earn \$80,000 from the sale of surplus/obsolete furniture, computers, and other equipment. These auction proceeds are recorded as Other Sources.

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	2020-2021	2021-2022	2022-2023	2023-2024
Beginning Fund Balance	\$ 327,591,229	\$ 287,719,885	\$ 287,312,943	\$ 282,962,359
Projected Revenues				
Local Taxes	\$ 317,054,322	\$ 318,634,023	\$ 318,557,422	\$ 318,497,359
Other Local Sources	14,101,405	14,364,416	14,600,197	14,848,727
State Sources	254,878,653	259,898,458	265,666,851	268,287,993
Federal Sources	45,617,023	46,442,545	47,224,930	48,011,948
Other Sources	148,948	153,651	158,513	163,544
Total Revenues	\$ 631,800,350	\$ 639,493,092	\$ 646,207,913	\$ 649,809,570
Projected Expenditures				
Payroll Costs	\$ 470,586,228	\$ 482,471,113	\$ 493,956,255	\$ 504,558,993
Contracted Services	28,739,014	28,910,330	29,082,800	29,253,457
Supplies and Materials	27,693,160	27,992,538	28,297,612	28,332,921
Other Operating Costs	9,723,229	9,746,192	9,769,595	9,772,058
Debt Service	90,594,790	90,179,146	88,845,857	78,368,205
Capital Outlay	44,262,773	528,215	533,879	533,993
Other Uses	72,500	72,500	72,500	72,500
Total Expenditures	\$ 671,671,694	\$ 639,900,034	\$ 650,558,497	\$ 650,892,127
Ending Fund Balance	\$ 287,719,885	\$ 287,312,943	\$ 282,962,359	\$ 281,879,802

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, 2021

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	\$ 205,630,640	\$ 4,847,711	\$ 4,319,913	\$ 72,549,842	\$ 98,864,754	\$ 386,212,860
Revenues						
Local Sources	\$ 229,796,933	\$ 9,497,400	\$ -	\$ 92,219,442	\$ -	\$ 331,513,775
State Sources	247,464,992	687,854	5,254,989	1,470,818	-	254,878,653
Federal Sources	8,971,233	15,300,124	20,576,562	-	-	44,847,919
Total Revenues	\$ 486,233,158	\$ 25,485,378	\$ 25,831,551	\$ 93,690,260	\$ -	\$ 631,240,347
Expenditures						
Payroll Costs	\$ 441,142,032	\$ 11,791,828	\$ 17,624,770	\$ -	\$ -	\$ 470,558,630
Contracted Services	23,507,110	145,989	5,086,152	-	-	28,739,251
Supplies & Materials	11,263,733	13,441,132	2,921,028	-	-	27,625,893
Other Operating Costs	8,475,084	91,568	199,601	-	-	8,766,253
Debt Service	-	-	-	90,455,548	-	90,455,548
Capital Outlay	119,000	310,000	-	-	-	429,000
Total Expenditures	\$ 484,506,959	\$ 25,780,517	\$ 25,831,551	\$ 90,455,548	\$ -	\$ 626,574,575
Net Revenues Over (Under) Expenditures	\$ 1,726,199	\$ (295,139)	\$ -	\$ 3,234,712	\$ -	\$ 4,665,772
Other Sources (Uses)						
Other Sources	\$ 80,000	\$ 1,881	\$ -	\$ -	\$ -	\$ 81,881
Other Uses	-	-	-	-	-	-
Net Sources Over (Under) Uses	\$ 80,000	\$ 1,881	\$ -	\$ -	\$ -	\$ 81,881
Net Change In Fund Balance	\$ 1,806,199	\$ (293,258)	\$ -	\$ 3,234,712	\$ -	\$ 4,747,653
Fund Balances						
Non-Spendable	\$ 2,508,812	\$ 29,145	\$ 727,248	\$ -	\$ -	\$ 3,265,205
Restricted	-	4,525,308	707,759	75,784,554	98,864,754	179,882,375
Committed	22,694,356	-	2,884,906	-	-	25,579,262
Assigned	44,723,594	-	-	-	-	44,723,594
Unassigned	137,510,077	-	-	-	-	137,510,077
Ending Fund Balance	\$ 207,436,839	\$ 4,554,453	\$ 4,319,913	\$ 75,784,554	\$ 98,864,754	\$ 390,960,513



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Function
For the Year Ending June 30, 2021

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Revenues						
Local Sources	\$ 229,796,933	\$ 9,497,400	\$ -	\$ 92,219,442	\$ -	\$ 331,513,775
State Sources	247,464,992	687,854	5,254,989	1,470,818	-	254,878,653
Federal Sources	8,971,233	15,300,124	20,576,562	-	-	44,847,919
Total Revenues	<u>\$ 486,233,158</u>	<u>\$ 25,485,378</u>	<u>\$ 25,831,551</u>	<u>\$ 93,690,260</u>	<u>\$ -</u>	<u>\$ 631,240,347</u>
Expenditures						
Instruction	\$ 300,376,866	\$ -	\$ 17,434,019	\$ -	\$ -	\$ 317,810,885
Instructional Resource & Media	4,712,882	-	153,652	-	-	4,866,534
Curriculum & Staff Development	12,027,677	-	3,274,970	-	-	15,302,647
Instructional Leadership	4,600,039	-	201,062	-	-	4,801,101
School Leadership	32,050,171	-	1,007,820	-	-	33,057,991
Guidance, Counseling & Eval	26,759,159	-	2,646,424	-	-	29,405,583
Social Work Services	573,688	-	-	-	-	573,688
Health Services	6,051,091	-	97,894	-	-	6,148,985
Student Transportation	15,953,553	-	200,000	-	-	16,153,553
Food Service	286,842	25,780,517	-	-	-	26,067,359
Extracurricular Activities	9,813,788	-	-	-	-	9,813,788
General Administration	10,906,006	-	-	-	-	10,906,006
Facilities Maint & Operations	39,123,269	-	-	-	-	39,123,269
Security & Monitoring Services	6,947,979	-	-	-	-	6,947,979
Data Processing Services	10,607,120	-	47,000	-	-	10,654,120
Community Services	386,829	-	768,710	-	-	1,155,539
Debt Service	-	-	-	90,455,548	-	90,455,548
Facilities Acquisition/Construction	-	-	-	-	-	-
Pmts to Fiscal Agent/SSA	730,000	-	-	-	-	730,000
Juvenile Justice Alt. Education Pgm.	300,000	-	-	-	-	300,000
Intergovernmental Charges	2,300,000	-	-	-	-	2,300,000
Total Expenditures	<u>\$ 484,506,959</u>	<u>\$ 25,780,517</u>	<u>\$ 25,831,551</u>	<u>\$ 90,455,548</u>	<u>\$ -</u>	<u>\$ 626,574,575</u>
Other Sources (Uses)						
Other Sources	\$ 80,000	\$ 1,881	\$ -	\$ -	\$ -	\$ 81,881
Other Uses	-	-	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ 80,000</u>	<u>\$ 1,881</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 81,881</u>
Net Change In Fund Balance	<u>\$ 1,806,199</u>	<u>\$ (293,258)</u>	<u>\$ -</u>	<u>\$ 3,234,712</u>	<u>\$ -</u>	<u>\$ 4,747,653</u>
Beginning Fund Balance	<u>\$ 205,630,640</u>	<u>\$ 4,847,711</u>	<u>\$ 4,319,913</u>	<u>\$ 72,549,842</u>	<u>\$ 98,864,754</u>	<u>\$ 386,212,860</u>
Ending Fund Balance	<u>\$ 207,436,839</u>	<u>\$ 4,554,453</u>	<u>\$ 4,319,913</u>	<u>\$ 75,784,554</u>	<u>\$ 98,864,754</u>	<u>\$ 390,960,513</u>

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

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget *	2020-21 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 294,654,363	\$ 321,609,270	\$ 327,462,907	\$ 316,302,220	\$ 331,513,775	\$ 15,211,555
State Sources	216,482,265	224,228,095	248,300,737	247,038,728	254,878,653	7,839,926
Federal Sources	37,833,274	48,916,753	46,557,162	43,679,753	44,847,919	1,168,166
Total Revenues	<u>\$ 548,969,902</u>	<u>\$ 594,754,118</u>	<u>\$ 622,320,806</u>	<u>\$ 607,020,700</u>	<u>\$ 631,240,347</u>	<u>\$ 24,219,647</u>
Expenditures						
Instruction	\$ 280,378,110	\$ 300,003,300	\$ 293,827,325	\$ 308,464,706	\$ 317,810,886	\$ 9,346,180
Instructional Resource & Media	5,521,936	4,996,803	5,176,202	4,608,347	4,866,534	258,186
Curriculum & Staff Development	13,084,592	13,768,358	15,102,390	14,789,586	15,302,648	513,062
Instructional Leadership	4,414,193	4,648,661	3,990,609	3,616,536	4,801,101	1,184,565
School Leadership	28,828,086	30,783,221	31,390,711	30,703,044	33,057,991	2,354,947
Guidance, Counseling & Evaluation	24,438,553	26,772,971	27,399,589	29,263,453	29,405,583	142,129
Social Work Services	389,808	515,924	571,153	545,597	573,688	28,092
Health Services	5,379,601	5,652,413	5,821,830	5,962,529	6,148,985	186,457
Student Transportation	13,066,425	16,075,452	16,463,649	16,239,134	16,153,553	(85,581)
Food Service	23,673,900	23,485,904	24,276,880	23,361,518	26,067,359	2,705,841
Extracurricular Activities	15,681,648	16,313,942	16,100,890	9,741,672	9,813,788	72,115
General Administration	10,371,526	11,591,601	10,696,769	9,922,845	10,906,006	983,160
Facilities Maintenance & Operations	33,455,019	35,843,692	34,852,944	32,247,780	39,123,269	6,875,489
Security & Monitoring Services	6,021,985	6,756,824	6,121,451	5,990,763	6,947,979	957,216
Data Processing Services	10,411,219	11,623,351	12,892,661	8,800,551	10,654,120	1,853,569
Community Services	1,435,559	1,353,752	1,280,028	1,029,656	1,155,539	125,882
Debt Service	80,744,514	83,455,240	86,275,582	41,197,980	90,455,548	49,257,568
Facilities Acquisition & Construction	140,575,833	90,198,386	66,406,277	31,116,050	-	(31,116,050)
Pmts to Fiscal Agent/SSA	554,092	614,273	601,690	730,000	730,000	-
Juvenile Justice Alt. Education Pgm.	204,017	344,556	334,361	315,000	300,000	(15,000)
Intergovernmental Charges	1,990,384	2,122,804	2,191,066	2,300,000	2,300,000	-
	<u>\$ 700,621,002</u>	<u>\$ 686,921,427</u>	<u>\$ 661,774,056</u>	<u>\$ 580,946,747</u>	<u>\$ 626,574,575</u>	<u>\$ 45,627,828</u>
Other Sources (Uses)						
Other Sources	\$ 163,192,618	\$ 109,104,198	\$ 90,253,277	\$ 45,169,809	\$ 81,881	\$ (45,087,928)
Other Uses	(3,447,412)	(14,559,061)	(11,308,129)	(72,500)	-	72,500
Net Sources Over (Under) Uses	<u>\$ 159,745,207</u>	<u>\$ 94,545,137</u>	<u>\$ 78,945,148</u>	<u>\$ 45,097,309</u>	<u>\$ 81,881</u>	<u>\$ (33,847,839)</u>
<i>Amendments - June 2020</i>				10,529,333		
Net Change In Fund Balance	<u>\$ 8,094,108</u>	<u>\$ 2,377,828</u>	<u>\$ 39,491,897</u>	<u>\$ 81,700,595</u>	<u>\$ 4,747,653</u>	<u>\$ (76,952,942)</u>
Beginning Fund Balance	\$ 254,548,433	\$ 262,642,540	\$ 265,020,368	\$ 304,512,265	\$ 386,212,860	\$ 81,700,595
Ending Fund Balance	<u>\$ 262,642,540</u>	<u>\$ 265,020,368</u>	<u>\$ 304,512,265</u>	<u>\$ 386,212,860</u>	<u>\$ 390,960,513</u>	<u>\$ 4,747,653</u>

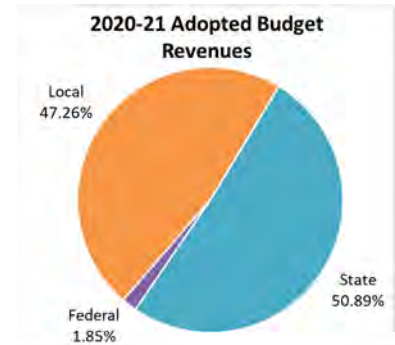
*Data from 2019-2020 Capital Projects Fund is unaudited actual. All other funds represent adopted budget.

General Fund Budget Overview

Expenditure budgeting begins with staffing, salary, and benefit evaluations as payroll accounts for over 91% of the District's operating budget. The 2020-2021 beginning teacher salary is \$56,500.

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 increase by \$10.5 million during the 2020-2021 fiscal year based on an estimated 5.85% increase in property values, and a reduction to the M&O tax rate from \$0.97 to \$0.9595 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 2.0% increase expected in 2020-2021, contributing to state aid totaling approximately \$202.8 million. Available School Fund (ASF) is revenue earned for education from the State's permanent fund in the amount of \$20.3 million. Also included in state revenues is pass-through funding of \$24.3 million for the state's contribution to the Texas Teacher Retirement System (TRS). Without the pass-through funds, state funding is approximately 45.9% of total operating revenues. In 2019-20, 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 72.7% 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 2019-2020. 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

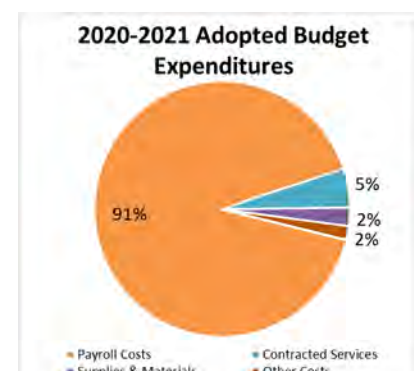
Budget or actual expenditures are presented for each campus and department from FY 2017 through FY 2021 on pages 96-99. Significant departmental changes between adopted budgets in 2019-2020 and 2020-2021 can be attributed to reallocations between cost centers and removal or reassignment of non-recurring allocations from the prior year. Klein is implementing full day Pre-K, as part of the requirements of HB 3.

Fund Balance

The General Fund's net change in fund balance is projected to increase \$1.8 million at June 30, 2021. 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 \$119,000 is appropriated in the General Fund for capital outlay. \$95,000 of it will 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.

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change from Prior Year
Beginning Fund Balance	<u>\$ 145,883,149</u>	<u>\$ 137,681,577</u>	<u>\$ 139,722,187</u>	<u>\$ 177,757,325</u>	<u>\$ 205,630,640</u>	<u>\$ 27,873,315</u>
Revenues						
Property Taxes	\$ 195,751,392	\$ 209,600,021	\$ 220,305,838	\$ 214,101,048	\$ 225,585,449	\$ 11,484,401
Other Local Sources	4,040,454	7,692,771	7,760,538	5,935,059	4,211,484	(1,723,575)
State Sources	188,909,678	194,464,701	220,167,479	215,249,634	223,117,458	7,867,824
State TRS Contributions	19,305,877	21,453,514	20,675,025	24,347,534	24,347,534	-
Federal Sources	6,130,076	7,704,161	7,244,361	8,548,098	8,971,233	423,135
Total Revenues	<u>\$ 414,137,477</u>	<u>\$ 440,915,168</u>	<u>\$ 476,153,241</u>	<u>\$ 468,181,373</u>	<u>\$ 486,233,158</u>	<u>\$ 18,051,785</u>
Expenditures						
Payroll Costs	\$ 382,681,761	\$ 399,219,691	\$ 401,112,481	\$ 417,395,274	\$ 441,142,032	\$ 23,746,758
Contracted Services	21,533,570	22,721,361	21,994,048	21,342,003	23,507,110	2,164,607
Supplies & Materials	9,376,927	10,413,193	9,455,929	10,203,008	11,263,733	1,060,725
Other Costs	6,525,355	6,546,947	5,547,313	6,698,270	8,475,084	1,776,814
Debt Service	15,170	-	-	-	-	-
Capital Outlay	781,441	672,201	543,692	95,000	119,000	24,000
Total Expenditures	<u>\$ 420,914,224</u>	<u>\$ 439,573,393</u>	<u>\$ 438,653,462</u>	<u>\$ 455,733,555</u>	<u>\$ 484,506,959</u>	<u>\$ 28,772,904</u>
Other Sources (Uses)						
Other Sources	\$ 2,022,587	\$ 904,188	\$ 607,859	\$ 55,699	\$ 80,000	\$ 24,301
Other Uses	(3,447,412)	(205,353)	(72,500)	(72,500)	-	72,500
Net Sources (Uses)	<u>\$ (1,424,825)</u>	<u>\$ 698,835</u>	<u>\$ 535,359</u>	<u>\$ (16,801)</u>	<u>\$ 80,000</u>	<u>\$ 96,801</u>
Change in Fund Balance	<u>\$ (8,201,572)</u>	<u>\$ 2,040,610</u>	<u>\$ 38,035,138</u>	<u>\$ 12,431,017</u>	<u>\$ 1,806,199</u>	<u>\$ (10,624,318)</u>
<i>Amendments - June 2020</i>				<u>15,442,298</u>		
Ending Fund Balance	<u>\$ 137,681,577</u>	<u>\$ 139,722,187</u>	<u>\$ 177,757,325</u>	<u>\$ 205,630,640</u>	<u>\$ 207,436,839</u>	<u>\$ 1,806,199</u>

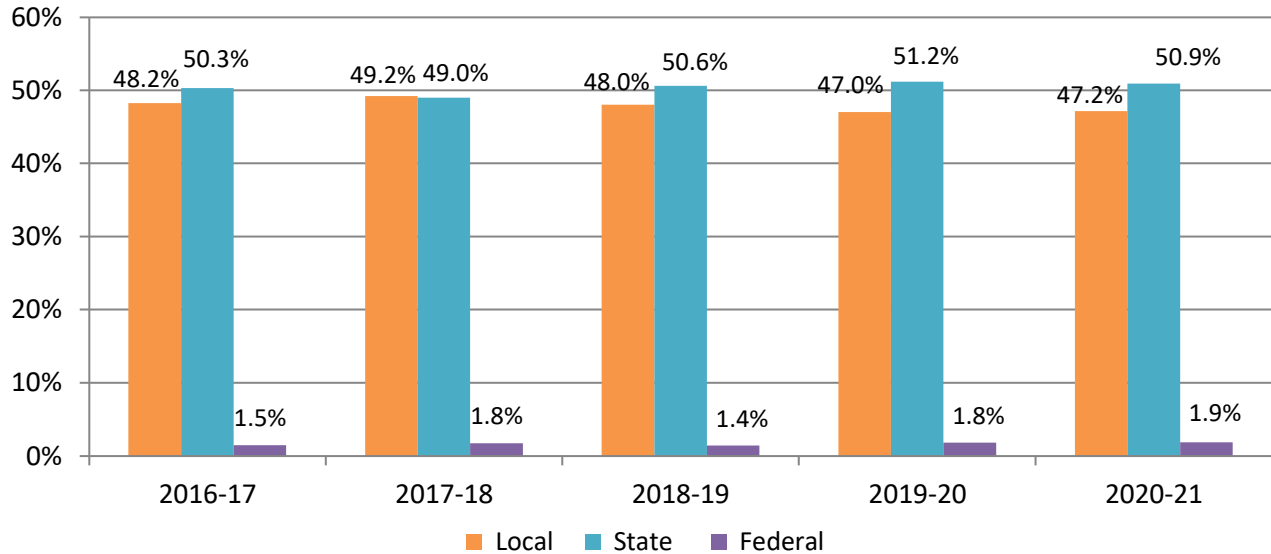
*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

Klein Independent School District

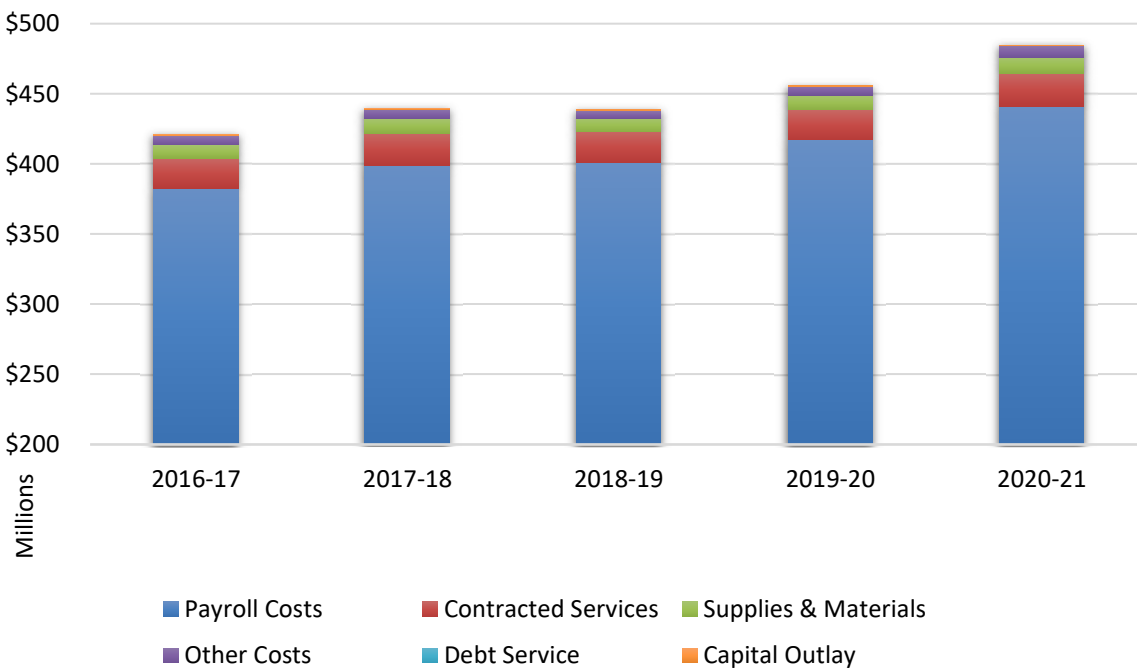
Chart of Revenues by Source and Expenditures by Major Object

General Fund

Revenues by Source



Expenditures by Major Object

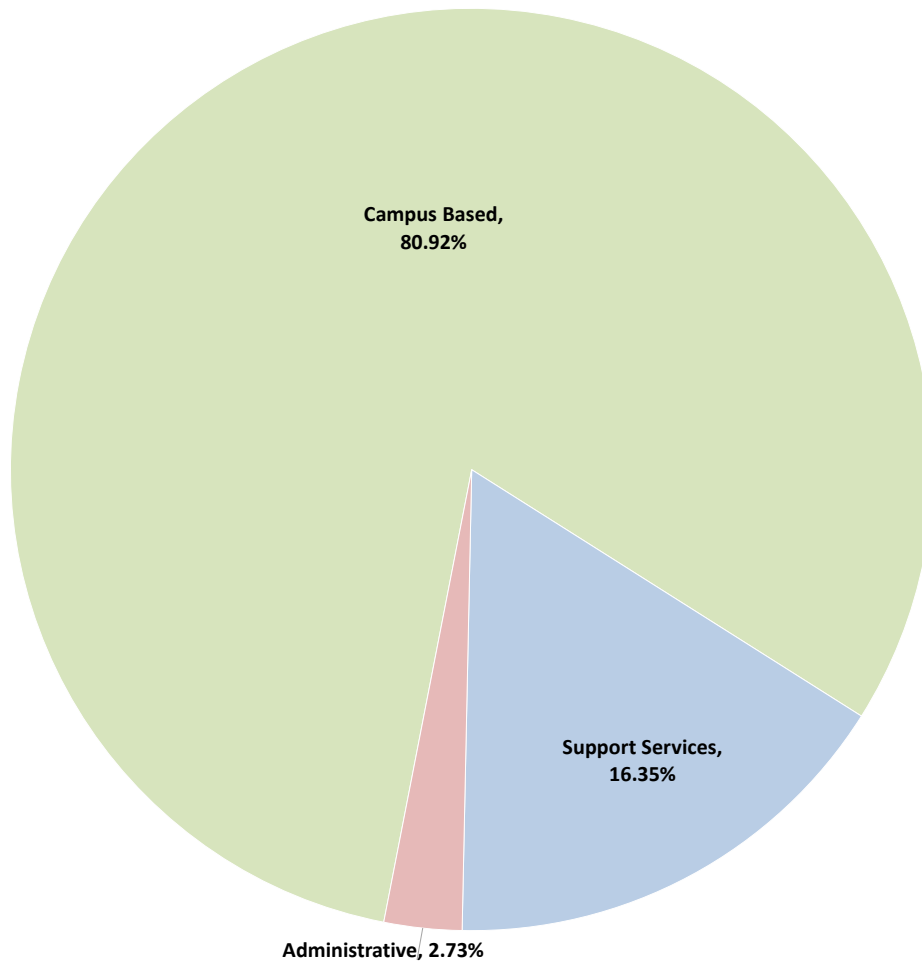


Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
General Fund by Function

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change from Prior Year
Revenues						
Local Sources	\$ 199,791,846	\$ 217,292,792	\$ 228,066,376	\$ 220,036,107	\$ 229,796,933	\$ 9,760,826
State Sources	208,215,555	215,918,215	240,842,504	239,597,168	247,464,992	7,867,824
Federal Sources	6,130,076	7,704,161	7,244,361	8,548,098	8,971,233	423,135
Total Revenues	<u>\$ 414,137,477</u>	<u>\$ 440,915,168</u>	<u>\$ 476,153,241</u>	<u>\$ 468,181,373</u>	<u>\$ 486,233,158</u>	<u>\$ 18,051,785</u>
Expenditures						
Instruction	\$ 260,469,188	\$ 270,471,842	\$ 272,252,981	\$ 289,782,054	\$ 300,376,866	\$ 10,594,313
Instructional Resource & Media	4,922,244	4,614,478	4,372,335	4,574,953	4,712,882	137,929
Curriculum & Staff Development	10,336,316	11,212,322	11,315,668	11,690,988	12,027,677	336,689
Instructional Leadership	4,275,409	4,501,140	3,732,157	3,377,328	4,600,039	1,222,711
School Leadership	28,742,211	30,614,072	30,892,281	30,384,346	32,050,171	1,665,825
Guidance, Counseling & Evaluation	22,160,698	22,227,003	22,575,204	25,754,744	26,759,159	1,004,415
Social Work Services	386,192	514,869	571,118	545,597	573,688	28,091
Health Services	5,234,103	5,397,100	5,550,755	5,960,879	6,051,091	90,212
Student Transportation	13,040,348	14,722,272	14,438,458	14,272,367	15,953,553	1,681,186
Food Service	-	-	648,994	-	286,842	286,842
Extracurricular Activities	8,847,153	9,421,030	9,586,962	9,676,519	9,813,788	137,269
General Administration	10,346,545	11,590,876	10,695,709	9,922,845	10,906,006	983,161
Facilities Maintenance & Operations	33,164,362	34,772,415	33,870,897	31,862,355	39,123,269	7,260,914
Security & Monitoring Services	5,741,887	6,063,925	6,012,132	5,783,372	6,947,979	1,164,607
Data Processing Services	9,824,312	9,848,108	8,629,331	8,401,764	10,607,120	2,205,356
Community Services	591,002	526,832	381,362	398,444	386,829	(11,615)
Debt Service	15,170	-	-	-	-	-
Facilities Acquisition & Construction	68,591	-	-	-	-	-
Pmts to Member Dists of SSA	554,092	607,749	601,690	730,000	730,000	-
Juvenile Justice Alt Ed Pgm	204,017	344,556	334,361	315,000	300,000	(15,000)
Intergovernmental Charges	1,990,384	2,122,804	2,191,066	2,300,000	2,300,000	-
Total Expenditures	<u>\$ 420,914,224</u>	<u>\$ 439,573,393</u>	<u>\$ 438,653,462</u>	<u>\$ 455,733,555</u>	<u>\$ 484,506,959</u>	<u>\$ 28,772,905</u>
Other Sources (Uses)						
Other Sources	\$ 2,022,587	\$ 904,188	\$ 607,859	\$ 55,699	\$ 80,000	\$ 24,301
Other Uses	(3,447,412)	(205,353)	(72,500)	(72,500)	-	72,500
Net Sources (Uses)	<u>\$ (1,424,825)</u>	<u>\$ 698,835</u>	<u>\$ 535,359</u>	<u>\$ (16,801)</u>	<u>\$ 80,000</u>	<u>\$ 96,801</u>
Net Change In Fund Balance	\$ (8,201,572)	\$ 2,040,610	\$ 38,035,138	\$ 12,431,017	\$ 1,806,199	\$(10,624,319)
Beginning Fund Balance	\$ 145,883,149	\$ 137,681,577	\$ 139,722,187	\$ 177,757,325	\$ 205,630,640	
Amendments - June 2020				15,442,298		
Ending Fund Balance	<u>\$ 137,681,577</u>	<u>\$ 139,722,187</u>	<u>\$ 177,757,325</u>	<u>\$ 205,630,640</u>	<u>\$ 207,436,839</u>	<u>\$ 1,806,199</u>

*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

**Klein Independent School District
2020-2021 Adopted Budget by Function
General Fund**



		Per Student	Total	%	
Campus Based	Instruction	\$ 5,447	300,376,866	62.00%	80.92%
	School Leadership	581	32,050,171	6.61%	
	Guidance and Counseling	485	26,759,159	5.52%	
	Staff Development	218	12,027,677	2.48%	
	Extracurricular Activities	178	9,813,788	2.03%	
	Health Services	110	6,051,091	1.25%	
	Resource and Media	85	4,712,882	0.97%	
	Juvenile Justice Alt Ed Program	5	300,000	0.06%	
Support Services	Maintenance	307	16,931,574	3.49%	16.35%
	Plant Operations/Custodial Services	225	12,403,059	2.56%	
	Utilities	178	9,788,636	2.02%	
	Transportation	289	15,953,553	3.29%	
	Data Processing	192	10,607,120	2.19%	
	Security & Monitoring	126	6,947,979	1.43%	
	Instructional Leadership	83	4,600,039	0.95%	
	Shared Services	13	730,000	0.15%	
	Social Work Services	10	573,688	0.12%	
	Community Services	7	386,829	0.08%	
	Food Service	5	286,842	0.06%	
Administrative	Intergovernmental Charges	42	2,300,000	0.47%	2.73%
	General Administration	198	10,906,006	2.25%	
Total		8,786	484,506,959	100%	100%

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

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change from Prior Year
Local Revenue Sources						
Current Year Tax Levy	\$ 193,044,996	\$ 205,803,671	\$ 216,763,703	\$ 210,397,886	\$ 221,959,012	\$ 11,561,126
Prior Year Tax Levy	1,293,148	1,922,884	1,779,108	1,973,506	1,821,749	(151,757)
Tax Certificates	3,615	3,713	4,189	-	-	-
Penalties & Interest	1,409,632	1,869,752	1,758,838	1,729,656	1,804,688	75,032
Services Rendered to Other Dist.	3,000	3,000	3,000	3,000	3,000	-
Tuition - Regular Day School	24,730	28,060	29,920	29,920	25,000	(4,920)
Tuition - Summer School	387,150	459,363	460,322	247,963	365,000	117,037
Student Fees	74,870	74,262	77,015	66,896	67,000	104
Interest Income	1,352,623	2,458,836	4,733,782	3,705,937	1,622,745	(2,083,192)
Facility Rental Income	565,855	644,400	627,841	474,504	448,000	(26,504)
Gifts and Donations	120,943	151,686	126,208	121,014	-	(121,014)
Insurance Recovery	93,189	43,841	65,461	-	-	-
Misc - Local Sources	533,243	2,911,187	627,676	382,584	548,650	166,066
Athletic Gate Receipts	553,793	563,366	638,003	574,315	574,000	(315)
Concession Sales	281,190	298,569	311,228	277,743	295,000	17,257
Excurr Intermediate Sources	49,869	56,202	60,082	51,183	263,089	211,906
Total Local Revenue	\$ 199,791,846	\$ 217,292,792	\$ 228,066,376	\$ 220,036,107	\$ 229,796,933	\$ 9,760,826
State Revenue Sources						
Available School Fund	\$ 18,614,030	\$ 10,081,836	\$ 24,251,115	\$ 12,411,573	\$ 20,350,739	\$ 7,939,166
Foundation School Program	170,196,033	184,378,440	195,512,743	202,395,739	202,766,719	370,980
Misc - State Sources	99,615	4,425	6,786	442,322	-	(442,322)
TRS On-Behalf	19,305,877	21,453,514	21,071,860	24,347,534	24,347,534	-
Total State Revenue	\$ 208,215,555	\$ 215,918,215	\$ 240,842,504	\$ 239,597,168	\$ 247,464,992	\$ 7,867,824
Federal Revenue Sources						
Indirect Costs	\$ 146,387	\$ 309,162	\$ 748,365	\$ 1,530,000	\$ 2,050,000	\$ 520,000
MAC / SHARS	5,476,728	6,708,799	6,123,217	6,526,233	6,526,233	-
AFJROTC	297,597	289,498	274,588	290,000	290,000	-
E-Rate	209,114	298,292	98,190	201,865	105,000	(96,865)
Other Federal Revenue	250	98,409	-	-	-	-
Total Federal Revenue	\$ 6,130,076	\$ 7,704,161	\$ 7,244,361	\$ 8,548,098	\$ 8,971,233	\$ 423,135
Total Revenues	<u>\$ 414,137,477</u>	<u>\$ 440,915,168</u>	<u>\$ 476,153,241</u>	<u>\$ 468,181,373</u>	<u>\$ 486,233,158</u>	<u>\$ 18,051,785</u>
End of Year Enrollment**	51,719	52,991	53,303	53,303	55,143	1,840
Total Revenue Per Pupil	<u>\$ 8,007</u>	<u>\$ 8,321</u>	<u>\$ 8,933</u>	<u>\$ 8,783</u>	<u>\$ 8,818</u>	<u>\$ 35</u>

*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

** Projected End of Year Enrollment for 2020-21 Adopted Budget.

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

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change from Prior Year
Payroll Costs						
Professional Salaries	\$ 253,477,023	\$ 260,846,985	\$ 259,925,127	\$ 275,542,934	\$ 292,543,419	\$ 17,000,485
Support Salaries	49,603,821	52,479,894	52,359,811	54,715,183	64,982,075	10,266,892
Substitutes	7,287,230	7,210,776	6,050,840	6,007,277	5,995,359	(11,918)
Stipends	8,267,299	8,982,193	8,854,696	9,171,650	8,854,384	(317,266)
Professional Extra Duty Pay	2,426,060	2,362,105	2,194,830	2,885,293	2,872,157	(13,136)
Overtime/Part-Time/Extra Duty	3,187,717	3,777,745	3,715,232	3,366,827	3,126,084	(240,743)
Medicare/FICA Alternative	4,406,884	4,649,582	4,716,994	5,131,529	5,056,758	(74,771)
Employer Insurance Contribution	20,511,176	21,373,210	17,528,558	17,841,946	17,303,011	(538,935)
Workers Comp/Unemployment	1,033,965	1,164,028	1,007,386	957,845	960,429	2,584
TRS On-Behalf	19,305,877	21,453,514	21,071,860	24,347,534	24,347,534	-
Teacher Retirement	10,810,083	12,495,797	12,427,994	16,193,651	13,903,362	(2,290,289)
Service & Attendance Bonus	1,286,125	1,237,449	78,993	264,440	265,000	560
Sick Leave Benefits	887,121	997,711	955,874	885,000	885,000	-
Incentives	191,380	188,702	10,224,285	84,165	47,460	(36,705)
Total Payroll Costs	\$382,681,761	\$399,219,691	\$ 401,112,481	\$ 417,395,274	\$ 441,142,032	\$ 23,746,758
Non-Payroll Costs						
Legal & Audit Fees	\$ 757,409	\$ 776,662	\$ 1,066,027	\$ 940,100	\$ 921,200	\$ (18,900)
Appraisal & Tax Services	1,990,384	2,122,805	2,191,067	2,300,000	2,300,000	-
Professional & Consulting Services	960,244	785,332	643,917	321,041	380,880	58,112
Contract Repairs & Maintenance	2,356,045	2,571,686	2,851,707	3,116,171	3,613,391	496,720
Utilities	9,319,730	9,690,699	9,220,834	8,518,529	10,152,537	1,634,008
Operating Leases	1,738,475	1,881,547	1,796,614	1,658,888	1,712,507	53,619
Tuition	598,252	434,103	400,052	360,400	349,090	(11,310)
Other Contracted Services	3,813,031	4,458,527	3,823,831	4,125,147	4,077,505	(47,642)
Fuel	987,401	1,305,282	1,520,617	1,439,858	1,470,448	30,590
Maint & Operations Supplies	2,434,292	2,614,567	2,553,806	2,724,492	3,082,040	357,548
Textbook/Testing & Reading Mat.	1,065,291	1,253,946	1,030,633	1,134,764	1,449,732	314,968
General Supplies	4,889,943	5,239,398	4,350,873	4,903,894	5,261,513	357,619
Employee & Student Travel	2,239,676	2,102,215	1,214,144	1,912,643	1,791,831	(120,812)
Property/Casualty Insurance	2,577,431	2,654,693	2,743,682	3,043,937	4,329,592	1,285,655
Cy Fair Deaf Cooperative	554,092	607,749	601,690	730,000	730,000	-
Miscellaneous Operating Costs	1,154,156	1,182,290	987,796	1,011,690	1,623,661	611,971
Debt Service & Capital Outlay	796,611	672,201	543,692	95,000	119,000	24,000
Total Non-Payroll Costs	\$ 38,232,463	\$ 40,353,702	\$ 37,540,981	\$ 38,336,554	\$ 43,364,927	\$ 5,026,146
Total General Fund	<u>\$420,914,224</u>	<u>\$439,573,393</u>	<u>\$ 438,653,462</u>	<u>\$ 455,731,828</u>	<u>\$ 484,506,959</u>	<u>\$ 28,772,904</u>
	51,719	52,991	53,303	54,062	55,143	1,081
	<u>\$ 8,138</u>	<u>\$ 8,295</u>	<u>\$ 8,229</u>	<u>\$ 8,430</u>	<u>\$ 8,786</u>	<u>\$ 356</u>

