



2021-2022 ADOPTED BUDGET

FOR THE FISCAL YEAR ENDING JUNE 30, 2022

Klein Independent School District

Frank A. Lemmon Administration Building
7200 Spring Cypress Road, Klein, Texas 77379-3215
(832) 249-4000
www.kleinisd.net

2021 - 2022 Adopted Budget July 1, 2021 - June 30, 2022

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KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

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Executive Summary Fiscal Year 2021-2022

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 2021-2022 fiscal year. Information for the General Fund, Special Revenue Funds including the Food Service Fund, 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 2021-2022 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 Annual Comprehensive Financial Report (ACFR) 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 2021-2022 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 this 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 defines 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 Standards-based 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 2021-2022 district goals include:

- Goal 1: Klein ISD will improve the academic performance of EVERY student.
- Goal 2: Klein ISD will develop a fiscally sound long-range plan to ensure competitive compensation for all staff, viable campus and district facilities, and appropriate resources to meet the needs of EVERY student.
- Goal 3: Klein ISD will build trust and improve open, honest two-way communication with all stakeholders.

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 launched what is called the Curriculum Refresh. In the same spirit in which the work of Promise2Purpose was 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>.

All core content areas are continuing to work with teams of teachers and specialists from across the district to build out curriculum supports including: Essential Standards, Bundled Standards, Learning Guides, Unit Overviews, Clarification Documents, and Instructional Playlists.

Campus Improvement Plans

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

Budget Process

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

Budgets for the General Fund, the Food Service Fund (a special revenue fund also referred to as National School Lunch Program), and the Debt Service Fund must be included in the annually adopted District budget. For informational purposes only, budgets for the Capital Projects Fund and other Special Revenue Funds are included throughout this document in order to present a comprehensive overview of District resources.

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. The information contained herein reflects the District's understanding of new legislation 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 2021-2022 budget:

January 2021

- Begin planning for 2021-2022 budget year
- Review student projections provided by facilities and review staffing formulas for all staff (General Ed, Special Ed, CTE, SCE, Bilingual, etc.)
- Prepare budget worksheets for 2021-2022
- Publish budget timeline for campuses and department via newsletter

February 2021

- Share General Fund budget preparation worksheets with campuses including historical budget information for planning
- State & Federal programs department sends 2021-2022 SCE allocations to campuses
- Share out the department ZBB planning documents and conduct one-on-one training sessions for budget managers
- Discuss revenue forecasts and financial outlook

March 2021

- Spring Staffing Committee Meeting
- All proposed budgets and Supplemental Budget Requests due to budget office
- Review and compile 2021-2022 department budget allocation requests

April 2021

- Calculate 2021-2022 payroll estimates
- Prepare state funding template based on Estimated Preliminary Certified Values from HCAD
- 2021-2022 Budget Workshop with Board of Trustees and Cabinet
 - Timeline; Budget assumptions to date; Budgets for General Fund and Debt Service
- E-mail special revenue budget preparation worksheets

May 2021

- Submit 2021-22 Preliminary Budget document to Cabinet
- Submit 2021-22 Proposed Budget document to Board of Trustees
- Conduct 2021-2022 budget workshop with Board of Trustees and Cabinet

June 2020

- Publish public notice in newspaper 10 days prior, giving notice of public meeting for the adoption of the budget
- Public Hearing on Proposed Budget
- Adopt 2021-2022 Budget

July 2021

- Federal grants due to TEA
- Post and distribute all 2021-2022 adopted budgets

September 2021

- Present first Budget Review to Board of Trustees
- Calculate Voter-Approval-Tax-Rate and adjust budgets accordingly
- Publish Voter-Approval-Tax-Rate calculations as required by law
- Publish Hearing on Tax Rate

October 2021

- Adoption of Tax Rate

November 2021

- Calculate revised per-pupil allocation based on PEIMS Snapshot Enrollment 10/29/2021

December 2021

- Increase campus per-pupil allocation if enrollment on 10/29/2021 higher than projected

Budget Priorities – The District’s approach to managing increased academic standards in a fluctuating funding environment is to ensure the budget process is instructionally driven and guided by the Strategic Plan. The major budget priorities in 2021-2022 are to create and offer a competitive compensation package for District employees and align budget requests to build on strong academic performance in the state accountability system.

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

- Teacher pay increased \$1,550,
- Starting teacher pay increased from \$56,500 to a competitive \$57,800,
- All other employees received a pay increase of 2.5 percent of control point plus market adjustments, additionally
- All benefit-eligible employees, who were current Klein ISD employees as of May 31, 2021, and who will return to Klein ISD for the 2021-2022 school year, will receive a COVID-19 Klein Family loyalty payment on September 20, 2021.
 - Full-time benefit eligible employees will receive \$1,000.
 - Benefit-eligible employees working less than full time will receive \$500.

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 K-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.

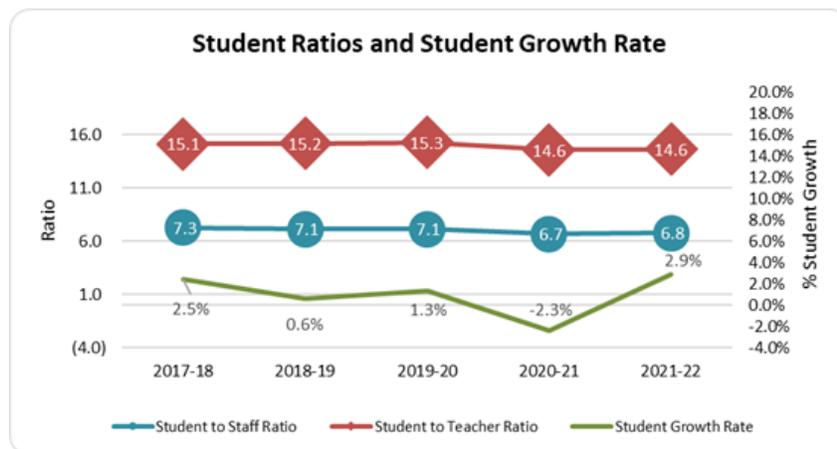
During the 2020-2021 school year, due to an enrollment drop attributed to Covid-19 and necessary programmatic changes, the General Fund reduced 52.3 positions. For the 2021-2022 budget year, as a result of enrollment driven

staffing models, and changes in the distribution of district staffing resources, the GF is adding 58.6 new positions. These units include an increase of 58.8 teachers, 1.0 custodian, 1.0 auxiliary, 8.0 other professionals, 1.0 technician. Also a reduction of 1.0 bus attendant, 1.5 clerical positions, 4.0 police officers, and 4.7 teacher assistants. In addition to the General Fund positions changes, there was a net increase of 133.4 positions in Special Revenue Funds, including 126.0 positions funded with ESSER III.

Districtwide Staffing – All Funding Sources

Positions	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22 (e)	Change from Prior Year
Administrator	74.00	65.00	66.00	74.00	76.00	2.00
Associate/Assistant Principal	136.50	146.00	140.00	151.00	153.00	2.00
Bus Driver/Attendant	332.00	328.00	328.00	369.00	368.00	(1.00)
Cafeteria Workers	538.00	587.00	586.50	592.50	592.50	-
Custodial	359.00	346.00	348.00	360.00	361.00	1.00
Library Info Spec./Library Asst/Historian	74.00	71.50	72.00	72.50	72.50	-
Manual Trades/Warehouse	193.00	185.00	187.00	188.00	188.00	-
Nurse/Clinic Assistant	102.00	106.00	106.00	110.00	112.00	2.00
Other Professional	495.40	546.70	579.80	597.50	651.50	54.00
Police Officer	44.00	51.00	51.00	55.00	51.00	(4.00)
Principal	48.00	48.00	48.00	49.00	49.00	-
Registrar	10.00	10.00	10.00	10.00	10.00	-
School Counselor	135.20	142.00	142.00	138.00	147.00	9.00
Secretary/Clerical	479.50	471.50	473.50	477.50	477.00	(0.50)
Security Support Personnel	51.00	50.00	50.00	52.00	52.00	-
Teacher	2,819.95	2,808.00	2,787.80	2,840.10	2,919.95	79.85
Teacher-Bilingual/ESL	262.15	243.25	232.45	253.60	268.35	14.75
Teacher-Special Education	420.20	465.40	515.90	528.40	523.20	(5.20)
Teacher Assistant	619.00	704.50	766.00	855.50	843.30	(12.20)
Technical	91.00	92.00	92.00	95.00	93.00	(2.00)
Total Employees - All Funding Sources	7,283.90	7,466.85	7,581.95	7,868.60	8,008.30	139.70

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 ratios presented below are based on the 2021-2022 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 over 2,000 in the last five years; this trend is

expected to slow in the near future. In fiscal year 2021, Klein ISD ranked 16th in the State for enrollment and is the 5th largest district in Harris County.

The 2021-2022 budget was formulated using a projected student enrollment of 54,258. 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 2021-2022 adopted revenues and expenditures for all Governmental Funds for the past five years. The fund groups are the General, Food Service, Grant, Debt Service, and Capital Projects Funds.

Revenues						
Revenues	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change From Prior Year
General Fund	\$ 440,915,168	\$ 476,153,241	\$ 449,668,219	\$ 486,233,158	\$ 492,840,372	\$ 6,607,214
Food Service Fund	24,797,569	24,784,836	18,453,804	25,485,378	34,946,688	9,461,310
Grant Funds	40,570,671	34,249,710	34,664,570	25,831,551	76,956,761	51,125,210
Debt Service Fund	84,809,376	84,304,974	89,417,756	93,690,260	96,298,299	2,608,039
Capital Projects Fund	3,661,332	2,828,045	528,724	-	-	-
TOTAL ALL FUNDS	\$ 594,754,116	\$ 622,320,806	\$ 592,733,073	\$ 631,240,347	\$ 701,042,120	\$ 69,801,773
Expenditures						
Expenditures	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change From Prior Year
General Fund	\$ 439,573,393	\$ 438,653,462	\$ 396,583,256	\$ 484,506,959	\$ 494,496,016	\$ 9,989,057
Food Service Fund	23,732,779	23,928,669	20,325,683	25,780,517	31,923,784	6,143,267
Grant Funds	37,721,288	34,548,588	34,872,253	25,831,551	76,956,761	51,125,210
Debt Service Fund	83,455,240	85,584,804	43,102,868	90,455,548	96,298,299	5,842,751
Capital Projects Fund	102,438,729	79,058,532	36,587,359	-	-	-
TOTAL ALL FUNDS	\$ 686,921,427	\$ 661,774,056	\$ 531,471,419	\$ 626,574,575	\$ 699,674,860	\$ 73,100,285

Resources

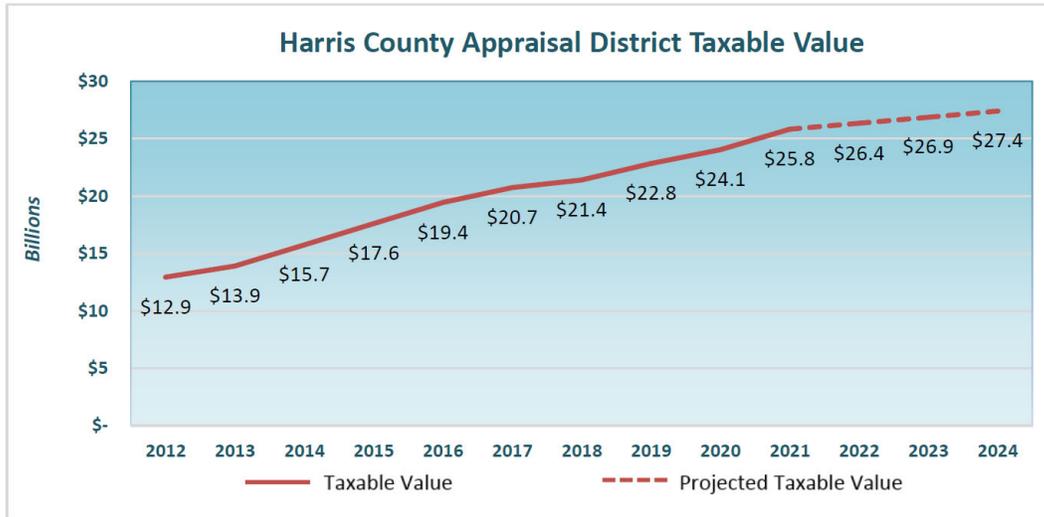
The 2021-2022 budget was developed according to goals and directions established by the Board and the superintendent. General Fund programs and services are primarily supported by local property taxes and state revenues. The State's Foundation School Program provides funding based on weighted average 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 99.01% of its funding from local property taxes. The District will receive \$935,132 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 86.8% of the budget and student payments generate 11.2%. This increase in NSLP is due to the extension of waivers currently in place through June 2022. 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 7.42% in 2021. The graph below shows historical and projected taxable values for Harris County.



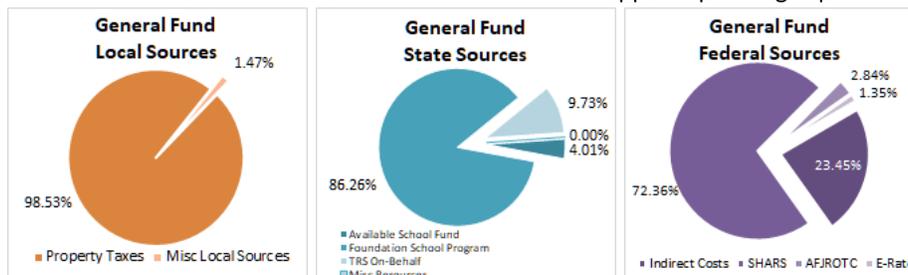
After adjusting for other changes related to the transition from prior law to HB 3, maintenance and operations (M&O) tax rates for tax year 2019 were compressed by the state compression rate of 93%, or 0.93. M&O tax rates for tax year 2021 will continue to be compressed using state and/or local compression 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 2021-2022 budgets with a preliminary tax rate of \$1.2957 per \$100 property valuation which represents a decrease of \$0.0416 or approximately 3.1% from prior year. The General Fund (M&O) rate will be compressed to \$0.9157 and the Debt Service (I&S) rate will remain \$0.38. Property values determined by the Harris County Appraisal District (HCAD) in 2021 are estimated to increase approximately 7.42%, pending receipt of the HCAD’s 2021 certified tax roll in late July. Recent approximations project a tax collection increase of \$3.4 million in the M&O fund and an increase of \$3.4 million in the I&S fund.

Analysis of Adopted Budgets

General Fund

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

Revenues – General fund programs and services are supported by 47.26% 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 2021-2022 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.

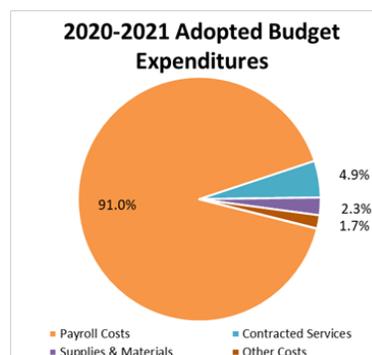


Pending final changes to state funding formulas in the 87th Legislative session, state funding is expected to increase approximately \$2.7 million in 2021-2022 for Klein ISD. This is primarily the result of HB 1525 which modifies the fast growth adjustment calculation yielding \$3.6M in additional funding, decreases CTE weighted funding by \$0.5M and increases the golden penny yield by \$0.25M. These changes combined with flat enrollment projections due to the impact of COVID-19 during the 2020-2021 school year, increased property values, and a decrease in the tax rate result in \$2.7M in additional state aid. The remaining \$.65M formula-driven increases are covered by local tax collections. State revenue will provide 50.8% of total M&O revenues in 2021-2022, a decrease from 50.9% in 2020-2021. 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.

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 \$9,989,057 or 2.06% over the 2020-2021 adopted budget due to increased payroll costs. Salary and fringe benefit appropriations are formulated based on approved staffing units, in accordance with the 2021-2022 Staff Compensation Plan, and HB 3.

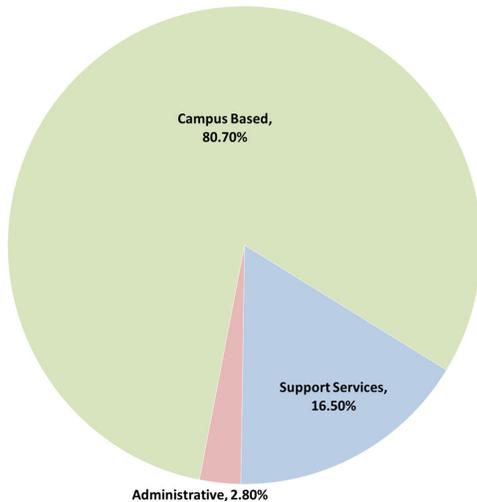


Budget Allocations

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.

2021-2022 General Fund Adopted Expenditure Budget by Function



Campus Based	Instruction	61.33%	80.70%
	School Leadership	6.64%	
	Guidance and Counseling	5.87%	
	Staff Development	2.49%	
	Extracurricular Activities	2.00%	
	Health Services	1.31%	
	Resource and Media	0.99%	
	Juvenile Justice Alt Ed Program	0.06%	
Support Services	Maintenance	3.61%	16.50%
	Plant Operations/Custodial Services	2.65%	
	Utilities	1.91%	
	Transportation	3.36%	
	Data Processing	2.14%	
	Security & Monitoring	1.46%	
	Instructional Leadership	1.01%	
	Shared Services	0.16%	
	Social Work Services	0.12%	
	Community Services	0.09%	
	Food Service	0.00%	
Administrative	Intergovernmental Charges (HCAD)	0.48%	2.80%
	General Administration	2.33%	
Total		100%	100%

.General Fund Budget Highlights – The following charts highlight significant expenditure changes by major object from the 2021-2022 adopted budget:

2021-2022 General Fund Budget Highlights

Estimated Revenues

2020-2021 General Fund Adopted Revenue		486,233,158
· Tax Revenue (Value growth of 7.42% & decrease of \$0.0416 to \$0.9157 M&O Tax Rate)		3,423,769
· Interest Earnings (Decreased Interest Rates)		(575,553)
· Miscellaneous Local Sources		(217,448)
Local Revenue - Net Change		2,630,768
· State Aid - Available School Fund		(10,312,425)
· State Aid - Foundation School Program		13,033,904
State Revenue - Net Change		2,721,479
· Indirect Costs		348,500
· SHARS Revenues		873,767
· eRate Reimbursement		32,700
Federal Revenue - Net Change		1,254,967
2021-2022 General Fund Adopted Revenue		492,840,372

Estimated Expenditures

2020-2021 General Fund Adopted Budget	484,506,959
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Payroll Appropriations

	<u>Total Units</u>	
· 2020-2021 Personnel Unit Additions Post Adoption		
Administrators	(1.00)	
Maintenance, Warehouse, and Vending	(1.00)	
Nurse/Clinic Assistant	2.00	
Other Professionals	8.30	
School Counselor	1.50	
Secretary/Clerical	(0.10)	
Teachers	(37.40)	
Teacher Assistants	(21.50)	
Technical	(3.00)	
· 2021-2022 Personnel Unit Additions		
Bus Drivers and Bus Aides	(1.00)	
Custodial	1.00	
Maintenance, Warehouse, and Vending	1.00	
Other Professionals	9.00	
Police Officer	(4.00)	
Secretary/Clerical	(2.50)	
Teachers	52.15	
Teacher Assistants	(8.20)	
Total 2021-2022 Personnel Units	(4.75)	\$1,025,950
· Compensation Plan		7,962,251
· Substitutes		(995,122)
· Stipends and Extra Duty Pay		580,496
· Net Payroll Changes Between Fiscal Years - Miscellaneous		(111,329)
Payroll - Net Change		8,462,246

Non-Payroll Appropriations

· Legal, Audit, Appraisal, and Tax Fees	210,100	
· Contracted Repairs, Maintenance, and Operating Leases	(55,598)	
· Utilities	(324,087)	
· Professional & Consulting Services	(973)	
· Tuition	26,560	
· Other Contracted Services	347,485	
Contracted Services - Net Change		203,487
· Testing and Reading Materials	(697,325)	
· Fuel and Maintenance Supplies	825,704	
· General Supplies	706,122	
Supplies and Materials - Net Change		834,501
· Property and Casualty Insurance	391,815	
· Miscellaneous Operating Costs	131,919	
· Cy-Fair Deaf Cooperative	70,000	
· Employee and Student Travel	(100,911)	
Miscellaneous Operating Costs - Net Change		492,823
· Capital Equipment Purchases	(4,000)	
Debt Service & Capital Outlay - Net Change		(4,000)
2021-2022 General Fund Adopted Budget		494,496,016

Other Sources / Other Uses

2020-2021 General Fund Other Sources	80,000
· Other Sources - Excess Proceeds and Sale of FF&E	36,000
Other Sources - Net Change	36,000
2021-2022 General Fund Other Sources	116,000
2020-2021 General Fund Other Uses	-
Other Uses - Net Change	-
2021-2022 General Fund Adopted Other Uses	-
2021-2022 General Fund Adopted Net Sources	116,000

Food Service Fund

The food service fund, budgeted at \$31,923,784, 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. The adopted budget for 2021-2022 shows an increase in revenue and expenditures due to USDA/TDA extending waivers currently in place thru June 2022. Additionally, the Summer Food Service Program (SFSP) will reimburse the district at a significantly higher rate. The increased revenues amount to about an 18% increase for lunches and a 28% increase for breakfast. The increased funding will be used for increasing food quality, increasing training opportunities for the food service team, restoring capital equipment purchases, and for pursuing needed capital projects for campus kitchens.

Grant Funds

The grant funds group, budgeted at \$76,956,761, accounts 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. This also includes the Elementary and Secondary School Emergency Relief II and III (ESSER) Grant 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 99.01% of total revenues required to fund Debt Service expenditures of \$96,289,299 in 2021-2022. Debt Service will earn \$0.9 million in Additional State Aid for Homestead Exemption to offset the voter-approved \$10,000 homestead exemption increase rolled out in 2015.

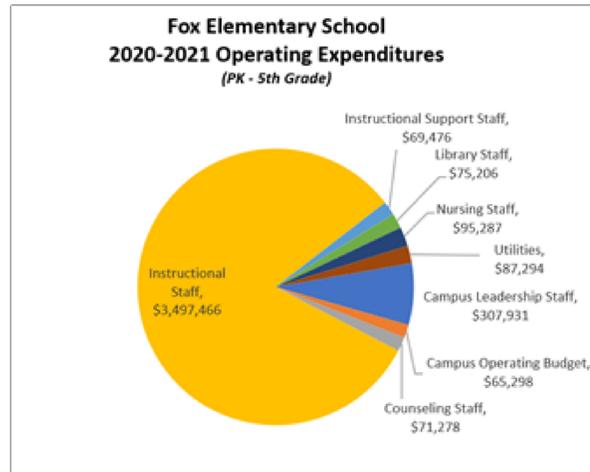
Capital Projects Fund

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 issued \$61.2 million in refunding bonds during the 2020-2021 fiscal year. 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 Management Department has worked collaboratively with all campuses and facilities to reduce the cost of utilities. We are happy to say that these efforts are paying off. In 2007, Klein ISD was paying \$1.93/ft² for utilities. Today, with an additional 3 million square feet added, the total cost of utilities is \$0.87/ ft². The total avoided cost to the district since the inception of the program now exceeds \$80 million.

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.

General Fund	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Fund Balance	\$ 190,683,911	\$ 189,144,267	\$ 175,255,489	\$ 157,705,918
Projected Revenues				
Local Taxes	\$ 229,009,218	\$ 233,558,624	\$ 238,229,796	\$ 242,994,392
Other Local Sources	3,418,483	4,228,865	4,262,942	4,295,263
State Sources	250,186,471	255,544,269	249,315,579	246,140,978
Federal Sources	10,226,200	8,765,786	8,796,731	8,820,377
Other Sources	116,000	64,852	68,383	72,090
Total Revenues	\$ 492,956,372	\$ 502,162,396	\$ 500,673,431	\$ 502,323,100
Projected Expenditures				
Payroll Costs	\$ 449,604,278	\$ 463,092,406	\$ 472,354,254	\$ 481,801,340
Contracted Services	23,710,597	24,142,130	24,226,627	24,292,089
Supplies and Materials	12,098,234	12,318,422	12,361,536	12,394,912
Other Operating Costs	8,967,907	9,131,123	9,163,082	9,187,822
Debt Service	-	-	-	-
Capital Outlay	115,000	117,093	117,503	117,820
Other Uses	-	7,250,000	-	-
Total Expenditures	\$ 494,496,016	\$ 516,051,174	\$ 518,223,003	\$ 527,793,933
Ending Fund Balance	\$ 189,144,267	\$ 175,255,489	\$ 157,705,918	\$ 132,235,085

Debt Service Fund	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Fund Balance	\$ 71,128,015	\$ 71,128,015	\$ 75,310,042	\$ 81,752,923
Projected Revenues				
Local Taxes	\$ 95,127,478	\$ 92,564,765	\$ 93,489,771	\$ 94,423,733
Other Local Sources	235,689	532,687	535,363	538,082
State Sources	935,132	1,263,721	1,263,603	1,064,317
Federal Sources	-	-	-	-
Other Sources	-	-	-	-
Total Revenues	\$ 96,298,299	\$ 94,361,174	\$ 95,288,737	\$ 96,026,131
Projected Expenditures				
Debt Service Requirements	\$ 96,148,299	\$ 90,005,704	\$ 88,674,979	\$ 78,217,479
Paying Agent Fees	150,000	173,442	170,878	150,726
Other Uses	-	-	-	-
Total Expenditures	\$ 96,298,299	\$ 90,179,146	\$ 88,845,857	\$ 78,368,205
Ending Fund Balance	\$ 71,128,015	\$ 75,310,042	\$ 81,752,923	\$ 99,410,849

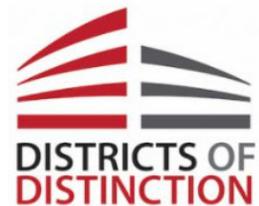
Food Service Fund	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Fund Balance	\$ 3,294,419	\$ 6,317,323	\$ 6,399,782	\$ 6,465,682
Projected Revenues				
Local Sources	\$ 3,920,072	\$ 9,046,480	\$ 9,169,200	\$ 9,318,566
State Sources	687,854	700,394	702,867	707,244
Federal Sources	30,338,762	17,453,163	17,865,073	18,335,858
Other Sources	-	640,453	641,953	648,453
Total Revenues	\$ 34,946,688	\$ 27,840,480	\$ 28,379,093	\$ 29,005,121
Projected Expenditures				
Payroll Costs	\$ 13,139,077	\$ 13,648,349	\$ 13,921,214	\$ 14,199,638
Contracted Services	156,630	108,783	110,959	113,178
Supplies and Materials	17,735,570	13,691,087	13,964,909	14,244,207
Other Operating Costs	137,487	141,612	144,444	147,333
Debt Service	-	-	-	-
Capital Outlay	755,000	168,300	171,666	175,099
Other Uses	-	-	-	-
Total Expenditures	\$ 31,923,764	\$ 27,758,081	\$ 28,313,192	\$ 28,879,455
Ending Fund Balance	\$ 6,317,323	\$ 6,399,782	\$ 6,465,682	\$ 6,591,348

Capital Projects Fund	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Fund Balance	\$ 76,593,739	\$ 21,777,200	\$ -	\$ -
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	54,816,539	21,777,200	-	-
Other Uses	-	-	-	-
Total Expenditures	\$ 54,816,539	\$ 21,777,200	\$ -	\$ -
Ending Fund Balance	\$ 21,777,200	\$ -	\$ -	\$ -

Special Revenue Funds	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Fund Balance	\$ 5,003,472	\$ 5,003,472	\$ 4,189,321	\$ 2,947,741
Projected Revenues				
Local Sources	\$ -	\$ -	\$ -	\$ -
State Sources	-	-	-	-
Federal Sources	76,956,761	77,726,329	78,503,592	22,764,378
Other Sources	-	-	-	-
Total Revenues	\$ 76,956,761	\$ 77,726,329	\$ 78,503,592	\$ 22,764,378
Projected Expenditures				
Payroll Costs	\$ 40,707,538	\$ 41,928,764	\$ 42,767,339	\$ 21,361,293
Contracted Services	6,461,398	6,526,012	6,591,272	1,208,425
Supplies and Materials	29,567,332	29,863,005	30,161,635	1,724,997
Other Operating Costs	220,493	222,698	224,925	151,324
Debt Service	-	-	-	-
Capital Outlay	-	-	-	-
Other Uses	-	-	-	-
Total Expenditures	\$ 76,956,761	\$ 78,540,479	\$ 79,745,172	\$ 24,446,039
Ending Fund Balance	\$ 5,003,472	\$ 4,189,321	\$ 2,947,741	\$ 1,266,680

Accountability and Improvement Initiatives

Districts of Distinction - District Administration’s (DA’s) annual Districts of Distinction Program honors home-grown innovations in K12 education – successful projects that were developed by visionary educators to meet the needs of their individual school districts and that have the potential to impact student success in communities nationwide. Klein ISD was named the National District of the Year at the 2021 District Administration Future of Education Technology National Conference. The prestigious award, presented by District Administration, recognizes the nation’s top district in one of nine categories that District Administration tracks. Klein ISD was eligible for this honor by being previously named as one of three Districts of Distinction by District Administration for our Innovation Challenges. Our challenges are lauded for transforming learning into meaningful community action, encouraging multi-grade level collaboration, and immersing students in the design-thinking process. DA’s annual Districts of Distinction Program honors home-grown innovations in K12 education – successful projects that were developed by visionary educators to meet the needs of their school districts and that have the potential to impact student success in communities nationwide. This achievement in Curriculum & Instruction celebrates our districtwide,



hands-on instructional approach of hosting challenges that include Water Warriors, Klein in Space, Operation Lifeline, KleinTALKS, and our uniquely student-produced programs such as Klein Hacks, Klein Serves, Pledge to Distance, and Culture 4 Caring. Klein ISD is truly at the forefront of innovation in education by empowering students to own their learning and solve real-world problems – something District Administration thinks other districts across the nation can and should replicate. “Innovation like what’s going on in Klein ISD is the future of education,” said Richard Collins, Chairman, and CEO of iStation educational software and sponsor of the District of the Year award. “Klein ISD has shown creativity and incredible resilience and has been able to do amazing things, especially in these trying times. We’re pleased to see that this innovation is doing amazing things for Klein ISD’s students. This district is making a difference in student learning.” This recognition is the product of a long-standing commitment to going above and beyond in all aspects of education, from utilizing and nurturing valuable business partnerships to encouraging thoughtful, student-led initiatives. Our Klein ISD’s Strategic Plan and Profile of a Learning Guiding Document serve as a foundation for innovation challenges to ensure excellent and equitable learning outcomes for every student.

2021 Accountability System - Accountability ratings for 2020-2021 will not be available until November 2021. 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 2021: Cross Country – Klein High Boys and Girls Team, Klein Cain Girls Team, Swimming – Klein High Boys and Girls, Klein Oak Boys, Klein Collins Boys, Wrestling – Klein High Boys and Girls, Klein Collins Girls, Klein Oak Boys, Klein Cain Girls and Boys, Track and Field – Klein High Boys, Klein Forest Girls and Boys, Klein Oak Girls, Klein Collins Boys and Girls, Klein Cain Boys.



Fine Arts - Klein ISD was named one of only twenty Texas Art Education Association (TAEA) Districts of Distinction in 2020. 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.

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 offers 61 unique pathways with over 200 pathway courses – including STEM pathways, business and industry pathways, public service pathways, arts & humanities pathways, and multidisciplinary studies pathways.



Innovation - In 2019 and 2020, Klein ISD was 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. In 2020, 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.

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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."

Klenk Elementary, Doerre Intermediate, and Krimmel Intermediate earned [ET1] the prestigious honor of being named a 2021 State School of Character from Character.org. “Earning State School of Character represents the collective efforts of our entire Klenk family and the Klein Forest Family of Schools,” Klenk Elementary Principal Allie Martin said. “I am so proud to serve and lead alongside such a dedicated group of educators that live out our core values of Passion for Excellence, Attitude of Growth, “We” not “Me,” and Skillful Innovators.” “I am so proud of the work our Positive Behavioral Intervention and Supports (PBIS) team at Doerre Intermediate has achieved,” Doerre Principal Mandy Land said. “Led by Assistant Principal, Kristan Briggs, and Behavior Specialist, Sally Boyles, the PBIS team worked tirelessly to revamp our core values: PRIDE (Pride, Respect, Integrity, Diversity, and Excellence) to create a balance of moral and performance values which are embedded into all aspects of school life.” “Everyone at Krimmel shares in this huge win of being named a state school of character this year,” Krimmel Principal Prentiss Harper said. “After receiving honorable mention last year, we used the feedback from character.org to strengthen both our character processes and application. Krimmel and our community are honored to be selected as a 2021 State School of Character and now turn our focus on the steps needed to be recognized as a National School of Character.”



Financial Integrity Rating System of Texas - Klein ISD preliminary 2020–2021 School Financial Integrity Rating System of Texas (FIRST) rating was a score of 98 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 June 30, 2020.

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 2021. 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 2020-2021 FIRST rating based on school year 2019-2020 data, is included in the Informational Section beginning on page 240 and can be accessed directly from TEA at <https://tealprod.tea.state.tx.us/First/forms/Main.aspx>.

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 residential property and the largest commercial taxpayer in Klein ISD is Centerpoint Energy. 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. In fiscal year 2020, the district had the 8th highest percentage increase of all districts in the State of Texas with a total enrollment increase of 768. Katy, Frisco, Conroe, Fort Bend, Northside, Cypress-Fairbanks, and Austin ISD had a higher percentage increase than Klein in 2019-2020.

The largest employment sector represented in Klein ISD is in education services and health care sectors (approximately 19.1% of the resident workforce). Due to the impacts of COVID-19, the greater Houston area economy experienced sharp monthly declines starting in March, but a gradual recovery occurred through September; however, the economy remains in a semivolatile state. This is because the COVID-19 pandemic has behaved highly unpredictably in terms of onset and containment. As a result, it is possible that the economy will fluctuate between growth and loss in its recovery.

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.
- *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.

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

Laura Padron
Director of Budget

Klein Independent School District 2021-2022 Board of Trustees



Dr. Jenny McGown
Superintendent



Mr. Chris Todd
President



Ms. Cathy M. Arellano
Vice President



Mr. Rob Ellis
Secretary



Mr. Ronnie K. Anderson
Trustee



Ms. Julie Benes
Trustee



Mr. Doug James
Trustee



Ms. Georgan Reitmeier
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
Dayna Hernandez, Associate Superintendent, Communications & Public Relations
Dr. Anthony Indelicato, Chief Academic Officer
Robert Robertson, Associate Superintendent, Facilities & School Services
Daniel Schaefer, CPA, Chief Financial Officer
Kelly Schumacher, Associate Superintendent, Human Resource Services
Larry Whitehead, Interim Deputy Superintendent



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 2020–2021.

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



A handwritten signature in black ink, reading 'W. Edward Chabal', written over a horizontal line.

W. Edward Chabal
President

A handwritten signature in black ink, reading 'David J. Lewis', written over a horizontal line.

David J. Lewis
Executive Director

KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

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District Profile

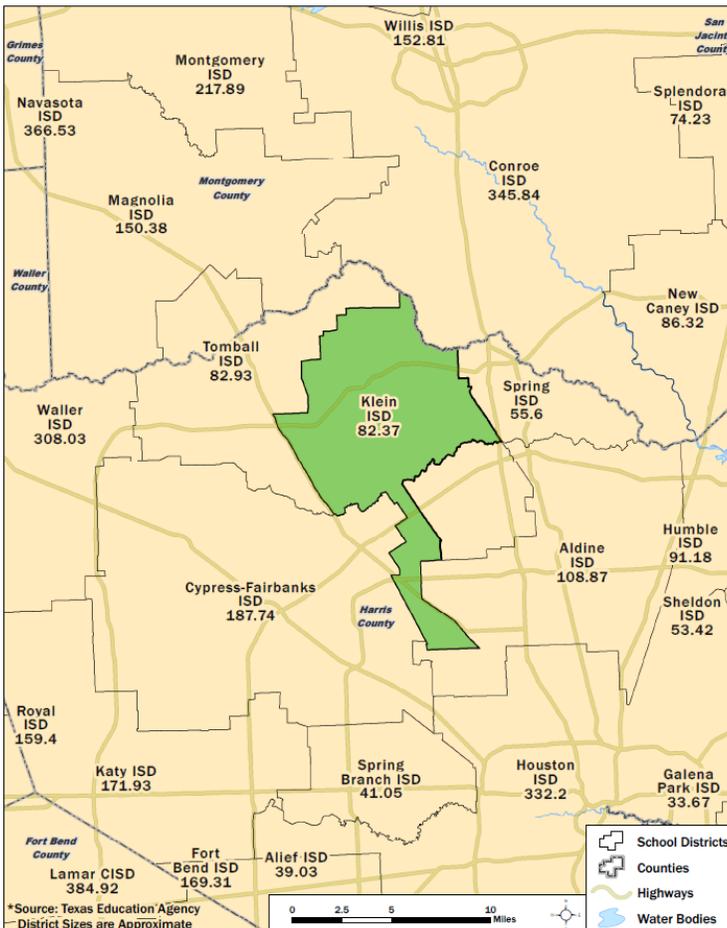
A farming community developed in this area after a group of German immigrants settled on the banks of Cypress Creek in 1845. The settlement was later named for Adam Klein, who left Germany in 1849 and joined the California Gold Rush before moving here with his wife Friederika (Klenk) in 1854.

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 2021-2022 projected enrollment of 54,258 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. Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. 2021 accountability ratings will be released later in the year.

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.

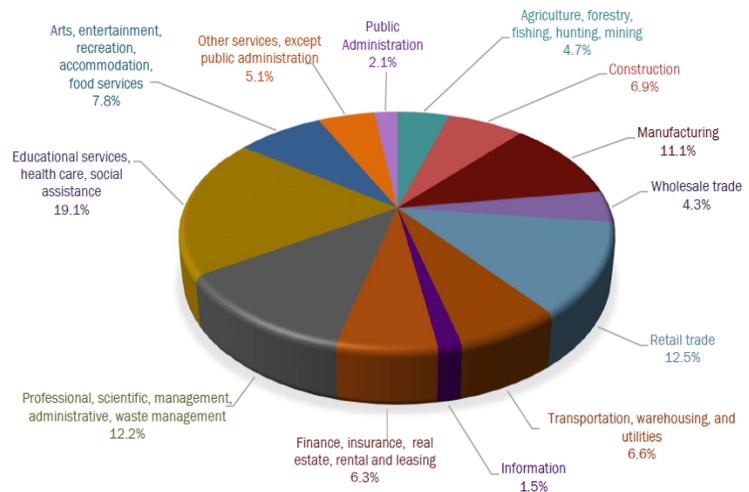
School	Date Opened	Opening Day	School	Date Opened	Opening Day Enrollment
Elementary Schools			Intermediate Schools		
Haude	January 4, 1971	400	Hildebrandt	December 3, 1973	824
Greenwood Forest	August 30, 1971	500	Wunderlich	August 18, 1975	1,003
Northampton	August 30, 1971	458	Strack	August 22, 1977	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	Other Facilities		
Kohrville	August 19, 2002	587	Maintenance Building		Police Station
Kreinhop	August 17, 2004	759	Maintenance Annex		Warehouse
McDougle	August 17, 2004	528	Klein Oak Agricultural Center		Multipurpose Center
Metzler	August 16, 2005	569	North Agricultural Center		Klein Therapeutic Education
Benignus	August 16, 2006	866	South Agricultural Center		Klein Museum-Wunderlich Farm
Frank	August 27, 2007	807	Otis Davis - North Transportation Center		Technology Services Center
Mueller	August 24, 2009	619	Tom Ricker - South Transportation Center		
Blackshear	August 22, 2011	833	Central Office - Kleinwood		
Zwink	August 27, 2012	788	Central Office - Frank A. Lemmon Administration		
Grace England Pre-K/EC	August 27, 2012	714	Central Office -Network Operations Center		
Bernshausen	August 26, 2013	654	Boren, Novak, Young - Athletic Administration Building		
French	August 24, 2015	548	K.E. Kaufman - Alternative Education Center		
Mahaffey	August 22, 2016	605			
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 19.1% of the resident work force). Due to the impacts of COVID-19, the greater Houston area economy experienced sharp monthly declines starting in March, but a gradual recovery occurred through September; however, the economy remains in a semi-volatile state. This is because the COVID-19 pandemic has behaved highly unpredictably in terms of onset and containment, and this will continue to be the case until the CDC has released a vaccine. As a result, it is possible that the economy will fluctuate between growth and loss in its recovery.

Source: 2021 PASA Demographic Study



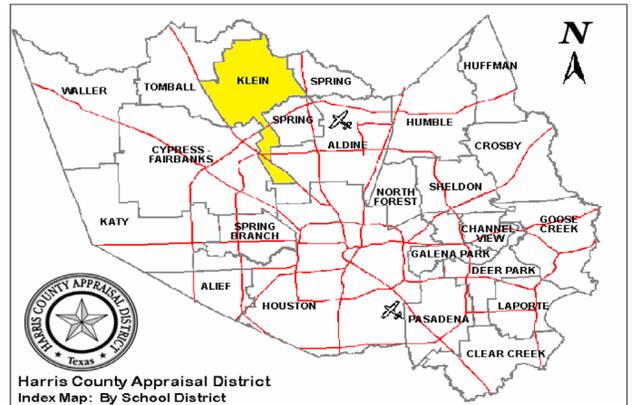
KISD Workforce by Employment Sector
Source: U.S. Census Bureau, 2018 ACS 5-Year Estimate

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

Springwoods Village - Recent relocation announcements by several large corporations will continue to fuel growth in the region in the short-term. ExxonMobil acquired XTO Energy and relocated 1,200 positions from downtown Fort Worth to its northside Houston campus in the spring of 2018. Other relocations to Springwoods Village include Hewlett Packard Inc. and the American Bureau of Shipping. Also, Hewlett Packard Enterprise is expected to move operations to the new business district in 2022. Springwoods Village is planned to consist of 9 million square feet of office space.

Pinto Business Park Several companies have recently invested in projects in Pinto Business Park or other areas of North Harris County. In 2017, Amazon completed the 855,000-sq. ft. HOU2 fulfillment center along Ella Blvd., south of Beltway 8. This center has already created more than 1,500 jobs. In late 2018, Mexico-based Coca-Cola bottler Arca Continental broke ground on a 1 million-square foot bottling plant in Pinto at 600 Fallbrook Drive. The facility will allow the bottler to consolidate two local manufacturing plants and four warehouse/distribution centers. The facility is scheduled to open in the beginning of 2020. In late 2019, retailer T.J. Maxx leased 96,000 square feet in the park.

Source: 2021 PASA Demographic Study <https://www.kleinisd.net/cms/One.aspx?portalId=568125&pageId=2904659>



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

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

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

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

George Bush Intercontinental Airport/Houston, which is outside the District but located nearby in the North Belt area. Approximately 45 million passengers in 2019 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://kleinfiredept.com/services/stations/>

Area Employment Data

	<u>2017</u>	<u>2018</u>	<u>2019</u>	<u>2020</u>	<u>2021</u>
Harris County					
Population	4,657,970	4,680,040	4,713,320	4,746,600	4,779,880
Labor Force	2,255,811	2,276,945	2,297,242	2,302,599	3,231,198
Employment	2,146,711	2,182,767	2,238,007	2,126,076	3,040,003
Unemployment	109,100	94,178	78,817	23,6220	277,233
Unemployment Rate	4.8%	4.1%	3.4%	10.3 %	5.8%
State of Texas					
Population	28,322,717	28,701,845	28,995,881	*	*
Labor Force	13,499,113	13,538,385	14,032,284	13,549,965	14,061,243
Employment	12,955,476	12,960,595	13,560,414	11,957,125	13,231,991
Unemployment	543,637	577,790	471,870	1,592,840	829,251
Unemployment Rate	4.4%	3.9%	3.4%	11.8%	5.9%

Sources: Texas Workforce Commission (Unadjusted) <https://texaslmi.com/EconomicProfiles/TexasProfile/> * Information Not Available
 Texas Population: https://lmi.state.tx.us/shared/PDFs/Workforce_Report.pdf
 Harris County Population: <https://worldpopulationreview.com/us-counties/tx/harris-county-population/>

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
PROMISE 2 PURPOSE

Klein ISD Organization Chart

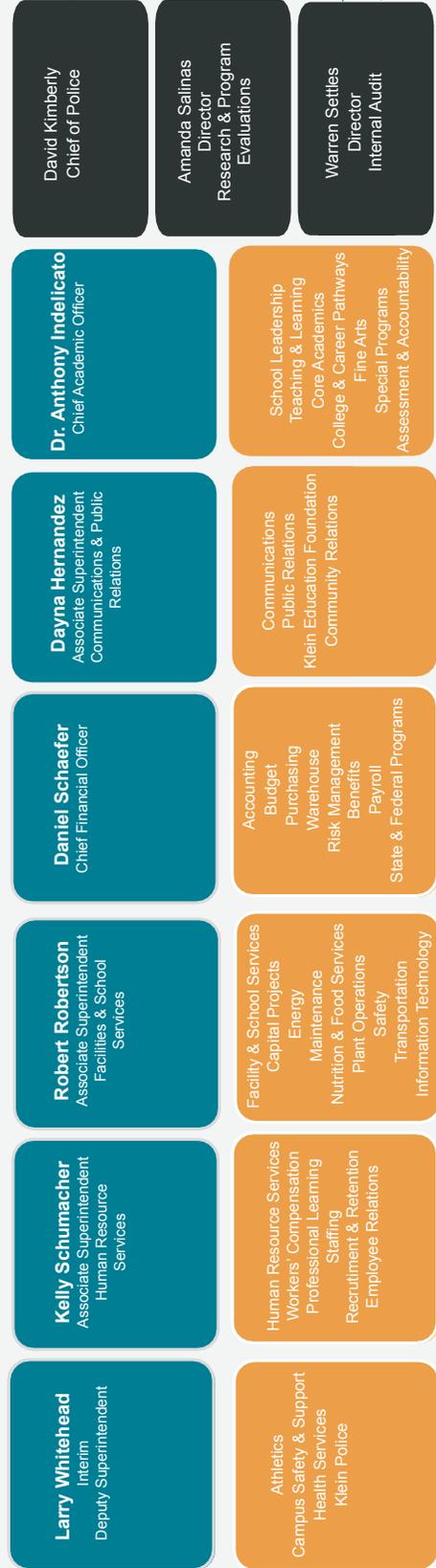
August 2, 2021

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

Board of Trustees

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

Dr. Jenny McGown
 Superintendent



2021-2022 Elected Officials – Board of Trustees

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

2021-2022 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
Dr. Anthony Indelicato Chief Academic Officer

Dr. Kirsten Allman Executive Director of Special Programs
Bob Anderson..... Executive Director of Staffing & Employee Relations
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
Dr. Joffery Jones..... Executive Director of Campus Safety & Support
David Kimberly Chief of Police
Jessica Kromholz Executive Director of Teaching & Learning, Secondary
Mandy Land Executive Director of Teaching & Learning, Secondary
Katie Turner Executive Director of Teaching & Learning, Elementary
Ron Webster Executive Director of Campus Safety & Support
Martha Werner Executive Director of Staffing & Employee Relations
August Wunderlich Executive Director of Facilities & School Services

2021-2022 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

Justin Elbert Director of Communications

John Ferguson Director of Transportation

Brad Froebel Director of Data Services

Jason Glenn Director of Student Outreach

Thomas Haggerty Director of Capital Projects

Creston Herron Director of Fine Arts

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

Kathleen Plott Director of Advanced Academics

Dr. Dawn Proctor Director of Special Education

Chris Ruggerio Director of Staffing & Employee Relations

Amanda Salinas Director of Research & Evaluation

Todd Schultz, RTSBA Director of Warehouse Services

Warren Settles, RTSBA Director of Internal Audit

Christy Spisak Director of Klein Education Foundation & Community Relations

Earl Taylor, CPA Director of Accounting

Amanda Toon Director of Special Education

Gwyn Touchet Project Manager of Human Resource Services

Rachel Trotter Director of Communications

Lisa Turner, CTSBO Director of Purchasing

Kathy Vergara Director of Multilingual Education

Kevin Wieghat Director of Plant Maintenance

Charles Woods Director of Therapeutic Education Program

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.

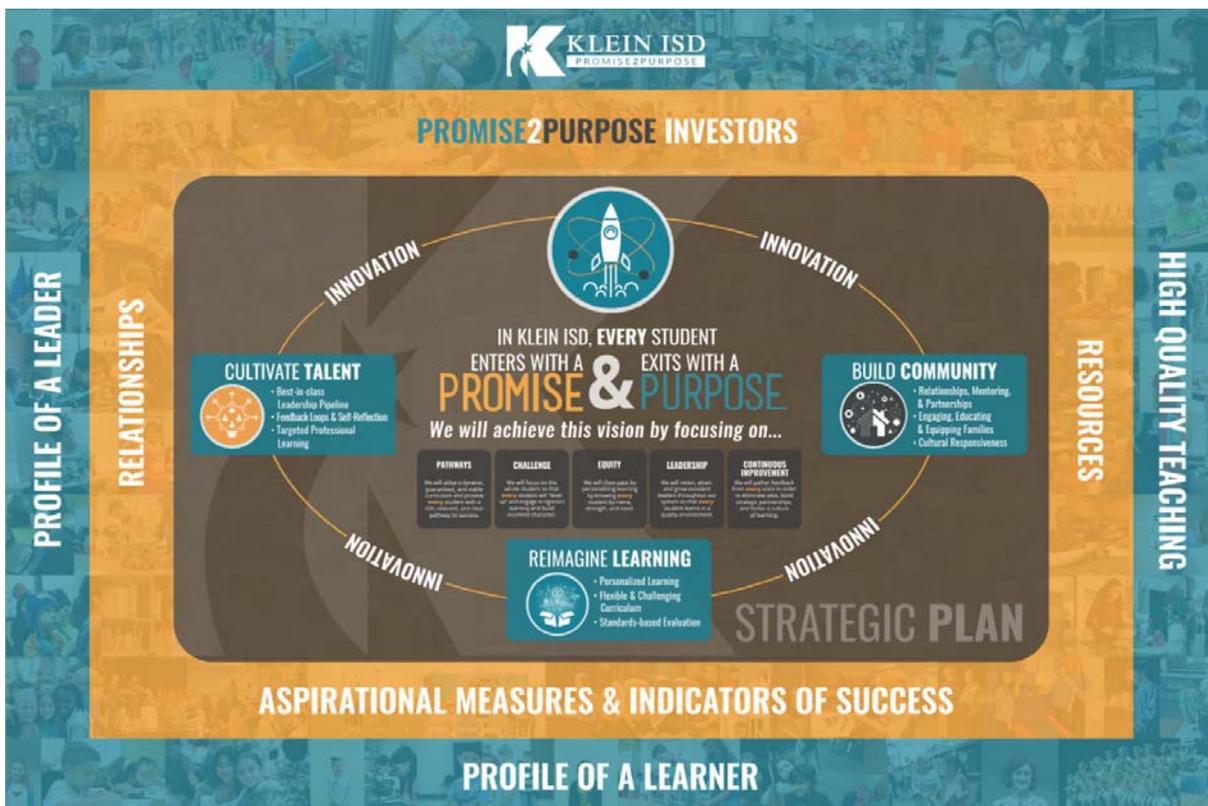
Because the spirit of EVERY is always at the core of our District and our decisions, and as we acknowledge there is racism, prejudice, and injustice in this world, today we, as a Board of Trustees and as a Team of Eight with our Superintendent, commit as follows:

- (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

- 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.



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.