*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

** Projected End of Year Enrollment for 2020-21 Adopted Budget.

**Adopted Campus Budgets by Project
For The Year Ending June 30, 2021**

Project	Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Total
01	Klein High	3,206	\$ 10,274,338	\$ 58,500	\$ 134,419	\$ 80,922	\$ 10,548,179
02	Klein Forest High	3,677	13,656,913	51,665	214,471	47,314	13,970,363
03	Klein Oak High	3,527	10,338,439	80,895	161,168	62,048	10,642,550
04	Klein Collins High	3,330	10,152,521	60,320	155,306	65,495	10,433,642
05	Klein Cain High	3,749	10,679,373	57,023	197,508	53,720	10,987,624
11	Klein Intermediate	1,156	5,026,670	24,962	37,509	675	5,089,816
12	Hildebrandt Intermediate	1,143	4,173,440	26,498	34,257	1,702	4,235,897
13	Wunderlich Intermediate	1,489	6,070,156	37,509	42,897	390	6,150,951
14	Strack Intermediate	1,230	4,400,470	20,722	41,273	5,073	4,467,538
15	Kleb Intermediate	1,411	4,759,794	26,525	49,844	292	4,836,455
16	Doerre Intermediate	1,373	4,738,675	27,630	41,517	5,500	4,813,322
17	Schindewolf Intermediate	1,143	4,115,475	22,804	37,023	2,630	4,177,932
18	Krimmel Intermediate	1,353	4,664,951	25,070	41,417	7,100	4,738,538
19	Ulrich Intermediate	1,397	4,826,671	26,520	33,899	15,150	4,902,240
28	Hofius Intermediate	1,212	4,081,921	23,616	39,648	2,850	4,148,035
20	Kohrville Elementary	759	3,052,535	14,673	20,710	1,240	3,089,158
21	Northampton Elementary	700	2,563,639	12,136	20,040	1,674	2,597,489
22	Haude Elementary	727	2,820,592	15,998	17,121	2,000	2,855,711
23	Greenwood Forest Elementary	692	2,782,378	15,450	17,524	500	2,815,852
24	Epps Island Elementary	628	2,045,392	15,326	12,531	2,609	2,075,858
25	Theiss Elementary	663	2,696,569	10,068	21,543	500	2,728,680
26	Benfer Elementary	824	3,336,476	14,646	24,532	500	3,376,154
27	Kaiser Elementary	701	2,157,590	15,124	17,573	1,200	2,191,487
28	Brill Elementary	777	2,687,132	12,886	21,266	3,317	2,724,601
29	Ehrhardt Elementary	751	2,514,864	14,511	18,736	3,000	2,551,111
30	Lemm Elementary	699	2,906,534	11,666	19,668	2,244	2,940,112
31	Nitsch Elementary	729	2,350,559	13,650	20,463	1,100	2,385,772
32	Krahn Elementary	912	3,617,116	11,732	31,582	500	3,660,930
33	Roth Elementary	797	2,646,690	10,938	19,873	7,598	2,685,099
34	Kuehnle Elementary	848	3,230,023	17,525	21,481	1,800	3,270,829
35	Mittelstadt Elementary	876	3,565,000	13,423	23,594	5,105	3,607,122
36	Klenk Elementary	785	2,637,526	15,826	20,426	1,593	2,675,371
37	Eiland Elementary	584	2,127,851	14,185	13,713	500	2,156,249
38	Schultz Elementary	598	2,320,642	12,970	15,586	500	2,349,698
39	Hassler Elementary	717	3,060,463	15,366	16,742	2,541	3,095,112
40	Kreinhop Elementary	807	3,223,085	15,380	18,399	5,100	3,261,964
41	McDougle Elementary	572	1,939,857	13,979	12,395	1,460	1,967,691
42	Metzler Elementary	872	3,525,829	14,870	19,208	7,856	3,567,763
43	Benignus Elementary	686	2,805,949	13,343	17,174	2,675	2,839,141
44	Frank Elementary	668	2,697,095	9,689	21,955	702	2,729,441
45	Mueller Elementary	588	2,570,619	11,469	16,217	900	2,599,205
46	Blackshear Elementary	893	3,172,188	18,140	23,806	975	3,215,109
47	Zwink Elementary	868	2,824,924	17,338	20,780	3,628	2,866,670
48	Bernshausen Elementary	842	3,105,302	13,832	24,692	2,000	3,145,826
49	Grace England PreK/EC Center	526	849,807	4,756	17,626	-	872,189
2A	French Elementary	841	3,313,092	10,920	23,757	5,800	3,353,569
3A	Mahaffey Elementary	947	3,143,462	13,653	31,306	500	3,188,922
4A	Fox Elementary	729	2,530,653	-	34,713	500	2,565,866
	Total Campus Budgets	55,002	192,781,242	1,005,727	1,938,888	422,979	196,148,834

**Adopted Department Budgets by Project
For The Year Ending June 30, 2021**

Project	Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Total
PK	Early Education	\$ -	\$ -	\$ 25,000	\$ 5,000	\$ -	\$ 30,000
SV	Snack Vending	61,914	1,104	83,010	116,764	-	286,792
50	Multilingual Payroll	15,884,178	-	-	-	-	15,884,178
51	Multilingual	4,333,588	149,450	53,990	200	-	4,537,228
52	Special Education	62,376,716	361,880	309,390	827,473	-	63,875,458
53	State Comp Ed & Other State Prog	2,474,248	289,150	80,500	5,425	-	2,849,323
54	High School Allotment	3,135,729	-	-	-	-	3,135,729
55	Health & Physical Education	14,361,561	1,600	107,050	3,700	-	14,473,911
56	Instructional Fine Arts	20,466,703	191,183	444,289	296,400	-	21,398,575
57	Summer School	330,500	-	7,500	-	-	338,000
58	Advanced Academics	658,597	64,000	190,000	226,050	-	1,138,647
59	Therapeutic Education Program	3,333,652	6,050	16,168	-	-	3,355,870
60	Career & Technical Education	14,978,431	70,680	284,150	415,600	-	15,748,861
61	Vistas High School of Choice	1,623,301	7,744	13,860	7,985	-	1,652,890
62	DAEP	2,671,081	8,060	28,741	1,287	-	2,709,169
63	Core Academics - Math & Science	597,229	8,016	22,858	3,050	-	631,153
64	Core Academics - ELA, SS & World Lang	1,326,203	95,800	213,425	3,000	-	1,638,427
65	Research & Program Evaluation	368,321	173,375	2,000	-	-	543,696
66	Community Relations	151,264	1,500	950	3,400	-	157,114
67	Data Services	874,562	334,000	15,465	2,200	-	1,226,227
68	Internal Audit Services	271,018	8,984	250	7,825	-	288,077
69	Multipurpose Center	481,636	7,150	17,410	220	-	506,416
70	Assessment & Accountability	377,251	242,650	380,000	3,250	-	1,003,151
71	Information Technology	4,527,981	1,932,177	810,554	32,353	-	7,398,065
72	Transportation	14,224,786	333,735	2,044,492	(270,200)	-	16,332,813
75	South Transportation Center	-	-	-	-	-	-
73	Extracurricular Academic Stipends	514,781	-	-	-	-	514,781
74	Extracurricular Athletics	4,307,286	419,554	497,700	478,850	-	5,703,390
75	Athletic Concessions	116,000	380	130,000	2,300	-	248,680
76	Counseling & Whole Student Wellness	172,640	259,944	4,000	16,200	-	452,784
77	Health Services	450,209	95,769	34,461	9,280	-	589,719
78	Parent & Family Engagement	25,837	2,025	2,740	3,000	-	33,602
79	Digital Learning & Media	263,368	64,600	13,160	5,040	-	346,168
80	Superintendent	852,904	20,150	31,188	67,600	-	971,842
81	Mail Room/Copy Center	8,266	13,182	29,732	-	-	51,180
82	Human Resource Services	1,506,302	99,300	16,500	46,044	-	1,668,146
83	Professional Learning	103,270	101,800	8,225	49,840	-	263,135
84	Instructional Specialists	7,959,334	-	-	-	-	7,959,334
85	Campus Safety & Support	817,854	332,500	3,888	1,500	-	1,155,742
86	Benefits & Risk Management	132,836	-	-	-	-	132,836
87	Security & Monitoring Services	5,878,482	190,121	199,226	27,935	-	6,295,764
88	Tax Office	102,152	40,060	63,800	3,471	-	209,484
89	Facility & School Services Admin	456,514	145,522	375,960	190,835	-	1,168,831
90	Financial Services	3,258,425	1,171,944	22,960	51,585	-	4,504,914
91	Business Information Systems*	-	-	-	-	-	-
92	Plant Operations	11,107,859	465,200	825,300	4,700	-	12,403,059
93	Warehouse Services	745,856	192,491	44,100	8,450	-	990,897
94	Plant Maintenance	7,079,082	1,344,956	1,665,584	62,476	-	10,152,098
95	Wunderlich Farms	86,803	-	10,100	10,000	-	106,903
96	Communications & Public Relations	955,521	333,000	113,100	324,550	-	1,726,171
97	Energy Management	297,036	9,484,550	3,650	3,400	-	9,788,636
98	Teaching & Learning	2,631,792	246,000	72,250	92,700	-	3,042,742
99	Districtwide Other	-	3,190,047	6,170	4,901,368	-	8,097,585
9F	Districtwide/Employee Benefits	28,639,934	-	-	-	-	28,639,934
	Total Departmental Budgets	\$248,360,791	\$ 22,501,383	\$ 9,324,845	\$ 8,052,105	\$ -	\$ 288,358,125
	Total General Fund	\$ 441,142,033	\$ 23,507,111	\$ 11,263,733	\$ 8,475,084	\$ -	\$ 484,506,959

Comparative Summary of Campus Budgets

General Fund

Campuses	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change from Prior Year
01 Klein High	\$ 12,127,042	\$ 11,660,391	\$ 10,896,333	\$ 10,518,866	\$ 10,548,179	\$ 29,313
02 Klein Forest High	11,794,770	12,008,244	12,116,788	12,036,630	13,970,363	1,933,734
03 Klein Oak High	12,360,360	11,576,567	10,684,250	10,460,645	10,642,550	181,905
04 Klein Collins High	10,801,741	10,830,594	10,113,724	10,353,753	10,433,642	79,889
05 Klein Cain High	815,168	5,253,864	7,734,796	9,663,214	10,987,624	1,324,410
11 Klein Intermediate	5,728,980	5,352,962	4,681,633	5,000,033	5,089,816	89,782
12 Hildebrandt Intermediate	4,371,083	4,238,354	3,725,691	3,974,812	4,235,897	261,085
13 Wunderlich Intermediate	6,607,746	6,376,077	5,712,433	5,799,579	6,150,951	351,372
14 Strack Intermediate	4,403,186	4,179,013	4,181,918	4,401,149	4,467,538	66,389
15 Kleb Intermediate	4,355,480	4,219,069	4,212,549	4,766,620	4,836,455	69,835
16 Doerre Intermediate	4,433,783	4,443,375	4,440,988	4,558,413	4,813,322	254,909
17 Schindewolf Intermediate	4,290,109	4,418,588	3,949,777	4,231,953	4,177,932	(54,021)
18 Krimmel Intermediate	4,347,633	4,268,498	4,313,109	4,746,674	4,738,538	(8,136)
19 Ulrich Intermediate	4,171,073	4,248,069	4,286,846	4,938,998	4,902,240	(36,758)
28 Hofius Intermediate	-	506,659	3,125,581	3,761,762	4,148,035	386,273
20 Kohrville Elementary	2,806,636	2,684,285	2,453,297	2,396,533	3,089,158	692,626
21 Northampton Elementary	2,220,290	2,075,776	1,922,136	2,067,617	2,597,489	529,873
22 Haude Elementary	3,123,309	2,976,552	2,732,021	2,895,320	2,855,711	(39,608)
23 Greenwood Forest Elementary	3,086,456	3,056,222	2,664,529	2,906,609	2,815,852	(90,757)
24 Epps Island Elementary	2,238,422	2,176,204	1,944,835	2,158,938	2,075,858	(83,080)
25 Theiss Elementary	2,770,199	2,683,828	2,564,254	2,674,881	2,728,680	53,799
26 Benfer Elementary	3,020,600	3,165,116	3,069,767	3,063,278	3,376,154	312,876
27 Kaiser Elementary	2,425,074	2,440,205	1,890,512	1,963,812	2,191,487	227,675
28 Brill Elementary	2,682,815	2,760,516	2,584,051	2,757,421	2,724,601	(32,820)
29 Ehrhardt Elementary	2,459,334	2,480,427	2,364,740	2,454,804	2,551,111	96,307
30 Lemm Elementary	2,798,030	1,767,005	2,506,365	2,829,456	2,940,112	110,656
31 Nitsch Elementary	3,008,438	3,020,438	2,420,867	2,551,524	2,385,772	(165,751)
32 Krahn Elementary	2,984,389	2,873,718	2,828,885	3,078,278	3,660,930	582,652
33 Roth Elementary	2,635,723	2,635,677	2,422,699	2,485,566	2,685,099	199,533
34 Kuehnle Elementary	3,203,673	3,429,272	3,226,812	3,402,256	3,270,829	(131,428)
35 Mittelstadt Elementary	3,363,734	3,522,404	3,540,356	3,694,286	3,607,122	(87,164)
36 Klenk Elementary	3,339,223	3,298,349	2,534,721	2,504,547	2,675,371	170,824
37 Eiland Elementary	2,026,593	1,878,905	1,594,802	1,801,109	2,156,249	355,141
38 Schultz Elementary	2,421,531	2,377,556	2,383,705	2,400,741	2,349,698	(51,043)
39 Hassler Elementary	3,037,650	3,216,771	3,225,386	3,644,632	3,095,112	(549,520)
40 Kreinhop Elementary	3,099,116	3,371,864	3,338,386	3,501,213	3,261,964	(239,250)
41 McDougale Elementary	2,442,892	2,305,246	1,785,420	1,705,276	1,967,691	262,415
42 Metzler Elementary	3,524,303	3,479,498	3,189,426	3,450,459	3,567,763	117,304
43 Benignus Elementary	3,288,887	3,146,918	2,846,461	2,865,782	2,839,141	(26,641)
44 Frank Elementary	2,792,719	2,821,670	2,633,402	2,748,299	2,729,441	(18,858)
45 Mueller Elementary	3,198,648	3,293,102	2,989,389	2,973,626	2,599,205	(374,421)
46 Blackshear Elementary	3,413,853	3,465,753	3,489,450	3,767,148	3,215,109	(552,039)
47 Zwink Elementary	3,499,397	3,796,571	3,692,673	3,881,156	2,866,670	(1,014,486)
48 Bernshausen Elementary	2,915,060	3,152,248	2,938,448	2,994,348	3,145,826	151,478
49 Grace England Pre-K/EC Center	554,184	598,763	537,639	551,824	872,189	320,365
2A French Elementary	2,756,355	2,894,770	2,859,973	3,141,379	3,353,569	212,190
3A Mahaffey Elementary	2,112,928	2,509,956	2,609,528	2,879,882	3,188,921	309,039
4A Fox Elementary	-	-	-	-	2,565,866	2,565,866
Total Campus Budgets	\$ 179,858,617	\$ 182,935,909	\$ 177,961,351	\$ 187,405,102	\$ 196,148,834	\$ 8,743,733

*Adopted 2019-20 budget was for 10 months for transition to July 1st start date in 2020-21.

Comparative Summary of Department Budgets

General Fund

Departments	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Adopted Budget	Change from Prior Year
KF Klein Forest High School Project	\$ 2,061,785	\$ 2,010,981	\$ 4,484,855	\$ 3,015,834	\$ -	\$ (3,015,834)
50 Multilingual Payroll	14,874,711	15,074,802	13,355,465	13,939,846	15,884,178	1,944,332
51 Multilingual	5,330,878	5,525,757	4,611,014	4,791,890	4,537,228	(254,662)
52 Special Education	41,126,118	43,481,787	47,455,722	59,708,277	63,875,459	4,167,182
53 State Compensatory Education & Other State Programs	6,316,530	3,865,132	4,028,702	2,302,550	2,849,323	546,773
54 High School Allotment	3,961,891	3,560,637	3,191,126	3,959,994	3,135,729	(824,265)
55 Health & Physical Education	14,394,716	14,520,674	13,680,652	14,499,455	14,473,911	(25,544)
56 Fine Arts	17,809,809	20,192,690	20,437,785	20,401,558	21,398,575	997,017
57 Summer School & Athletic Camps	437,724	463,889	331,894	338,000	338,000	-
58 Academic Enrichment	598,877	917,816	897,188	904,030	1,138,647	234,617
59 Therapeutic Education Program	3,158,761	3,239,284	3,210,039	3,600,066	3,355,870	(244,196)
60 Career & Technical Education	12,492,936	13,646,164	14,063,738	14,734,639	15,748,861	1,014,222
61 Vistas High School of Choice	1,578,443	1,572,302	1,468,708	1,570,283	1,652,890	82,607
62 Disciplinary Alt. Education Program	2,188,593	2,467,148	2,464,254	2,503,763	2,709,169	205,406
63 Core Academics - Math & Science	-	614,727	545,942	528,840	631,153	102,313
64 Core Academics - ELA, SS & WL	-	1,166,697	907,889	1,112,347	1,638,427	526,080
65 Research & Program Evaluation	-	301,704	350,984	377,324	543,696	166,372
66 Community Relations	-	-	-	135,310	157,114	21,804
67 Data Services	-	-	1,151,485	1,078,657	1,226,227	147,570
68 Internal Audit Services	244,069	276,941	217,140	246,845	288,077	41,232
69 Multipurpose Center	503,750	507,369	477,148	431,734	506,416	74,682
70 Assessment & Accountability	2,401,996	973,461	836,830	908,563	1,003,151	94,588
71 Information Technology	7,051,717	9,064,811	6,824,050	6,780,959	7,398,065	617,106
72 Transportation	9,460,303	10,930,100	10,544,693	11,211,723	16,332,813	5,121,090
75 South Transportation Center	3,570,985	3,890,133	3,702,641	3,151,955	-	(3,151,955)
73 Extracurricular Academic Stipends	586,756	576,366	534,909	514,781	514,781	-
74 Extracurricular Athletics	5,119,552	5,517,947	5,581,772	5,636,281	5,703,390	67,109
75 Athletic Concessions	220,225	212,812	270,676	248,680	248,680	-
76 Counseling & Whole Student Wellness	1,589,210	355,300	347,409	346,305	452,784	106,479
77 Health Services	559,298	556,761	516,577	504,683	589,719	85,036
78 Parent & Family Engagement	-	59,563	52,571	60,841	33,602	(27,239)
79 Digital Learning & Media	-	2,024,154	686,072	585,194	346,168	(239,026)
80 Superintendent	958,321	1,055,427	918,878	719,841	971,842	252,001
81 Mail Room / Copy Center	115,243	108,430	39,542	45,175	51,180	6,005
82 Human Resource Services	1,480,034	1,702,618	1,205,580	1,146,448	1,668,146	521,698
83 Professional Learning	353,905	1,080,761	247,212	331,029	263,135	(67,894)
84 Instructional Specialists	6,569,951	7,290,867	6,973,010	7,671,968	7,959,334	287,366
85 Campus Safety & Support	1,523,198	1,247,982	1,116,894	888,352	1,155,742	267,390
86 Benefits & Risk Management	636,989	530,736	197,478	214,263	132,836	(81,427)
87 Security & Monitoring Services	4,941,343	5,177,005	5,127,995	5,018,143	6,295,764	1,277,621
88 Tax Office	2,415,460	2,554,794	2,593,127	2,676,911	209,483	(2,467,428)
89 Facility & School Services Admin	720,336	757,924	1,119,327	1,108,929	1,168,831	59,902
90 Financial Services	2,722,988	3,239,983	4,071,907	3,589,726	4,504,914	915,188
91 Business Information Systems	792,511	701,327	2,732	-	-	-
92 Plant Operations	10,567,306	11,144,993	10,529,213	10,576,079	12,403,059	1,826,980
93 Warehouse Services	921,036	940,413	904,515	955,696	990,897	35,201
94 Plant Maintenance	8,219,557	8,976,227	8,771,337	8,026,732	10,152,098	2,125,366
95 Wunderlich Farms	48,300	-	87,941	86,962	106,903	19,941
96 Communications & Public Relations	901,113	1,077,428	1,120,244	1,230,592	1,726,171	495,579
97 Energy Management	9,192,982	9,611,034	9,005,959	8,089,024	9,788,636	1,699,612
98 Teaching & Learning	3,129,016	2,383,733	1,956,588	2,832,406	3,042,741	210,335
99 Districtwide / Other	4,940,981	4,539,776	4,027,965	4,140,074	8,097,585	3,957,511
9F Districtwide / Employee Benefits	22,265,404	24,948,115	33,444,738	28,848,898	28,639,934	(208,964)
PK Early Education	-	-	-	-	30,000	30,000
SV Snack Vending	-	-	-	-	286,792	286,792
Total Department Budgets	\$ 241,055,607	\$ 256,637,483	\$ 260,692,112	\$ 268,328,453	\$ 288,358,125	\$ 20,029,672
Total General Fund	\$ 420,914,224	\$ 439,573,392	\$ 438,653,462	\$ 455,733,555	\$ 484,506,959	\$ 28,773,405

*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

General Fund Financial Forecast

	2020-21	2021-22*	2022-23	2023-24*
Beginning Fund Balance	\$214,085,674	\$215,289,347	\$211,055,603	\$200,660,650
Projected Revenues				
Local Taxes	\$225,405,692	\$226,069,258	\$225,067,651	\$224,073,626
Other Local Sources	4,165,430	4,219,160	4,267,369	4,299,083
State Sources	247,464,992	252,631,392	258,340,466	261,099,047
Federal Sources	8,716,274	8,817,044	8,897,661	8,920,513
Other Sources	58,287	61,490	64,852	68,383
Total Revenues	\$485,810,674	\$491,798,343	\$496,637,999	\$498,460,653
Projected Expenditures				
Payroll Costs	\$ 441,169,630	\$ 452,351,182	\$ 463,233,926	\$ 473,222,218
Contracted Services	23,506,873	23,624,407	23,742,529	23,861,242
Supplies and Materials	11,263,733	11,263,733	11,263,733	11,263,733
Other Operating Costs	8,475,264	8,475,264	8,475,264	8,475,264
Debt Service	-	-	-	-
Capital Outlay	119,000	245,000	245,000	245,000
Other Uses	72,500	72,500	72,500	72,500
Total Expenditures	\$484,607,000	\$496,032,087	\$507,032,952	\$517,139,958
Ending Fund Balance	\$215,289,347	\$211,055,603	\$200,660,650	\$181,981,345

Revenues over (Expenditures)	\$1,203,673	(\$4,233,744)	(\$10,394,953)	(\$18,679,305)
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PROJECTION FACTORS:

Local Assessed Taxable Value	\$24,232,179,701	\$24,474,501,498	\$24,719,246,513	\$24,966,438,978
State CPTD Taxable Value (Current)	\$22,436,373,572	\$23,513,319,503	\$23,748,452,699	\$23,985,937,225
Maintenance Tax	0.95950	0.95300	0.93980	0.92680
Max. Maintenance Tax Rate	1.07950	1.07300	1.05980	1.04680
One Cent on Tax Rate	\$2,423,218	\$2,447,450	\$2,471,925	\$2,496,644
Total Tax Rate Per \$100	\$1.35	\$1.34	\$1.33	\$1.32
Student Enrollment	54,925	55,560	56,068	56,212
Weighted Avg. Daily Attendance (WADA)	66,767	67,541	68,154	68,331
Funding per WADA	\$6,688	\$6,687	\$6,685	\$6,683
Funding per ADA	\$8,644	\$8,643	\$8,640	\$8,638
Property Wealth Per WADA	\$336,039	\$348,137	\$348,452	\$351,024
Total Employees - General Fund	6,821	6,889	6,951	6,997
Ratio of Students to Employees	8.052	8.065	8.066	8.034
Salary Increase Included in Budget	2.00%	2.00%	2.00%	2.00%
Cost of Each % Salary Increase	\$3,418,221	\$3,522,730	\$3,624,257	\$3,717,237
Fund Balance as % of Total Exp.	44.43%	42.55%	39.58%	35.19%

* The Texas Legislature will be in session.

1. Enrollment-based staffing increases each year on a district-wide average student to staff ration 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 2019.
3. A 2% pay increase has been provided in 2020-21. A 2% salary increase is projected for the remaining years. Recurring expenditures increased in 2020-21 resulting in the opening of Fox Elementary.
4. Assessed valuation changes are forecast to decrease during the projection period from 4.8% to 1% annually.
5. State revenue calculations are based on finance provision contained in HB 3 as authorized by the 86th Texas Legislature during the 2019 regular session and provision contained in prior laws.
6. The General Operating fund balance will decrease from 44.62% to 34.09% 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.

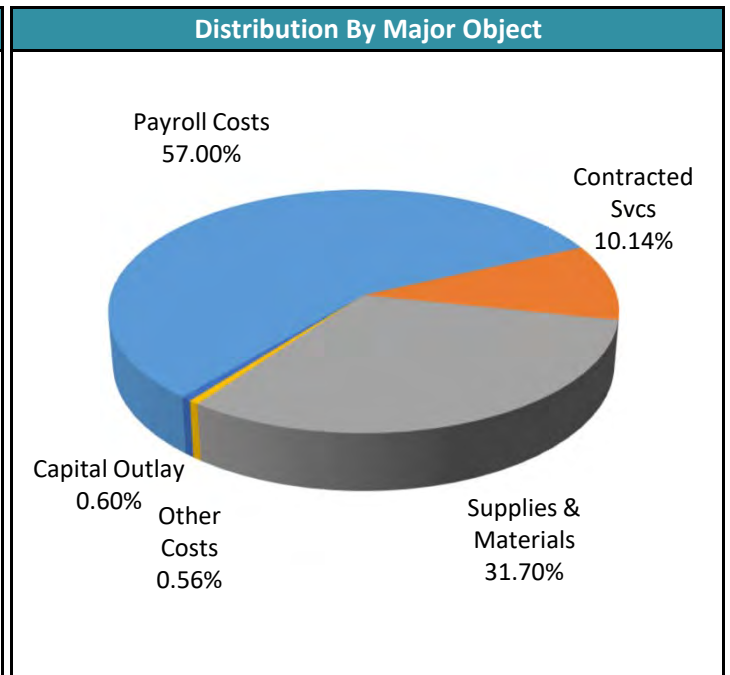
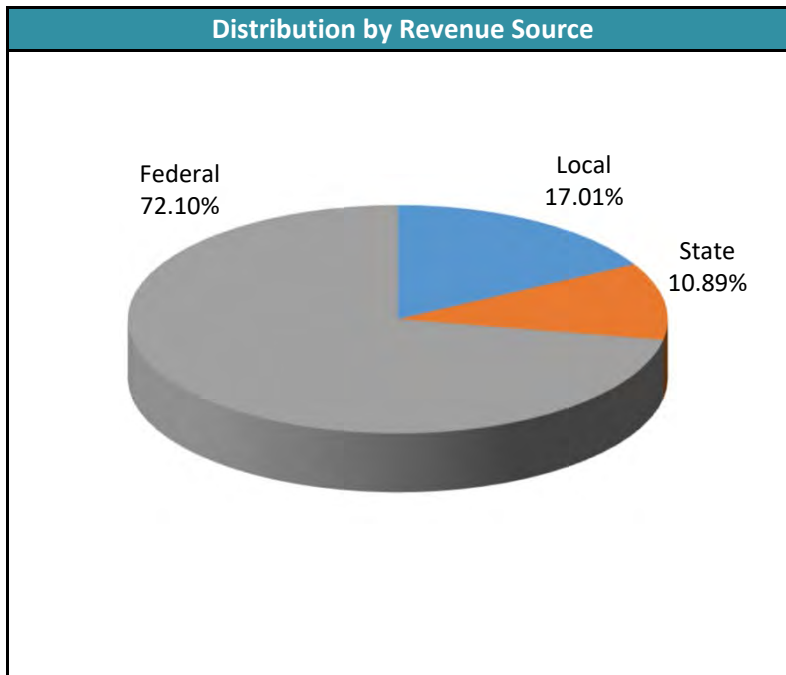
Fund 385 [State Supplemental Visually Impaired \(SSVI\)](#) - This fund classification is to be used to account, on a project basis, for funds received from the State Department of Education passed through Region IV ESC, to provide educational and related services for students with visual impairments 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, 2021

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	\$ 7,600,525	\$ 640,938	\$ 757,493	\$ 61,075	\$ -	\$ 9,060,031
IDEA - Part B, Formula	8,156,222	240,442	70,000	-	-	8,466,664
IDEA - Part B, Preschool	128,881	-	1,000	-	-	129,881
National School Lunch Program	11,791,828	145,989	13,441,132	91,568	310,000	25,780,517
Career and Technical – Basic Grant	-	-	-	-	-	-
ESEA Title II, Part A – Supporting	876,022	387,378	1,000	65,326	-	1,329,726
Title III, Part A – ELA	590,010	152,715	192,189	70,000	-	1,004,914
ESEA Title IV, Part A - SSAEP	206,110	358,282	17,754	3,200	-	585,346
State Supplemental Visually Impaired	20,000	-	-	-	-	20,000
Instructional Materials Allotment	47,000	3,306,397	1,881,592	-	-	5,234,989
Total Special Revenue Budgets	\$ 29,416,598	\$ 5,232,141	\$ 16,362,160	\$ 291,169	\$ 310,000	\$ 51,612,068



Klein Independent School District

Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance

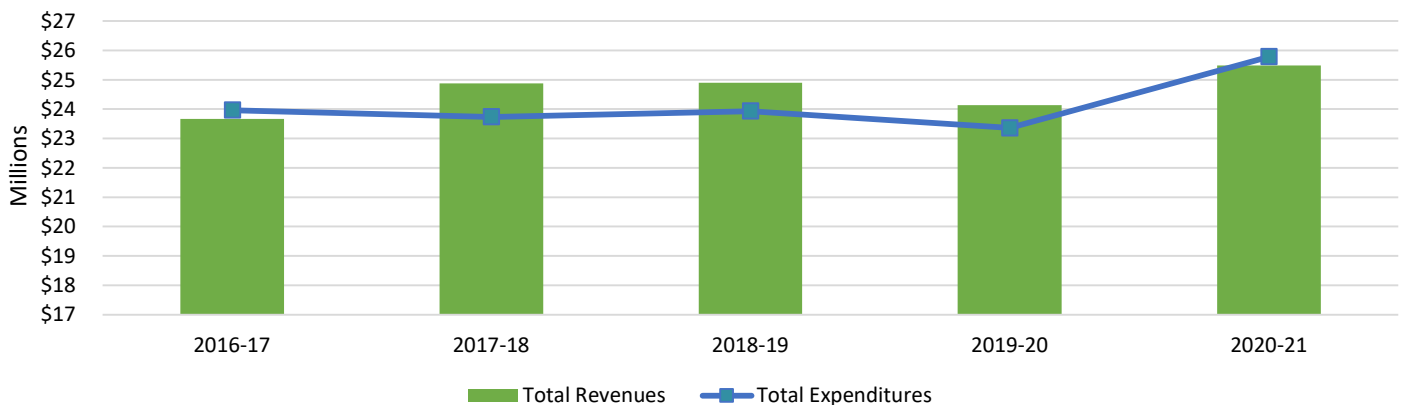
Food Service Fund by Function

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.

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget*	2020-21 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 9,341,867	\$ 7,999,224	\$ 8,755,111	\$ 8,407,276	\$ 9,497,400	\$ 1,090,125
State Sources	120,080	125,702	113,823	125,000	125,000	-
State TRS Contributions	472,924	519,563	543,578	562,854	562,854	-
Federal Sources	<u>13,652,706</u>	<u>16,153,080</u>	<u>15,372,324</u>	<u>15,042,527</u>	<u>15,300,124</u>	<u>257,597</u>
Total Revenues	<u>\$ 23,587,577</u>	<u>\$ 24,797,569</u>	<u>\$ 24,784,836</u>	<u>\$ 24,137,657</u>	<u>\$ 25,485,378</u>	<u>\$ 1,347,721</u>
Expenditures						
Food Service	\$ 23,673,900	\$ 23,433,604	\$ 23,627,887	\$ 23,361,519	\$ 25,780,517	\$ 2,418,998
Facilities Maint & Operations	<u>290,656</u>	<u>299,175</u>	<u>300,783</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Expenditures	<u>\$ 23,964,556</u>	<u>\$ 23,732,779</u>	<u>\$ 23,928,670</u>	<u>\$ 23,361,519</u>	<u>\$ 25,780,517</u>	<u>\$ 2,418,998</u>
Other Sources (Uses)						
Other Sources	\$ 75,155	\$ 77,184	\$ 111,009	\$ 1,512	\$ 1,881	\$ 369
Other Uses	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
	<u>\$ 75,155</u>	<u>\$ 77,184</u>	<u>\$ 111,009</u>	<u>\$ 1,512</u>	<u>\$ 1,881</u>	<u>\$ 369</u>
Projected Amendments - June 2020				\$ (1,309,174)		
Net Change In Fund Balance	<u>\$ (301,824)</u>	<u>\$ 1,141,974</u>	<u>\$ 967,175</u>	<u>\$ (531,524)</u>	<u>\$ (293,258)</u>	<u>\$ 238,266</u>
Beginning Fund Balance	<u>\$ 3,571,910</u>	<u>\$ 3,270,086</u>	<u>\$ 4,412,060</u>	<u>\$ 5,379,235</u>	<u>\$ 4,847,711</u>	<u>\$ (531,524)</u>
Ending Fund Balance	<u>\$ 3,270,086</u>	<u>\$ 4,412,060</u>	<u>\$ 5,379,235</u>	<u>\$ 4,847,711</u>	<u>\$ 4,554,453</u>	<u>\$ (293,258)</u>

*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

Food Service Fund Revenues and Expenditures



Food Service Fund - Financial Forecast

	2020-21	2021-22*	2022-23	2023-24*
Beginning Fund Balance	\$4,920,210	\$4,659,290	\$4,480,311	\$4,439,584
<u>Projected Revenues</u>				
Local Sources	\$9,408,620	\$9,612,569	\$9,797,464	\$10,011,562
State Sources	687,854	695,806	702,168	710,408
Federal Sources	16,324,187	16,843,173	17,337,119	17,891,382
Other Sources	90,661	92,161	93,661	95,161
Total Revenues	\$26,511,322	\$27,243,709	\$27,930,412	\$28,708,513
<u>Projected Expenditures</u>				
Payroll Costs	\$11,791,828	\$12,142,665	\$12,385,518	\$12,633,228
Contracted Services	145,989	148,909	151,887	151,947
Supplies and Materials	13,508,399	13,778,567	14,054,138	14,059,650
Other Operating Costs	1,048,364	1,069,331	1,090,718	1,091,145
Capital Outlay	277,662	283,215	288,879	288,993
Total Expenditures	\$26,772,242	\$27,422,687	\$27,971,140	\$28,224,963
Ending Fund Balance	<u>\$4,659,290</u>	<u>\$4,480,311</u>	<u>\$4,439,584</u>	<u>\$4,923,135</u>
<u>Projection Factors</u>				
Student Enrollment	54,925	55,560	56,068	56,212
Total Employees - Food Service	566	571	571	571
Ratio of Students to Employees	97.041	97.303	98.193	98.445
Salary Increase Included in Budget	2.00%	2.00%	2.00%	2.00%
Cost of Each % Salary Increase	\$117,918	\$121,427	\$123,855	\$126,332
Fund Balance as % of Total Exp.	17.40%	16.34%	15.87%	17.44%

* The Texas Legislature will be in session.

Assumptions:

- (1) The ratio of students to Food Service employees increases slightly from the present 97.041 to a projected 98.445 in 2023-24.
- (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) Six (6) units were added in 2020-21 for Fox Elementary.
- (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 15.87% or better throughout the financial forecast.

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

Program	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Budget
ESEA Title I, Part A - Improving Basic Programs	\$ 6,808,500	\$ 7,629,120	\$ 7,905,594	\$ 7,718,726	\$ 9,060,031
IDEA - Part B, Formula	7,463,267	8,951,027	9,240,270	8,103,161	8,466,664
IDEA - Part B, Preschool	97,451	142,507	209,456	119,588	129,881
IDEA - Part B, Discretionary	-	-	80,000	-	-
National School Lunch Program	23,964,557	23,732,779	23,928,670	23,361,518	25,780,517
Career and Technical - Basic Grant	290,523	329,453	476,900	409,581	-
ESEA Title II, Part A - Training & Recruiting	495,409	549,624	1,364,340	1,140,597	1,329,726
Title III, Part A - English Language Acquisition	899,019	928,551	992,515	733,363	1,004,914
Medicaid Administrative Claiming Program	128,418	180,837	129,848	-	-
Hurricane Harvey Fund	-	2,752,459	1,924,515	-	-
Summer School - LEP	25,225	32,565	28,687	-	-
ESEA Title IV, Part A - Student Success Academic	-	3,906,025	1,008,036	558,552	585,346
State Supplemental Visually Impaired	20,000	20,000	20,000	20,000	20,000
Noneducational Community-Based Support	87,200	59,265	71,585	-	-
Advanced Placement Incentives	33,656	27,220	32,675	-	-
Instructional Materials Allotment	6,241,864	4,710,180	4,965,563	5,022,450	5,234,989
Read to Succeed/Achievement Stipends	24,847	23,129	34,042	-	-
Prekindergarten Program	771,585	53,993	-	-	-
Campus Activity Funds	6,902,774	6,920,372	6,721,722	-	-
Klein Education Foundation	178,026	123,893	173,201	-	-
Miscellaneous Donations and Grants	90,609	169,848	453,956	-	-
Jason Project	39,656	41,668	12,500	-	-
Dual Credit Program	162,206	169,492	263,022	-	-
Aquaponics Project	-	60	391	-	-
Total Expenditures	<u>\$ 54,724,792</u>	<u>\$ 61,454,067</u>	<u>\$ 60,037,488</u>	<u>\$ 47,187,536</u>	<u>\$ 51,612,068</u>

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
For the Year Ending June 30, 2021

	<div> <div>Title I</div> <div>Part A -</div> <div>Improving Basic</div> <div>Programs</div> <div>211</div> </div>	<div> <div>IDEA Part B -</div> <div>Formula</div> <div>224</div> </div>	<div> <div>IDEA Part B -</div> <div>Preschool</div> <div>225</div> </div>	<div> <div>Career and</div> <div>Technical - Basic</div> <div>Grant</div> <div>244</div> </div>	<div> <div>Title II</div> <div>Part A -</div> <div>Supporting</div> <div>Effective</div> <div>Instruction</div> <div>255</div> </div>
Revenues					
Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	-	-	-	-	-
Federal Sources	9,060,031	8,466,664	129,881	-	1,329,726
Total Revenues	<u>\$ 9,060,031</u>	<u>\$ 8,466,664</u>	<u>\$ 129,881</u>	<u>\$ -</u>	<u>\$ 1,329,726</u>
Expenditures					
Instruction	\$ 5,164,811	\$ 6,483,960	\$ 128,881	\$ -	\$ -
Instructional Resource & Media	51,050	-	-	-	-
Curriculum & Staff Development	1,371,930	228,406	-	-	1,231,503
Instructional Leadership	72,245	53,525	-	-	62,420
School Leadership	969,956	-	-	-	35,114
Guidance, Counseling & Evaluation	574,397	1,603,129	1,000	-	689
Social Work Services	-	-	-	-	-
Health Services	250	97,644	-	-	-
Student Transportation	200,000	-	-	-	-
Food Service	-	-	-	-	-
Extracurricular Activities	-	-	-	-	-
General Administration	-	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-	-
Security & Monitoring Services	-	-	-	-	-
Data Processing Services	-	-	-	-	-
Community Services	655,392	-	-	-	-
Member Dist of Shared Services	-	-	-	-	-
Total Expenditures	<u>\$ 9,060,031</u>	<u>\$ 8,466,664</u>	<u>\$ 129,881</u>	<u>\$ -</u>	<u>\$ 1,329,726</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Other Sources (Uses)					
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	-	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -
Beginning Fund Balance	\$ -	\$ -	\$ -	\$ -	\$ -
Ending Fund Balance	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>	<u><u>\$ -</u></u>

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Grant Funds by Function
For the Year Ending June 30, 2021

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 2020-21 Special Revenue Funds
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	20,000	5,234,989	-	5,254,989
1,004,914	585,346	-	-	-	20,576,562
<u>\$ 1,004,914</u>	<u>\$ 585,346</u>	<u>\$ 20,000</u>	<u>\$ 5,234,989</u>	<u>\$ -</u>	<u>\$ 25,831,551</u>
\$ 553,226	\$ 17,754	\$ -	\$ 5,085,387	\$ -	\$ 17,434,019
-	-	-	102,602	-	153,652
438,649	4,482	-	-	-	3,274,970
6,436	6,436	-	-	-	201,062
2,750	-	-	-	-	1,007,820
3,853	443,356	20,000	-	-	2,646,424
-	-	-	-	-	-
-	-	-	-	-	97,894
-	-	-	-	-	200,000
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	47,000	-	47,000
-	113,318	-	-	-	768,710
-	-	-	-	-	-
<u>\$ 1,004,914</u>	<u>\$ 585,346</u>	<u>\$ 20,000</u>	<u>\$ 5,234,989</u>	<u>\$ -</u>	<u>\$ 25,831,551</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ 4,319,913	\$ 4,319,913
<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 4,319,913</u>	<u>\$ 4,319,913</u>

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

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget	2020-21 Budget*
Revenues					
Local Sources	\$ 7,598,428	\$ 12,088,784	\$ 8,422,376	\$ -	\$ -
State Sources	5,213,859	5,618,030	4,388,717	5,042,450	5,254,989
Federal Sources	16,189,744	22,863,857	21,438,617	18,783,568	20,576,562
Total Revenues	<u>\$ 29,002,031</u>	<u>\$ 40,570,671</u>	<u>\$ 34,249,710</u>	<u>\$ 23,826,018</u>	<u>\$ 25,831,551</u>
Expenditures					
Instruction	\$ 17,356,841	\$ 19,173,868	\$ 15,786,110	\$ 15,740,957	\$ 17,434,019
Instructional Resource & Media	187,018	382,325	803,867	33,394	153,652
Curriculum & Staff Development	2,748,276	2,556,036	3,786,721	3,098,598	3,274,970
Instructional Leadership	138,784	147,521	250,094	234,800	201,062
School Leadership	85,875	169,150	497,725	318,698	1,007,820
Guidance, Counseling & Evaluation	2,277,855	4,545,968	4,824,385	3,508,709	2,646,424
Social Work Services	3,616	1,054	35	-	-
Health Services	145,498	255,313	271,075	1,650	97,894
Student Transportation	16,363	37,216	228,748	200,000	200,000
Food Service	-	52,300	-	-	-
Extracurricular Activities	6,834,495	6,892,913	6,506,292	58,000	-
General Administration	24,980	725	1,060	-	-
Facilities Maint & Operations	-	740,285	84,684	-	-
Security & Monitoring Services	2,725	182,769	51,389	-	-
Data Processing Services	-	13,146	42,194	-	47,000
Community Services	844,557	826,921	898,666	631,212	768,710
Facilities Acquisition & Construction	93,351	1,737,254	515,544	-	-
Shared Service Arrangement	-	6,524	-	-	-
Total Expenditures	<u>\$ 30,760,234</u>	<u>\$ 37,721,288</u>	<u>\$ 34,548,589</u>	<u>\$ 23,826,018</u>	<u>\$ 25,831,551</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (1,758,203)</u>	<u>\$ 2,849,383</u>	<u>\$ (298,879)</u>	<u>\$ -</u>	<u>\$ -</u>
Other Sources (Uses)					
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Other Uses	-	-	(1,560,231)	-	-
Net Sources (Uses)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (1,560,231)</u>	<u>\$ -</u>	<u>\$ -</u>
<i>Amendments - June 2020</i>				<i>\$ (2,245,984)</i>	
Net Change In Fund Balance	<u>\$ (1,758,203)</u>	<u>\$ 2,849,383</u>	<u>\$ (1,859,110)</u>	<u>\$ (2,245,984)</u>	<u>\$ -</u>
Beginning Fund Balance	\$ 7,333,827	\$ 5,575,624	\$ 8,425,007	\$ 6,565,897	\$ 4,319,913
Ending Fund Balance	<u>\$ 5,575,624</u>	<u>\$ 8,425,007</u>	<u>\$ 6,565,897</u>	<u>\$ 4,319,913</u>	<u>\$ 4,319,913</u>

*Grants budgets for 2020-21 are included for presentation purposes only.

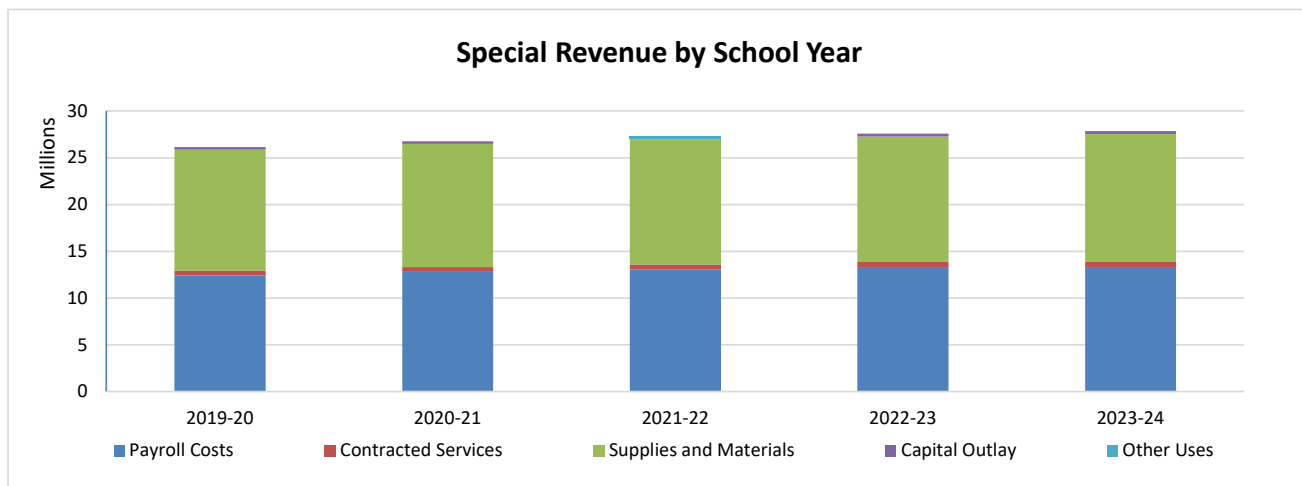
Special Revenue Financial Forecast

	2020-21	2021-22*	2022-23	2023-24*
Beginning Fund Balance	\$ 1,277,808	\$ 1,277,808	\$ 1,101,560	\$ 743,777
Projected Revenues				
Local Sources	\$ -	\$ -	\$ -	\$ -
State Sources	5,254,989	5,307,539	5,360,614	5,414,220
Federal Sources	20,576,562	20,782,328	20,990,151	21,200,052
Other Sources	-	-	-	-
Total Revenues	<u>\$ 25,831,551</u>	<u>\$ 26,089,867</u>	<u>\$ 26,350,765</u>	<u>\$ 26,614,273</u>
Projected Expenditures				
Payroll Costs	\$ 17,624,770	\$ 17,977,265	\$ 18,336,811	\$ 18,703,547
Contracted Services	5,086,152	5,137,014	5,188,384	5,240,267
Supplies and Materials	2,921,028	2,950,238	2,979,741	3,009,538
Other Operating Costs	199,601	201,597	203,613	205,649
Debt Service	-	-	-	-
Capital Outlay	-	-	-	-
Other Uses	-	-	-	-
Total Expenditures	<u>\$ 25,831,551</u>	<u>\$ 26,266,114</u>	<u>\$ 26,708,548</u>	<u>\$ 27,159,002</u>
Ending Fund Balance	<u>\$ 1,277,808</u>	<u>\$ 1,101,560</u>	<u>\$ 743,777</u>	<u>\$ 199,049</u>

PROJECTION FACTORS:

Student Enrollment	54,365	54,930	55,490	56,045
Salary Increase Included in Budget	2.00%	2.00%	2.00%	2.00%
Cost of Each % Salary Increase	\$176,248	\$179,773	\$183,368	\$187,035
Fund Balance as % of Total Exp.	4.95%	4.19%	2.78%	0.73%

* The Texas Legislature will be in session.



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.



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

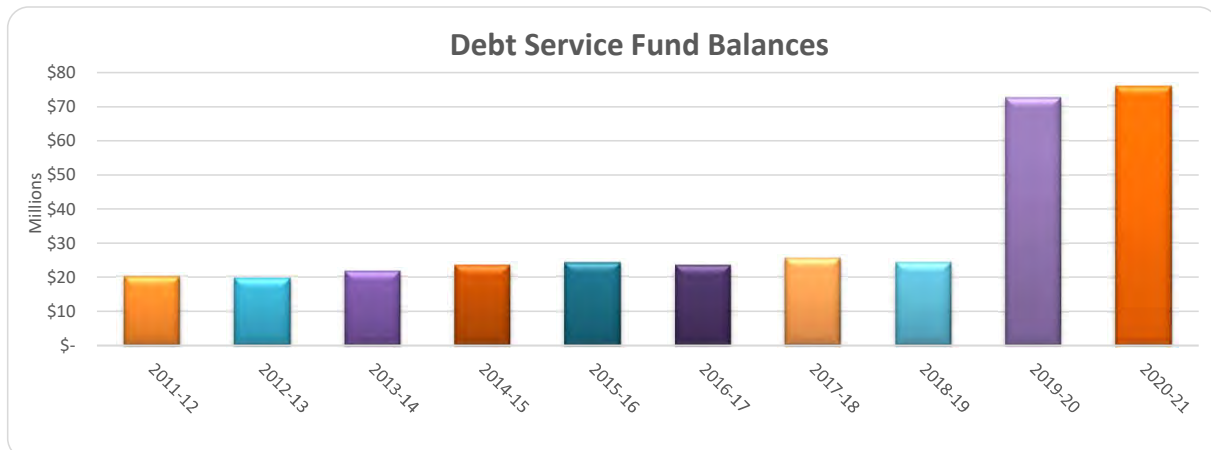
	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Adopted Budget*	2020-21 Adopted Budget	Change from Prior Year
Revenues						
Property Taxes	\$ 73,543,615	\$ 78,440,452	\$ 76,851,235	\$ 86,060,665	\$ 91,692,086	\$ 5,631,421
Other Local Sources	1,302,974	2,649,394	3,361,514	1,798,172	527,356	(1,270,816)
State Sources	2,459,847	2,046,584	2,412,115	1,711,256	1,470,818	(240,438)
Federal Sources	1,667,572	1,672,946	1,680,110	836,772	-	(836,772)
Total Revenues	<u>\$ 78,974,008</u>	<u>\$ 84,809,376</u>	<u>\$ 84,304,974</u>	<u>\$ 90,406,865</u>	<u>\$ 93,690,260</u>	<u>\$ 3,283,395</u>
Expenditures						
Audit Fees	\$ (5)	\$ -	\$ 40,246	\$ -	\$ -	\$ -
Principal	35,790,000	37,075,000	35,855,000	16,295,000	44,705,000	28,410,000
Interest	43,856,248	45,252,061	49,572,697	24,519,393	45,715,548	21,196,155
Other Debt Service Fees	13,000	1,128,179	116,862	-	35,000	35,000
Total Expenditures	<u>\$ 79,659,243</u>	<u>\$ 83,455,240</u>	<u>\$ 85,584,805</u>	<u>\$ 40,814,393</u>	<u>\$ 90,455,548</u>	<u>\$ 49,641,155</u>
Other Sources (Uses)						
Other Sources	\$ -	\$ 15,122,826	\$ 9,763,199	\$ -	\$ -	\$ -
Other Uses	-	(14,353,708)	(9,675,398)	-	-	-
Net Sources (Uses)	<u>\$ -</u>	<u>\$ 769,118</u>	<u>\$ 87,801</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<i>Amendments - June 2020</i>				\$ (1,357,801)		
Net Change In Fund Balance	\$ (685,235)	\$ 2,123,254	\$ (1,192,030)	\$ 48,234,671	\$ 3,234,712	\$ (46,357,760)
Beginning Fund Balance	<u>24,069,182</u>	<u>23,383,947</u>	<u>25,507,201</u>	<u>24,315,171</u>	<u>72,549,842</u>	<u>48,234,671</u>
Ending Fund Balance	<u>\$ 23,383,947</u>	<u>\$ 25,507,201</u>	<u>\$ 24,315,171</u>	<u>\$ 72,549,842</u>	<u>\$ 75,784,554</u>	<u>\$ 3,234,712</u>

*Adopted 2019-20 budget was for 10 month transition to July 1st start date in 2020-21.

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 6/30/2020 is double from FY19, due to the change in fiscal year start from September 1 to July 1. The amount represents 80.3% of 2020-21 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.



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 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	Series 2015 \$80,000,000
Fiscal Year									
2020-21	\$3,366,000	\$5,917,450	\$5,456,413	\$3,360,725	\$3,479,900	\$6,937,963	\$3,210,250	\$2,201,881	\$4,080,185
2021-22			5,496,738	3,363,525	2,196,700	6,943,963	3,285,500	2,208,281	4,094,785
2022-23			5,501,988	3,364,325	2,215,200	6,973,213	3,253,750	2,218,081	4,111,385
2023-24			5,511,738	3,373,125		2,563,963	3,212,625	2,221,081	4,124,785
2024-25			5,538,738	3,376,125		2,566,063	3,172,125	2,227,481	4,144,985
2025-26			5,570,938	3,370,625		2,562,263	3,219,750	2,247,181	4,161,585
2026-27			5,602,938	3,376,375		5,322,713	3,267,875	2,265,381	4,179,585
2027-28			5,627,763	3,379,375		5,324,463	3,218,500	2,285,694	4,230,045
2028-29			5,653,075	3,383,375		5,347,900		2,302,831	4,275,545
2029-30			5,678,075	3,383,125		5,361,500		2,318,181	4,320,875
2030-31			5,700,875	3,388,625		5,378,100		2,333,556	4,365,675
2031-32			5,726,250	3,389,375		5,397,300		2,351,831	4,417,025
2032-33			5,731,250	3,390,375		1,898,700		2,367,831	4,456,725
2033-34			5,742,250	3,396,375		1,897,700		2,384,725	4,496,875
2034-35			5,753,500	3,396,875		1,899,700		2,402,163	4,537,300
2035-36			5,764,500	3,396,875		1,896,400		2,416,788	4,582,825
2036-37			5,774,750	3,400,500		1,896,525		2,433,600	4,640,938
2037-38			5,783,750	3,403,750		1,899,900		2,448,000	4,698,850
2038-39			5,796,000	3,410,500		1,901,350		2,464,000	4,756,400
2039-40			5,810,750	3,410,250		1,902,705		2,476,400	4,818,425
2040-41			5,822,250	3,418,000		1,906,840		2,490,200	4,884,600
2041-42				3,423,000		1,903,570		2,505,200	4,929,600
2042-43						1,908,080		2,526,200	4,966,400
2043-44								2,542,800	5,015,000
2044-45									5,059,600
2045-46									
2046-47									
2047-48									
2048-49									
2049-50									
	\$3,366,000	\$5,917,450	\$119,044,525	\$74,555,200	\$7,891,800	\$81,590,870	\$25,840,375	\$56,639,369	\$112,349,998

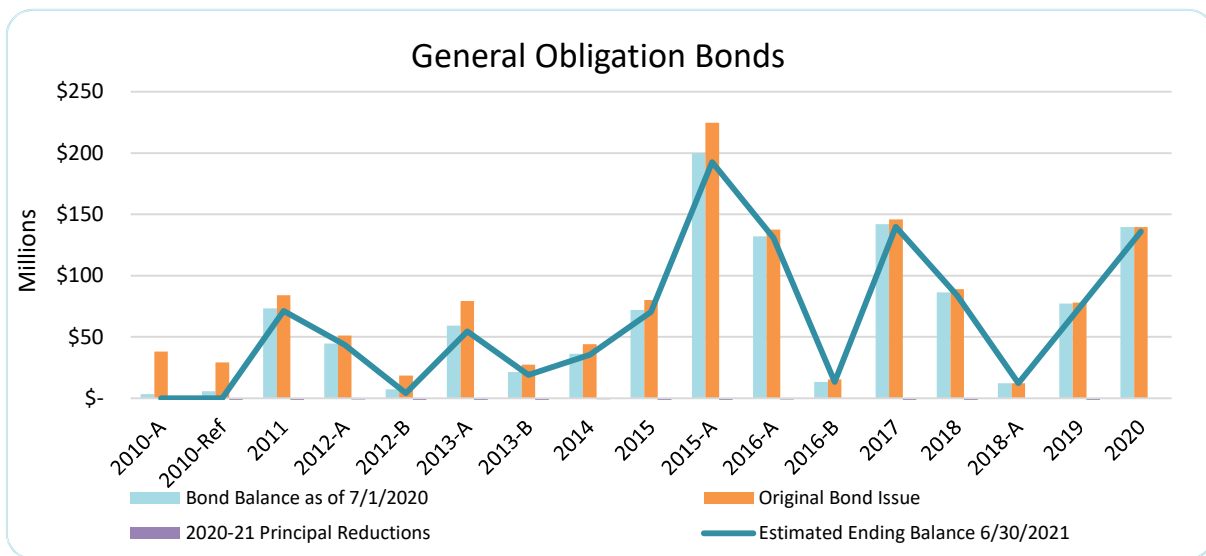
Klein Independent School District

General Obligation Bonds - Current Debt Service Schedule

Description Issue Amount	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	Series 2020 \$139,510,000	Annual Requirement
Fiscal Year									
2020-21	\$15,991,850	\$6,324,388	\$591,750	\$8,356,000	\$5,970,613	\$601,325	\$6,836,288	\$7,737,569	90,420,548
2021-22	17,915,600	6,327,638	591,750	8,380,375	5,973,863	601,325	7,186,038	15,439,625	90,005,704
2022-23	17,864,475	6,325,438	591,750	8,378,375	5,980,363	1,057,225	7,195,038	13,644,375	88,674,979
2023-24	16,318,850	6,327,788	591,750	9,170,375	4,804,613	1,058,125	7,199,038	11,739,625	78,217,479
2024-25	20,588,725	6,324,688	591,750	9,170,000	4,805,363	1,057,225	3,892,788	9,056,750	76,512,804
2025-26	20,638,350	6,326,138	591,750	9,161,375	4,811,363	1,060,081	3,891,288	7,906,375	75,519,060
2026-27	14,380,475	12,668,519	591,750	9,159,125	4,812,113	1,052,613	3,892,038	7,894,250	78,465,748
2027-28	9,488,100	14,911,700	591,750	9,152,750	4,812,613	1,054,200	3,894,788	7,882,125	75,853,864
2028-29	9,483,975	14,994,275	3,507,000	9,146,875	4,802,613	1,059,556	3,899,288	7,864,625	75,720,933
2029-30	9,503,000	14,705,450	3,567,125	9,183,719	4,806,413	1,029,513	3,900,288	7,851,250	75,608,513
2030-31	9,496,900	14,740,575	3,643,400	9,180,881	4,811,213	1,028,419	3,902,788	7,831,500	75,802,506
2031-32	9,492,800	14,826,000	3,692,400	9,178,413	4,796,813	1,030,356	3,901,538	7,814,875	76,014,975
2032-33	9,490,300	14,851,200		9,158,300	4,802,438	1,026,300	3,906,538	7,800,625	68,880,581
2033-34	9,484,100	11,900,900		9,154,100	4,800,250	1,026,300	3,907,288	7,807,650	65,998,513
2034-35	9,478,900	9,956,900		9,121,475	4,799,000	1,023,700	5,373,788	7,823,475	65,566,775
2035-36	9,474,300	8,261,900		9,117,725	4,805,200	1,023,800	5,372,538	7,812,700	63,925,550
2036-37	9,469,900	8,258,700		9,110,725	4,803,550	1,027,400	5,378,038	7,796,675	63,991,300
2037-38	9,465,300	8,253,700		9,104,850	4,805,269	1,024,500	5,379,538	7,780,325	64,047,731
2038-39	9,460,100	8,241,600		9,094,475	4,808,863	1,025,100	5,396,788	7,773,350	64,128,525
2039-40	9,453,900			9,088,850	4,809,175		3,518,538	7,755,600	53,044,593
2040-41	9,451,200			9,082,100	4,811,206		3,519,038	7,732,150	53,117,584
2041-42	9,441,600			9,068,600	4,814,800		3,523,538	1,753,600	41,363,508
2042-43	9,434,700			9,100,500	4,835,200		3,526,538	1,752,200	38,049,818
2043-44	9,429,900			9,095,200	4,837,400		3,502,788	1,749,600	36,172,688
2044-45	9,421,700			9,087,500	4,838,400		3,508,863	1,750,725	33,666,788
2045-46	9,414,600			9,081,900	4,843,000		3,506,688	1,750,500	28,596,688
2046-47				9,072,900	4,845,800		3,511,425	1,748,925	19,179,050
2047-48					4,851,600		3,512,750	1,746,000	10,110,350
2048-49							3,515,662	1,746,650	5,262,312
2049-50								1,745,800	1,745,800
	\$303,533,600	\$194,527,494	\$19,143,925	\$244,157,463	\$138,299,100	\$18,867,063	\$129,451,537	\$198,489,494	1,733,665,262

**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 7/1/2020	2020-21 Principal Reductions	Estimated Ending Balance 6/30/2021
2010-A	2.50-5.00%	38,135,000	2023	\$ 3,300,000	(3,300,000)	\$ -
2010-Ref	2.00-5.00%	29,240,000	2023	5,830,000	(5,830,000)	-
2011	3.00-5.00%	83,900,000	2041	73,205,000	(1,990,000)	71,215,000
2012-A	2.00-5.00%	51,115,000	2042	44,730,000	(1,180,000)	43,550,000
2012-B	2.00-4.00%	18,390,000	2023	7,385,000	(3,205,000)	4,180,000
2013-A	1.50-5.00%	79,305,000	2043	59,210,000	(4,580,000)	54,630,000
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	36,195,000	(840,000)	35,355,000
2015	2.70-4.00%	80,000,000	2045	72,000,000	(1,510,000)	70,490,000
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	86,480,000	(2,635,000)	83,845,000
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	77,225,000	(3,305,000)	73,920,000
2020	3.00-5.00%	139,510,000	2050	139,510,000	(3,625,000)	135,885,000
Total				\$ 1,125,655,000	\$ (44,705,000)	\$ 945,065,000



Debt Service Financial Forecast

	2020-21	2021-22*	2022-23	2023-24*
Beginning Fund Balance	\$78,671,085	\$81,723,099	\$85,905,126	\$92,348,006
Projected Revenues				
Local Taxes	\$91,648,630	\$92,564,765	\$93,489,771	\$94,423,733
Other Local Sources	527,355	532,687	535,363	538,082
State Sources	1,470,818	1,263,721	1,263,603	1,064,317
Federal Sources				
Other Uses	-	-	-	-
Total Revenues	<u>\$93,646,804</u>	<u>\$94,361,174</u>	<u>\$95,288,737</u>	<u>\$96,026,131</u>
Projected Expenditures				
Debt Service Requirements	\$ 90,420,548	\$ 90,005,704	\$ 88,674,979	\$ 78,217,479
Paying Agent Fees	174,242	173,442	170,878	150,726
Other Uses	-	-	-	-
Total Expenditures	<u>\$ 90,594,790</u>	<u>\$ 90,179,146</u>	<u>\$ 88,845,857</u>	<u>\$ 78,368,205</u>
Revenues over (Expenditures)	\$3,052,014	\$4,182,027	\$6,442,880	\$17,657,926
Ending Fund Balance	<u>\$81,723,099</u>	<u>\$85,905,126</u>	<u>\$92,348,006</u>	<u>\$110,005,933</u>
<u>PROJECTION FACTORS:</u>				
Assessed Taxable Value	\$24,232,179,701	24,474,501,498	24,719,246,513	24,966,438,978
Debt Service Tax	0.390000	0.390000	0.390000	0.390000
Max. Debt Service Tax Rate	0.500000	0.500000	0.500000	0.500000
Bond Sales During Fiscal Year	-	-	-	-
Fund Balance - % of Next Yr's Req.	90.21%	95.26%	103.94%	140.37%
Total Tax Rate Per \$100	\$1.35	\$1.34	\$1.33	\$1.32

* The Texas Legislature will be in session.

1. Assessed valuation changes are forecast to decrease during the projection period from 4.8% to 1% annually.
2. State revenue calculations are based on finance provision contained in HB 3 as authorized by the 86th Texas Legislature during the 2019 regular session and provision contained in prior laws.
3. Assuming a consistent tax rate of \$0.39, the Debt Service Operating fund balance will increase from 90.21% to 140.37% during the financial five year forecast period, however, based on continued student growth, a future bond referendum is anticipated in 2021.

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 June 30, 2020 included the following:

- Construction of Fox Elementary (pictured below)
- Klein Oak Auditorium Remodel
- Construction of TEP and Central Office Renovation
- Northampton Library Renovation
- Restrooms and Concessions Additions
- Facility Renovations - Roofing
- Renovations on numerous existing facilities throughout the District

The District sold bonds totaling \$43.8 million during the 2019-2020 fiscal year. This was the final sale of the 2015 bond authorization. The 2015 authorization summary is listed below:

- New facilities and additions – 55%
- Renovations on existing facilities - 27%
- Safety & Security – 5%
- Technology - 11%
- New Buses, Fine Arts, and CTE equipment - 2%



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

	2016-17 Audited Actual	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Unaudited Actual	2020-21 Adopted Budget
Revenues					
Local Sources	\$ 3,075,632	\$ 3,138,624	\$ 2,006,296	\$ -	\$ -
Federal Sources	193,175	522,708	821,749	468,787	-
Total Revenues	<u>\$ 3,268,807</u>	<u>\$ 3,661,332</u>	<u>\$ 2,828,045</u>	<u>\$ 468,787</u>	<u>\$ -</u>
Expenditures					
Instruction	\$ 2,552,080	\$ 10,357,589	\$ 5,788,235	\$ 2,941,694	\$ -
Instructional Resource & Media	412,674	-	-	-	-
Curriculum & Staff Development	-	-	-	-	-
Instructional Leadership	-	-	8,358	4,408	-
School Leadership	-	-	705	-	-
Student Transportation	9,715	1,315,964	1,796,442	1,766,767	-
Extracurricular Activities	-	-	7,637	7,153	-
Facilities Maintenance & Operations	-	31,817	596,579	385,425	-
Security & Monitoring Services	277,374	510,130	57,931	207,391	-
Data Processing Services	586,907	1,762,097	4,221,136	398,787	-
Debt Service	1,070,101	-	690,777	383,587	-
Facilities Acquisition & Construction	140,413,891	88,461,132	65,890,733	31,116,050	-
Total Expenditures	<u>\$ 145,322,742</u>	<u>\$ 102,438,729</u>	<u>\$ 79,058,533</u>	<u>\$ 37,211,262</u>	<u>\$ -</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (142,053,935)</u>	<u>\$ (98,777,397)</u>	<u>\$ (76,230,488)</u>	<u>\$ (36,742,475)</u>	<u>\$ -</u>
Other Sources (Uses)					
Issuance of Bonds	\$ -	\$ -	\$ 1,080,433	\$ 862,900	\$ -
Issuance of Bonds	145,890,000	88,985,000	69,865,000	40,085,000	-
Premium/Discount-Bond Issuance	15,204,877	4,015,000	8,825,777	4,164,698	-
Sale of Real or Personal Property	-	-	-	-	-
Net Sources (Uses)	<u>\$ 161,094,877</u>	<u>\$ 93,000,000</u>	<u>\$ 79,771,210</u>	<u>\$ 45,112,598</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ 19,040,942	\$ (5,777,397)	\$ 3,540,722	\$ 8,370,123	\$ -
Beginning Fund Balance	\$ 73,690,364	\$ 92,731,306	\$ 86,953,909	\$ 90,494,631	\$ 98,864,754
Ending Fund Balance	<u>\$ 92,731,306</u>	<u>\$ 86,953,909</u>	<u>\$ 90,494,631</u>	<u>\$ 98,864,754</u>	<u>\$ 98,864,754</u>

Expenditures By Project Type

Project Type	2016-17	2017-18	2018-19	2019-20	2020-21
Land Purchase	\$ 9,205,816	\$ -	\$ 3,281,115	\$ 266,193	\$ -
Building Construction	73,234,195	28,923,070	17,895,991	4,549,881	-
Building Improvements	34,969,640	46,944,123	36,633,462	21,568,518	-
Architect/Engineer/Attorney Fees	6,194,215	5,777,666	5,091,866	3,227,186	-
Furniture/Equipment/Supplies	20,648,775	20,793,870	15,465,322	7,215,896	-
Cost of Selling Bonds	1,070,101	-	690,777	383,588	-
Total Expenditures	<u>\$ 145,322,742</u>	<u>\$ 102,438,729</u>	<u>\$ 79,058,533</u>	<u>\$ 37,211,262</u>	<u>\$ -</u>

Capital Projects Fund Financial Forecast

	2020-21	2021-22*	2022-23	2023-24*
Beginning Fund Balance	\$ 98,864,754	\$ 54,998,643	\$ 54,998,643	\$ 54,998,643
Revenue Sources				
Issuance of New Bonds	\$ -	\$ -	\$ -	\$ -
Federal Sources	-	-	-	-
	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Project Type				
Land Purchase	\$ -	\$ -	\$ -	\$ -
Building Construction	-	-	-	-
Building Improvements	24,290,189	-	-	-
Architect/Engineer/Attorney Fees	4,270,822	-	-	-
Furniture/Equipment/Supplies	15,305,100	-	-	-
Cost of Selling Bonds	-	-	-	-
Total Expenditures	<u>\$ 43,866,111</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Ending Fund Balance	<u>\$ 54,998,643</u>	<u>\$ 54,998,643</u>	<u>\$ 54,998,643</u>	<u>\$ 54,998,643</u>

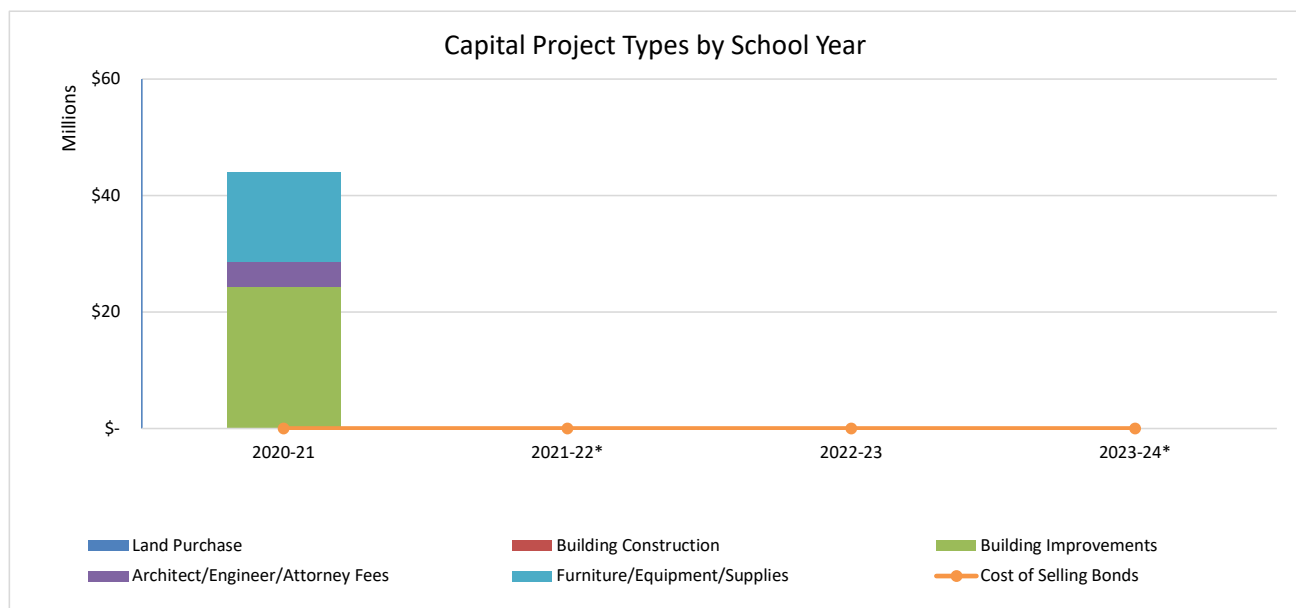
PROJECTION FACTORS:

Assessed Taxable Value	\$24,232,179,701	\$24,474,501,498	\$24,719,246,513	\$24,966,438,978
Debt Service Tax	0.390000	0.390000	0.390000	0.390000
Total I&S Tax Collections	\$91,692,086	\$92,587,039	\$93,512,910	\$94,448,039
Max. Debt Service Tax Rate	0.500000	0.500000	0.500000	0.500000
Estimated Debt Service Costs	\$ 90,594,790	\$ 90,179,146	\$ 88,845,857	\$ 78,368,205
Total Tax Rate Per \$100	\$1.35	\$1.34	\$1.33	\$1.32

* The Texas Legislature will be in session.

ASSUMPTIONS:

- (1) Enrollment projections are based on the "Moderate Growth Scenario" provided in the demographic study issued by
- (2) Assessed valuation changes are forecast to decrease during the projection period from 4.8% to 1% annually.