PROFILE OF A KLEIN ISD LEARNER

PATHWAY EXPLORER

Relentlessly pursues excellence by being...

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

EQUIPPED SCHOLAR

Thoroughly prepared for future success by being...

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

VALUES-DRIVEN LEADER

Unwaveringly committed to serving the greater good by...

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

FOREVER LEARNER

Insatiably desires to improve and grow by...

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

PROFILE OF A KLEIN ISD LEADER

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

STUDENT FOCUSED

Relentlessly pursuing the success of EVERY student by...

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

RELATIONSHIP DRIVEN

Unwaveringly committed to serving others by...

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

PROMISE2PURPOSE INVESTOR

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

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

FOREVER LEARNER

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

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

KLEIN ISD HIGH QUALITY TEACHING

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

RELATIONSHIP DRIVEN

Intentionally rooted in positive and productive relationships by...

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

RESULTS FOCUSED

Relentlessly pursues student success by...

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

INTENTIONALLY PERSONALIZED

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

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

STUDENT OWNED

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

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

ASPIRATIONAL MEASURES & INDICATORS OF SUCCESS

While there are multiple measures, we will focus on:

EVERY student graduates from high school with a purpose.

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



KLEIN ISD
PROMISE2PURPOSE

Budget and Financial Policies

Statement of Texas Law

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

1. The Superintendent is the budget officer for the District and prepares or causes the budget to be prepared 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 and a comparison to the previous year's actual spending. *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. Tex. Const. Art. III, Sec. 52; Brazoria County v. Perry, 537 S.W.2d 89 (Tex. Civ. App.—Houston [1st Dist.] 1976, no writ)</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. Tex. Const. Art. III, Sec. 53; Harlingen In-dep. Sch. Dist. v. C.H. Page and Bro., 48 S.W.2d 983 (Comm. App. 1932)</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. Education Code 45.105(b)</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. Education Code 45.105(c)</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. Education Code 44.006(a)</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 pro-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. Education Code 44.002; 19 TAC 109.1(a), .41</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; and2. 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	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).]
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>Education Code 44.0041</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> <p>Appendix for Tax Rate Calculation Forms</p> <p>The board shall include as an appendix to the district's budget for a fiscal year the tax rate calculation forms used by the designated officer or employee of the district to calculate the non-new-revenue tax rate and the voter-approval tax rate of the district for the tax year in which the fiscal year begins. <i>Tax Code 26.04(e-5)</i> [See CCG]</p>
Districts with July 1 Fiscal Year	A district with a fiscal year beginning July 1 may use the certified estimate of the taxable value of district property [see CCG] 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. Education Code 44.004(h)-(i).
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. Education Code 44.004(j)

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	<p>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.</i></p>
Failure to Comply with Budget Requirements	<p>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></p>
Certain Donations	<p>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></p>
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	<p>Except as provided below or by <i>Education Code 45.109(a-1), (a-2), or (a-3)</i> [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.</p>

Improvements to Real Property 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.

Education Code 11.168

Hotels The board may not impose taxes; issue bonds; use or authorize the use of district employees; use or authorize the use of district property, money, or other resources; or acquire property for the design, construction, renovation, or operation of a hotel. The board may not enter into a lease, contract, or other agreement that obligates the board to engage in an activity prohibited by this provision or obligates the use of district employees or resources in a manner prohibited by this provision.

“Hotel” means a building in which members of the public obtain sleeping accommodations for consideration. The term includes a motel.

Education Code 11.178

Electioneering For restrictions on using district funds for electioneering, see BBBB.

DATE ISSUED: 1/15/2021 – UPDATE 114 - CE (LEGAL)-P

SOURCE: Klein Independent School District policies online via Texas Association of School Boards (TASB).

<http://pol.tasb.org/Policy/Code/595?filter=CE>

TEA Legal Requirements

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

1. The district must prepare an annual budget by June 19, if the district’s fiscal year starts July 1, or August 20, if the district’s fiscal year starts September 1. The budget for a fiscal year must be adopted by the Board of Trustees before expenditures are made and, if applicable, before the tax rate for the year is set. In general, the district must include at least the following funds in its budget:
 - a. general fund—must be included each year
 - b. food service fund—must be budgeted for and submitted to the PEIMS regardless of which type of fund is used to account for school nutrition programs
 - c. debt service fund—must be budgeted expenditures recorded with function code 71, Debt Service. These budgets must be prepared and approved at least at the fund and function levels to comply with the state’s legal level of control mandates.
2. The district’s budget must be itemized in detail according to the classification and purpose of expenditure using the accounting code structure specified in 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	<p>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:</p> <ol style="list-style-type: none">1. Provide adequate funds to meet emergency needs, and2. Ensure a favorable bond rating for the District. <p>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.</p> <p>The District shall report governmental fund balances per GASB 54 definitions in the balance sheet as follows:</p> <ol style="list-style-type: none">1. Nonspendable – Funds may not be spent because they are either not in spendable form or legally or contractually required to be maintained intact.2. Restricted – Constraints are placed on the use of the resources either externally imposed by creditors, grantors, contributors, or laws/regulations of other government or imposed by law through constitutional provisions or enabling legislation.

3. Committed – Amounts can only be used for specific purposes pursuant to constraints imposed by formal action of the Board. The purpose of the funds can only be changed by formal action by the Board.
4. Assigned – Amounts are constrained by the District’s intent to be used for specific purposes but are neither restricted or committed. Intent is expressed by the Board or the Board’s designee to assign amounts to be used for specific purposes.
5. Unassigned – Residual classification for the general fund includes all spendable amounts not otherwise classified.

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

Spending to reduce funds shall be in the following order:

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

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

DATE ISSUED: 3/13/2019 - CE (LOCAL)-X

SOURCE: Klein Independent School District policies online via Texas Association of School Boards (TASB).

<http://pol.tasb.org/Policy/Code/595?filter=CE>

Significant Financial Policies and Procedures

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

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

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

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

- documentation of dealer questionnaires, quotations and bids, evaluations, transactions, rationale, and
- avoidance of bearer-form securities.

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

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

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

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

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

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

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

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

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

Risk Management The District's risk management program encompasses various means of protecting the District against loss. Property and casualty insurance is provided by commercial carriers and liability insurance coverage is provided by participation in a public entity risk pool administered by the Texas Association of School Boards. The District also participates in TRS-ActiveCare, the self-funded statewide health coverage program administered by 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 2021-2022 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 2021-2022 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. Supplemental duty day time is previously worked time that is accrued and can be taken at a later date. When used, it will count as a contracted day towards meeting calendar requirements. Non-teaching exempt employees are not permitted to work more than their annual duty-day requirement. However, with advance written approval from the appropriate associate superintendent (or, for an associate superintendent, the advance written approval of the Superintendent), an employee may accumulate up to 25 days. These accumulated days must be taken prior to using any available local or state leave days

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 2019-2021 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>	
2021	7.7%	\$28,729,381	7.5%	\$19,871,008	7.5%	\$12,880,372
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

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 2021, 2020, and 2019 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>
2021	0.65%	\$ 2,425,201	1.25%	\$ 4,251,998	0.75%	\$ 3,120,337
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

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 June 30, 2021, 2020, and 2019, the subsidy payments received by TRS-Care on-behalf of the District were \$1,827,722, \$1,565,456, and \$1,342,791 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 2021-2022 budget was adopted by the Board on June 14, 2021, during a board meeting called for the purpose of holding a public hearing to discuss and adopt the budget. Adopted budget documents from 2011-2012 forward, including 2021-2022, 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 April 2010 to present is available online at: <https://meetings.boardbook.org/Public/Organization/921>.

Board Policy - Business and Support Services

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

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

CKE	<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>
CQB	<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.

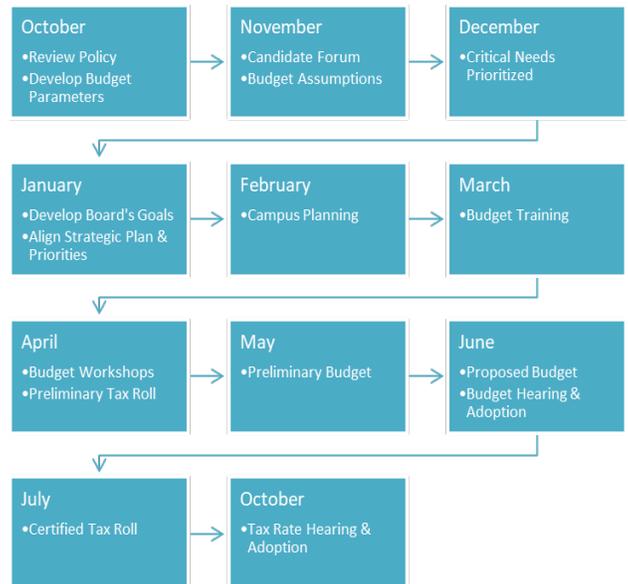
Meeting these objectives requires budget preparation to include several concepts recognizing accountability. Often these concepts are mandated for state and local public sectors. They include requirements that budgets should:

- 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 Klein ISD 2021-2022 fiscal year will run from July 1, 2021 through June 30, 2022. 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 2011 to FY 2021), totaling 4,569 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 0.59 in October 2020. 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 64% 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 88% 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 10.2 square miles of land in Klein ISD remain undeveloped, an estimated 27% or 2.75 square miles of this undeveloped land is within the 100/500-year floodplain.

The 2021-2022 budget was formulated using a projected student enrollment of 54,258. 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 ensure 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 2021, the General Fund has assigned fund balance totaling \$14 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 57.

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.

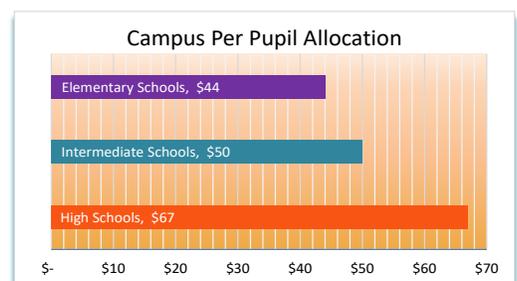
This document culminates an intensive process involving input from campus and administrative staff, the superintendent, and the Board. House Bill 3 (HB 3), as passed by the 86th Legislature, compressed school district tax rates. After adjusting for other changes related to the transition from prior law 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 2021 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 2021-2022 budgets with a preliminary tax rate of \$1.2957 per \$100 property valuation which represents a decrease of \$0.0416 or approximately 3.1% from prior year. The General Fund (M&O) rate will be compressed to \$0.9157 and the Debt Service (I&S) rate will remain \$0.38. Property values determined by the Harris County Appraisal District (HCAD) in 2021 are estimated to increase approximately 7.42%, pending receipt of the HCAD's 2021 certified tax roll in late July. Recent approximations project a tax collection increase of \$3.4 million in the M&O fund and an increase of \$3.4 million in the I&S fund.

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.

State funding is expected to increase approximately \$2.7 million in 2021-2022 for Klein ISD. This is primarily the result of HB 1525 which modifies the fast growth adjustment calculation yielding \$3.6M in addition funding, decreases CTE weighted funding by \$0.5M and increases the golden penny yield by \$0.25M. These changes combined with flat enrollment projections due to the impact of COVID-10 during the 2020-2021 school year, increased property values, and a decrease in the tax rate result in \$2.7M in additional state aid. The remaining \$.65M formula-driven increases are covered by local tax collections. State revenue will provide 50.8% of total M&O revenues in 2021-2022, a decrease from 50.9% in 2020-2021.

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 2021-2022 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 2020-2021 school year, due to enrollment drop due to Covid-19 and necessary programmatic changes, the General Fund reduced 52.3 positions. For the 2021-2022 budget year, as a result of enrollment driven staffing models, and changes in the distribution of district staffing resources, the GF is adding 58.6 new positions. These units include an increase of 58.8 teachers, 1.0 custodian, 1.0 auxiliary, 8.0 other professionals, 1.0 technician. Also a reduction of 1.0 bus attendant, 1.5 clerical positions, 4.0 police officers, and 4.7 teacher assistants.

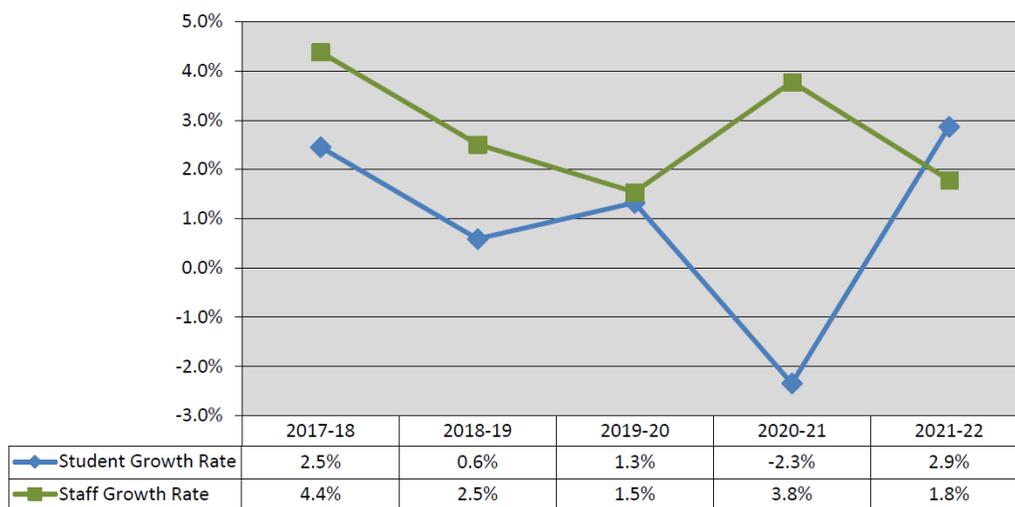
Campus staffing levels not otherwise mandated by state or local policy are determined using an allocation guideline of student counts to staff. Campus needs and other circumstances may dictate a degree of variance. Principals have the discretion to shift positions to different job categories if the change 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 \$56,500 to a competitive \$57,800.
- All other employees received a pay increase of 2.5 percent of control point.

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.

Student and Staff Growth Rates



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 K-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 0.80% 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 2021-2022 are to create and offer a competitive compensation package for District employees and align budget requests to build on strong academic performance in the state accountability system.

Districts of Distinction – District Administrator's (DA's) annual Districts of Distinction Program honors home-grown innovations in K12 education – successful projects that were developed by visionary educators to meet the needs of their individual school districts and that have the potential to impact student success in communities nationwide. Klein ISD was named the National District of the Year at the 2021 District Administration Future of Education Technology National Conference. The prestigious award, presented by District Administration, recognizes the nation's top district in one of nine categories that District Administration tracks. Klein ISD was eligible for this honor by being previously named as one of three Districts of Distinction by District Administration for our Innovation Challenges. Our challenges are lauded for transforming learning into meaningful community action, encouraging multi-grade level collaboration, and immersing students in the design-thinking process. DA's annual Districts of Distinction Program honors home-grown innovations in K12 education – successful projects that were developed by visionary educators to meet the needs of their school districts and that have the potential to impact student success in communities nationwide. This achievement in Curriculum & Instruction celebrates our districtwide, hands-on instructional approach of hosting challenges that include Water Warriors, Klein in Space, Operation Lifeline, KleinTALKS, and our uniquely student-produced programs such as Klein Hacks, Klein Serves, Pledge to Distance, and Culture 4 Caring. Klein ISD is truly at the forefront of innovation in education by empowering students to own their learning and solve real-world problems – something District Administration thinks other districts across the nation can and should replicate. "Innovation like what's going on in Klein ISD is the future of education," said Richard Collins, Chairman, and CEO of iStation educational software and sponsor of the District of the Year award. "Klein ISD has shown creativity and incredible resilience and has been able to do amazing things, especially in these trying times. We're pleased to see that this innovation is doing amazing things for Klein ISD's students. This district is making a difference in student learning." This recognition is the product of a long-standing commitment to going above and beyond in all aspects of education, from utilizing and nurturing valuable business partnerships to encouraging thoughtful, student-led initiatives. Our Klein ISD's Strategic Plan and Profile of a Learning Guiding Document serve as a foundation for innovation challenges to ensure excellent and equitable learning outcomes for every student.



2021 Accountability System - Accountability ratings for 2020-2021 will not be available until November 2021. 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 2021: Cross Country – Klein High Boys and Girls Team, Klein Cain Girls Team, Swimming – Klein High Boys and Girls, Klein Oak Boys, Klein Collins Boys, Wrestling – Klein High Boys and Girls, Klein Collins Girls, Klein Oak Boys, Klein Cain Girls and Boys, Track and Field – Klein High Boys, Klein Forest Girls and Boys, Klein Oak Girls, Klein Collins Boys and Girls, Klein Cain Boys.

Fine Arts - Klein ISD was named one of only twenty Texas Art Education Association (TAEA) Districts of Distinction in 2020. 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.

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 offers 61 unique pathways with over 200 pathway courses – including STEM pathways, business and industry pathways, public service pathways, arts & humanities pathways, and multidisciplinary studies pathways.

Innovation - In 2019 and 2020, Klein ISD was 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. In 2020, 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."

Klenk Elementary, Doerre Intermediate, and Krimmel Intermediate earned the prestigious honor of being named a 2021 State School of Character from Character.org. "Earning State School of Character represents the collective efforts of our entire Klenk family and the Klein Forest Family of Schools," Klenk Elementary Principal Allie Martin said. "I am so proud to serve and lead alongside such a dedicated group of educators that live out our core values of Passion for Excellence, Attitude of Growth, "We" not "Me," and Skillful Innovators." "I am so proud of the work our Positive Behavioral Intervention and Supports (PBIS) team at Doerre Intermediate has achieved," Doerre Principal Mandy Land said. "Led by Assistant Principal, Kristan Briggs, and Behavior Specialist, Sally Boyles, the PBIS team worked tirelessly to revamp our core values: PRIDE (Pride, Respect, Integrity, Diversity, and Excellence) to create a balance of moral and performance values which are embedded into all aspects of school life." "Everyone at Krimmel shares in this huge win of being named a state school of character this year," Krimmel Principal Prentiss Harper said. "After receiving honorable mention last year, we used the feedback from character.org to strengthen both our character processes and application. Krimmel and our community are honored to be selected as a 2021 State School of Character and now turn our focus on the steps needed to be recognized as a National School of Character."



Financial Integrity Rating System of Texas - Klein ISD preliminary 2020–2021 School Financial Integrity Rating System of Texas (FIRST) rating was a score of 98 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 June 30, 2020. 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 2021. 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 2020-2021 data, is included in the Informational section beginning on page 240 and can be accessed directly from TEA at <https://tealprod.tea.state.tx.us/First/forms/Main.aspx>.

Other Factors Affecting Financial Condition

Approximately 66% of the District’s tax base is comprised of residential property. The largest commercial taxpayer in Klein ISD is Centerpoint Energy, 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 2020, the district had the 8th highest percentage increase of all districts in the State of Texas with total enrollment increase of 768. Katy, Frisco, Conroe, Fort Bend, Northside, Cypress-Fairbanks, and Austin ISD had a higher percentage increase than Klein in 2019-2020.

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	18,890
Total:	54,925	55,560	56,068	56,212	56,396	56,578	56,755	56,801	57,084	57,355

Bonded Indebtedness and Capital Projects

The District has received a primary bond rating of Aaa through the State of Texas Permanent School Fund (PSF) Guarantee Program. If the PSF reaches its capacity as a means to guarantee school district bond sales, the Klein ISD will have to rely on its financial health for bond ratings and bond insurance to guarantee future bond sales. Total outstanding debt (principal only) is \$20,288 per student as of June 30, 2021.

The District sold the final sale totaling \$43.8 million of the 2015 bond authorization was sold during the 2019-2020 fiscal year. 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%.

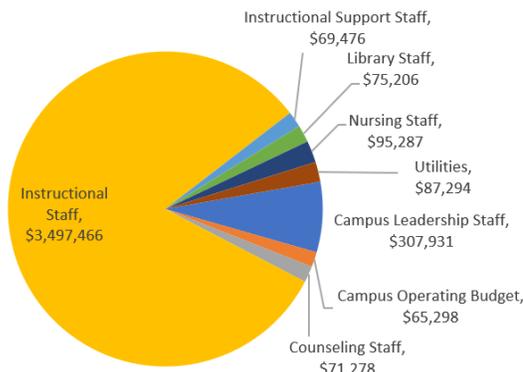


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Fox Elementary School
2020-2021 Operating Expenditures
(PK - 5th Grade)



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 Management Department has worked collaboratively with all campuses and facilities to reduce the cost of utilities. We are happy to say that these efforts are paying off. In 2007, Klein ISD was paying \$1.93/ft² for utilities. Today, with an additional 3 million square feet added, the total cost of utilities is \$0.87/ft². The total avoided cost to the district since the inception of the program now exceeds \$80 million.

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 2021-2022 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 2021-2022 budget workshop occurred on April 26, 2021 to review projected funding and budget priorities with the Board of Trustees and the Cabinet. The Proposed Budget was provided to the Board on May 24th and again on June 11th with any changes included. It reflected all changes since the preliminary draft. The Klein ISD Board of Trustees adopted the 2021-2022 budget on June 14, 2021 after holding the required public meeting.

Tax Rate Proposal & Adoption

The 2021-2022 Adopted budget was based on the estimated tax rate calculation of \$1.2957. The district will publish the required legal notice in October 2021. On August 4, 2021 the TEA approved the Klein ISD's maximum compressed tax rate (MCR) based on the Local Property Value Survey. The 2021-2022 estimated tax rate is proposed to be set at \$1.3001 based on the approved maximum compressed tax rate of $0.8701 + 0.0500 = 0.9201$ M&O tax rate and 0.3800 I&S tax rate. The Board will hold the required public meeting in October 2021 to discuss the proposed rate and in a separate meeting set the 2021 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.

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

2021-2022 Budget Calendar

January 2021

- Begin planning for 2021-2022 budget year
- Review student projections provided by facilities and review staffing formulas for all staff (General Ed, Special Ed, CTE, SCE, Bilingual, etc.)
- Prepare budget worksheets for 2021-2022
- Publish budget timeline for campuses and department via newsletter

February 2021

- Share General Fund budget preparation worksheets with campuses including historical budget information for planning
- State & Federal programs department sends 2021-2022 SCE allocations to campuses
- Share out the department ZBB planning documents and conduct one-on-one training sessions for budget managers
- Discuss revenue forecasts and financial outlook

March 2021

- Spring Staffing Committee Meeting
- All proposed budgets and Supplemental Budget Requests due to budget office
- Review and compile 2021-2022 department budget allocation requests

April 2021

- Calculate 2021-2022 payroll estimates
- Prepare state funding template based on Estimated Preliminary Certified Values from HCAD
- 2021-2022 Budget Workshop with Board of Trustees and Cabinet
 - Timeline
 - Budget assumptions to date
 - Budgets for General Fund and Debt Service
- E-mail special revenue budget preparation worksheets

May 2021

- Submit 2021-2022 Preliminary Budget document to Cabinet
- Submit 2021-2022 Proposed Budget document to Board of Trustees
- Conduct 2021-2022 budget workshop with Board of Trustees and Cabinet

June 2020

- Publish public notice in newspaper 10 days prior, giving notice of public meeting for the adoption of the budget
- Public Hearing on Proposed Budget
- Adopt 2021-2022 Budget

July 2021

- Federal grants due to TEA
- Post and distribute all 2021-2022 adopted budgets

September 2021

- Present first Budget Review to Board of Trustees
- Calculate Voter-Approval-Tax-Rate and adjust budgets accordingly
- Publish Voter-Approval-Tax-Rate calculations as required by law
- Publish Hearing on Tax Rate

October 2021

- Adoption of Tax Rate
- Update Administrative Cost Ratio for current and prior fiscal years

November 2021

- Calculate revised per-pupil allocation based on PEIMS Snapshot Enrollment 10/29/2021

December 2021

- Increase campus per-pupil allocation if enrollment on 10/29/2021 higher than projected



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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.

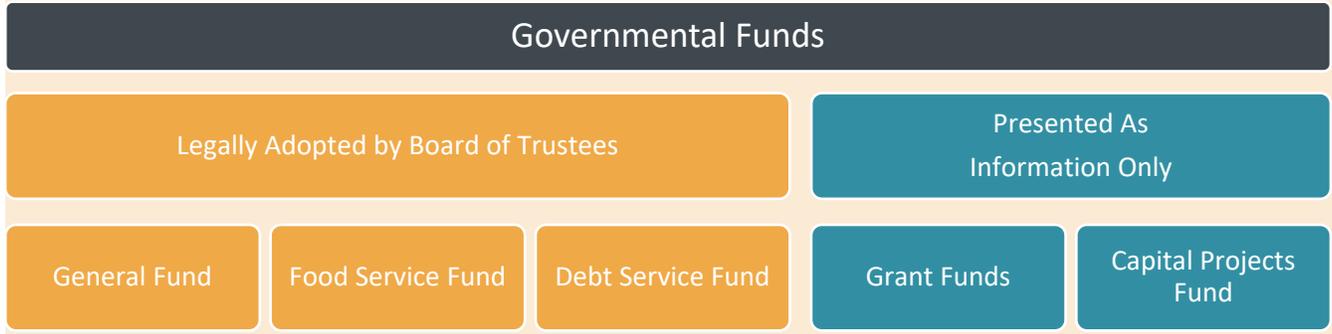
The Board adopts an "appropriated budget" on a basis consistent with GAAP for the **General Fund, Debt Service Fund, and the National School Lunch Program (reported as the Food Service Fund)**.

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-eight (28) 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 102 and 103. This adopted fund is also included in **special revenue funds** information provided on pages 104 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 - 11 - 6399 - XXX - XXX - 11 - XXX
Fund - *Function* - *Object Code* - *Sub-Object Code* - *Organization Code* - *Program Intent Code* - *Project 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.

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.

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 1 and 2) - An optional 3 digit code that is used by the Klein ISD for additional cost identification.

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 3, 4 and 5) - A 3 digit code for optional use to provide special accountability at the local level. Klein ISD uses these optional codes as project identifiers.

Fund Codes

General Fund – Governmental Fund Type

199 General Fund

Special Revenue Fund – Governmental Fund Type

211 Title I, Part A – Improving Basic Programs	282 Elementary & Secondary School ER Relief (ESSER)
224 IDEA, Part B – Formula	289 Federally Funded Special Revenue
225 IDEA, Part B – Preschool	385 State Supplemental Visually Impaired (SSVI)
226 IDEA, Part B – Discretionary	392 Noneducational Community-Based Support
240 National School Lunch Program (Food Service)	397 Advanced Placement Incentives
244 Career and Technical – Basic Grant	410 Instructional Materials Allotment
255 Title II, Part A – Supporting Effective Instruction	429 State Funded Special Revenue
263 Title III, Part A – English Language Acquisition	461 Campus Activity Funds (<i>not a budgeted fund</i>)
272 Medicaid Administrative Claiming (MAC) Program	498 Klein Education Foundation
281 Elementary & Secondary School ER Relief (ESSER)	499 Miscellaneous Donation & Grants

Debt Service Fund – Governmental Fund Type

599 Debt Service Fund

Capital Projects Fund – Governmental Fund Type

641 \$93 Million – Series 2018	696 Energy Conservation Fund
642 \$78 Million – Series 2019	699 Capital Projects
643 \$43.8 Million – Series 2020	

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
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.

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/

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

Sub Objects

Sub-Object is a locally defined part of the budget number. It helps the district identify special initiatives or activities. When unspecified the sub-object is "000." This list is not all inclusive; a complete list can be found in the Business Procedures Manual, Section 1.

Commonly Used Sub Object Codes

116	Postage	3AG	Agriculture	6AR	Art
1A4	AVID	3AT	Auto Tech	6BD	Band
1CS	Computer Science	3BE	Business Education	6CG	Color Guard
1DE	Detention	3CA	Career Connection	6DA	Dance
1EN	English	3CJ	Criminal Justice	6DR	Drama
1FL	Foreign Language	3GR	Groceries	8BA	Baseball
1FR	French	3HE	Home Economics	8CC	Cross Country
1MA	Math	4DC	Dual Credit	8FB	Football
1SC	Science	4IC	Innovation Challenge	8SW	Swimming
1SH	Speech	4JP	Jason Project	8TN	Tennis
1SS	Social Studies	4LG	Kindergarten Roundup	8TR	Training Rooms
1UIL	UIL	4LE	Leadership Academy	8VB	Volleyball

Organization Codes

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

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

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

Alternative Education	
Org	Campus
036	Vistas High School of Choice (AEP)
037	Juvenile Justice Alternative Education Program (JJAEP)
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)
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.
- 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
001	Klein
002	Klein Forest
003	Klein Oak
004	Klein Collins
005	Klein Cain
035	Therapeutic Education Program (TEP)
036	Vistas High School of Choice (AEP)
037	JJAEP
038	Disciplinary Alt Education Program (DAEP)
041	Klein Intermediate
042	Hildebrandt
043	Wunderlich
044	Strack
045	Kleb
046	Doerre
047	Schindewolf
048	Krimmel
049	Ulrich
050	Hofius
101	Kohrville
102	Northampton
103	Haude
104	Greenwood Forest
105	Epps Island
106	Theiss
107	Benfer
108	Kaiser
109	Brill
110	Ehrhardt
111	Lemm
112	Nitsch
113	Krahn
114	Roth
115	Kuehnle
116	Mittelstädt
117	Klenk
118	Eiland
119	Schultz
120	Hassler
121	Kreinhop
122	McDougle
123	Metzler
124	Benignus
125	Frank
126	Mueller
127	Blackshear
128	Zwink
129	Bernshausen
130	Grace England EC/Pre-K
131	French

Project	Campus or Department
132	Mahaffey
133	Fox
699	Summer School
701	Superintendent
703	Tax Office
704	Internal Audit Services
749	Human Resource Services
750	Financial Services
766	Community Relations
767	Data Services
771	Information Technology
781	Mail Room
796	Communications & Public Relations
798	Districtwide Employee Benefits
799	Districtwide Other Expenditures
851	Multilingual
852	Special Education
853	State Compensatory Ed & Other State Programs
854	Student Support Services
855	Health, Physical Education & Athletics
856	Fine Arts
858	Advanced Academics
860	Career & Technical Education
861	Core Academics – Math
862	Core Academics – Science
863	Core Academics – ELA
864	Core Academics – Social Studies/World Lang
866	Research & Program Evaluation
867	Early Education
870	Assessment & Accountability
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KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 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 2017-2018 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.

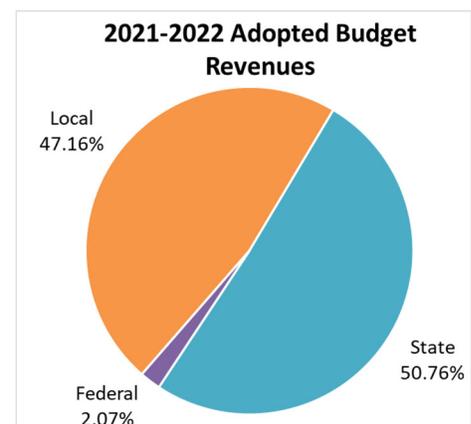
Operational Accountability represents the responsibility of governments to report the extent to which services are being provided efficiently and effectively using all resources available for that purpose, and whether they can continue to meet objectives in the foreseeable future.

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 \$624.1 million for fiscal year 2021-2022, an increase of \$18.7 million over the combined adopted revenues for the General, Food Service, and Debt Services funds for 2020-2021. This increase is primarily found in the Food Service Fund as a result of USDA and TDA extending waivers currently in place through June 2022. Additionally, the Summer Food Service Program (SFSP) will reimburse the district at a significantly higher rate. The General Fund also increased due to property value 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 7.31% 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 87% 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.

The District prepared the 2021-2022 budgets with an estimated tax rate of \$1.2957 per \$100 property valuation. The General Fund (M&O) rate will be compressed to \$0.8701 and the Debt Service (I&S) rate will remain \$0.38. Property values in 2021 are estimated to increase approximately 7.42%, according to the Harris County Appraisal District's 2021 certified tax roll. Recent approximations project a tax collection increase of \$3.4 million in the M&O fund and an increase of \$3.4 million in the I&S fund.

A major source of local funding for Klein ISD is a proposed tax rate of \$1.3001 per \$100 of taxable assessed value totaling approximately \$25.83 billion. Local property tax revenues are budgeted at \$324,136,696 between the General Fund with \$229,009,218, and Debt Service Fund with \$95,127,478, 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 \$2.7 million in 2021-2022 primarily as a result of a projected 7.42% property value increase. State revenue will provide 50.7% of total M&O revenues in 2020-2021, a slight decrease from 50.9% in 2020-2021.

Based on the adjusted WADA of 67,761, the District will earn \$421.5 million in Tier I state funding, offset by the Local Fund Assignment (LFA) totaling \$219.4 million, for a State Share of Tier I of \$192.1 million. The District's current property wealth per weighted average daily attendance (WADA) is approximately \$344,396.

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 7.75% 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 \$3.6 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 \$935,132 in Additional State Aid for Homestead Exemption (ASAHE) for facilities during 2021-2022 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 72.3% of federal revenues in the General Fund. The District receives approximately \$290,000 annually from the U.S. Department of Defense to offset salaries and benefits paid to Air Force Junior ROTC instructors at the 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 \$137,700, up twenty-four percent (24%) from the estimated earnings for 2020-2021. 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.

The adopted budget for 2021-2022 shows an increase in revenue and expenditures due to USDA/TDA extending waivers currently in place thru June 2022. Additionally, the Summer Food Service Program (SFSP) will reimburse the district at a significantly higher rate. The increased revenues amount to about an 18% increase for lunches and a 28% increase for breakfast. The increased funding will be used for increasing food quality, increasing training opportunities for the food service team, restoring capital equipment purchases, and for pursuing needed capital projects for campus kitchens. User fees, i.e. student payment for meals, are estimated to generate 11.22% of the Food Service Fund revenues in 2021-2022. Overall, the fund’s revenue is budgeted to increase by \$9.4 million or approximately 37.1% more than revenues in 2021-2022.

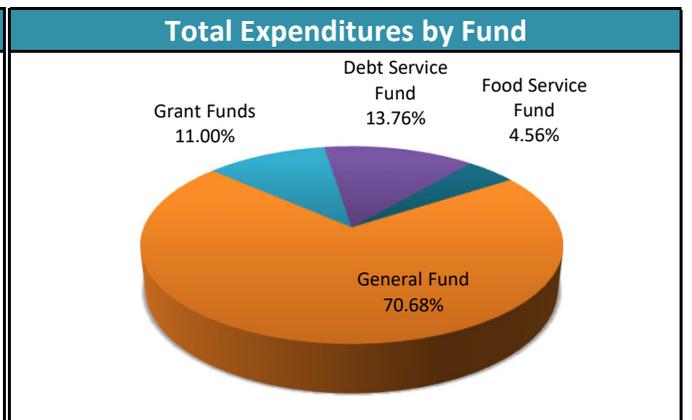
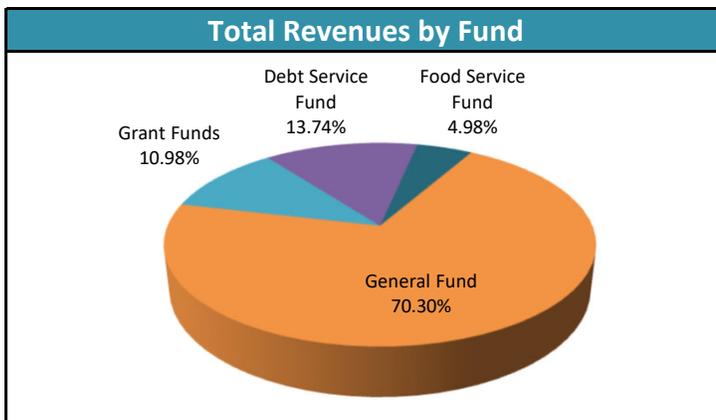
Other Sources – The General Fund is projected to earn \$116,000 from the sale of surplus/obsolete furniture, computers, and other equipment. These auction proceeds are recorded as Other Sources.

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	2021-2022	2022-2023	2023-2024	2024-2025
Beginning Fund Balance	\$ 327,591,229	\$ 274,257,950	\$ 242,042,308	\$ 229,759,937
Projected Revenues				
Local Taxes	\$ 324,136,696	\$ 326,123,389	\$ 331,719,568	\$ 337,418,126
Other Local Sources	7,574,244	13,808,032	13,967,505	14,151,911
State Sources	251,809,457	257,508,384	251,282,049	247,912,539
Federal Sources	117,521,723	103,945,277	105,165,395	49,920,612
Other Sources	116,000	705,305	710,336	715,543
Total Revenues	<u>\$ 701,158,120</u>	<u>\$ 702,090,388</u>	<u>\$ 702,844,853</u>	<u>\$ 650,118,730</u>
Projected Expenditures				
Payroll Costs	\$ 503,450,893	\$ 518,669,419	\$ 529,042,808	\$ 517,362,271
Contracted Services	30,328,645	30,776,925	30,928,858	25,613,642
Supplies and Materials	59,401,136	55,872,514	56,488,081	28,364,116
Other Operating Costs	9,325,887	9,495,433	9,532,451	9,486,479
Debt Service	96,298,299	90,179,146	88,845,857	78,368,205
Capital Outlay	55,686,539	22,062,593	289,169	292,919
Other Uses	-	7,250,000	-	-
Total Expenditures	<u>\$ 754,491,399</u>	<u>\$ 734,306,030</u>	<u>\$ 715,127,223</u>	<u>\$ 659,487,632</u>
Ending Fund Balance	<u>\$ 274,257,950</u>	<u>\$ 242,042,308</u>	<u>\$ 229,759,937</u>	<u>\$ 220,391,035</u>

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, 2022

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Beginning Fund Balance	\$ 190,683,911	\$ 3,294,419	\$ 5,003,472	\$ 71,128,015	\$ 95,563,607	\$ 365,673,424
Revenues						
Local Sources	\$ 232,427,701	\$ 3,920,072	\$ -	\$ 95,363,167	\$ -	\$ 331,710,940
State Sources	250,186,471	687,854	-	935,132	-	251,809,457
Federal Sources	10,226,200	30,338,762	76,956,761	-	-	117,521,723
Total Revenues	<u>\$ 492,840,372</u>	<u>\$ 34,946,688</u>	<u>\$ 76,956,761</u>	<u>\$ 96,298,299</u>	<u>\$ -</u>	<u>\$ 701,042,120</u>
Expenditures						
Payroll Costs	\$ 449,604,278	\$ 13,139,077	\$ 40,707,538	\$ -	\$ -	\$ 503,450,893
Contracted Services	23,710,597	156,650	6,461,398	-	-	30,328,645
Supplies & Materials	12,098,234	17,735,570	29,567,332	-	-	59,401,136
Other Operating Costs	8,967,907	137,487	220,493	-	-	9,325,887
Debt Service	-	-	-	96,298,299	-	96,298,299
Capital Outlay	115,000	755,000	-	-	-	870,000
Total Expenditures	<u>\$ 494,496,016</u>	<u>\$ 31,923,784</u>	<u>\$ 76,956,761</u>	<u>\$ 96,298,299</u>	<u>\$ -</u>	<u>\$ 699,674,860</u>
Net Revenues Over (Under) Expenditures	<u>\$ (1,655,644)</u>	<u>\$ 3,022,904</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,367,260</u>
Other Sources (Uses)						
Other Sources	\$ 116,000	\$ -	\$ -	\$ -	\$ -	\$ 116,000
Other Uses	-	-	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ 116,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 116,000</u>
Net Change In Fund Balance	<u>\$ (1,539,644)</u>	<u>\$ 3,022,904</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,483,260</u>
Fund Balances						
Non-Spendable	\$ 4,697,651	\$ 29,145	\$ 727,248	\$ -	\$ -	\$ 5,454,044
Restricted	-	6,288,178	(1,055,111)	71,128,015	95,563,607	171,924,689
Committed	-	-	5,331,335	-	-	5,331,335
Assigned	93,507,596	-	-	-	-	93,507,596
Unassigned	90,939,020	-	-	-	-	90,939,020
Ending Fund Balance	<u>\$ 189,144,267</u>	<u>\$ 6,317,323</u>	<u>\$ 5,003,472</u>	<u>\$ 71,128,015</u>	<u>\$ 95,563,607</u>	<u>\$ 367,156,684</u>



Klein Independent School District
Combined Statement of Revenues, Expenditures, and Changes in Fund Balance
All Funds by Function
For the Year Ending June 30, 2022

	General Fund	Food Service Fund	Grant Funds	Debt Service Fund	Capital Projects Fund	Total
Revenues						
Local Sources	\$ 232,427,701	\$ 3,920,072	\$ -	\$ 95,363,167	\$ -	\$ 331,710,940
State Sources	250,186,471	687,854	-	935,132	-	251,809,457
Federal Sources	10,226,200	30,338,762	76,956,761	-	-	117,521,723
Total Revenues	<u>\$ 492,840,372</u>	<u>\$ 34,946,688</u>	<u>\$ 76,956,761</u>	<u>\$ 96,298,299</u>	<u>\$ -</u>	<u>\$ 701,042,120</u>
Expenditures						
Instruction	\$ 303,280,444		\$ 63,957,403	\$ -	\$ -	\$ 367,237,847
Instructional Resource & Media	4,905,216	-	122,003	-	-	5,027,219
Curriculum & Staff Development	12,321,986	-	5,014,998	-	-	17,336,984
Instructional Leadership	4,975,968	-	401,576	-	-	5,377,544
School Leadership	32,834,832	-	1,923,720	-	-	34,758,552
Guidance, Counseling & Eval	29,048,297	-	4,215,431	-	-	33,263,728
Social Work Services	596,446	-	-	-	-	596,446
Health Services	6,457,162	-	84,425	-	-	6,541,587
Student Transportation	16,624,795	-	-	-	-	16,624,795
Food Service	-	31,923,659	-	-	-	31,923,659
Extracurricular Activities	9,887,804	-	-	-	-	9,887,804
General Administration	11,503,761	-	-	-	-	11,503,761
Facilities Maint & Operations	40,365,370	125	-	-	-	40,365,495
Security & Monitoring Services	7,196,885	-	-	-	-	7,196,885
Data Processing Services	10,581,374	-	188,000	-	-	10,769,374
Community Services	465,675	-	1,049,205	-	-	1,514,880
Debt Service	-	-	-	96,298,299	-	96,298,299
Facilities Acquisition/Construction	-	-	-	-	-	-
Pmts to Fiscal Agent/SSA	800,000	-	-	-	-	800,000
Juvenile Justice Alt. Education Pgm.	300,000	-	-	-	-	300,000
Intergovernmental Charges	2,350,000	-	-	-	-	2,350,000
Total Expenditures	<u>\$ 494,496,016</u>	<u>\$ 31,923,784</u>	<u>\$ 76,956,761</u>	<u>\$ 96,298,299</u>	<u>\$ -</u>	<u>\$ 699,674,860</u>
Other Sources (Uses)						
Other Sources	\$ 116,000	\$ -	\$ -	\$ -	\$ -	\$ 116,000
Other Uses	-	-	-	-	-	-
Net Sources Over (Under) Uses	<u>\$ 116,000</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 116,000</u>
Net Change In Fund Balance	<u>\$ (1,539,644)</u>	<u>\$ 3,022,904</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,483,260</u>
Beginning Fund Balance	<u>\$ 190,683,911</u>	<u>\$ 3,294,419</u>	<u>\$ 5,003,472</u>	<u>\$ 71,128,015</u>	<u>\$ 95,563,607</u>	<u>\$ 365,673,424</u>
Ending Fund Balance	<u>\$ 189,144,267</u>	<u>\$ 6,317,323</u>	<u>\$ 5,003,472</u>	<u>\$ 71,128,015</u>	<u>\$ 95,563,607</u>	<u>\$ 367,156,684</u>

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

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 321,609,270	\$ 327,462,907	\$ 317,465,888	\$ 331,513,775	\$ 331,710,940	\$ 197,165
State Sources	224,228,095	248,300,737	227,719,809	254,878,653	251,809,457	(3,069,196)
Federal Sources	48,916,753	46,557,162	47,547,376	44,847,919	117,521,723	72,673,804
Total Revenues	<u>\$ 594,754,118</u>	<u>\$ 622,320,806</u>	<u>\$ 592,733,073</u>	<u>\$ 631,240,347</u>	<u>\$ 701,042,120</u>	<u>\$ 69,801,773</u>
Expenditures						
Instruction	\$ 300,003,300	\$ 293,827,325	\$ 273,090,767	\$ 317,810,886	\$ 367,237,848	\$ 49,426,961
Instructional Resource & Media	4,996,803	5,176,202	4,989,327	4,866,534	5,027,220	160,686
Curriculum & Staff Development	13,768,358	15,102,390	12,872,094	15,302,648	17,336,985	2,034,337
Instructional Leadership	4,648,661	3,990,609	3,673,976	4,801,101	5,377,544	576,443
School Leadership	30,783,221	31,390,711	28,302,597	33,057,991	34,758,552	1,700,561
Guidance, Counseling & Evaluation	26,772,971	27,399,589	25,906,559	29,405,583	33,263,728	3,858,145
Social Work Services	515,924	571,153	509,765	573,688	596,446	22,757
Health Services	5,652,413	5,821,830	5,805,390	6,148,985	6,541,587	392,602
Student Transportation	16,075,452	16,463,649	13,982,145	16,153,553	16,624,795	471,243
Food Service	23,485,904	24,276,880	20,329,278	26,067,359	31,923,659	5,856,300
Extracurricular Activities	16,313,942	16,100,890	11,233,843	9,813,788	9,887,804	74,016
General Administration	11,591,601	10,696,769	8,565,585	10,906,006	11,503,761	597,755
Facilities Maintenance & Operations	35,843,692	34,852,944	29,567,401	39,123,269	40,365,370	1,242,102
Security & Monitoring Services	6,756,824	6,121,451	5,555,728	6,947,979	7,197,010	249,031
Data Processing Services	11,623,351	12,892,661	9,856,833	10,654,120	10,769,374	115,254
Community Services	1,353,752	1,280,028	819,173	1,155,539	1,514,880	359,341
Debt Service	83,455,240	86,275,582	43,486,455	90,455,548	96,298,299	5,842,751
Facilities Acquisition & Construction	90,198,386	66,406,277	30,693,455	-	-	-
Pmts to Fiscal Agent/SSA	614,273	601,690	472,681	730,000	800,000	70,000
Juvenile Justice Alt. Education Pgm.	344,556	334,361	99,000	300,000	300,000	-
Intergovernmental Charges	2,122,804	2,191,066	1,659,366	2,300,000	2,350,000	50,000
	<u>\$ 686,921,427</u>	<u>\$ 661,774,056</u>	<u>\$ 531,471,419</u>	<u>\$ 626,574,575</u>	<u>\$ 699,674,860</u>	<u>\$ 73,100,284</u>
Other Sources (Uses)						
Other Sources	\$ 109,104,198	\$ 90,253,277	\$ 164,115,615	\$ 81,881	\$ 116,000	\$ 34,119
Other Uses	(14,559,061)	(11,308,129)	(118,802,277)	-	-	-
Net Sources Over (Under) Uses	<u>\$ 94,545,137</u>	<u>\$ 78,945,148</u>	<u>\$ 45,313,337</u>	<u>\$ 81,881</u>	<u>\$ 116,000</u>	<u>\$ (45,231,456)</u>
<i>Amendments - June 2021</i>				(50,161,479)		
Net Change In Fund Balance	<u>\$ 2,377,828</u>	<u>\$ 39,491,897</u>	<u>\$ 106,574,991</u>	<u>\$ (45,413,826)</u>	<u>\$ 1,483,260</u>	<u>\$ 46,897,086</u>
Beginning Fund Balance	\$ 262,642,540	\$ 265,020,368	\$ 304,512,265	\$ 411,087,255	\$ 365,673,430	\$ (45,413,826)
Ending Fund Balance	<u>\$ 265,020,368</u>	<u>\$ 304,512,265</u>	<u>\$ 411,087,255</u>	<u>\$ 365,673,430</u>	<u>\$ 367,156,690</u>	<u>\$ 1,483,260</u>

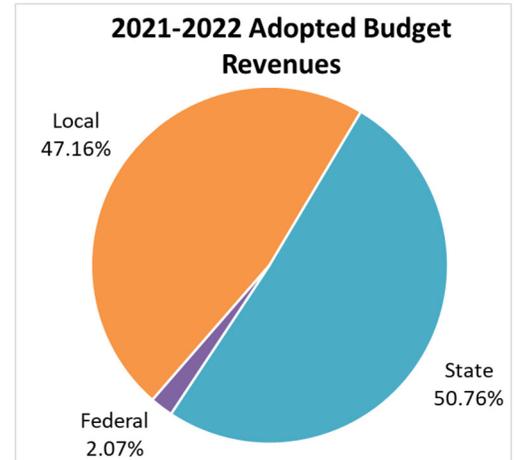
General Fund Budget Overview

Expenditure budgeting begins with staffing, salary, and benefit evaluations as payroll accounts for about 90.9% of the District’s operating budget. The 2021-2022 beginning teacher salary is \$57,800.

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 \$3.4 million during the 2021-2022 fiscal year based on an estimated 7.42% increase in property values, and a reduction to the M&O tax rate from \$0.9573 to \$0.9201 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 6.4% increase expected in 2021-2022, contributing to state aid totaling approximately \$215.8 million. Available School Fund (ASF) is revenue earned for education from the State’s permanent fund in the amount of \$10.0 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 45.8% of total operating revenues. In 2020-2021, 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, however, due to current waivers in place with TDA, the CEP program is not being utilized since meals are being provided free of charge to all students.



Reimbursements for Medicaid services provided by the District from the School Health and Related Services (SHARS) program account for 72.3% 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 one hundred (100) 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 2020-2021. 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

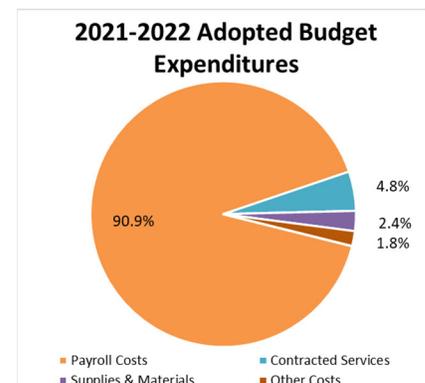
Budget or actual expenditures are presented for each campus and department from FY 2018 through FY 2022 on pages 96-99. Significant departmental changes between adopted budgets in 2020-2021 and 2021-2022 can be attributed to reallocations between cost centers and removal or reassignment of non-recurring allocations from the prior year. Klein ISD implemented new financial ERP system in 2021-2022 that created opportunity to streamline and optimize the budgeting appropriations.