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 (Fox)
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

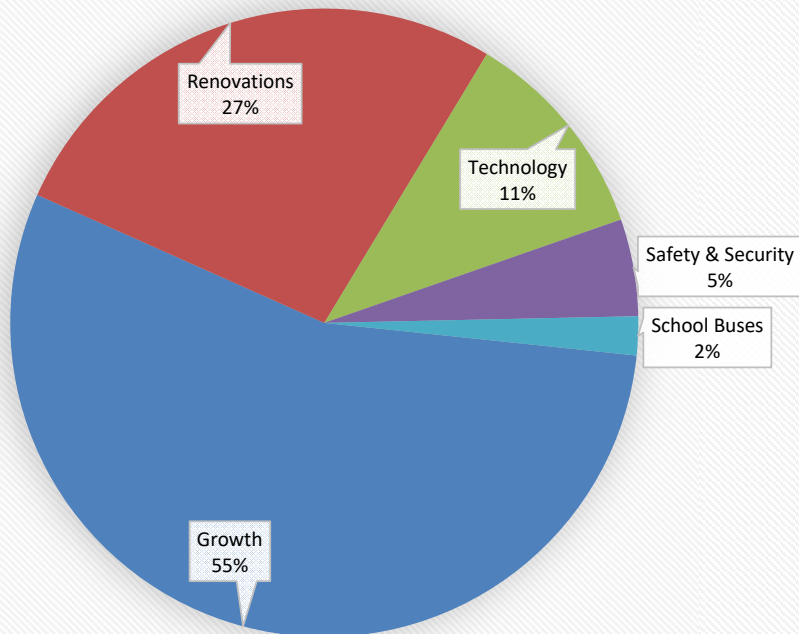
Safety and Security - \$24.5 Million

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

2015 Plan Summary



Project Estimates

New Construction

1 High School	\$105,589,888
1 Intermediate School	50,730,746
1 Elementary	35,919,324
Other Instructional Facilities	80,303,536
Support Facilities & Equipment	14,201,798

Buses

7,801,592

Technology

\$56,077,703

Safety & Security

26,207,368

Renovations

District Wide Projects	13,498,007
Facility /Capital Renovations	98,301,589

Fees and Contingencies

9,468,449

Total - 2015 Bond Authorization

\$ 498,100,000

Klein Independent School District

Project Activity by Bond Sales 2005 - 2020

Project	Project Estimate	Status
\$43,800,000 Bond Sale - Sold May 2020		
Klein Collins High School Addition - Fees	\$ 250,000	IP
Klein Collins High School Addition - Construction	2,000,000	IP
Klein Collins High School Addition - FF&E	300,000	IP
Klein Oak High School Auditorium Remodel - Construction Partial	4,000,000	IP
Furniture Replacement for Schools	300,000	IP
Buses	1,650,213	C
Fine Arts Equipment and Furniture	1,042,896	IP
CATE General Equipment	400,000	IP
Maintenance & Operations Equipment	491,291	C
Technology - Computers/Infrastructure/Equipment	10,556,000	IP
2020 MEP Facility Renovations - Construction and Fees	13,500,000	IP
2020 Facility Renovations - Roofing - Construction and Fees	4,000,000	IP
Facility Capital Renovations	3,080,320	IP
Marquee Repair/Replacement	250,000	IP
Walking Tracks	200,000	IP
Security	400,000	IP
Classroom Sound Reinforcement	439,673	IP
Capital Maintenance Repairs	150,000	IP
Contingency for All Projects/Capital Projects Personnel	855,718	IP
Total	\$ 43,866,111	

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 - 2020

Project	Project Estimate	Status
\$78,000,000 Bond Sale - Sold June 2019		
Fox Elementary Partial Construction & Fees	\$ 6,514,000	C
Fox Elementary 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	C
Fine Arts Equipment and Furniture	1,015,018	IP
Maintenance & Operations Equipment	399,999	C
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	C
Capital Maintenance Repairs	150,000	IP
Vestibule Renovations-19 ES Construction & Fees	3,496,000	C
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 - 2020**

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
Fox Elementary Partial Construction & Fees	18,765,821	C
Fox Elementary 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	C
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	C
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 - 2020

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	C
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	C
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	C
Site Purchase	1,732,919	C
Furniture Replacement for Schools	300,000	IP
Buses	1,500,000	C
CATE General Equipment	400,000	C
Fine Arts Equipment and Furniture	810,648	C
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	C
Marquee - Repair/Replacement	112,300	IP
Walking Track Repairs - Elementary Schools	198,660	C
Ehrhardt Storm Sewer/SCC Parking	1,679,477	C
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 - 2020

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
Hofius Intermediate - 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	C
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	C
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	C
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	C
Marquee - Repair/Replacement	111,400	C
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	C
DAEP Security Update	148,979	C
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 - 2020**

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 - 2020**

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 - 2020

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 - 2020

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



INFORMATIONAL SECTION



KLEIN INDEPENDENT SCHOOL DISTRICT
2020-2021 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

During the 2019 Legislative Session, the State Legislature made several significant changes to the funding methodology for school districts (the 2019 Legislation). The 2019 Legislation orders a school district's M&O tax rate into two distinct parts: the Tier One Tax Rate, which is the local M&O tax rate required for a school district to receive any part of the basic level of State funding (referred to herein as Tier One) under the Foundation School Program, as further described below, and the Enrichment Tax Rate, which is any local M&O tax effort in excess of its Tier One Tax Rate. The 2019 Legislation amended formulas for the State Compression Percentage and Maximum Compressed Tax Rate (each as described below) to compress M&O tax rates in response to year-over-year increases in property values across the State and within a school district, respectively.

State Compression Percentage. The State Compression Percentage for the State fiscal year ending in 2020 (the 2019-2020 school year) is a statutorily-defined percentage of the rate of \$1.00 per \$100 at which a school district must levy its Tier One Tax Rate to receive the full amount of the Tier One funding to which a school district is entitled. For the State fiscal year ending in 2020, the State Compression Percentage is set at 93% per \$100 of taxable value. Beginning in the State fiscal year ending in 2021, the State Compression Percentage is the lesser of three alternative calculations: (1) 93% or a lower percentage set by appropriation for a school year; (2) a percentage determined by formula if the estimated total taxable property value of the State (as submitted annually to the State Legislature by the State Comptroller) has increased by at least 2.5% over the prior year; and (3) the prior year State Compression Percentage. For any year, the maximum State Compression Percentage is 93%.

Maximum Compressed Tax Rate. Pursuant to the 2019 Legislation, beginning with the State fiscal year ending in 2021 (the 2020-2021 school year) the Maximum Compressed Tax Rate (the MCR) is the tax rate per \$100 of valuation of taxable property at which a school district must levy its Tier One Tax Rate to receive the full amount of the Tier One funding to which the school district is entitled. The MCR is equal to the lesser of three alternative calculations: (1) the school district's prior year MCR; (2) a

percentage determined by formula if the school district experienced a year-over-year increase in property value of at least 2.5%; or (3) the product of the State Compression Percentage for the current year multiplied by \$1.00. However, each year the TEA shall evaluate the MCR for each school district in the State, and for any given year, if a school district's MCR is calculated to be less than 90% of any other school district's MCR for the current year, then the school district's MCR is instead equal to the school district's prior year MCR, until TEA determines that the difference between the school district's MCR and any other school district's MCR is not more than 10%. These compression formulas are intended to more closely equalize local generation of Tier One funding among districts with disparate tax bases and generally reduce the Tier One Tax Rates of school districts as property values increase.

Tier One Tax Rate. For the 2019-2020 school year, the Tier One Tax Rate is the State Compression Percentage multiplied by \$1.00, or for a school district that levied an M&O tax rate for the 2018-2019 school year that was less than \$1.00 per \$100 of taxable value, the total number of cents levied by the school district for the 2018-2019 school year for M&O purposes; effectively setting the Tier One Tax Rate for the State fiscal year ending in 2020 for most school districts at \$0.93. Beginning in the 2020-2021 school year, a school district's Tier One Tax Rate is defined as a school district's M&O tax rate levied that does not exceed the school district's MCR.

Enrichment Tax Rate. The Enrichment Tax Rate is the number of cents a school district levies for M&O in excess of the Tier One Tax Rate, up to an additional \$0.17. The Enrichment Tax Rate is divided into two components: (i) "Golden Pennies" which are the first \$0.08 of tax effort in excess of a school district's Tier One Tax Rate; and (ii) "Copper Pennies" which are the next \$0.09 in excess of a school district's Tier One Tax Rate plus Golden Pennies.

School districts may levy an Enrichment Tax Rate at a level of their choice, subject to the limitations described under tax rate limitations; however to levy any of the Enrichment Tax Rate in a given year, a school district must levy a Tier One Tax Rate equal to \$0.93 for the 2019-2020 school year, or equal to the school district's MCR for the 2020-2021 and subsequent years. Additionally, a school district's levy of Copper Pennies is subject to compression if the guaranteed yield (i.e., the guaranteed level of local tax revenue and State aid generated for each cent of tax effort) of Copper Pennies is increased from one year to the next.

State Funding for School Districts

State funding for school districts is provided through the two-tiered Foundation School Program, which guarantees certain levels of funding for school districts in the State. School districts are entitled to a legislatively appropriated guaranteed yield on their Tier One Tax Rate and Enrichment Tax Rate. When a school district's Tier One Tax Rate and Enrichment Tax Rate generate tax revenues at a level below the respective entitlement, the State will provide Tier One funding or Tier Two funding, respectively, to fund the difference between the school district's entitlements and the calculated M&O revenues generated by the school district's respective M&O tax rates.

The first level of funding, Tier One, is the basic level of funding guaranteed to all school districts based on a school district's Tier One Tax Rate. Tier One funding may then be enriched with Tier Two funding. Tier Two provides a guaranteed entitlement for each cent of a school district's Enrichment Tax Rate, allowing a school district increase or decrease its Enrichment Tax Rate to supplement Tier One funding at a level of the school district's own choice. While Tier One funding may be used for the payment of debt service (except for school districts subject to the recapture provisions of Chapter 49 of the Texas Education Code, as discussed herein), and in some instances is required to be used for that purpose, Tier Two funding may not be used for the payment of debt service or capital outlay.

The current public school finance system also provides an Existing Debt Allotment (EDA) to subsidize debt service on eligible outstanding school 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 school districts. For the 2020-2021 State fiscal biennium, the State Legislature appropriated funds in the amount of \$1,323,444,300 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 school districts, with local M&O taxes representing the school district's local share. EDA and IFA allotments supplement a school district's local I&S taxes levied for debt service on eligible bonds issued to construct, acquire and improve facilities, provided that a school district qualifies for such funding and that the State Legislature makes sufficient appropriations to fund the allotments for a State fiscal biennium.

Tier One and Tier Two allotments and existing EDA and IFA allotments are generally required to be funded each year by the State Legislature.

Tier One. Tier One funding is the basic level of funding guaranteed to a school district, consisting of a State-appropriated baseline level of funding (the Basic Allotment) for each student in Average Daily Attendance (being generally calculated as 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 is revised downward if a school district's Tier One Tax Rate is less than the State-determined threshold. The Basic Allotment is supplemented by additional State funds, allotted based upon the unique school district characteristics and demographics of students in ADA, to make up most of a school district's Tier One entitlement under the Foundation School Program.

For the 2019-2020 State fiscal year, the Basic Allotment for school districts with a Tier One Tax Rate equal to \$0.93, is \$6,160 for each student in ADA and is revised downward for school districts with a Tier One Tax Rate lower than \$0.93. For the State fiscal year ending in 2021 and subsequent State fiscal years, the Basic Allotment for a school district with a Tier One Tax Rate equal to the school district's MCR, is \$6,160 (or a greater amount as may be provided by appropriation) for each student in ADA and is revised downward for a school district with a Tier One Tax Rate lower than the school district's MCR. The Basic Allotment is then supplemented for all school districts by various weights to account for differences among school 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 school 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 school districts in the top 25% of enrollment growth relative to other school districts), and (iii) a college, career and military readiness allotment to further Texas' goal of increasing the number of students who attain a post-secondary education or workforce credential, and (iv) a teacher incentive allotment to increase teacher compensation retention in disadvantaged or rural school districts. A school district's total Tier One funding, divided by \$6,160, is a school district's measure of students in Weighted Average Daily Attendance (WADA), which serves to calculate Tier Two funding.

Tier Two. Tier Two supplements Tier One funding and provides two levels of enrichment with different guaranteed yields (i.e., Golden Pennies and Copper Pennies) depending on the school district's Enrichment Tax Rate. Golden Pennies 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 ninety-sixth (96th) percentile of wealth per student in WADA, or (ii) the Basic Allotment (or a greater amount as may be provided by appropriation) multiplied by 0.016. For the 2020-2021 State fiscal biennium, school districts are guaranteed a yield of \$98.56 per student in WADA for each Golden Penny levied. Copper Pennies generate a guaranteed yield per student in WADA equal to the school district's Basic Allotment (or a greater amount as may be provided by appropriation) multiplied by 0.008. For the 2020-2021 State fiscal biennium, school districts are guaranteed a yield of \$49.28 per student in WADA for each Copper Penny levied. For any school year in which the guaranteed yield of Copper Pennies per student in WADA exceeds the guaranteed yield of Copper Pennies per student in WADA for the preceding school year, a school district is required to reduce its Copper Pennies levied so as to generate no more revenue per student in WADA than was available to the school district for the preceding year. Accordingly, the increase in the guaranteed yield from \$31.95 per Copper Penny per student in WADA for the 2018-2019 school year to \$49.28 per Copper Penny per student in WADA for the 2019-2020 school year requires school districts to compress their levy of Copper Pennies by a factor of 0.64834. As such, school districts that levied an Enrichment Tax Rate of \$0.17 in school year 2018-2019 must reduce their Enrichment Tax Rate to approximately \$0.138 per \$100 taxable value for the 2019-2020 school year.

Existing Debt Allotment, Instruction Facilities Allotment, and New Instructional Facilities Allotment. The Foundation School Program also includes facilities funding components consisting of the IFA and the EDA, subject to legislative appropriation each State fiscal biennium. To the extent funded for a biennium, these programs assist school districts in funding facilities by, generally, equalizing a school district's I&S tax effort. The IFA guarantees each awarded school district a specified amount per student (the IFA Yield) in State and local funds for each cent of I&S tax levied to pay the principal of and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities. The IFA Yield 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 new IFA awards are available, a school 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 school district may be awarded is limited to the lesser of

(1) the actual debt service payments made by the school 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 school 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. For the 2020-2021 State fiscal biennium, the State Legislature did not appropriate any funds for new IFA awards; 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. The EDA guaranteed yield (the EDA Yield) is the lesser of (i) \$40 per student in ADA 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 school districts would have been entitled to if the EDA Yield were \$35. The portion of a school district's local debt service rate that qualifies for EDA assistance is limited to the first \$0.29 of its I&S tax rate (or a greater amount for any year provided by appropriation by the State Legislature). In general, a school district's bonds are eligible for EDA assistance if (i) the school district made payments on the bonds during the final fiscal year of the preceding State fiscal biennium, or (ii) the school 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 school district may not receive EDA funding for the principal and interest on a series of otherwise eligible bonds for which the school district receives IFA funding.

Since future-year IFA awards were not funded by the State Legislature for the 2020-2021 State fiscal biennium and debt service assistance on school district bonds that are not yet eligible for EDA is not available, debt service payments during the 2020-2021 State fiscal biennium on new bonds issued by school districts in the 2020-2021 State fiscal biennium to construct, acquire and improve facilities must be funded solely from local I&S taxes.

A school district may also qualify for a NIFA allotment, which provides assistance to school districts for operational expenses associated with opening new instructional facilities. In the 2019 Legislative Session, the State Legislature appropriated funds in the amount of \$100,000,000 for each fiscal year of the 2020-2021 State fiscal biennium for NIFA allotments.

Tax Rate and Funding Equity. The Commissioner may adjust a school district's funding entitlement if the funding formulas used to determine the school district's entitlement result in an unanticipated loss or gain for a school district. Any such adjustment requires preliminary approval from the Legislative Budget Board and the office of the Governor, and such adjustments may only be made through the 2020-2021 school year.

Additionally, the Commissioner may proportionally reduce the amount of funding a school district receives under the Foundation School Program and the ADA calculation if the school district operates on a calendar that provides less than the State-mandated minimum instruction time in a school year. The Commissioner may also adjust a school district's ADA as it relates to State funding where disaster, flood, extreme weather or other calamity has a significant effect on a school district's attendance.

Furthermore, property-wealthy school districts that received additional State funds under the public school finance system prior to the enactment of the 2019 Legislation are entitled to an equalized wealth transition grant on an annual basis through the 2023-2024 school year in an amount equal to the amount of additional revenue such school district would have received under former Texas Education Code Sections 41.002(e) through (g), as those sections existed on January 1, 2019. This grant is phased out through the 2023-2024 school year as follows: (1) 20% reduction for the 2020-2021 school year, (2) 40% reduction for the 2021-2022 school year, (3) 60% reduction for the 2022-2023 school year, and (4) 80% reduction for the 2023-2024 school year.

Tax Rate Limitations

M&O Tax Rate Limitations The District is authorized to levy an M&O tax rate pursuant to the approval of the voters of the District at an election held on May 19, 1962 in accordance with the provisions of Article 2784e-1, Texas Revised Civil Statutes Annotated, as amended. The 2019 Legislation established the following maximum M&O tax rate per \$100 of taxable value that may be adopted by school districts, such as the District, beginning with the 2020 tax year:

For the 2020 and subsequent tax years, the maximum M&O tax rate per \$100 of taxable value that may be adopted by a school district is the sum of \$0.17 and the school district's MCR. A school district's MCR is, generally, inversely proportional to the change in taxable property values both within the school district and the State, and is subject to recalculation annually. For any year, the highest possible MCR for a school district is \$0.93.

Furthermore, a school district cannot annually increase its tax rate in excess of the school district's Voter-Approval Tax Rate without submitting such tax rate to an election and a majority of the voters voting at such election approving the adopted rate.

I&S Tax Rate Limitations 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)(I), 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 of the Texas Education Code, as amended, requires a school 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 voters of a school district 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 (the 50-cent Test). In demonstrating the ability to pay debt service at a rate of \$0.50, a school district may take into account EDA and IF A allotments to the school district, which effectively reduces the school district's local share of debt service, and may also take into account Tier One funds allotted to the school district. If a school district exercises this option, it may not adopt an I&S tax until it has credited to the school district's I&S 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 school district may demonstrate its ability to comply with the 50-cent Test by applying the \$0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the school district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five (5) years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a school district uses projected future taxable values to meet the 50-cent 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 school district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the 50-cent 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 school 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 50-cent 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 50-cent Test when applied to subsequent bond issues that are subject to the 50-cent Test. A portion of the Bonds are issued for school building purposes pursuant to Chapter 45, Texas Education Code as new debt and are subject to the 50-cent Test. A portion of the Bonds are issued as refunding bonds pursuant to Chapter 1207 and are, therefore, not subject to the 50-cent Test; however, taxes levied to pay debt service on the Bonds are included in the calculation of the 50-cent Test as applied to subsequent issues of new debt. The District has not used projected property values or State assistance (other than EDA or IFA allotment funding) to satisfy this threshold test.

Public Hearing and Voter-Approval Tax Rate A school district's total tax rate is the combination of the M&O tax rate and the I&S tax rate. Generally, the highest rate at which a school district may levy taxes for any given year without holding an election to approve the tax rate is the "Voter-Approval Tax Rate", as described below.

Beginning with the 2020 tax year, a school district is required to adopt its annual tax rate before the later of September 30 or the sixtieth (60th) day after the date the certified appraisal roll is received by the taxing unit, except that a tax rate that exceeds the Voter-Approval Tax Rate must be adopted not later than the seventy-first (71st) day before the next occurring November uniform election date. A school district's failure to adopt a tax rate equal to or less than the Voter-Approval Tax Rate by September 30 or the sixtieth (60th) day after receipt of the certified appraisal roll, will result in the tax rate for such school district for the tax year to be the lower of the "no-new-revenue tax rate" calculated for that tax year or the tax rate adopted by the school district for the preceding tax year. A school district's failure to adopt a tax rate in excess of the Voter-Approval Tax Rate on or prior to the seventy-first (71st) day before the next occurring November uniform election date, will result in the school district adopting a tax rate equal to or less than its Voter-Approval Tax Rate by the later of September 30 or the sixtieth (60th) day after receipt of the certified appraisal roll. "No-new-revenue tax rate" means the rate that will produce the prior year's total tax levy from the current year's total taxable values, adjusted such that lost values are not included in the calculation of the prior year's taxable values and new values are not included in the current year's taxable values.

For the 2020 and subsequent tax years, the Voter-Approval Tax Rate for a school district is the sum of (i) the school district's MCR; (ii) the greater of (a) the school district's Enrichment Tax Rate for the preceding year, less any amount by which the school district is required to reduce its current year Enrichment Tax Rate pursuant to Section 48.202(f), Education Code, as amended, or (b) the rate of \$0.05 per \$100 of taxable value; and (iii) the school district's current I&S tax rate. However, for only the 2020 tax year, if the governing body of the school district does not adopt by unanimous vote an M&O tax rate at least equal to the sum of the school district's MCR plus \$0.05, then \$0.04 is substituted for \$0.05 in the calculation for such school district's Voter-Approval Tax Rate for the 2020 tax year. For the 2020 tax year, and subsequent years, a school district's M&O tax rate may not exceed the rate equal to the sum of (i) \$0.17 and (ii) the school district's MCR.

Beginning with the 2020 tax year, the governing body of a school district generally cannot adopt a tax rate exceeding the school district's Voter-Approval Tax Rate without approval by a majority of the voters approving the higher rate 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 school 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 such efficiency audit. An election is not required for a tax increase to address increased expenditures resulting from certain natural disasters in the year following the year in which such disaster occurs; however, the amount by which the increased tax rate exceeds the school 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 an I&S tax rate in each year sufficient to pay debt service on all of the District's tax-supported debt obligations, including the Bonds.

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 school 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 school district if the school 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 school district delivers substantially all of its tax bills. A school district that elects to adopt a tax rate before the adoption of a budget for the fiscal year that begins in the current tax year may adopt a tax rate for the current tax year before receipt of the certified appraisal roll, so long as the chief appraiser of the appraisal district in which the school district participates has certified to the assessor for the school district an estimate of the taxable value of property in the school district. If a school district adopts its tax rate prior to the adoption of its budget, both the no-new-revenue tax rate and the Voter-Approval Tax Rate of the school district shall be calculated based on the school district's certified estimate of taxable value. A school 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, a school 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 school district is located its Voter-Approval Tax Rate in accordance with forms prescribed by the State Comptroller.

Klein Independent School District

Property Tax Rates

	2016-17 Adopted Rate	2017-18 Adopted Rate	2018-19 Adopted Rate	2019-20 Adopted Rate	2020-21 Proposed Rate
Maintenance & Operations	\$ 1.0400	\$ 1.0400	\$ 1.0600	\$ 0.9700	\$ 0.9595
Interest & Sinking	0.3900	0.3900	0.3700	0.3900	0.3900
Total Tax Rate	\$ 1.4300	\$ 1.4300	\$ 1.4300	\$ 1.3600	\$ 1.3495

Discussion

State compression compares the extent to which estimated statewide property value growth (set by the general appropriations act at 4.01 percent for TY 2020) exceeds 2.5 percent to determine the state maximum compressed rate (MCR) for TY 2020, calculated as follows: $TY\ 2020\ MCR = 0.93 \times (1.025 \div 1.0401) = \0.9164

In order to maintain tax rate equity, no district may have an MCR less than 90 percent of any other district. Districts which grow more than 15.58 percent for TY 2020 will meet this limitation. As a result, no district will have a maximum tier one tax rate lower than \$0.8247 for TY 2020 and SY 2020–2021.

2020 M&O Tax Rate Calculation

	TY 2020 MCR =	0.9164
KISD MCR (MCR if value growth is equal to or exceeds 2.5%) =		0.9095
Tier Two Golden Pennies =		0.0500
M&O Tax Rate =		0.9595

Comparison of Levy on Average Residence

	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 Certified Value as of 6/30/2020	2020 Estimated Value as of 4/30/2020
Residence:					
Average Market Value	\$ 212,272	\$ 215,674	\$ 214,405	\$ 238,573	\$ 246,515
Average Taxable Value	\$ 187,272	\$ 190,674	\$ 189,405	\$ 205,214	\$ 212,748
Tax Rate per \$100 Value	1.4300	1.4300	1.4300	1.3600	1.3495
Taxes Due on Average Residence	\$ 2,678	\$ 2,727	\$ 2,708	\$ 2,791	\$ 2,871

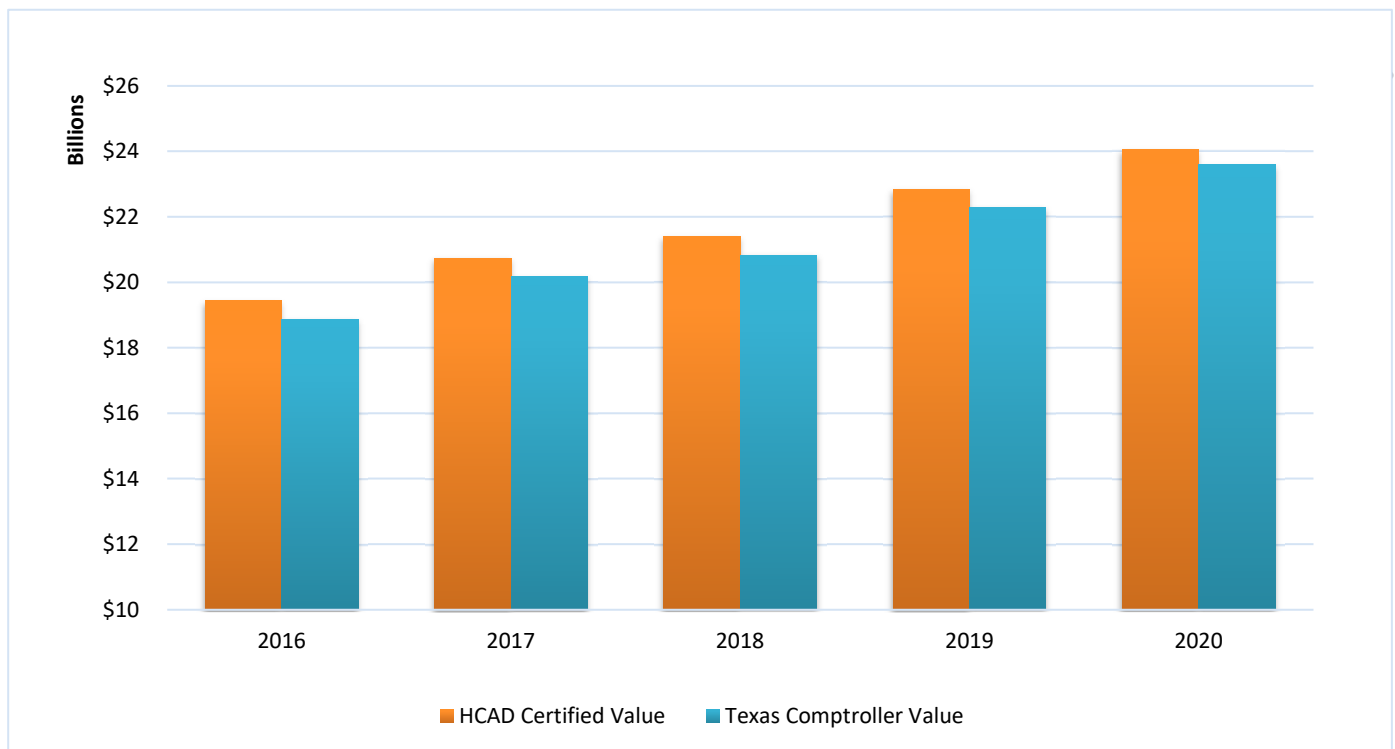
Discussion

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 Assessed Value of Taxable Property

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 Certified Value as of 6/30/2020	2020 Estimated Value as of 4/30/2020
--	--	--	--	--

HCAD Certified Value	\$19.436	\$20.748	\$21.362	\$22.837	\$24.050
Average HCAD Change From Prior Year	10.36%	6.75%	2.96%	6.91%	5.85%
Texas Comptroller Value	\$18.879	\$20.178	\$20.834	\$22.291	\$23.595



Discussion

The Harris County Appraisal District (HCAD) is expected to certify the 2020 tax roll in August, based on property values as of January 1 of the current tax year. The District's fiscal year runs from July 1 to June 30, therefore the certified estimate of the 2020 Appraisal Roll was used to project 2020-21 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 Taxable Value History and Projected Values Harris County Appraisal District

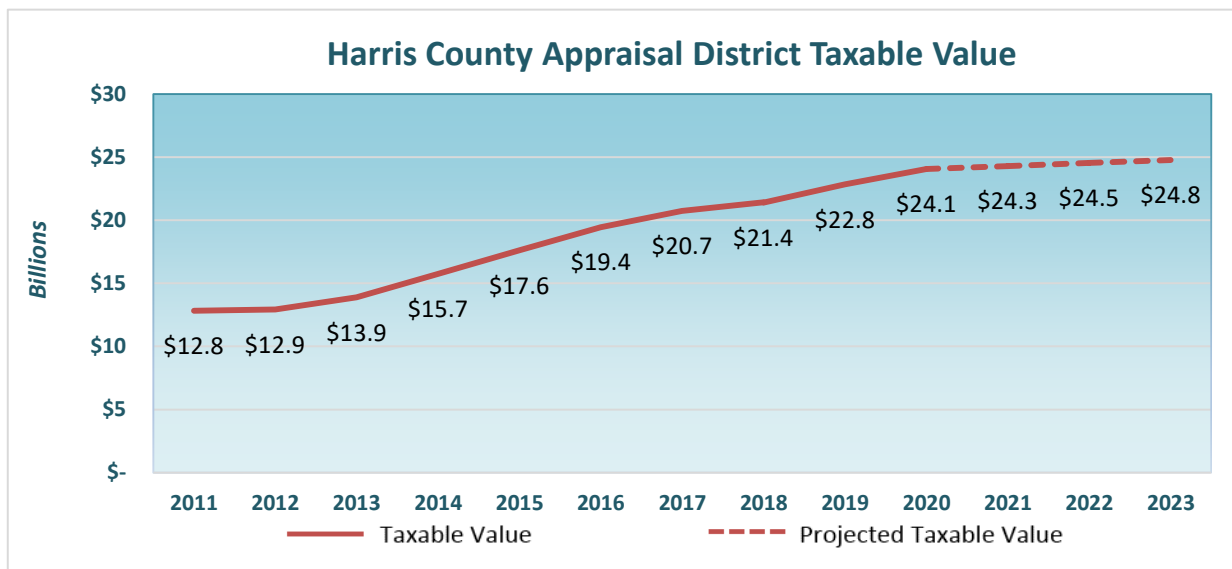
Year End Summary	Taxable Value	% Change
2011	\$ 12,829,823,756	1.55%
2012	\$ 12,935,999,583	0.83%
2013	\$ 13,895,518,749	7.42%
2014	\$ 15,749,897,428	13.35%
2015	\$ 17,610,784,978	11.82%
2016	\$ 19,435,601,162	10.36%
2017	\$ 20,747,839,372	6.75%
2018	\$ 21,408,612,281	3.18%
2019	\$ 22,837,489,720	6.67%
2020	\$ 24,050,367,462	5.85%
2021	\$ 24,290,871,137	1.00%
2022	\$ 24,533,779,848	1.00%
2023	\$ 24,779,117,646	1.00%

Projected Values

10 Year Average: 6.78%

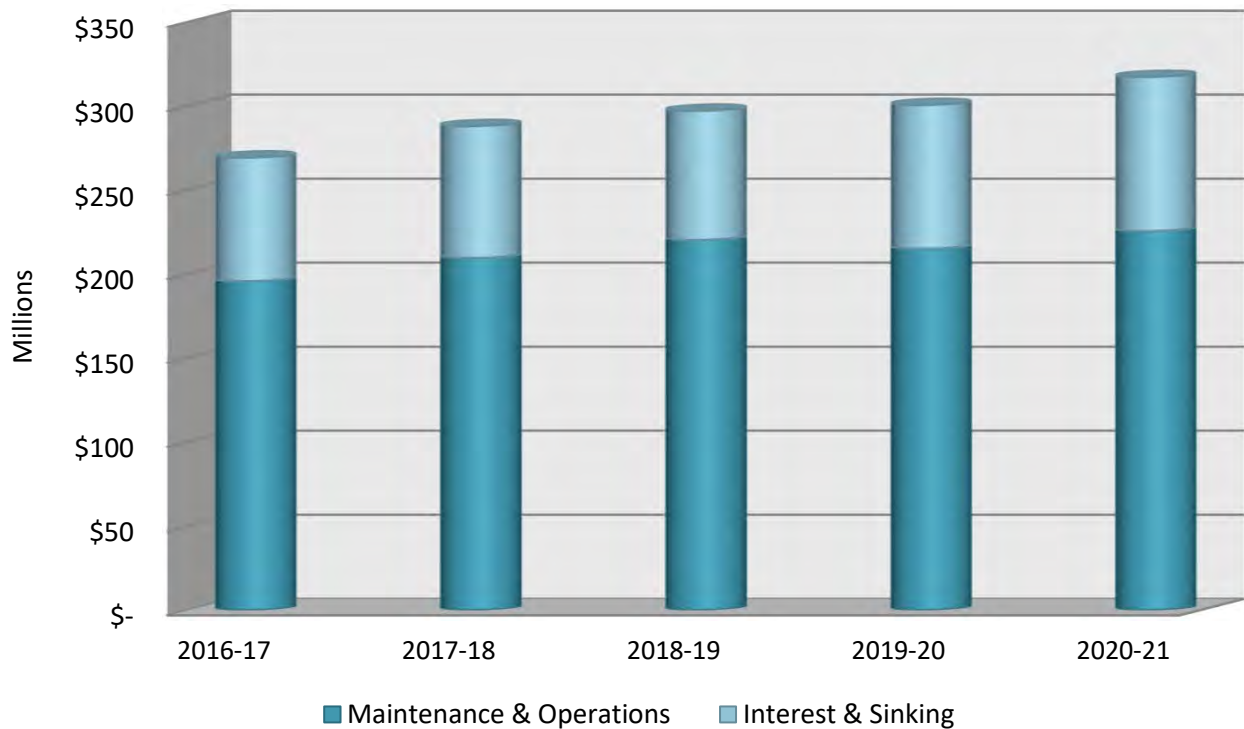
Property taxes are calculated on 100% of market values less appropriate exemptions. Tax rates are applied to each \$100 of taxable value.

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 Collections

	Audited Actual 2016-17	Audited Actual 2017-18	Audited Actual 2018-19	Adopted Budget 2019-20	Adopted Budget 2020-21
Maintenance & Operations	\$195,751,393	\$209,600,021	\$220,305,838	\$215,083,839	\$225,585,449
Interest & Sinking	<u>73,543,615</u>	<u>78,440,452</u>	<u>76,851,235</u>	<u>85,485,035</u>	<u>91,692,086</u>
Total Tax Collections	<u>\$269,295,008</u>	<u>\$288,040,473</u>	<u>\$297,157,073</u>	<u>\$300,568,874</u>	<u>\$317,277,535</u>



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

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 June 30, 2020	Overlapping	
		Percent	Amount
Bilma PUD	\$ 17,835,000	100.00%	\$ 17,835,000
Bridgestone MUD	82,820,000	100.00%	82,820,000
Charterwood MUD	10,250,000	100.00%	10,250,000
Cypress Forest PUD	955,000	88.68%	846,894
Cypresswood UD	6,785,000	100.00%	6,785,000
Dowdell PUD (Defined Area)	4,550,000	100.00%	4,550,000
Dowdell PUD	66,100,000	100.00%	66,100,000
Encanto Real UD	39,605,000	100.00%	39,605,000
Fountainhead MUD	6,285,000	72.72%	4,570,452
Harris Co	1,885,182,125	4.40%	82,948,014
Harris Co Dept of Ed	6,320,000	4.40%	278,080
Harris Co Flood Control	83,075,000	4.40%	3,655,300
Harris Co Hosp District	86,050,000	4.40%	3,786,200
Harris Co Improvement Dist. No. 18 (Defined Area No. 1)	33,805,000	100.00%	33,805,000
Harris Co Improvement District No. 18	134,750,000	0.11%	148,225
Harris Co MUD # 1	46,415,000	100.00%	46,415,000
Harris Co MUD # 24	11,940,000	100.00%	11,940,000
Harris Co MUD #104	8,850,000	100.00%	8,850,000
Harris Co MUD #118	7,030,000	66.66%	4,686,198
Harris Co MUD #119	4,660,000	63.20%	2,945,120
Harris Co MUD #150	15,165,000	33.05%	5,012,033
Harris Co MUD #180	17,235,000	100.00%	17,235,000
Harris Co MUD #316	1,190,000	100.00%	1,190,000
Harris Co MUD #367	15,405,000	100.00%	15,405,000
Harris Co MUD #368	58,140,000	100.00%	58,140,000
Harris Co MUD #383	39,125,000	100.00%	39,125,000
Harris Co MUD #401	37,955,000	100.00%	37,955,000
Harris Co MUD #468	37,875,000	100.00%	37,875,000
Harris Co MUD # 530	25,860,000	100.00%	25,860,000
Harris Co Toll Road	0	0.00%	0
Harris Co WC&ID #109	8,050,000	90.38%	7,275,590
Harris Co WC&ID #110	15,835,000	35.77%	5,664,180
Harris Co WC&ID #116	4,980,000	31.05%	1,546,290
Harris Co WC&ID #119	30,260,000	100.00%	30,260,000
Harris Co WC&ID #132	3,320,000	100.00%	3,320,000
Harris Co WC&ID #133	8,010,000	100.00%	8,010,000

Taxing Authority	Debt as of June 30, 2020	Overlapping	
		Percent	Amount
Heatherloch MUD	4,315,000	100.00%	4,315,000
Houston, City of	3,423,995,000	0.24%	8,217,588
Kleinwood MUD	6,144,992	100.00%	6,144,992
Lone Star College Sys	569,815,000	11.41%	65,015,892
Louetta North PUD	4,040,000	100.00%	4,040,000
Louetta Road UD	-	0.00%	-
Meadowhill Reg MUD	30,310,000	100.00%	30,310,000
Northampton MUD	31,375,000	100.00%	31,375,000
Northampton MUD - Defined Area	13,415,000	100.00%	13,415,000
NW Harris Co MUD # 6	11,550,000	67.97%	7,850,535
NW Harris Co MUD # 19	66,065,000	100.00%	66,065,000
NW Harris Co MUD # 24	-	0.00%	-
NW Harris Co MUD # 28	3,540,000	100.00%	3,540,000
NW Harris Co MUD # 30	13,480,000	100.00%	13,480,000
NW Harris Co MUD # 32	24,305,000	100.00%	24,305,000
NW Harris Co MUD # 36	14,155,000	100.00%	14,155,000
NW Park MUD	25,310,000	31.67%	8,015,677
Oakmont PUD	25,715,000	100.00%	25,715,000
Pt of Houston Auth	572,569,397	4.40%	25,193,053
Shasla PUD	3,960,000	100.00%	3,960,000
Spring Creek Forest PUD	4,285,000	100.00%	4,285,000
Spring West MUD	24,975,000	41.57%	10,382,108
Terranova West MUD	635,000	100.00%	635,000
		\$	1,097,107,419
KISD Direct Debt as of June 30, 2020			1,125,655,000
		Total	\$ 2,222,762,419

Source: Texas Municipal Advisory Council

**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

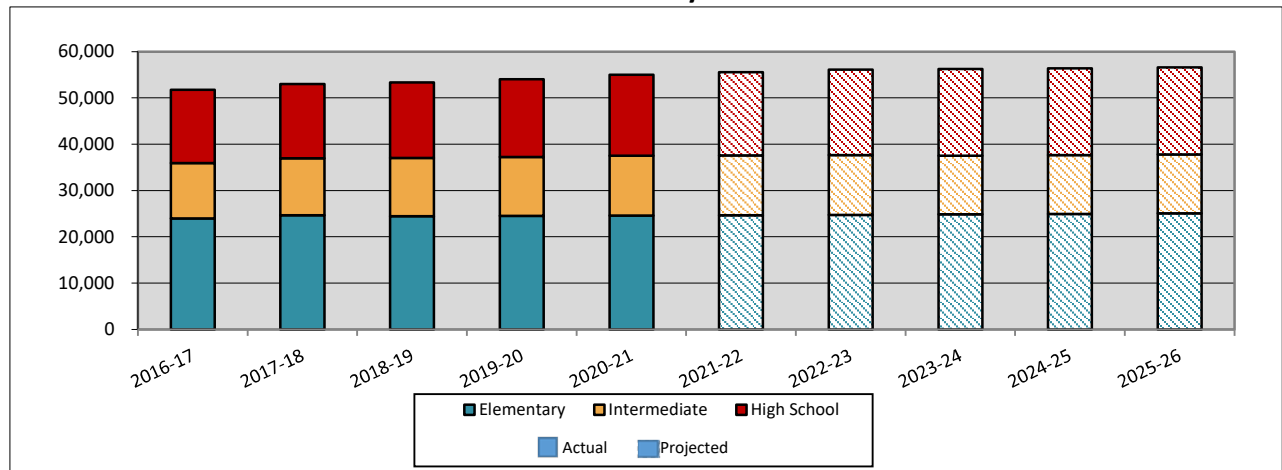


Student Enrollment and Staffing

Klein Independent School District Districtwide Student Enrollment Data 2017-2026

School Year	Total Enrollment	Elementary (EE-5th)	Intermediate (6th-8th)	High School (9th-12th)	% of Free & Reduced Lunches
(1) Actual Ending Enrollment:					
2016-17	51,719	23,977	11,914	15,828	40.71%
2017-18	52,991	24,626	12,324	16,041	40.01%
2018-19	53,303	24,440	12,593	16,270	39.13%
2019-20	54,010	24,484	12,734	16,792	45.00%
(2) Budget:					
2020-21	55,002	24,606	12,907	17,489	Avail Dec. 2020
(3) Projected:					
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
2025-26	56,578	25,041	12,761	18,776	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 Enrollment* and assumes the District's total population growth through 2025-26 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 2019-2020

(2) Budget Enrollment - 2020-2021 Enrollment Projection (Issued 2/11/20)

(3) Projected Enrollment - 2019 Demographic Update

<http://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659>

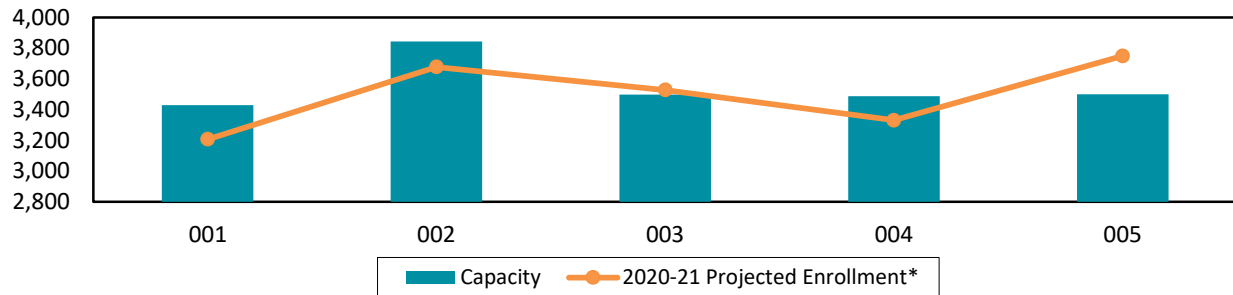
Klein Independent School District Capacity, Enrollment, and Age by School

Campus Number	Campus Name	2020-21 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
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High Schools:

001	Klein High	3,206	3,429	93.5%	58
002	Klein Forest High	3,677	3,842	95.7%	42
003	Klein Oak High	3,527	3,497	100.9%	39
004	Klein Collins High	3,330	3,487	95.5%	20
005	Klein Cain High	3,749	3,500	107.1%	4
Total High School:		17,489	17,755	98.5%	

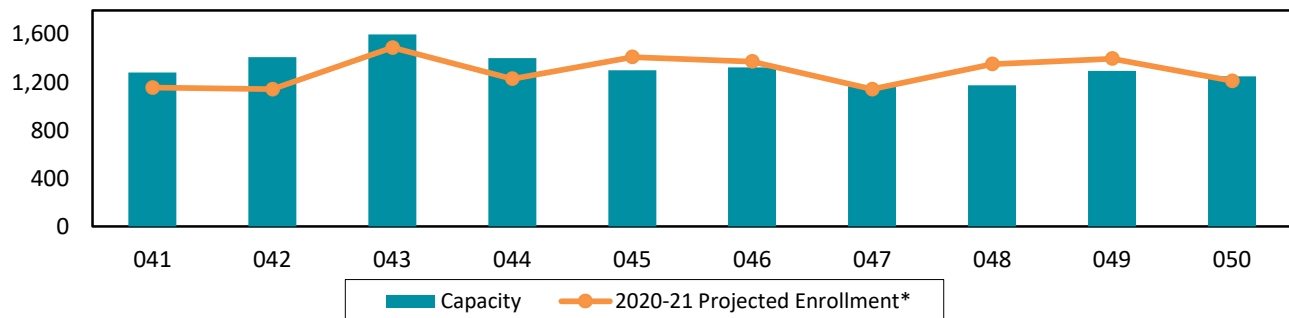
High School Enrollment to Capacity Comparison



Intermediate Schools:

041	Klein Intermediate	1,156	1,282	90.2%	37
042	Hildebrandt Intermediate	1,143	1,409	81.1%	48
043	Wunderlich Intermediate	1,489	1,600	93.1%	46
044	Strack Intermediate	1,230	1,402	87.7%	44
045	Kleb Intermediate	1,411	1,300	108.5%	28
046	Doerre Intermediate	1,373	1,326	103.5%	37
047	Schindewolf Intermediate	1,143	1,169	97.8%	19
048	Krimmel Intermediate	1,353	1,175	115.1%	14
049	Ulrich Intermediate	1,397	1,295	101.5%	8
050	Hofius Intermediate	1,212	1,250	97.0%	3
Total Intermediate:		12,907	13,208	97.7%	

Intermediate School Enrollment to Capacity Comparison



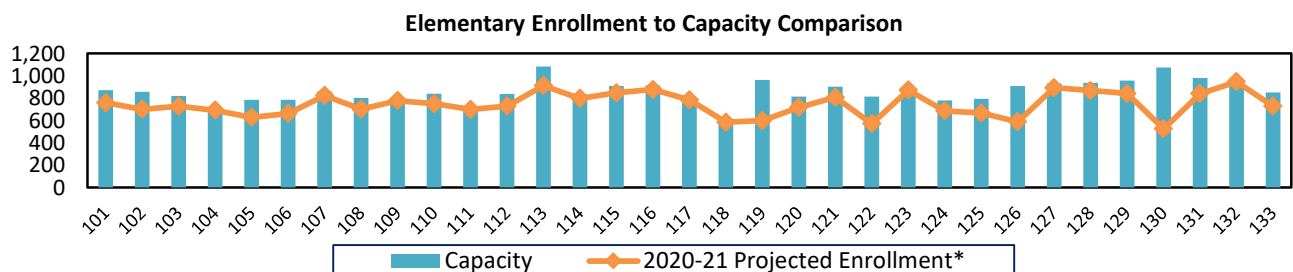
* 2020-2021 Enrollment Projection (Issued 2/11/20)

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

Campus Number	Campus Name	2020-21 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
Elementary Schools:					
101	Kohrville Elementary	759	872	87.0%	19
102	Northampton Elementary	700	857	81.7%	50
103	Haude Elementary	727	819	88.8%	50
104	Greenwood Forest Elementary	692	667	103.7%	50
105	Epps Island Elementary	628	786	79.9%	48
106	Theiss Elementary	663	786	84.4%	47
107	Benfer Elementary	824	860	95.8%	44
108	Kaiser Elementary	701	802	87.4%	43
109	Brill Elementary	777	797	97.5%	43
110	Ehrhardt Elementary	751	839	89.5%	42
111	Lemm Elementary	699	691	101.2%	41
112	Nitsch Elementary	729	837	87.1%	41
113	Krahn Elementary	912	1,082	84.3%	38
114	Roth Elementary	797	830	96.0%	37
115	Kuehnle Elementary	848	908	93.4%	32
116	Mittelstadt Elementary	876	914	95.8%	30
117	Klenk Elementary	785	795	98.7%	29
118	Eiland Elementary	584	570	102.5%	28
119	Schultz Elementary	598	963	62.1%	27
120	Hassler Elementary	717	814	88.1%	22
121	Kreinhop Elementary	807	904	89.3%	17
122	McDougle Elementary	572	813	70.4%	17
123	Metzler Elementary	872	889	98.1%	16
124	Benignus Elementary	686	781	87.8%	15
125	Frank Elementary	668	794	84.1%	14
126	Mueller Elementary	588	908	64.8%	12
127	Blackshear Elementary	893	932	95.8%	10
128	Zwink Elementary	868	938	92.5%	9
129	Bernhausen Elementary	842	958	87.9%	8
130	Grace England Pre-K/EC Center**	526	1,075	48.9%	9
131	French Elementary	841	979	85.9%	6
132	Mahaffey Elementary	947	971	97.5%	5
133	Fox Elementary	729	850	85.8%	1
Total Elementary:		24,606	28,281	87.0%	

* 2020-2021 Enrollment Projection (Issued 2/11/20)

** 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.



**Klein Independent School District
Student Enrollment Data by Campus
2017-2021**

	2016-17 Ending Enrollment	2017-18 Ending Enrollment	2018-19 Ending Enrollment	2019-20 Ending Enrollment	2020-21 Projected Enrollment*
<u>High Schools</u>					
Klein High	3,996	3,645	3,355	3,124	3,206
Klein Forest High	3,798	3,567	3,515	3,493	3,677
Klein Oak High	4,220	3,873	3,658	3,511	3,527
Klein Collins High	3,814	3,545	3,406	3,298	3,330
Klein Cain High		1,411	2,336	3,366	3,749
Total High Schools	15,828	16,041	16,270	16,792	17,489
<u>Intermediate Schools</u>					
Klein Intermediate	1,165	1,121	1,072	1,075	1,156
Hildebrandt Intermediate	1,369	1,350	945	1,075	1,143
Wunderlich Intermediate	1,579	1,634	1,550	1,539	1,489
Strack Intermediate	1,275	1,375	1,251	1,234	1,230
Kleb Intermediate	1,313	1,372	1,434	1,429	1,411
Doerre Intermediate	1,270	1,327	1,367	1,364	1,373
Schindewolf Intermediate	1,416	1,480	1,258	1,165	1,143
Krimmel Intermediate	1,335	1,379	1,379	1,359	1,353
Ulrich Intermediate	1,192	1,286	1,345	1,363	1,397
Hofius Intermediate			992	1,131	1,212
Total Intermediate Schools	11,914	12,324	12,593	12,734	12,907
<u>Elementary Schools</u>					
Kohrville Elementary	720	687	647	608	759
Northampton Elementary	649	555	548	569	700
Haude Elementary	729	715	716	716	727
Greenwood Forest Elementary	738	754	727	686	692
Epps Island Elementary	730	660	635	628	628
Theiss Elementary	615	681	680	695	663
Benfer Elementary	742	842	813	808	824
Kaiser Elementary	779	751	728	739	701
Brill Elementary	781	770	762	786	777
Ehrhardt Elementary	731	742	753	790	751
Lemm Elementary	727	675	712	697	699
Nitsch Elementary	805	784	745	763	729
Krahn Elementary	745	744	753	726	912
Roth Elementary	735	729	723	762	797
Kuehnle Elementary	800	873	874	846	848
Mittelstadt Elementary	879	905	907	940	876
Klenk Elementary	855	810	822	786	785
Eiland Elementary	582	558	528	502	584
Schultz Elementary	704	668	641	627	598
Hassler Elementary	712	795	867	943	717
Kreinhop Elementary	822	977	985	950	807
McDougle Elementary	647	587	573	546	572
Metzler Elementary	856	882	856	868	872
Benignus Elementary	886	824	722	722	686
Frank Elementary	653	711	647	665	668
Mueller Elementary	862	895	854	854	588
Blackshear Elementary	991	1,068	1,076	1,092	893
Zwink Elementary	1,045	1,114	1,099	1,077	868
Bernhausen Elementary	860	927	898	903	842
Grace England Pre-K/EC Center	515	490	487	465	526
French Elementary	604	697	810	831	841
Mahaffey Elementary	478	756	852	894	947
Fox Elementary					729
Total Elementary Schools	23,977	24,626	24,440	24,484	24,606
Total Student Enrollment	51,719	52,991	53,303	54,010	55,002

*2020-2021 Enrollment Projection (Issued 2/21/20)

Student Data Review
2019-2020 Fall PEIMS Collection
Snapshot Date - October 25, 2019

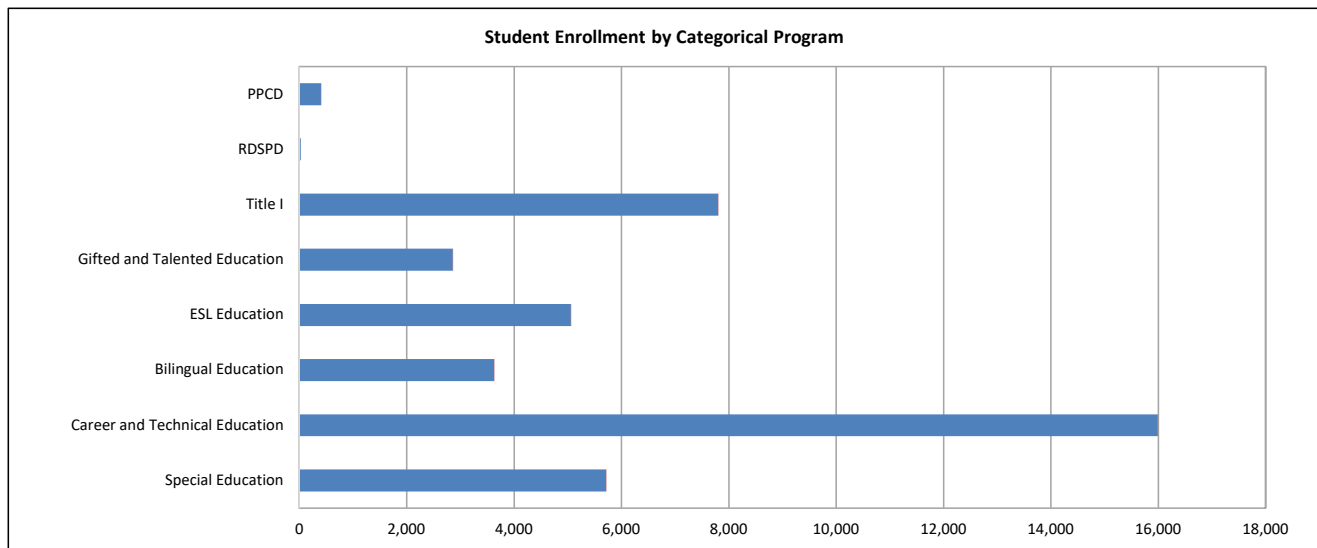
Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Ethnicity/Race Distribution		
White	15,919	29.43%
Hispanic/Latino	23,419	43.29%
Black or African American	7,941	14.68%
Asian	4,430	8.19%
American Indian or Alaska Native	155	0.29%
Native Hawaiian/Other Pacific Islander	44	0.08%
Two or More	2,188	4.04%

High School Graduates (2018-2019)		
Grade 12 Attendance	4,165	N/A
Graduates Reported	3,804	91.33%
White	1,146	30.13%
Hispanic/Latino	1,506	39.59%
Black or African American	615	16.17%
Asian	374	9.83%
American Indian or Alaska Native	14	0.37%
Native Hawaiian/Other Pacific Islander	3	0.08%
Two or More	146	3.84%

Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Economic Disadvantaged		
Total Economic Disadvantaged	24,665	45.59%
Regular	21,520	39.78%
Special Education	3,145	5.81%

Limited English Proficiency (LEP)		
Total Limited English Proficiency (LEP)	9,171	16.95%
Regular	8,003	14.79%
Special Education	1,168	2.16%

Student Enrollment by Program		
Special Education	5,713	10.56%
Career and Technical Education	15,987	29.55%
Bilingual Education	3,625	6.70%
ESL Education	5,055	9.34%
Gifted and Talented Education	2,854	5.28%
Title I	7,796	14.41%
RDSPD	22	0.04%
PPCD	398	0.74%



Source: Texas Education Agency TSDS PEIMS Student Data Review 2019-2020 Fall Collection PDM1-120-005

Staff Summary
2019-2020 Fall PEIMS Collection
Snapshot Date - October 25, 2019

Teachers by Population Served	Percent
Regular Education	63.1%
Career and Technical Education	6.1%
Bilingual/ESL Education	8.0%
Compensatory Education	1.2%
Gifted and Talented Education	2.0%
Special Education	14.0%
Other	5.6%

Total Staff (FTEs)	Percent
Teachers	49.2%
Professional Support	10.6%
Campus Administration	2.6%
Central Administration	0.3%
Educational Aides	8.1%
Auxiliary Staff	29.1%

Average Teachers Years of Experience	Average
Total Career Experience of Teachers	11.6
Klein ISD Experience of Teachers	6.9

Teachers by Years of Experience	Average Salary
Beginning Teachers	\$56,375
1-5 Years Experience	\$56,499
6-10 Years Experience	\$58,932
11-20 Years Experience	\$62,450
Over 20 Years Experience	\$68,093

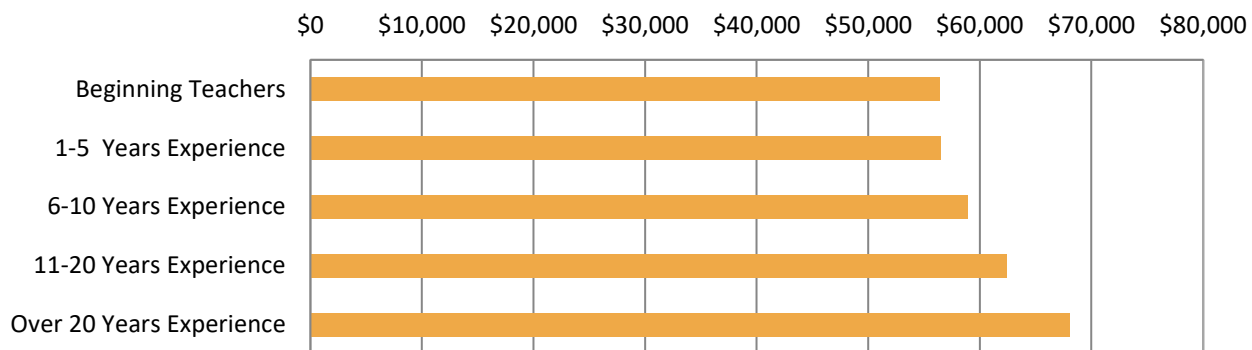
Teachers by Highest Degree Held	Percent
No Degree	1.5%
Bachelors	72.0%
Masters	25.6%
Doctorate	0.8%

Total Personnel by Ethnicity	Percent
White	58.4%
Hispanic	22.6%
Black	14.9%
Other	4.1%

Total Personnel by Ethnicity and Sex	Percent
White Male	11.0%
White Female	47.4%
Hispanic Male	3.9%
Hispanic Female	18.7%
Black Male	3.2%
Black Female	11.7%
Other Male	0.8%
Other Female	3.3%

Student/Teacher Ratio	15.3
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Teachers by Years of Experience



Source: Texas Education Agency TSDS PEIMS Staff FTE FTE Summary 2019-2020 Fall Collection PDM1-110-004

Klein Independent School District Salary Schedule and Position Control

2020-2021 Salary Schedule Teachers, Library Information Specialists, and Nurses (RN)

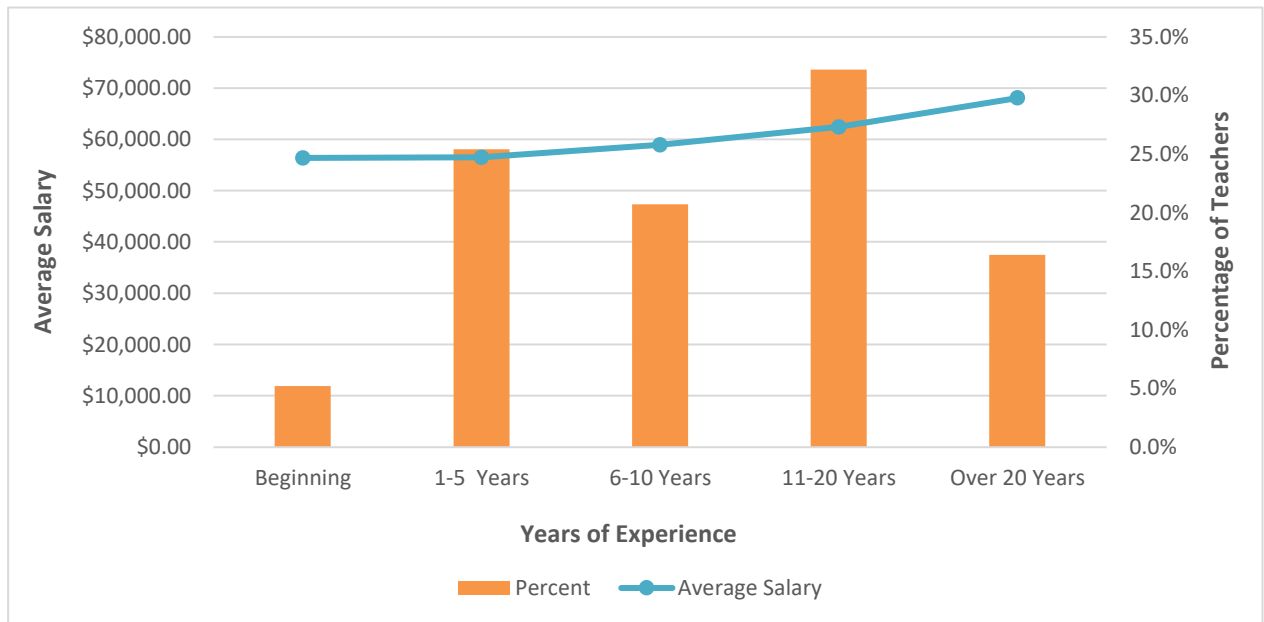
New Hires:

\$56,500 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)



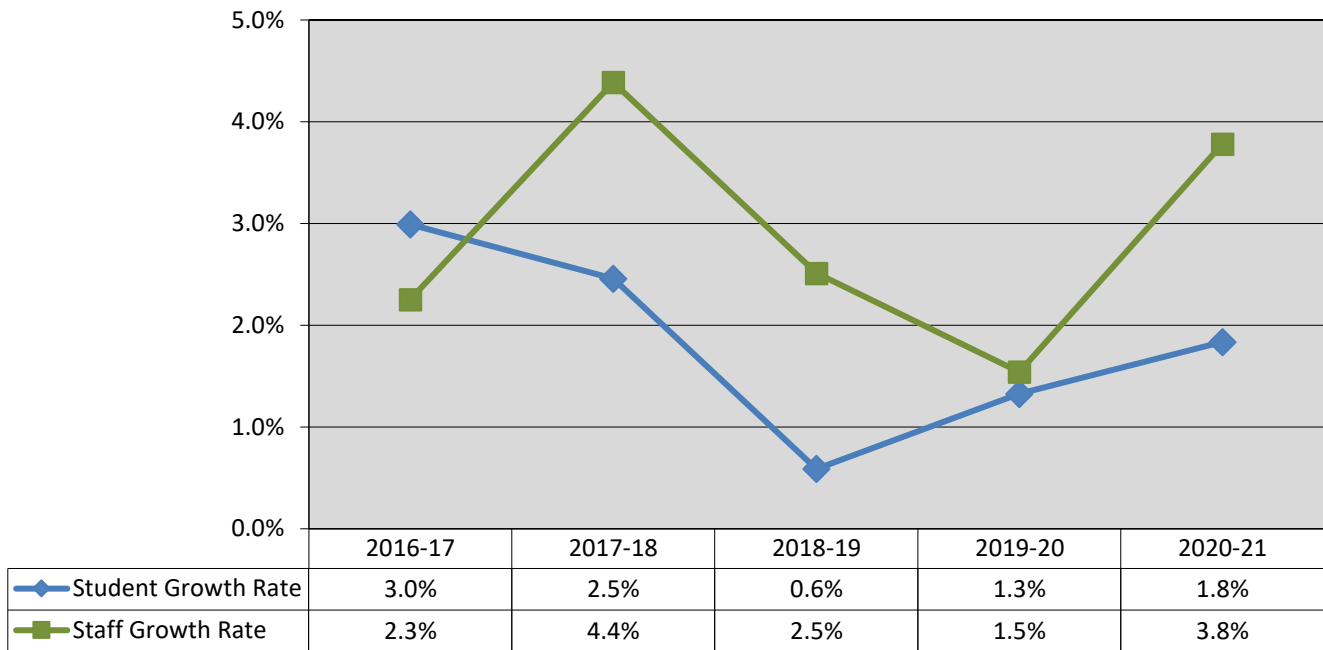
Position Control

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.

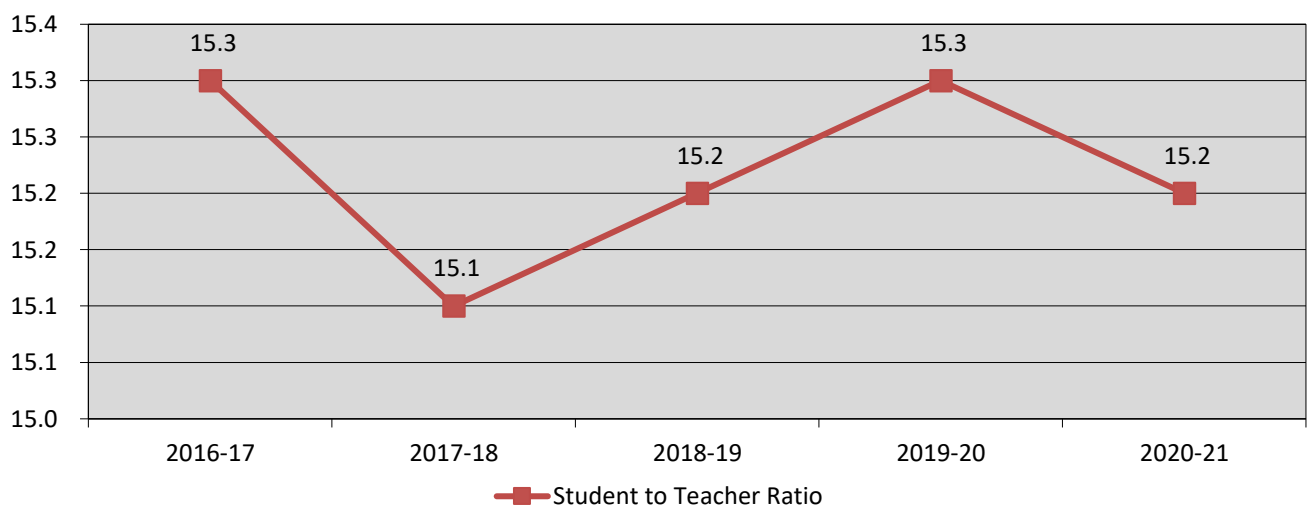
Position Control enables streamlining of all job titles and pay grade categorization for full, half, and recurring part time positions as well as realignment of inconsistent budget codes. It also drives the personnel and payroll files; therefore, accuracy of information is crucial for both Financial Services and Human Resource Services. With the exception of some Auxiliary Departments, changes to these records are processed through the Frontline Recruiting and Hiring 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 Frontline 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 Student-Staff Growth Rates and Ratios All Funds

Student and Staff Growth Rates



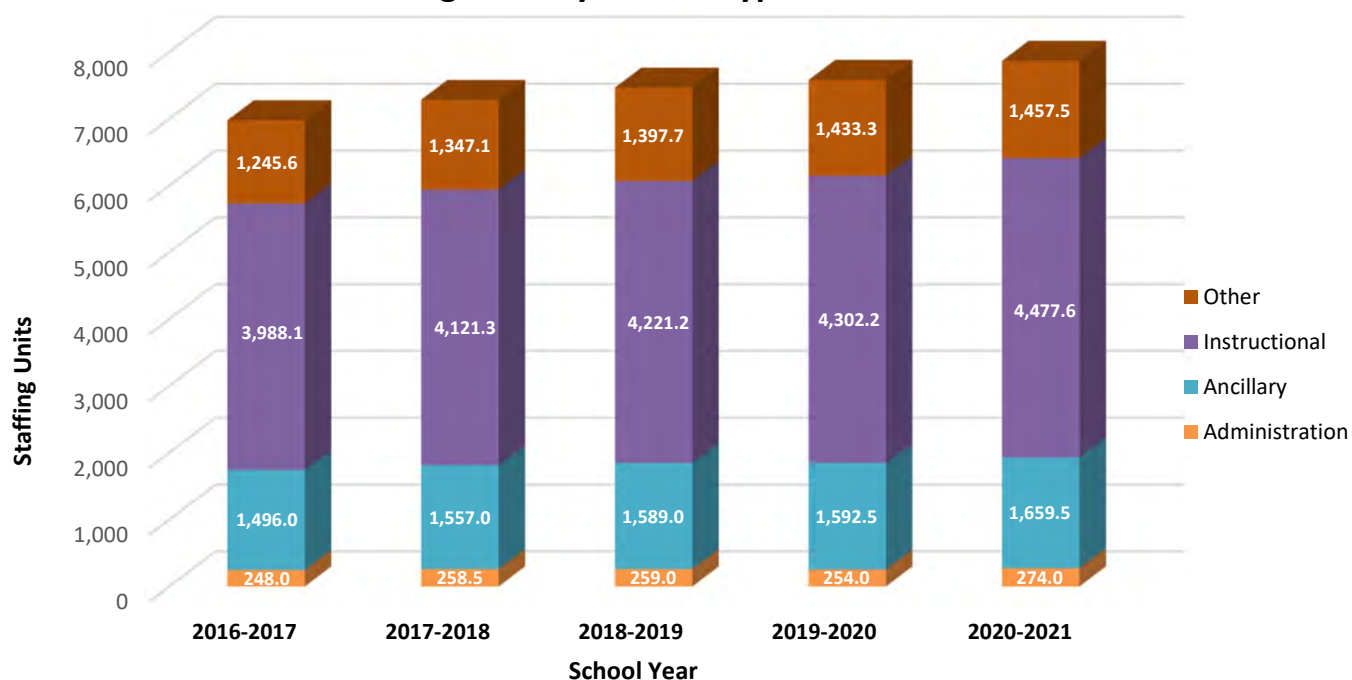
Student to Teacher Ratio



Klein Independent School District Staffing Units by Position All Funds

Positions	2016-17	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	Change from Prior Year
Administrator	69.50	74.00	65.00	66.00	74.00	8.00
Associate/Assistant Principal	131.50	136.50	146.00	140.00	151.00	11.00
Bus Driver/Attendant	310.00	332.00	328.00	328.00	369.00	41.00
Cafeteria Workers	537.00	538.00	587.00	586.50	592.50	6.00
Custodial	336.00	359.00	346.00	348.00	360.00	12.00
Library Info Spec./Library Asst/Historian	76.50	74.00	71.50	72.00	72.50	0.50
Manual Trades/Warehouse	187.00	193.00	185.00	187.00	188.00	1.00
Nurse/Clinic Assistant	99.00	102.00	106.00	106.00	110.00	4.00
Other Professional	443.40	495.40	546.70	579.80	597.50	17.70
Police Officer	43.00	44.00	51.00	51.00	55.00	4.00
Principal	47.00	48.00	48.00	48.00	49.00	1.00
Registrar	9.00	10.00	10.00	10.00	10.00	-
School Counselor	127.70	135.20	142.00	142.00	138.00	(4.00)
Secretary/Clerical	441.00	479.50	471.50	473.50	477.50	4.00
Security Support Personnel	49.00	51.00	50.00	50.00	52.00	2.00
Teacher	2,740.95	2,819.95	2,808.00	2,787.80	2,840.10	52.30
Teacher-Bilingual/ESL	257.70	262.15	243.25	232.45	253.60	21.15
Teacher-Special Education	392.65	420.20	465.40	515.90	528.40	12.50
Teacher Assistant	596.80	619.00	704.50	766.00	855.50	89.50
Technical	83.00	91.00	92.00	92.00	95.00	3.00
Total Employees - All Funding Sources	6,977.70	7,283.90	7,466.85	7,581.95	7,868.60	286.65

Staffing Units by Service Type* - All Funds

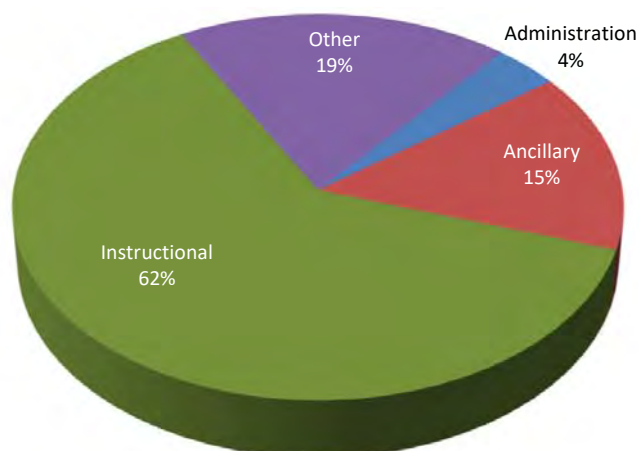


*See explanation of (a) through (d) footnotes and Service Type definitions on page 158.