Fund Balance

The General Fund’s net change in fund balance is projected to decrease \$1.5 million at June 30, 2022. 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

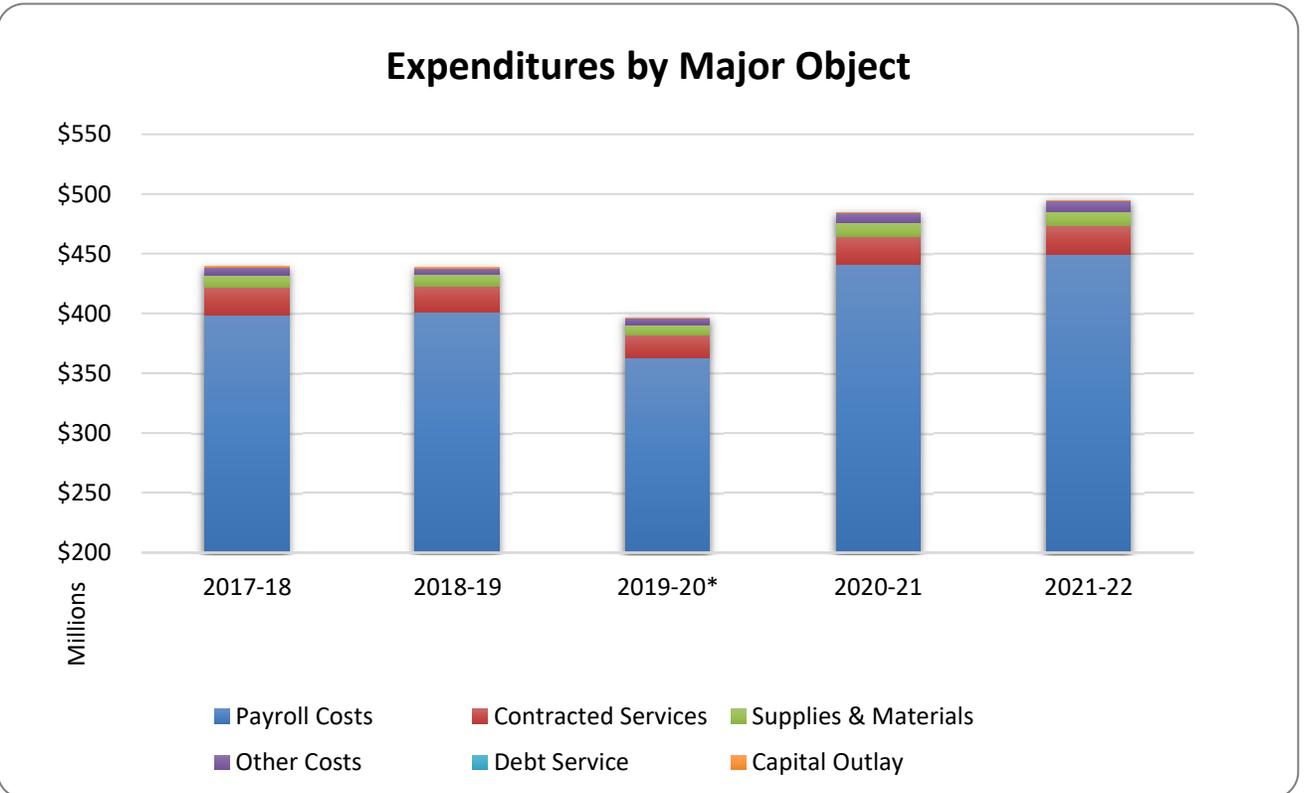
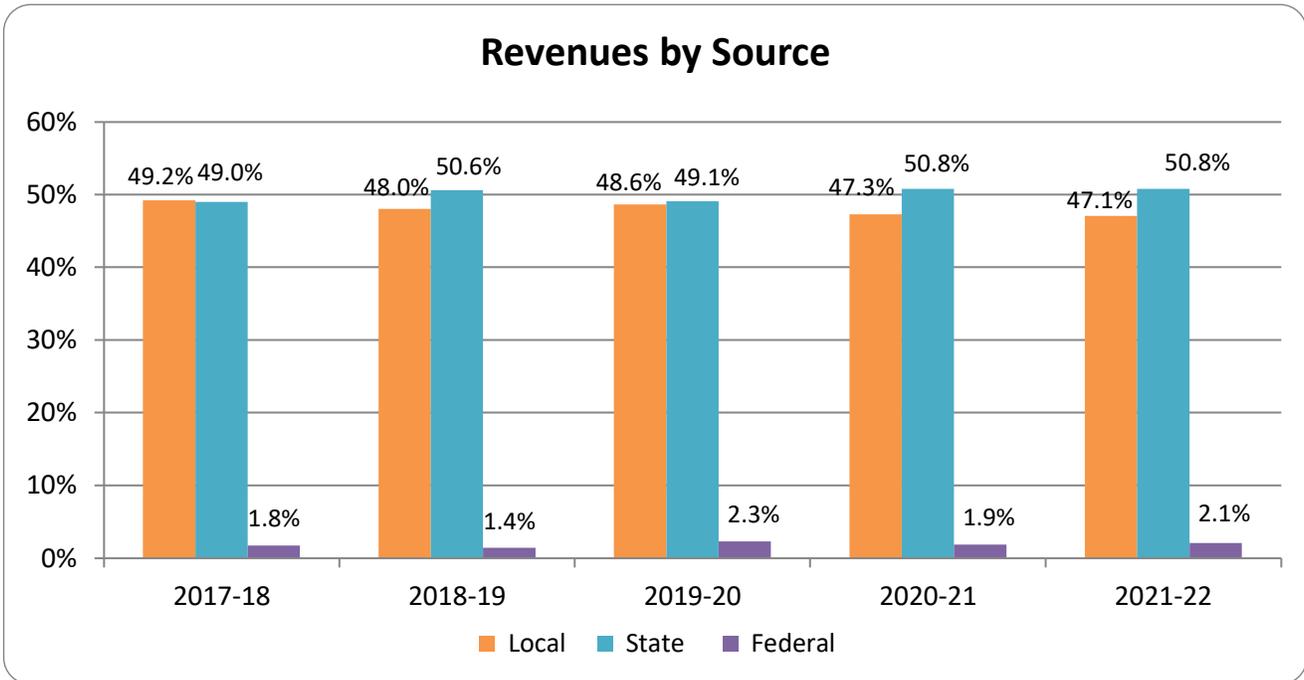
Introduction

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.

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Beginning Fund Balance	\$ 137,681,577	\$ 139,722,187	\$ 177,757,325	\$ 230,870,495	\$ 190,683,911	\$ (40,186,584)
Revenues						
Property Taxes	\$ 209,600,021	\$ 220,305,838	\$ 213,067,309	\$ 225,585,449	\$ 229,009,218	\$ 3,423,769
Other Local Sources	7,692,771	7,760,538	5,094,621	4,211,484	3,418,483	(793,001)
State Sources	194,464,701	220,167,479	199,937,915	223,117,458	225,838,937	2,721,479
State TRS Contributions	21,453,514	20,675,025	20,753,479	24,347,534	24,347,534	-
Federal Sources	7,704,161	7,244,361	10,814,895	8,971,233	10,226,200	1,254,967
Total Revenues	<u>\$ 440,915,168</u>	<u>\$ 476,153,241</u>	<u>\$ 449,668,219</u>	<u>\$ 486,233,158</u>	<u>\$ 492,840,372</u>	<u>\$ 6,607,214</u>
Expenditures						
Payroll Costs	\$ 399,219,691	\$ 401,112,481	\$ 362,510,659	\$ 441,142,032	\$ 449,604,278	\$ 8,462,246
Contracted Services	22,721,361	21,994,048	19,411,550	23,507,110	23,710,597	203,487
Supplies & Materials	10,413,193	9,455,929	8,987,361	11,263,733	12,098,234	834,501
Other Costs	6,546,947	5,547,313	5,173,954	8,475,084	8,967,907	492,823
Debt Service	-	-	-	-	-	-
Capital Outlay	672,201	543,692	499,733	119,000	115,000	(4,000)
Total Expenditures	<u>\$ 439,573,393</u>	<u>\$ 438,653,462</u>	<u>\$ 396,583,256</u>	<u>\$ 484,506,959</u>	<u>\$ 494,496,016</u>	<u>\$ 9,989,057</u>
Other Sources (Uses)						
Other Sources	\$ 904,188	\$ 607,859	\$ 100,707	\$ 80,000	\$ 116,000	\$ 36,000
Other Uses	(205,353)	(72,500)	(72,500)	-	-	-
Net Sources (Uses)	<u>\$ 698,835</u>	<u>\$ 535,359</u>	<u>\$ 28,207</u>	<u>\$ 80,000</u>	<u>\$ 116,000</u>	<u>\$ 36,000</u>
Change in Fund Balance	\$ 2,040,610	\$ 38,035,138	\$ 53,113,170	\$ 1,806,199	\$ (1,539,644)	\$ (3,345,843)
<i>Amendments - June 2021</i>				<u>(41,992,783)</u>		
Ending Fund Balance	<u>\$ 139,722,187</u>	<u>\$ 177,757,325</u>	<u>\$ 230,870,495</u>	<u>\$ 190,683,911</u>	<u>\$ 189,144,267</u>	<u>\$ (1,539,644)</u>

*2019-20 Audited Actual 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



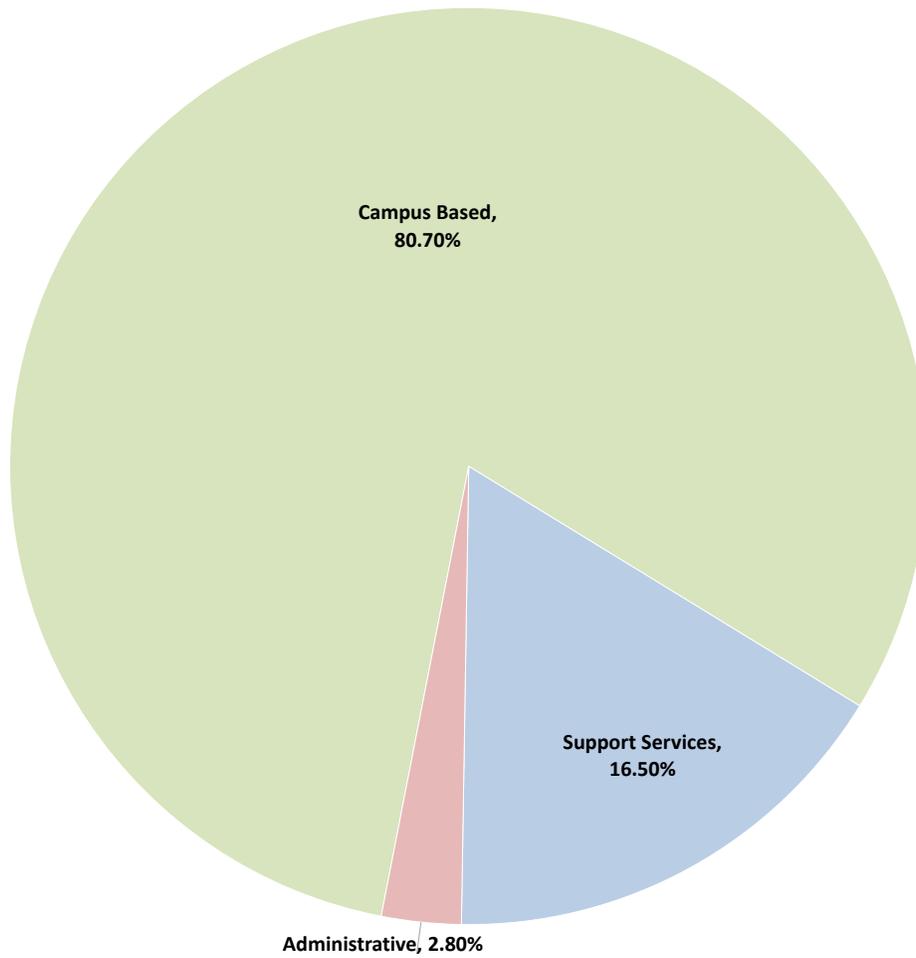
*2019-20 Audited Actual was for 10 month transition to July 1st start date in 2020-21.

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

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Revenues						
Local Sources	\$ 217,292,792	\$ 228,066,376	\$ 218,161,930	\$ 229,796,933	\$ 232,427,701	\$ 2,630,768
State Sources	215,918,215	240,842,504	220,691,394	247,464,992	250,186,471	2,721,479
Federal Sources	7,704,161	7,244,361	10,814,895	8,971,233	10,226,200	1,254,967
Total Revenues	<u>\$ 440,915,168</u>	<u>\$ 476,153,241</u>	<u>\$ 449,668,219</u>	<u>\$ 486,233,158</u>	<u>\$ 492,840,372</u>	<u>\$ 6,607,214</u>
Expenditures						
Instruction	\$ 270,471,842	\$ 272,252,981	\$ 248,002,566	\$ 300,376,866	\$ 303,280,444	\$ 2,903,578
Instructional Resource & Media	4,614,478	4,372,335	4,084,215	4,712,882	4,905,216	192,334
Curriculum & Staff Development	11,212,322	11,315,668	10,148,444	12,027,678	12,321,986	294,308
Instructional Leadership	4,501,140	3,732,157	3,442,389	4,600,039	4,975,968	375,929
School Leadership	30,614,072	30,892,281	27,693,579	32,050,171	32,834,832	784,661
Guidance, Counseling & Evaluation	22,227,003	22,575,204	22,565,676	26,759,159	29,048,297	2,289,138
Social Work Services	514,869	571,118	509,765	573,688	596,446	22,758
Health Services	5,397,100	5,550,755	5,569,517	6,051,091	6,457,162	406,071
Student Transportation	14,722,272	14,438,458	12,214,889	15,953,553	16,624,795	671,242
Food Service	-	648,994	3,721	286,842	-	(286,842)
Extracurricular Activities	9,421,030	9,586,962	8,044,294	9,813,788	9,887,804	74,016
General Administration	11,590,876	10,695,709	8,565,585	10,906,006	11,503,761	597,755
Facilities Maintenance & Operations	34,772,415	33,870,897	29,092,980	39,123,269	40,365,370	1,242,101
Security & Monitoring Services	6,063,925	6,012,132	5,334,364	6,947,979	7,196,885	248,906
Data Processing Services	9,848,108	8,629,331	8,814,183	10,607,120	10,581,374	(25,746)
Community Services	526,832	381,362	262,572	386,829	465,675	78,846
Debt Service	-	-	-	-	-	-
Facilities Acquisition & Construction	-	-	3,470	-	-	-
Pmts to Member Dists of SSA	607,749	601,690	472,681	730,000	800,000	70,000
Juvenile Justice Alt Ed Pgm	344,556	334,361	99,000	300,000	300,000	-
Intergovernmental Charges (HCAD)	2,122,804	2,191,066	1,659,366	2,300,000	2,350,000	50,000
Total Expenditures	<u>\$ 439,573,393</u>	<u>\$ 438,653,462</u>	<u>\$ 396,583,256</u>	<u>\$ 484,506,959</u>	<u>\$ 494,496,016</u>	<u>\$ 9,989,056</u>
Other Sources (Uses)						
Other Sources	\$ 904,188	\$ 607,859	\$ 100,707	\$ 80,000	\$ 116,000	\$ 36,000
Other Uses	(205,353)	(72,500)	(72,500)	-	-	-
Net Sources (Uses)	<u>\$ 698,835</u>	<u>\$ 535,359</u>	<u>\$ 28,207</u>	<u>\$ 80,000</u>	<u>\$ 116,000</u>	<u>\$ 36,000</u>
Net Change In Fund Balance	\$ 2,040,610	\$ 38,035,138	\$ 53,113,170	\$ 1,806,199	\$ (1,539,644)	\$ (3,345,843)
Beginning Fund Balance	\$ 137,681,577	\$ 139,722,187	\$ 177,757,325	\$ 230,870,495	\$ 190,683,911	
Amendments - June 2021				(41,992,783)		
Ending Fund Balance	<u>\$ 139,722,187</u>	<u>\$ 177,757,325</u>	<u>\$ 230,870,495</u>	<u>\$ 190,683,911</u>	<u>\$ 189,144,267</u>	<u>\$ (1,539,644)</u>

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

**Klein Independent School District
2021-2022 Adopted Budget by Function
General Fund**



		Per Student	Total	%	
Campus Based	Instruction	\$ 5,590	303,280,444	61.33%	80.70%
	School Leadership	605	32,834,832	6.64%	
	Guidance and Counseling	535	29,048,297	5.87%	
	Staff Development	227	12,321,986	2.49%	
	Extracurricular Activities	182	9,887,804	2.00%	
	Health Services	119	6,457,162	1.31%	
	Resource and Media	90	4,905,216	0.99%	
	Juvenile Justice Alt Ed Program	6	300,000	0.06%	
Support Services	Maintenance	329	17,843,763	3.61%	16.50%
	Plant Operations/Custodial Services	241	13,086,150	2.65%	
	Utilities	174	9,435,457	1.91%	
	Transportation	306	16,624,795	3.36%	
	Data Processing	195	10,581,374	2.14%	
	Security & Monitoring	133	7,196,885	1.46%	
	Instructional Leadership	92	4,975,968	1.01%	
	Shared Services	15	800,000	0.16%	
	Social Work Services	11	596,446	0.12%	
	Community Services	9	465,675	0.09%	
	Food Service	-	-	0.00%	
Administrative	Intergovernmental Charges (HCAD)	43	2,350,000	0.48%	2.80%
	General Administration	212	11,503,761	2.33%	
Total		9,114	494,496,016	100%	100%

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

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Local Revenue Sources						
Current Year Tax Levy	\$ 205,803,671	\$ 216,763,703	\$ 210,672,249	\$ 221,959,012	\$ 225,327,751	\$ 3,368,739
Prior Year Tax Levy	1,922,884	1,779,108	941,644	1,821,749	1,849,394	27,645
Tax Certificates	3,713	4,189	2,951	-	-	-
Penalties & Interest	1,869,752	1,758,838	1,450,465	1,804,688	1,832,073	27,385
Services Rendered to Other Dist.	3,000	3,000	3,000	3,000	3,000	-
Tuition - Regular Day School	28,060	29,920	26,920	25,000	25,000	-
Tuition - Summer School	459,363	460,322	-	365,000	375,000	10,000
Student Fees	74,262	77,015	65,765	67,000	67,000	-
Interest Income	2,458,836	4,733,782	3,125,853	1,622,745	1,047,192	(575,553)
Facility Rental Income	644,400	627,841	244,055	448,000	345,000	(103,000)
Gifts and Donations	151,686	126,208	142,262	-	-	-
Insurance Recovery	43,841	65,461	70,867	-	-	-
Misc - Local Sources	2,911,187	627,676	573,533	548,650	420,550	(128,100)
Athletic Gate Receipts	563,366	638,003	555,589	574,000	574,000	-
Concession Sales	298,569	311,228	286,392	295,000	295,000	-
Excurr Intermediate Sources	<u>56,202</u>	<u>60,082</u>	<u>384</u>	<u>263,089</u>	<u>266,741</u>	<u>3,652</u>
Total Local Revenue	\$ 217,292,792	\$ 228,066,376	\$ 218,161,930	\$ 229,796,933	\$ 232,427,701	\$ 2,630,768
State Revenue Sources						
Available School Fund	\$ 10,081,836	\$ 24,251,115	\$ 9,986,732	\$ 20,350,739	\$ 10,038,314	\$ (10,312,425)
Foundation School Program	184,378,440	195,512,743	188,538,470	202,766,719	215,800,623	13,033,904
Misc - State Sources	4,425	6,786	380,280	-	-	-
TRS On-Behalf	<u>21,453,514</u>	<u>21,071,860</u>	<u>21,785,912</u>	<u>24,347,534</u>	<u>24,347,534</u>	<u>-</u>
Total State Revenue	\$ 215,918,215	\$ 240,842,504	\$ 220,691,394	\$ 247,464,992	\$ 250,186,471	\$ 2,721,479
Federal Revenue Sources						
Indirect Costs	\$ 309,162	\$ 748,365	\$ 1,292,259	\$ 2,050,000	\$ 2,398,500	\$ 348,500
MAC / SHARS	6,708,799	6,123,217	8,006,279	6,526,233	7,400,000	873,767
AFJROTC	289,498	274,588	253,919	290,000	290,000	-
E-Rate	298,292	98,190	87,990	105,000	137,700	32,700
Other Federal Revenue	<u>98,409</u>	<u>-</u>	<u>1,174,448</u>	<u>-</u>	<u>-</u>	<u>-</u>
Total Federal Revenue	\$ 7,704,161	\$ 7,244,361	\$ 10,814,895	\$ 8,971,233	\$ 10,226,200	\$ 1,254,967
Total Revenues	<u>\$ 440,915,168</u>	<u>\$ 476,153,241</u>	<u>\$ 449,668,220</u>	<u>\$ 486,233,158</u>	<u>\$ 492,840,372</u>	<u>\$ 6,607,214</u>
End of Year Enrollment**	52,991	53,303	54,062	55,143	54,258	(885)
Total Revenue Per Pupil	<u>\$ 8,321</u>	<u>\$ 8,933</u>	<u>\$ 8,318</u>	<u>\$ 8,818</u>	<u>\$ 9,083</u>	<u>\$ 265</u>

** Projected End of Year Enrollment for 2021-22 Adopted Budget.

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

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Payroll Costs						
Professional Salaries	\$ 260,846,985	\$ 259,925,127	\$ 244,336,306	\$ 292,543,419	\$ 297,638,787	\$ 5,095,368
Support Salaries	52,479,894	52,359,811	49,318,169	64,982,075	67,143,708	2,161,633
Substitutes	7,210,776	6,050,840	4,241,354	5,995,359	5,000,237	(995,122)
Stipends	8,982,193	8,854,696	8,068,334	8,854,384	8,950,490	96,106
Professional Extra Duty Pay	2,362,105	2,194,830	1,109,371	2,872,157	3,449,914	577,757
Overtime/Part-Time/Extra Duty	3,777,745	3,715,232	3,042,680	3,126,084	3,032,717	(93,367)
Medicare/FICA Alternative	4,649,582	4,716,994	3,962,939	5,056,758	5,208,280	151,522
Employer Insurance Contribution	21,373,210	17,528,558	14,173,005	17,303,011	18,676,303	1,373,292
Workers Comp/Unemployment	1,164,028	1,007,386	1,247,685	960,429	960,000	(429)
TRS On-Behalf	21,453,514	21,071,860	21,785,912	24,347,534	24,347,534	-
Teacher Retirement	12,495,797	12,427,994	10,735,658	13,903,362	14,109,748	206,386
Service & Attendance Bonus	1,237,449	78,993	228,325	265,000	265,000	-
Sick Leave Benefits	997,711	955,874	204,431	885,000	760,000	(125,000)
Incentives	188,702	10,224,285	56,489	47,460	61,560	14,100
Total Payroll Costs	<u>\$ 399,219,691</u>	<u>\$ 401,112,481</u>	<u>\$ 362,510,659</u>	<u>\$ 441,142,032</u>	<u>\$ 449,604,278</u>	<u>\$ 8,462,246</u>
Non-Payroll Costs						
Legal & Audit Fees	\$ 776,662	\$ 1,066,027	\$ 545,105	\$ 921,200	\$ 881,300	\$ (39,900)
Appraisal & Tax Services	2,122,805	2,191,067	1,659,367	2,300,000	2,550,000	250,000
Professional & Consulting Services	785,332	643,917	1,678,984	380,880	379,907	(973)
Contract Repairs & Maintenance	2,571,686	2,851,707	2,379,820	3,613,391	3,560,192	(53,199)
Utilities	9,690,699	9,220,834	7,592,957	10,152,537	9,828,450	(324,087)
Operating Leases	1,881,547	1,796,614	1,346,074	1,712,507	1,710,108	(2,399)
Tuition	434,103	400,052	136,440	349,090	375,650	26,560
Other Contracted Services	4,458,527	3,823,831	4,072,804	4,077,505	4,424,990	347,485
Fuel	1,305,282	1,520,617	946,416	1,470,448	1,941,116	470,668
Maint & Operations Supplies	2,614,567	2,553,806	2,317,323	3,082,040	3,437,076	355,036
Textbook/Testing & Reading Mat.	1,253,946	1,030,633	1,196,456	1,449,732	752,407	(697,325)
General Supplies	5,239,398	4,350,873	4,527,166	5,261,513	5,967,635	706,122
Employee & Student Travel	2,102,215	1,214,144	640,123	1,791,831	1,690,920	(100,911)
Property/Casualty Insurance	2,654,693	2,743,682	2,911,958	4,329,592	4,721,407	391,815
Cy Fair Deaf Cooperative	607,749	601,690	472,681	730,000	800,000	70,000
Miscellaneous Operating Costs	1,182,290	987,796	1,149,191	1,623,661	1,755,580	131,919
Debt Service & Capital Outlay	672,201	543,692	499,733	119,000	115,000	(4,000)
Total Non-Payroll Costs	<u>\$ 40,353,702</u>	<u>\$ 37,540,981</u>	<u>\$ 34,072,597</u>	<u>\$ 43,364,927</u>	<u>\$ 44,891,738</u>	<u>\$ 1,526,811</u>
Total General Fund	<u>\$ 439,573,393</u>	<u>\$ 438,653,462</u>	<u>\$ 396,583,256</u>	<u>\$ 484,506,959</u>	<u>\$ 494,496,016</u>	<u>\$ 9,989,057</u>
End of Year Enrollment**	52,991	53,303	54,062	52,791	54,258	1,467
Total Expenditure Per Pupil	<u>\$ 8,295</u>	<u>\$ 8,229</u>	<u>\$ 7,336</u>	<u>\$ 9,178</u>	<u>\$ 9,114</u>	<u>\$ (64)</u>

** Projected End of Year Enrollment for 2021-22 Adopted Budget.

**Adopted Campus Budgets by Project
For The Year Ending June 30, 2022**

Campuses	Projected Enrollment	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Capital Outlay	Total	Non Payroll Budget Per Pupil
Klein High	3,298	\$ 10,918,760	\$ 60,520	\$ 143,049	\$ 74,712	\$ -	\$ 11,197,041	\$ 84
Klein Forest High	3,557	14,318,482	63,852	175,194	68,565	-	14,626,093	86
Klein Oak High	3,693	12,022,242	87,068	185,713	37,550	-	12,332,573	84
Klein Collins High	3,400	10,478,292	64,034	171,251	47,936	-	10,761,513	83
Klein Cain High	3,921	11,913,130	62,895	221,896	38,300	-	12,236,221	82
Klein Intermediate	1,153	5,223,188	27,362	35,625	-	-	5,286,175	55
Hildebrandt Intermediate	1,133	4,524,511	26,347	33,880	1,700	-	4,586,438	55
Wunderlich Intermediate	1,441	6,219,459	34,771	43,480	-	-	6,297,710	54
Strack Intermediate	1,173	4,685,271	23,932	36,565	3,550	-	4,749,318	55
Kleb Intermediate	1,448	5,122,678	24,134	52,072	2,416	-	5,201,300	54
Doerre Intermediate	1,346	5,080,326	26,742	41,474	5,000	-	5,153,542	54
Schindewolf Intermediate	1,129	4,652,979	23,086	36,004	2,625	-	4,714,694	55
Krimmel Intermediate	1,365	5,071,078	26,280	40,843	7,100	-	5,145,301	54
Ulrich Intermediate	1,371	5,368,881	30,270	37,271	7,000	-	5,443,422	54
Hofius Intermediate	1,217	4,507,929	25,916	38,863	1,600	-	4,574,308	55
Kohrville Elementary	771	3,436,748	14,716	21,471	1,000	-	3,473,935	48
Northampton Elementary	652	2,509,176	12,191	18,903	500	-	2,540,770	48
Haude Elementary	660	2,911,848	16,364	14,106	1,500	-	2,943,818	48
Greenwood Forest Elementary	664	2,740,609	15,450	16,208	500	-	2,772,767	48
Epps Island Elementary	618	2,340,871	16,020	13,476	500	-	2,370,867	49
Theiss Elementary	678	3,049,930	12,168	20,148	500	-	3,082,746	48
Benfer Elementary	764	3,520,566	16,768	19,590	500	-	3,557,424	48
Kaiser Elementary	690	2,512,203	15,544	16,885	951	-	2,545,583	48
Brill Elementary	855	3,140,810	13,710	22,425	5,000	-	3,181,945	48
Ehrhardt Elementary	730	2,955,190	24,420	8,240	2,600	-	2,990,450	48
Lemm Elementary	656	3,027,694	12,881	16,316	2,585	-	3,059,476	48
Nitsch Elementary	672	2,769,692	13,650	18,384	500	-	2,802,226	48
Krahn Elementary	857	3,754,879	11,582	29,147	500	-	3,796,108	48
Roth Elementary	783	2,833,037	10,938	26,313	500	-	2,870,788	48
Kuehnle Elementary	769	3,382,343	17,550	18,893	650	-	3,419,436	48
Mittelstadt Elementary	823	3,862,325	15,080	22,149	2,402	-	3,901,956	48
Klenk Elementary	754	2,776,946	17,950	17,938	500	-	2,813,334	48
Eiland Elementary	609	2,369,429	14,455	14,018	1,100	-	2,399,002	49
Schultz Elementary	565	2,431,724	13,685	13,320	500	-	2,459,229	49
Hassler Elementary	684	3,314,721	15,366	17,232	500	-	3,347,819	48
Kreinhop Elementary	690	3,425,126	15,480	15,200	2,700	-	3,458,506	48
McDougle Elementary	564	2,204,543	14,200	11,558	1,700	-	2,232,001	49
Metzler Elementary	852	3,726,242	13,650	26,844	500	-	3,767,236	48
Benignus Elementary	625	2,994,718	14,319	14,506	1,500	-	3,025,043	49
Frank Elementary	598	2,795,938	10,158	18,398	500	-	2,824,994	49
Mueller Elementary	611	2,917,869	11,570	16,947	1,150	-	2,947,536	49
Blackshear Elementary	877	3,624,089	17,721	23,448	1,000	-	3,666,258	48
Zwink Elementary	875	3,211,494	17,954	21,621	2,500	-	3,253,569	48
Bernshausen Elementary	919	3,569,170	13,832	29,111	1,200	-	3,613,313	48
Grace England PreK/EC Center	344	830,534	5,343	10,825	-	-	846,702	47
French Elementary	846	3,395,718	20,034	12,978	7,700	-	3,436,430	48
Mahaffey Elementary	901	3,223,080	15,448	27,349	500	-	3,266,377	48
Fox Elementary	657	2,768,409	14,510	15,819	1,500	-	2,800,238	48
Total Campus Budgets	54,258	208,434,877	1,091,916	1,902,946	343,792	-	211,773,531	62

**Adopted Department Budgets by Project
For The Year Ending June 30, 2022**

Departments	Payroll Costs	Contracted Services	Supplies & Materials	Other Costs	Debt Service	Capital Outlay	Total
Early Education	\$ -	\$ 5,000	\$ 19,000	\$ 6,000	\$ -	\$ -	\$ 30,000
Snack Vending	64,168	1,631	83,676	56,077	-	-	205,552
Multilingual Payroll	16,279,367	-	-	-	-	-	16,279,367
Multilingual	4,697,384	106,950	88,950	9,700	-	-	4,902,984
Special Education	64,487,103	538,212	409,360	879,299	-	-	66,313,974
State Comp Ed & Other State Prog	3,172,953	207,000	4,962	26,900	-	-	3,411,815
Health, Physical Education, & Athletics	18,969,488	437,954	604,850	496,350	-	-	20,508,642
Instructional Fine Arts	20,690,060	247,037	378,627	308,500	-	-	21,624,224
Summer School	330,500	-	7,500	-	-	-	338,000
Advanced Academics	685,526	110,000	221,400	173,200	-	-	1,190,126
Therapeutic Education Program	3,322,044	6,125	12,650	400	-	-	3,341,219
Career & Technical Education	15,217,871	75,365	318,518	417,125	-	-	16,028,879
Vistas High School of Choice	1,657,705	17,325	36,884	9,824	-	-	1,721,738
DAEP	2,672,775	14,395	32,846	1,047	-	-	2,721,063
Core Academics - Math & Science	854,084	4,000	24,738	5,350	-	-	888,172
Core Academics - ELA, SS & World Lang	899,738	2,350	47,114	249,530	-	-	1,198,732
Research & Program Evaluation	400,209	302,778	5,000	-	-	-	707,987
Community Relations	156,222	418	950	3,850	-	-	161,440
Data Services	941,339	329,000	15,000	2,300	-	-	1,287,639
Internal Audit Services	187,659	8,090	250	9,620	-	-	205,619
Multipurpose Center	509,995	7,375	18,410	300	-	-	536,080
Assessment & Accountability	442,808	251,650	345,200	4,000	-	-	1,043,658
Information Technology	4,686,834	1,935,690	906,939	32,253	-	95,000	7,656,716
Transportation	14,272,050	327,815	2,622,400	(271,750)	-	-	16,950,515
Extracurricular Academic Stipends	449,762	-	-	-	-	-	449,762
Athletic Concessions	116,000	380	130,000	2,300	-	-	248,680
Counseling & Whole Student Wellness	284,265	263,975	6,380	10,800	-	-	565,420
Health Services	585,323	101,548	22,070	16,380	-	-	725,321
Parent & Family Engagement	23,934	1,600	4,352	5,612	-	-	35,498
Digital Learning & Media	366,832	73,694	10,210	4,720	-	-	455,456
Superintendent/Deputy Supt Office	954,193	18,128	19,700	68,600	-	-	1,060,621
Mail Room/Copy Center	13,440	13,200	28,800	-	-	-	55,440
Human Resource Services	1,897,941	145,055	16,500	58,940	-	-	2,118,436
Professional Learning	147,491	35,000	6,100	109,069	-	-	297,660
Campus Safety & Support	443,335	392,500	4,100	1,875	-	-	841,810
Benefits & Risk Management	185,680	-	-	-	-	-	185,680
Security & Monitoring Services	6,105,918	190,901	213,068	27,435	-	-	6,537,322
Facility & School Services Admin	472,080	162,972	377,500	266,470	-	-	1,279,022
Financial Services	3,084,866	1,117,623	19,050	53,000	-	-	4,274,539
Plant Operations	11,640,913	485,200	952,987	7,050	-	-	13,086,150
Warehouse Services	838,903	148,431	101,185	15,185	-	-	1,103,704
Plant Maintenance	7,386,129	1,383,434	1,827,292	82,053	-	20,000	10,698,908
Wunderlich Farms	90,099	-	10,100	10,000	-	-	110,199
Communications & Public Relations	1,060,202	481,450	161,300	222,650	-	-	1,925,602
Energy Management	299,457	9,136,000	-	-	-	-	9,435,457
Teaching & Learning	2,497,378	103,150	73,200	221,600	-	-	2,895,328
Districtwide / Other (Insurance)	-	3,428,280	6,170	5,020,500	-	-	8,454,950
Districtwide/Emp Benefits/Contingency	26,627,379	-	-	-	-	-	26,627,379
Total Departmental Budgets	\$ 241,169,402	\$ 22,618,681	\$ 10,195,288	\$ 8,624,114	\$ -	\$ 115,000	\$ 282,722,485
Total General Fund	\$ 449,604,280	\$ 23,710,598	\$ 12,098,234	\$ 8,967,906	\$ -	\$ 115,000	\$ 494,496,015

**Comparative Summary of Campus Budgets
General Fund**

Campuses	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Klein High	\$ 11,660,391	\$ 10,896,333	\$ 9,297,377	\$ 10,548,179	\$ 11,197,041	\$ 648,862
Klein Forest High	12,008,244	12,116,788	10,417,256	13,970,363	14,626,093	655,729
Klein Oak High	11,576,567	10,684,250	9,211,113	10,642,551	12,332,573	1,690,023
Klein Collins High	10,830,594	10,113,724	8,952,161	10,433,643	10,761,513	327,870
Klein Cain High	5,253,864	7,734,796	8,567,229	10,987,624	12,236,221	1,248,597
Klein Intermediate	5,352,962	4,681,633	4,005,634	5,089,816	5,286,175	196,359
Hildebrandt Intermediate	4,238,354	3,725,691	3,322,636	4,235,898	4,586,438	350,540
Wunderlich Intermediate	6,376,077	5,712,433	4,740,961	6,150,952	6,297,710	146,759
Strack Intermediate	4,179,013	4,181,918	3,713,542	4,467,539	4,749,318	281,780
Kleb Intermediate	4,219,069	4,212,549	3,987,613	4,836,456	5,201,300	364,844
Doerre Intermediate	4,443,375	4,440,988	3,782,612	4,813,323	5,153,542	340,219
Schindewolf Intermediate	4,418,588	3,949,777	3,435,072	4,177,933	4,714,694	536,762
Krimmel Intermediate	4,268,498	4,313,109	3,973,780	4,738,539	5,145,301	406,762
Ulrich Intermediate	4,248,069	4,286,846	4,153,312	4,902,241	5,443,422	541,181
Hofius Intermediate	506,659	3,125,581	3,286,298	4,148,036	4,574,308	426,272
Kohrville Elementary	2,684,285	2,453,297	2,088,933	3,089,159	3,473,935	384,776
Northampton Elementary	2,075,776	1,922,136	1,787,284	2,597,490	2,540,770	(56,720)
Haude Elementary	2,976,552	2,732,021	2,356,052	2,855,712	2,943,818	88,105
Greenwood Forest Elementary	3,056,222	2,664,529	2,409,049	2,815,853	2,772,767	(43,086)
Epps Island Elementary	2,176,204	1,944,835	1,817,821	2,075,859	2,370,867	295,009
Theiss Elementary	2,683,828	2,564,254	2,332,480	2,728,681	3,082,746	354,065
Benfer Elementary	3,165,116	3,069,767	2,628,875	3,376,155	3,557,424	181,269
Kaiser Elementary	2,440,205	1,890,512	1,805,577	2,191,488	2,545,583	354,095
Brill Elementary	2,760,516	2,584,051	2,418,577	2,724,602	3,181,945	457,343
Ehrhardt Elementary	2,480,427	2,364,740	2,236,488	2,551,112	2,990,450	439,339
Lemm Elementary	1,767,005	2,506,365	2,433,221	2,940,113	3,059,476	119,363
Nitsch Elementary	3,020,438	2,420,867	2,231,718	2,385,773	2,802,226	416,453
Krahn Elementary	2,873,718	2,828,885	2,551,412	3,660,931	3,796,108	135,177
Roth Elementary	2,635,677	2,422,699	2,148,025	2,685,099	2,870,788	185,688
Kuehnle Elementary	3,429,272	3,226,812	2,862,609	3,270,829	3,419,436	148,606
Mittelstadt Elementary	3,522,404	3,540,356	3,141,548	3,607,123	3,901,956	294,834
Klenk Elementary	3,298,349	2,534,721	2,197,227	2,675,371	2,813,334	137,963
Eiland Elementary	1,878,905	1,594,802	1,649,494	2,156,250	2,399,002	242,752
Schultz Elementary	2,377,556	2,383,705	1,976,925	2,349,699	2,459,229	109,530
Hassler Elementary	3,216,771	3,225,386	3,083,715	3,095,113	3,347,819	252,706
Kreinhop Elementary	3,371,864	3,338,386	2,895,308	3,261,965	3,458,506	196,542
McDougle Elementary	2,305,246	1,785,420	1,550,545	1,967,692	2,232,001	264,310
Metzler Elementary	3,479,498	3,189,426	2,934,717	3,567,764	3,767,236	199,472
Benignus Elementary	3,146,918	2,846,461	2,425,448	2,839,142	3,025,043	185,901
Frank Elementary	2,821,670	2,633,402	2,266,541	2,729,442	2,824,994	95,552
Mueller Elementary	3,293,102	2,989,389	2,661,808	2,599,206	2,947,536	348,330
Blackshear Elementary	3,465,753	3,489,450	3,339,056	3,215,110	3,666,258	451,149
Zwink Elementary	3,796,571	3,692,673	3,182,022	2,866,671	3,253,569	386,898
Bernshausen Elementary	3,152,248	2,938,448	2,570,016	3,145,827	3,613,313	467,486
Grace England Pre-K/EC Center	598,763	537,639	496,466	872,190	846,702	(25,488)
French Elementary	2,894,770	2,859,973	2,625,006	3,353,570	3,436,430	82,861
Mahaffey Elementary	2,509,956	2,609,528	2,412,788	3,188,922	3,266,377	77,455
Fox Elementary	-	-	53,812	2,565,867	2,800,238	234,371
Total Campus Budgets	\$ 182,935,909	\$ 177,961,351	\$ 160,417,159	\$ 196,148,868	\$ 211,773,531	\$15,624,663

Comparative Summary of Department Budgets

General Fund

Departments	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Klein Forest High School Project	\$ 2,010,981	\$ 4,484,855	\$ 2,573,226	\$ -	\$ -	\$ -
Multilingual Payroll	15,074,802	13,355,465	11,758,160	15,884,178	16,279,367	395,189
Multilingual	5,525,757	4,611,014	4,084,489	4,537,228	4,902,984	365,756
Special Education	43,481,787	47,455,722	51,511,091	63,875,459	66,313,975	2,438,516
State Compensatory Education & Other State Programs	3,865,132	4,028,702	2,540,190	2,849,323	3,411,815	562,492
High School Allotment	3,560,637	3,191,126	2,786,245	3,135,729	-	(3,135,729)
Health, Physical Education & Athletics	20,038,621	19,262,424	17,732,737	20,177,301	20,508,642	331,341
Fine Arts	20,192,690	20,437,785	18,639,559	21,398,575	21,624,224	225,649
Summer School & Athletic Camps	463,889	331,894	14,133	338,000	338,000	-
Academic Enrichment	917,816	897,188	739,893	1,138,647	1,190,126	51,479
Therapeutic Education Program	3,239,284	3,210,039	2,923,251	3,355,870	3,341,219	(14,651)
Career & Technical Education	13,646,164	14,063,738	14,821,305	15,748,861	16,028,879	280,018
Vistas High School of Choice	1,572,302	1,468,708	1,445,503	1,652,890	1,721,738	68,848
Disciplinary Alt. Education Program	2,467,148	2,464,254	2,309,786	2,709,169	2,721,063	11,894
Core Academics - Math & Science	614,727	545,942	533,150	631,153	888,172	257,019
Core Academics - ELA, SS & WL	1,166,697	907,889	1,067,902	1,638,427	1,198,732	(439,695)
Research & Program Evaluation	301,704	350,984	358,697	543,696	707,987	164,291
Community Relations	-	-	134,537	157,114	161,440	4,326
Data Services	-	1,151,485	1,005,375	1,226,227	1,287,639	61,412
Internal Audit Services	276,941	217,140	176,338	288,077	205,619	(82,458)
Multipurpose Center	507,369	477,148	353,841	506,416	536,080	29,664
Assessment & Accountability	973,461	836,830	742,749	1,003,151	1,043,658	40,507
Information Technology	9,064,811	6,824,050	6,003,545	7,398,065	7,656,716	258,651
Transportation	14,820,233	14,247,334	12,476,626	16,332,813	16,950,515	617,702
Extracurricular Academic Stipends	576,366	534,909	501,210	514,781	449,762	(65,019)
Athletic Concessions	212,812	270,676	209,155	248,680	248,680	-
Counseling & Whole Student Wellness	355,300	347,409	285,599	452,784	565,420	112,636
Health Services	556,761	516,577	423,625	589,719	725,321	135,602
Parent & Family Engagement	59,563	52,571	46,552	33,602	35,498	1,896
Digital Learning & Media	2,024,154	686,072	353,682	346,168	455,456	109,288
Superintendent/Deputy Supt Office	1,055,427	918,878	772,929	971,842	1,060,621	88,779
Mail Room / Copy Center	108,430	39,542	30,459	51,180	55,440	4,260
Human Resource Services	1,702,618	1,205,580	1,107,294	1,668,146	2,118,436	450,290
Professional Learning	1,080,761	247,212	231,669	263,135	297,660	34,525
Instructional Specialists	7,290,867	6,973,010	6,955,459	7,959,334	-	(7,959,334)
Campus Safety & Support	1,247,982	1,116,894	598,996	1,155,742	841,810	(313,932)
Benefits & Risk Management	530,736	197,478	121,235	132,836	185,680	52,844
Security & Monitoring Services	5,177,005	5,127,995	4,696,956	6,295,764	6,537,322	241,558
Tax Office	2,554,794	2,593,127	2,020,107	209,483	-	(209,483)
Facility & School Services Admin	757,924	1,119,327	958,832	1,168,831	1,279,022	110,191
Financial Services	3,941,310	4,074,639	4,190,887	4,504,914	4,274,539	(230,375)
Plant Operations	11,144,993	10,529,213	9,384,831	12,403,059	13,086,150	683,091
Warehouse Services	940,413	904,515	854,240	990,897	1,103,704	112,807
Plant Maintenance	8,976,227	8,771,337	7,489,563	10,152,098	10,698,908	546,810
Wunderlich Farms	-	87,941	82,340	106,903	110,199	3,296
Communications & Public Relations	1,077,428	1,120,244	1,069,999	1,726,171	1,925,602	199,431
Energy Management	9,611,034	9,005,959	7,307,097	9,788,636	9,435,457	(353,179)
Teaching & Learning	2,383,733	1,956,588	1,923,047	3,042,741	2,895,327	(147,414)
Districtwide / Other (Insurance)	4,539,776	4,027,965	4,166,468	8,097,585	8,454,950	357,365
Districtwide / Employee Benefits / Contingency	24,948,115	33,444,738	23,499,507	28,639,934	26,627,379	(2,012,555)
Early Education	-	-	148,473	30,000	30,000	-
Snack Vending	-	-	-	286,792	205,552	(81,240)
Total Department Budgets	\$ 256,637,483	\$ 260,692,112	\$ 236,162,539	\$ 288,358,126	\$ 282,722,485	\$ (5,635,641)
Total General Fund	\$ 439,573,391	\$ 438,653,462	\$ 396,579,698	\$ 484,506,994	\$ 494,496,016	\$ 9,989,022

General Fund Financial Forecast

	2021-22*	2022-23	2023-24*	2024-25
Beginning Fund Balance	\$190,683,911	\$189,144,267	\$175,255,489	\$157,705,918
Projected Revenues				
Local Taxes	\$229,009,218	\$233,558,624	\$238,229,796	\$242,994,392
Other Local Sources	3,418,483	4,228,865	4,262,942	4,295,263
State Sources	250,186,471	255,544,269	249,315,579	246,140,978
Federal Sources	10,226,200	8,765,786	8,796,731	8,820,377
Other Sources	116,000	64,852	68,383	72,090
Total Revenues	\$492,956,372	\$502,162,396	\$500,673,431	\$502,323,100
Projected Expenditures				
Payroll Costs	\$ 449,604,278	\$ 463,092,406	\$ 472,354,254	\$ 481,801,340
Contracted Services	23,710,597	24,142,130	24,226,627	24,292,039
Supplies and Materials	12,098,234	12,318,422	12,361,536	12,394,912
Other Operating Costs	8,967,907	9,131,123	9,163,082	9,187,822
Debt Service	-	-	-	-
Capital Outlay	115,000	117,093	117,503	117,820
Other Uses	-	7,250,000	-	-
Total Expenditures	\$494,496,016	\$516,051,174	\$518,223,003	\$527,793,933
Ending Fund Balance	\$189,144,267	\$175,255,489	\$157,705,918	\$132,235,085

Revenues over (Expenditures)	(\$1,539,644)	(\$13,888,778)	(\$17,549,571)	(\$25,470,833)
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PROJECTION FACTORS:

Local Assessed Taxable Value	\$25,704,936,846	\$26,219,035,583	\$26,743,416,295	\$27,278,284,620
State CPTD Taxable Value (Current)	\$23,336,857,425	\$24,942,386,542	\$25,441,234,273	\$25,950,058,959
Maintenance Tax	0.92010	0.92010	0.92010	0.92010
Max. Maintenance Tax Rate	1.04000	1.04000	1.04000	1.04000
One Cent on Tax Rate	\$2,570,494	\$2,621,904	\$2,674,342	\$2,727,828
Total Tax Rate Per \$100	1.30010	1.27510	1.22760	1.21510
Student Enrollment	54,248	55,237	55,432	55,581
Weighted Avg. Daily Attendance (WADA)	67,762	68,997	69,241	69,382
Funding per WADA	\$6,608	\$6,631	\$6,630	\$6,605
Property Wealth Per WADA	\$344,396	\$361,499	\$367,432	\$374,015
Total Employees - General Fund	6,816	6,899	6,948	6,994
Salary Increase Included in Budget	2.50%	3.00%	2.00%	2.00%
Cost of Each % Salary Increase	\$4,496,043	\$3,522,730	\$3,624,257	\$3,717,237
Fund Balance as % of Total Exp.	38.25%	33.96%	30.43%	25.05%

* The Texas Legislature will be in session.

- Enrollment-based staffing increases each year on a district-wide average student to staff ratio of 23:1.
- Enrollment projections are based on the "Moderate Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2020.
- A 2.5% pay increase has been provided in 2021-22. A salary pay increase is projected for the remaining years.
- Assessed valuation changes are forecast to decrease during the projection period from 7.42% to 2% annually.
- 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.
- The General Operating fund balance will decrease from 38.25% to 25.05% 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 281 [Elementary and Secondary School Emergency Relief II \(ESSER II\)](#) - This fund classification is to be used to provide financial assistance to facilitate a more comprehensive long-term approach to learning acceleration that will be necessary to support Texas students affected by COVID-19.

Fund 282 [Elementary and Secondary School Emergency Relief III \(ESSER III\)](#) - This fund classification is to be used to provide financial assistance to facilitate a more comprehensive long-term approach to learning acceleration that will be necessary to support Texas students affected by COVID-19.

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.

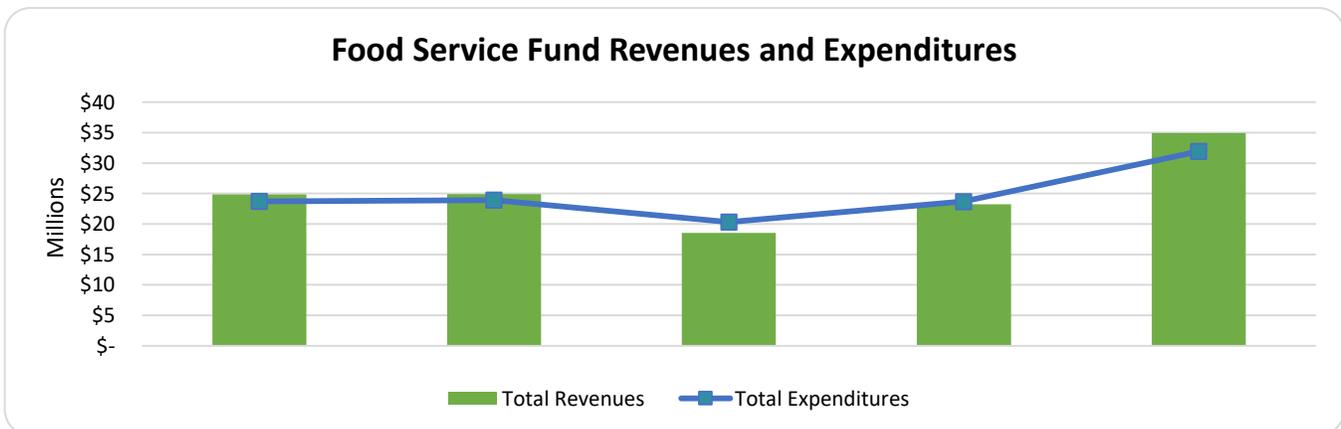
Klein Independent School District

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.