Klein Independent School District Staffing Units by Position General Fund

Positions	2016-17	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	Change from Prior Year
Administrator	65.60	70.10	61.10	62.10	68.10	6.00
Associate/Assistant Principal	131.50	136.50	142.00	137.00	141.00	4.00
Bus Driver/Attendant	310.00	332.00	328.00	328.00	369.00	41.00
Custodial	336.00	359.00	346.00	348.00	360.00	12.00
Librarian/Library Asst/Historian	76.50	74.00	71.50	72.00	72.50	0.50
Manual Trades/Warehouse	178.60	184.60	176.60	184.00	187.00	3.00
Nurse/Clinic Assistant	99.00	102.00	106.00	106.00	110.00	4.00
Other Professional	359.10	421.60	423.40	464.75	490.25	25.50
Police Officer	43.00	44.00	51.00	51.00	55.00	4.00
Principal	47.00	48.00	48.00	48.00	49.00	1.00
Registrar	9.00	10.00	10.00	10.00	10.00	-
School Counselor	121.70	127.20	131.00	131.00	128.00	(3.00)
Secretary/Clerical	434.00	472.50	463.60	465.60	468.60	3.00
Security Support Personnel	49.00	49.00	50.00	50.00	52.00	2.00
Teacher	2,702.95	2,786.45	2,767.50	2,749.30	2,798.10	48.80
Teacher - Bilingual/ESL	252.70	257.15	237.75	223.95	247.60	23.65
Teacher - Special Education	359.65	387.20	431.40	483.05	493.40	10.35
Teacher Assistant	505.30	527.00	609.00	671.50	769.00	97.50
Technical	80.00	88.00	75.00	75.00	78.00	3.00
Total Employees - General Fund	6,160.60	6,476.30	6,528.85	6,660.25	6,946.55	286.30

2020-2021 General Fund Staffing Units by Service Type*

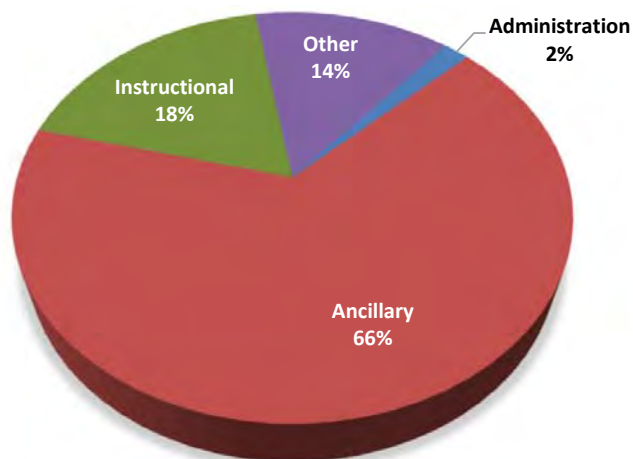


*See explanation of (a) through (d) footnotes and Service Type definitions on page 158.

Klein Independent School District Staffing Units by Position Special Revenue

Positions	2016-17	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	Change from Prior Year
Administrator	3.90	3.90	3.90	3.90	5.90	2.00
Associate/Assistant Principal	-	-	4.00	3.00	10.00	7.00
Cafeteria Workers	537.00	538.00	587.00	586.50	592.50	6.00
Manual Trades/Warehouse/Custodial	8.40	8.40	8.40	3.00	1.00	(2.00)
Other Professional	84.30	73.80	123.30	115.05	107.25	(7.80)
School Counselor	6.00	8.00	11.00	11.00	10.00	(1.00)
Secretary/Clerical	7.00	7.00	7.90	7.90	8.90	1.00
Security Support Personnel	-	2.00	-	-	-	-
Teacher	38.00	33.50	40.50	38.50	42.00	3.50
Teacher - Bilingual/ESL	5.00	5.00	5.50	8.50	6.00	(2.50)
Teacher - Special Education	33.00	33.00	34.00	32.85	35.00	2.15
Teacher Assistant	91.50	92.00	95.50	94.50	86.50	(8.00)
Technical	3.00	3.00	17.00	17.00	17.00	-
Total Employees - Special Revenue	817.10	807.60	938.00	921.70	922.05	0.35

2020-2021 Special Revenue Staffing Units by Service Type*



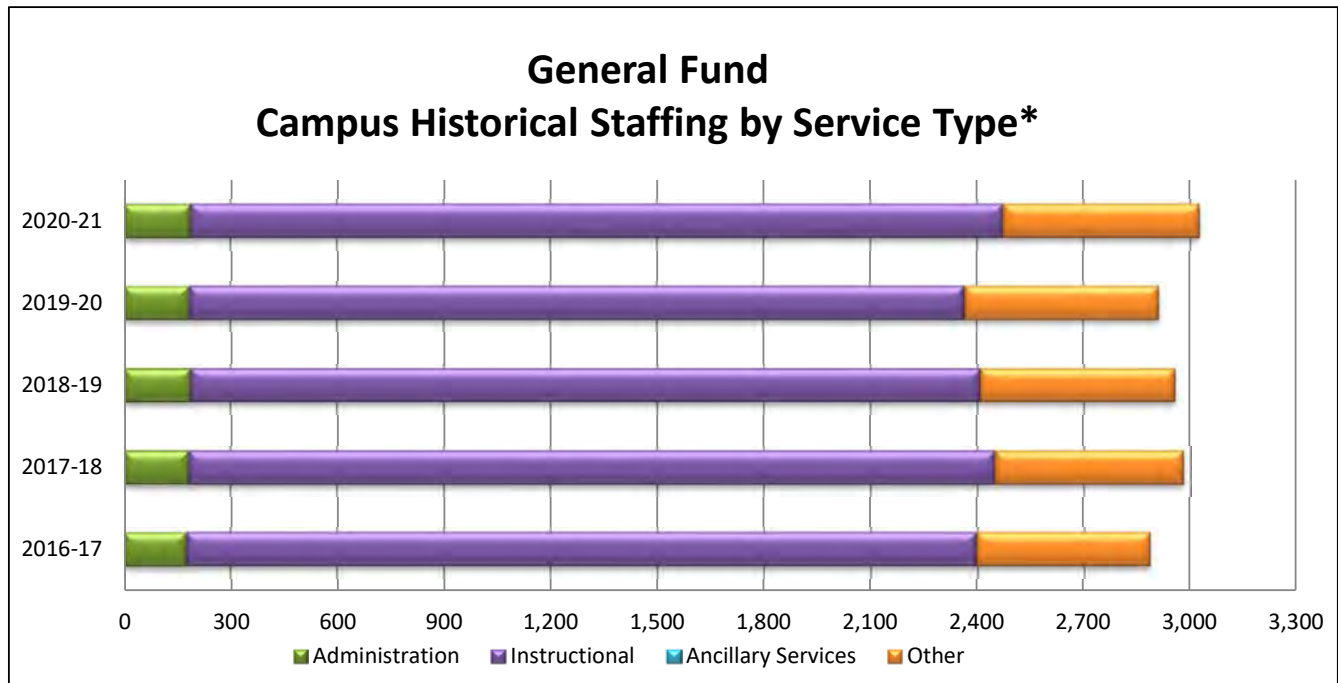
*See explanation of (a) through (d) footnotes and Service Type definitions on page 158.

Staffing Units by Campus General Fund

Campus and Project	2016-17	2017-18	2018-19	2019-20	2020-21	Change from Prior Year
01 Klein High	186.50	179.25	172.05	157.05	153.95	(3.10)
02 Klein Forest High	196.55	195.15	191.90	179.50	204.95	25.45
KF Klein Forest High Family of Schools	25.40	27.25	50.40	33.40	-	(33.40)
03 Klein Oak High	188.85	179.10	166.45	151.90	155.25	3.35
04 Klein Collins High	169.25	165.40	158.70	152.65	151.15	(1.50)
05 Klein Cain High	4.50	80.70	122.70	149.00	168.85	19.85
Total High Schools	771.05	826.85	862.20	823.50	834.15	10.65
11 Klein Intermediate	84.85	84.35	79.50	78.50	74.50	(4.00)
12 Hildebrandt Intermediate	67.55	70.55	60.25	61.25	65.55	4.30
13 Wunderlich Intermediate	97.40	98.90	95.75	88.20	88.65	0.45
14 Strack Intermediate	65.70	68.70	66.70	65.70	66.00	0.30
15 Kleb Intermediate	69.20	71.20	68.65	72.65	74.00	1.35
16 Doerre Intermediate	67.70	70.00	70.55	69.20	73.05	3.85
17 Schindewolf Intermediate	68.75	71.75	66.05	64.05	62.25	(1.80)
18 Krimmel Intermediate	67.50	69.00	68.00	71.00	70.00	(1.00)
19 Ulrich Intermediate	68.80	73.30	71.15	76.00	75.35	(0.65)
2B Hofius Intermediate	-	3.50	52.85	57.70	62.70	5.00
Total Intermediate Schools	657.45	681.25	699.45	704.25	712.05	7.80
20 Kohrville Elementary	46.50	44.50	40.50	38.50	50.00	11.50
21 Northampton Elementary	35.50	33.50	32.50	33.50	41.00	7.50
22 Haude Elementary	48.50	48.50	44.50	44.50	45.00	0.50
23 Greenwood Forest Elementary	50.00	50.00	43.50	45.00	43.00	(2.00)
24 Epps Island Elementary	39.50	38.50	34.00	32.50	35.50	3.00
25 Theiss Elementary	44.00	42.00	41.50	41.50	43.00	1.50
26 Benfer Elementary	49.50	49.00	50.50	48.00	55.00	7.00
27 Kaiser Elementary	39.50	40.50	33.50	33.50	34.50	1.00
28 Brill Elementary	43.50	43.50	43.00	45.00	42.00	(3.00)
29 Ehrhardt Elementary	40.50	41.50	40.50	40.50	41.00	0.50
30 Lemm Elementary	44.50	45.50	44.50	43.50	48.00	4.50
31 Nitsch Elementary	55.00	56.50	45.50	43.50	41.50	(2.00)
32 Krahn Elementary	49.00	48.00	48.00	48.00	58.00	10.00
33 Roth Elementary	43.00	42.00	39.50	39.50	43.50	4.00
34 Kuehnle Elementary	52.50	56.00	53.50	53.00	53.50	0.50
35 Mittelstadt Elementary	53.00	54.00	56.50	56.50	60.00	3.50
36 Klenk Elementary	55.00	54.00	42.50	38.50	38.00	(0.50)

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

Campus and Project	2016-17	2017-18	2018-19	2019-20	2020-21	Change from Prior Year
37 Eiland Elementary	33.00	30.00	26.00	29.00	35.00	6.00
38 Schultz Elementary	37.50	37.50	37.50	36.50	37.00	0.50
39 Hassler Elementary	47.50	50.50	53.00	56.00	48.00	(8.00)
40 Kreinhop Elementary	51.00	52.00	55.00	54.50	53.00	(1.50)
41 McDougale Elementary	40.50	38.50	29.50	27.50	30.00	2.50
42 Metzler Elementary	55.50	56.00	51.50	53.50	56.50	3.00
43 Benignus Elementary	53.50	51.50	46.50	43.50	46.00	2.50
44 Frank Elementary	43.50	44.50	43.00	41.50	43.00	1.50
45 Mueller Elementary	52.00	54.00	49.00	47.50	43.00	(4.50)
46 Blackshear Elementary	56.00	56.00	56.00	58.50	53.50	(5.00)
47 Zwink Elementary	59.50	63.50	63.00	61.50	46.00	(15.50)
48 Bernshausen Elementary	48.00	53.00	50.00	48.00	51.00	3.00
49 Grace England Pre-K/EC Center	10.50	11.50	11.00	11.00	21.00	10.00
2A French Elementary	43.50	45.50	46.50	47.50	52.00	4.50
3A Mahaffey Elementary	35.50	40.50	43.50	44.50	51.00	6.50
4A Fox Elementary	-	-	-	-	42.00	42.00
Total Elementary Schools	1,456.00	1,472.00	1,395.00	1,385.50	1,480.50	95.00
Total Campuses	2,884.50	2,980.10	2,956.65	2,913.25	3,026.70	113.45



*See explanation of (a) through (d) footnotes and Service Type definitions on page 158.

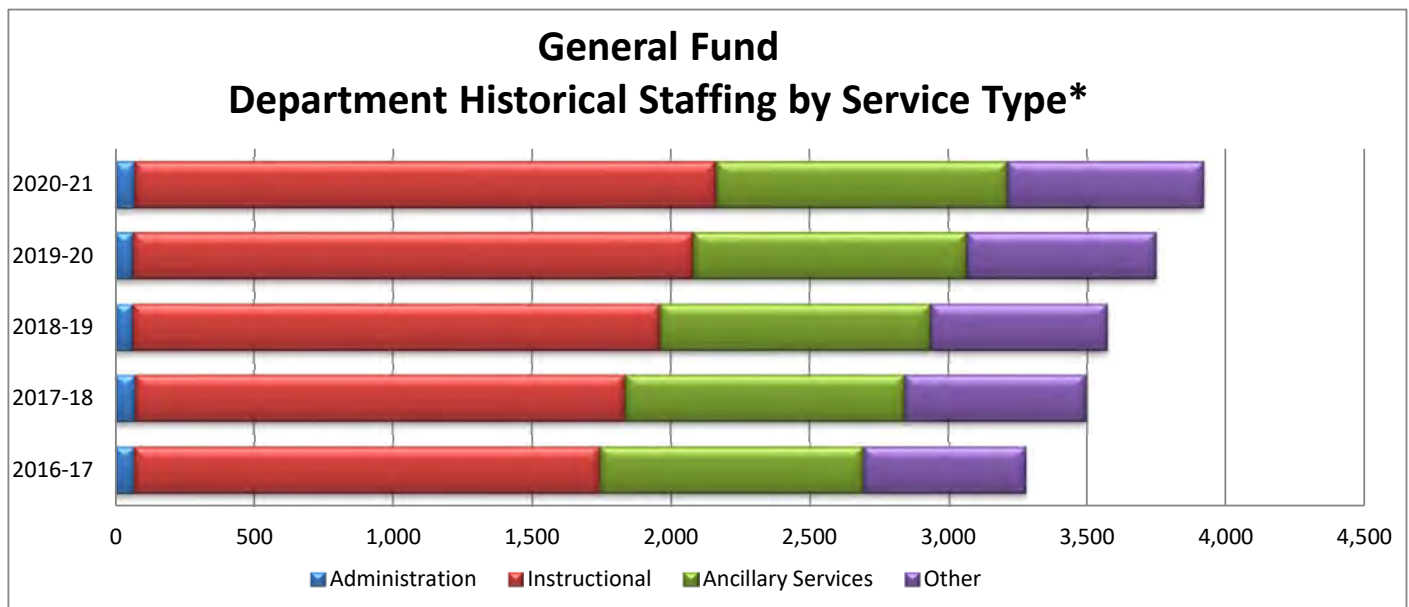
Klein Independent School District Staffing Units by Department General Fund

Campus-Based Programs & Districtwide Services	2016-17	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	Change from Prior Year
50 Multilingual - Payroll	232.70	233.15	211.45	213.95	263.60	49.65
51 Multilingual	86.00	94.00	94.30	78.00	73.00	(5.00)
52 Special Education	810.75	876.30	1,015.90	1,175.15	1,225.90	50.75
53 State Comp Ed & Other State Programs	56.25	17.00	26.00	20.60	22.55	1.95
54 High School Allotment	44.85	52.90	42.75	42.30	40.85	(1.45)
55 Health & Physical Education	213.75	223.85	212.85	213.25	214.60	1.35
56 Fine Arts	265.30	278.80	285.05	278.90	289.50	10.60
58 Advanced Academics	6.00	6.00	7.00	7.00	7.00	-
59 Therapeutic Education Program (TEP)	61.40	61.40	68.60	69.10	66.00	(3.10)
60 Career & Technical Education	164.90	175.25	186.50	192.80	197.70	4.90
61 Vistas High School of Choice (AEP)	24.00	24.00	23.30	23.30	24.00	0.70
62 Disciplinary Alt. Education Program (DAEP)	32.50	36.50	36.50	36.50	40.50	4.00
63 Core Academics - Math & Science (c)	-	8.00	6.20	6.20	7.20	1.00
64 Core Academics - ELA, Soc Stud & World Lang (c)	-	11.00	8.00	11.00	13.75	2.75
65 Research & Program Evaluation (c)	-	3.00	3.00	3.00	4.00	1.00
66 Community Relations	-	-	-	2.00	2.00	-
67 Data Services (c)	-	-	13.00	12.75	12.75	-
68 Internal Audit	3.00	3.00	3.00	3.00	3.00	-
69 Multipurpose Center	10.00	10.00	10.00	10.00	10.00	-
70 Assessment & Accountability	18.00	4.00	4.00	4.00	4.00	-
71 Information Technology	77.00	99.00	73.00	73.00	71.00	(2.00)
72 North Transportation Center	253.00	275.00	274.00	274.00	308.00	34.00
75 South Transportation Center	106.00	106.00	103.00	103.00	109.00	6.00
74 Athletics	14.00	14.50	22.00	22.00	22.20	0.20
76 Counseling & Whole Student Wellness (c)	-	1.25	1.00	1.00	2.00	1.00
77 Health Services	5.60	5.60	5.00	5.00	6.00	1.00
78 Family Engagement (c)	-	0.50	0.50	0.50	0.25	(0.25)
79 Digital Learning (c)	-	8.00	6.00	6.00	3.00	(3.00)
80 Superintendent	6.00	6.00	4.00	5.00	5.00	-
81 Mail Room	1.00	1.00	-	-	-	-
82 Human Resource Services	15.00	15.00	15.00	15.00	18.00	3.00

*See explanation of (a) through (d) footnotes and Service Type definitions on page 158.

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

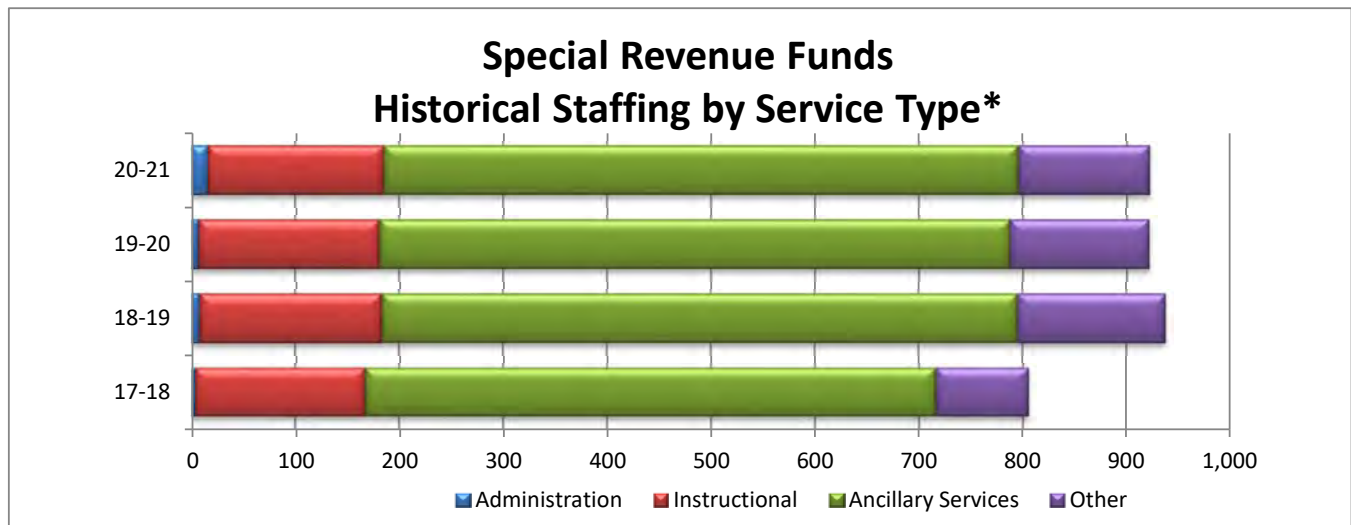
Campus-Based Programs & Districtwide Services	2016-17	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	Change from Prior Year
83 Professional Learning	2.00	3.00	2.00	2.00	1.00	(1.00)
84 Instructional Specialists (c)	96.00	112.00	110.00	111.00	117.00	6.00
85 Campus Safety & Support	6.00	6.00	5.00	5.00	8.00	3.00
86 Benefits & Risk Management	8.00	9.00	5.00	5.00	3.00	(2.00)
87 Security & Monitoring Services	93.00	94.00	102.00	102.00	109.00	7.00
88 Tax Office	6.00	6.00	5.00	5.00	1.00	(4.00)
89 Facility & School Services	7.40	4.50	3.60	3.60	3.40	(0.20)
90 Financial Services	36.10	37.10	40.10	40.10	42.10	2.00
91 Business Information Systems	3.00	3.00	-	-	-	-
92 Plant Operations	348.00	371.00	357.00	359.00	371.00	12.00
93 Warehouse Services	18.00	18.00	15.00	15.00	15.00	-
94 Plant Maintenance	129.60	140.60	134.60	142.00	145.00	3.00
95 Wunderlich Farms (c)	-	-	1.00	1.00	1.00	-
96 Communications & Public Relations	9.00	9.00	10.00	8.00	11.00	3.00
97 Energy Management	5.00	4.00	3.00	3.00	4.00	1.00
98 Teaching & Learning	1.00	22.00	18.00	18.00	20.00	2.00
SV Snack Vending	-	-	-	-	2.00	2.00
9F Positions for Growth	-	-	-	20.00	-	(20.00)
Total Departments	3276.10	3,496.20	3,572.20	3,747.00	3,919.85	172.85
Total General Fund Employees	6,160.60	6,476.30	6,528.85	6,660.25	6,946.55	286.30



*See explanation of (a) through (d) footnotes and Service Type definitions on page 158.

Klein Independent School District Staffing Units by Program Special Revenue Funds

Program	2016-17	2017-18	2018-19 (d)	2019-20 (e)	2020-21 (d)	Change from Prior Year
211 - ESEA, Title I, Part A	85.50	80.00	99.00	105.45	105.70	0.25
224 - IDEA, Part B, Formula	142.00	142.00	180.50	162.35	158.00	(4.35)
225 - IDEA, Part B, Preschool	3.00	3.00	5.00	5.00	4.00	(1.00)
240 - National School Lunch Program	565.40	566.40	615.40	609.50	615.50	6.00
244 - Career & Technical Preparation	1.00	1.00	1.00	1.00	1.00	-
255 - ESEA, Title II, Part A - Training	7.00	-	4.50	4.60	7.85	3.25
263 - Title III, Part A - ELA	5.00	5.00	7.00	7.10	6.10	(1.00)
272 - Medicaid Administrative Claiming	1.40	1.40	1.00	1.00	1.00	-
287 - FEMA Reimbursement - Harvey	-	2.00	-	-	-	-
289 - Title IV, Part A	-	-	3.00	4.10	2.10	(2.00)
385 - State Supplemental Visually Impaired	0.30	0.30	0.30	0.30	0.30	-
410 - Instructional Materials	-	-	1.00	1.00	1.00	-
490 - Dual Credit	-	-	-	-	1.00	1.00
499 - Bond Data	-	-	14.00	14.00	14.00	-
6XX - Bond Series	6.50	6.50	6.30	6.30	4.50	(1.80)
Total Special Revenue Employees	817.10	807.60	938.00	921.70	922.05	0.35
Total Klein ISD Employees	6,977.70	7,283.90	7,466.85	7,581.95	7,868.60	286.65



- (a) 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.
- (b) 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.
- (c) Enrollment driven staffing model and new Special Education program design caused fluctuations in Other Professional, Teacher and Teacher Assistant categories.
- (d) Opening of Fox Elementary and implementation of districtwide full day Pre-K is represented by increases in Teachers, Teacher Assistants and Bus Drivers.

***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, Registrar, School Counselor, Secretary/Clerical, Security Support Personnel

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	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
	2020-21	11.00	2.00	3.00			1.00	2.00	10.00	23.00	96.95	5.00	153.95
Klein Forest High 002/02	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	2.00	11.00	22.00	122.50	4.00	179.50
	2020-21	14.00	2.00	3.00	3.00		1.00	2.00	10.00	23.00	142.95	4.00	204.95
Klein Forest High School Project 002/KF	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
	2020-21	0.00			0.00	0.00			0.00		0.00		0.00
Klein Oak High 003/03	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
	2020-21	11.00	1.85	4.00			1.00	2.00	9.00	21.00	102.40	3.00	155.25
Klein Collins High 004/04	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
	2020-21	11.00	2.00	3.00			1.00	2.00	10.00	20.00	97.15	5.00	151.15
Klein Cain High 005/05	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
	2020-21	11.00	2.00	3.00			1.00	2.00	11.00	22.00	114.85	2.00	168.85
Klein Intermediate 041/11	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
	2020-21	3.00	1.00	2.50			1.00		3.00	9.00	53.00	2.00	74.50
Hildebrandt Intermediate 042/12	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
	2020-21	3.00	1.00	2.00			1.00		3.00	9.00	45.55	1.00	65.55
Wunderlich Intermediate 043/13	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
	2020-21	3.00	2.00	2.50			1.00		3.00	9.00	65.15	3.00	88.65
Strack Intermediate 044/14	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
	2020-21	3.00	1.00	2.00			1.00		3.00	9.00	46.00	1.00	66.00

**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
Kleb Intermediate 045/15	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
	2020-21	3.00	1.00	2.50			1.00		3.00	8.00	54.50	1.00	74.00
Doerre Intermediate 046/16	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
	2020-21	3.00	1.00	3.00			1.00		3.00	9.00	52.05	1.00	73.05
Schindewolf Intermediate 047/17	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
	2020-21	3.00	2.00	2.00			1.00		3.00	8.00	42.25	1.00	62.25
Krimmel Intermediate 048/18	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
	2020-21	3.00	1.00	2.00			1.00		3.00	8.00	51.00	1.00	70.00
Ulrich Intermediate 049/19	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
	2020-21	3.00	1.00	2.00			1.00		3.00	8.00	56.35	1.00	75.35
Hofius Intermediate 050/2B	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
	2020-21	3.00	1.00	2.00			1.00		3.00	8.00	43.70	1.00	62.70
Kohrville Elementary 101/20	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	35.00	3.50	50.00
Northampton Elementary 102/21	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
	2020-21	1.00	1.50	2.00			1.00		1.00	3.00	28.00	3.50	41.00
Haude Elementary 103/22	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
	2020-21	1.00	1.50	2.00			1.00		1.00	3.00	33.00	2.50	45.00
Greenwood Forest Elementary 104/23	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	30.00	1.50	43.00

**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
Epps Island Elementary 105/24	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	22.00	2.00	35.50
Theiss Elementary 106/25	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
	2020-21	1.00	1.50	2.00			1.00		1.00	3.00	31.00	2.50	43.00
Benfer Elementary 107/26	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	39.00	4.50	55.00
Kaiser Elementary 108/27	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	20.00	3.00	34.50
Brill Elementary 109/28	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	28.00	2.50	42.00
Ehrhardt Elementary 110/29	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	28.00	2.50	41.00
Lemm Elementary 111/30	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
	2020-21	2.00	1.50	2.00			1.00		1.00	3.00	34.00	3.50	48.00
Nitsch Elementary 112/31	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
	2020-21	2.00	1.50	2.50			1.00		2.00	4.00	21.00	7.50	41.50
Krahn Elementary 113/32	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	43.00	3.50	58.00
Roth Elementary 114/33	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
	2020-21	1.00	1.50	2.00			1.00		1.00	3.00	30.00	4.00	43.50

**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
Kuehnle Elementary 115/34	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	39.00	4.00	53.50
Mittelstadt Elementary 116/35	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
	2020-21	2.00	1.50	2.00			1.00		2.00	5.00	43.00	3.50	60.00
Klenk Elementary 117/36	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	26.00	1.50	38.00
Eiland Elementary 118/37	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
	2020-21	3.00	1.50	2.00			1.00		1.00	3.00	19.00	4.50	35.00
Schultz Elementary 119/38	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
	2020-21	1.00	1.50	2.00			1.00		1.00	3.00	24.00	3.50	37.00
Hassler Elementary 120/39	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	34.00	3.50	48.00
Kreinhop Elementary 121/40	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	38.00	4.50	53.00
McDougle Elementary 122/41	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	17.00	1.50	30.00
Metzler Elementary 123/42	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	41.00	4.00	56.50
Benignus Elementary 124/43	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	32.00	2.50	46.00

**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
Frank Elementary 125/44	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
	2020-21	1.00	1.50	2.00			1.00		1.00	3.00	31.00	2.50	43.00
Mueller Elementary 126/45	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	29.00	3.50	43.00
Blackshear Elementary 127/46	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	37.00	5.00	53.50
Zwink Elementary 128/47	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
	2020-21	2.00	1.50	3.00			1.00		1.00	4.00	31.00	2.50	46.00
Bernshausen Elementary 129/48	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	34.00	5.50	51.00
Grace England Pre-K / Early Childhood Center 130/49	2016-17	1.00	1.50	2.00			1.00			3.00		2.00	10.50
	2017-18	1.00	1.50	2.00			1.00			4.00		2.00	11.50
	2018-19	1.00	1.50	2.00			1.00			4.00		1.50	11.00
	2019-20	1.00	1.50	2.00			1.00			4.00		1.50	11.00
	2020-21	1.00	1.50	2.00			1.00			4.00		11.50	21.00
French Elementary 131/2A	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
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	39.00	2.50	52.00
Mahaffey Elementary 132/3A	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
	2020-21	2.00	1.50	2.00			1.00		1.00	4.00	36.00	3.50	51.00
Fox Elementary 133/4A	2016-17												
	2017-18												
	2018-19												
	2019-20												
	2020-21	1.00	1.50	2.00			1.00		1.00	4.00	29.00	2.50	42.00

**Klein Independent School District
Departmental Personnel Staffing Details
General Fund**

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	2016-17														232.70					232.70
	2017-18														233.15					233.15
	2018-19														211.45					211.45
	2019-20														213.95					213.95
	2020-21														237.60		26.00			263.60
Multilingual 51	2016-17								18.00			2.00	14.00			19.00		33.00		86.00
	2017-18								18.00			2.00	14.00			24.00		36.00		94.00
	2018-19								17.00			1.00	13.00			26.30		37.00		94.30
	2019-20								17.00			1.00	13.00			10.00		37.00		78.00
	2020-21	1.00							17.00			1.00	13.00			10.00		31.00		73.00
Special Education 52	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
	2020-21	2.00							221.00				30.50				465.40	506.00	1.00	1225.90
State Compensatory Ed & Other State Programs 53	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
	2020-21	1.00							3.50			2.00	1.00		14.05			1.00		22.55
High School Allotment 54	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
	2020-21					0.15			26.30			2.00			12.40					40.85
Health & Physical Education 55	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
	2020-21	1.00													202.60		11.00			214.60
Fine Arts 56	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
	2020-21	3.00							1.00				1.00		276.00			8.50		289.50
Advanced Academics 58	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
	2020-21								6.00				1.00							7.00
Therapeutic Education Program (TEP) 59	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
	2020-21	2.00						1.00	1.00				4.00			28.00		30.00		66.00
Career & Technical Education 60	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
	2020-21	1.00							4.00			5.00			186.70				1.00	197.70
Vistas High School of Choice (AEP) 61	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
	2020-21		1.00			1.00		1.00			1.00	1.00	3.00		15.00			1.00		24.00
Disciplinary Alt Education Program (DAEP) 62	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
	2020-21	3.00						1.00				2.00	6.00		25.50			3.00		40.50

**Klein Independent School District
Departmental Personnel Staffing Details
General Fund**

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
Core Academics- Math & Science 63	2016-17																			0.00
	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
	2020-21			1.00					6.20											7.20
Core Academics- ELA, Social Studies & World Languages 64	2016-17																			0.00
	2017-18					1.00			9.00				1.00		0.00					11.00
	2018-19								7.00				1.00		0.00					8.00
	2019-20								10.00				1.00		0.00					11.00
	2020-21								12.75				1.00		0.00					13.75
Research & Program Evaluation 65	2016-17																			0.00
	2017-18	1.00							2.00											3.00
	2018-19	1.00							2.00											3.00
	2019-20	1.00							2.00											3.00
	2020-21	1.00							3.00											4.00
Community Relations 66	2016-17																			0.00
	2017-18																			0.00
	2018-19																			0.00
	2019-20	1.00											1.00							2.00
	2020-21	1.00											1.00							2.00
Data Services 67	2016-17																			0.00
	2017-18																			0.00
	2018-19	2.00							1.00				1.00					9.00		13.00
	2019-20	2.00							0.75				1.00					9.00		12.75
	2020-21	2.00							0.75				0.00					10.00		12.75
Internal Audit 68	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
	2020-21	1.00							2.00											3.00
Multipurpose Center 69	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
	2020-21				5.00		1.00		2.00				1.00					1.00		10.00
Research, Accountability & Data Assment & Accountability 70	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
	2020-21	1.00							2.00									1.00		4.00
Information Technology 71	2016-17	2.00											12.00					63.00		77.00
	2017-18	4.00							1.00				13.00					81.00		99.00
	2018-19	2.00											11.00					60.00		73.00
	2019-20	2.00											11.00					60.00		73.00
	2020-21	2.00											11.00					58.00		71.00
North Transportation Center 72	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
	2020-21	2.00		273.00			17.00		6.00				10.00							308.00
South Transportation Center 7S	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
	2020-21	1.00		95.00			8.00		1.00				4.00							109.00
Athletics 74	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
	2020-21	6.00							8.20				8.00							22.20

**Klein Independent School District
Departmental Personnel Staffing Details
General Fund**

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					
Counseling & Whole Student Wellness 76	2016-17																			0.00					
	2017-18																			1.25					
	2018-19																			1.00					
	2019-20																			1.00					
	2020-21																			2.00					
Health Services 77	2016-17	1.00																		1.00	1.60			2.00	5.60
	2017-18																			1.00	3.60			1.00	5.60
	2018-19																			1.00	3.00			1.00	5.00
	2019-20																			1.00	3.00			1.00	5.00
	2020-21																			1.00	4.00			1.00	6.00
Family Engagement 78	2016-17																			0.00					
	2017-18																			0.50					
	2018-19																			0.50					
	2019-20																			0.50					
	2020-21																			0.25					
Digital Learning 79	2016-17																			0.00					
	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
	2020-21																			1.00			2.00	3.00	
Superintendent 80	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	
	2020-21	2.00																		2.00	1.00			5.00	
Mail Room 81	2016-17																			1.00	1.00			1.00	
	2017-18																			1.00	1.00			1.00	
	2018-19																			0.00	0.00			0.00	
	2019-20																			0.00	0.00			0.00	
	2020-21																			0.00	0.00			0.00	
Human Resource Services 82	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	
	2020-21	5.00																		2.00	11.00			18.00	
Teaching & Learning Admin 83 Professional Learning	2016-17	2.00																		1.00	2.00			2.00	
	2017-18	3.00																		5.00	2.00			3.00	
	2018-19	0.00																		1.00	1.00			2.00	
	2019-20	0.00																		1.00	1.00			2.00	
	2020-21																			0.00	1.00			1.00	
Instructional Specialists 84	2016-17	7.00	1.00																65.00	14.00	6.00	1.00	2.00	96.00	
	2017-18																		112.00					112.00	
	2018-19																		110.00					110.00	
	2019-20																		111.00					111.00	
	2020-21																		117.00					117.00	
Campus Safety & Support 85	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	
	2020-21	2.00																		1.00	1.00	2.00	1.00	1.00	8.00
Benefits & Risk Management 86	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	
	2020-21																				3.00			3.00	

Klein Independent School District
Departmental Personnel Staffing Details
General Fund

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
Security & Monitoring Services 87	2016-17	1.00								42.00			1.00	49.00						93.00
	2017-18	1.00								43.00			1.00	49.00						94.00
	2018-19	1.00								50.00			1.00	50.00						102.00
	2019-20	1.00								50.00			1.00	50.00						102.00
	2020-21	1.00								55.00			1.00	52.00						109.00
Tax Office 88	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
	2020-21	1.00							0.00				0.00							1.00
Facility & School Services 89	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
	2020-21	2.10							0.20				1.10							3.40
Financial Services 90	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
	2020-21	7.00							17.10				14.00					4.00		42.10
Business Information Systems 91	2016-17																	3.00		3.00
	2017-18																	3.00		3.00
	2018-19																			
	2019-20																			
	2020-21																			
Plant Operations 92	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
	2020-21	2.00			355.00		12.00						2.00							371.00
Warehouse Services 93	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
	2020-21	1.00					10.00		2.00				2.00							15.00
Plant Maintenance 94	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
	2020-21	2.00					136.00		4.00				3.00							145.00
Wunderlich Farms 95	2016-17																			0.00
	2017-18																			0.00
	2018-19					1.00														1.00
	2019-20					1.00														1.00
	2020-21					0.00			1.00											1.00
Communications & Public Relations 96	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
	2020-21	3.00							7.00				1.00							11.00
Energy Management 97	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
	2020-21						1.00		2.00				1.00							4.00
Districtwide / Instructional 98 Teaching & Learning	2016-17					1.00									0.00					1.00
	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
	2020-21	9.00							1.00				10.00							20.00
Positions for Growth 9F	2016-17																			0.00
	2017-18																			0.00
	2018-19														0.00					0.00
	2019-20														20.00					20.00
	2020-21														0.00					0.00
Snack Vending SV	2016-17																			0.00
	2017-18																			0.00
	2018-19																			0.00
	2019-20																			0.00
	2020-21						2.00													2.00

**Klein Independent School District
Districtwide Personnel Staffing Details
Special Revenue Funds**

Special Revenue Fund & School Year		Administrator	Astt. Principal	Cafeteria Workers	Manual Trades/ Whrse/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	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
	2020-21		10.00			27.70	6.00			42.00	6.00		14.00		105.70
IDEA - Part B, Formula 224	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
	2020-21					50.50	3.00					34.00	69.50	1.00	158.00
IDEA - Part B, Preschool 225	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
	2020-21											1.00	3.00		4.00
Nutrition & Food Services 240	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
	2020-21	3.00		592.50	1.00	11.00		6.00						2.00	615.50
Career and Technical Education - Technical Preparation 244	2016-17							1.00							1.00
	2017-18							1.00							1.00
	2018-19							1.00							1.00
	2019-20							1.00							1.00
	2020-21							1.00							1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2016-17					7.00									7.00
	2017-18					0.00									0.00
	2018-19					4.50									4.50
	2019-20					4.60									4.60
	2020-21					7.85									7.85
Title III, Part A - English Lang. Acquisition 263	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
	2020-21					6.10	0.00								6.10
Medicaid Administrative Claiming Prog. (MAC) 272	2016-17					1.40									1.40
	2017-18					1.40									1.40
	2018-19					1.00									1.00
	2019-20					1.00									1.00
	2020-21	1.00				0.00									1.00
FEMA Reimbursement 287	2016-17								2.00						0.00
	2017-18														2.00
	2018-19														0.00
	2019-20														0.00
	2020-21														0.00
Title IV Part A 289	2016-17														0.00
	2017-18														0.00
	2018-19					3.00									3.00
	2019-20					4.10									4.10
	2020-21	1.00				1.10									2.10
State Supplemental Visually Impaired (SSVI) 385	2016-17					0.30									0.30
	2017-18					0.30									0.30
	2018-19					0.30									0.30
	2019-20					0.30									0.30
	2020-21					0.30									0.30
Instructional Materials Allotment 410	2016-17														0.00
	2017-18														0.00
	2018-19													1.00	1.00
	2019-20													1.00	1.00
	2020-21													1.00	1.00

**Klein Independent School District
Districtwide Personnel Staffing Details
Special Revenue Funds**

Special Revenue Fund & School Year		Administrator	Astt. Principal	Cafeteria Workers	Manual Trades/ Whse/Custod.	Other Professional	School Counselor	Secretary/Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher-Special Education	Teacher Assistant	Technical	Total
Dual Credit Program 490	2016-17														
	2017-18														
	2018-19														
	2019-20														
	2020-21	1.00													1.00
Bond Data 499	2016-17														
	2017-18														
	2018-19	1.00												13.00	14.00
	2019-20	1.00												13.00	14.00
	2020-21	1.00												13.00	14.00
Bond Series XXX	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
	2020-21	0.90				2.70		0.90							4.50



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Performance Measures

Overview of the 2020 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.