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change From Prior Year
Revenues						
Local Sources	\$ 7,999,224	\$ 8,755,111	\$ 6,131,662	\$ 9,497,400	\$ 3,920,072	\$ (5,577,328)
State Sources	125,702	113,823	116,916	125,000	125,000	-
State TRS Contributions	519,563	543,578	508,117	562,854	562,854	-
Federal Sources	16,153,080	15,372,324	11,697,109	15,300,124	30,338,762	15,038,638
Total Revenues	<u>\$ 24,797,569</u>	<u>\$ 24,784,836</u>	<u>\$ 18,453,804</u>	<u>\$ 25,485,378</u>	<u>\$ 34,946,688</u>	<u>\$ 9,461,310</u>
Expenditures						
Food Service	\$ 23,433,604	\$ 23,627,887	\$ 20,325,558	\$ 25,780,517	\$ 31,923,659	\$ 6,143,142
Facilities Maint & Operations	299,175	300,783	-	-	-	-
Security & Monitoring Services	-	-	125	-	125	125
Total Expenditures	<u>\$ 23,732,779</u>	<u>\$ 23,928,670</u>	<u>\$ 20,325,683</u>	<u>\$ 25,780,517</u>	<u>\$ 31,923,784</u>	<u>\$ 6,143,267</u>
Other Sources (Uses)						
Other Sources	\$ 77,184	\$ 111,009	\$ 80,321	\$ 1,881	\$ -	\$ (1,881)
Other Uses	-	-	-	-	-	-
	<u>\$ 77,184</u>	<u>\$ 111,009</u>	<u>\$ 80,321</u>	<u>\$ 1,881</u>	<u>\$ -</u>	<u>\$ (1,881)</u>
<i>Projected Amendments - June 2021</i>				\$ -		
Net Change In Fund Balance	<u>\$ 1,141,974</u>	<u>\$ 967,175</u>	<u>\$ (1,791,558)</u>	<u>\$ (293,258)</u>	<u>\$ 3,022,904</u>	<u>\$ 3,316,162</u>
Beginning Fund Balance	<u>\$ 3,270,086</u>	<u>\$ 4,412,060</u>	<u>\$ 5,379,235</u>	<u>\$ 3,587,677</u>	<u>\$ 3,294,419</u>	<u>\$ (293,258)</u>
Ending Fund Balance	<u><u>\$ 4,412,060</u></u>	<u><u>\$ 5,379,235</u></u>	<u><u>\$ 3,587,677</u></u>	<u><u>\$ 3,294,419</u></u>	<u><u>\$ 6,317,323</u></u>	<u><u>\$ 3,022,904</u></u>



The adopted budget for 2021-2022 shows an increase in revenue and expenditures due to USDA/TDA extending waivers currently in place thru June 2022. Additionally, the Summer Food Service Program (SFSP) will reimburse the district at a significantly higher rate. The increased revenues amount to about an 18% increase for lunches and a 28% increase for breakfast. The increased funding will be used for increasing food quality, increasing training opportunities for the food service team, restoring capital equipment purchases, and for pursuing needed capital projects for campus kitchens.

Food Service Fund - Financial Forecast

	2021-22*	2022-23	2023-24*	2024-25
Beginning Fund Balance	\$3,294,419	\$6,317,323	\$6,399,781	\$6,465,682
Projected Revenues				
Local Sources	\$3,920,072	\$9,046,480	\$9,169,200	\$9,318,566
State Sources	687,854.00	700,394	702,867	707,244
Federal Sources	16,804,578	17,453,163	17,865,073	18,335,858
COVID Revenue	13,534,184			
Other Sources	-	640,453	641,953	643,453
Total Revenues	\$34,946,688	\$27,840,490	\$28,379,093	\$29,005,121
Projected Expenditures				
Payroll Costs	\$13,139,077	\$13,648,249	\$13,921,214	\$14,199,638
Contracted Services	156,650	108,783	110,959	113,178
Supplies and Materials	17,735,570	13,691,087	13,964,909	14,244,207
Other Operating Costs	137,487	141,612	144,444	147,333
Capital Outlay	755,000	168,300	171,666	175,099
Total Expenditures	\$31,923,784	\$27,758,031	\$28,313,192	\$28,879,455
Ending Fund Balance	<u>\$6,317,323</u>	<u>\$6,399,781</u>	<u>\$6,465,682</u>	<u>\$6,591,349</u>
Projection Factors				
Student Enrollment	54,248	55,237	55,432	55,581
Total Employees - Food Service	562	567	567	567
Ratio of Students to Employees	96.527	97.420	97.764	98.026
Salary Increase Included in Budget	2.50%	3.00%	2.00%	2.00%
Cost of Each % Salary Increase	\$131,391	\$136,482	\$139,212	\$141,996
Fund Balance as % of Total Exp.	19.79%	23.06%	22.84%	22.82%

* The Texas Legislature will be in session.

Assumptions:

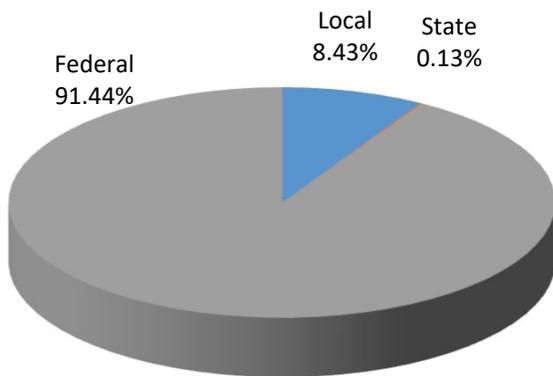
- (1) The ratio of students to Food Service employees increases slightly from the present 97.041 to a projected 98.445 in 2023-24.
- (2) Enrollment projections are based on the "Moderate Growth Scenario" provided in the demographic study issued by Population and Survey Analysts (PASA) in October 2019.
- (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
Statement of Expenditure Budgets by Program and Major Object
For The Year Ending June 30, 2022

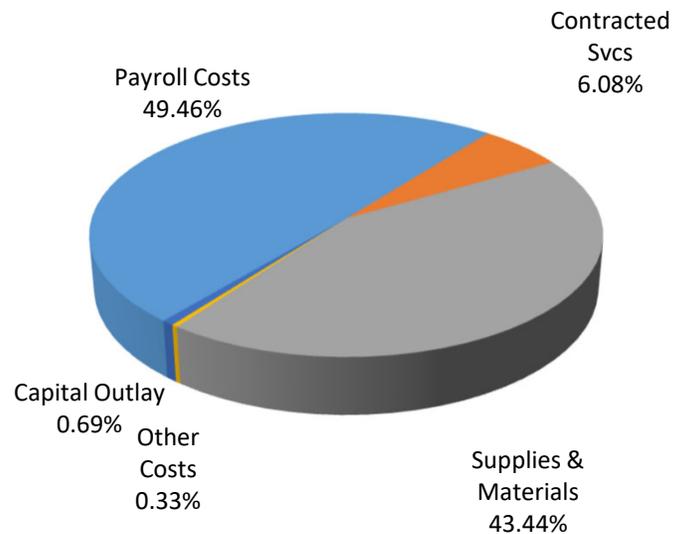
Special Revenue Funds are governmental funds used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. These funds utilize the modified accrual basis of accounting. Governmental fund reporting focuses primarily on the sources, uses, 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	\$ 8,121,889	\$ 231,752	\$ 492,620	\$ 97,243	\$ -	\$ 8,943,504
IDEA - Part B, Formula	8,237,664	159,000	70,000	-	-	8,466,664
IDEA - Part B, Preschool	119,881	-	10,000	-	-	129,881
National School Lunch Program	13,139,077	156,650	17,735,570	137,487	755,000	31,923,784
Career and Technical – Basic Grant	-	-	-	-	-	-
ESEA Title II, Part A – Supporting	1,197,837	58,069	16,545	24,947	-	1,297,398
Title III, Part A – ELA	560,495	114,000	231,267	17,338	-	923,100
Elementary & Secondary School Emergency Relief II (ESSER) Grant	-	4,111,047	2,888,953	-	-	7,000,000
Elementary & Secondary School Emergency Relief III (ESSER) Grant	22,261,393	1,337,713	25,849,302	75,850	-	49,524,258
ESEA Title IV, Part A - SSAEP	208,379	449,817	8,645	5,115	-	671,956
Total Special Revenue Budgets	\$ 53,846,615	\$ 6,618,048	\$ 47,302,902	\$ 357,980	\$ 755,000	\$ 108,880,545

Distribution by Revenue Source



Distribution By Major Object



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

Program	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Budget*	2021-22 Budget*
ESEA Title I, Part A - Improving Basic Programs	\$ 7,629,120	\$ 7,905,594	\$ 7,374,558	\$ 9,060,031	\$ 8,943,504
IDEA - Part B, Formula	8,951,027	9,240,270	7,522,875	8,466,664	8,466,664
IDEA - Part B, Preschool	142,507	209,456	127,554	129,881	129,881
IDEA - Part B, Discretionary	-	80,000	-	-	-
National School Lunch Program	23,732,779	23,928,670	20,325,683	25,780,517	31,923,784
Career and Technical - Basic Grant	329,453	476,900	359,607	-	-
ESEA Title II, Part A - Supporting Effective Instruction	549,624	1,364,340	1,194,635	1,329,726	1,297,398
Title III, Part A - English Language Acquisition	928,551	992,515	698,015	1,004,914	923,100
Elementary & Secondary School Emergency Relief (ESSER) Grant	-	-	5,863,171	-	-
Medicaid Administrative Claiming Program	180,837	129,848	143,396	-	-
Hurricane Harvey Fund	2,752,459	1,924,515	-	-	-
Elementary & Secondary School Emergency Relief II (ESSER) Grant	-	-	-	-	7,000,000
Elementary & Secondary School Emergency Relief III (ESSER) Grant	-	-	-	-	49,524,258
Summer School - LEP	32,565	28,687	5,372	-	-
ESEA Title IV, Part A - Student Success Academic	3,906,025	1,008,036	450,027	585,346	671,956
State Supplemental Visually Impaired	20,000	20,000	20,000	20,000	-
Noneducational Community-Based Support	59,265	71,585	12,660	-	-
Advanced Placement Incentives	27,220	32,675	18,465	-	-
Instructional Materials Allotment	4,710,180	4,965,563	3,815,958	5,234,989	-
Read to Succeed/Achievement Stipends	23,129	34,042	388	-	-
Prekindergarten Program	53,993	-	862,900	-	-
Campus Activity Funds	6,920,372	6,721,722	5,407,552	-	-
Klein Education Foundation	123,893	173,201	87,001	-	-
Miscellaneous Donations and Grants	169,848	453,956	1,511,939	-	-
Jason Project	41,668	12,500	12,500	-	-
Dual Credit Program	169,492	263,022	246,579	-	-
Aquaponics Project	60	391	-	-	-
Total Expenditures	\$ 61,454,067	\$ 60,037,488	\$ 56,060,835	\$ 51,612,068	\$ 108,880,545

*Grants budgets for 2020-21 and 2021-22 are included for presentation purposes only.

Klein Independent School District
Statement of Revenues, Expenditures, and Changes in Fund Balance
Federal Formula Grant Funds by Function
For the Year Ending June 30, 2022

	Title I Part A - Improving Basic Programs 211	IDEA Part B - Formula 224	IDEA Part B - Preschool 225	Career and Technical - Basic Grant 244	Title II Part A - Supporting Effective Instruction 255
Revenues					
Local Sources	\$ -	\$ -	\$ -	\$ -	\$ -
State Sources	-	-	-	-	-
Federal Sources	8,943,504	8,466,664	129,881	-	1,297,398
Total Revenues	<u>\$ 8,943,504</u>	<u>\$ 8,466,664</u>	<u>\$ 129,881</u>	<u>\$ -</u>	<u>\$ 1,297,398</u>
Expenditures					
Instruction	\$ 5,472,665	\$ 6,232,275	\$ 119,881	\$ -	\$ -
Instructional Resource & Media	19,400	-	-	-	-
Curriculum & Staff Development	1,129,756	232,985	-	-	1,027,584
Instructional Leadership	73,929	60,620	-	-	64,253
School Leadership	1,111,818	-	-	-	170,493
Guidance, Counseling & Evaluation	352,699	1,856,459	10,000	-	-
Social Work Services	-	-	-	-	-
Health Services	100	84,325	-	-	-
Student Transportation	-	-	-	-	-
Food Service	-	-	-	-	-
Extracurricular Activities	-	-	-	-	-
General Administration	-	-	-	-	-
Facilities Maintenance & Operations	-	-	-	-	-
Security & Monitoring Services	-	-	-	-	-
Data Processing Services	-	-	-	-	-
Community Services	783,137	-	-	-	35,068
Member Dist of Shared Services	-	-	-	-	-
Total Expenditures	<u>\$ 8,943,504</u>	<u>\$ 8,466,664</u>	<u>\$ 129,881</u>	<u>\$ -</u>	<u>\$ 1,297,398</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
Federal Formula Grant Funds by Function
For the Year Ending June 30, 2022

Title III Part A - English Language Acquisition 263	Elementary & Secondary School Emergency Relief II (ESSER) Grant	Elementary & Secondary School Emergency Relief III (ESSER) Grant	Title IV Part A - Student Success Academic Enrichment 289	Other Special Revenue Available Fund Balances	Total 2021-22 Special Revenue Funds
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-
923,100	7,000,000	49,524,258	671,956	-	76,956,761
<u>\$ 923,100</u>	<u>\$ 7,000,000</u>	<u>\$ 49,524,258</u>	<u>\$ 671,956</u>	<u>\$ -</u>	<u>\$ 76,956,761</u>
\$ 403,103	\$ 6,897,397	\$ 44,741,922	\$ 90,160	\$ -	\$ 63,957,403
-	102,603	-	-	-	122,003
506,114	-	2,118,559	-	-	5,014,998
6,587	-	189,600	6,587	-	401,576
-	-	641,409	-	-	1,923,720
-	-	1,557,709	438,564	-	4,215,431
-	-	-	-	-	-
-	-	-	-	-	84,425
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	-	-	-	-
-	-	188,000	-	-	188,000
7,296	-	87,059	136,645	-	1,049,205
-	-	-	-	-	-
<u>\$ 923,100</u>	<u>\$ 7,000,000</u>	<u>\$ 49,524,258</u>	<u>\$ 671,956</u>	<u>\$ -</u>	<u>\$ 76,956,761</u>
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
\$ -	\$ -	\$ -	\$ -	\$ 5,003,472	\$ 5,003,472
\$ -	\$ -	\$ -	\$ -	\$ 5,003,472	\$ 5,003,472

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

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Budget*	2021-22 Budget*
Revenues					
Local Sources	\$ 12,088,784	\$ 8,422,376	\$ 6,207,870	\$ -	\$ -
State Sources	5,618,030	4,388,717	4,732,857	5,254,989	-
Federal Sources	22,863,857	21,438,617	23,723,843	20,576,562	76,956,761
Total Revenues	<u>\$ 40,570,671</u>	<u>\$ 34,249,710</u>	<u>\$ 34,664,570</u>	<u>\$ 25,831,551</u>	<u>\$ 76,956,761</u>
Expenditures					
Instruction	\$ 19,173,868	\$ 15,786,110	\$ 22,146,505	\$ 17,434,019	\$ 63,957,403
Instructional Resource & Media	382,325	803,867	905,112	153,652	122,003
Curriculum & Staff Development	2,556,036	3,786,721	2,723,650	3,274,970	5,014,998
Instructional Leadership	147,521	250,094	227,178	201,062	401,576
School Leadership	169,150	497,725	609,018	1,007,820	1,923,720
Guidance, Counseling & Evaluation	4,545,968	4,824,385	3,340,883	2,646,424	4,215,431
Social Work Services	1,054	35	-	-	-
Health Services	255,313	271,075	235,873	97,894	84,425
Student Transportation	37,216	228,748	489	200,000	-
Food Service	52,300	-	-	-	-
Extracurricular Activities	6,892,913	6,506,292	3,182,397	-	-
General Administration	725	1,060	-	-	-
Facilities Maint & Operations	740,285	84,684	88,997	-	-
Security & Monitoring Services	182,769	51,389	13,848	-	-
Data Processing Services	13,146	42,194	643,863	47,000	188,000
Community Services	826,921	898,666	556,601	768,710	1,049,205
Facilities Acquisition & Construction	1,737,254	515,544	197,839	-	-
Shared Service Arrangement	6,524	-	-	-	-
Total Expenditures	<u>\$ 37,721,288</u>	<u>\$ 34,548,589</u>	<u>\$ 34,872,253</u>	<u>\$ 25,831,551</u>	<u>\$ 76,956,761</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ 2,849,383</u>	<u>\$ (298,879)</u>	<u>\$ (207,683)</u>	<u>\$ -</u>	<u>\$ -</u>
Other Sources (Uses)					
Other Sources	\$ -	\$ -	\$ 3,984,987	\$ -	\$ -
Other Uses	-	(1,560,231)	(862,900)	-	-
Net Sources (Uses)	<u>\$ -</u>	<u>\$ (1,560,231)</u>	<u>\$ 3,122,087</u>	<u>\$ -</u>	<u>\$ -</u>
<i>Amendments - June 2021</i>					
Net Change In Fund Balance	\$ 2,849,383	\$ (1,859,110)	\$ 2,914,404	\$ (4,476,829)	\$ -
Beginning Fund Balance	\$ 5,575,624	\$ 8,425,007	\$ 6,565,897	\$ 9,480,301	\$ 5,003,472
Ending Fund Balance	<u>\$ 8,425,007</u>	<u>\$ 6,565,897</u>	<u>\$ 9,480,301</u>	<u>\$ 5,003,472</u>	<u>\$ 5,003,472</u>

*Grants budgets for 2020-21 and 2021-22 are included for presentation purposes only.

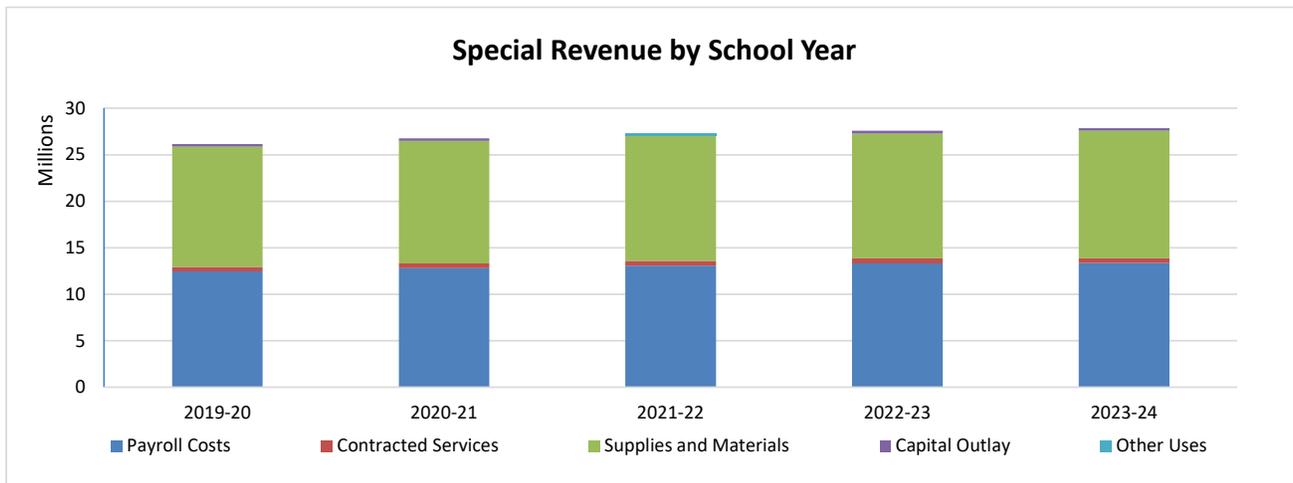
Special Revenue Financial Forecast

	2021-22*	2022-23	2023-24*	2024-25
Beginning Fund Balance	\$ 5,003,472	\$ 5,003,472	\$ 4,189,321	\$ 2,947,741
Projected Revenues				
Local Sources	\$ -	\$ -	\$ -	\$ -
State Sources	-	-	-	-
Federal Sources	76,956,761	77,726,329	78,503,592	22,764,378
Other Sources	-	-	-	-
Total Revenues	<u>\$ 76,956,761</u>	<u>\$ 77,726,329</u>	<u>\$ 78,503,592</u>	<u>\$ 22,764,378</u>
Projected Expenditures				
Payroll Costs	\$ 40,707,538	\$ 41,928,764	\$ 42,767,339	\$ 21,361,293
Contracted Services	6,461,398	6,526,012	6,591,272	1,208,425
Supplies and Materials	29,567,332	29,863,005	30,161,635	1,724,997
Other Operating Costs	220,493	222,698	224,925	151,324
Debt Service	-	-	-	-
Capital Outlay	-	-	-	-
Other Uses	-	-	-	-
Total Expenditures	<u>\$ 76,956,761</u>	<u>\$ 78,540,479</u>	<u>\$ 79,745,172</u>	<u>\$ 24,446,039</u>
Ending Fund Balance	<u>\$ 5,003,472</u>	<u>\$ 4,189,321</u>	<u>\$ 2,947,741</u>	<u>\$ 1,266,080</u>

PROJECTION FACTORS:

Student Enrollment	54,248	55,237	55,432	55,581
Salary Increase Included in Budget	2.50%	3.00%	2.00%	2.00%
Cost of Each % Salary Increase	\$407,075	\$419,288	\$427,673	\$213,613
Fund Balance as % of Total Exp.	6.50%	5.33%	3.70%	5.18%

* 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.



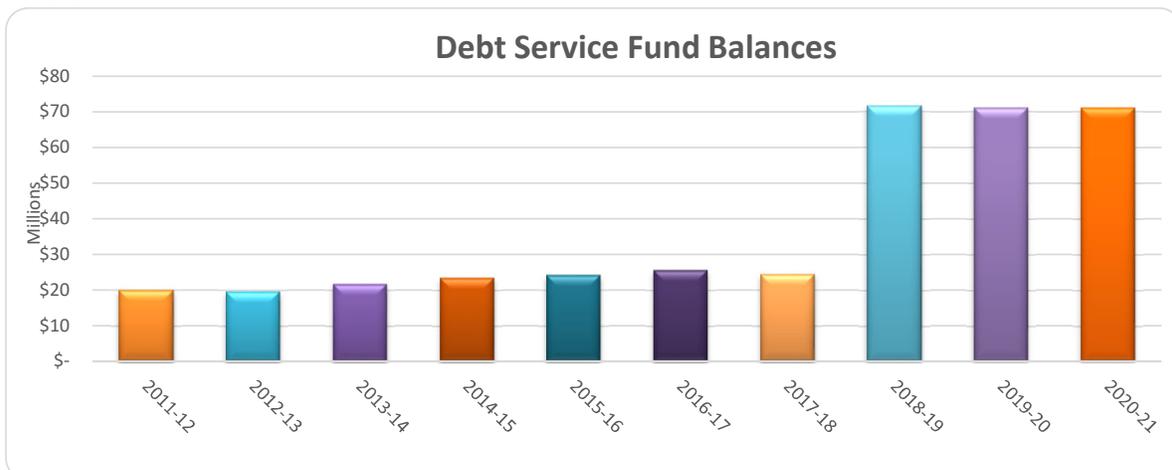
Klein Independent School District
Comparative Summary of Revenues, Expenditures, and Changes in Fund Balance
Debt Service Fund

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Adopted Budget	2021-22 Adopted Budget	Change from Prior Year
Revenues						
Property Taxes	\$ 78,440,452	\$ 76,851,235	\$ 85,503,451	\$ 91,692,086	\$ 95,127,478	\$ 3,435,392
Other Local Sources	2,649,394	3,361,514	1,401,039	527,356	235,689	(291,667)
State Sources	2,046,584	2,412,115	1,670,524	1,470,818	935,132	(535,686)
Federal Sources	<u>1,672,946</u>	<u>1,680,110</u>	<u>842,742</u>	-	-	-
Total Revenues	<u>\$ 84,809,376</u>	<u>\$ 84,304,974</u>	<u>\$ 89,417,756</u>	<u>\$ 93,690,260</u>	<u>\$ 96,298,299</u>	<u>\$ 2,608,039</u>
Expenditures						
Audit Fees	\$ -	\$ 40,246	\$ -	\$ -	\$ -	\$ -
Principal	37,075,000	35,855,000	16,295,000	44,705,000	51,940,333	7,235,333
Interest	45,252,061	49,572,697	25,833,616	45,715,548	44,207,966	(1,507,582)
Other Debt Service Fees	<u>1,128,179</u>	<u>116,862</u>	<u>974,252</u>	<u>35,000</u>	<u>150,000</u>	<u>115,000</u>
Total Expenditures	<u>\$ 83,455,240</u>	<u>\$ 85,584,805</u>	<u>\$ 43,102,868</u>	<u>\$ 90,455,548</u>	<u>\$ 96,298,299</u>	<u>\$ 5,842,751</u>
Other Sources (Uses)						
Other Sources	\$ 15,122,826	\$ 9,763,199	\$ 114,837,001	\$ -	\$ -	\$ -
Other Uses	<u>(14,353,708)</u>	<u>(9,675,398)</u>	<u>(113,881,890)</u>	-	-	-
Net Sources (Uses)	<u>\$ 769,118</u>	<u>\$ 87,801</u>	<u>\$ 955,111</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
<i>Amendments - June 2021</i>				\$ (3,691,867)		
Net Change In Fund Balance	\$ 2,123,254	\$ (1,192,030)	\$ 47,269,999	\$ (457,155)	\$ -	\$ 457,155
Beginning Fund Balance	<u>23,383,947</u>	<u>25,507,201</u>	<u>24,315,171</u>	<u>71,585,170</u>	<u>71,128,015</u>	<u>(457,155)</u>
Ending Fund Balance	<u>\$ 25,507,201</u>	<u>\$ 24,315,171</u>	<u>\$ 71,585,170</u>	<u>\$ 71,128,015</u>	<u>\$ 71,128,015</u>	<u>\$ -</u>

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 ending fund balance at 6/30/2021 is projected to decrease .06% from FY20 ending fund balance. The amount represents 0.47% of 2021-2022 debt service requirements. Debt service requirements for the remaining authorization have 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

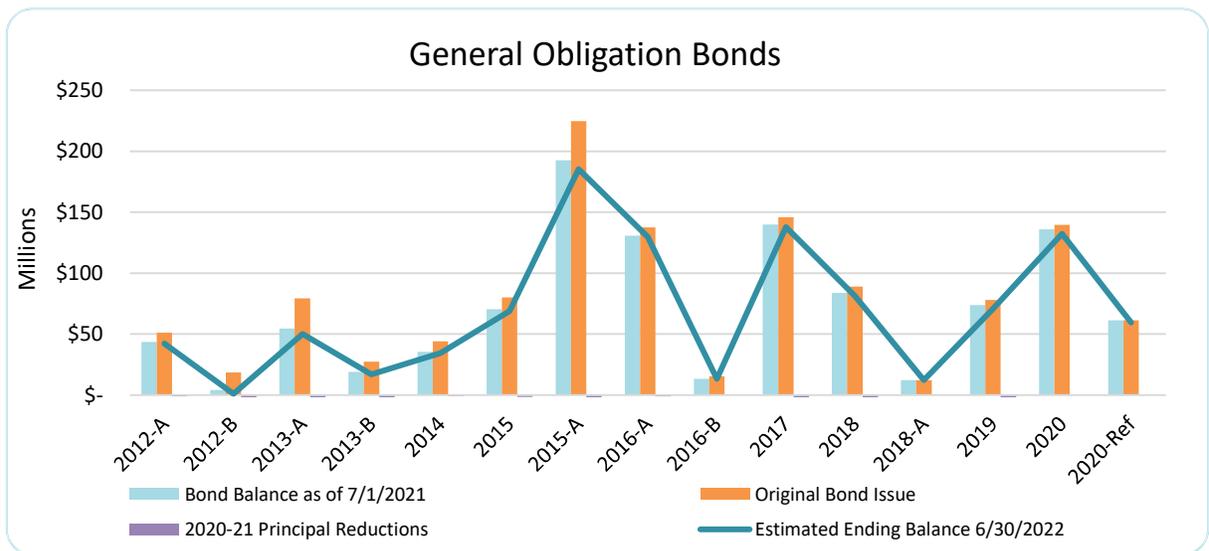
Description Issue Amount	Series 2012-A \$57,000,000	Series 2012-B \$18,390,000	Series 2013-A \$79,305,000	Series 2013-B \$27,480,000	Series 2014 \$44,000,000	Series 2015 \$80,000,000	Series 2015A \$224,600,000	Series 2016 \$137,500,000
Fiscal Year								
2021-22	3,363,525	2,196,700	6,943,963	3,285,500	2,208,281	4,094,785	17,915,600	6,327,638
2022-23	3,364,325	2,215,200	6,973,213	3,253,750	2,218,081	4,111,385	17,864,475	6,325,438
2023-24	3,373,125		2,563,963	3,212,625	2,221,081	4,124,785	16,318,850	6,327,788
2024-25	3,376,125		2,566,063	3,172,125	2,227,481	4,144,985	20,588,725	6,324,688
2025-26	3,370,625		2,562,263	3,219,750	2,247,181	4,161,585	20,638,350	6,326,138
2026-27	3,376,375		5,322,713	3,267,875	2,265,381	4,179,585	14,380,475	12,668,519
2027-28	3,379,375		5,324,463	3,218,500	2,285,694	4,230,045	9,488,100	14,911,700
2028-29	3,383,375		5,347,900		2,302,831	4,275,545	9,483,975	14,994,275
2029-30	3,383,125		5,361,500		2,318,181	4,320,875	9,503,000	14,705,450
2030-31	3,388,625		5,378,100		2,333,556	4,365,675	9,496,900	14,740,575
2031-32	3,389,375		5,397,300		2,351,831	4,417,025	9,492,800	14,826,000
2032-33	3,390,375		1,898,700		2,367,831	4,456,725	9,490,300	14,851,200
2033-34	3,396,375		1,897,700		2,384,725	4,496,875	9,484,100	11,900,900
2034-35	3,396,875		1,899,700		2,402,163	4,537,300	9,478,900	9,956,900
2035-36	3,396,875		1,896,400		2,416,788	4,582,825	9,474,300	8,261,900
2036-37	3,400,500		1,896,525		2,433,600	4,640,938	9,469,900	8,258,700
2037-38	3,403,750		1,899,900		2,448,000	4,698,850	9,465,300	8,253,700
2038-39	3,410,500		1,901,350		2,464,000	4,756,400	9,460,100	8,241,600
2039-40	3,410,250		1,902,705		2,476,400	4,818,425	9,453,900	
2040-41	3,418,000		1,906,840		2,490,200	4,884,600	9,451,200	
2041-42	3,423,000		1,903,570		2,505,200	4,929,600	9,441,600	
2042-43			1,908,080		2,526,200	4,966,400	9,434,700	
2043-44					2,542,800	5,015,000	9,429,900	
2044-45						5,059,600	9,421,700	
2045-46							9,414,600	
2046-47								
2047-48								
2048-49								
2049-50								
	<u>\$71,194,475</u>	<u>\$4,411,900</u>	<u>\$74,652,908</u>	<u>\$22,630,125</u>	<u>\$54,437,488</u>	<u>\$108,269,813</u>	<u>\$287,541,750</u>	<u>\$188,203,106</u>

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

Description Issue Amount	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	Series 2020-Ref \$61,290,000	Annual Requirement
Fiscal Year								
2021-22	591,750	8,380,375	5,973,863	601,325	7,186,038	15,439,625	4,159,000	88,667,966
2022-23	591,750	8,378,375	5,980,363	1,057,225	7,195,038	13,644,375	4,163,500	87,336,491
2023-24	591,750	9,170,375	4,804,613	1,058,125	7,199,038	11,739,625	4,188,250	76,893,991
2024-25	591,750	9,170,000	4,805,363	1,057,225	3,892,788	9,056,750	4,212,000	75,186,066
2025-26	591,750	9,161,375	4,811,363	1,060,081	3,891,288	7,906,375	4,249,500	74,197,623
2026-27	591,750	9,159,125	4,812,113	1,052,613	3,892,038	7,894,250	4,274,750	77,137,560
2027-28	591,750	9,152,750	4,812,613	1,054,200	3,894,788	7,882,125	4,303,000	74,529,101
2028-29	3,507,000	9,146,875	4,802,613	1,059,556	3,899,288	7,864,625	4,323,750	74,391,608
2029-30	3,567,125	9,183,719	4,806,413	1,029,513	3,900,288	7,851,250	4,352,000	74,282,438
2030-31	3,643,400	9,180,881	4,811,213	1,028,419	3,902,788	7,831,500	4,372,000	74,473,631
2031-32	3,692,400	9,178,413	4,796,813	1,030,356	3,901,538	7,814,875	4,373,750	74,662,475
2032-33		9,158,300	4,802,438	1,026,300	3,906,538	7,800,625	4,359,950	67,509,281
2033-34		9,154,100	4,800,250	1,026,300	3,907,288	7,807,650	4,369,900	64,626,163
2034-35		9,121,475	4,799,000	1,023,700	5,373,788	7,823,475	4,376,550	64,189,825
2035-36		9,117,725	4,805,200	1,023,800	5,372,538	7,812,700	4,384,900	62,545,950
2036-37		9,110,725	4,803,550	1,027,400	5,378,038	7,796,675	4,389,800	62,606,350
2037-38		9,104,850	4,805,269	1,024,500	5,379,538	7,780,325	4,391,250	62,655,231
2038-39		9,094,475	4,808,863	1,025,100	5,396,788	7,773,350	4,399,250	62,731,775
2039-40		9,088,850	4,809,175		3,518,538	7,755,600	4,413,500	51,647,343
2040-41		9,082,100	4,811,206		3,519,038	7,732,150	4,418,700	51,714,034
2041-42		9,068,600	4,814,800		3,523,538	1,753,600		41,363,508
2042-43		9,100,500	4,835,200		3,526,538	1,752,200		38,049,818
2043-44		9,095,200	4,837,400		3,502,788	1,749,600		36,172,688
2044-45		9,087,500	4,838,400		3,508,863	1,750,725		33,666,788
2045-46		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
	\$18,552,175	\$235,801,463	\$132,328,488	\$18,265,738	\$122,615,250	\$190,751,925	\$86,475,300	1,616,131,901

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 7/1/2021	2020-21 Principal Reductions	Estimated Ending Balance 6/30/2022
2012-A	2.00-5.00%	51,115,000	2042	43,550,000	(1,180,000)	42,370,000
2012-B	2.00-4.00%	18,390,000	2023	4,180,000	(3,205,000)	975,000
2013-A	1.50-5.00%	79,305,000	2043	54,630,000	(4,580,000)	50,050,000
2013-B	4.00-5.00%	27,480,000	2027	19,105,000	(2,200,000)	16,905,000
2014	3.00-3.75%	44,000,000	2044	35,355,000	(840,000)	34,515,000
2015	2.70-4.00%	80,000,000	2045	70,490,000	(1,510,000)	68,980,000
2015-A	3.00-5.00%	224,600,000	2045	192,520,000	(7,350,000)	185,170,000
2016-A	2.00-5.00%	137,500,000	2038	130,830,000	(1,075,000)	129,755,000
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	139,870,000	(2,080,000)	137,790,000
2018	3.00-5.00%	88,985,000	2048	83,845,000	(2,635,000)	81,210,000
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	73,920,000	(3,305,000)	70,615,000
2020	3.00-5.00%	139,510,000	2049	135,885,000	(3,625,000)	132,260,000
2020-Ref	3.00-5.00%	61,290,000	2041	61,290,000	(1,810,000)	59,480,000
Total				\$ 1,071,025,000	\$ (35,395,000)	\$ 843,890,000



Debt Service Financial Forecast

	2021-22*	2022-23	2023-24*	2024-25
Beginning Fund Balance	\$71,128,015	\$71,128,015	\$75,310,042	\$81,752,923
Projected Revenues				
Local Taxes	\$95,127,478	\$92,564,765	\$93,489,771	\$94,423,733
Other Local Sources	235,689	532,687	535,363	538,082
State Sources	935,132	1,263,721	1,263,603	1,064,317
Federal Sources				
Other Uses	-	-	-	-
Total Revenues	\$96,298,299	\$94,361,174	\$95,288,737	\$96,026,131
Projected Expenditures				
Debt Service Requirements	\$ 96,148,299	\$ 90,005,704	\$ 88,674,979	\$ 78,217,479
Paying Agent Fees	150,000	173,442	170,878	150,726
Other Uses	-	-	-	-
Total Expenditures	\$ 96,298,299	\$ 90,179,146	\$ 88,845,857	\$ 78,368,205
Revenues over (Expenditures)	\$0	\$4,182,027	\$6,442,880	\$17,657,926
Ending Fund Balance	<u>\$71,128,015</u>	<u>\$75,310,042</u>	<u>\$81,752,923</u>	<u>\$99,410,849</u>

PROJECTION FACTORS:

Assessed Taxable Value	\$25,704,936,846	\$26,219,035,583	\$26,743,416,295	\$27,278,284,620
Debt Service Tax	0.380000	0.355000	0.307500	0.295000
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.	73.86%	83.51%	92.02%	126.85%
Total Tax Rate Per \$100	\$1.3001	\$1.2751	\$1.2276	\$1.2151

* 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 decreasing tax rate necessary to meet debt requirements, the Debt Service operating fund balance will increase from 73.47% to 126.37% during the financial forecast period; however, based on continued student growth, a future bond referendum is anticipated during the forecast period.

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, 2021 included the following:

- Klein Oak Auditorium Remodel
- Construction of TEP and Central Office 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%



S&P
SATTERFIELD & PONTIKES
CONSTRUCTION, INC.

Klein TEP

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

	2017-18 Audited Actual	2018-19 Audited Actual	2019-20 Audited Actual	2020-21 Audited Actual	2021-22 Adopted Budget
Revenues					
Local Sources	\$ 3,138,624	\$ 2,006,296	\$ 59,937	\$ 52,629	\$ -
Federal Sources	522,708	821,749	468,787	42,390	-
Total Revenues	<u>\$ 3,661,332</u>	<u>\$ 2,828,045</u>	<u>\$ 528,724</u>	<u>\$ 95,019</u>	<u>\$ -</u>
Expenditures					
Instruction	\$ 10,357,589	\$ 5,788,235	\$ 2,941,694	\$ 2,295,456	\$ -
Instructional Resource & Media	-	-	-	551,494	-
Curriculum & Staff Development	-	-	-	-	-
Instructional Leadership	-	8,358	4,408	2,012	-
School Leadership	-	705	-	7,619	-
Student Transportation	1,315,964	1,796,442	1,766,767	23,625	-
Extracurricular Activities	-	7,637	7,153	-	-
Facilities Maintenance & Operations	31,817	596,579	385,425	92,543	-
Security & Monitoring Services	510,130	57,931	207,391	3,743,839	-
Data Processing Services	1,762,097	4,221,136	398,787	48,735	-
Debt Service	-	690,777	383,587	-	-
Facilities Acquisition & Construction	88,461,132	65,890,733	30,492,147	44,036,028	-
Total Expenditures	<u>\$ 102,438,729</u>	<u>\$ 79,058,533</u>	<u>\$ 36,587,359</u>	<u>\$ 50,801,351</u>	<u>\$ -</u>
Net Revenues Over (Under)					
Expenditures	<u>\$ (98,777,397)</u>	<u>\$ (76,230,488)</u>	<u>\$ (36,058,635)</u>	<u>\$ (50,706,332)</u>	<u>\$ -</u>
Other Sources (Uses)					
Transfer In	\$ -	\$ 1,080,433	\$ 862,900	\$ 28,931,304	\$ -
Issuance of Bonds	88,985,000	69,865,000	40,085,000	-	-
Premium/Discount-Bond Issuance	4,015,000	8,825,777	4,164,698	-	-
Sale of Real or Personal Property	-	-	-	2,805,160	-
Transfer Out	-	-	(3,984,987)	-	-
Net Sources (Uses)	<u>\$ 93,000,000</u>	<u>\$ 79,771,210</u>	<u>\$ 41,127,611</u>	<u>\$ 31,736,464</u>	<u>\$ -</u>
Net Change In Fund Balance	\$ (5,777,397)	\$ 3,540,722	\$ 5,068,976	\$ (18,969,868)	\$ -
Beginning Fund Balance	\$ 92,731,306	\$ 86,953,909	\$ 90,494,631	\$ 95,563,607	\$ 76,593,739
Ending Fund Balance	<u>\$ 86,953,909</u>	<u>\$ 90,494,631</u>	<u>\$ 95,563,607</u>	<u>\$ 76,593,739</u>	<u>\$ 76,593,739</u>

Expenditures By Project Type

Project Type	2017-18	2018-19	2019-20	2020-21	2021-22
Land Purchase	\$ -	\$ 3,281,115	\$ 587,589	\$ 992,723	\$ -
Building Construction	28,923,070	17,895,991	4,928,347	11,525,311	-
Building Improvements	46,944,123	36,633,462	20,207,950	24,279,123	-
Architect/Engineer/Attorney Fees	5,777,666	5,091,866	3,263,988	2,319,547	-
Furniture/Equipment/Supplies	20,793,870	15,465,322	7,215,896	11,684,648	-
Cost of Selling Bonds	-	690,777	383,588	-	-
Total Expenditures	<u>\$ 102,438,729</u>	<u>\$ 79,058,533</u>	<u>\$ 36,587,358</u>	<u>\$ 50,801,352</u>	<u>\$ -</u>

Capital Projects Fund Financial Forecast

	2021-22*	2022-23	2023-24*	2024-25
Beginning Fund Balance	\$ 76,593,739	\$ 21,777,200	\$ -	\$ -
Revenue Sources				
Issuance of New Bonds	\$ -	\$ -	\$ -	\$ -
Federal Sources	-	-	-	-
	\$ -	\$ -	\$ -	\$ -
Project Type				
Land Purchase	\$ -	\$ -	\$ -	\$ -
Building Construction	6,354,740	-	-	-
Building Improvements	26,114,508	17,560,000	-	-
Architect/Engineer/Attorney Fees	2,936,109	2,092,000	-	-
Furniture/Equipment/Supplies	19,411,182	2,125,200	-	-
Cost of Selling Bonds	-	-	-	-
Total Expenditures	\$ 54,816,539	\$ 21,777,200	\$ -	\$ -
Ending Fund Balance	\$ 21,777,200	\$ -	\$ -	\$ -

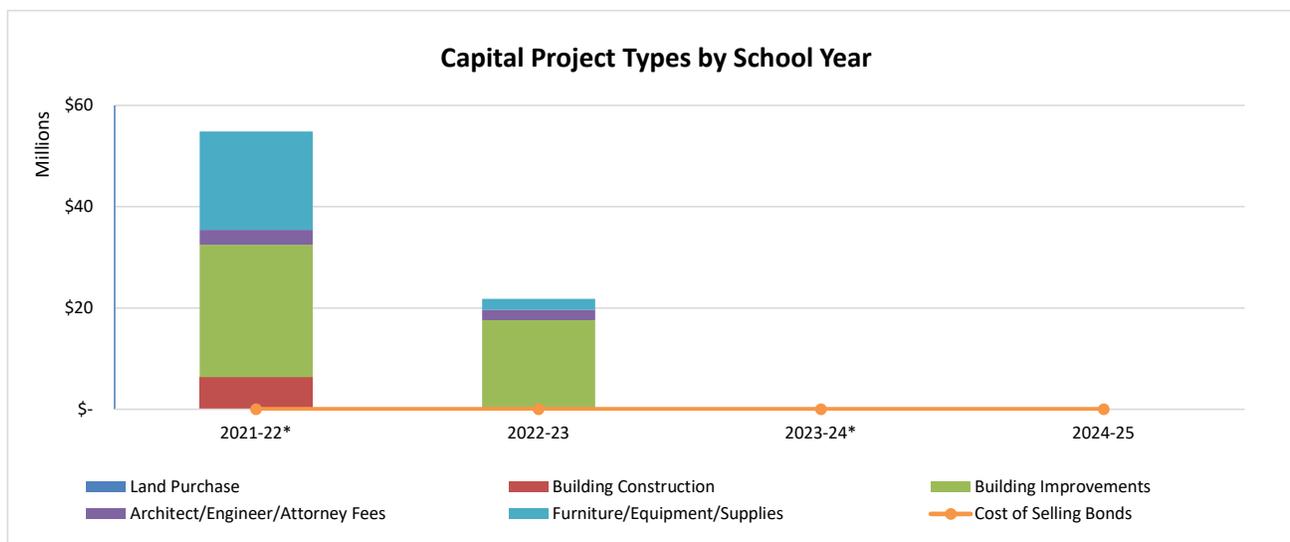
PROJECTION FACTORS:

Assessed Taxable Value	\$25,704,936,846	\$26,219,035,583	\$26,743,416,295	\$27,278,284,620
Debt Service Tax	0.380000	0.355000	0.307500	0.295000
Total I&S Tax Collections	\$91,692,086	\$90,285,249	\$79,768,925	\$78,056,811
Max. Debt Service Tax Rate	0.500000	0.500000	0.500000	0.500000
Estimated Debt Service Costs	\$ 96,298,299	\$ 90,179,146	\$ 88,845,857	\$ 78,368,205
Total Tax Rate Per \$100	\$1.3001	\$1.2751	\$1.2276	\$1.2151

* 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 Population and Survey Analysts (PASA) in October 2020.
- (2) Assessed valuation changes are forecast to decrease during the projection period from 7.42% to 2% 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

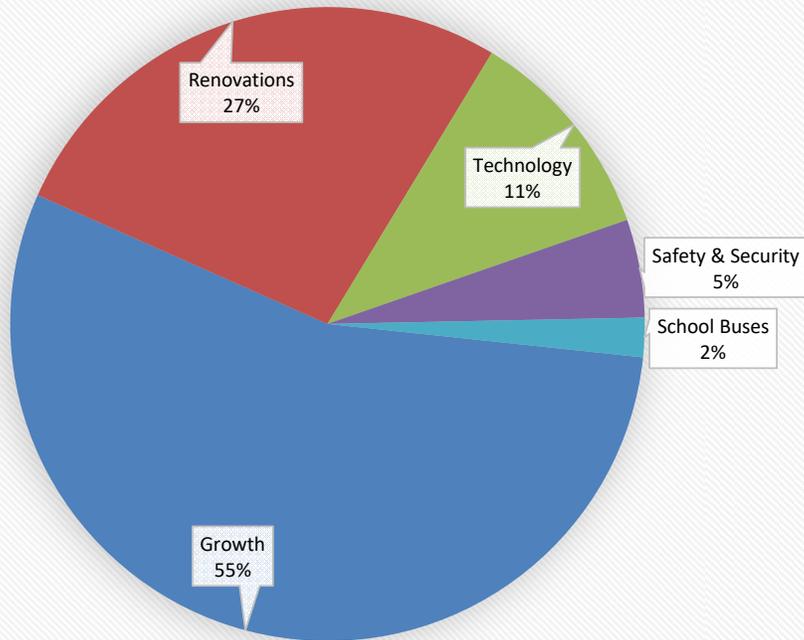
Safety and Security - \$24.5 Million

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 2010 - 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	C
Capital Maintenance Repairs	150,000	C
Contingency for All Projects/Capital Projects Personnel	855,718	IP
Bond Premium	(66,111)	C
Total	\$ 43,800,000	

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 2010 - 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	C
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	N/A
TLC Renovations FF&E	300,000	N/A
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	C
Vestibule Renovations-19 ES Construction & Fees	3,496,000	C
2019 Elementary Schools Safety Improvement & Misc. Renovations	2,804,000	C
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 2010 - 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	C
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	C
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	C
2018 MEP Facility Renovations - Construction and Fees	7,086,693	C
2018 Facility Capital Renovations- Roofing, Carpet & Hardware	4,311,764	C
Asbestos	500,000	C
Marquee Repair/Replacement	113,000	N/A
Walking Tracks	77,000	N/A
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	C
Restrooms/Concession Project	1,500,000	C
Contingency for All Projects/Capital Projects Personnel	4,681,805	C
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 2010 - 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	C
Elementary #33 Fees and Site Work	4,509,248	C
Site Purchase	1,732,919	C
Furniture Replacement for Schools	300,000	C
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	C
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	C
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	C
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 2010 - 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	C
Vestibules Renovations (19 Schools) Fees	249,907	C
DAEP Security Update	148,979	C
Access Control Replacement	750,000	C
Klein Memorial Sound Replacement	250,000	C
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 2010 - 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 2010 - 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 2010 - 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 2010 - 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

KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

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KLEIN INDEPENDENT SCHOOL DISTRICT
2021-2022 ADOPTED BUDGET

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

During the 2019 Legislative Session, the State Legislature made numerous changes to the current public school finance system, the levy and collection of ad valorem taxes, and the calculation of defined tax rates, including particularly those contained in House Bill 3 (HB 3) and Senate Bill 2 (SB 2). Prospective investors are encouraged to review HB 3, SB 2, and the Property Tax Code (as defined herein) for definitive requirements for the levy and collection of ad valorem taxes, the calculation of the defined tax rates, and the administration of the current public school finance system.

Overview

The following language constitutes only a summary of the public school 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 (TEC), as amended.

Local funding is derived from collections of ad valorem taxes levied on property located within each school district's boundaries. School districts are authorized to levy two types of property taxes: a maintenance and operations (M&O) tax to pay current expenses and an interest and sinking fund (I&S) tax to pay debt service on bonds. For M&O tax rates adopted after September 1, 2021, a school district may not levy an M&O tax rate that is intended to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. Prior to 2006, school districts were authorized to levy their M&O tax at a voter-approved rate, generally up to \$1.50 per \$100 of taxable value. Since 2006, the State Legislature has enacted various legislation that has compressed the voter-approved M&O tax rate, as described below. 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, school districts generally may levy an I&S 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 by school districts with the same I&S tax rate and M&O tax rate is also subject to wide variation; however, the public school finance funding formulas are designed to generally equalize local funding generated by a school district's M&O tax rate.

Prior to the 2019 Legislative Session, a school district's maximum M&O tax rate for a given tax year was determined by multiplying that school district's 2005 M&O tax rate levy by an amount equal to a compression percentage set by legislative appropriation or, in the absence of legislative appropriation, by the Commissioner of Education (the Commissioner). 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, since most school districts in the State had a voted maximum M&O tax rate of \$1.50 per \$100 of taxable value (though certain school districts located in Harris County had special M&O tax rate authorizations allowing a higher M&O tax rate). 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 school district, up to \$0.17 above the compressed tax rate (for most school districts, this equated to an M&O tax rate between \$1.04 and \$1.17 per \$100 of taxable value). School districts received additional State funds in proportion to such taxing effort.

2021 Legislative Session. The 87th Texas Legislature concluded on May 31, 2021. The Legislature meets in regular session in odd-numbered years, for 140 days. When the Legislature is not in session, the Governor of Texas may call one or more special sessions, at the Governor's discretion, each lasting no more than 30 days, and for which the Governor sets the agenda.

The Governor has called a special session that began on July 8, 2021, a second special session that began on August 7, 2021 and a third special session that began on September 20, 2021. During this time, the Legislature may enact laws that materially change current law as it relates to the funding of public schools, including the District.

During the 87th Texas Legislative Session, the Legislature approved a general appropriations act and legislation affecting the Finance System and ad valorem taxation procedures, among other legislation affecting school districts and the administrative agencies that oversee school districts. Of note, House Bill 1525 contained a number of technical modifications to the school finance system as established under HB 3 during the 86th Legislative Session. During the second called special session, the Legislature approved bills addressing virtual learning, taxation of the elderly and disabled and residence homesteads and related hold harmless provisions for school districts, and other matters that may impact the District. The District is in the process of evaluating the legislation that passed during the 87th Texas Legislative Session and the second called special session and how it may impact the District. The District can make no representations or predictions regarding the impact of the legislation passed at this time.

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 (the SCP) 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 SCP. For any year, the maximum SCP 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 two alternative calculations: (1) the SCP (as discussed above) multiplied by 100; or (2) a percentage determined by formula if the school district experienced a year-over-year increase in property value of at least 2.5% (if the increase in property value is less than 2.5%, then MCR is equal to the prior year MCR). 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 set to 90% of the maximum 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. During the 2021 Texas Legislative Session, a provision of the general appropriations act reduced the maximum MCR for the 2021-2022 school year. It established \$0.9134 as the maximum rate and \$0.8220 as the floor.

Tier One Tax Rate. 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 - Public Hearing and Voter-Approval Tax Rate; 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 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 TEC, 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 2022-2023 State fiscal biennium, the State Legislature appropriated funds in the amount of \$1,007,300,000 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 programmatic 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, the demographics of students in ADA, and the educational programs the students are being served in, to make up most of a school district's Tier One entitlement under the Foundation School Program. The Basic Allotment is revised downward if a school district's Tier One Tax Rate is less than the State-determined threshold.

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, 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 less the allotments that are not derived by a weighted formula, 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.