In recognition of the disruption caused by the COVID-19 emergency, TEA is proposing to label all districts and campuses Not Rated: Declared State of Disaster for the 2019-2020 school year.

2020 Accountability Manual, [Chapter 1—2020 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
FINAL 2019 ACCOUNTABILITY RATINGS AS OF NOVEMBER 5, 2019

District/Campus Name	District/ Campus Number	2019 Accountability Rating	Student Achieveme nt	School Progres s	Closing the Gaps	KLEIN ISD <u>Domains</u>					<u>Distinctions</u>			Post Secondar y	Num Met of Num Eval
						Read/ ELA	Mat h	Scien ce	Social Studie s	Academic Growth	Gap				
KLEIN ISD	101915	B	B	B	B									○	0 of 1
KLEIN H S	1	B	A	B	B	○	○	○	○	○	○	○	○	○	0 of 7
KLEIN FOREST H S	2	C	C	B	C	○	○	○	○	○	○	○	○	○	0 of 7
KLEIN OAK H S	3	B	A	B	B	○	○	○	○	○	○	○	○	○	0 of 7
KLEIN COLLINS H S	4	B	B	B	B	○	○	○	○	○	○	○	○	○	0 of 7
KLEIN CAIN H S	5	B	B	C	C	●	○	○	○	○	○	○	○	○	1 of 7
HARRIS CO JJAEP	37	Not Rated	X	X	X										0 of 0
KLEIN ANNEX	38	Not Rated	X	X	X										0 of 0
KLEIN INT	41	C	D	C	D	○	○	○	○	○	○	○	○	○	0 of 7
HILDEBRANDT INT	42	C	B	C	C	○	○	●	○	○	○	○	○	○	1 of 7
WUNDERLICH INT	43	C	C	B	D	○	○	○	○	○	○	○	○	○	0 of 7
STRACK INT	44	B	B	B	C	○	○	○	●	○	○	○	○	○	1 of 7
KLEB INT	45	B	B	B	C	○	○	○	○	○	○	○	○	○	0 of 7
DOERRE INT	46	B	A	B	B	○	○	○	○	○	○	○	○	○	0 of 7
SCHINDEWOLF INT	47	B	B	B	C	○	○	○	○	○	○	○	○	○	0 of 7
KRIMMEL INTERMED	48	B	B	B	B	○	○	○	○	○	○	○	○	○	0 of 7
ULRICH INT	49	C	B	C	C	○	○	○	○	○	○	○	○	○	0 of 7
HOFIUS INT	50	B	A	C	B	○	○	○	○	○	○	○	○	○	0 of 7
KOHRRVILLE EL	101	B	C	B	C	○	○	○		○	○	○	○	○	0 of 6
NORTHAMPTON EL	102	C	C	C	C	○	○	○		○	○	○	○	○	0 of 6
HAUDE EL	103	B	B	C	C	○	○	○		○	○	○	○	○	0 of 6
GREENWOOD FOREST EL	104	C	D	C	C	○	○	○		○	○	○	○	○	0 of 6
EPPS ISLAND EL	105	C	C	C	C	○	○	○		○	○	○	○	○	0 of 6
THEISS EL	106	A	A	B	A	○	○	●		○	○	○	○	○	1 of 6
BENFER EL	107	B	B	B	C	○	○	●		○	○	○	○	○	1 of 6
KAISER EL	108	C	D	C	C	○	○	○		○	○	○	○	○	0 of 6
BRILL EL	109	A	A	A	A	○	●	●		●	●	○	○	○	4 of 6
EHRHARDT EL	110	B	B	B	C	○	○	●		○	○	○	○	○	1 of 6
LEMM EL	111	C	C	C	C	○	○	○		○	○	○	○	○	0 of 6
NITSCH EL	112	C	F	C	D	○	○	○		○	○	○	○	○	0 of 6
KRAHN EL	113	B	A	B	B	●	●	●		○	○	○	○	●	4 of 6
ROTH EL	114	C	B	B	C	○	○	○		○	○	○	○	○	0 of 6
KUEHNLE EL	115	B	B	C	C	○	○	○		○	○	○	○	○	0 of 6
MITTELSTADT EL	116	C	C	C	C	○	○	●		○	○	○	○	○	1 of 6
KLENK EL	117	C	C	C	C	○	○	○		○	○	○	○	○	0 of 6
EILAND EL	118	B	C	B	C	○	○	●		○	○	○	○	○	1 of 6
SCHULTZ EL	119	B	B	B	B	●	○	○		○	○	○	○	○	1 of 6
HASSLER EL	120	A	A	B	A	○	○	●		○	○	○	○	●	2 of 6
KREINHOP EL	121	B	B	B	A	○	○	○		●	●	○	○	○	2 of 6
MCDUGLE EL	122	B	C	B	C	○	○	○		○	○	○	○	○	0 of 6
METZLER EL	123	A	A	B	A	○	○	●		○	○	○	○	○	2 of 6
BENIGNUS EL	124	A	A	B	A	○	○	●		○	○	○	○	○	2 of 6
FRANK EL	125	A	A	B	A	○	○	○		○	○	○	○	○	0 of 6
MUELLER EL	126	A	B	B	A	○	○	○		○	○	○	○	○	0 of 6
BLACKSHEAR EL	127	B	C	B	B	○	○	○		○	○	○	○	○	0 of 6
ZWINK EL	128	A	B	B	A	○	●	○		●	●	○	○	○	4 of 6
BERNSHAUSEN EL	129	C	C	C	C	○	○	○		○	○	○	○	○	0 of 6
THE GRACE ENGLAND EARLY CHILDHOOD/	130	B	P	P	P										0 of 0
FRENCH EL	131	B	A	B	B	○	○	●		○	○	○	○	○	1 of 6
MAHAFFEY EL	132	A	B	B	A	○	●	○		●	●	○	○	○	3 of 6

P=Paired

*** Local Accountability System Applied**

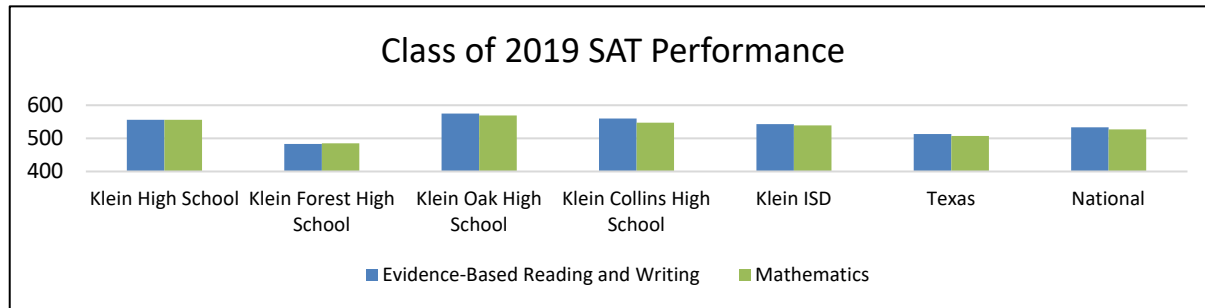
Klein Independent School District SAT Participation & Performance

2018-2019

Although Klein ISD has participated in many years of SAT assessments, the redesigned SAT will not allow for prior year comparisons.

*The Class of 2020 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	2019	958	96.1%	521	511
Klein Forest High School	2019	828	100.5%	452	450
Klein Oak High School	2019	946	95.3%	527	520
Klein Collins High School	2019	904	98.4%	509	501
Klein ISD	2019	3640	97.5%	504	497
Texas	2019	236,665	67.9%	515	507
National	2019	2,220,087	N/A	531	528



2016-2018

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	2018	917	91.6%	537	533	N/A
	2017	430	49.1%	556	556	N/A
	2016	539	63.5%	516	526	491
Klein Forest High School	2018	810	93.5%	456	457	N/A
	2017	446	60.2%	483	485	N/A
	2016	395	52.5%	422	434	408
Klein Oak High School	2018	981	93.5%	538	531	N/A
	2017	488	55.1%	575	569	N/A
	2016	504	58.9%	525	533	501
Klein Collins High School	2018	872	96.7%	520	511	N/A
	2017	381	49.7%	560	547	N/A
	2016	412	53.9%	519	522	495
Klein ISD	2018	3580	93.8%	515	510	N/A
	2017	1748	53.5%	543	539	N/A
	2016	1850	115.5%	499	507	477
Texas	2018	226,374	66.3%	520	512	N/A
	2017	204,409	n/a	513	507	N/A
	2016	196,028	n/a	466	478	449
National	2018	2,136,539	N/A	536	531	N/A
	2017	1,715,481	n/a	533	527	N/A
	2016	1,637,589	n/a	494	508	482

Source: College Board SAT Online Reporting Portal

n/a - Data not available

Klein Independent School District ACT Participation & Performance

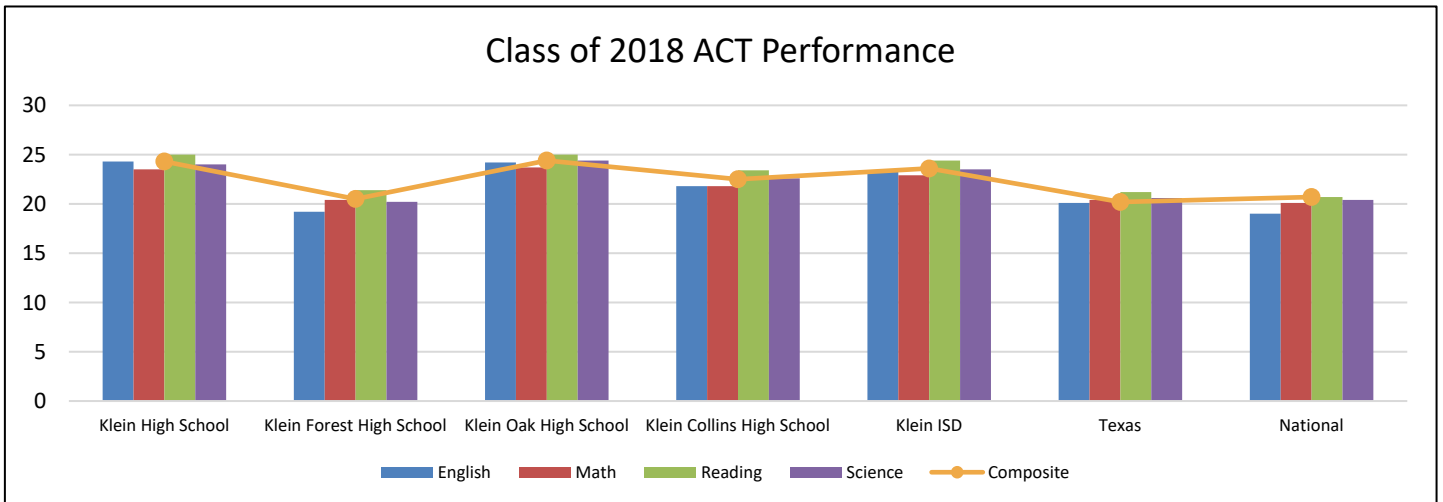
While the Klein ISD Class of 2017 ACT scores experienced a decline from previous years, it is important to note that participation rates more than doubled as all Klein ISD juniors were provided the opportunity to participate in the May 2016 ACT.

*The Class of 2020 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	2019	207	20.8%	24.3	23.5	25.0	24.0	24.3
	2018	263	26.3%	23.3	23.4	24.6	23.8	23.9
	2017	848	96.8%	17.9	20.1	19.9	19.7	19.5
	2016	385	45.3%	21.8	22.7	23.0	22.7	22.7
Klein Forest High School	2019	41	5.0%	19.2	20.4	21.4	20.2	20.5
	2018	63	7.3%	17.3	18.2	19.1	19.7	18.7
	2017	512	69.1%	15.1	18.2	17.4	17.7	17.2
	2016	265	35.2%	16.3	17.9	17.5	18.2	17.6
Klein Oak High School	2019	254	25.6%	24.2	23.7	25.0	24.4	24.4
	2018	314	29.9%	23.4	23.3	24.6	24.0	24.0
	2017	876	99.0%	19.4	21.0	21.2	20.8	20.8
	2016	381	44.6%	22.5	23.2	23.7	23.1	23.3
Klein Collins High School	2019	180	19.6%	21.8	21.8	23.4	22.6	22.5
	2018	184	20.4%	21.8	22.7	23.4	23.0	22.9
	2017	685	89.3%	18.9	20.5	20.7	20.6	20.3
	2016	328	42.9%	20.8	21.7	22.5	22.2	21.9
Klein ISD	2019	682	18.3%	23.3	22.9	24.4	23.5	23.6
	2018	824	21.6%	22.5	22.8	23.9	23.4	23.3
	2017	2921	89.4%	18.1	20.1	20.0	19.9	19.7
	2016	1360	42.1%	20.7	21.7	22.0	21.8	21.7
Texas	2019	124,331	N/A	20.1	20.4	21.2	20.6	20.2
	2018	141,253	N/A	19.6	20.6	21.1	20.8	20.6
	2017	146,608	N/A	19.5	20.7	21.1	20.9	20.7
	2016	142,877	N/A	19.4	20.7	21.0	20.7	20.6
National	2019	1,782,820	N/A	19.0	20.1	20.7	20.4	20.7
	2018	1,914,817	N/A	20.2	20.5	21.3	20.7	20.8
	2017	2,030,038	N/A	20.3	20.7	21.4	21.0	21.0
	2016	2,090,342	N/A	20.1	20.6	21.3	20.8	20.8

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



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

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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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.



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KLEIN HIGH SCHOOL

STRENGTHS	
	<ol style="list-style-type: none"> 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	
	<ol style="list-style-type: none"> 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	
	<ol style="list-style-type: none"> 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



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 HQ1.
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.



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

<p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE Build community by promoting a positive culture with all stakeholders.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p>	<ol style="list-style-type: none"> 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.
<p>OPPORTUNITIES FOR GROWTH</p>	<ol style="list-style-type: none"> 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
<p>MEASURES & INDICATORS OF SUCCESS</p>	<ol style="list-style-type: none"> 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



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KLEIN COLLINS HIGH SCHOOL

GOAL ONE Build and grow relationships with EVERY Promise2Purpose Investor	
STRATEGIES	<ol style="list-style-type: none"> 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. Promote positive relationships with faculty and staff by recognizing their efforts for continuous improvement and celebrating their successes. 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	<ol style="list-style-type: none"> 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. 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	<ol style="list-style-type: none"> 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. 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.



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KLEIN COLLINS HIGH SCHOOL

STRENGTHS	
	<ol style="list-style-type: none"> Increase in advanced course enrollment for Pre-AP and AP courses Increase in all Accountability Domains Increases in Biology and US History EOC scores. ELA increase of 8% for retesters Academic Growth Score for EL STAAR Reading was 81, which exceeded the EL Target Academic Growth Score of 64 for TEA Accountability Academic Growth Score for Special Ed STAAR Reading was 72, which exceeded the Special Ed Target Academic Growth Score of 59 Experienced staff and positive culture Teacher-led teams for campus improvement Student Leadership group Extracurricular Participation CTE Program
OPPORTUNITIES FOR GROWTH	
	<ol style="list-style-type: none"> Not meeting the targeted academic growth for math Achievement gaps with special education and EL students Discipline rates Character Development and establishing core values Increasing parent involvement
MEASURES & INDICATORS OF SUCCESS	
	<ol style="list-style-type: none"> College Readiness Benchmarks Extracurricular Participation Rates EOC Growth CTE Certifications/Endorsements Student Discipline Rates Advanced Course Participation, Retention, and Success Rates Student and Staff Attendance Data Gallup Student Poll



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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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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



VISTAS HIGH SCHOOL

GOAL ONE Reimagine Learning: Personalize Learning Experiences for EVERY Student	
STRATEGIES <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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

STRENGTHS <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. EOC growth 2. Advanced course participation and success 3. College Prep 4. Distinguished Level of Achievement and Graduation Rates 5. FAESA Completion Rate 6. Stakeholder Feedback Surveys 7. Student Attendance Rates 8. CTE Certifications 9. TSI/PSAT/SAT/ACT 	



DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

GOAL ONE Identify and use best practices for continuous improvement in an effort to reduce placements.	
STRATEGIES	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

STRENGTHS	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Increased attendance 2. Reduced discipline infractions 3. Socio-emotional wellness & character development of students

KLEIN INTERMEDIATE

<p>GOAL ONE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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



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HILDEBRANDT INTERMEDIATE

STRENGTHS	
	<ol style="list-style-type: none"> 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	
	<ol style="list-style-type: none"> 1. Growth & Performance in ELA and Math 2. SPED, EL, and Advanced Learners/GT 3. RTI process 4. Personalized Learning
MEASURES & INDICATORS OF SUCCESS	
	<ol style="list-style-type: none"> 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



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WUNDERLICH INTERMEDIATE

<p>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.</p>	
<p>STRATEGY</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>STRATEGY</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>STRATEGY</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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STRACK INTERMEDIATE

GOAL ONE Continue improving school culture by creating an environment that leads to improved student outcomes.	
STRATEGIES <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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, and structure. 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 <ol style="list-style-type: none"> 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 	



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STRACK INTERMEDIATE

STRENGTHS <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 	



KLEB INTERMEDIATE

<p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



KLEB INTERMEDIATE

<p>STRENGTHS</p>	<ol style="list-style-type: none"> 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
<p>OPPORTUNITIES FOR GROWTH</p>	<ol style="list-style-type: none"> 1. Growth in Math & ELA 2. SPED/EL and Advanced Learners/GT 3. Asian student performance on STAAR/EOC 4. TELPAS 5. Personalized Learning
<p>MEASURES & INDICATORS OF SUCCESS</p>	<ol style="list-style-type: none"> 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



DOERRE INTERMEDIATE

<p>GOAL ONE Implement a comprehensive student support system that fosters social and emotional development of all students and creates a positive school culture.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Implement campus-wide PBIS 2. Establish communication practices that promote campus, community, and family engagement.
<p>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.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE Monitor student performance and adjust instruction, enrichment, and intervention to meet student needs.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



DOERRE INTERMEDIATE

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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



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SCHINDEWOLF INTERMEDIATE

<p>GOAL ONE We will improve every student's academic and behavioral performance through a system of tiered interventions and campus-wide positive behavioral strategies.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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). 	
<p>GOAL TWO We will ensure that we are closing the achievement gap and supporting student growth for our special populations.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE We will support high quality teaching and effective initial instruction through the application of best practices in these areas.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Personalized Learning 2. Growth in ELA and Math 3. TEPAS 4. SPED, EL, and Advanced Learners/GT 5. Systems around RTI and PLC 6. Core Values and PBIS 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. MAP 2. STAAR/EOC 3. TEPAS 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 	



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KRIMMEL INTERMEDIATE

GOAL ONE Implement and support high quality instructional strategies to ensure growth for EVERY student.	
STRATEGIES <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 	



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KRIMMEL INTERMEDIATE

STRENGTHS <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Growth in Math and ELA 2. SPED, EL, and Advanced Learners/GT 3. Personalized Learning 4. TELPAS 	
MEASURES & INDICATORS OF SUCCESS <ol style="list-style-type: none"> 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

<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Behavior RTI: Our goal is to create a clearly defined system of intervention for tiers 1, 2, and 3.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. PLC Model Campus 2. PBIS Campus 3. Use of MAP and campus wide interventions/enrichment programs 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. SPED, EL and Advanced Learners/GT 2. Growth in math and ELA 3. Communication between campus and community 4. Personalized Learning 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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

GOAL ONE We will continue to Build Community by facilitating and bonding together the stakeholders to create a positive climate and culture.	
STRATEGIES <ol style="list-style-type: none"> Continue focus on HAWKS core values to build and maintain a sense of pride and unity at Hofius Providing adequate communication, voice, and feedback opportunities for students, staff, and parents 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 <ol style="list-style-type: none"> Use High Quality Teaching document to guide initial instruction and provide timely coaching and feedback Build an effective process for Behavior RTI with effective strategies for Tier 1, 2, and 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 <ol style="list-style-type: none"> Employ a PLC framework to answer the four PLC questions that address the specific needs of all learners through a shared mission and vision. Classroom teachers will utilize strategies to foster an environment of personalized learning for each student. Ensure one year's growth of all students. Create task force for GT/Advanced learners to ensure we are meeting the needs of all students. Create task force for EL learners to ensure growth of every student. 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

STRENGTHS <ol style="list-style-type: none"> Community support and engagement Increase in overall participation in Pre-AP/Advanced Pathways School culture and Core Values 	
OPPORTUNITIES FOR GROWTH <ol style="list-style-type: none"> SPED, EL and Advanced Learners/GT Growth in Math & ELA RTI process and overall systems around PLC Personalized Learning 	
MEASURES & INDICATORS OF SUCCESS <ol style="list-style-type: none"> MAP STAAR/EOC TELPAS Gallup Poll Campus Common Assessments District Learning Assessments Campus Snapshot Data PLC Agendas & Minutes Surveys Evaluations & Walkthroughs (T-TESS & POL) Grading Rubrics & Report Cards/Progress Reports 	



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KOHRVILLE ELEMENTARY

GOAL ONE Build Community: Promote positive character traits and effective communication that build productive relationships.	
STRATEGIES	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.



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KOHRVILLE ELEMENTARY

STRENGTHS	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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 	



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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 1. Know students by name, strength, and need for academic and social development through Profile of a Learner and integrating supports through PBS. 2. Increase communication with parents and community for consistency and transparency. 	

NORTHAMPTON ELEMENTARY

STRENGTHS <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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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HAUDE ELEMENTARY

GOAL ONE Build Community by fostering intentional relationships with students, staff, and parents.	
STRATEGIES <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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 <ol style="list-style-type: none"> 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. 	



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HAUDE ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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



GREENWOOD FOREST ELEMENTARY

<p>GOAL ONE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL TWO</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



GREENWOOD FOREST ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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EPPS ISLAND ELEMENTARY

<p>GOAL ONE</p> <p>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</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL TWO</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



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EPPS ISLAND ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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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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

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



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BENFER ELEMENTARY

<p>GOAL ONE Reimagine learning with a focus on student success to ensure every learner achieves a minimum of one year's growth.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Improve student engagement, teacher development, and family/community participation.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE Increase teacher efficacy through personalized learning and growth mindset.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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 HOT. 3. Engage in a campus-wide book study centered around <i>The Happiness Advantage</i> with the intent of implementing self and peer systems of accountability. 	



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BENFER ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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KAISER ELEMENTARY

<p>GOAL ONE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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) 	



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KAISER ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 1 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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BRILL ELEMENTARY

<p>GOAL ONE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO</p> <p>Cultivate Talent: We will maximize teachers' effectiveness by providing more clarity over campus vision and campus expectations aligned to Promise2Purpose.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>Building Community: We will foster positive relationships with all students, families, and stakeholders.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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BRILL ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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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EHRHARDT ELEMENTARY

<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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). 	
<p>GOAL TWO We will cultivate talent by providing clarity in all systems to streamline processes and foster understanding for all staff.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE We will build community by deepening relationships and fostering open communication around our shared vision with all stakeholders.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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

<p>GOAL ONE Ensure all students improve Reading and Math by one or more years through personalized learning and tracking student growth.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Create a campus community that cultivates talent and builds reflective leaders who use feedback to drive improvement for students.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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LEMM ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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 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.



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.



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NITSCH ELEMENTARY

MEASURES & INDICATORS OF SUCCESS
<ol style="list-style-type: none"> 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



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KRAHN ELEMENTARY

<p>GOAL ONE Reimagine Learning: Focus on continuous improvement in order for every student to achieve growth and close the achievement gap.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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).
<p>GOAL TWO Identify and use best practices for continuous improvement.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE Cultivate Talent: Recruit and retain the highest quality employees.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



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KRAHN ELEMENTARY

<p>GOAL FOUR Build Community: Promote positive character traits and effective communication.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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ROTH ELEMENTARY

<p>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.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 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, Ecobis and SpEd stud 4. Ensure a full understanding of Personalized Learning and the four tenets. 	
<p>GOAL TWO We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal-setting, and self-reflection</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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ROTH ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 (TLPAS) 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.) 	



KUEHNLE ELEMENTARY

<p>GOAL ONE</p> <p>We will strive to cultivate an educational environment that is student-focused, which provides personalized learning through a flexible and innovative curriculum.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>We will foster relationships with all shareholders that promote collaborative partnerships, effective communication, and positive character traits.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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; 3. Leadership Academy participation; Discipline data, Attendance data) 3. Gallup Poll (5th grade only) 4. Language Development (TLPAS) 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 	

MITTELSTADT ELEMENTARY

<p>GOAL ONE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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 English language 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. 	
<p>GOAL TWO</p> <p>We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting, and self-reflection for improved student outcomes.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>Build a collaborative learning community by increasing family/community involvement while fostering a strong home-school partnership resulting in strong student leaders.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Provide ongoing, multiple opportunities for family and community involvement in school wide events to shape 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. 	



MITTELSTADT
ELEMENTARY HOME OF THE PATRIOTS

MITTELSTADT ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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; Gallup Poll (5th grade only) 4. Leadership Academy participation; Discipline data, Attendance data) 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.) 	



MITTELSTADT
ELEMENTARY HOME OF THE PATRIOTS

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KLENK ELEMENTARY

<p>GOAL ONE</p> <p>Reimagine Learning:</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO</p> <p>Cultivate Talent:</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>Build Community:</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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KLENK ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 I 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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EILAND ELEMENTARY

<p>GOAL ONE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL TWO</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Academic Growth in Reading 2. Increase in 5th Grade Math - Meets & Masters Level 3. Science Distinction 4. Strong Relationships with students and parents 	<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



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SCHULTZ ELEMENTARY

<p>GOAL ONE Re-imagine learning to create a personalized learning environment so that EVERY student achieves at least one year's growth.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Cultivate talent to maximize teachers' effectiveness and invest in their development as High Quality Teachers.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE Build community by maintaining a relationship of trust, partnership, and collaboration with our staff, students, families, and community.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



Campus Improvement Plans

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SCHULTZ ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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.) 	



HASSLER ELEMENTARY

<p>GOAL ONE Reimagine Learning: Create a school culture focused on personalized learning, risk-taking, goal-setting, innovation, reflection, and growth mindsets.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Develop ideas 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. 	
<p>GOAL TWO Cultivate Talent: Foster a culture of collective teacher efficacy for improved student achievement and a collaborative community.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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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KREINHOP ELEMENTARY

<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Cultivate Talent: We will maximize teacher effectiveness by providing more clarity over-essential skills and best practices.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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KREINHOP ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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). 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 (TLPAS) 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.) 	



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MCDOUGLE ELEMENTARY

<p>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.</p>	<p>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.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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MCDOUGLE ELEMENTARY

<p>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.</p>	<p>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.</p>
<p>STRATEGY</p> <ol style="list-style-type: none"> 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. 	<p>STRATEGY</p> <ol style="list-style-type: none"> 1. Build relationships that encourage strong home-school partnerships and increase parent and community involvement through Parent University.
<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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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MCDUGLE 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



METZLER ELEMENTARY

<p>GOAL ONE Build community and create an environment that nurtures and develops equipped scholars.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Create an environment where talent is cultivated through targeted professional learning, feedback loops, and collaboration.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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) 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



BENIGNUS ELEMENTARY

<p>GOAL ONE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL TWO</p> <p>We will empower promise2purpose investors through unwavering support of individual ideas while cultivating a culture of interdependence and risk-taking.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE</p> <p>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.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.



BENIGNUS ELEMENTARY

<p>STRENGTHS</p>	<ol style="list-style-type: none"> 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.
<p>OPPORTUNITIES FOR GROWTH</p>	<ol style="list-style-type: none"> 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.
<p>MEASURES & INDICATORS OF SUCCESS</p>	<ol style="list-style-type: none"> 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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FRANK ELEMENTARY

<p>GOAL ONE Re-imagine learning by intentionally personalizing learning for every student's strengths, needs, and passions.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Cultivate talent by strengthening our understanding of the tenets of personalized learning.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE Build community by establishing a culture of transparency and collaboration.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



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FRANK ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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

<p>GOAL ONE Strengthen relationships throughout our campus community to build a positive culture focused on learning.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Cultivate talent by fostering a culture of collective teacher efficacy.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE Re-imagine learning and create an equitable and personalized learning environment in which every student is challenged in all academic areas.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Utilize formative data to monitor and celebrate student progress. 2. Provide targeted support to students based on strengths and needs. 	



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MUELLER ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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.) 	



BLACKSHEAR ELEMENTARY

<p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO Reimagine learning through personalized instruction in order to ensure that every student is successful</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE Build community through intentional family outreach opportunities, and minimize disruptions to learning through clearly defined expectations and behavioral interventions.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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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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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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	
<ol style="list-style-type: none"> 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

<p>GOAL ONE Create equipped scholars by increasing student achievement for all students through effective Tier1 Instruction and RtI support.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL TWO Decrease the achievement gap of English Learners, Special Education, 504, and Advanced Learners through personalized learning.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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.
<p>GOAL THREE Bernshausen Faculty and Staff will exemplify the Profile of a Leader characteristic of being a forever Learner.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Cultivate talent through campus-based personalized professional learning experiences. 2. Cultivate talent through campus-based Visible Learning impact team.
<p>GOAL FOUR Continue to build and enhance community partnerships of Relationship Driven stakeholders to support academic growth.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> 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

<p>STRENGTH</p> <p>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</p>	<p>OPPORTUNITIES FOR GROWTH</p> <p>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.</p>
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



GRACE ENGLAND EARLY CHILDHOOD CENTER

<p>GOAL ONE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL TWO</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>GOAL THREE</p> <p>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.</p>	
<p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	



GRACE ENGLAND EARLY CHILDHOOD CENTER

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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 	



FRENCH ELEMENTARY

<p>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.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 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. 	
<p>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.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 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 CIBC and leadership, that continually focus on school improvement and maintaining an excellent reputation of high-levels of learning for all students. 	



FRENCH ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 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. 	
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 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. 	
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.



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MAHAFFEY ELEMENTARY

STRENGTHS	
	<ol style="list-style-type: none"> 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	
	<ol style="list-style-type: none"> 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	
	<ol style="list-style-type: none"> 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.)



Klein Independent School District Campus Performance Measures

Klein High School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
4-Year Graduation Rate	93.7%	92.1%	94.3%	94.6%	Not Available
Drop Out Rate	1.4%	1.0%	1.0%	0.6%	Not Available
Attendance Rate*	94.5%	94.3%	93.8%	93.6%	94.7%
Percentage of Enrollment in Gifted and Talented	6.1%	6.4%	6.8%	6.6%	6.8%

Klein Forest High School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
4-Year Graduation Rate	91.7%	91.0%	89.8%	89.1%	Not Available
Drop Out Rate	1.3%	2.4%	2.3%	3.1%	Not Available
Attendance Rate*	93.5%	92.8%	92.7%	91.2%	90.9%
Percentage of Enrollment in Gifted and Talented	2.5%	2.7%	2.8%	3.3%	3.4%

Klein Oak High School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
4-Year Graduation Rate	96.0%	97.4%	97.5%	96.4%	Not Available
Drop Out Rate	0.8%	0.5%	0.5%	1.1%	Not Available
Attendance Rate*	95.1%	94.8%	95.0%	94.5%	95.3%
Percentage of Enrollment in Gifted and Talented	7.0%	7.0%	7.0%	7.6%	8.3%

Klein Collins High School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
4-Year Graduation Rate	95.2%	94.2%	96.8%	96.7%	Not Available
Drop Out Rate	0.7%	1.0%	0.9%	1.0%	Not Available
Attendance Rate*	94.4%	94.4%	94.5%	94.2%	94.9%
Percentage of Enrollment in Gifted and Talented	5.5%	5.6%	5.2%	5.5%	5.5%

Klein Cain High School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	-	-	Met Standard	B	Not Rated
4-Year Graduation Rate	-	-	-	-	Not Available
Drop Out Rate	-	-	0.5%	0.5%	Not Available
Attendance Rate*	-	-	95.7%	95.3%	95.5%
Percentage of Enrollment in Gifted and Talented	-	-	5.4%	5.7%	5.7%

Klein Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Drop Out Rate	0.4%	1.0%	0.5%	Not Available	Not Available
Attendance Rate*	95.1%	94.9%	95.0%	94.6%	94.0%
Percentage of Enrollment in Gifted and Talented	4.0%	4.1%	2.8%	1.8%	1.9%

Hildebrandt Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Drop Out Rate	0.1%	0.6%	0.1%	Not Available	Not Available
Attendance Rate*	95.9%	95.9%	95.9%	96.2%	96.0%
Percentage of Enrollment in Gifted and Talented	6.9%	6.3%	6.3%	5.8%	6.4%

Wunderlich Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Drop Out Rate	1.2%	1.4%	1.0%	Not Available	Not Available
Attendance Rate*	96.3%	95.7%	95.7%	95.7%	95.4%
Percentage of Enrollment in Gifted and Talented	4.0%	3.8%	4.1%	2.8%	2.3%

Strack Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Drop Out Rate	0.5%	0.3%	0.1%	Not Available	Not Available
Attendance Rate*	96.9%	96.6%	96.4%	96.4%	95.9%
Percentage of Enrollment in Gifted and Talented	7.8%	5.3%	5.6%	7.4%	9.0%

Kleb Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Drop Out Rate	1.0%	1.5%	1.5%	Not Available	Not Available
Attendance Rate*	96.4%	95.9%	95.8%	95.7%	96.0%
Percentage of Enrollment in Gifted and Talented	8.3%	6.7%	6.8%	7.0%	8.2%

Doerre Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Drop Out Rate	0.2%	0.0%	0.2%	Not Available	Not Available
Attendance Rate*	97.0%	96.5%	96.4%	96.4%	96.2%
Percentage of Enrollment in Gifted and Talented	14.8%	12.5%	10.9%	12.1%	14.2%

Schindewolf Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Drop Out Rate	0.1%	0.6%	0.9%	Not Available	Not Available
Attendance Rate*	96.6%	96.2%	95.9%	96.3%	96.2%
Percentage of Enrollment in Gifted and Talented	6.0%	5.4%	5.8%	4.2%	5.3%

Krimmel Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Drop Out Rate	0.2%	0.1%	0.2%	Not Available	Not Available
Attendance Rate*	96.6%	96.5%	96.2%	96.4%	96.6%
Percentage of Enrollment in Gifted and Talented	8.2%	7.0%	6.9%	5.9%	8.4%

Ulrich Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Drop Out Rate	1.0%	0.0%	0.6%	Not Available	Not Available
Attendance Rate*	96.2%	96.3%	96.0%	96.1%	96.4%
Percentage of Enrollment in Gifted and Talented	5.2%	5.1%	5.1%	5.3%	6.4%

Hofius Intermediate School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	-	-	-	B	Not Rated
Drop Out Rate	-	-	-	Not Available	Not Available
Attendance Rate*	-	-	-	96.4%	96.4%
Percentage of Enrollment in Gifted and Talented	-	-	-	7.9%	9.2%

Kohrville Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	97.1%	96.6%	96.3%	96.2%	95.9%
Percentage of Enrollment in Gifted and Talented	1.7%	1.0%	0.8%	1.9%	2.5%

Northampton Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.9%	96.8%	96.0%	96.1%	95.6%
Percentage of Enrollment in Gifted and Talented	2.2%	1.4%	1.9%	1.1%	4.0%

Haude Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	96.7%	96.9%	96.2%	96.1%	95.4%
Percentage of Enrollment in Gifted and Talented	4.2%	3.8%	4.1%	4.0%	5.2%

Greenwood Forest Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.7%	96.4%	95.9%	95.9%	95.7%
Percentage of Enrollment in Gifted and Talented	1.6%	1.5%	1.4%	2.1%	2.3%

Epps Island Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.6%	96.6%	96.0%	96.3%	95.6%
Percentage of Enrollment in Gifted and Talented	1.0%	0.0%	0.6%	0.2%	0.6%

Theiss Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	96.9%	96.6%	96.2%	96.4%	96.1%
Percentage of Enrollment in Gifted and Talented	5.4%	6.1%	5.5%	6.9%	6.6%

Benfer Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	97.1%	96.7%	96.0%	96.0%	95.4%
Percentage of Enrollment in Gifted and Talented	2.9%	1.8%	1.9%	2.5%	3.0%

Kaiser Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.2%	96.1%	95.6%	96.2%	95.4%
Percentage of Enrollment in Gifted and Talented	0.5%	0.3%	0.1%	0.4%	1.0%

Brill Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	96.5%	96.8%	96.1%	96.2%	96.3%
Percentage of Enrollment in Gifted and Talented	3.0%	2.6%	1.9%	3.9%	6.2%

Ehrhardt Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	96.9%	96.1%	96.1%	95.9%	95.5%
Percentage of Enrollment in Gifted and Talented	1.1%	1.6%	2.0%	2.1%	3.8%

Lemm Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	97.5%	97.0%	95.8%	96.8%	96.4%
Percentage of Enrollment in Gifted and Talented	2.8%	2.7%	2.3%	3.4%	6.0%

Nitsch Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.2%	96.2%	95.6%	95.5%	95.9%
Percentage of Enrollment in Gifted and Talented	1.0%	0.0%	0.0%	0.5%	0.4%

Krahn Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	96.8%	96.4%	96.0%	94.8%	95.8%
Percentage of Enrollment in Gifted and Talented	2.5%	1.4%	1.2%	1.7%	2.7%

Roth Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.8%	97.2%	96.4%	96.7%	96.2%
Percentage of Enrollment in Gifted and Talented	2.3%	2.5%	2.7%	3.1%	5.2%

Kuehnle Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	97.3%	97.2%	96.7%	96.6%	96.7%
Percentage of Enrollment in Gifted and Talented	2.9%	3.6%	3.1%	5.5%	4.8%

Mittelstadt Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	95.9%	95.9%	95.6%	95.8%	95.2%
Percentage of Enrollment in Gifted and Talented	2.8%	1.6%	2.4%	2.8%	3.2%

Klenk Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.7%	96.7%	96.3%	96.1%	96.0%
Percentage of Enrollment in Gifted and Talented	0.6%	1.0%	1.0%	2.1%	2.3%

Eiland Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	96.9%	96.4%	95.6%	95.9%	95.5%
Percentage of Enrollment in Gifted and Talented	1.0%	0.6%	0.9%	1.0%	0.8%

Schultz Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	97.0%	97.4%	96.7%	96.6%	96.6%
Percentage of Enrollment in Gifted and Talented	1.5%	2.0%	2.0%	1.6%	2.9%

Hassler Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	97.8%	97.2%	97.1%	96.9%	96.6%
Percentage of Enrollment in Gifted and Talented	10.2%	8.9%	7.8%	8.0%	9.4%

Kreinhop Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	97.0%	96.9%	96.2%	96.3%	96.2%
Percentage of Enrollment in Gifted and Talented	2.7%	2.1%	1.8%	2.1%	2.2%

McDougle Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Not Available	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	96.9%	97.0%	96.6%	96.1%	95.7%
Percentage of Enrollment in Gifted and Talented	1.0%	0.6%	0.9%	0.9%	1.3%

Metzler Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	96.9%	96.5%	96.2%	96.0%	96.0%
Percentage of Enrollment in Gifted and Talented	1.4%	3.2%	2.8%	4.4%	5.5%

Benignus Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	97.5%	97.0%	96.8%	96.4%	96.1%
Percentage of Enrollment in Gifted and Talented	3.0%	3.5%	4.6%	4.5%	4.6%

Frank Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	97.1%	97.2%	96.6%	96.4%	96.6%
Percentage of Enrollment in Gifted and Talented	4.4%	4.3%	6.6%	6.5%	9.9%

Mueller Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	97.2%	97.2%	96.4%	96.6%	96.3%
Percentage of Enrollment in Gifted and Talented	1.8%	2.7%	2.7%	2.7%	3.9%

Blackshear Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	97.3%	97.0%	96.4%	96.3%	95.8%
Percentage of Enrollment in Gifted and Talented	2.5%	2.3%	1.5%	2.0%	2.9%

Zwink Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	96.9%	96.5%	96.0%	96.1%	95.6%
Percentage of Enrollment in Gifted and Talented	1.2%	1.2%	1.4%	1.4%	3.8%

Bernshausen Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	C	Not Rated
Attendance Rate*	96.2%	96.2%	95.8%	95.7%	95.6%
Percentage of Enrollment in Gifted and Talented	0.9%	1.0%	1.1%	2.7%	2.8%

French Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	0.97	97.2%	97.2%	96.8%	97.0%
Percentage of Enrollment in Gifted and Talented	0.03	3.7%	4.4%	4.5%	6.3%

Grace England Early Childhood & Pre-K Center

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating**	Met Standard	Met Standard	Met Standard	B	Not Rated
Attendance Rate*	94.7%	94.6%	93.9%	93.4%	92.9%

**This campus is paired with the Klein ISD Accountability Rating.

Mahaffey Elementary School

Performance Measures	2015-16	2016-17	2017-18	2018-19	2019-20
TEA Accountability Rating	-	Met Standard	Met Standard	A	Not Rated
Attendance Rate*	-	0.97	96.9%	96.5%	96.2%
Percentage of Enrollment in Gifted and Talented	-	0.01	1.7%	2.8%	4.1%

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 - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
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

Superintendent - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
District Rating	Met Standard	Met Standard	Met Standard	B	Not Rated*
TXSmartSchools	5.0	5.0	5.0	4.5	4.5
FIRST Rating	Superior	Superior	Superior	Superior	Superior**
Public Information Requests	202	208	255	227	123
Unqualified Opinion - Annual Audit	Yes	Yes	Yes	Yes	TBD

*All districts and campuses will be assigned a label of Not Rated: Declared State of Disaster for 2020 accountability due to COVID-19 pandemic.

**FIRST Rating for 2019-20 is a preliminary rating.

Security & Monitoring Services - Project 87

Funds the district and campus security program.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Traffic Stops in School Zones	508	305	383	126	100
District Mobility Assistance	4,909	5,058	6,210	6,784	3,789
Campus Monitoring Checks	51,998	46,792	42,954	48,388	62,507
Assist Campus Administration	412	473	383	462	397

Deputy Superintendent

Mr. Larry Whitehead

Mission Statement

Serving Students, Supporting Campuses

Health & Physical Education - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	39,004	38,863	39,483	40,046	39,550
Districtwide Percentage of Health & PE Students	75.32%	73.34%	73.23%	74.33%	71.91%
Average Cost per Student	\$360	\$370	\$368	\$342	\$346

Summer School - Project 57

Funds personnel, materials, and resources for instructional summer school and athletic camps.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades PK-12)	5,147	8,455	4,392	4,050	2,045
Districtwide Percentage of Summer School Students	9.94%	15.96%	8.15%	7.52%	3.72%
Average Cost per Student	\$166.61	\$51.77	\$105.62	\$81.95	\$162.30

Departmental Performance Measures

Vistas High School of Choice (AEP) - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades 9-12)	222	225	216	198	220
Number of Seniors Enrolled	90	98	105	90	88
Students Successfully Completing Program	80	91	101	83	80
Percentage of Completion	89%	93%	96%	92%	91%

Disciplinary Alternative Education Program (DAEP) - Project 62

Provides the district alternative educational settling for elementary, 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 instructional and counseling program is provided to each student.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades 5-12)	656	561	723	957	768
Percentage of Students Referred to DAEP	2.48%	2.04%	2.55%	3.26%	2.61%
Average Cost per Student	\$3,415	\$3,901	\$3,412	\$2,575	\$3,209

Athletics - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades 6-12)	10,654	10,441	10,571	10,835	10,220
Number of State/National Competitions	4	5	11	14	10
Number of Awards Received	11	8	21	28	17

Athletic Concessions - Project 75

Funds the operation of concession stands at high school athletic contests including personnel, equipment, and items purchased for resale.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Net Revenue	\$123,084	\$60,965	\$85,757	\$40,552	\$77,238
Total Number of Events Served	423	428	464	465	290
Profit Percentage of Total	50%	28%	40%	15%	29%

Campus Safety & Support - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
District Rating	Met Standard	Met Standard	Met Standard	B	Not Rated*
Percentage of Attendance	95.9%	95.6%	95.4%	95.3%	95.4%
In School Suspensions	14,118	14,146	13,492	15,271	11,271
Out of School Suspensions	4,875	4,947	4,589	5,419	3,895
Expulsions to DAEP	734	707	764	922	668
Expulsions to JJAEP	57	56	93	72	63

*All districts and campuses will be assigned a label of Not Rated: Declared State of Disaster for 2020 accountability due to COVID-19 pandemic.

Security & Monitoring Services - Project 87

Funds the district and campus security program.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Traffic Stops in School Zones	508	305	383	126	100
District Mobility Assistance	4,909	5,058	6,210	6,784	3,789
Campus Monitoring Checks	51,998	46,792	42,954	48,388	62,507
Assist Campus Administration	412	473	383	462	397

Departmental Performance Measures

Associate Superintendent Communications & Public Relations

Ms. Dayna Hernandez

Mission Statement

The mission of the Communications & Public Relations Department is to empower all stakeholders to positively represent, engage, and support the District and our shared vision through skillful communication as we collaboratively create a culture of trust and equity, through open and honest two-way communication.

Klein Education Foundation & Community Relations - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Klein Education Foundation Donations	\$171,505	\$172,300	\$157,545	\$170,415	\$66,650
Golf Tournament Proceeds*				\$126,170	\$140,298
Registered Golfers*				184	171
Volunteer Hours*				62,938	42,029
Number of Volunteers*				21,886	** 1,938

*New information tracked for 2018-2019 due to changes in the organization chart

**August 2019 Klein ISD implemented a new volunteer application process

Communications & Public Relations - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Community Impact Inserts *				321,311	230,474
Facebook Followers	17,650	20,743	25,997	28,427	30,528
Twitter Followers	12,809	15,001	20,900	22,900	23,410
Mobile App Downloads	17,248	19,537	4,500/new app	8,500	9,500
Instagram	N/A	2,400	8,500	17,300	19,950

*New for 2018-2019 school year

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 - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Number of New Hires	893	970	1,023	1,556	636
Teacher Turnover Rate	14.0%	15.7%	16.0%	15.0%	Avail. Nov 2020
Teachers with No Degree	1.0%	0.6%	1.0%	2.4%	1.5%
Teachers with Bachelors Degree	73.8%	74.5%	73.5%	72.1%	72.0%
Teachers with Masters Degree	24.5%	24.3%	24.7%	24.1%	25.6%
Teachers with Doctorate Degree	0.7%	0.6%	0.8%	0.8%	0.8%

Professional Learning - Project 83

Funds supervision, planning, and implementation of all instructional programs through professional development.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
District Rating	Met Standard	Met Standard	Met Standard	B	Not Rated*

*All districts and campuses will be assigned a label of Not Rated: Declared State of Disaster for 2020 accountability due to COVID-19 pandemic.

Departmental Performance Measures

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.

State Compensatory Education & Other State Programs - Project 53

Funds personnel, materials, resources, and staff development

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	20,584	21,087	21,399	18,763	24,365
Districtwide Percentage of At Risk Students	39.75%	39.79%	39.69%	34.82%	44.30%
Average Cost per Student	\$855	\$802	\$979	\$961	\$642

High School Allotment - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades 6-12)	26,465	27,506	28,365	29,471	30,396
High School Dropout Rate*	1.4%	1.0%	1.2%	1.1%	Avail. Nov. 2020
Pre-AP & PreIB Enrollment (unduplicated)	12,280	12,511	13,188	13,771	Avail. Nov. 2020
AP Enrollment (unduplicated)	3,857	4,039	3,592	3,955	Avail. Nov. 2020
Dual Credit Enrollment (on campus)	1,114	1,341	1,463	1,662	Avail. Nov. 2020
IB Enrollment (Pre-IP not included)	123	129	130	116	Avail. Nov. 2020
AVID Participation	607	427	447	484	Avail. Nov. 2020
Average High School Reading STAAR Passing Rate	76%	72%	72%	77%	Not Available**
Average High School Soc Studies STAAR Passing Rate	95%	94%	95%	95%	Not Available**
Average High School Math STAAR Passing Rate	83%	75%	79%	83%	Not Available**
Average High School Science STAAR Passing Rate	94%	90%	89%	91%	Not Available**

*Preliminary TAPR report data.

**Due to COVID-19 pandemic, STAAR testing was cancelled in 2019-2020.

Mail Room - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Reproduction*	484,980	578,586	1,537,474	0	0
Metered Mail	143,540	94,774	102,806	70,639	44,421

*The district reproduction machine was suspended for 2018-19.

Benefits & Risk Management - 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	2018-2019	2019-2020
Total Workers Comp Incident Reports	551	694	842	708	655
Workers Comp Claims	243	277	299	333	268
Workers Comp Reports Resulting in Claims	44%	40%	36%	47%	41%

Tax Office - Project 88

Responsible for managing tax-foreclosed properties, maintaining the tax file database, and collection of all local property taxes.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Current Levy Tax Collection	99.83%	99.62%	99.67%	99.82%	97.51%
FIRST Rating	Superior	Superior	Superior	Superior	Superior**

**FIRST Rating for 2019-20 is a preliminary rating.

Departmental Performance Measures

Financial Services - Project 90

This budget incorporates the various departments responsible for accounting, budget, fixed assets, and purchasing.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
No. of Payroll Checks Processed	0	0	48	27	48
No. of Payroll Direct Deposit Vouchers Processed	174,332	179,498	186,849	187,319	158,414
No. of Accounts Payable Checks Processed	14,001	14,452	13,953	14,115	11,219
No. of Accounts Payable Electronic Pymts Processed	5,471	5,212	5,899	5,719	4,062
No. of Budget Transfer Requests Processed	2,298	2,272	2,176	2,411	1,636
No. of Purchase Orders Processed	9,135	12,561	13,674	12,749	9,303
ASBO Meritorious Budget Award	Yes	Yes	Yes	Yes	Yes
GFOA Certificate of Achievement	Yes	Yes	Yes	Yes	TBD
ASBO Certificate of Excellence	Yes	Yes	Yes	Yes	TBD
Texas Comptroller Leadership Circle Award*	Platinum	N/A	N/A	N/A	N/A
TXSmartSchools	5.0	5.0	5.0	4.5	4.5
FIRST Rating	Superior	Superior	Superior	Superior	Superior**

* The Texas Comptroller Leadership Circle Award ended after the 2015-16 school year.

Warehouse Services - Project 93

Responsible for centralized receiving and shipping, records management, textbook custodian, surplus furniture and equipment, disposal of fixed assets, and intra-district mail routes.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Warehouse Stock Inventory	\$532,010	\$505,614	\$659,847	\$667,207	\$699,678
Total Warehouse Orders Filled	3,320	3,590	6,401	3,509	2,742
FIRST Rating	Superior	Superior	Superior	Superior	Superior**

**FIRST Rating for 2019-20 is a preliminary rating.

Districtwide Other - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Tax Collections	101.16%	100.93%	101.45%	101.57%	98.91%
FIRST Rating	Superior	Superior	Superior	Superior	Superior**

**FIRST Rating for 2019-20 is a preliminary rating.

Districtwide Employee Benefits - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total No. of Employees in TRS	6,634	6,852	7,033	7,151	7,282
Total Number of New Hires	893	970	1,023	1,556	636
Teacher Turnover Rate	14.0%	15.7%	16.0%	15.0%	Avail. Nov 2020
Employee Benefits as Percentage of Salaries	18.7%	19.1%	18.5%	19.1%	18.5%

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 - Project 69

Funds personnel to provide services for internal and external events such as trainings, meetings, banquets, etc.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Hours of Professional Development/KISD Events	13,106.50	13,737.25	13,533.50	10,976.00	9,504.00
Number of Paid Events	169	299	253	185	140
Rental Revenue	\$416,355	\$444,230	\$418,742	\$359,314	\$180,474

Departmental Performance Measures

Information Technology - Project 71

Funds operating and personnel expenses for information technology services.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Number of District Computers	59,713	72,507	82,171	79,705	110,515
Total Number of IT Service Calls	76,123	81,814	90,447	104,308	78,422
Average Service Calls Per Technician	1,312	1,341	1,175	2,400	1,824
Average Cost Per Service Call	\$88	\$86	\$100	\$65	\$87

Transportation - Project 72

Funds all operational costs to provide student transportation and maintain the bus fleet.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
North Regular Program Annual Miles	1,353,322	1,445,522	1,548,642	1,636,703	1,162,423
South Regular Program Annual Miles	608,014	649,438	695,767	472,966	327,223
North Special Program Annual Miles	519,443	574,558	572,252	691,025	496,002
South Special Program Annual Miles	233,373	258,135	257,099	241,712	149,321
North Average Daily Ridership	10,404	11,223	11,783	15,671	16,061
South Average Daily Ridership	-	-	5,294	5,367	5,406

Facility & School Services - Project 89

Funds operating and personnel expenses for the administration and construction/planning services.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Districtwide Square Footage	8,135,941	8,261,013	8,609,051	9,044,099	9,371,673
Total Construction In Progress	\$211,916,000	\$79,993,704	\$85,263,131	\$53,010,000	\$52,563,000
Total Maintenance Work Orders	24,125	27,937	35,229	32,540	24,809
Total Transportation Mileage	2,714,152	2,927,653	3,073,760	3,042,406	2,134,969

Plant Operations - Project 92

Funds operating and personnel expenses for districtwide custodial services.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Square Footage Maintained by Plant Operations	8,223,011	8,348,765	9,018,803	9,243,803	9,341,433
Personnel Cost Per Square Foot	\$0.00	\$0.89	\$0.89	\$1.01	\$1.10
Average Square Foot Per Custodian	24,918	24,848	25,122	26,716	26,998

Plant Maintenance - Project 94

Funds operating and personnel expenses for maintaining districtwide facilities.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Square Footage Maintained by Plant Maintenance	8,261,013	8,307,679	9,044,099	9,341,433	9,353,710
Total Maintenance Work Orders	24,125	27,937	35,229	32,540	24,809
Preventative Work Orders	1,018	2,022	2,695	3,506	3,404
Routine Work Orders	23,107	25,915	32,534	29,034	21,405
Total Maintenance Costs Per Square Foot	\$0.14	\$0.15	\$0.14	\$0.13	\$0.13
Personnel Cost Per Square Foot	\$0.00	\$0.57	\$0.56	\$0.57	\$0.60

Energy Management - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total Square Footage Served	8,135,941	8,261,014	8,609,051	9,233,909	9,233,909
Average Utility Cost Per Square Foot	\$1.05	\$1.09	\$1.12	\$1.06	\$0.84
Average Kilowatt-Hours Per Square Foot	9.7	9.9	9.2	8.6	8.1

Departmental Performance Measures

Chief Academic Officer

Ms. Amy Miller

Mission Statement

Teaching and Learning supports EVERY student in realizing and attaining their purpose and are committed to providing our students with an excellent and equitable learning experience by cultivating talent in our P2P investors and building community through family engagement opportunities.

Multilingual - Projects 50 & 51

Funds bilingual teacher stipends, bilingual classroom assistants, materials, resources, and staff development related to bilingual education.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	7,153	7,560	7,751	8,135	8,680
Average Cost per Student	2,648.85	2,672.70	2,657.79	2,208.54	2,158.03
Funds used for Professional Development	\$746,898	\$974,564	\$599,292	\$874,712	\$657,863
Number of Bilingual Teachers	222.7	232.7	233.2	211.5	211.5
Total Bilingual Stipends Paid	\$1,135,791	\$1,236,215	\$1,260,708	\$1,201,336	\$1,306,530

Special Education - Project 52

Funds personnel, materials, resources and staff development related to the provision of special education services for eligible students.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades PK-12)	4,201	4,430	4,768	5,102	5,713
Districtwide Percentage of Special Education Students	8.37%	8.55%	9.00%	9.46%	10.39%
Average Cost per Student	\$9,146	\$9,284	\$9,120	\$9,301	\$8,307

Fine Arts - Project 56

Provides campuses with materials, supplies, equipment, and musical instruments for instructional purposes.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	37,734	42,947	43,787	43,942	41,685
Number of Competitions	126	127	147	134	22
Number of Awards Received	115	122	126	139	45
Districtwide Percentage of Fine Arts Students	71.21%	79.66%	81.27%	81.56%	77.37%
Average Cost per Student	\$487	\$452	\$461	\$465	\$490

Academic Academics - Project 58

Funds personnel, materials, resources, teacher training, and assessments related to Advanced Academic programs.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	2,174	2,135	2,595	2,401	2,854
Districtwide Academic Enrichment Students	4.10%	3.96%	4.82%	4.37%	5.19%
Average Cost per Student	\$287	\$281	\$359	\$389	\$327
Number of Students Tested for GT	1,328	1,968	2,392	2,555	2,748

Therapeutic Education Program (TEP) - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	226	204	190	282	192
Write-Ups	5,516	5,512	7,022	8,101	3,402
Restraints	140	140	243	278	365
Students Sent to Home Campus from TEP	26	41	11	24	13
Students Returned from Home Campus to TEP	-	2.00	-	-	1.00
Return Rate of Students to TEP	0%	5%	0%	0%	8%

Departmental Performance Measures

Career & Technical Education - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades 6-12)	11,309	12,284	14,813	15,415	15,987
CTE Concentrators Earning Certification/Licensure	778	668	617	423	473
State/National Competition Participants	945	764	795	669	573
CTE Certification/Licensures Earned*	N/A	N/A	1710	3,955	1,545
State/National 1st and 2nd Place Awards Received	71	79	94	125	13

* The department began collecting this data in 2017-2018.

Core Academics - Math & Science - 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	2015-2016	2016-2017	2016-2017	2018-2019	2019-2020
Math District STAAR Performance	83%	85%	84%	84%	Not Available*
Science District STAAR Performance	85%	85%	83%	84%	Not Available*

* Due to COVID-19 pandemic, STAAR testing was cancelled in 2019-2020.

Core Academics - ELA, Social Studies, World Languages - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Reading/ELA District STAAR Performance	79%	78%	78%	78%	Not Available*
Writing District STAAR Performance	72%	70%	71%	72%	Not Available*
Social Studies District STAAR Performance	83%	82%	81%	83%	Not Available*

* Due to COVID-19 pandemic, STAAR testing was cancelled in 2019-2020.

Accountability & Data - Project 70

Creates and maintains the districtwide repository of student data.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Pupil/Teacher Ratio	15.1	15.3	15.1	15.2	15.3
District Graduation Rate	94.30%	94.10%	92.88%	94.60%	Avail. Nov. 2020
PID Error Rate*	0.10%	0.00%	0.08%	N/A	N/A

* Information is no longer provided after 2017-2018

Extracurricular Academics - Project 73

Funds coaching stipends, association fees, materials, and travel expenses for academic competitions in all instructional levels.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Students Served (Grades K-12)	12,098	12,698	12,996	11,490	10,071
Average Cost per Student	\$46	\$46	\$44	\$47	\$51

Counseling & Whole Student Wellness - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
High School Completion Rate	95.90%	95.7%	96.2%	Avail. Nov 2020	Avail. Nov 2021
Total District Counselors	121.5	127.7	135.2	142.0	142.0

Health Services - Project 77

Funds administrative personnel, materials, staff development, and resources related to counseling and health services.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Total District Nurses and Certified Clinic Assistants	72.0	76.0	79.0	82.0	87.0
Vision Screening Referrals	1,929	2,614	2,288	2,574	2,381
Students Receiving Treatment after Vision Screenings	998	1,161	932	1,067	927
Hearing Screening Referrals	424	268	374	316	237
Students Receiving Treatment after Hearing Screenings	73	122	118	150	104
Cardiopulmonary Resuscitation (CPR) Trainings*	655	759	761	592	515
Number 504 Students	2,300	3,131	3,370	3,695	3,793

* CPR certification is for two years.

Departmental Performance Measures

Family Engagement - Project 78

Funds personnel to manage Adult ESL classes, personnel to interpret sessions during family events, personnel to assist during family events, virtual ESL program for parents to learn English at Klein Forest HS.

Performance Measures	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Enrollment in adult ESL classes provided by HCDE & LSC*			180	150	130
Enrollment in computer-based adult ESL classes in KFFS			100	109	105
Klein ISD schools participating in Parent University*			11	15	17
Parent University sessions in KF Family of Schools*			93	96	76
Parent University session in Klein ISD schools*			N/A	18	20
Master session classes for Parent University*			N/A	6	8
Parent University Graduates*			233	263	229
Parent University Graduates (Master distinction)*			N/A	58	74

*The department began collecting data for this performance measure in 2017-18.

Digital Learning - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Library Books in Circulation	1,758,207	2,013,594	2,135,390	2,164,825	873,547
Internet Safety Course (number of students served)	50,611	49,455	50,595	53,272	54,200
Number of District Technology Classes	167	444	1,950	524	311
Number of Campus Technology Classes	651	623	1,119	184	61

Teaching & Learning - 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	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
District Rating	Met Standard	Met Standard	Met Standard	B	Not Rated*

*All districts and campuses will be assigned a label of Not Rated: Declared State of Disaster for 2020 accountability due to COVID-19 pandemic.



Financial Integrity Rating System of Texas

2019-2020 RATINGS BASED ON SCHOOL YEAR 2018-2019 DATA - DISTRICT STATUS DETAIL

Name: KLEIN ISD(101915)		Publication Level 1: 8/6/2020 9:26:37 AM	
Status: Passed		Publication Level 2: 8/6/2020 11:17:34 AM	
Rating: A = Superior		Last Updated: 8/6/2020 11:17:34 AM	
District Score: 100		Passing Score: 60	
#	Indicator Description	Updated	Score
1	<u>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?</u>	3/31/2020 1:13:09 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	<u>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.)</u>	3/31/2020 1:13:09 PM	Yes
2.B	<u>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.)</u>	3/31/2020 1:13:10 PM	Yes
3	<u>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.)</u>	3/31/2020 1:13:10 PM	Yes
4	<u>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?</u>	3/31/2020 1:13:10 PM	Yes
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>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.)</u>	3/31/2020 1:13:11 PM	10
7	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (See ranges below.)</u>	3/31/2020 1:13:11 PM	10
8	<u>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.)</u>	3/31/2020 1:13:12 PM	10



Financial Integrity Rating System of Texas

9	<u>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?</u>	3/31/2020 1:13:12 PM	10
10	<u>Was the debt service coverage ratio sufficient to meet the required debt service? (See ranges below.)</u>	3/31/2020 1:13:14 PM	10
11	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? (See ranges below.)</u>	3/31/2020 1:13:14 PM	10
12	<u>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.)</u>	3/31/2020 1:13:15 PM	10
13	<u>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?</u>	3/31/2020 1:13:17 PM	10
14	<u>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.)</u>	3/31/2020 1:13:17 PM	10
15	<u>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?</u>	3/31/2020 1:13:17 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.		



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Miscellaneous

AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1	1 2 3 4 5	1 2 3	1 2 3 4 5 6 7
2 3 4 5 6 7 8	6 7 8 9 10 11 12	4 5 6 7 8 9 10	8 9 10 11 12 13 14
9 10 11 12 13 14 15	13 14 15 16 17 18 19	11 12 13 14 15 16 17	15 16 17 18 19 20 21
16 17 18 19 20 21 22	20 21 22 23 24 25 26	18 19 20 21 22 23 24	22 23 24 25 26 27 28
23 24 25 26 27 28 29	27 28 29 30	25 26 27 28 29 30 31	29 30
30 31			
DECEMBER	JANUARY	FEBRUARY	MARCH
S M T W T F S	S M T W T F S	S M T W T F S	S M T W T F S
1 2 3 4 5	1 2	1 2 3 4 5 6	1 2 3 4 5 6
6 7 8 9 10 11 12	3 4 5 6 7 8 9	7 8 9 10 11 12 13	7 8 9 10 11 12 13
13 14 15 16 17 18 19	10 11 12 13 14 15 16	14 15 16 17 18 19 20	14 15 16 17 18 19 20
20 21 22 23 24 25 26	17 18 19 20 21 22 23	21 22 23 24 25 26 27	21 22 23 24 25 26 27
27 28 29 30 31	24 25 26 27 28 29 30 31	28	28 29 30 31
APRIL	MAY	JUNE	KEY
S M T W T F S	S M T W T F S	S M T W T F S	
1 2 3	1	1 2 3 4 5	Semester Starts/Ends
4 5 6 7 8 9 10	2 3 4 5 6 7 8	6 7 8 9 10 11 12	Staff Development
11 12 13 14 15 16 17	9 10 11 12 13 14 15	13 14 15 16 17 18 19	Student/Staff Holiday
18 19 20 21 22 23 24	16 17 18 19 20 21 22	20 21 22 23 24 25 26	Student Holiday/Staff Development
25 26 27 28 29 30	23 24 25 26 27 28 29 30 31	27 28 29 30	Graduation
			Classes End/Resume

KLEIN ISD 2020-2021 IMPORTANT DATES

AUG 10 - SEPT 4	Staff Development
SEPT 7	Labor Day Holiday
SEPT 8	FIRST DAY OF CLASSES
OCT 9	Student Holiday/Staff Development
OCT 12	Columbus Day Holiday
NOV 3	Student Holiday/Staff Development
NOV 23 - 27	Thanksgiving Holiday
DEC 21 - JAN 1	Winter Holiday
JAN 4	Student Holiday/Staff Development
JAN 5	CLASSES RESUME
JAN 15	END OF FIRST SEMESTER

JAN 18	Dr. Martin Luther King Jr. Holiday
JAN 19	SECOND SEMESTER BEGINS
FEB 12	Student Holiday/Staff Development
FEB 15	President's Day Holiday
MAR 15 - 19	Spring Break
APR 2	Student/Staff Holiday
MAY 28	LAST DAY OF CLASSES
MAY 31	Memorial Day Holiday
JUNE 1 - 2	Staff Development
JUNE 5	GRADUATION

GRADING PERIODS

FIRST SEMESTER
1 SEPT 8 - OCT 30
2 NOV 2 - JAN 15

SECOND SEMESTER
3 JAN 19 - MAR 26
4 MAR 29 - MAY 28

SCHOOL HOURS

ELEMENTARY
8:00 A.M. - 3:30 P.M.

INTERMEDIATE
8:50 A.M. - 4:20 P.M.

HIGH SCHOOL
7:15 A.M. - 2:46 P.M.



7200 Spring Cypress Road | Klein, Texas 77379 | 832-249-4000 | www.kleinisd.net

Updated August 11, 2020

**Klein Independent School District
General Obligation Bonds
Principal and Interest Schedule as of July 1, 2020**

Year Ended June 30	Principal	Interest	Total	Percent Retired
2021	44,705,000	45,715,548	90,420,548	5.22%
2022	44,785,000	45,220,704	90,005,704	10.41%
2023	45,580,000	43,094,979	88,674,978	15.52%
2024	37,275,000	40,942,479	78,217,479	20.03%
2025	37,405,000	39,107,804	76,512,804	24.45%
2026	38,175,000	37,344,060	75,519,060	28.80%
2027	42,915,000	35,550,748	78,465,748	33.33%
2028	42,165,000	33,688,864	75,853,864	37.70%
2029	43,850,000	31,870,933	75,720,933	42.07%
2030	45,640,000	29,968,513	75,608,513	46.43%
2031	47,860,000	27,942,506	75,802,507	50.81%
2032	50,120,000	25,894,975	76,014,976	55.19%
2033	45,015,000	23,865,581	68,880,581	59.16%
2034	43,965,000	22,033,513	65,998,513	62.97%
2035	45,305,000	20,261,775	65,566,774	66.75%
2036	45,495,000	18,430,550	63,925,550	70.44%
2037	47,425,000	16,566,300	63,991,300	74.13%
2038	49,440,000	14,607,731	64,047,731	77.83%
2039	51,565,000	12,563,525	64,128,525	81.52%
2040	42,430,000	10,614,593	53,044,593	84.58%
2041	44,255,000	8,862,584	53,117,584	87.65%
2042	34,270,000	7,093,508	41,363,508	90.03%
2043	32,390,000	5,659,818	38,049,818	92.23%
2044	31,830,000	4,342,688	36,172,688	94.31%
2045	30,575,000	3,091,788	33,666,788	96.26%
2046	26,705,000	1,891,688	28,596,688	97.91%
2047	18,140,000	1,039,050	19,179,050	99.01%
2048	9,580,000	530,350	10,110,350	98.49%
2049	5,075,000	187,313	5,262,312	99.32%
2050	1,720,000	25,800	1,745,800	99.42%
	<u>\$ 1,125,655,000</u>	<u>\$ 608,010,262</u>	<u>\$ 1,733,665,262</u>	

**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
05/01/20	\$ 139.50 Million ⁽ⁱ⁾	Jeffries LLC	5.819384%	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.
- (i) This series includes \$112.1 million refunding bonds from Series 2010A, 2010B (BABS), and 2010.

Commonly Used Acronyms

ADA	Average Daily Attendance	EI&M	Efficiency Initiatives and Measures
AEIS	Academic Excellence Indicator System	ELA	English Language Arts
AEP	Alternative Education Program	ELL	English Language Learner
AFJROTC	Air Force Junior Reserve Officers' Training Corps	EOC	End of Course
AP	Advanced Placement	ERRP	Early Retiree Reinsurance Program
ARD	Admission, Review and Dismissal	ESSA	Every Student Succeeds Act
ASAHE	Additional State Aide for Homestead Exemption	ESSER	Elementary and Secondary School Emergency Relief
ASATR	Additional State Aid for Tax Reduction	ESL	English as a Second Language
ASBO	Association of School Business Officials	EUI	Energy Use Intensity
ASF	Available School Fund	FASRG	Financial Accountability System Resource Guide
AVID	Advancement Via Individual Determination	FAST	Financial Allocation Study for Texas
BTIM	Beginning Teacher Induction and Mentoring	FCC	Federal Communications Commission
CAB	Capital Appreciation Bonds	FFA	Future Farmers of America
CAFR	Comprehensive Annual Financial Report	FIRST	Financial Integrity Rating System of Texas
CHPS	Collaborative for High Performance Schools	FSP	Foundation School Program
CIP	Campus Improvement Plan	FTE	Full Time Equivalent
CISD	Consolidated Independent School District	FY	Fiscal Year
CTE	Career and Technology Education	GAAP	Generally Accepted Accounting Principles
CTR	Compressed Tax Rate	GASB	Governmental Accounting Standards Board
DAEP	Disciplinary Alternative Education Program	GFOA	Government Finance Officers Association
DCA	District Common Assessment	HB	House Bill
DTR	District Tax Rate	HCAD	Harris County Appraisal District
EC	Early Childhood	HCDE	Harris County Department of Education
EDA	Existing Debt Allotment	HGAC	Houston-Galveston Area Council
		HSA	High School Allotment
		I&S	Interest and Sinking

IB	International Baccalaureate	PFIA	Public Funds Investment Act
IBA	International Business Academy	PLC	Professional Learning Community
IDEA	Individuals with Disabilities Education Act	Pre-K / PK	Pre-Kindergarten
IEP	Individualized Education Program	IFA	Instructional Facilities Allotment
EMAT	Educational Materials System	PSF	Permanent School Fund
IMA	Instructional Materials Allotment	RPAF	Regular Program Adjustment Factor
ISD	Independent School District	S&P	Standard & Poor's Rating Service
ISS	In-School Suspension	SBEC	State Board for Educator Certification
JJAEP	Juvenile Justice Alternative Education Program	SCE	State Compensatory Education
KFFS	Klein Forest Family of Schools	SFSF	State Fiscal Stabilization Fund
KISD	Klein Independent School District	SHARS	School Health and Related Services
KQSS	Klein Quality School Survey	SSVI	State Supplemental Visually Impaired
LEA	Local Educational Agency	STAAR	State of Texas Assessments of Academic Readiness
LEP	Limited English Proficiency	TAKS	Texas Assessment of Knowledge & Skills
LFA	Local Fund Assignment	TAPR	Texas Academic Performance Report
LSC	Lone Star College	TATEKS	Technology Applications TEKS
M&O	Maintenance and Operations	TBSI	Technology Baseline Standards Initiative
MAC	Medicaid Administrative Claiming Program	TEA	Texas Education Agency
MBA	Meritorious Budget Award	TEC	Texas Education Code
NIFA	New Instructional Facilities Allotment	TEKS	Texas Essential Knowledge and Skills
NSLP	National School Lunch Program	TELPAS	Texas English Language Proficiency Assessment System
OSS	Out of School Suspension	TEP	Therapeutic Education Program
P.E.	Physical Education	THECB	Texas Higher Education Coordinating Board
PASA	Population and Survey Analysts	TPSP	Texas Performance Standards Project
PBIS	Positive Behavioral Incentives and Support	TRE	Tax Rate Election
PBMAS	Performance-Based Monitoring Analysis System	TRS	Teacher Retirement System
PC	Position Control	UIL	University Interscholastic League
PEIMS	Public Education Information Management System	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.

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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