For the 2021-2022 school year, the fast growth allotment weight is 0.45 for districts in the top 40% of school districts for growth, 0.30 for districts in the middle 30% of school districts for growth and 0.15 for districts in the bottom 30% of school districts for growth. After the 2021-2022 school year, the fast growth allotment weights change to 0.48 for districts in the top 40% of school districts for growth, 0.33 for districts in the middle 30% of school districts for growth and 0.18 for districts in the bottom 30% of school districts for growth. The fast growth allotment is limited to \$270 million for the 2021-2022 school year, \$310 million for the 2022-2023 school year and \$315 million for the 2023-2024 school year.

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 2022-2023 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 2022-2023 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

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 2022-2023 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 2022-2023 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 2022-2023 State fiscal biennium on new bonds issued by school districts in the 2022-2023 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 2021 Legislative Session, the State Legislature appropriated funds in the amount of \$70,000,000 for each fiscal year of the 2022-2023 State fiscal biennium for NIFA allotments.

Tax Rate and Funding Equity. 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 TEC 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. Notwithstanding the foregoing, beginning with the 2021-2022 school year, if the total amount of allotments to which school districts and open enrollment charter schools are entitled for a school year exceeds \$400 million, the Commissioner shall proportionately reduce each district's or school's allotment. The reduction in the amount to which a district or school is entitled may not result in an amount that is less than zero.

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)(l), TEC, 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 TEC, 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 IFA 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. 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".

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 TEC. Section 44.004(e) of the TEC 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	2017-18 Adopted Rate	2018-19 Adopted Rate	2019-20 Adopted Rate	2020-21 Adopted Rate	2021-22 Proposed Rate
Maintenance & Operations	\$ 1.0400	\$ 1.0600	\$ 0.9700	\$ 0.9573	\$ 0.9201
Interest & Sinking	0.3900	0.3700	0.3900	0.3800	0.3800
Total Tax Rate	\$ 1.4300	\$ 1.4300	\$ 1.3600	\$ 1.3373	\$ 1.3001

2021 M&O Tax Rate Calculation	
District's total adopted TY 2020 M&O tax rate =	\$0.9573
Maximum Tier one tax rate (limited to 90% of highest taxing district) =	\$0.8657
Tier Two Golden Pennies =	\$0.0500
M&O Tax Rate =	\$0.9157

Voter Approval (Rollback) Tax Rate for TY 2021	
Section 26.08 (n) (A) District Maximum Compressed Tax Rate (MCR) <small>Local preliminary MCR - lesser of [1.025 × (TY2020DPV+E) × PY MCR] ÷ TY 2021 T2] or PY MCR</small>	\$0.8701
(B) (i) Districts TY 2020 enrichment Tax rate	\$0.0500
(B) (ii) 5 cents if applicable	\$0.0000
Enter TY 2021 Tax effort adopted in response to a disaster under 26.08 (a-1)	\$0.0000
TY 2021 I&S Tax Rate	\$0.3800
Voter Approval Tax Rate	\$1.3001

Comparison of Levy on Average Residence	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 Certified Value as of 6/30/2020	2021 Estimated Value as of 4/30/2021
Residence:					
Average Market Value	\$ 215,674	\$ 215,091	\$ 227,709	\$ 234,651	\$ 251,790
Average Taxable Value	\$ 188,371	\$ 190,091	\$ 199,795	\$ 206,925	\$ 221,510
Tax Rate per \$100 Value	1.4300	1.4300	1.3600	1.3373	1.3001
Taxes Due on Average Residence	\$ 2,694	\$ 2,718	\$ 2,717	\$ 2,767	\$ 2,880

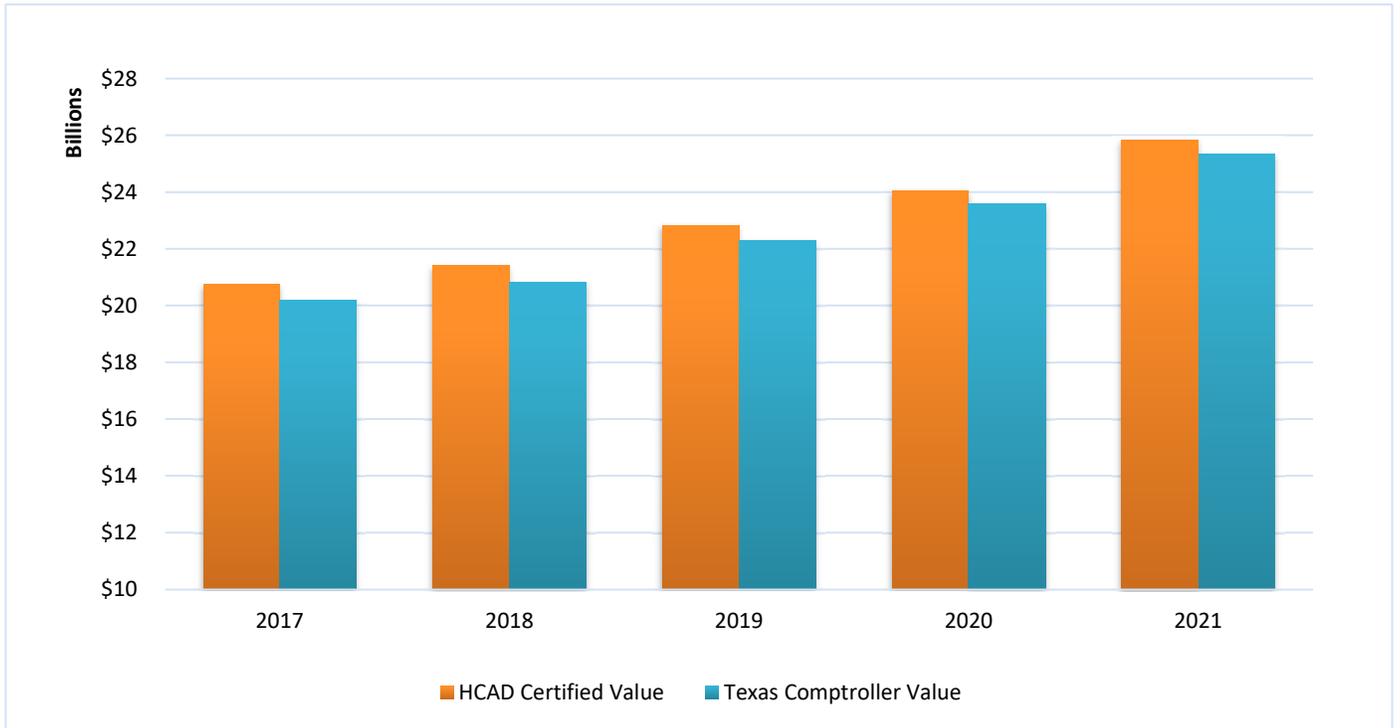
Discussion

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

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 Certified Value as of 6/30/2020	2021 Estimated Value as of 4/30/2021
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HCAD Certified Value	\$20.748	\$21.409	\$22.837	\$24.050	\$25.836
Average HCAD Change From Prior Year	6.75%	3.18%	6.67%	5.31%	7.42%
Texas Comptroller Value	\$20.178	\$20.834	\$22.291	\$23.594	\$25.346



Discussion

The Harris County Appraisal District (HCAD) is expected to certify the 2021 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 2021 Appraisal Roll was used to project 2021-2022 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.

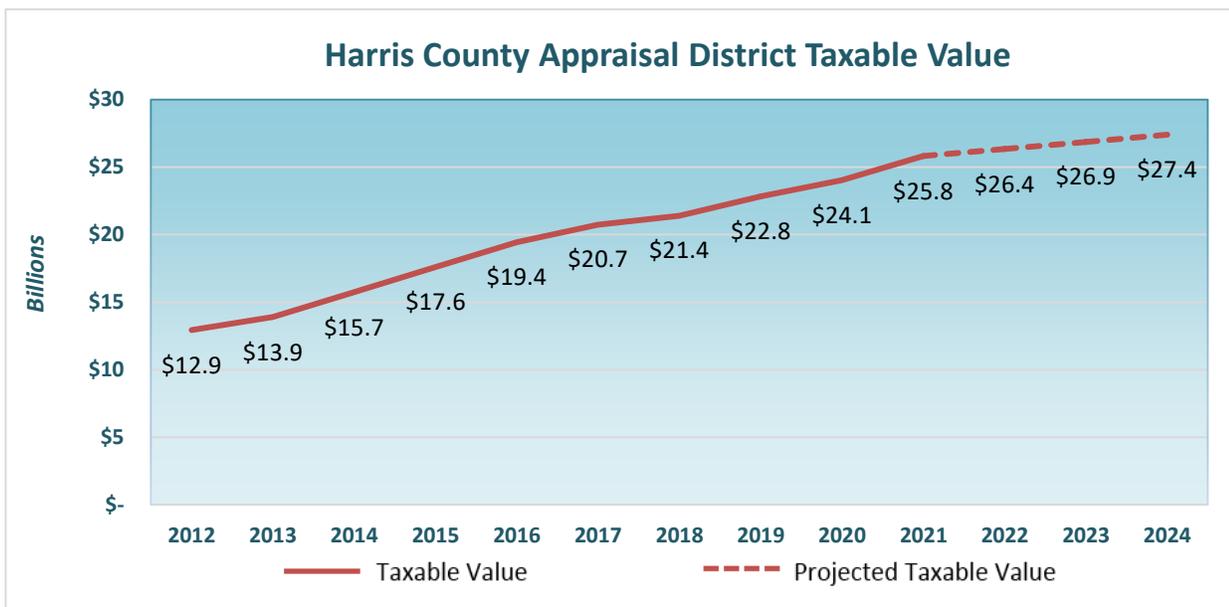
Klein Independent School District Taxable Value History and Projected Values Harris County Appraisal District

Year End Summary	Taxable Value	% Change	
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	\$ 24,050,322,742	5.31%	
2021	\$ 25,835,749,676	7.42%	
2022	\$ 26,352,464,670	2.00%	Projected Values
2023	\$ 26,879,513,963	2.00%	
2024	\$ 27,417,104,242	2.00%	

10 Year Average: 7.31%

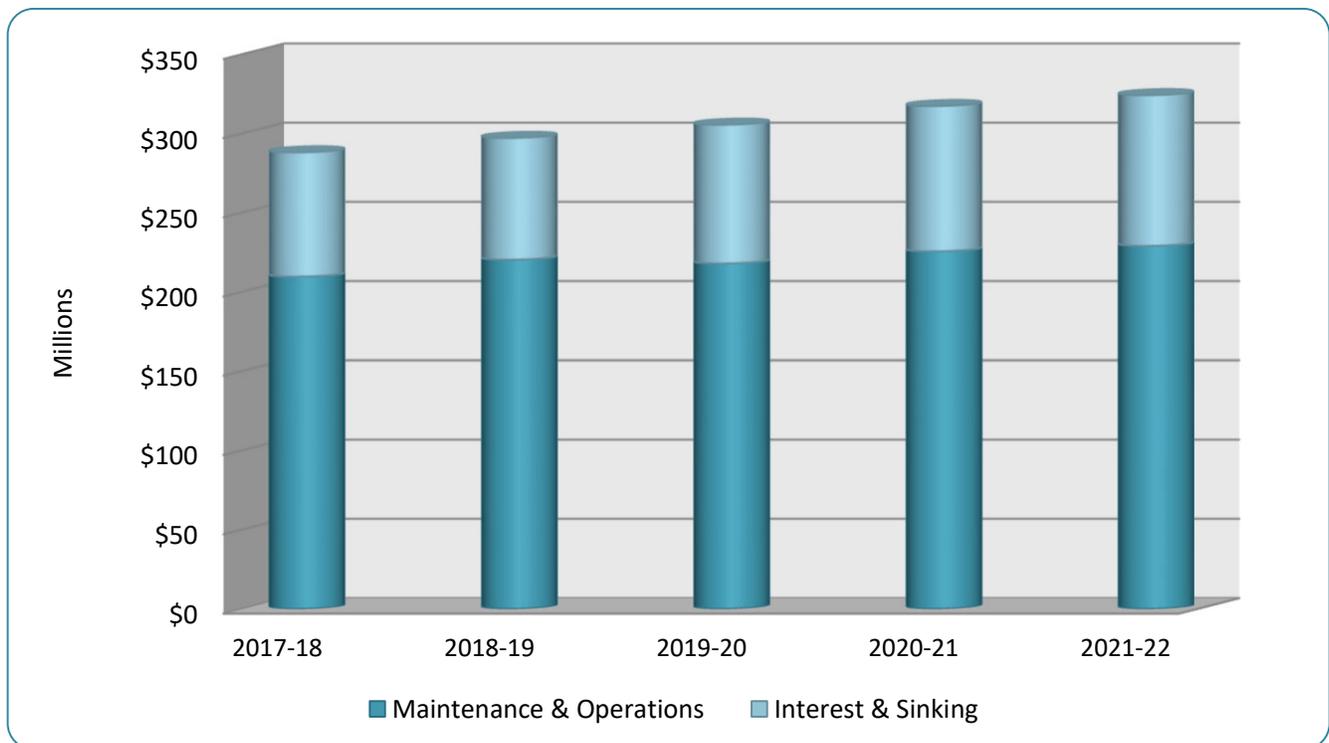
Property taxes are calculated on 100% of market values less appropriate exemptions. Tax rates are applied to each \$100 of taxable value.

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 2017-18	Audited Actual 2018-19	Audited Actual 2019-20	Adopted Budget 2020-21	Proposed Budget 2021-22
Maintenance & Operations	\$209,600,021	\$220,305,838	\$217,909,440	\$225,585,449	\$229,009,218
Interest & Sinking	78,440,452	76,851,235	87,582,707	91,692,086	95,127,478
Total Tax Collections	\$288,040,473	\$297,157,073	\$305,492,147	\$317,277,535	\$324,136,696



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, 2021	Overlapping Percent	Overlapping Amount
Bilma PUD	\$ 16,565,000	100.00%	\$ 16,565,000
Bridgestone MUD	78,410,000	100.00%	78,410,000
Charterwood MUD	14,865,000	100.00%	14,865,000
Cypress Forest PUD	780,000	88.05%	686,790
Cypresswood UD	6,610,000	100.00%	6,610,000
Dowdell PUD (Defined Area)	4,450,000	100.00%	4,450,000
Dowdell PUD	72,695,000	100.00%	72,695,000
Encanto Real UD	38,350,000	100.00%	38,350,000
Fountainhead MUD	5,700,000	71.54%	4,077,780
Harris County	1,672,657,125	4.32%	72,258,788
Harris County Dept. of Education	20,185,000	4.32%	871,992
Harris County Flood Control District	334,270,000	4.32%	14,440,464
Harris County Hospital District	81,540,000	4.32%	3,522,528
Harris County Improvement Dist. No. 18 (Defined Area No. 1)	32,805,000	100.00%	32,805,000
Harris County Improvement District No. 18	130,685,000	0.37%	483,535
Harris County MUD No. 1	48,410,000	100.00%	48,410,000
Harris County MUD No. 24	12,665,000	100.00%	12,665,000
Harris County MUD No. 104	8,225,000	100.00%	8,225,000
Harris County MUD No. 118	6,240,000	67.25%	4,196,400
Harris County MUD No. 119	7,784,999	63.36%	4,932,575
Harris County MUD No. 150	14,260,000	32.34%	4,611,684
Harris County MUD No. 180	16,684,995	100.00%	16,684,995
Harris County MUD No. 316	800,000	100.00%	800,000
Harris County MUD No. 367	13,155,000	100.00%	13,155,000
Harris County MUD No. 368	56,240,000	100.00%	56,240,000
Harris County MUD No. 383	37,020,000	100.00%	37,020,000
Harris County MUD No. 401	36,855,000	100.00%	36,855,000
Harris County MUD No. 468	41,785,000	100.00%	41,785,000
Harris County MUD No. 530	33,100,000	100.00%	33,100,000
Harris County MUD No. 551	576,000	98.52%	567,475
Harris County WC&ID No. 109	7,685,000	91.02%	6,994,887
Harris County WC&ID No. 110	14,460,000	35.50%	5,133,300
Harris County WC&ID No. 116	7,915,000	32.20%	2,548,630
Harris County WC&ID No. 119	28,885,000	100.00%	28,885,000
Harris County WC&ID No. 132	3,160,000	100.00%	3,160,000
Harris County WC&ID No. 133	7,780,000	100.00%	7,780,000

Taxing Authority	Debt as of June 30, 2021	Overlapping Percent	Overlapping Amount
Heatherloch MUD	4,080,000	100.00%	4,080,000
Houston, City of	3,209,025,000	0.24%	7,701,660
Kleinwood MUD	8,699,992	100.00%	8,699,992
Lone Star College (2)	518,505,000	11.12%	57,657,756
Louetta North PUD	3,520,000	100.00%	3,520,000
Meadowhill Regional MUD	28,225,000	100.00%	28,225,000
Northampton MUD	30,155,000	100.00%	30,155,000
Northampton MUD - Defined Area	15,555,000	100.00%	15,555,000
Northwest Harris County MUD No. 6	10,970,000	62.47%	6,852,959
Northwest Harris County MUD No. 19	64,610,000	100.00%	64,610,000
Northwest Harris County MUD No. 28	3,115,000	100.00%	3,115,000
Northwest Harris County MUD No. 30	18,795,000	100.00%	18,795,000
Northwest Harris County MUD No. 32	22,820,000	100.00%	22,820,000
Northwest Harris County MUD No. 36	13,175,000	100.00%	13,175,000
Northwest Park MUD	23,665,000	31.70%	7,501,805
Oakmont PUD	24,250,000	100.00%	24,250,000
Port of Houston Authority	492,439,397	4.32%	21,273,382
Shasla PUD	3,630,000	100.00%	3,630,000
Spring Creek Forest PUD	3,935,000	100.00%	3,935,000
Spring West MUD	24,505,000	39.88%	9,772,594
Terranova West MUD	325,000	100.00%	325,000
			\$ 1,095,599,248
	KISD Direct Debt as of June 30, 2021		1,071,025,000
	Total		\$ 2,166,624,248

Source: Texas Municipal Advisory Council

**Klein Independent School District
Top Ten Principal Taxpayers 2020**

Rank	Name	Rank in 2019	Actual Taxable Value
1.	Centerpoint Energy	3	\$ 142,827,305
2.	National Oilwell Varco	1	119,701,487
3.	Hewlett Packard Company	4	118,070,303
4.	Vintage Dunhill LLC	5	83,449,000
5.	Eastgroup Properties LP	6	82,524,983
6.	GP Market Place 1750 LLC	-	82,350,489
7.	DXC Technology Services LLC*	2	82,129,842
8.	HEB Grocery Co LP	-	80,948,592
9.	Liberty Property	8	71,574,151
10.	Walmart	-	63,227,091
	Total:		\$ 926,803,243

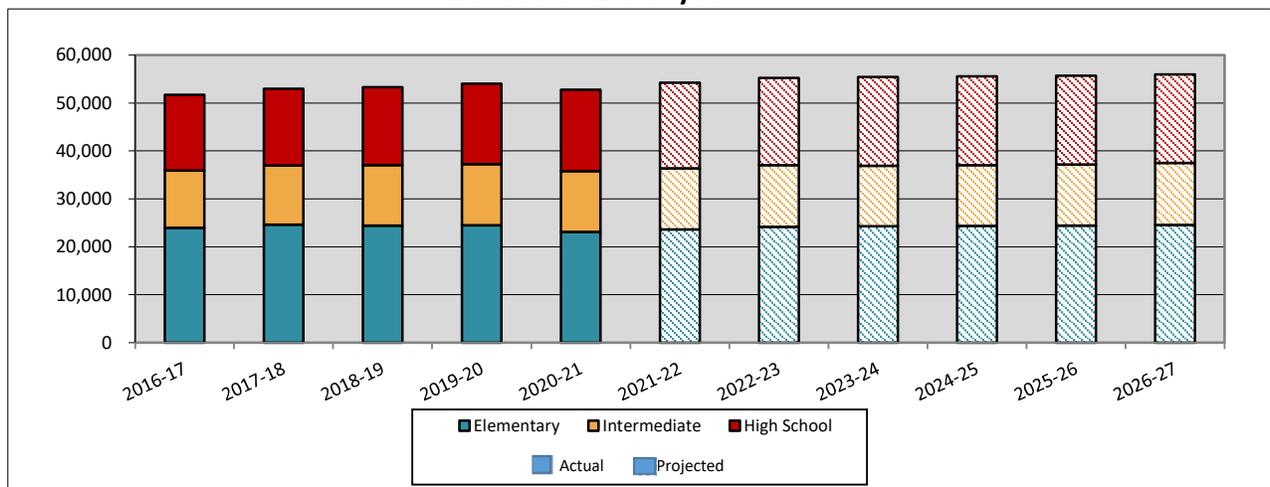
Please Note:

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

Klein Independent School District Districtwide Student Enrollment Data 2017-2027

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	40.01%
2017-18	52,991	24,626	12,324	16,041	39.13%
2018-19	53,303	24,440	12,593	16,270	45.00%
2019-20	54,010	24,484	12,734	16,792	45.30%
2020-21	52,744	23,092	12,720	16,932	49.49%
(2) Budget:					
2021-22	54,258	23,613	12,776	17,869	Avail Dec. 2021
(3) Projected:					
2022-23	55,239	24,187	12,859	18,193	Not available
2023-24	55,432	24,312	12,617	18,503	Not available
2024-25	55,581	24,382	12,678	18,521	Not available
2025-26	55,700	24,443	12,728	18,529	Not available
2026-27	55,939	24,561	12,962	18,416	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 2026-27 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 2020-2021
 (2) Budget Enrollment - 2021-2022 Enrollment Projection (Issued 1/13/21)
 (3) Projected Enrollment - 2020-2021 Demographic Update

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

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

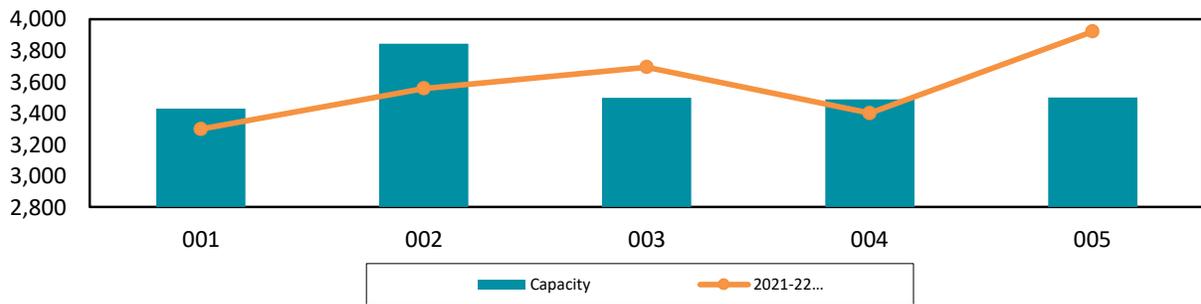
Campus Number	Campus Name	2021-22 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
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High Schools:

001	Klein High	3,298	3,429	96.2%	58
002	Klein Forest High	3,557	3,842	92.6%	42
003	Klein Oak High	3,693	3,497	105.6%	39
004	Klein Collins High	3,400	3,487	97.5%	20
005	Klein Cain High	3,921	3,500	112.0%	4

Total High School:	17,869	17,755	100.6%
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High School Enrollment to Capacity Comparison

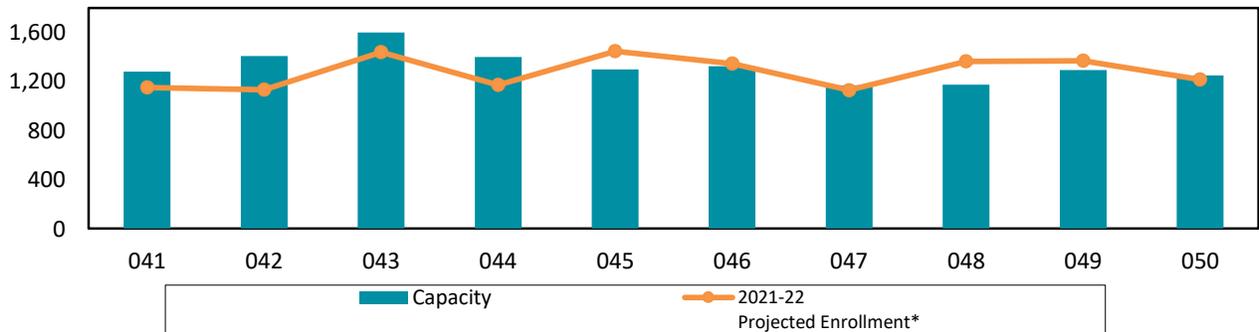


Intermediate Schools:

041	Klein Intermediate	1,153	1,282	89.9%	37
042	Hildebrandt Intermediate	1,133	1,409	80.4%	48
043	Wunderlich Intermediate	1,441	1,600	90.1%	46
044	Strack Intermediate	1,173	1,402	83.7%	44
045	Kleb Intermediate	1,448	1,300	111.4%	28
046	Doerre Intermediate	1,346	1,326	101.5%	37
047	Schindewolf Intermediate	1,129	1,169	96.6%	19
048	Krimmel Intermediate	1,365	1,175	116.2%	14
049	Ulrich Intermediate	1,371	1,295	101.5%	8
050	Hofius Intermediate	1,217	1,250	97.4%	3

Total Intermediate:	12,776	13,208	96.7%
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Intermediate School Enrollment to Capacity Comparison



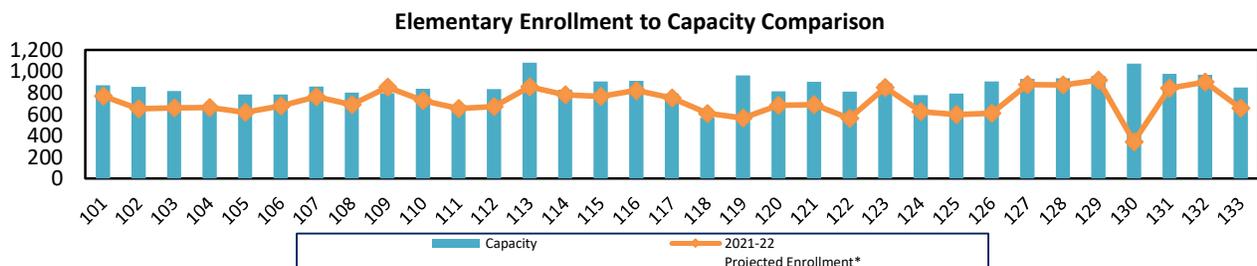
*2021-2022 Enrollment Projection (Issued 1/13/2021)

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

Campus Number	Campus Name	2021-22 Projected Enrollment*	Capacity	Percent Capacity Utilization	Age of Building
Elementary Schools:					
101	Kohrville Elementary	771	872	88.4%	19
102	Northampton Elementary	652	857	76.1%	50
103	Haude Elementary	660	819	80.6%	50
104	Greenwood Forest Elementary	664	667	99.6%	50
105	Epps Island Elementary	618	786	78.6%	48
106	Theiss Elementary	678	786	86.3%	47
107	Benfer Elementary	764	860	88.8%	44
108	Kaiser Elementary	690	802	86.0%	43
109	Brill Elementary	855	797	107.3%	43
110	Ehrhardt Elementary	730	839	87.0%	42
111	Lemm Elementary	656	691	94.9%	41
112	Nitsch Elementary	672	837	80.3%	41
113	Krahn Elementary	857	1,082	79.2%	38
114	Roth Elementary	783	830	94.3%	37
115	Kuehnle Elementary	769	908	84.7%	32
116	Mittelstadt Elementary	823	914	90.0%	30
117	Klenk Elementary	754	795	94.8%	29
118	Eiland Elementary	609	570	106.8%	28
119	Schultz Elementary	565	963	58.7%	27
120	Hassler Elementary	684	814	84.0%	22
121	Kreinhop Elementary	690	904	76.3%	17
122	McDougle Elementary	564	813	69.4%	17
123	Metzler Elementary	852	889	95.8%	16
124	Benignus Elementary	625	781	80.0%	15
125	Frank Elementary	598	794	75.3%	14
126	Mueller Elementary	611	908	67.3%	12
127	Blackshear Elementary	877	932	94.1%	10
128	Zwink Elementary	875	938	93.3%	9
129	Bernhausen Elementary	919	958	95.9%	8
130	Grace England Pre-K/EC Center**	344	1,075	32.0%	9
131	French Elementary	846	979	86.4%	6
132	Mahaffey Elementary	901	971	92.8%	5
133	Fox Elementary	657	850	77.3%	1
Total Elementary:		23,613	28,281	83.5%	

*2021-2022 Enrollment Projection (Issued 1/13/2021)

** 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
2018-2022**

	2017-18 Ending Enrollment	2018-19 Ending Enrollment	2019-20 Ending Enrollment	2020-21 Ending Enrollment	2021-22 Projected Enrollment*
High Schools					
Klein High	3,645	3,355	3,124	3,108	3,298
Klein Forest High	3,567	3,515	3,493	3,347	3,557
Klein Oak High	3,873	3,658	3,511	3,507	3,693
Klein Collins High	3,545	3,406	3,298	3,267	3,400
Klein Cain High	1,411	2,336	3,366	3,703	3,921
Total High Schools	16,041	16,270	16,792	16,932	17,869
Intermediate Schools					
Klein Intermediate	1,121	1,072	1,075	1,088	1,153
Hildebrandt Intermediate	1,350	945	1,075	1,125	1,133
Wunderlich Intermediate	1,634	1,550	1,539	1,436	1,441
Strack Intermediate	1,375	1,251	1,234	1,244	1,173
Kleb Intermediate	1,372	1,434	1,429	1,407	1,448
Doerre Intermediate	1,327	1,367	1,364	1,380	1,346
Schindewolf Intermediate	1,480	1,258	1,165	1,137	1,129
Krimmel Intermediate	1,379	1,379	1,359	1,372	1,365
Ulrich Intermediate	1,286	1,345	1,363	1,370	1,371
Hofius Intermediate		992	1,131	1,161	1,217
Total Intermediate Schools	12,324	12,593	12,734	12,720	12,776
Elementary Schools					
Kohrville Elementary	687	647	608	732	771
Northampton Elementary	555	548	569	650	652
Haude Elementary	715	716	716	665	660
Greenwood Forest Elementary	754	727	686	673	664
Epps Island Elementary	660	635	628	603	618
Theiss Elementary	681	680	695	704	678
Benfer Elementary	842	813	808	776	764
Kaiser Elementary	751	728	739	679	690
Brill Elementary	770	762	786	819	855
Ehrhardt Elementary	742	753	790	751	730
Lemm Elementary	675	712	697	634	656
Nitsch Elementary	784	745	763	663	672
Krahn Elementary	744	753	726	818	857
Roth Elementary	729	723	762	780	783
Kuehnle Elementary	873	874	846	770	769
Mittelstadt Elementary	905	907	940	796	823
Klenk Elementary	810	822	786	720	754
Eiland Elementary	558	528	502	586	609
Schultz Elementary	668	641	627	552	565
Hassler Elementary	795	867	943	692	684
Kreinhop Elementary	977	985	950	695	690
McDougle Elementary	587	573	546	522	564
Metzler Elementary	882	856	868	833	852
Benignus Elementary	824	722	722	641	625
Frank Elementary	711	647	665	598	598
Mueller Elementary	895	854	854	582	611
Blackshear Elementary	1,068	1,076	1,092	812	877
Zwink Elementary	1,114	1,099	1,077	856	875
Bernhausen Elementary	927	898	903	851	919
Grace England Pre-K/EC Center	490	487	465	280	344
French Elementary	697	810	831	822	846
Mahaffey Elementary	756	852	894	864	901
Fox Elementary				673	657
Total Elementary Schools	24,626	24,440	24,484	23,092	23,613
Total Student Enrollment	52,991	53,303	54,010	52,744	54,258

*2021-2022 Enrollment Projection (Issued 1/13/2021)

Student Data Review
2020-2021 Fall PEIMS Collection
Snapshot Date - October 30, 2020

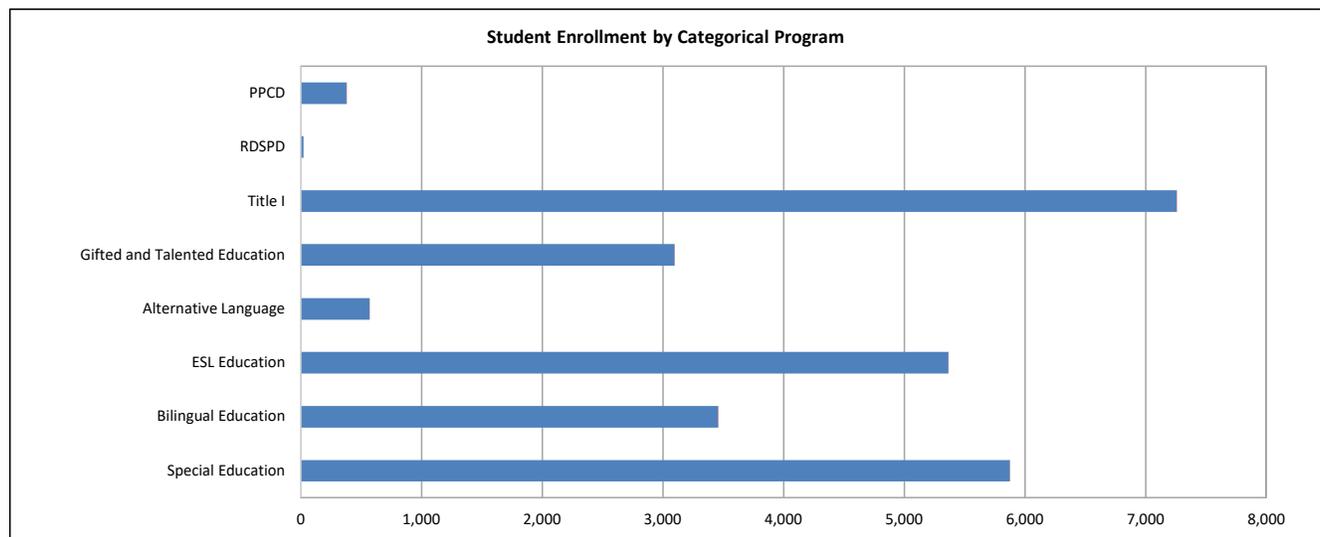
Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Ethnicity/Race Distribution		
White	14,694	27.82%
Hispanic/Latino	23,332	44.17%
Black or African American	8,098	15.33%
Asian	4,280	8.10%
American Indian or Alaska Native	138	0.26%
Native Hawaiian/Other Pacific Islander	46	0.09%
Two or More	2,236	4.23%

Student Information	Snapshot Date District Count	Percentage of Total Enrollment
Economic Disadvantaged		
Total Economic Disadvantaged	26,182	49.56%
Regular	22,732	43.03%
Special Education	3,450	6.53%

Limited English Proficiency (LEP)		
Total Limited English Proficiency (LEP)	9,298	17.60%
Regular	8,067	15.27%
Special Education	1,231	2.33%

High School Graduates (2019-2020)		
Grade 12 Attendance	4,219	N/A
Graduates Reported	3,885	92.08%
White	1,190	30.63%
Hispanic/Latino	1,569	40.39%
Black or African American	573	14.75%
Asian	402	10.35%
American Indian or Alaska Native	10	0.26%
Native Hawaiian/Other Pacific Islander	3	0.08%
Two or More	138	3.55%

Student Enrollment by Program		
Special Education	5,873	11.12%
Bilingual Education	3,458	6.55%
ESL Education	5,364	10.15%
Alternative Language	569	1.08%
Gifted and Talented Education	3,095	5.86%
Title I	7,256	13.74%
RDSPD	21	0.04%
PPCD	378	0.72%



Source: Texas Education Agency TSDS PEIMS Student Data Review 2020-2021 Fall Collection PDM1-120-005

Staff Summary
2020-2021 Fall PEIMS Collection
Snapshot Date - October 30, 2020

Teachers by Population Served	Percent
Regular Education	65.3%
Career and Technical Education	6.0%
Bilingual/ESL Education	7.4%
Compensatory Education	1.0%
Gifted and Talented Education	2.0%
Special Education	12.8%
Other	5.5%

Teachers by Highest Degree Held	Percent
No Degree	1.2%
Bachelors	73.1%
Masters	24.8%
Doctorate	0.9%

Total Staff (FTEs)	Percent
Teachers	49.5%
Professional Support	11.0%
Campus Administration	2.6%
Central Administration	0.4%
Educational Aides	8.4%
Auxiliary Staff	28.0%

Total Personnel by Ethnicity	Percent
White	57.8%
Hispanic	23.0%
Black	15.0%
Other	4.1%

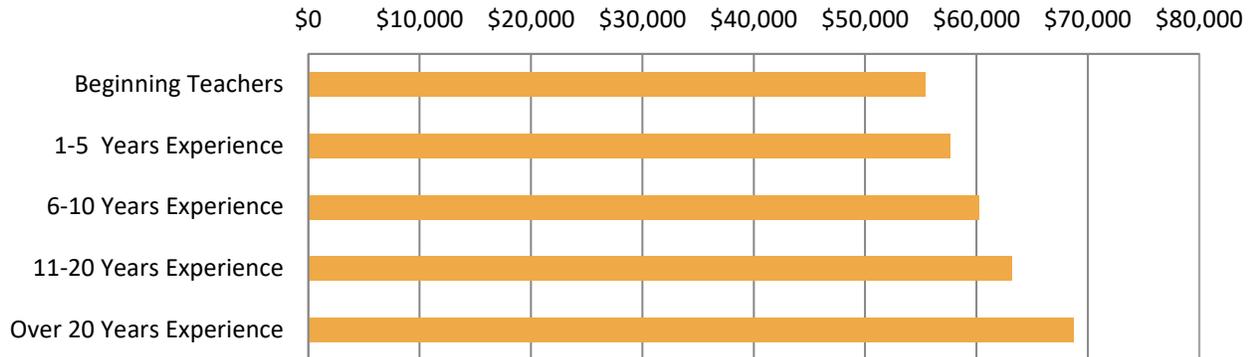
Average Teachers Years of Experience	Average
Total Career Experience of Teachers	11.6
Klein ISD Experience of Teachers	7

Total Personnel by Ethnicity and Sex	Percent
White Male	10.9%
White Female	46.9%
Hispanic Male	4.1%
Hispanic Female	19.0%
Black Male	3.3%
Black Female	11.8%
Other Male	0.8%
Other Female	3.3%

Teachers by Years of Experience	Average Salary
Beginning Teachers	\$55,421
1-5 Years Experience	\$57,605
6-10 Years Experience	\$60,210
11-20 Years Experience	\$63,223
Over 20 Years Experience	\$68,678

Student/Teacher Ratio	14.6
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Teachers by Years of Experience



Source: Texas Education Agency TSDS PEIMS Staff FTE FTE Summary 2020-2021 Fall Collection PDM1-110-004

Klein Independent School District Salary Schedule and Position Control

2021-2022 Salary Schedule Teachers, Library Information Specialists, and Nurses (RN)

New Hires:

\$57,800 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)



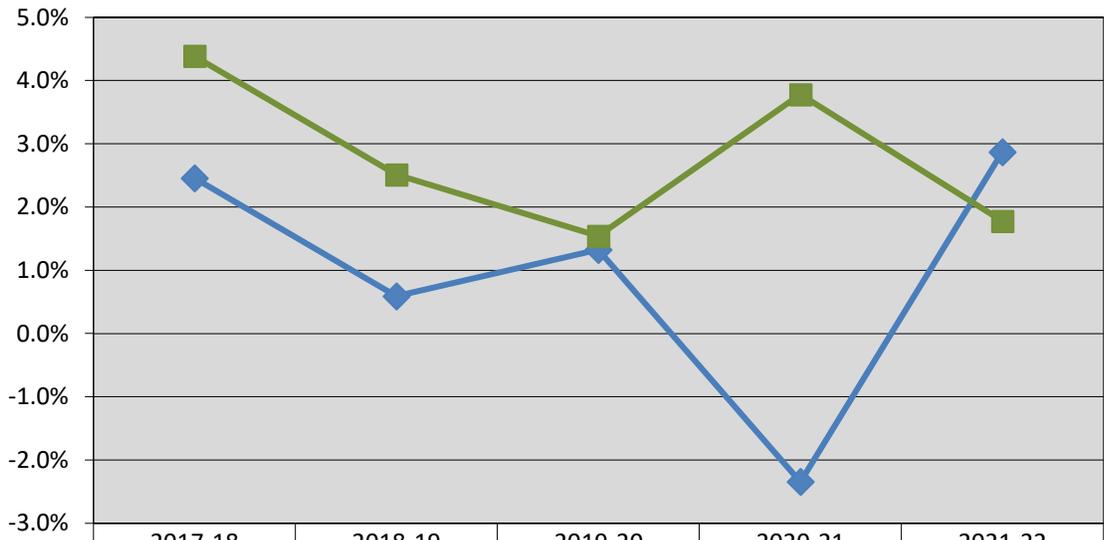
Position Control

Position Control was implemented for the 2014-2015 school year. It was 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, now combined with Frontline/ERP functionality 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 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. Changes to these records are processed through the Frontline Recruiting and Hiring system and visible in the ERP. 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.

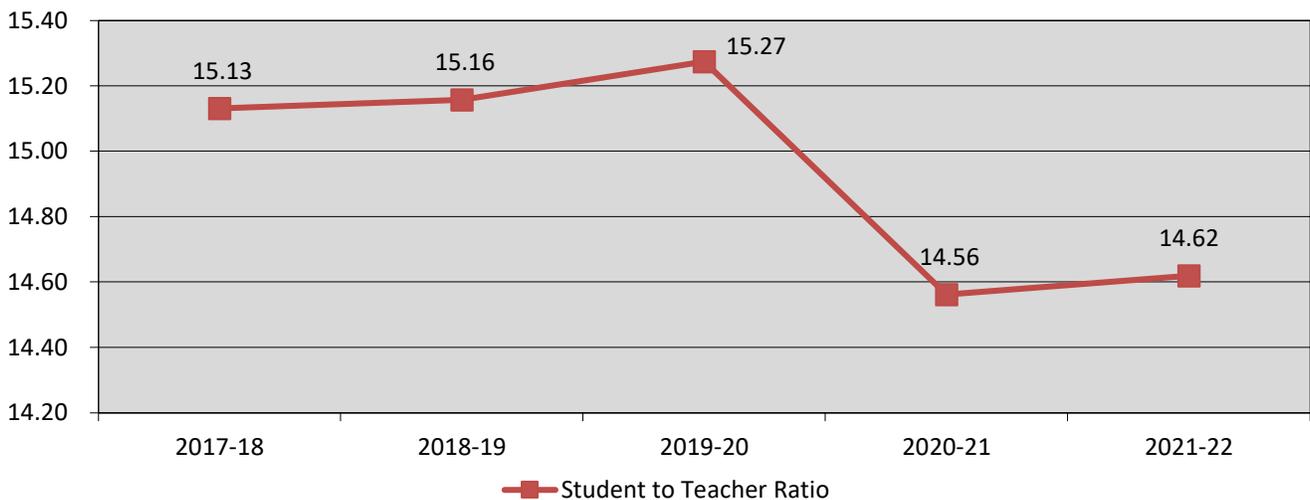
Klein Independent School District Student-Staff Growth Rates and Ratios All Funds

Student and Staff Growth Rates



◆ Student Growth Rate	2.5%	0.6%	1.3%	-2.3%	2.9%
■ Staff Growth Rate	4.4%	2.5%	1.5%	3.8%	1.8%

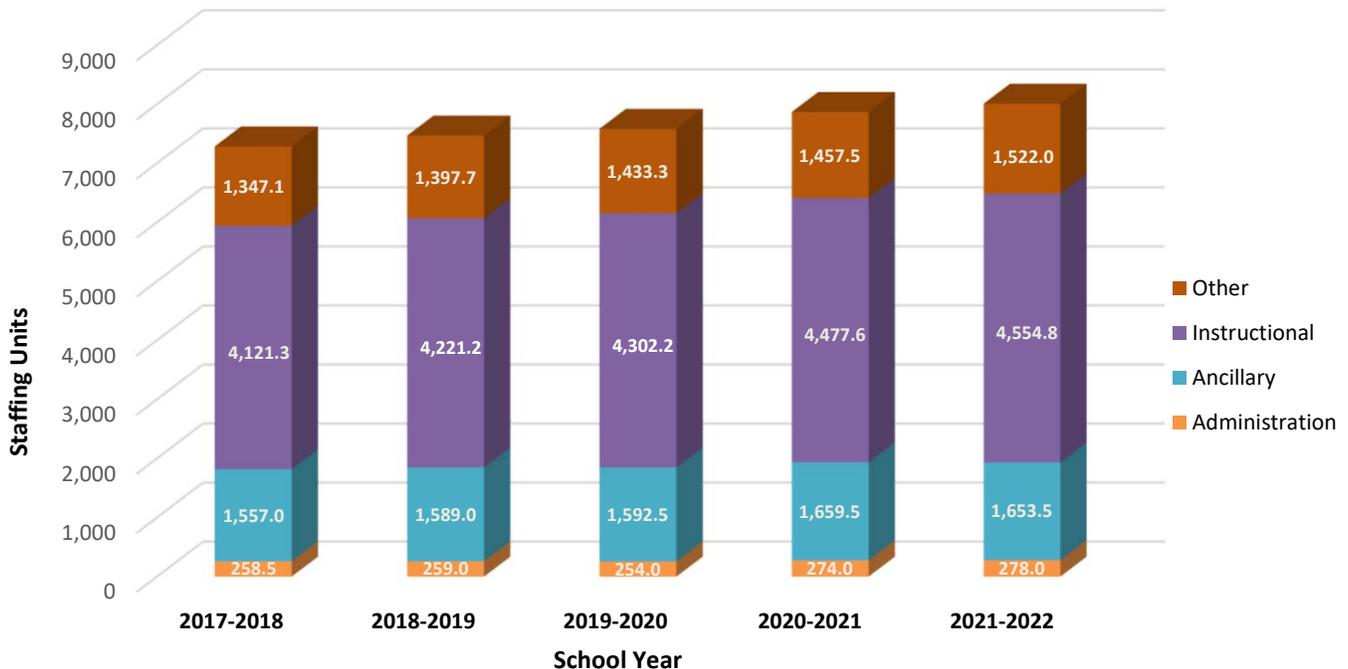
Student to Teacher Ratio



Klein Independent School District Staffing Units by Position All Funds

Positions	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22	Change from Prior Year
Administrator	74.00	65.00	66.00	74.00	76.00	2.00
Associate/Assistant Principal	136.50	146.00	140.00	151.00	153.00	2.00
Bus Driver/Attendant	332.00	328.00	328.00	369.00	368.00	(1.00)
Cafeteria Workers	538.00	587.00	586.50	592.50	592.50	-
Custodial	359.00	346.00	348.00	360.00	361.00	1.00
Library Info Spec./Library Asst/Historian	74.00	71.50	72.00	72.50	72.50	-
Manual Trades/Warehouse	193.00	185.00	187.00	188.00	188.00	-
Nurse/Clinic Assistant	102.00	106.00	106.00	110.00	112.00	2.00
Other Professional	495.40	546.70	579.80	597.50	651.50	54.00
Police Officer	44.00	51.00	51.00	55.00	51.00	(4.00)
Principal	48.00	48.00	48.00	49.00	49.00	-
Registrar	10.00	10.00	10.00	10.00	10.00	-
School Counselor	135.20	142.00	142.00	138.00	147.00	9.00
Secretary/Clerical	479.50	471.50	473.50	477.50	477.00	(0.50)
Security Support Personnel	51.00	50.00	50.00	52.00	52.00	-
Teacher	2,819.95	2,808.00	2,787.80	2,840.10	2,919.95	79.85
Teacher-Bilingual/ESL	262.15	243.25	232.45	253.60	268.35	14.75
Teacher-Special Education	420.20	465.40	515.90	528.40	523.20	(5.20)
Teacher Assistant	619.00	704.50	766.00	855.50	843.30	(12.20)
Technical	91.00	92.00	92.00	95.00	93.00	(2.00)
Total Employees - All Funding Sources	7,283.90	7,466.85	7,581.95	7,868.60	8,008.30	139.70

Staffing Units by Service Type* - All Funds

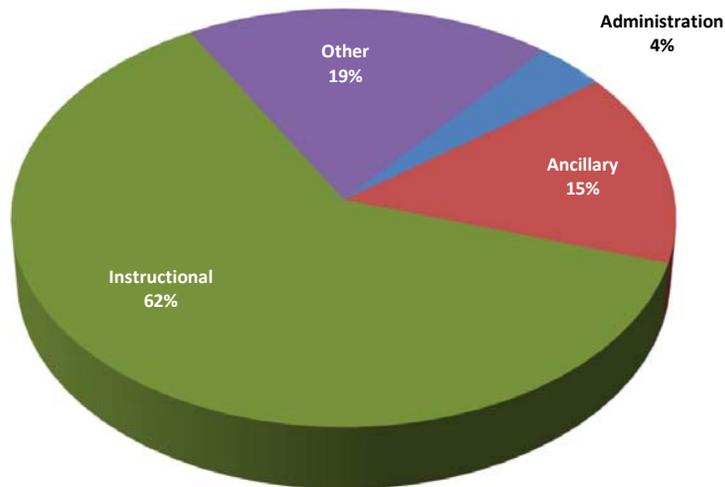


*See explanation of footnotes and Service Type definitions on page 158.

Klein Independent School District Staffing Units by Position General Fund

Positions	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22	Change from Prior Year
Administrator	70.10	61.10	62.10	68.10	67.10	(1.00)
Associate/Assistant Principal	136.50	142.00	137.00	141.00	141.00	-
Bus Driver/Attendant	332.00	328.00	328.00	369.00	368.00	(1.00)
Custodial	359.00	346.00	348.00	360.00	361.00	1.00
Librarian/Library Asst/Historian	74.00	71.50	72.00	72.50	72.50	-
Manual Trades/Warehouse	184.60	176.60	184.00	187.00	187.00	-
Nurse/Clinic Assistant	102.00	106.00	106.00	110.00	112.00	2.00
Other Professional	421.60	423.40	464.75	490.25	506.45	16.20
Police Officer	44.00	51.00	51.00	55.00	51.00	(4.00)
Principal	48.00	48.00	48.00	49.00	49.00	-
Registrar	10.00	10.00	10.00	10.00	10.00	-
School Counselor	127.20	131.00	131.00	128.00	130.50	2.50
Secretary/Clerical	472.50	463.60	465.60	468.60	468.00	(0.60)
Security Support Personnel	49.00	50.00	50.00	52.00	52.00	-
Teacher	2,786.45	2,767.50	2,749.30	2,798.10	2,814.95	16.85
Teacher - Bilingual/ESL	257.15	237.75	223.95	247.60	261.35	13.75
Teacher - Special Education	387.20	431.40	483.05	493.40	482.20	(11.20)
Teacher Assistant	527.00	609.00	671.50	769.00	742.80	(26.20)
Technical	88.00	75.00	75.00	78.00	76.00	(2.00)
Total Employees - General Fund	6,476.30	6,528.85	6,660.25	6,946.55	6,952.85	6.30

2021-2022 General Fund Staffing Units by Service Type*

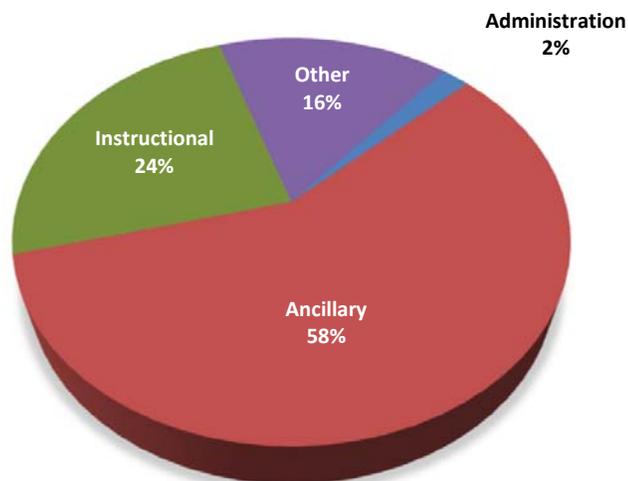


*See explanation of footnotes and Service Type definitions on page 158.

Klein Independent School District Staffing Units by Position Special Revenue

Positions	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22	Change from Prior Year
Administrator	3.90	3.90	3.90	5.90	8.90	3.00
Associate/Assistant Principal	-	4.00	3.00	10.00	12.00	2.00
Cafeteria Workers	538.00	587.00	586.50	592.50	592.50	-
Manual Trades/Warehouse/Custodial	8.40	8.40	3.00	1.00	1.00	-
Other Professional	73.80	123.30	115.05	107.25	145.05	37.80
School Counselor	8.00	11.00	11.00	10.00	16.50	6.50
Secretary/Clerical	7.00	7.90	7.90	8.90	9.00	0.10
Security Support Personnel	2.00	-	-	-	-	-
Teacher	33.50	40.50	38.50	42.00	105.00	63.00
Teacher - Bilingual/ESL	5.00	5.50	8.50	6.00	7.00	1.00
Teacher - Special Education	33.00	34.00	32.85	35.00	41.00	6.00
Teacher Assistant	92.00	95.50	94.50	86.50	100.50	14.00
Technical	3.00	17.00	17.00	17.00	17.00	-
Total Employees - Special Revenue	<u>807.60</u>	<u>938.00</u>	<u>921.70</u>	<u>922.05</u>	<u>1,055.45</u>	<u>133.40</u>

2021-2022 Special Revenue Staffing Units by Service Type*



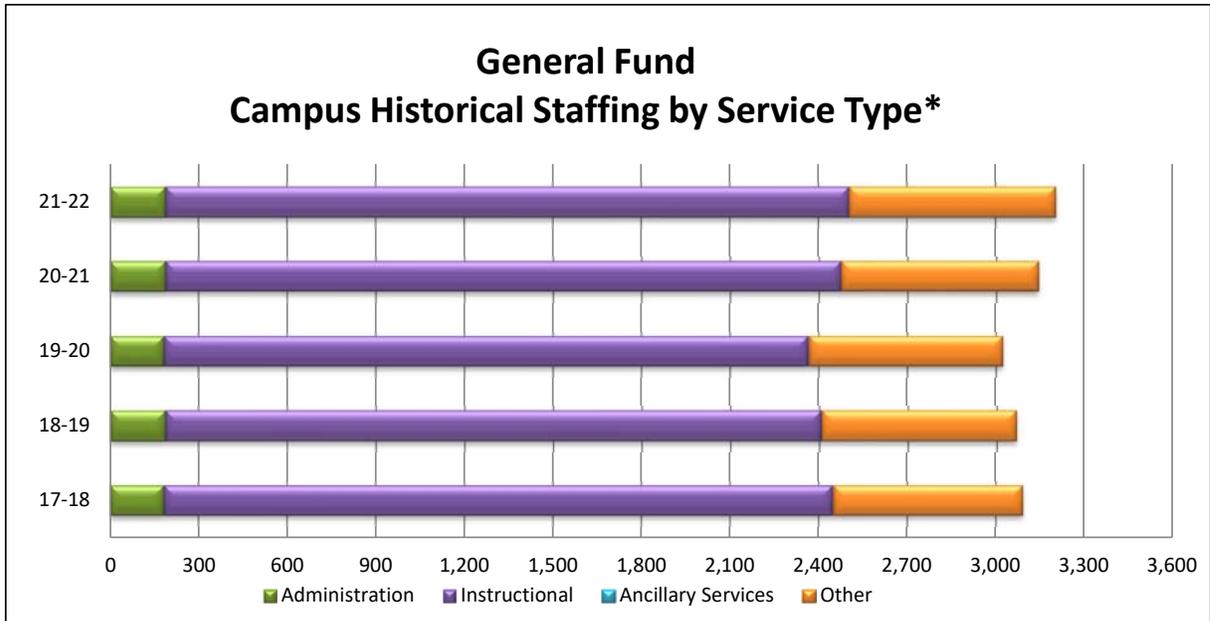
*See explanation of footnotes and Service Type definitions on page 158.

Staffing Units by Campus General Fund

Campus and Project		2017-18	2018-19	2019-20	2020-21	2021-22	Change from Prior Year
001	Klein High	181.25	174.05	159.05	155.95	163.95	8.00
002	Klein Forest High	196.15	191.90	179.50	205.95	214.10	8.15
KF	Klein Forest High Family of Schools	27.25	50.40	33.40	-	-	-
003	Klein Oak High	181.10	168.45	153.90	157.25	177.10	19.85
004	Klein Collins High	167.40	160.70	154.65	152.15	156.50	4.35
005	Klein Cain High	81.70	123.70	150.00	169.85	178.45	8.60
	Total High Schools	834.85	869.20	830.50	841.15	890.10	48.95
041	Klein Intermediate	88.15	82.30	81.30	77.50	79.00	1.50
042	Hildebrandt Intermediate	73.55	63.25	64.25	68.95	68.95	-
043	Wunderlich Intermediate	102.90	98.75	91.20	92.65	93.65	1.00
044	Strack Intermediate	70.70	68.70	67.70	68.20	69.30	1.10
045	Kleb Intermediate	75.00	72.45	76.45	77.40	78.90	1.50
046	Doerre Intermediate	73.00	73.55	72.40	76.45	75.60	(0.85)
047	Schindewolf Intermediate	74.95	69.25	67.05	65.45	67.90	2.45
048	Krimmel Intermediate	72.20	71.20	74.20	73.00	74.35	1.35
049	Ulrich Intermediate	76.30	74.15	79.00	78.75	78.75	-
050	Hofius Intermediate	3.50	55.85	60.70	65.70	65.70	-
	Total Intermediate Schools	710.25	729.45	734.25	744.05	752.10	8.05
101	Kohrville Elementary	46.50	42.50	40.50	52.00	54.00	2.00
102	Northampton Elementary	35.50	34.50	35.50	43.00	43.00	-
103	Haude Elementary	50.50	46.50	46.50	47.00	45.00	(2.00)
104	Greenwood Forest Elementary	52.00	45.50	47.00	45.00	43.00	(2.00)
105	Epps Island Elementary	41.50	36.00	34.50	37.50	38.50	1.00
106	Theiss Elementary	44.00	43.50	43.50	45.00	48.00	3.00
107	Benfer Elementary	53.00	54.50	52.00	59.00	57.00	(2.00)
108	Kaiser Elementary	43.50	35.50	35.50	37.50	39.50	2.00
109	Brill Elementary	45.50	45.00	47.00	44.00	48.00	4.00
110	Ehrhardt Elementary	44.50	43.50	44.50	44.00	46.00	2.00
111	Lemm Elementary	47.50	46.50	45.50	50.00	48.00	(2.00)
112	Nitsch Elementary	59.50	47.50	45.50	43.50	46.50	3.00
113	Krahn Elementary	50.00	50.00	50.00	60.00	61.00	1.00
114	Roth Elementary	44.00	41.50	41.50	46.50	44.00	(2.50)
115	Kuehnle Elementary	58.00	55.50	55.00	55.50	53.50	(2.00)
116	Mittelstadt Elementary	56.00	60.50	60.50	64.00	62.00	(2.00)
117	Klenk Elementary	56.00	44.50	40.50	40.00	40.00	-

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

Campus and Project		2017-18	2018-19	2019-20	2020-21	2021-22	Change from Prior Year
118	Eiland Elementary	33.00	28.00	31.00	37.00	38.00	1.00
119	Schultz Elementary	39.50	39.50	38.50	40.00	39.00	(1.00)
120	Hassler Elementary	52.50	55.00	58.00	50.00	50.00	-
121	Kreinhop Elementary	54.00	57.00	56.50	55.00	54.00	(1.00)
122	McDougle Elementary	40.50	31.50	29.50	33.00	34.00	1.00
123	Metzler Elementary	58.00	53.50	55.50	58.50	58.50	-
124	Benignus Elementary	53.50	48.50	45.50	48.00	50.00	2.00
125	Frank Elementary	46.50	45.00	43.50	45.00	43.00	(2.00)
126	Mueller Elementary	56.00	51.00	49.50	45.00	47.00	2.00
127	Blackshear Elementary	59.00	59.00	60.50	55.50	56.50	1.00
128	Zwink Elementary	66.50	66.00	64.50	49.00	51.00	2.00
129	Bernshausen Elementary	57.00	54.00	52.00	55.00	56.00	1.00
130	Grace England Pre-K/EC Center	12.50	12.00	12.00	22.00	20.00	(2.00)
131	French Elementary	47.50	48.50	49.50	54.00	53.00	(1.00)
132	Mahaffey Elementary	43.50	46.50	47.50	54.00	53.00	(1.00)
133	Fox Elementary	-	-	-	44.00	43.00	(1.00)
Total Elementary Schools		1,547.00	1,468.00	1,458.50	1,558.50	1,563.00	4.50
Total Campuses		3,092.10	3,066.65	3,023.25	3,143.70	3,205.20	61.50



*See explanation of footnotes and Service Type definitions on page 158.

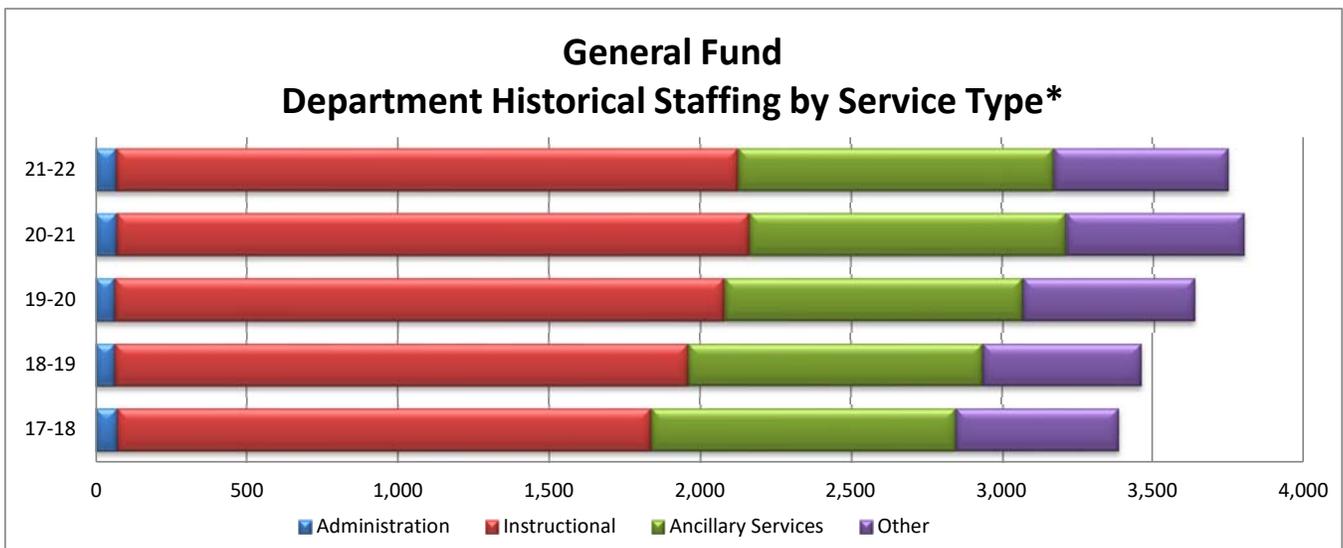
**Klein Independent School District
Staffing Units by Department
General Fund**

Campus-Based Programs & Districtwide Services		2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22	Change from Prior Year
035	Therapeutic Education Program (TEP)	61.40	68.60	69.10	66.00	66.00	-
036	Vistas High School of Choice (AEP)	24.00	23.30	23.30	24.00	23.00	(1.00)
038	Disciplinary Alt. Education Program (DAEP)	36.50	36.50	36.50	40.50	40.50	-
701	Superintendent	6.00	4.00	5.00	5.00	6.00	1.00
703	Tax Office	6.00	5.00	5.00	1.00	-	(1.00)
704	Internal Audit	3.00	3.00	3.00	3.00	2.00	(1.00)
749	Human Resource Services	15.00	15.00	15.00	18.00	20.00	2.00
750	Financial Services	37.10	40.10	40.10	45.10	43.00	(2.10)
766	Community Relations	-	-	2.00	2.00	2.00	-
767	Data Services (c)	-	13.00	12.75	12.75	13.75	1.00
771	Information Technology	99.00	73.00	73.00	71.00	70.00	(1.00)
781	Mail Room	1.00	-	-	-	-	-
796	Communications & Public Relations	9.00	10.00	8.00	11.00	11.00	-
798	Districtwide Employee Benefits	9.00	5.00	5.00	-	-	-
851	Multilingual	327.15	305.75	291.95	336.60	352.35	15.75
852 & 854	Special Education & Student Support Services	876.30	1,015.90	1,175.15	1,225.90	1,201.30	(24.60)
853	State Compensatory Ed & Other State Programs	17.00	26.00	20.60	22.05	24.05	2.00
	High School Allotment (e)	52.90	42.75	42.30	41.35	-	(41.35)
855	Health, Physical Education & Athletics	223.85	212.85	213.25	214.60	213.95	(0.65)
856	Fine Arts	278.80	285.05	278.90	289.50	291.20	1.70
858	Advanced Academics	6.00	7.00	7.00	7.00	7.00	-
860	Career & Technical Education	175.25	186.50	192.80	197.70	200.55	2.85
861 & 862	Core Academics-Math & Science (c)	8.00	6.20	6.20	7.20	8.50	1.30
863 & 864	Core Academics-ELA, Soc Studies & World Lang (c)	11.00	8.00	11.00	13.75	11.75	(2.00)
866	Research & Program Evaluation (c)	3.00	3.00	3.00	4.00	4.00	-
870	Assessment & Accountability	4.00	4.00	4.00	4.00	4.00	-
876	Counseling & Whole Student Wellness (c)	1.25	1.00	1.00	2.00	3.00	1.00
877	Health Services	5.60	5.00	5.00	6.00	8.00	2.00
878	Family Engagement (c)	0.50	0.50	0.50	0.25	0.25	-

*See explanation of footnotes and Service Type definitions on page 158.

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

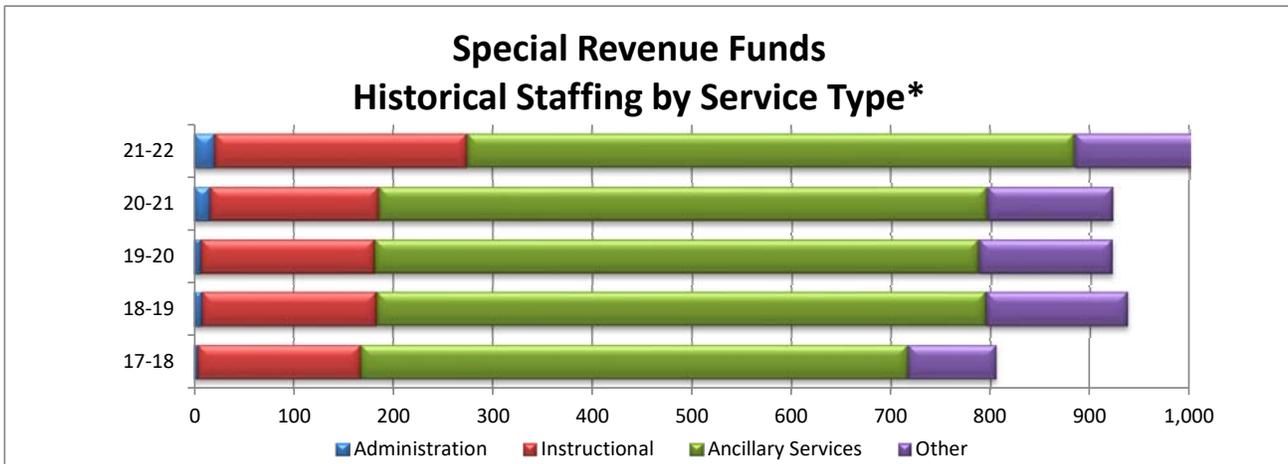
Campus-Based Programs & Districtwide Services		2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22	Change from Prior Year
879	Digital Learning (c)	8.00	6.00	6.00	3.00	4.00	1.00
883	Professional Learning	10.00	2.00	2.00	1.00	1.00	-
885	Campus Safety & Support	6.00	5.00	5.00	8.00	4.00	(4.00)
895	Wunderlich Farms (c)	-	1.00	1.00	1.00	1.00	-
898	Teaching & Learning	22.00	18.00	18.00	20.00	15.00	(5.00)
969	Multipurpose Center	10.00	10.00	10.00	10.00	10.00	-
972	Transportation	381.00	377.00	377.00	417.00	417.00	-
975	Athletics	14.50	22.00	22.00	22.20	22.20	-
979	Snack Vending	-	-	-	2.00	2.00	-
987	Security & Monitoring Services	94.00	102.00	102.00	109.00	105.00	(4.00)
989	Facility & School Services	4.50	3.60	3.60	3.40	3.30	(0.10)
992	Plant Operations	371.00	357.00	359.00	371.00	372.00	1.00
993	Warehouse Services	18.00	15.00	15.00	15.00	15.00	-
994	Plant Maintenance	140.60	134.60	142.00	145.00	145.00	-
997	Energy Management	4.00	3.00	3.00	4.00	4.00	-
	Business Information Systems	3.00	-	-	-	-	-
798	Positions for Growth	-	-	20.00	-	-	-
	Total Departments	3,384.20	3,462.20	3,636.00	3,802.85	3,747.65	(55.20)
	Total General Fund Employees	6,476.30	6,528.85	6,659.25	6,946.55	6,952.85	6.30



*See explanation of footnotes and Service Type definitions on page 158.

Klein Independent School District Staffing Units by Program Special Revenue Funds

Program	2017-18 (a)	2018-19 (b)	2019-20 (c)	2020-21 (d)	2021-22	Change from Prior Year
211 - ESEA, Title I, Part A	80.00	99.00	105.45	105.70	105.70	-
224 - IDEA, Part B, Formula	142.00	180.50	162.35	158.00	160.00	2.00
225 - IDEA, Part B, Preschool	3.00	5.00	5.00	4.00	2.00	(2.00)
240 - National School Lunch Program	566.40	615.40	609.50	615.50	615.50	-
244 - Career & Technical Preparation	1.00	1.00	1.00	1.00	1.00	-
255 - ESEA, Title II, Part A - Training	-	4.50	4.60	7.85	10.85	3.00
263 - Title III, Part A - ELA	5.00	7.00	7.10	6.10	7.10	1.00
272 - Medicaid Administrative Claiming	1.40	1.00	1.00	1.00	1.00	-
281 - Elementary & Secondary School ER Relief (ESSER)	-	-	-	-	1.00	1.00
282 - Elementary & Secondary School ER Relief (ESSER)	-	-	-	-	126.00	126.00
287 - FEMA Reimbursement - Harvey	2.00	-	-	-	-	-
289 - Title IV, Part A	-	3.00	4.10	2.10	3.10	1.00
385 - State Supplemental Visually Impaired	0.30	0.30	0.30	0.30	-	(0.30)
410 - Instructional Materials	-	1.00	1.00	1.00	1.00	-
490 - Dual Credit	-	-	-	1.00	-	(1.00)
499 - Bond Data	-	14.00	14.00	14.00	18.50	4.50
6XX - Bond Series	6.50	6.30	6.30	4.50	2.70	(1.80)
Total Special Revenue Employees	807.60	938.00	921.70	922.05	1,055.45	133.40
Total Klein ISD Employees	7,283.90	7,466.85	7,580.95	7,868.60	8,008.30	139.70



- (a) Teaching & Learning began the first phase of reorganization resulting in additional positions in Instructional Specialists. They 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.
- (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.
- (e) Conversion to the new software resulted in realignment in the distribution of district staffing resources to reflect Teachers and Specialists at the campus level. Newly added ESSER funded positions include Academic Interventionists, Academic Support Teachers and Tutors at both the elementary and secondary levels.

***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) & 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	2017-18	11.00	2.00	3.00	2.00		1.00	2.00	12.00	23.00	120.25	5.00	181.25
	2018-19	10.00	2.00	3.00	2.00		1.00	2.00	11.00	23.00	115.05	5.00	174.05
	2019-20	10.00	2.00	3.00	2.00		1.00	2.00	11.00	23.00	100.05	5.00	159.05
	2020-21	11.00	2.00	3.00	2.00		1.00	2.00	10.00	23.00	96.95	5.00	155.95
	2021-22	11.00	2.00	3.00	5.00		1.00	2.00	10.00	23.00	101.95	5.00	163.95
Klein Forest High 002	2017-18	13.00	2.00	3.00	2.00		1.00	3.00	10.00	24.00	133.15	5.00	196.15
	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	4.00		1.00	2.00	10.00	23.00	142.95	4.00	205.95
	2021-22	14.00	2.00	3.00	11.00		1.00	2.00	11.00	23.00	143.10	4.00	214.10
Klein Forest Project KF	2017-18	2.00			3.00	1.00			1.00		20.25		27.25
	2018-19	2.00			7.00	1.00			1.00		39.40		50.40
	2019-20	2.00			4.00	1.00			1.00		25.40		33.40
Klein Oak High 003	2017-18	12.00	1.85	4.00	2.00		1.00	2.00	11.25	22.00	121.00	4.00	181.10
	2018-19	11.00	1.85	4.00	2.00		1.00	2.00	10.00	21.00	112.60	3.00	168.45
	2019-20	10.00	1.85	4.00	2.00		1.00	2.00	10.00	21.00	99.05	3.00	153.90
	2020-21	11.00	1.85	4.00	2.00		1.00	2.00	9.00	21.00	102.40	3.00	157.25
	2021-22	11.00	2.00	4.00	5.00		1.00	2.00	11.50	21.00	116.60	3.00	177.10
Klein Collins High 004	2017-18	11.00	2.00	3.00	2.00		1.00	2.00	11.00	20.00	109.40	6.00	167.40
	2018-19	11.00	2.00	3.00	2.00		1.00	2.00	11.00	20.00	103.70	5.00	160.70
	2019-20	10.00	2.00	3.00	2.00		1.00	2.00	11.00	20.00	98.65	5.00	154.65
	2020-21	11.00	2.00	3.00	1.00		1.00	2.00	10.00	20.00	97.15	5.00	152.15
	2021-22	11.00	2.00	3.00	5.00		1.00	2.00	10.00	20.00	97.50	5.00	156.50
Klein Cain High 005	2017-18	6.00	2.00	2.00	1.00		1.00	1.00	6.00	15.00	45.70	2.00	81.70
	2018-19	9.00	2.00	3.00	1.00		1.00	1.00	11.00	19.00	73.70	3.00	123.70
	2019-20	10.00	2.00	3.00	1.00		1.00	2.00	11.00	20.00	98.00	2.00	150.00
	2020-21	11.00	2.00	3.00	1.00		1.00	2.00	11.00	22.00	114.85	2.00	169.85
	2021-22	11.00	2.00	3.00	5.00		1.00	2.00	11.00	22.00	119.45	2.00	178.45
Klein Intermediate 041	2017-18	4.00	1.00	2.50	3.80		1.00		4.00	9.00	60.85	2.00	88.15
	2018-19	4.00	1.00	2.50	2.80		1.00		3.00	9.00	57.00	2.00	82.30
	2019-20	3.00	1.00	2.50	2.80		1.00		3.00	9.00	57.00	2.00	81.30
	2020-21	3.00	1.00	2.50	3.00		1.00		3.00	9.00	53.00	2.00	77.50
	2021-22	3.00	1.00	2.50	4.00		1.00		3.00	9.00	53.50	2.00	79.00
Hildebrandt Intermediate 042	2017-18	3.00	1.00	2.00	3.00		1.00		3.00	9.00	50.55	1.00	73.55
	2018-19	3.00	1.00	2.00	3.00		1.00		3.00	9.00	40.25	1.00	63.25
	2019-20	3.00	1.00	2.00	3.00		1.00		3.00	9.00	41.25	1.00	64.25
	2020-21	3.00	1.00	2.00	3.40		1.00		3.00	9.00	45.55	1.00	68.95
	2021-22	3.00	1.00	2.00	3.40		1.00		3.00	9.00	45.55	1.00	68.95
Wunderlich Intermediate 043	2017-18	5.00	2.00	2.00	4.00		1.00		5.00	10.00	69.90	4.00	102.90
	2018-19	4.00	2.00	2.50	3.00		1.00		3.00	9.00	70.25	4.00	98.75
	2019-20	3.00	2.00	2.50	3.00		1.00		3.00	9.00	64.70	3.00	91.20
	2020-21	3.00	2.00	2.50	4.00		1.00		3.00	9.00	65.15	3.00	92.65
	2021-22	3.00	2.00	2.50	5.00		1.00		3.00	10.00	65.15	2.00	93.65
Strack Intermediate 044	2017-18	3.00	1.00	2.00	2.00		1.00		3.00	9.00	48.70	1.00	70.70
	2018-19	3.00	1.00	2.00	2.00		1.00		3.00	9.00	46.70	1.00	68.70
	2019-20	3.00	1.00	2.00	2.00		1.00		3.00	9.00	45.70	1.00	67.70
	2020-21	3.00	1.00	2.00	2.20		1.00		3.00	9.00	46.00	1.00	68.20
	2021-22	3.00	1.00	2.00	3.20		1.00		3.00	9.00	46.10	1.00	69.30

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

Campus (Organization) & 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	2017-18	3.00	2.00	2.00	3.80		1.00		3.00	8.00	51.20	1.00	75.00
	2018-19	3.00	1.00	2.00	3.80		1.00		3.00	8.00	49.65	1.00	72.45
	2019-20	3.00	1.00	2.00	3.80		1.00		3.00	8.00	53.65	1.00	76.45
	2020-21	3.00	1.00	2.50	3.40		1.00		3.00	8.00	54.50	1.00	77.40
	2021-22	3.00	1.00	2.50	3.40		1.00		3.00	8.00	56.00	1.00	78.90
Doerre Intermediate 046	2017-18	3.00	1.00	2.00	3.00		1.00		3.00	9.00	50.00	1.00	73.00
	2018-19	3.00	1.00	2.00	3.00		1.00		3.00	9.00	50.55	1.00	73.55
	2019-20	3.00	1.00	2.00	3.20		1.00		3.00	9.00	49.20	1.00	72.40
	2020-21	3.00	1.00	3.00	3.40		1.00		3.00	9.00	52.05	1.00	76.45
	2021-22	3.00	1.00	3.00	3.40		1.00		3.00	9.00	51.20	1.00	75.60
Schindewolf Intermediate 047	2017-18	3.00	2.00	2.00	3.20		1.00		3.00	8.00	51.75	1.00	74.95
	2018-19	3.00	2.00	2.00	3.20		1.00		3.00	8.00	46.05	1.00	69.25
	2019-20	3.00	2.00	2.00	3.00		1.00		3.00	8.00	44.05	1.00	67.05
	2020-21	3.00	2.00	2.00	3.20		1.00		3.00	8.00	42.25	1.00	65.45
	2021-22	3.00	2.00	2.00	3.20		1.00		3.00	8.00	44.70	1.00	67.90
Krimmel Intermediate 048	2017-18	3.00	2.00	2.00	3.20		1.00		3.00	8.00	49.00	1.00	72.20
	2018-19	3.00	1.00	2.00	3.20		1.00		3.00	8.00	49.00	1.00	71.20
	2019-20	3.00	1.00	2.00	3.20		1.00		3.00	8.00	52.00	1.00	74.20
	2020-21	3.00	1.00	2.00	3.00		1.00		3.00	8.00	51.00	1.00	73.00
	2021-22	3.00	1.00	2.00	3.00		1.00		3.00	8.00	52.35	1.00	74.35
Ulrich Intermediate 049	2017-18	3.00	2.00	2.00	3.00		1.00		3.00	9.00	52.30	1.00	76.30
	2018-19	3.00	1.00	2.00	3.00		1.00		3.00	8.00	52.15	1.00	74.15
	2019-20	3.00	1.00	2.00	3.00		1.00		3.00	8.00	57.00	1.00	79.00
	2020-21	3.00	1.00	2.00	3.40		1.00		3.00	8.00	56.35	1.00	78.75
	2021-22	3.00	1.00	2.00	3.40		1.00		3.00	8.00	56.35	1.00	78.75
Hofius Intermediate 050	2017-18	0.50					1.00		1.00	1.00			3.50
	2018-19	3.00	1.00	2.00	3.00		1.00		3.00	8.00	33.85	1.00	55.85
	2019-20	3.00	1.00	2.00	3.00		1.00		3.00	8.00	38.70	1.00	60.70
	2020-21	3.00	1.00	2.00	3.00		1.00		3.00	8.00	43.70	1.00	65.70
	2021-22	3.00	1.00	2.00	3.00		1.00		3.00	8.00	43.70	1.00	65.70
Kohrville Elementary 101	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	4.00	30.00	4.00	46.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	4.00	26.50	3.50	42.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	4.00	25.50	2.50	40.50
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	35.00	3.50	52.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	37.00	3.50	54.00
Northampton Elementary 102	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	3.00	21.50	2.50	35.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	20.50	2.50	34.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	21.50	2.50	35.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	3.00	28.00	3.50	43.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	3.00	27.00	4.50	43.00
Haude Elementary 103	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	3.00	36.50	2.50	50.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.50	1.50	46.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.50	1.50	46.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.00	2.50	47.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	3.00	31.00	2.50	45.00
Greenwood Forest Elementary 104	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	36.00	2.50	52.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	30.00	2.00	45.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	32.00	1.50	47.00
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	30.00	1.50	45.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	28.00	1.50	43.00

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

Campus (Organization) & 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	2017-18	2.00	1.50	2.00	3.00		1.00		1.00	4.00	24.00	3.00	41.50
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	20.00	2.50	36.00
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	19.00	2.00	34.50
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	22.00	2.00	37.50
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	23.00	2.00	38.50
Theiss Elementary 106	2017-18	1.00	1.50	1.50	2.00		1.00		1.00	3.00	30.50	2.50	44.00
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	30.50	1.50	43.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	30.50	1.50	43.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	3.00	31.00	2.50	45.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.00	3.50	48.00
Benfer Elementary 107	2017-18	1.00	1.50	2.00	4.00		1.00		1.00	4.00	36.00	2.50	53.00
	2018-19	2.00	1.50	2.00	4.00		1.00		1.00	4.00	37.50	1.50	54.50
	2019-20	2.00	1.50	2.00	4.00		1.00		1.00	4.00	35.00	1.50	52.00
	2020-21	2.00	1.50	2.00	4.00		1.00		1.00	4.00	39.00	4.50	59.00
	2021-22	2.00	1.50	2.00	4.00		1.00		1.00	4.00	37.00	4.50	57.00
Kaiser Elementary 108	2017-18	2.00	1.50	2.00	3.00		1.00		1.00	4.00	26.00	3.00	43.50
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	19.00	3.00	35.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	19.00	3.00	35.50
	2020-21	2.00	1.50	2.00	3.00		1.00		1.00	4.00	20.00	3.00	37.50
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	23.00	3.00	39.50
Brill Elementary 109	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	4.00	30.50	2.50	45.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	4.00	30.00	2.50	45.00
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	31.00	2.50	47.00
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	28.00	2.50	44.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	31.00	3.50	48.00
Ehrhardt Elementary 110	2017-18	1.00	1.50	2.00	3.00		1.00		1.00	4.00	28.50	2.50	44.50
	2018-19	2.00	1.50	2.00	3.00		1.00		1.00	4.00	27.50	1.50	43.50
	2019-20	1.00	1.50	2.00	4.00		1.00		1.00	4.00	28.50	1.50	44.50
	2020-21	1.00	1.50	2.00	3.00		1.00		1.00	4.00	28.00	2.50	44.00
	2021-22	1.00	1.50	2.00	3.00		1.00		1.00	4.00	29.00	3.50	46.00
Lemm Elementary 111	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.50	2.50	47.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.50	1.50	46.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	32.50	1.50	45.50
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	3.00	34.00	3.50	50.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	3.00	32.00	3.50	48.00
Nitsch Elementary 112	2017-18	3.00	1.50	2.50	3.00		1.00		2.00	5.00	33.00	8.50	59.50
	2018-19	2.00	1.50	2.50	2.00		1.00		2.00	4.00	25.00	7.50	47.50
	2019-20	2.00	1.50	2.50	2.00		1.00		2.00	4.00	23.00	7.50	45.50
	2020-21	2.00	1.50	2.50	2.00		1.00		2.00	4.00	21.00	7.50	43.50
	2021-22	2.00	1.50	2.50	2.00		1.00		2.00	4.00	24.00	7.50	46.50
Krahn Elementary 113	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	4.00	34.00	3.50	50.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	33.00	3.50	50.00
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	34.00	2.50	50.00
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	43.00	3.50	60.00
	2021-22	2.00	1.50	2.00	3.00		1.00		1.00	4.00	42.00	4.50	61.00
Roth Elementary 114	2017-18	1.00	1.50	1.50	2.00		1.00		1.00	3.00	30.50	2.50	44.00
	2018-19	1.00	1.50	1.50	2.00		1.00		1.00	3.00	28.00	2.50	41.50
	2019-20	1.00	1.50	1.50	2.00		1.00		1.00	3.00	28.00	2.50	41.50
	2020-21	1.00	1.50	2.00	3.00		1.00		1.00	3.00	30.00	4.00	46.50
	2021-22	1.00	1.50	2.00	3.00		1.00		1.00	3.00	28.00	3.50	44.00

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

Campus (Organization) & 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	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	42.00	2.50	58.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	40.00	2.00	55.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	39.50	2.00	55.00
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	39.00	4.00	55.50
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	4.00	37.00	4.00	53.50
Mittelstadt Elementary 116	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	40.00	2.50	56.00
	2018-19	2.00	1.50	2.00	4.00		1.00		1.00	4.00	43.50	1.50	60.50
	2019-20	2.00	1.50	2.00	4.00		1.00		1.00	4.00	43.50	1.50	60.50
	2020-21	2.00	1.50	2.00	4.00		1.00		2.00	5.00	43.00	3.50	64.00
	2021-22	2.00	1.50	2.00	4.00		1.00		2.00	5.00	41.00	3.50	62.00
Klenk Elementary 117	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	40.00	2.50	56.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	29.00	2.00	44.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	25.00	2.00	40.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	26.00	1.50	40.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	25.00	1.50	40.00
Eiland Elementary 118	2017-18	2.00	1.50	2.00	3.00		1.00		1.00	3.00	17.00	2.50	33.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	3.00	13.00	2.50	28.00
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	3.00	16.00	2.50	31.00
	2020-21	3.00	1.50	2.00	2.00		1.00		1.00	3.00	19.00	4.50	37.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	3.00	21.00	4.50	38.00
Schultz Elementary 119	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	3.00	25.50	2.50	39.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	25.50	2.50	39.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	24.50	2.50	38.50
	2020-21	1.00	1.50	2.00	3.00		1.00		1.00	3.00	24.00	3.50	40.00
	2021-22	1.00	1.50	2.00	4.00		1.00		1.00	3.00	22.00	3.50	39.00
Hassler Elementary 120	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	4.00	37.50	2.50	52.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	4.00	40.00	2.50	55.00
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	42.00	2.50	58.00
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	34.00	3.50	50.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	4.00	34.00	3.50	50.00
Kreinhop Elementary 121	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	38.00	2.50	54.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	41.00	2.50	57.00
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	40.50	2.50	56.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	38.00	4.50	55.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	4.00	37.00	4.50	54.00
McDougle Elementary 122	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	25.00	2.00	40.50
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	17.00	1.00	31.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	15.00	1.00	29.50
	2020-21	2.00	1.50	2.00	3.00		1.00		1.00	4.00	17.00	1.50	33.00
	2021-22	2.00	1.50	2.00	3.00		1.00		1.00	4.00	18.00	1.50	34.00
Metzler Elementary 123	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	42.00	2.50	58.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	38.00	2.00	53.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	40.00	2.00	55.50
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	41.00	4.00	58.50
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	41.00	4.00	58.50
Benignus Elementary 124	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	37.50	2.50	53.50
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	33.50	1.50	48.50
	2019-20	2.00	1.50	2.00	2.00		1.00		1.00	4.00	30.50	1.50	45.50
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	32.00	2.50	48.00
	2021-22	2.00	1.50	2.00	2.00		1.00		1.00	4.00	33.00	3.50	50.00

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

Campus (Organization) & 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	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	3.00	32.50	2.50	46.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	32.00	1.50	45.00
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	30.50	1.50	43.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	3.00	31.00	2.50	45.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	3.00	29.00	2.50	43.00
Mueller Elementary 126	2017-18	2.00	1.50	2.00	2.00		1.00		1.00	4.00	40.00	2.50	56.00
	2018-19	2.00	1.50	2.00	2.00		1.00		1.00	4.00	36.00	1.50	51.00
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	4.00	35.50	1.50	49.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	29.00	3.50	45.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	4.00	31.00	3.50	47.00
Blackshear Elementary 127	2017-18	2.00	1.50	2.00	3.00		1.00		1.00	4.00	42.00	2.50	59.00
	2018-19	2.00	1.00	2.00	3.00		1.00		2.00	4.00	42.00	2.00	59.00
	2019-20	2.00	1.50	2.00	2.00		1.00		2.00	4.00	44.00	2.00	60.50
	2020-21	2.00	1.50	2.00	2.00		1.00		1.00	4.00	37.00	5.00	55.50
	2021-22	2.00	1.50	2.00	2.00		1.00		2.00	4.00	38.00	4.00	56.50
Zwink Elementary 128	2017-18	3.00	1.50	3.00	3.00		1.00		1.00	5.00	46.50	2.50	66.50
	2018-19	3.00	1.50	3.00	3.00		1.00		1.00	5.00	46.00	2.50	66.00
	2019-20	3.00	1.50	3.00	3.00		1.00		1.00	5.00	44.50	2.50	64.50
	2020-21	2.00	1.50	3.00	3.00		1.00		1.00	4.00	31.00	2.50	49.00
	2021-22	2.00	1.50	3.00	3.00		1.00		1.00	4.00	32.00	3.50	51.00
Bernshausen Elementary 129	2017-18	2.00	1.50	2.00	4.00		1.00		1.00	4.00	38.00	3.50	57.00
	2018-19	2.00	1.50	2.00	4.00		1.00		1.00	4.00	35.00	3.50	54.00
	2019-20	2.00	1.50	2.00	4.00		1.00		1.00	4.00	33.00	3.50	52.00
	2020-21	2.00	1.50	2.00	4.00		1.00		1.00	4.00	34.00	5.50	55.00
	2021-22	2.00	1.50	2.00	4.00		1.00		1.00	4.00	36.00	4.50	56.00
Grace England Pre-K / Early Childhood Center 130	2017-18	1.00	1.50	2.00	1.00		1.00			4.00		2.00	12.50
	2018-19	1.00	1.50	2.00	1.00		1.00			4.00		1.50	12.00
	2019-20	1.00	1.50	2.00	1.00		1.00			4.00		1.50	12.00
	2020-21	1.00	1.50	2.00	1.00		1.00			4.00		11.50	22.00
	2021-22	1.00	1.50	2.00	1.00		1.00			4.00		9.50	20.00
French Elementary 131	2017-18	1.00	1.50	2.00	2.00		1.00		1.00	3.00	33.50	2.50	47.50
	2018-19	1.00	1.50	2.00	2.00		1.00		1.00	3.00	35.50	1.50	48.50
	2019-20	1.00	1.50	2.00	2.00		1.00		1.00	3.00	36.50	1.50	49.50
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	39.00	2.50	54.00
	2021-22	1.00	1.50	2.00	2.00		1.00		1.00	4.00	38.00	2.50	53.00
Mahaffey Elementary 132	2017-18	1.00	1.50	2.00	3.00		1.00		1.00	3.00	28.50	2.50	43.50
	2018-19	2.00	1.50	2.00	3.00		1.00		1.00	4.00	30.50	1.50	46.50
	2019-20	2.00	1.50	2.00	3.00		1.00		1.00	4.00	31.50	1.50	47.50
	2020-21	2.00	1.50	2.00	3.00		1.00		1.00	4.00	36.00	3.50	54.00
	2021-22	2.00	1.50	2.00	3.00		1.00		1.00	4.00	34.00	4.50	53.00
Fox Elementary 133	2017-18												
	2018-19												
	2019-20												
	2020-21	1.00	1.50	2.00	2.00		1.00		1.00	4.00	29.00	2.50	44.00
	2021-22	1.00	1.50	2.00	3.00		1.00		1.00	4.00	26.00	3.50	43.00

**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/Wrhrs	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
Therapeutic Education Program (TEP) 035	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
	2021-22	2.00						1.00	0.00			1.00	4.00				28.00	30.00		66.00
Vistas High School of Choice (AEP) 036	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
	2021-22		1.00			1.00		1.00			1.00	1.00	3.00		14.00			1.00		23.00
Disciplinary Alt Education Program (DAEP) 038	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
	2021-22	3.00						1.00				2.00	6.00		25.50			3.00		40.50
Superintendent 701	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
	2021-22	2.00							2.00				2.00							6.00
Tax Office 703	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
	2021-22	0.00							0.00				0.00							0.00
Internal Audit 704	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
	2021-22	1.00							1.00											2.00
Human Resource Services 749	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
	2021-22	6.00							2.00				12.00							20.00
Financial Services 750	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				17.00						4.00	45.10
	2021-22	6.00							18.00				16.00						3.00	43.00
Community Relations 766	2017-18																			0.00
	2018-19																			0.00
	2019-20	1.00											1.00							2.00
	2020-21	1.00											1.00							2.00
	2021-22	1.00											1.00							2.00
Data Services 767	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
	2021-22	1.00							1.75				1.00						10.00	13.75
Information Technology 771	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
	2021-22	2.00											12.00						56.00	70.00
Mail Room 781	2017-18														1.00					1.00
	2018-19														0.00					0.00
	2019-20														0.00					0.00
	2020-21														0.00					0.00
	2021-22														0.00					0.00
Communications & Public Relations 796	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
	2021-22	3.00							7.00				1.00							11.00

**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/Wrhrs	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
Benefits & Risk Mgmt Districtwide Emp Benefits	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								0.00				0.00							0.00
	2021-22								0.00				0.00							0.00
Multilingual 851	2017-18								18.00		2.00	14.00			257.15		36.00			327.15
	2018-19								17.00		1.00	13.00			237.75		37.00			305.75
	2019-20								17.00		1.00	13.00			223.95		37.00			291.95
	2020-21	1.00							17.00		1.00	13.00			247.60		57.00			336.60
	2021-22	1.00							19.00		1.00	12.00			261.35		58.00			352.35
Special Education 852 Student Support Services 854	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
	2021-22	3.00							234.80			33.00			454.20		475.30	1.00		1201.30
State Compensatory Ed & Other State Programs 853	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							3.00		2.00	1.00			14.05		1.00			22.05
	2021-22	1.00							3.00		2.00	1.00			16.05		1.00			24.05
High School Allotment	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			26.80		2.00				12.40					41.35
	2021-22					0.00			0.00		0.00				0.00		0.00			0.00
Health & Physical Education 855	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
	2021-22	1.00													200.95		12.00			213.95
Fine Arts 856	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
	2021-22	3.00							1.00			1.00			277.70		8.50			291.20
Advanced Academics 858	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
	2021-22	1.00							5.00			1.00								7.00
Career & Technical Education 860	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
	2021-22	1.00							4.00		5.00				189.55			1.00		200.55
Core Academics-Math & Science 861 - 862	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
	2021-22			1.00					7.50											8.50
Core Academics-ELA, Social Studies & World Languages 863 - 864	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
	2021-22								10.75			1.00		0.00						11.75
Research & Program Evaluation 866	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
	2021-22	1.00							2.00									1.00		4.00
Assessment & Accountability 870	2017-18	1.00							2.00										1.00	4.00
	2018-19	1.00							2.00											4.00
	2019-20	1.00							2.00											4.00
	2020-21	1.00							2.00											4.00
	2021-22	1.00							3.00										0.00	4.00

**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/Wrhrs	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 876	2017-18								1.25											1.25
	2018-19								1.00				0.00							1.00
	2019-20								1.00				0.00							1.00
	2020-21								2.00				0.00							2.00
	2021-22								3.00				0.00							3.00
Health Services 877	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
	2021-22							3.00	4.00				1.00							8.00
Family Engagement 878	2017-18							0.50												0.50
	2018-19							0.50												0.50
	2019-20							0.50												0.50
	2020-21							0.25												0.25
	2021-22							0.25												0.25
Digital Learning 879	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
	2021-22								1.00										3.00	4.00
Teaching & Learning Admin Professional Learning 883	2017-18	3.00							5.00				2.00							10.00
	2018-19	0.00							1.00				1.00							2.00
	2019-20	0.00							1.00				1.00							2.00
	2020-21								0.00				1.00							1.00
	2021-22								0.00				1.00							1.00
Campus Safety & Support 885	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
	2021-22	2.00							0.00			2.00								4.00
Wunderlich Farms 895	2017-18																			0.00
	2018-19					1.00														1.00
	2019-20					1.00														1.00
	2020-21					0.00		1.00												1.00
	2021-22					0.00		1.00												1.00
Teaching & Learning 898	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
	2021-22	8.00							1.00				6.00							15.00
Multipurpose Center 969	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
	2021-22				5.00		1.00		2.00				1.00						1.00	10.00
Transportation 972	2017-18	3.00	331.00				25.00		7.00				15.00							381.00
	2018-19	3.00	327.00				25.00		7.00				15.00							377.00
	2019-20	3.00	327.00				25.00		7.00				15.00							377.00
	2020-21	3.00	368.00				25.00		7.00				14.00							417.00
	2021-22	3.00	367.00				25.00		10.00				12.00							417.00
Athletics 975	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
	2021-22	6.00							8.20				8.00							22.20
Snack Vending 979	2017-18																			0.00
	2018-19																			0.00
	2019-20																			0.00
	2020-21						2.00													2.00
	2021-22						2.00													2.00
Security & Monitoring Services 987	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
	2021-22	1.00							51.00				1.00	52.00						105.00

**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/Wrks	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
Facility & School Services 989	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
	2021-22	2.10							0.20				1.00							3.30
Plant Operations 992	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
	2021-22	2.00			356.00		12.00						2.00							372.00
Warehouse Services 993	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
	2021-22	1.00					10.00		2.00				2.00							15.00
Plant Maintenance 994	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
	2021-22	2.00					136.00		4.00				3.00							145.00
Energy Management 997	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
	2021-22						1.00		2.00				1.00							4.00
Business Information Systems	2017-18																		3.00	3.00
	2018-19																			0.00
	2019-20																			0.00
	2020-21																			0.00
	2021-22																			0.00
Positions for Growth 798	2017-18																			0.00
	2018-19														0.00					0.00
	2019-20														20.00					20.00
	2020-21														0.00					0.00
	2021-22														0.00					0.00

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

Special Revenue Fund & School Year		Administrator	Asst. Principal	Cafeteria Workers	Manual Trades/ W/hrs/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	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
	2021-22		10.00			26.70	6.00			42.00	7.00		14.00		105.70
IDEA - Part B, Formula 224	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
	2021-22					36.50	5.00			1.00		39.00	77.50	1.00	160.00
IDEA - Part B, Preschool 225	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
	2021-22											1.00	1.00		2.00
Nutrition & Food Services 240	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
	2021-22	3.00		592.50	1.00	11.00		6.00						2.00	615.50
Career and Technical Education - Technical Preparation 244	2017-18							1.00							1.00
	2018-19							1.00							1.00
	2019-20							1.00							1.00
	2020-21							1.00							1.00
	2021-22							1.00							1.00
ESEA Title II, Part A - Teacher & Prin. Training 255	2017-18					0.00									0.00
	2018-19					4.50									4.50
	2019-20					4.60									4.60
	2020-21					7.85									7.85
	2021-22					9.85		1.00							10.85
Title III, Part A - English Lang. Acquisition 263	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
	2021-22					7.10	0.00								7.10
Medicaid Administrative Claiming Prog. (MAC) 272	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
	2021-22	1.00				0.00									1.00
FEMA Reimbursement 287	2017-18								2.00						2.00
	2018-19														0.00
	2019-20														0.00
	2020-21														0.00
	2021-22														0.00
Elementary & Secondary School ER Relief ESSER 281	2017-18														0.00
	2018-19														0.00
	2019-20														0.00
	2020-21														0.00
	2021-22		1.00												1.00
Elementary & Secondary School ER Relief ESSER 282	2017-18														0.00
	2018-19														0.00
	2019-20														0.00
	2020-21														0.00
	2021-22	2.00	1.00			50.00	4.00			60.00		1.00	8.00		126.00
Title IV Part A 289	2017-18														0.00
	2018-19					3.00									3.00
	2019-20					4.10									4.10
	2020-21		1.00			1.10									2.10
	2021-22		2.00			1.10									3.10
State Supplemental Visually Impaired (SSVI) 385	2017-18					0.30									0.30
	2018-19					0.30									0.30
	2019-20					0.30									0.30
	2020-21					0.30									0.30
	2021-22					0.00									0.00

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

Special Revenue Fund & School Year		Administrator	Asst. Principal	Cafeteria Workers	Manual Trades/ Wrhse/Custod.	Other Professional	School Counselor	Secretary/ Clerical	Security Support Personnel	Teacher	Teacher - Bilingual/ESL	Teacher-Special Education	Teacher Assistant	Technical	Total
Instructional Materials Allotment 410	2017-18														0.00
	2018-19													1.00	1.00
	2019-20													1.00	1.00
	2020-21													1.00	1.00
	2021-22													1.00	1.00
Dual Credit Program 490	2017-18														0.00
	2018-19														0.00
	2019-20														0.00
	2020-21						1.00								1.00
	2021-22						0.00			0.00					0.00
Bond Data 499	2017-18							1.00						13.00	14.00
	2018-19							1.00						13.00	14.00
	2019-20							1.00						13.00	14.00
	2020-21							1.00						13.00	14.00
	2021-22					1.00	1.50	1.00		2.00				13.00	18.50
Bond Series 6XX	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
	2021-22	0.90				1.80		0.00							2.70



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Overview of the 2021 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.

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings. Data shown below reflects prior year accountability outcomes.

2021 Accountability Manual, [Chapter 1—2021 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	<u>Domains</u>					<u>Distinctions</u>					Num Met of Num Eval
			Student Achieveme nt	School Progres s	Closing the Gaps	Read/ ELA	Mat h	Scien ce	Social Stodie	Academic Growth	Gap	Post Secondar	
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
KOHREVILLE 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		B	P	P	P								
CHILDHOOD/ FRENCH EL	130												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**

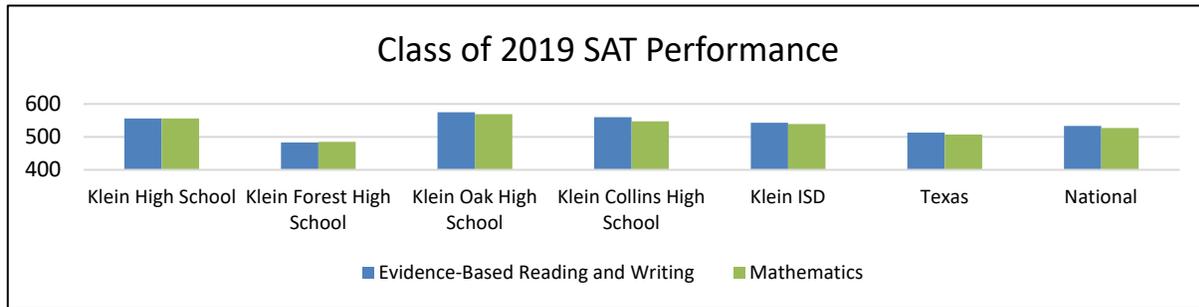
Klein Independent School District SAT Participation & Performance

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

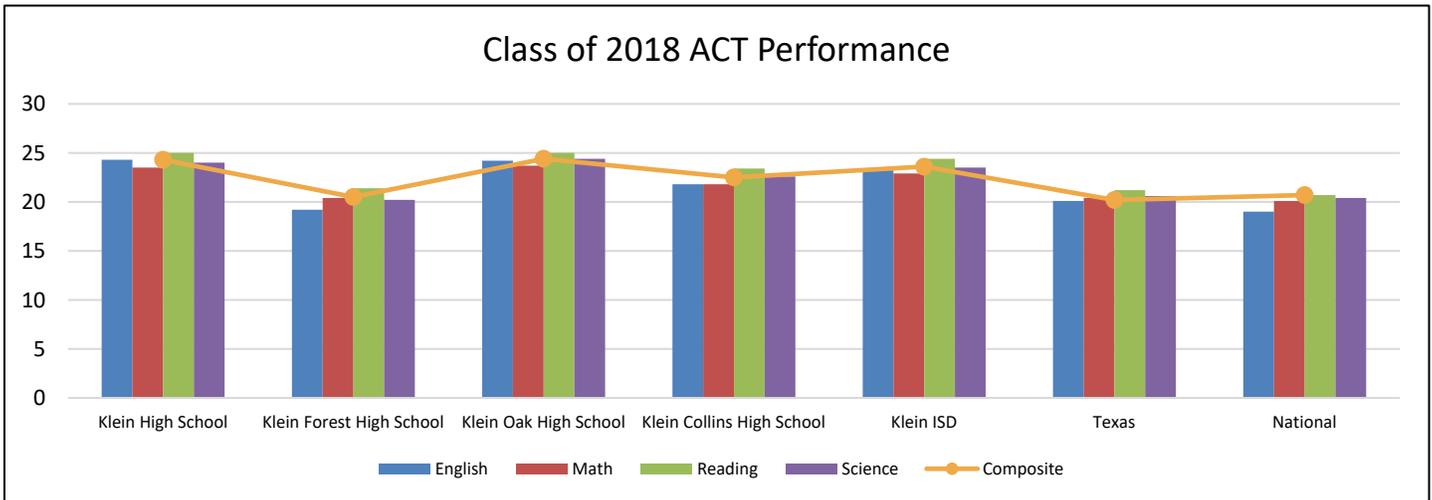
While the Klein ISD Class of 2017 ACT scores experienced a decline from previous years, it is important to note that participation rates more than doubled as all Klein ISD juniors were provided the opportunity to participate in the May 2016 ACT.

*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



2020-2021 District Improvement Plan Goals

Klein Independent School District



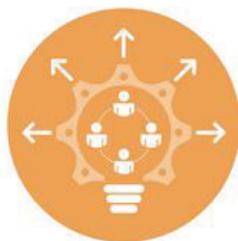
GOAL ONE

Klein ISD will build on strong academic performance and improve excellent and equitable outcomes for EVERY student by personalizing learning, providing a flexible and challenging curriculum, and monitoring student learning through standards-based evaluation.



GOAL TWO

Klein ISD will sustain safe operations in the COVID-19 environment and build leadership capacity and ownership across the organization by implementing department regulations and operationalizing principal playbooks.



GOAL THREE

Klein ISD will build trust and improve open, honest two-way communication by equipping every leader to be culturally responsive and responsive to stakeholder feedback.

CAMPUS TARGETED IMPROVEMENT PLANS	CURRICULUM REFRESH PLAN	STRATEGIC PRIORITY PROJECT PLANS	COLLEGE, CAREER, & MILITARY READINESS PLAN
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BUDGET DEVELOPMENT & FINANCIAL MANAGEMENT PLAN	EARLY CHILDHOOD PLAN	DEPARTMENT IMPROVEMENT PLANS
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IN KLEIN ISD, EVERY STUDENT
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KLEIN HIGH SCHOOL

<p>GOAL ONE 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. Support SPED students through monitoring, teacher training, and interventions that will allow students to make progress. 2. Support EL students through monitoring, teacher training, and interventions that will allow students to make progress. 3. Support GT and advanced learners through monitoring, teacher training, and instruction that will allow students to make progress at an accelerated pace.
<p>GOAL TWO We will improve every student's academic performance through high quality initial instruction, tiered interventions, and enrichment</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Implement an ongoing system for regular monitoring of initial instruction to provide guidance, professional development, and other resources, in order to meet student academic needs. 2. Utilize an academic RTI process to apply effective intervention strategies to meet student academic needs. 3. Continue to grow PLC teams to support teachers in their efforts to focus on the four essential questions of the PLC process.
<p>GOAL THREE We will improve behavioral performance by cultivating meaningful relationships with students, parents, staff, and other stakeholders to address their social, emotional, and trauma-induced needs to ensure all feel healthy, safe, and supported</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Utilize best practices and culturally responsive teaching and classroom management strategies to know every student by name, strength, and need. 2. Create and implement a proactive behavior RTI and interaction plan that supports students' social/emotional/trauma-induced needs. 3. Continue to build capacity in the Klein five core values for all stakeholders.



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KLEIN HIGH SCHOOL

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Increased enrollment in advanced academic courses for subgroups. 2. National School of Character and #Klein5 Core Values. 3. Overall, the spirit, pride, and tradition of Klein High is strong and the campus is one in which the activities promote widespread student participation. 4. Nursing Pathway.
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Discipline rates (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education. 2. Personalized Learning. 3. EL students are not meeting targets in academic achievement, graduation rates, or English language proficiency status. 4. There is still a large achievement gap between general and special education students. 5. Clear process for lesson planning expectations. 6. Increased family engagement.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. College Readiness Benchmarks 2. Extracurricular Participation Rates 3. CTE Certifications/Endorsements 4. Student Discipline Rates 5. Advanced Course Participation, Retention, and Success Rates 6. Student and Staff Attendance Data 7. Gallup Student Poll 8. STAAR/EOC & STAAR/EOC SIMS 9. TELPAS 10. District Quarterly Assessments and Campus Common Assessments 11. Campus Snapshot Data 12. PLC Agendas & Minutes 13. Campus Prioritization Report 14. Surveys 15. Evaluations & Walkthroughs (T-JESS & POL) 16. Grading Rubrics & Report Cards/Progress Reports 17. Student Centered Coaching Data



KLEIN FOREST HIGH SCHOOL

<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 core content areas, using a variety of strategies to indicate improved learning by our students as measured by local, district, state, and national indicators by the end of the 2020-2021 school year.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Focus on strong Tier 1 instructional practices and strategies to support reimagine learning and focus on student success. 2. Strengthen the PLC process by using best practices from Solution Tree. 3. Implement best practices, personalize learning, and utilize the master teachers to increase student performance on the Algebra 1, Biology, US History, and English 1 and 2 EOC exams by at least 5% through targeted intervention and support. 4. 30% of students in advanced academics classes will pass the course with a grade of an 80 or higher. 5. Increase student achievement in ELA, ELA 2, and Algebra 1 by at least 5% for 100% of students served through Special Education. 6. Progress two year's growth on composite TELPAS score for 80% of EL students in grades 10-12 currently rated beginner or intermediate. 7. Achieve 15% growth in math from Fall to Spring Quarterly Assessment for 80% of EL students in grades 9-12. 8. Initial credit for EL students in available summer courses to maintain ongoing support in reading and math.
<p>GOAL TWO</p> <p>Klein Forest leadership will cultivate talent through targeted professional learning.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Concentrate on implementing one of 4 Tenants of Personalized Learning each quarter of the 20-21 school year. 2. Focus on culturally responsive pedagogy to support social and emotional learning of all students. 3. Create leadership feedback loops and self-reflection for teachers, counselors, and administrators in order to develop a leadership pipeline. 4. Implement the Teacher Incentive Allotment through House Bill 3 with the goal of recognizing teachers who prioritize teaching in high needs areas.
<p>GOAL THREE</p> <p>Klein Forest High School will maintain and expand the character education program to positively impact campus culture, student behaviors, relationships, and program engagement.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Continue to mentor the Family of Schools to strengthen character development programs at each campus. 2. Focus on strengthening and deepening engagement for the character education program, increasing participation by at least 25%. 3. Decrease the number of placements for ISS and OSS by at least 25% when compared to 2018-2019 and 2019-2020 school years.

Updated 9-16-2020



KLEIN FOREST HIGH SCHOOL

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Student & Staff Diversity 2. Student enrollment in Pre-AP, AP, and Dual Credit Courses 3. Participation on AP and SAT/ACT testing 4. Character Education Program during Eagle Nest Period 5. Campus Feedback
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Attendance Rate 2. Teacher Retention 3. Academic performance of certain student groups 4. Performance on EOC in ELA I & II 5. Achievement gap among ELL and SPED students 6. PLCs 7. CTE Certifications 8. Student Discipline
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. College Readiness Benchmarks 2. Extracurricular Participation Rates 3. CTE Certifications/Endorsements 4. Student Discipline Rates 5. Advanced Course Participation, Retention, and Success Rates 6. Student and Staff Attendance Data 7. Gallup Student Poll 8. STAAAR/EOC & STAAAR/EOC SIMS 9. TELPAS 10. District Quarterly Assessments and Campus Common Assessments 11. Campus Snapshot Data 12. PLC Agendas & Minutes 13. Campus Prioritization Report 14. Surveys 15. Evaluations & Walkthroughs (T-TESS & POL) 16. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020



KLEIN OAK HIGH SCHOOL

<p>GOAL ONE We will provide targeted, aligned, and intentionally personalized learning opportunities for our students with a focus on quality initial instruction.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> Use the four PLC questions to guide our practices and ensure quality initial instruction. Implement increased academic supports (RTI) to ensure timely intervention for students who do not show mastery on tier one/initial instruction and/or have gaps in learning as a result of COVID-19 or otherwise. [These supports will include Panther Den supported instruction/remediation, in school and after school credit recovery, and Tier III academic interventions (KO₂)] Enhance our Advanced Academics programming through an increase in innovation and opportunity. Strategically examine assessment data to better support our EL students and to ensure students are receiving the appropriate supports in their classes. Reimagine learning for our students served in Special Education by carefully reviewing existing accommodations and working to ensure that all the supports are targeted, intentional, and data supported.
<p>GOAL TWO We will strategically pursue professional growth for all staff aligned with the Klein ISD guiding documents.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> Create and utilize targeted professional development to address areas of need to ensure equitable and excellent student positive learning outcomes. (Specific areas of focus include: Reader-Writer Workshops, high yield Special Education supports, more effective EL instructional/communication practices, Blended Learning strategies, Personalized Learning processes, utilization of Enriching Students capability, and PBIS initiatives.) Establish systems for coaching/feedback cycles with staff, including job-embedded professional learning and form an implementation team to identify professional development participants, help ensure the participant's success, evaluate the fidelity of implementation, and celebrate and disseminate the accomplishments.
<p>GOAL THREE We will build community by promoting a positive, inclusive, supportive, and engaging culture with all Klein Oak High School students, staff, and families.</p>	<p>STRATEGIES</p> <ol style="list-style-type: none"> Enhance campus wide implementation of the Positive Behavioral Interventions & Support (PBIS) framework. Resume the Culturally Responsive Learning Community Initiative (CRLCI) to develop faculty capacity regarding cultural awareness and creating culturally responsive learning environments. Streamline our Kōmmunication (KO Communication) protocol to provide accurate and consistent information to all stakeholders.

KLEIN OAK HIGH SCHOOL

<p>STRENGTHS</p>	<ol style="list-style-type: none"> Klein Oak led the district in the number of students taking advanced coursework (Pre-AP, AP, DC, IB). 77% of students reported that they were involved in at least one activity, such as a club, music, sports, or volunteering at the school. 376 students in the class of 2020 graduated high school with one or more college credits already earned. 71% of the class of 2019 enrolled in College in the fall immediately after high school. Number of 2020 seniors that met COMR status. Designated as a Solution Tree Model PLC School.
<p>OPPORTUNITIES FOR GROWTH</p>	<ol style="list-style-type: none"> Intervention Period. Missed instructional time with struggling learners due to discipline. Achievement gap between student groups; specific areas of concern including Hispanic, African American, Special Education, and LEP students. Communication. Monitoring of systems and processes and holding each other accountable.
<p>MEASURES & INDICATORS OF SUCCESS</p>	<ol style="list-style-type: none"> College Readiness Benchmarks Extracurricular Participation Rates CTE Certifications/Endorsements Student Discipline Rates Advanced Course Participation, Retention, and Success Rates Student and Staff Attendance Data Gallup Student Poll STAAAR/EOC & STAAAR/EOC SIMS TELPAS District Quarterly Assessments and Campus Common Assessments Campus Snapshot Data PLC Agendas & Minutes Campus Prioritization Report Surveys Evaluations & Walkthroughs (T-JESS & POL) Grading Rubrics & Report Cards/Progress Reports

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KLEIN COLLINS HIGH SCHOOL

<p>GOAL ONE Build and grow relationships with EVERY Promise 2 Purpose Investor</p> <p>STRATEGIES</p> <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.
<p>GOAL TWO Cultivate the talent of Promise 2 Purpose investors through goal setting, purposeful feedback, and ongoing self-reflection</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> Develop and display a growth mindset among students so that they may take ownership in their learning to achieve at least one year's worth of academic growth each school year and graduate meeting College, Career, and/or Military Readiness standards. Develop and display a growth mindset among faculty and administration so that they may continue to improve in the areas of High Quality Teaching and Profile of a Leader.
<p>GOAL THREE Reimagine Learning for EVERY student to connect learning with interests, talents, passions, and aspirations</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> Utilize Tiger Den and other opportunities for both intervention and enrichment in order for students to meet both graduation and CCMR requirements. Foster passions and aspirations in order to support the development of the whole learner, cultivate individual talents, and inspire our students to become lifelong learners.



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KLEIN COLLINS HIGH SCHOOL

<p>STRENGTHS</p> <ol style="list-style-type: none"> Increased advanced course enrollment for Pre-AP and AP courses Experienced staff and positive culture Teacher-led teams for campus improvement Student Leadership group Extracurricular Participation CTE Program
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> Not meeting the targeted academic growth for math Achievement gaps with special education and EL students Discipline rates (ISS, OSS, and DAEP/JUAEP) - specifically with disproportionality of African American males in special education Character development and establishing core values Increasing parent involvement Personalized Learning
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> College Readiness Benchmarks Extracurricular Participation Rates CTE Certifications/Endorsements Student Discipline Rates Advanced Course Participation, Retention, and Success Rates Student and Staff Attendance Data Gallup Student Poll STAAR/EOC TELPAS Campus Common Assessments District Quarterly Assessments STAAR/EOC SIMS Campus Snapshot Data PLC Agendas & Minutes Campus Prioritization Report Surveys Evaluations & Walkthroughs (T-TESS & POL) Grading Rubrics & Report Cards/Progress Reports Student Centered Coaching Data



KLEIN CAIN HIGH SCHOOL

GOAL ONE

We will create a culturally responsive environment that builds a bridge between community and school, between curriculum and social reality, and is inclusive of the diverse learning needs and styles of all students.

STRATEGIES

1. Create a collaborative culture with parents and community.
2. Foster a culture where students have vested interest and ownership in their learning.
3. Establish a culture of reading and writing across the curriculum.
4. Close gaps by creating equitable and personalized learning by knowing every student by name, strength, and need.
5. Continue to create an effective transition for both students and new teachers by building positive relationships, creating a sense of connection to each other and community, and clearly defining expectations to foster a path of academic success.
6. Continue to grow and empower leadership within our campus.
7. Be culturally responsive in serving the needs of all students and teachers.

GOAL TWO

We will continue to foster a safe learning environment that cultivates a collaborative culture of risk-taking and innovation to provide meaningful and intentional academic and social/emotional experiences for all students.

STRATEGIES

1. Relentlessly pursue students success by creating intentional structures and expectations for High Quality Teaching.
2. Encourage risk-taking, personalized learning, and innovation throughout the campus and intentionally celebrate it.
3. Operate PLCs with fidelity using the four questions focusing on intentional standards based instruction.
4. Provide targeted professional development that strengthens instructional practices to facilitate the academic growth of every Klein Cain student.



KLEIN CAIN HIGH SCHOOL

STRENGTHS

1. Although the campus is new, many teachers have experience and all were hired with a growth mindset.
2. State-of-the-art facility where collaboration often occurs among students and staff.
3. Participation in extracurricular activities and involvement of the student body.
4. Various meetings focused on instructional practices facilitated by administration, faculty, staff and students.
5. Increases in Domains 1, 2A, and 2B in Accountability ratings.
6. Increased number of students in advanced academics participation, retention, and success.

OPPORTUNITIES FOR GROWTH

1. 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 student groups especially English Language Learners and Special Education students, as well as the male minority population.
3. Intervention Period (Landfall) that is targeted and personalized to meet academic and social-emotional student needs through intervention, enrichment, and advocacy.
4. Consistent and ongoing implementation of best practices to ensure equity for EVERY student on campus.
5. Algebra 1 and Biology EOC scores.

MEASURES & INDICATORS OF SUCCESS

1. College Readiness Benchmarks
2. Extracurricular Participation Rates
3. CTE Certifications/Endorsements
4. Student Discipline Rates
5. Advanced Course Participation, Retention, and Success Rates
6. Student and Staff Attendance Data
7. Gallup Student Poll
8. STAAR/EOC & STAAR/EOC SIMS
9. TELPAS
10. District Quarterly Assessments & Campus Common Assessments
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12. PLC Agendas & Minutes
13. Campus Prioritization Report
14. Staff and Student Surveys
15. Evaluations & Walkthroughs (T-TESS & POL)
16. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020



VISTAS HIGH SCHOOL

<p>GOAL ONE Reimagine Learning: Staff will look for ways to personalize learning for every student based on the student's unique needs and strengths.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Provide targeted instruction and supports to ensure EVERY graduate can achieve an endorsement upon graduation. 2. Implement research-based strategies and best practices to increase student performance in all areas with an added emphasis on Reading & Writing.
<p>GOAL TWO Cultivate Talent: Empower and equip teachers with resources, tools, and opportunities to grow and improve student learning.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Build leadership capacity by creating teams that will work to ensure that EVERY Vistas Student Exits with a Purpose. 2. Provide targeted Professional Development for all Vistas teachers. 3. Provide social/emotional opportunities for Vistas Students to receive training then apply learning in leadership situations.
<p>GOAL THREE Build Community by establishing a culture of trust, partnership, and collaboration by working on relationships with students, families, and our community.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Increase the positive culture and perception of Vistas with students, families, staff and community. 2. Provide students with integrated character education, skills for a healthy lifestyle, empowerment tools, and positive adult relationships/role models.



VISTAS HIGH SCHOOL

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Great diversity at Vistas which is recognized and celebrated. 2. New opportunities for advanced course work and plans to become an Early College High School. 3. Increased graduation rates. 4. Increased number of students graduating with an endorsement or college credit. 5. Strong relationships.
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Increasing rigor and relevance through High Quality Teaching (HQT) and the PLC process. 2. Increasing advanced academic opportunities. 3. More input/ownership from students and teachers.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. College Readiness Benchmarks 2. Extracurricular Participation Rates 3. CTE Certifications/Endorsements 4. Student Discipline Rates 5. Advanced Course Participation, Retention, and Success Rates 6. Student and Staff Attendance Data 7. Gallup Student Poll 8. STAAR/EOC and STAAR/EOC SIMS 9. TELPAS 10. Campus Common Assessments 11. Campus Snapshot Data 12. PLC Agendas & Minutes 13. Campus Prioritization Report 14. Surveys 15. Evaluations & Walkthroughs (T-TESS & POL) 16. Grading Rubrics & Report Cards/Progress Reports



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DISCIPLINARY ALTERNATIVE EDUCATION PROGRAM

STRENGTHS
<ol style="list-style-type: none"> Small class size allows for building relationships and personalizing learning opportunities Frequent communication with parents Diverse staff and student populations
OPPORTUNITIES FOR GROWTH
<ol style="list-style-type: none"> DAEP only has students a limited amount of time Many students are at-risk and have gaps in learning Teachers requiring higher expectations of students Restorative practices
MEASURES & INDICATORS OF SUCCESS
<ol style="list-style-type: none"> Increased attendance Reduced discipline infractions Socio-emotional wellness & character development of students Improved academic performance through CCAs, Quarterly Assessments, etc. Student-Centered Coaching Data

IN KLEIN ISD, EVERY STUDENT ENTERS WITH A PROMISE & PURPOSE | 2020-2021 CAMPUS PLAN-ON-A-PAGE

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"> Target students who are returning to the DAEP Set high expectations for each student in terms of both character development and academic achievement Utilize special programs interventionist to provide assistance to students placed at the DAEP for drug and alcohol infractions Improve classroom management reducing discipline referrals and increasing student achievement/engagement
GOAL TWO Create a culture of effective collaboration with a goal of increasing student achievement
STRATEGIES <ol style="list-style-type: none"> Provide PLC time for staff (one day per week/30-45 minutes). Provide time for Staff to share PLC information with entire staff Provide personalized professional development opportunities for staff Use data to drive personalized learning and implement Project Based Learning across the curriculum
GOAL THREE Increase the student attendance percentage at the DAEP to 88%
STRATEGIES <ol style="list-style-type: none"> Motivate students to attend school including incentives for early release/days removed from DAEP placement
GOAL FOUR Implement protocols and procedures for a trauma team, threat assessment team, and documentation of bullying to ensure the safety of all stakeholders on campus
STRATEGIES <ol style="list-style-type: none"> Complete threat assessment for potential students that exhibit signs of presumptive indicators Provide a campus-based trauma team training/refresher Follow district protocol regarding bullying claims and investigations

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KLEIN INTERMEDIATE

<p>GOAL ONE Klein Intermediate will continuously implement and monitor our core values ensuring common language and clear expectations throughout our family of schools</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Work collaboratively with staff and students to create a positive campus culture by reinforcing desired outcomes 2. Provide opportunities to create and improve relationships and involvement with all stakeholders 3. Commit to becoming a State School of Character and implement the Character.org's 11 Principles framework 4. Refine and monitor a successful mentor program for staff and students
<p>GOAL TWO Klein Intermediate will increase student achievement across all measures with a focus on one year's growth for every student through initial instruction guided by our High-Quality Teaching document to meet student needs</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Communicate, implement, and monitor clear and consistent expectations for PLC process 2. Establish an environment conducive to providing high quality initial instruction for all learners based on continuous analysis of student data and specific administrator/teacher feedback 3. Provide targeted opportunities for EL students to develop and demonstrate growth in their English Language proficiency 4. Refine and evaluate the effective implementation of the new Special Education model to improve student outcomes 5. Increase enrollment of GT and Advanced learners and provide opportunities for them to excel
<p>GOAL THREE Klein Intermediate will refine and implement an intervention/enrichment system (RTI) that will effectively support and monitor all identified students to improve academic performance and decrease the number of behavioral incidents</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Regularly use allotted class time to provide personalized Tier 1 and Tier 2 support for students based on need to address deficits as a result of altered operations due to COVID-19 2. Use discipline data and teacher feedback to identify students for behavior supports and determine and implement Tier 2 and Tier 3 intervention systems 3. Use MAP data to identify students for academic support and determine and implement Tier 2 and Tier 3 intervention systems, as well as to monitor academic growth throughout the year 4. Organize and utilize campus-wide intervention/enrichment period using Power Reading data, MAP scores, and SIM results (inKlein) during the school day to provide targeted support based on literacy needs 5. Provide extended learning opportunities for intervention and enrichment for students outside of allotted classroom time based on continuous data analysis (MAP, District assessments, Formative assessments, etc.)



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EXITS WITH A PLAN-ON-A-PAGE

KLEIN INTERMEDIATE

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Promising School of Practice Designation for School of Character in 19-20 2. Diverse student population 3. Extended Day along with additional staff provide time during the day for PLC and intervention 4. Special Education Pilot around reimagining services 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 and social studies 2. Growth in math and ELA (Use of MAP data) 3. RTI process 4. Personalized Learning 5. SPED, EL, and Advanced Learners 6. Overall systems, structures, accountability and follow-through on action items 7. Discipline (ISS, OSS, and DAEP/JAEP) - specifically with disproportionality of African American males in special education
<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 Quarterly Assessments 7. STAAR/EOC SIMS 8. Campus Snapshot Data 9. PLC Agendas & Minutes 10. Campus Prioritization Report 11. Surveys 12. Evaluations and Walkthroughs (T-TESS & POL) 13. Grading Rubrics and Report Cards/Progress Reports 14. Student Centered Coaching Data



HILDEBRANDT INTERMEDIATE

GOAL ONE Continue to use Profile of a Learner and Profile of a Leader to promote and insure 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 Mustang's 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. Support a campus wide implementation of data tracking and monitor 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 (specialists and district staff) to support HQT 2. Increase the amount of time that administrators are in classrooms and create a systematic process for providing quality, feedback and support 3. Educate teachers on best practices of implementation of Personalized Learning for all students using the support of Education Elements 4. Show academic growth for all Special Education students 5. Show academic growth for all ELL students 6. Support GT/Advanced Learners to Maintain Masters Level Achievement



HILDEBRANDT INTERMEDIATE

STRENGTHS <ol style="list-style-type: none"> 1. Intervention/Enrichment time and structure 2. HEART of a Mustang (Core Values) 3. Overall increase in the number of students participating in Pre-AP/Advanced Pathways 4. Participation in the first cohort for Personalized Learning 5. Data collection and tracking system
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 5. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education 6. Parent involvement 7. Campus & School Culture
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 Quarterly Assessments 7. STAAR/EOC SIMS 8. Campus Snapshot Data 9. PLC Agendas and Minutes 10. Campus Prioritization Report 11. Surveys 12. Evaluations and Walkthroughs (T-TESS & POL) 13. Grading Rubrics and Report Cards/Progress Reports 14. Student Centered Coaching Data



WUNDERLICH INTERMEDIATE

<p>GOAL ONE We will increase student achievement and narrow the achievement gap by focusing on student growth through high quality tier 1 instruction</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. 2. Implement an ongoing system for regular monitoring of classroom instruction to provide guidance, professional development, and other resources as needed. 3. Provide opportunities for EL students to develop their English language proficiency so that we close the current achievement gap and ensure a year's worth of growth. 4. Monitor and support the transition into Reimagining Special Education so that we close the current achievement gap and ensure a year's worth of growth. 5. Support advanced pathways and programming for GT learners to ensure they experience at least a year's worth of growth.
<p>GOAL TWO We will strengthen campus community relationships and align our behavior systems so that we create a positive culture and remove behavioral barriers to student learning</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Align systems of tier 1 behavior supports (PBIS, RP, Character Education, etc.) and continue to deepen implementation of programs to ensure that Wunderlich is a State School of Character. 2. Develop, launch, and implement a successful mentor program for both teachers and students. 3. Provide opportunities to improve relationships with all stakeholders and develop a coherent family engagement program (i.e., families, business, churches, etc.). 4. Collaboratively work with staff and student organizations (student voice) to create a positive campus culture. 5. Establish an action team to investigate disproportionality in discipline referrals for African American male students and determine strategies to close the gap.
<p>GOAL THREE We will continue to effectively monitor and support individual student growth and performance through tiered academic, behavior and attendance intervention systems</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Refine current practices and include teachers and families in the identification of students for academic support, determination of tiered interventions, and monitoring of student progress. 2. Refine current practices and include teachers and families in the identification of students for behavior support, determination of tiered interventions, and monitoring of student progress.



WUNDERLICH INTERMEDIATE

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Fine Arts and extra-curricular activities 2. Diverse student population 3. Extended day along with additional staff provide time during the day for PLC and intervention 4. Special Education Pilot around reimagining services 5. Strong RTI foundation in place 6. Growth in the overall participation of students in Pre-AP and advanced pathways 7. Emerging School of Character Designation in 19-20
<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. Discipline (ISS, OSS, and DAEF/JJAEF) - specifically with disproportionality of African American males in special education 5. Personalized Learning 6. 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 Quarterly Assessments 7. STAAR/EOC SIMS 8. Campus Snapshot Data 9. PLC Agendas and Minutes 10. Campus Prioritization Report 11. Surveys 12. Evaluations and Walkthroughs (T-TESS & POL) 13. Grading Rubrics and Report Cards/Progress Reports 14. Student Centered Coaching Data



STRACK INTERMEDIATE

<p>GOAL ONE Continue improving school culture by creating an environment that leads to improved student outcomes</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. 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 4. Ensure systems, programs, and staff operate in a culturally responsive manner
<p>GOAL TWO Ensure that instruction is aligned with High Quality Teaching focused on highly impactful initial instruction that meets the needs of every student</p>
<p>STRATEGIES</p> <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 PLC's effectiveness/productivity/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 EL students 8. Increase the instructional leadership capacity of administration.
<p>GOAL THREE Improve RTI structure and processes to increase student achievement of all learners</p>
<p>STRATEGIES</p> <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



STRACK 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. Core values and school culture 3. Technology and curriculum support 4. Community involvement
<p>OPPORTUNITIES FOR GROWTH</p> <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 6. Discipline (ISS, OSS, and DAEP/JJAEP) - specifically with disproportionality of African American males in special education 7. Intervention/Enrichment time and structure
<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 Quarterly Assessments 7. STAAR/EOC SIMS 8. Campus Snapshot Data 9. PLC Agendas and Minutes 10. Campus Prioritization Report 11. Surveys 12. Evaluations and Walkthroughs (T-TESS & POL) 13. Grading Rubrics and Report Cards/Progress Reports 14. Student Centered Coaching Data



KLEB INTERMEDIATE

<p>GOAL ONE The staff will continue to focus on consistently implementing 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. Refine, communicate, and monitor our tier one process so that all Kleb staff teach and reinforce the positive character traits outlined in the CUB matrix for every student. 2. 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 use the PLC process to identify and address specific academic learning needs 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. Improve our tier one and two instruction by using the PLC process, aligning our practice to the high quality teaching document. 2. Refine our academic RTI process to ensure that students who do not respond to high quality tier one and two instruction receive increased support. 3. Refine the processes of our task force to improve the systemic approach to support growth in student achievement for students served in special education. 4. Support growth systematically in student achievement for our language learners identified as ELs. 5. Support growth and pathways for students served in the Gifted and Talented program. 6. Support systematically the diverse needs of students identified as economically disadvantaged.
<p>GOAL THREE We will collaborate with Ed Elements to implement and improve Personalized Learning to address varied student needs and increase student ownership of learning.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Research, as a campus, the <i>Habits of Mind</i>, and explicitly teach those skills so students can incorporate them to enhance their learning. 2. Incorporate regularly pre-assessment and formative assessment and implement pathways to address both intervention of gaps due to COVID slide and extension of students already showing mastery. 3. 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 and 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 5. Personalized Learning Cohort 1
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Growth in Math and ELA 2. SPED, EL, and Advanced Learners/GT 3. Asian student performance on STAAR/EOC 4. TELPAS
<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. Quarterly Assessments 7. Campus Snapshot Data 8. PLC Agendas and Minutes 9. Surveys 10. Evaluations and Walkthroughs (T-TESS & POL) 11. Grading Rubrics & Report Cards/Progress Reports

Updated 9-16-2020



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. 3. Develop campus specific outreach and education addressing social/emotional needs of all stakeholders. 4. Monitor safety and security of students and staff.
<p>GOAL TWO Implement high quality teaching strategies during initial instruction so that all students show one or more year's academic growth per school year.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Establish systems for Student-Centered Coaching/feedback cycles with teachers including job embedded professional learning. 2. Increase student engagement through the use of Web 2.0 tools to enhance initial instruction and transform lessons through blended learning. 3. Employ content specific strategies through Department Long Range Plans to strengthen tier 1 instruction. 4. Identify and monitor EL students and provide appropriate support through a research-based model. 5. Identify and monitor GT/Advanced learners and provide appropriate enrichment opportunities through a research-based model. 6. Implement "Jumpstart" to address gaps in learning due to COVID-19.
<p>GOAL THREE Implement PLCs with fidelity.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Use the PLC four guiding questions as an instructional framework to design daily lessons. 2. Teachers will use a common tool for lesson development (The Doerre Lesson Plan Template).
<p>GOAL FOUR Provide Special Education students with accommodations, interventions, and supports to access a flexible and challenging curriculum.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Use data driven decision making for SpEd student intervention. 2. Provide professional learning opportunities each marking period to Co-teach pairs in order to support flexible learning environments in the co-teach classroom. 3. Utilize PRIDE for working with foundational reading and math skills to promote growth in our Special Education population.



Doerre
Intermediate

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
<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. Quarterly Assessments 7. Campus Snapshot Data 8. PLC Agendas & Minutes 9. Surveys 10. Evaluations & Walkthroughs (T-TESS & POL) 11. Grading Rubrics and Report Cards/Progress Reports

Updated 9-18-2020



Doerre
Intermediate

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. Utilize an academic RTI process to apply effective interventions strategies to meet student academic needs. 2. Utilize a behavioral RTI process to apply effective intervention strategies to reduce student misconduct. 3. 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. Support SPED students through monitoring, Student-Centered Coaching, and interventions that will allow students to make progress. 2. Support GT and advanced learners through monitoring, Student-Centered Coaching, and instruction that will allow students to make progress at an accelerated pace. 3. Support EL students through monitoring, Student-Centered Coaching, and interventions that will allow students to make progress.
<p>GOAL THREE We will support High Quality Teaching (HQT) 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 quality feedback, celebration, and Student-Centered Coaching around HQT for staff to support teacher development and self-efficacy.



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 (18-19)
<p>OPPORTUNITIES FOR GROWTH</p> <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 6. Core Values and PBIS
<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. Quarterly Assessments 7. Campus Snapshot Data 8. PLC Agendas and Minutes 9. Surveys 10. Evaluations and Walkthroughs (T-TESS & POL) 11. Grading Rubrics and Report Cards/Progress Reports

Updated 9-16-2020



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KRIMMEL INTERMEDIATE

<p>GOAL ONE Implement and support quality instructional strategies to ensure growth for EVERY student</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Intentionally target the needs of our special education students in order to improve learning outcomes, ensure one year's growth, and close the achievement gap 2. Intentionally target the needs of our ESL, LEP, and ELL students in order to improve learning outcomes, ensure one year's growth, and close the achievement gap 3. Intentionally target the needs of our advanced learners in order to improve learning outcomes and ensure one year's growth 4. Implementation of personalized learning with a focus on student goal setting while also meeting the district expectations 5. Provide support programs that promote academic growth for students (in particular, focusing on our African American student group)
<p>GOAL TWO Continue to Develop our RTI process to support students' educational needs</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Continue to develop Krimmel's Academic RTI process to support students 2. Continue to use our core values and character development program to engage all stakeholders in supporting the whole student 3. Continue to develop Krimmel's Behavior RTI process to support students
<p>GOAL THREE Provide job embedded support for teachers that results in equitable outcomes for students</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Strengthen our PLC process to support personalized learning 2. Implement a new teacher support program throughout the year to strengthen initial instruction 3. Ensure there is a process that provides communication, monitoring and quality feedback to promote teacher growth 4. Have a robust Professional Development Plan to support campus staff in multiple areas to ensure student success



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KRIMMEL 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. PBIS and Core Values (School Of Character Designation) 3. Holdsworth Campus for 20-21 4. Discipline data
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Growth in Math and ELA 2. SPED, EL, and Advanced Learners/GT 3. Personalized Learning 4. TELPAS
<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 Quarterly Assessments 7. STAAR/EOC SIMS 8. Campus Snapshot Data 9. PLC Agendas and Minutes 10. Campus Prioritization Report 11. Surveys 12. Evaluations & Walkthroughs (T-TESS & POL) 13. Grading Rubrics and Report Cards/Progress Reports 14. Student Centered Coaching Data



ULRICH INTERMEDIATE

<p>GOAL ONE Academic RTI: Maintain appropriate implementation, tracking and intervention for Tiers 1, 2, and 3, and support growth and success among all populations, utilizing an active RTI program responsible for monitoring HQT, data, and special populations.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Monitor and support GT/Advanced population to ensure growth in all students. 2. Monitor and support students who receive SPED services population to ensure overall growth in all students and close the achievement gap between the students who receive SPED services population and general population. 3. Monitor and support our ESL population to ensure overall growth in all students and close the achievement gap between the ESL population and general population. 4. Manage MAP testing to fully utilize environment, celebrations, and goal setting to maximize the usefulness of the data [major targets are in math, MOY MAP "Met Expected Growth" and with students who receive SPED services in MOY MAP "Approaches," to address biggest trends in MAP growth in math and science, and among our ELL students in general]. 5. Respond to COVID 19 as it pertains to models of full and partial reopening of the district/campus and to the anticipated COVID 19 Quarter four gaps as well. 6. Focus our practices in observation on HQT/coaching & feedback.
<p>GOAL TWO Behavior RTI: Continue to implement PBIS and maintain a clearly defined system of intervention for tiers 1, 2 and 3, by maintaining an active RTI program responsible for monitoring PBIS, Student behavior and interventions, and other campus programs.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Implement PBIS systems that were started last year, but interrupted by Covid-19 and quarantine. 2. Submit an application for National School of Character. 3. Take specific steps to address high impact community concerns present in the Gallup Poll on the campus with visibility and fidelity. 4. Put particular emphasis on prevention and restoration of high level SPED behaviors not addressed in BIP.
<p>GOAL THREE Personalized Learning: Continue to build capacity in the PL tenets of personalized learning and flexible seating while continuing to work with the Ed Elements Cohort pilot.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Continue Bulldog Intervention/Enrichment Periods as our T3 Academic and Behavioral intervention. 2. Innovate and disrupt the status quo in ways that place the student first and prioritize equity. 3. Push the PLC work forward under our two areas of personalized learning focus: (A) pathways and (B) flexible learning environments.



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 4. Personalized Learning Cohort 1
<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. Quarterly Assessments 7. Campus Snapshot Data 8. PLC Agendas and Minutes 9. Surveys 10. Evaluations and Walkthroughs (T-TESS & POL) 11. Grading Rubrics and Report Cards/Progress Reports 12. Student Centered Coaching Data



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HOFIUS INTERMEDIATE

<p>GOAL ONE We will continue to Build Community by facilitating and unifying stakeholders to create a positive climate and culture</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Continue focus on HAWKS core values to build and maintain a sense of pride and unity at Hofius 2. Providing timely communication, voice and feedback opportunities for students, staff and parents 3. Develop & maintain action teams and protocols in order to maintain safety on campus
<p>GOAL TWO We will intentionally cultivate talent by building an innovative, high-quality staff that collaboratively supports each other to serve students</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Use High Quality Teaching document to guide initial instruction and provide timely coaching and feedback 2. Continue to effectively process for Behavior RTI with effective strategies for Tier 1, 2 and 3 3. Continue to refine and review Tier 1, 2, and 3 criteria for Academic RTI
<p>GOAL THREE Hofius will pursue Reimagine Learning through High Quality Teaching with a focus on initial instruction for all students to gain one years growth</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Employ a PLC framework to answer the four PLC questions that address the specific needs of all learners through a shared mission and vision 2. Utilize strategies to foster an environment of personalized learning for each student 3. Ensure one year's growth of all students 4. Monitor task force for GT/Advanced learners to ensure we are meeting the needs of all students 5. Continue task force for EL learners to ensure growth of every student 6. Create Task Force to identify the academic standards missed by our SPED population in order to allow teachers to develop strategies for our students to make growth 7. Implement measures to close learning gaps for students due COVID-19



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HOFIUS INTERMEDIATE

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Community support and engagement 2. Increase in overall participation in Pre-AP/Advanced Pathways 3. School culture and Core Values 4. Special Education Pilot around reimagining services 5. Data collection and tracking system
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. SPED, EL and Advanced Learners/GT 2. Growth in Math & ELA 3. RTI process and overall systems around PLC 4. Personalized Learning 5. Discipline (ISS, OSS, and DAEP/JJAEF) - specifically with disproportionality of African American males in special education 6. Master Level Performance and Distinctions
<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 Quarterly Assessments 7. STAAR/EOC SIMS 8. Campus Snapshot Data 9. PLC Agendas & Minutes 10. Campus Prioritization Report 11. Surveys 12. Evaluations & Walkthroughs (T-TESS & POL) 13. Grading Rubrics & Report Cards/Progress Reports 14. Student Centered Coaching Data



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KOHRVILLE ELEMENTARY

<p>GOAL ONE Build Community: Promote positive character traits and effective communication that builds productive relationships.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Inspire, develop, and encourage positive character traits to support student learning. 2. Intentionally build positive and productive relationships among parents, community members, staff, and students.
<p>GOAL TWO Re-imagine Learning: Raise performance of all students and close achievement gap while utilizing best practices to ensure one year's growth for every student.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Develop blended, digital, and face-to-face 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.
<p>GOAL THREE Cultivate talent: Attract, develop, support, inspire, and retain the highest quality teachers and staff.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Establish a culture of trust, partnership, and collaboration among staff. 2. Provide targeted professional development opportunities along with coaching and feedback to empower staff as leaders and high-quality teachers. 3. Continue to train staff on campus emergency and safety operations.



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KOHRVILLE ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Fosters a strong campus climate and culture resulting in a low staff turnover rate and commitment to knowing every student by name, strength, and need 2. Consistently monitors progress towards accomplishing agreed upon goals creating SMART/STRETCH Goals 3. Students take ownership of their learning through setting goals & tracking their data 4. Students have a voice in the creation of character development programs & procedures
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Develop community engagement opportunities to intentionally build positive and productive relationships with returning, new & rezoned families 2. Launch PBIS practices to support/manage student behavior 3. Build instructional capacity in delivering targeted reading and writing instruction through Reader's/Writer's Workshop 4. Strengthen collective efficacy within collaborative teams 5. Develop, implement, and strengthen instructional strategies that ensure achievement for all learners in the blended learning environment. 6. Increase academic growth and achievement in math and writing for all students 7. Increase academic growth and achievement in K-2 reading
<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. Student Data Tracking



NORTHAMPTON ELEMENTARY

<p>GOAL ONE Improve the instructional approach of solid Tier 1 instruction through personalized and blended learning to ensure academic achievement for all students through rigorous data analysis to ensure a minimum of one year's growth.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Refine systems and supports for blended and personalized learning. 2. Utilize Unit Reflection Sheet and Lead4Ward strategies to ensure high-quality math instruction and growth of all learners. 3. Improve targeted instruction that supports strong literacy development and critical thinking skills. 4. Provide personalized support for every student through RtI to intervene and enrich learners. 5. Refine routine data digs and formative assessments to drive instruction to improve learning outcomes.
<p>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.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Build teacher capacity and skills for personalizing instruction and monitoring student progress with digital and traditional resources 2. Redesign master schedule to maximize instructional time and support for all students and staff.
<p>GOAL THREE Continue to grow intentional, positive relationships with students, staff, and community that support our positive school culture.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Expand bi-culturalism through a strong framework of the Dual Language Program. 2. Blend traditions from school communities to effectively unite our new students and families into our school culture. 3. Continue building strong students of character through learner qualities and supporting our families with strong school to home connections.



NORTHAMPTON ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Diverse and growing population. 2. Growing staff of High Quality teachers that are committed to student growth. 3. PBIS drives our character education support. 4. Increased communication and community outreach events. 5. All teachers know students by name, strength and need. 6. Strong involvement with PFO. 7. Campus Special Populations task forces to support practices for instruction and academics. 8. Data driven PLCs that focus on student growth and goal- setting.
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Improve growth of EL and close the achievement gap. 2. Focus on Learner Quality instruction and recognition. 3. Improve high-quality instruction in K-2 to build strong foundational reading skills. 4. Improve RtI support for students. 5. Improve number sense understanding in K-2.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Assessment data 2. Student data trackers 3. Lesson plans 4. Family and community event calendars and attendance 5. STAAAR, MAP, TPRI, DRA, and TELPAS student data 6. IEP Progress Reports 7. Walkthroughs/observations 8. Community and staff feedback 9. Calendar of Professional Development



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HAUDE ELEMENTARY

<p>GOAL ONE Re-imagine learning through personalized instruction so that all students achieve a minimum of one year's growth.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Ensure that Gifted and Talented, Special Education, and ELL students achieve one or more year's growth as shown on Learning Assessments and STAAR in math and reading. 2. Provide personalized learning opportunities to grow every learner.
<p>GOAL TWO Cultivate talent through targeted professional learning.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Increase HQT by providing coaching and feedback in a timely manner. 2. Provide targeted professional development to address student needs.
<p>GOAL THREE Build community by fostering intentional relationships with students, staff, and parents.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Build community with students through implementation of strategies such as community circle, nurtured heart, second step, words of wisdom, and restorative practices. 2. Build community with teachers by collaborating in teams that have input into instructional and social decisions for the campus. 3. Build community with parents by regularly communicating with them using multiple resources.



HAUDE ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. High Student attendance rate. 2. Low Student mobility rate. 3. Experienced teachers with low staff turnover rate.
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Full implementation of PBIS to address discipline concerns. 2. Strengthen student performance in math, specifically in the areas of Computation and Algebraic Reasoning.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. Student growth based on formative assessments every three weeks and summative assessments every nine weeks. 2. MAP assessments at BOY, MOY, and EOY 3. STAAR testing for grades 3-5 4. HQT checklists 5. Student data trackers 6. Mastery based rubrics 7. Discipline data 8. Parent feedback and surveys 9. TELPAS



GREENWOOD FOREST ELEMENTARY

GOAL ONE	Reimagine Learning: Greenwood Forest Elementary will increase student achievement and narrow the achievement gap in Reading, Writing, and Math to reach a minimum of 80% at approaches, 45% meets, and 20% masters on a variety of indicators including local, state, and national measures by the end of the 2020-2021 school year.
STRATEGIES	<ol style="list-style-type: none"> 1. Focus on strong Tier I instructional practices in the areas of Reading, Writing, and Math. 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 implement them in classrooms to meet the academic needs of students to address quarter four gaps. 4. Utilize Professional Learning Communities to incorporate strong instructional practices to ensure all students' needs are being met.
GOAL TWO	Cultivating Talent: Greenwood Forest Elementary will identify, be trained in, and implement common high-yield instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local, state, and national measures.
STRATEGIES	<ol style="list-style-type: none"> 1. Retain, attain, and grow teachers and teacher leaders through a collaborative approach and shared leadership. 2. Provide ongoing opportunities for teacher professional growth to yield high quality instructional practices. 3. Increase language acquisition of English Language Learners through implementation and a deep understanding of Sheltered Instruction strategies.
GOAL THREE	Building Community: Build a campus community with strong core values and clear expectations that are valued and understood by all stakeholders in order to build a positive campus culture in the 2020-2021 school year.
STRATEGIES	<ol style="list-style-type: none"> 1. Promote and create opportunities to increase parental involvement and foster a strong home / school environment in order to increase communication and student achievement. 2. Deepen the implementation of campus and classroom procedures and streamline schedules to provide structure, reduce discipline referrals, and increase student learning time.



GREENWOOD FOREST ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> 1. Ethnically diverse student makeup. 2. Teachers have a strong understanding of Sheltered Instruction strategies. 3. The campus has a tiered RTI process in place and teachers meet monthly with the RTI specialist to review student progress and determine next steps. 4. The campus PBIS team built campus-wide matrices, campus core values, and strengthened campus-wide behavior expectations. 5. Implements restorative practices campus-wide, including daily circle time and relationship agreements, to help build relationships and foster a strong culture of belonging. 6. Instructional specialists support for ongoing and targeted professional development throughout the year. 7. Campus protocols to aid the staff in building a clear understanding of data and how to best use it.
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> 1. Students in grades K-2 struggle with the online testing due to lack of exposure with the online testing platform. 2. Students perform low in the areas of numerical representation and computations, campus-wide. 3. Students struggle with writing, revising and editing. 4. We need to build capacity in teachers in the area of Tier 1 instruction. 5. Students who exhibit consistent behavioral concerns are not being consistently referred for behavior RTI. 6. An achievement gap exists for Asian and White students as well as students of Two or More Races. 7. Teachers struggle to implement consistent classroom management strategies including positive incentive plans. 8. Staff struggle to take ownership of grade level PLC. 9. There is a lack of parent involvement on campus.
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> 1. Student achievement based on STAAR results, Running records, CCAs, TPRI, MAP, Lesson plans, staff surveys 2. TELPAS 3. RTI and progress monitoring documentation 4. T-TESS documentation, walkthroughs, feedback forms and folders, coaching logs 5. Discipline data 6. Event calendars and attendance, parent feedback



EPPS ISLAND ELEMENTARY

EPPS ISLAND ELEMENTARY

GOAL ONE

Reimagine Learning: We will ensure all students will increase student performance to reduce the achievement gap in reading, writing, and math to reach 75% Approaches, 45% Meets, and 20% Masters by the end of 2020-21 school year as measured in a variety of indicators including local and federal assessments.

STRATEGIES

1. Focus on high quality Tier 1 instruction by analyzing data for planning.
2. Ensure personalized learning to address and increase performance by meeting all students' individual needs.
3. Refine campus Response to Intervention (RTI) processes to support personalized, targeted needs for all students.

GOAL TWO

Cultivate Talent: We will build capacity in staff by providing opportunities to attend professional development to increase content knowledge, raise teacher expectations for all students, and build strong relationships.

STRATEGIES

1. Utilize Visible Learning components to identify areas of growth and maximize impact on student learning.
2. Strengthen relationships and increase cultural responsiveness to support student learning.
3. Provide mentoring and coaching to build content knowledge and teacher capacity to ensure high quality teaching support teacher retention.

GOAL THREE

Building Community: We will develop strong character traits by utilizing our Tiger Core Values and increase parent attendance in programs designed to build capacity to support student learning.

STRATEGIES

1. Prioritize the safety and well-being of every member of our team both on campus and online by developing partnerships to support the unique needs and the changing conditions that impact our Klein Family.
2. Commit to becoming a National School of Character by using Year 1 (2020-21) as a prep year to self-assess against the 11 principles to prepare for the application process.
3. Maintain a positive school climate and strong community that builds character, embraces and celebrates diversity.
4. Build character, enhance positive school climate, and radiate school spirit.

STRENGTHS

1. Teachers deeply care for our students and are risk-takers by utilizing innovative approaches for learning.
2. Staff has a 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 4th grade reading and writing as indicated in MOY STAAR SIM
6. Rising bilingual 2nd graders outperformed their peers in reading at the middle of year Developmental Reading Assessment (DRA)
7. In K-2 Math, the number of students in Tier 3 decreased, indicating less number of students needing interventions

OPPORTUNITIES FOR GROWTH

1. Raising reading and math proficiency in K-1 and 3rd grade learners with an emphasis on Hispanics and African Americans.
2. Strengthen Tier 1 initial instruction.
3. Refine RtI processes and ensure personalized, targeted learning is planned and delivered.
4. Increase cultural responsiveness.
5. Increase PTO participation and attendance in classes for adults in our community

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers, RtI Progress Monitor, Linking Walks' Data)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Online Discipline Referral data, Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Cultivate Talent (Training Sign In sheets, PLC Agendas)
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.)
9. Family Engagement Parent sign in sheet
10. Response to Intervention Progress Monitoring



THEISS ELEMENTARY

GOAL ONE	Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas to make a minimum of one year's growth.
STRATEGIES	<ol style="list-style-type: none"> 1. Monitor student progress and growth to ensure all students are successful and challenged. 2. Implement strategies to improve achievement of all students and close achievement gaps in reading, mathematics, and writing. 3. Leverage technology to advance student achievement and personalize student learning pathways.
GOAL TWO	Cultivate talent by recruiting and developing high performing staff through personalized professional development and self-reflection.
STRATEGIES	<ol style="list-style-type: none"> 1. Increase teacher competency in instructional techniques to improve high-quality teaching. 2. Provide targeted, personalized professional development. 3. Build an environment of collective efficacy that encourages risk-taking, collaboration, and failing forward.
GOAL THREE	Nurture and develop equipped scholars by creating an environment of partnership and collaboration with all stakeholders.
STRATEGIES	<ol style="list-style-type: none"> 1. Develop student leaders who model excellence in character. 2. Implement before, after, and during school activities and parent education to strengthen the connection between home and school. 3. Emphasize restorative practices by strengthening relationships and social connections within the classroom and school community.



THEISS ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> 1. Staff is equipped to build strong relationships with students and utilize de-escalation techniques to reduce disciplinary actions. 2. Tier I instruction is rigorous, diversified, and aligned to the standards so that students are successful. 3. Identifying and targeting student needs and providing supports and services to meet those needs and close achievement gaps.
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> 1. Individual students are not reaching one year's growth in reading. 2. Student achievement in 5th grade math, reading and science is lower than other student groups and includes a wide range of student needs. 3. The blended learning model has not reached full implementation by all teachers.
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> 1. Students meet the local, district, state, and national indicators collected from MAP, common assessments, benchmark assessments, grade reports, STAAR, TELPAS, and DRA probes. 2. Reduced number of discipline write ups/restraints 3. Increased reading levels and number of students reading on grade level or making at least one year's growth. 4. 5th grade MAP data progress measures 5. Participation rates for Klein Online



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BENEFER 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, science, and writing. 2. Streamline RtI process across all grade levels to ensure aligned systems and procedures are in place. 3. Show a 5% increase by GT students in STAAR reading and math for the 2020 - 2021 school year. 4. Provide ELLs targeted supports and differentiation of instruction based on both academic and social needs. 5. Implement fully the co-teach model with fidelity.
<p>GOAL TWO Build Community with a focus on student engagement, teacher development, and family/community participation.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Expose students to different career paths through continued exposure to the Pathway Lab. 2. Increase community involvement with the campus by 20%. 3. Invest students both academically and socially in their school. 4. Continue growth of teachers in classroom management, student engagement, and relationship building strategies. 5. Streamline communication for all grade levels. 6. Develop writing portfolios to track and celebrate academic progress.
<p>GOAL THREE Cultivate Talent by growing teacher efficacy through personalized learning and growth mindset.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Create opportunities for teachers to collaborate and learn from each other through job-embedded opportunities and in PLCs around HQT. 2. Provide ongoing training opportunities for staff on the co-teach model to build collaboration and instructional capacity.



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BENEFER ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Students across all grade levels demonstrate academic goals. 2. General direction of campus moving forward with climate change for the positive. 3. Processes and action steps streamlined campus-wide through PLCs, professional development, and continued leadership support.
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Delivery of Tier 2 and Tier 3 supports given on a consistent basis. 2. Parent/caregiver involvement in child's educational journey. 3. Professional development provided and based on teacher skills, abilities, and instructional need.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. Achievement data including MAP, DRA, TPRI, Quarterly Assessments, STAAR 2. Student, staff, and family survey data 3. Student data trackers 4. Gallup Poll 5. Discipline data 6. Walkthrough data 7. Agendas and minutes from PLCs, Leadership PLC, CIDC, committee meetings



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KAISER ELEMENTARY

GOAL ONE	Re-imagine learning by using data-driven decisions to reimagine learning and increase all student achievement to narrow the achievement gap by at least 10% in Reading, Writing, Science, and Math through targeted personalized instruction as measured by local, district, state, and national indicators by the end of the 2020-2021 school year.
STRATEGIES	<ol style="list-style-type: none"> Utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success. Focus on strong Tier 1 Instructional Practices by identifying reading, writing, math, and science learning intentions and success criteria during grade-level planning sessions, utilizing the PLC process to maximize collective teacher efficacy and utilizing a systematic lesson plan review and feedback process. Focus on the first tenet of Personalized Learning, Learner Profiles, providing targeted instruction by students' names, strengths, and needs by being data-driven in our planning and instruction for all students.
GOAL TWO	Cultivate talent by identifying, training, and implementing personalized and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes by at least one year's growth in local, state, and national measures.
STRATEGIES	<ol style="list-style-type: none"> Create opportunities to observe colleagues in best practices to increase collective efficacy and build teacher capacity. Build our professional learning community culture in order to align all professional practices and development of the four essential questions of a PLC. Engage in ongoing professional learning for all stakeholders, focusing on personalized instructional strategies and culturally responsive instructional strategies. Retain, attain, and grow excellent leaders so that every student learns in a quality environment.
GOAL THREE	Build Community through a positive school culture and community and implementation of intentional practices aligned to the Kaiser Core Values of ROPED 2 LEARN within the systems of our school as measured by family engagement, parent feedback, and Gallup Poll.
STRATEGIES	<ol style="list-style-type: none"> Expand the implementation of the Nurtured Heart Approach. Provide increased opportunities for parent/school communication and parent engagement. Know every student by name, strength, and need to meet their social emotional needs. Focus on the whole student so that every student builds excellent character while engaging in rigorous learning.



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KAISER ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> Certified bilingual teachers to support students in their native language. Dual Language program to promote bi-literacy and biculturalism in our students. Utilize our core values and learner characteristics to establish our campus language of learning Strong content and curriculum support with instructional specialists providing ongoing coaching, modeling and feedback to impact student learning. Foundational work in the Positive Behavior Interventions and Supports system that has led to a national designation of "Promising Practice" through the National School of Character.
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> Implement a strong PLC model that focuses on student data and instructional practices to accelerate student progress. Structured RTI framework that supports our ROPED 2 Learn values and characteristics. Improve academic achievement and growth for our African American, Hispanic, and Special education students. Establish a common lesson plan template that strengthens Tier One instruction. Strengthen small group instruction to personalize learning for every student to close academic gaps.
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> K-2: DRA2, TPR/Tejas Lee, MAP Growth, 3-5: STAAR, MAP, Quarterly Summative Assessments Visible Learning Documentation: Partner Teachers Documentation, Linking Walk Protocols, Linking Walks Schedule Professional Learning calendar T-TESS documentation, walkthrough data, coaching cycle data Discipline data Family and community surveys



BRILL ELEMENTARY

GOAL ONE

Through structured systems of support and a focus on high-quality teaching practices, all students in all groups will have access to personalized learning experiences to ensure one year's growth in academic areas. This includes creating and maintaining a culture focused on goal setting, feedback, innovation, and reflection.

STRATEGIES

1. Strengthen Tier 1 instruction to include personalized supports for every student through targeted areas that support continuous feedback, reflection, and goal setting resulting in closing the achievement gap.
2. Create experiences with intentional supports for strong academic language and vocabulary development for EVERY student.
3. Tighten systems of support for serving students through RtI in academic and behavior interventions. This will lead to targeted interventions and remediation in math and reading that are used during set intervention times and are embedded during workshop time to ensure the needs of all students are met utilizing a personalized learning approach in both virtual and traditional settings.
4. Increase classroom supports in serving students with academic needs through focused efforts in the general education setting.

GOAL TWO

Cultivate talent by providing opportunities to continuously grow and improve by thoughtfully disrupting the status quo for excellent outcomes for students.

STRATEGIES

1. Create a Personalized Learning Plan for students that fits the diverse needs of students, such as blended learning, student-created outcomes, and a collaborative learning environment through rigorous analysis of student data to meet the needs of students in RtI, GT, Sped, and EL.
2. Through training in PLC and WOW Wednesdays, we will elevate teachers' capacity of professional learning through virtual learning and digital resources.

GOAL THREE

We will build upon our strong and positive relationships with all students, families, and stakeholders in our community.

STRATEGIES

1. Seek input and feedback from stakeholders to improve school-wide relationships while maintaining an excellent reputation of high levels of achievement.
2. Expand bi-culturalism beyond the Dual Language Program.
3. Collaboratively expand on a positive approach to effective discipline that encompasses our campus core values.
4. Effectively unite our new students and families into Brill's culture.



BRILL ELEMENTARY

STRENGTHS

1. Visible Learning Campus
2. Model Dual Language Campus
3. Family Engagement
4. PBIS and Restorative Practices Implementation
5. Distinctions - Academic Achievement in math, science, Top 25% comparative academic growth, Top 25% comparative closing the gaps

OPPORTUNITIES FOR GROWTH

1. Rigorously analyze data to ensure personalized instruction that focuses on a minimum of one year's growth for all content areas.
2. Strengthening literacy across all content areas to build lifelong readers and writers.
3. Emphasize pre-assessment and post-assessment understanding and use of to know our students by name, strength, and need.
4. Building community with students and families after rezoning of boundaries.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Advanced Pathways Participation (Math)
3. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
4. Gallup Poll (5th grade only)
5. Language Development (TELPAS)
6. Reading on Grade Level (MAP, DRA3, TPRI, Tejas Lee, EDL2, TXKEA)
7. Stakeholder feedback (campus surveys)
8. Student Participation in Extracurricular clubs (Coding, DI, etc.)



EHRHARDT ELEMENTARY

GOAL ONE

Reimagine Learning: We will reimagine learning to increase student achievement so that ALL students achieve at least one year's growth in reading and math.

STRATEGIES

1. Build capacity in tier one strategies specifically focusing on small group instruction.
2. Have clearly defined protocols for analyzing and tracking data.
3. Increase intentionality in providing appropriate, personalized instruction, and designated supports that promote growth in special populations (EL, Special Ed, and GT).
4. We will respond to COVID 19 to address anticipated gaps.

GOAL TWO

Cultivate talent: We will cultivate talent by strengthening the effectiveness of our campus professional development.

STRATEGIES

1. Strategically plan campus professional learning with follow-up implementation accountability based on the academic needs identified in our Campus Improvement Plan and staff feedback and communicate those plans early and often.
2. Strategically plan campus staff development and implementation accountability based on the behavioral needs identified in our Campus Improvement Plan, Office Discipline Referrals (ODRs), and teacher feedback and communicate those needs early and often.
3. Implement a collaborative structure for peer-to-peer learning, using teacher data and vertical alignment meetings, that aligns with student needs and ensures consistency of academic language and instructional strategies.

GOAL THREE

Build Community: We will build community by utilizing streamlined, consistent communication, and implementing research-based relationship-building methods.

STRATEGIES

1. Streamline the method of communication in order to increase participation, both on campus and virtually.
2. Decrease student behavioral incidents by continuing to develop relationships between staff, students, and parents through implementing all aspects of Restorative Practices and PBIS.



EHRHARDT ELEMENTARY

STRENGTHS

1. Embracing and living out the "We" not "Me" attitude amongst the staff.
2. Being intentional with schedules to provide strong initial instruction.
3. Consistent and clear parent communication resulted in stronger relationships with families.
4. A focus on collaboration to build collective efficacy during planning sessions.
5. Increased knowledge of online platforms and embracing a forever learner mindset to incorporate various modalities.
6. Deeper connections with students through the use of Restorative Circles.

OPPORTUNITIES FOR GROWTH

1. Setting school-wide behavior expectations and keeping both students and staff accountable.
2. Strengthening Tier 1 behavior strategies for ALL students.
3. Providing clarity in teacher managed behaviors versus office managed behaviors.
4. Including rigorous CCAs to ensure we are matching the level of STAAR type questions.
5. Analyzing data consistently to guide our instruction and providing students the necessary support to be successful.
6. Leveraging the RTI process to ensure early intervention and exit.
7. Rebranding/changing the mindset of the RTI process.

MEASURES & INDICATORS OF SUCCESS

1. Assessment data including standards-based rubrics, MAP, DRA, TPRI, Quarterly Assessments, STAAR.
2. Data protocols
3. Lesson plans
4. Survey responses
5. Discipline Data
6. Walkthrough and feedback forms
7. Agendas for PLC, PBIS committee, vertical teaming



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LEMM ELEMENTARY

LEMM ELEMENTARY

<p>GOAL ONE Ensure every student achieves on-level performance or shows Reading and Math growth by one or more years through personalized learning and student data tracking.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Improve the systems of RTI to meet students' needs through targeted lessons and interventions 2. Improve the rigor and delivery of quality Tier 1 instruction 3. Increase foundational math problem solving and number sense skills to improve math growth. 4. Improve and reinforce guided reading processes 5. Personalize instruction to ensure targeted support of student growth
<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. Utilize assessment data to plan for more targeted instruction 2. Utilize high functioning PLCs and high expectations for teacher support to cultivate talent 3. Based on student data identify coaching cycles needed to increase teacher efficacy
<p>GOAL THREE We will Build Community by engaging, educating, and equipping stakeholders by creating positive and effective relationships between all students, staff and families.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Establish a clear framework using PBIS model for improved campus culture and behavior 2. Align systems of communication with families through continuous feedback. 3. Focus on Visible Learning foundations to create an innovative environment.



<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Visible Learning Certified School, an international accreditation 2. Use of the "Learning Pit" to model how students should embrace challenges. 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 a 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 a 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 growth, Lexia, ST Math, DRA, TX Kea, TPRI, TELPAS and STAAR) 2. Student growth goals 3. Achieve Visible Learning Accreditation 4. Survey data 5. Stakeholder feedback 6. Campus Discipline Data



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NITSCH ELEMENTARY

STRENGTHS

1. Academic Growth in Reading and Math.
2. Specialists and co-teachers provide strong support, coaching and strategic interventions with teachers of diverse academic needs.
3. Leadership team is aligned in high expectations and outcomes for students through solid support.
4. Teachers demonstrate high quality instruction for virtual and in person learning.
5. Exemplar accountability system for tracking data across all content areas for grades 3 - 5.
6. Strong PLC through focused collaborative teams in building collective efficacy around the targeted work.

OPPORTUNITIES FOR GROWTH

1. Increase Academic Achievement for EVERY student.
2. Strengthen Tier I literacy and math instruction through implementing TEK Guidance Model with fidelity.
3. 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.
4. Modify the structured RTI Framework to support academic and behavior support.
5. Refine campus accountability system for tracking data across all content areas for grades 1-2.

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP, Campus Common Assessments, DRA and Benchmark Assessments
2. Targeted RTI Framework to support Academics and Behavior
3. Lesson Plans, Walkthroughs using Rubrics to provide targeted feedback
4. Campus Snapshot Data
5. SMART Goals/ PLC Agenda action steps
6. Coaching Conferences
7. T-TESS & Profile of a Leader Evaluations
8. Gallup Poll



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NITSCH ELEMENTARY

GOAL ONE

Reimagine Learning in all academic areas to ensure EVERY student achieves more than one year's growth.

STRATEGIES

1. Devise a system to ensure teacher clarity of deconstructing the TEKS.
2. Establish a framework of high-quality ELAR, Math, and Science instruction across all classrooms.
3. Establish an effective framework for ELAR instruction.
4. Build a sustainable RTI system of support for targeted student interventions.
5. Improve the outcome of students achieving Meets and Masters on assessments for learning

GOAL TWO

Cultivate Talent through building collective teacher efficacy and a strong learning continuum

STRATEGIES

1. Create an effective process of backwards design for teachers to follow and implement independently.
2. Expand teacher clarity and capacity on the four guiding questions of the PLC process.
3. Establish an effective, collaborative co-teach model for improved student outcomes.
4. Refine the coaching cycles to improve teacher accountability.

GOAL THREE

Build Community to ensure there is a common language and clear expectations for EVERY student as it pertains to character education and school culture.

STRATEGIES

1. Build capacity in teachers for supporting student social and emotional development.
2. Promote and develop opportunities to increase parental involvement, foster a strong home-school partnership.



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KRAHN 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 individual learning goals.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Create a consistent Behavior and Academic RTI process to meet student needs and provide targeted supports. 2. Provide clarity and strategies for appropriate, personalized instruction and supports that promote growth and student ownership for all students including special populations. (EL, SPED and GT) 3. Respond to academic gaps created by COVID 19. 4. Develop the competencies in Visible Learning by introducing the learning pit and providing teacher clarity. 5. Build capacity in tier 1 instructional practices focused on balanced literacy and the math workshop model for both on-campus and online instruction.
<p>GOAL TWO We will cultivate talent by providing clear systems and support to foster focus and growth for all stakeholders.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Establish a multi-tiered support system to convey school-wide expectations and support character education to social emotional learning. 2. Use data to strategically plan campus professional learning with follow-up implementation and accountability. 3. Create a vertical alignment team that meets monthly to discuss school-wide strategies and systems. 4. Create clearly defined protocols for analyzing and tracking student data.
<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. Create a proactive system for new student integration. 2. Provide opportunities for parent involvement in school activities to promote stronger relationships both in person and virtually. 3. Provide streamlined, ongoing communication to increase clarity and participation for both on-campus and online students. 4. Establish student-centered, after school clubs and activities geared towards both academic and social goals. 5. Provide increased parent education and support through training and services focused on social-emotional needs and virtual learning.



KRAHN ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Krahn is a Model Professional Learning Community School 2. Defined academic RTI process for student review 3. High academic achievement and growth in Mathematics supported by past STAAR tests and MAP scores
<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 5. Implement a school-wide PBIS system supported additional Behavior RTI
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Digital RTI Student Profiles 2. Student Growth Data On Assessments 3. RTI Resources And Effectiveness Analysis During PLC 4. Child Study/Progress Monitoring Meeting Notes 5. Lesson Plans 6. Classroom Walkthroughs, coaching session notes 7. Visible Learning Data including linking walks, learning intentions and success criteria, 8. Discipline data, CHAMPS visuals and logs, community circle curriculum 9. Professional Learning calendar, agendas, and participation 10. School Communication including feedback from 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. Promote the goals from the guiding coalitions to help ensure one year's growth for all sub-populations including Gifted/Talented and help close the achievement gap of English Learners, Economically Disadvantaged, and Special Education students.
<p>GOAL TWO We will invest in our students 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 encouragement of others through effective feedback, aligned to high-quality teaching with a system of ongoing support from leadership to all teachers. 3. Ensure that teachers have a complete understanding and are implementing competency based progressions from the 4 tenets of personalized learning.
<p>GOAL THREE We will continue to 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 effectively embed the Great Expectations program and PBIS model to build a culture of respect, clear expectations, along 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 to help students become pathway explorers, equipped scholars, values-driven leaders and forever learners. 4. Focus on student wellness and campus safety. 5. Focus on setting clear expectations and procedures for communication to all school community stakeholders.



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ROTH ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. A majority of all staff members have been trained in and will continue to implement Great Expectations strategies to improve both student/staff relationships and promote high academics, and teachers new to Roth have been enrolled in GE training in Tomball ISD in July 2020 2. GT students will participate in multiage classrooms for the third year of implementation 3. 5th grade Math SIM approaches category increased 4% 4. 5th grade SPED subpopulation increased in percent approaches 30% from the 2019 SIM (29% in 2019 to 59% in 2020) 5. 5th grade Reading SIM approaches, meets and masters all increased from the 2019 SIM (approaches up 1%, meets up 4% and masters up 7%) 6. 4th grade Writing SIM approaches, meets and masters all increased from the 2019 SIM (approaches up 3%, meets up 7% and masters up 7%) 7. Creation of aligned, quality assessments 8. Analyzing data 9. RtI process updated
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Improve percentage of K-2 students meeting grade level standards 2. Improve percentage of 3-5 students in the "meets" and "masters" categories 3. Close achievement gap between Special Education and other sub-populations 4. Improve teachers' understanding and use of data to personalize instruction 5. Clarify procedures and expectations to improve communication between home and school 6. Roth will host a cultural celebration night in order to promote cultural awareness for the variety of cultures represented at Roth.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Assessment data including STAAR, Sim Test, TPRI, DRA, MAP, CCAs, Summative Exams 2. Monthly Leadership S'More Newsletter to the community 3. Consistent use of Remind for parent communication 4. Grade level monthly newsletter 5. A school wide standard for teacher websites 6. Attendance data from family nights



KUEHNLE ELEMENTARY

<p>GOAL ONE We will strive to cultivate an educational environment that is student focused and 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. Monitor every student to achieve a minimum of one year's growth through personalized learning. 3. Provide responsive and strategically planned academic and behavior interventions through RtI/WIN groups.
<p>GOAL TWO We will nurture Promise2Purpose investors through cultivation of talent by providing strategic coaching, targeted professional development, and self-reflection by utilizing the experiences learned through the Holdsworth Center.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Inspire, coach, and encourage others through effective feedback through collaboration and personalized support by applying learning from the Holdsworth Campus Leadership program to 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 personalized learning. 3. Maximize personalized learning and student achievement through utilizing Blended Learning Champions, Digital Learning Specialist, and Librarian as coaches to use technology as an accelerator of learning.
<p>GOAL THREE 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. Create and maintain a school-wide culture of accessibility and responsiveness to our community by 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. 3. Shape Forever Learners that will demonstrate positive behavior and character skills using intentional feedback aligned to the Profile of a Learner.



KUEHNLE ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. 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. 2. Supporting the development of the whole learner both academically and socially through aligned relational practices campus-wide. 3. Focusing on the whole child through many enrichment opportunities with extensions to learning through in-school activities and after-school clubs. 4. Utilizing guided groups as our model for tier one instruction and personalized pathways to instruct our students by strength and need. 5. Distributing leadership while empowering and growing others through teacher-led professional development on our campus. 6. Cultivated a strong campus culture of trust, partnership and collaboration through our shared campus beliefs within The Koala Way: Learning, Serving, Leading.
<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 RtI students. 2. Monitor the subpopulations of students' academic growth to ensure the equity gap is closing. 3. Apply Holdsworth learning to other campus initiatives. 4. Utilize a data summary approach to track our progress by grade and class making our data visible on our campus.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Academic Growth: QSEs, Campus Common Assessments, formative assessments, STAAR, MAP, TELPAS, PK-2 Rubrics (Grading by Standards-Based Evaluation), Grades by Standards (3-5) 2. Lesson plans 3. PLC agendas and data 4. Teacher walkthroughs 5. Surveys 6. Character and Social/Emotional Wellness (Guidance Lessons on P/Learner, Leadership Academy, Discipline Data, Attendance Data) 7. RtI Progress Monitoring



MITTELSTADT ELEMENTARY

GOAL ONE	Reimagine learning by personalizing instruction and rigorously analyzing data to know each student by name, strength, and need to ensure every student makes a minimum of one year's academic growth.
STRATEGIES	<ol style="list-style-type: none"> Empower and equip teachers to rigorously analyze and track student data in all academic areas, determined by using a variety of assessments including MAP, DRA, TPR, CCA, STAAR, campus and district assessments. Improve Tier 1 instruction in the areas of engagement, rigor, and formative assessment in a virtual and traditional classroom setting. Close the achievement gaps with our student groups to ensure high levels of learning and growth for all students.
GOAL TWO	We will invest in Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting, and self-reflection for improved student outcomes.
STRATEGIES	<ol style="list-style-type: none"> Demonstrate collective efficacy and clarity through high-functioning PLCs by focusing on the four essential questions evidenced by active participation and forward preparation, which will result in every student's data showing growth from BOY to EOY. Implement Strategic Response to Intervention systems to improve academic and behavior interventions, including staff and student expectations, and reviewed monthly during designated PLC time. Develop routine formative assessments to drive differentiated instruction, interventions and enrichment that improve overall student achievement by evidence of all students showing growth from BOY to EOY.
GOAL THREE	Build a collaborative learning community by increasing family/community involvement while fostering a strong home-school partnership resulting in confident students who meet their goals.
STRATEGIES	<ol style="list-style-type: none"> Provide on-going, multiple opportunities (minimum of 10) for family and community involvement in school wide events to align school home connections for improved campus culture. Strengthen in-class student supports of good character skills and a strong school community through Community Circles and Positive Behavior Intervention Supports to shape behaviors. Use common language and expectations to establish and spiral strong Patriot core values that drive a positive culture on campus.



MITTELSTADT ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> The supplemental support for both academic and social growth of students benefits the co-teach model for collaboration. Mittelstadt has a positive school culture that is aligned to Patriot Core Values and celebrates greatness in all investors. Mittelstadt has embraced the growth mindset through Visible Learning strategies. Collaboration among teachers and specialists is growing and creating stronger teams in building trust and collective teacher efficacy. Staff is always willing to step up and do whatever it takes to create a thriving student learning environment.
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> We need to strengthen personalized instructional support in the area of math for improved student growth. We need to strengthen personalized instructional support in the area of reading for improved student growth. We need to strengthen Tier 1 instruction in the area of writing across grade levels. 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. Increase training and procedures of social skills for improved student outcomes of positive behavior.
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> Campus assessment data which includes MAP, DRA, STAAR, TELPAS, campus assessments, district assessments. Family and community event offerings Discipline data PLC meeting agendas and minutes Gallup Poll



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KLENK ELEMENTARY

<p>GOAL ONE The Klenk Team will reimagine learning by increasing student achievement and narrowing the achievement gap in reading and mathematics.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Focus on strong Tier 1 instructional practices through the PLC process. 2. Maximize high yield strategies to ensure student growth. 3. Achieve at least one year's growth for students in reading and mathematics.
<p>GOAL TWO The Klenk Team will cultivate talent by increasing teacher collective efficacy and teacher expectations for student success resulting in excellent and equitable outcomes for students.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Develop leadership capacity in our Klenk team. 2. Retain, attain, and develop all teachers and staff members.
<p>GOAL THREE The Klenk Team will build community by engaging families and foster partnerships as we focus on supporting the whole child.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Provide a strong support system for teachers and students to promote social strategies and character education. 2. Engage families and our community by establishing strong relationships and partnerships.



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KLENK ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Empower leaders through role definition by establishing Master Teachers in 4th and 5th Grade and a Dean of Instruction to support excellent and equitable outcomes for students. 2. Foster a leadership pipeline through a partnership with Sam Houston State University year long student residents and principal interns. 3. Provide personalized pathways through the Dual Language Pilot in Spanish and Vietnamese to promote bilingual, biliteracy and bicultural experiences for our students. 4. Character education and social skills lessons aligned to our campus core values and reinforcing the specific needs of students.
<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. Emphasize academic achievement and growth in reading and math with our African American students, Special Education students, and English Learners. 3. Emphasize mental health and wellness education for students and staff through clear communication, education, and training. 4. Engage families through a variety of platforms to promote collaborative partnerships.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. STAAR, TELPAS, MAP, DRA, Quarterly Summative Exams 2. Lesson Plans, walkthroughs with Walkthrough Rubrics to provide targeted feedback 3. Campus Snapshot Data 4. T-TESS & Profile of a Leader Evaluations and Ready Leaders data 5. Gallup Poll



EILAND ELEMENTARY

GOAL ONE

Reimagine Learning: Increase Academic Achievement across all grade levels and content by ensuring all students make one year's growth.

STRATEGIES

1. Focus on strong Tier 1 instructional practices by identifying essential standards in the content areas.
2. Align the framework of high-quality ELAR, math, and science instruction with the essential standards (TEKS).
3. Apply high-yield strategies to ensure student growth.

GOAL TWO

Cultivate Talent: Cultivate talent by providing opportunities for our teachers to attend needed professional development in order to increase content knowledge, teacher expectations for all students and build strong relationships.

STRATEGIES

1. Build capacity for tier 1 instruction by implementing the process of backwards design to support teaching and learning.
2. Establish an effective, collaborative co-teach model for improved student outcomes.
3. Provide training and coaching to ensure high quality teaching.

GOAL THREE

Build Community: Engage families and foster partnerships as we focus on supporting the whole child by providing a common language and clear expectations for character education and school culture.

STRATEGIES

1. Use D.I.V.E. core values to continue to build character, enhance positive school climate and radiate school spirit in alignment with KFFS.
2. Provide a strong support system for teachers, students and parents to promote social strategies and character education.
3. We will commit to becoming a Promising Practices School by using Year 1 (2020-21) as a prep year to self-assess against the 11 principles to prepare for the application process.



EILAND ELEMENTARY

STRENGTHS

1. 5th Grade STAAR SIMS showed growth in Meets and Masters.
2. Targeted in knowing our students' needs and strengths as we prepared for STAAR
3. Targeted in RTI
4. Established our Student Core Values (D.I.V.E. matrix)
5. Parent involvement with school events has increased
6. Established an official and active PTO
7. Our Sheltered Instruction Action Team provided targeted professional development for Teachers.
8. Science Learning Assessments showed strong percentages in Approaches, Meets and Masters

OPPORTUNITIES FOR GROWTH

1. Foundational skills in reading and math in our primary grade levels.
2. Continue to implement a strong Professional Learning Community model that targets a focus on building team collective efficacy.
3. Intentional and effective use of word walls and sentence stems to build academic vocabulary (use across all areas).
4. Improve Academic Achievement & Growth for our African American, Hispanic, and Special Education students
5. Strengthen Tier 1 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 (essential standards)
6. PBIS Framework of positive reinforcement to promote and recognize positive student behaviors
7. Connecting with and receiving feedback from families

MEASURES & INDICATORS OF SUCCESS

1. STAAR, TELPAS, MAP data, DRA/EDL, TPRI/TEJAS-LE, TX-KEA, CIRCLE, Quarterly Assessments, Campus Common Assessments, Exit Tickets
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. Parent satisfaction survey



SCHULTZ ELEMENTARY

<p>GOAL ONE Re-imagine learning to create a personalized learning environment so that EVERY student achieves one year's growth.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Refine campus RtI Processes to provide an equitable system of high expectations and necessary supports to meet the needs of all students, and that will ensure the campus meets the STAAR Academic Achievement Status target scores for the Hispanic (37%), white (60%), and SPED (19%) student groups. 2. Collaborate within the PLC by general education and special education teachers 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, whether online or in person.
<p>GOAL TWO Cultivate talent to maximize teacher's effectiveness and invest in their development as a High Quality Teacher.</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 learning for their students including Virtual and Blended opportunities. 2. Equip teachers with research-based literacy tools, resources, and best practices to meet the needs of all learners, regardless of their learning platform (Klein online or Klein in person). 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 our 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, Schultz SOAR core values, and PBIS practices through the direction of the Counselor, PBIS Team, and Discipline Committee members. 4. Focus on campus emergency and safety operations planning through timely emergency drills, improved emergency operations planning, and timely CPR and First Aid training.



SCHULTZ ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Protected blocks of instructional time 2. Scheduled intervention time for each grade level 3. Refined RTI process 4. Relationships with students and families 5. Stability amongst faculty and staff 6. Strong partnership with local area churches (mentor program) 7. Multiple opportunities for students to participate in extracurricular activities before/after school 8. Support from PTO and community organizations
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Reading achievement in the Hispanic, White, and Special Education student groups 2. Achievement in all content areas for the Asian student group 3. Increased parent involvement
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Student assessment data 2. Lesson plans including intervention time 3. PLC attendance, PLC agendas, PLC norms 4. Walkthrough data, I-TESS, coaching cycle plans 5. Professional Learning plans and attendance 6. Committee agendas and minutes 7. Discipline data: Office referrals, Counselor visits, Discipline committee meeting agendas and sign in sheets



HASSLER ELEMENTARY

GOAL ONE	Reimagine Learning: Creating a school culture focused on personalized learning, risk-taking, goal setting, innovation, reflection, and growth mindsets to ensure high student achievement.
STRATEGIES	<ol style="list-style-type: none"> 1. Implement and expand a specialized and differentiated curriculum through Project-Based Learning experiences for gifted learners and advanced level learners. 2. Collect and analyze data collaboratively to develop targeted plans to increase student achievement and student ownership in all subjects, with a focus on growth for all learners in Math and Reading. 3. Embed targeted interventions and remediations in math and reading during workshop time in class and during Target Time, to ensure the needs of all students are met utilizing a personalized learning approach. 4. Level up practices of personalized learning to meet the needs of diverse learners in a virtual and traditional setting.
GOAL TWO	Cultivate Talent: Foster a collaborative culture rooted in reflective practices and a forever learner mindset to build collective efficacy campus-wide for improved learning outcomes.
STRATEGIES	<ol style="list-style-type: none"> 1. Strengthen planning practices by working interdependently to promote a thriving professional learning community within our school. 2. Build capacity of engaging, high-quality instruction that is personalized and innovative. 3. Rigorously analyze student data to guide instruction, interventions and extensions.
GOAL THREE	Build Community: Build a strong school community that focuses on serving the needs of students, staff, and families through educational excellence, ensuring a positive school environment.
STRATEGIES	<ol style="list-style-type: none"> 1. Establish and maintain a strong system of shaping positive behaviors through campus core values and high expectations. 2. Create a family atmosphere through intentional relationship building and community circles. 3. Maintain a thriving community connection of volunteers, business partnerships, and strong family engagement.



HASSLER
ELEMENTARY SCHOOL

HASSLER ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> 1. The staff knows our students by name, strength, and need. 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. Students are the center of our work and developing the whole child is a focus through building positive relationships and character development.
OPPORTUNITIES FOR GROWTH	<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. Provide increased opportunities for students to engage in personalized learning. 3. Provide effective instruction across a variety of platforms, both in person and virtually.
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. Language Development (TELPAS) 5. Reading on Grade Level (MAP, DRA, TPRI) 6. Stakeholder feedback (campus surveys) 7. Student Participation in Extracurricular clubs (Coding, DI, etc.)



HASSLER
ELEMENTARY SCHOOL

KREINHOP ELEMENTARY

GOAL ONE

By reimaging learning and using best teaching practices, all students in grades PK-5 will demonstrate at least one year's growth by the end of the school year.

STRATEGIES

1. Equip teachers with research-based literacy tools, resources, and best practices to meet the needs of all learners.
2. Rigorously analyze data sources to drive classroom instruction and monitor student progress.
3. Increase the percentage of students scoring "Approaches Standard" on the Writing and Science STAAR assessments.
4. Ensure through the Covid-19 pandemic that students are afforded continuous learning opportunities to ensure students demonstrate at least one year's growth.
5. Provide targeted, personalized intervention for Tier II and Tier III students in order to close achievement gaps.

GOAL TWO

We will invest in our students' Promise2Purpose by cultivating talent through strategic coaching, targeted professional development, goal setting and self reflection.

STRATEGIES

1. Provide meaningful professional learning opportunities in a variety of formats for all teachers and staff.
2. Reimagine learning for our Special Education students, with a focus in the area of reading, by maximizing co-teacher effectiveness.

GOAL THREE

We will develop positive relationships and build community with all students and families by shaping positive behaviors through systematic support and in-class learning opportunities.

STRATEGIES

1. Develop a systematic plan to improve the positive behavior intervention system for our students through Great Expectations.
2. Explore and implement community circles in classrooms to reinforce and enhance a sense of community, safety, and responsibility among classmates.
3. Partner with parents to support students' academic educational experiences through on-going learning opportunities.

STRENGTHS

1. Our campus culture is thriving with supportive staff members who treat one another like family.
2. Leaders are empowered across the campus who are devoted in making collective decisions for continuous improvement.
3. Consistent community involvement and support fosters a positive partnership between home and school.
4. Enrichment opportunities before, during, and after school are available for students to explore interests, serve our community, and develop the whole learner.
5. Distinctions in the areas of Closing the Achievement Gap and Student Achievement in 2019.
6. Successful implementation of Great Expectations in 2019-20 to build positive relationships with students.

OPPORTUNITIES FOR GROWTH

1. Utilize the RTI Refresh Committee to improve academic interventions in Reading and Math.
2. Decrease number of office referrals and number of students receiving office referrals through the implementation of Great Expectations.
3. Implementation of Units and Study within the Balanced Literacy Framework.
4. Increase Student Achievement for all students.

MEASURES & INDICATORS OF SUCCESS

1. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers)
2. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data)
3. Gallup Poll (5th grade only)
4. Language Development (TELPAS)
5. Students 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 Using data-driven decisions, we will reimagine learning to increase student achievement through targeted, personalized instruction in all academic areas by 10% for all subgroups by the end of the 2020-2021 school year.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Increase support and delivery of strong Tier I instruction for higher level thinking skills for all learners. 2. Increase students' explicit vocabulary and language development for strong academic connections. 3. Provide consistent opportunities and skill development through the reader's workshop to increase reading growth and achievement. 4. Expand consistency of Math workshops to improve number sense and competence with numbers. 5. Support systems and processes to improve learning outcomes for students.
<p>GOAL TWO Cultivate talent through focused professional development to increase student achievement and growth by ten percent with an emphasis on culturally responsive practices for the 2020-2021 school year.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Effectively use backward design to provide instruction that is consistent with scope and sequence using formative assessments for learning. 2. Support collaborative planning for instruction that includes spiraling of concepts and skills and re-teach opportunities. 3. Improve targeted supports and lessons through RtI to support student needs. 4. Utilize specialists to support personalized learning in the classroom.
<p>GOAL THREE Build Community through intentional activities to promote positive relationships with students, families and the community within the systems of our school as measured by family participation, parent feedback, and Gallup Poll.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Continue to provide support for culturally responsive instruction within our school community to support learning. 2. Improve school culture through Positive Behavior Intervention Support. 3. Provide a clear understanding of parent engagement through intentional efforts to support families and their needs. 4. Provide opportunities to recognize and celebrate students and teachers and provide supports as it pertains to character education, student leadership, and school culture.



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MCDOUGLE ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Dedicated, relationship-driven staff motivated to achieve student academic success. 2. English Language Learners continue to show growth through strong and systematic language supports. 3. As a result of PBIS, student discipline referrals are lower. 4. Positive Behavior Interventions and Supports are effective for students. 5. Students have multiple opportunities to participate in student-interest activities and student support groups.
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Utilize a systematic RtI framework to ensure support to all students in a timely and targeted manner. 2. Decrease learning gaps for students due to loss of instruction and learning opportunities due to COVID-19. 3. Consistently utilize culturally responsive teaching strategies. 4. Close achievement gap for African American students. 5. Integration of Personalized Learning and digital resources to increase student engagement and growth.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. STAAR, TELPAS, MAP Data, TPRI, benchmark and common assessments 2. Comprehensive data walls 3. Smart/Stretch goals embedded in PLC agendas to impact student learning 4. ESF Goals 5. Lesson plans and walkthroughs with feedback to improve instruction and student learning 6. Discipline Data



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METZLER ELEMENTARY

GOAL ONE	Build community and create an environment that nurtures and develops equipped scholars.
STRATEGIES	<ol style="list-style-type: none"> 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. Provide a safe, positive, and supportive environment and elevate stakeholder involvement.
GOAL TWO	Create an environment where talent is cultivated through targeted professional learning, feedback loops, and collaboration.
STRATEGIES	<ol style="list-style-type: none"> Develop vertical learning teams and impact partnerships providing opportunities for teachers to connect, collaborate, participate in goal setting, and learn ways to support their students academically. Provide targeted, high impact professional learning.
GOAL THREE	Re-imagine learning and create an equitable and personalized learning environment in which EVERY student is challenged in all academic areas.
STRATEGIES	<ol style="list-style-type: none"> Build assessment-capable visible learners who own their learning. Leverage technology to advance student achievement and personalize student learning pathways. Implement strategies to improve achievement of all students and close achievement gaps in reading, writing, and mathematics.



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METZLER ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> Visible Learning Certified School Recognized as a Model Professional Learning Community At Work Earned TEA Accountability rating of an A (2019) Earned a score of 100% for closing performance gaps (2019) Received two Designation Distinctions (Science and Top 25%; Closing the Gaps) (2019)
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> Continue to decrease the achievement gap in reading, writing, and math for English Learners and Special education students. Increase the number of students performing at the meets and masters level in writing. Ensure that every student levels up and makes at least one year's growth by performing at meets and masters. Decrease gaps caused by COVID Slide for ALL students.
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> Local, district, state, and national indicators collected from MAP, common assessments, quarterly summative assessments, grade reports, STAAAR, TELPAS, and DRA probes. Campus Snapshot Data. Increased number of students being recognized for exhibiting Effective Learner Dispositions (Profile of a Learner). Increased number of students participating in learning celebrations and celebration parades. Increased number of students participating in clubs and in service projects. Data obtained from student focus groups. Increase in the number of opportunities for stakeholders to be involved. Teacher PD reflections, Eduphoria goal setting comments, walk-throughs, and survey results reflect the impact of professional development on teaching.



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BENIGNUS ELEMENTARY

GOAL ONE	Re-imagine Learning: Foster opportunities that allow all students to make a minimum of one year's growth, with the goal of all students achieving meets or masters for their grade level through assessments including STAAR, STAAR ALT, and TELPAS and Reading Levels.
STRATEGIES	<ol style="list-style-type: none"> 1. Dedicate time to participate in insightful conversations that reflect on data and practices that will increase student achievement as a campus. 2. Continue the implementation of Visible Learning to support academic achievement for one year's growth in core content. 3. Provide personalized learning to increase the academic success of all students through strategies of innovation and flexibility, so that all students increase a minimum of one year's growth.
GOAL TWO	Cultivate Talent: Empower Promise2Purpose Investors by supporting the interconnection of individual ideas and risk-taking.
STRATEGIES	<ol style="list-style-type: none"> 1. Empower teachers to use their strengths to lead peer-to-peer learning in the areas of technology, behavior, and academics. 2. Allocate time through PLCs to foster coaching, and positive relationships while taking advantage of opportunities to implement effective, targeted feedback and risk-taking. 3. Provide personalized professional learning opportunities to improve high quality teaching.
GOAL THREE	Build Community: Foster positive relationships that align to our Core Values and Promise2Purpose by investing in effective communication for all stakeholders.
STRATEGIES	<ol style="list-style-type: none"> 1. Use PBIS strategies and community circles to strengthen core values. 2. Foster a culturally responsive community by establishing a relationship of trust and collaboration between the school and its stakeholders to support forever learners. 3. Collaborate among campus leadership and teachers to ensure the consistent procedures and processes with behavior RTI.



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BENIGNUS ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> 1. As a model PLC school, our teams continue to be student-focused and collaborate in high functioning PLC's being data driven. 2. Students are offered multiple opportunities to disrupt the status quo through creative problem-solving, STEM, Big Art Day, Destination Imagination, choir, strings, running club, math club and Makerspace activities. 3. Community involvement is key to the success of the whole child and in order to support campus initiatives and extended learning opportunities, we encourage classroom readers, movie night, multicultural night, music programs, fitness night, and GT night. 4. Students have the opportunity to pursue leadership roles including National Elementary Honor Society, Leadership Academy, and Student Council. 5. Our campus has a high retention of teachers that have been at Benignus 10+ years.
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> 1. Building individualized goals for each student to know them by name, strength, and need. 2. Growing Capacity with our K-2 teachers by strengthening phonics and reading instruction utilizing Units of Study. 3. Address gaps on the students that were affected by the COVID slide K-5th grade. 4. Rigorously analyze data with a focus on our special education population to ensure one year's growth. 5. Celebrating progress in students and staff based on individualized goal setting. 6. Growing capacity with our 4th grade ELA teachers through coaching and modeling high expectations for the whole learner.
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, RTI Data Trackers, Leopard Talks) 2. Advanced Pathways Participation - 4th and 5th grade 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, DRA3, TPR) 7. Stakeholder feedback (BOY and EOY campus surveys) 8. Student Participation in Extracurricular clubs Student Centered Coaching (Specialists)



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FRANK ELEMENTARY

GOAL ONE	Re-imagine learning by intentionally personalizing learning for every student's strengths, needs, and passions.
STRATEGIES	<ol style="list-style-type: none"> 1. Provide a minimum of one real-world application to essential standards for each unit. 2. Utilize data strategically for setting foundations to address COVID 19 learning loss. 3. Create intentional PLC agendas focused on the four questions. 4. Promote student well being by utilizing PBIS and Restorative Practices.
GOAL TWO	Cultivate talent by strengthening our understanding of the TEKS, gathering and using data to drive instruction, and best instructional practices.
STRATEGIES	<ol style="list-style-type: none"> 1. Master Schedule will reflect protected time for PLCs, team and vertical planning opportunities. 2. Professional learning opportunities will be provided in a variety of formats to address best practices in gathering and utilizing formative data. 3. Grade level teams will meet weekly for collaborative planning with specialist support. 4. Walkthroughs and informal meetings with teachers by administrators and specialists to provide feedback and guidance on instructional practices.
GOAL THREE	Build community by establishing a culture of transparency and collaboration.
STRATEGIES	<ol style="list-style-type: none"> 1. Teachers will continue consistent communication with parents to keep them up to date on what students are learning in class and how they can support students at home. 2. Campus will promote family involvement. 3. Campus will continue to partner with PTO to involve volunteers in multiple areas throughout the campus as well as through virtual formats.



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FRANK ELEMENTARY

STRENGTHS	<ol style="list-style-type: none"> 1. Strong community support and involvement. 2. High performing campus with a history of strong academic performance. 3. Multiple student enrichment opportunities to challenge all students.
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> 1. Ensuring at least one year's growth for students at all performance levels. 2. Strengthening campus ability to provide personalized learning both on campus and online. 3. Instructional urgency is not reflected in our data.
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> 1. Student writing portfolios and student assessment data 2. Data plan including data blueprint documentation 3. Discipline data and counseling referrals 4. Agendas 5. Staff, student, and family feedback through surveys 6. Lesson plans 7. Walkthrough feedback



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 care 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 through high-functioning PLCs. 2. Equip P2P Investors through targeted professional learning with a focus on HQT.
<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 inform instruction, monitor and celebrate student progress. 2. Provide targeted support to students based on strengths and needs.



MUELLER ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Small group instruction in all grade levels 2. Co-teach model implemented in Special Education in fourth and fifth grade 3. Teacher commitment to students and families during COVID-19 and Zoomed at least 4 days per week 4. Classroom teachers experience level and retention 5. Long-range planning with specialist support every quarter 6. Acceptance into Personalized Learning Cohort 1
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Expansion of co-teach model throughout every grade level 2. Implementing Personalized Learning campus-wide 3. Meeting all students where they are by identifying them by name, strength, and need and creating individual learner profiles 4. Developing positive relationships with all new families 5. Coming together as a Mueller family with our new shared vision: With a focus on relationships, we will inspire and celebrate the growth of EVERY learner
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. Formative and summative assessment data (MAP, TPRI, DRA, Quarterly Assessments, STAAR) 2. Family and staff surveys 3. Parent inventories 4. PLC Agendas, Faculty Meeting Agendas, PD Agendas 5. Gallup Poll



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BLACKSHEAR ELEMENTARY

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 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. Teachers will be trained in instructional practices for gifted and advanced level learners.
<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 through PLC's 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 English Language students and close the achievement gap between English Language 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. Ensure a safe environment and incorporate the Restorative Practices and Nurtured Heart Approach through the direction of the PBIS team. 2. Increase parent involvement through targeted support, volunteer outreach, and family engagement activities with an intentional focus on authentic relationship building. 3. Address racial, ethnic, and linguistic biases that may exist through intentional relationship building and data analysis. 4. Enhance and streamline procedures for effective discipline investigations and Behavior RTI. 5. Increase attendance rate to at least 96.5% by the end of the 2020-2021 school year.



<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Commitment to Restorative Practices, Nurtured Heart, and PBIS resulted in significantly reduced discipline referrals in the 2019-2020 school year. 2. A focus on personalized learning and specifically blended learning has resulted in significant academic gains for our students. 3. Clearly defined academic RTI procedures and interventions ensures that we meet the needs of every student. 4. Training in Visible Learning and commitment to these practices has helped us to enhance student growth, achievement, and ownership. 5. An intentional focus on student and staff celebrations has led to a culture of achievement and commitment to our district shared vision and guiding documents. 6. Blackshear's experience with blended learning enabled us to strongly support our students and families during spring at-home learning. 7. Teacher training and support and clear communication with families has resulted in improved/increased identification of gifted students.
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Increase student growth in the area of math. 2. Provide culturally responsive education for teachers. 3. Increase parent and community involvement with volunteer and mentor opportunities. 4. Close the achievement gap between English Language and native English speaking students. 5. Provide ongoing professional development and support to enhance virtual instruction. 6. Enhance procedures for Behavior RTI and reduce discipline referrals of students served in BRTI.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Character and Social/Emotional Wellness (Guidance lessons aligned to Profile of Learner standards; Leadership Academy participation; Discipline data; Attendance data) 2. Academic growth (MAP, STAAR, Local Assessments, i.e., Learning Assessments and Campus Formative Assessments, Data Trackers) 3. Language Development (TELPAS) 4. Qualitative data obtained through formal and informal walkthroughs and observations 5. Increased parent involvement as measured through Parent University engagement and volunteer opportunities.



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ZWINK ELEMENTARY

ZWINK ELEMENTARY

<p>GOAL ONE Zwink will reimagine learning to increase student achievement for all students and narrow the achievement gap by a minimum of 10% for special education students in all subjects.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Analyze data rigorously 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 by 10%.
<p>GOAL TWO We will cultivate talent by increasing collective efficacy among the entire staff.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Strengthen culture of mutual accountability. 2. Provide personalized professional learning opportunities for staff.
<p>GOAL THREE Build community by deepening understanding around our shared vision.</p> <p>STRATEGIES</p> <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.



<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Two-Way Dual Language program is growing as we continue to build a bi-cultural campus. 2. Zwink continues to be results-focused with 93% of our K-2 students meeting or mastering TPRI standards at MOY. 3. Zwink received recognition as a National School of Character through building relationships throughout the campus and community. 4. We reduced our overall school discipline referrals by 10% due to the implementation of PBIS and Restorative Practices as behavior intervention in 19-20.
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<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Grow capacity of all staff through personalized professional learning and feedback aligned to High Quality Teaching. 2. Improve targeted special education support to close performance gaps through specially designed instruction. 3. Streamline intervention processes to personalize RtI in order to improve student achievement.

<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 (TELPAS) 5. Reading on Grade Level (MAP, DRA, TPRI, Tejas Lee, EDL2, TX-KEA) 6. Stakeholder feedback (campus surveys)
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BERNSHAUSEN ELEMENTARY

GOAL ONE	Bernshausen Elementary will Reimagine learning to ensure every student demonstrates growth and achievement in the areas of reading, writing, math, and science by utilizing data analysis to effectively personalize Tier 1 instruction and drive intentional lesson planning.
STRATEGIES	<ol style="list-style-type: none"> 1. Ensure high-quality Tier 1 instruction by strengthening Core Academics through purposeful PLCs and utilizing data for intentional planning of personalized student learning experiences to reach 85% Approaches, 50% Meets, and 25% Masters on all assessments. 2. Increase the performance and achievement of all core academic assessments for all students and special populations, EL, GT/Advanced Learners, SpEd with at least one year's growth.
GOAL TWO	Bernshausen Elementary will Cultivate Talent by building capacity in staff through focused, intentional, and personalized learning opportunities that incorporate cultural responsiveness and the indicators outlined in the High Quality Teaching document.
STRATEGIES	<ol style="list-style-type: none"> 1. Cultivate talent through campus-based professional learning experiences including Visible Learning research, Personalized Learning, and Culturally Responsive Teaching. 2. Provide ongoing student-centered coaching and feedback to teachers to improve student outcomes in the area of growth and achievement.
GOAL THREE	Bernshausen Elementary will Build Community by actively cultivating respectful and supportive relationships among all stakeholders by intentionally planning Family Engagement activities to enhance community involvement.
STRATEGIES	<ol style="list-style-type: none"> 1. Enhance character development in order to impact academic performance and school culture. 2. Increase parent involvement and partnerships in academic and non-academic school events.



BERNSHAUSEN ELEMENTARY

STRENGTH	<ol style="list-style-type: none"> 1. STAAR Student Growth in reading and math for all students 2. Building relationships with students and families 3. Revised Campus Vision and Mission 4. Promising Practices 2020 5. Personalized Learning Team Working with Ed. Elements 6. Implementation of Restorative Circles 7. Year One of PBIS
OPPORTUNITIES FOR GROWTH	<ol style="list-style-type: none"> 1. STAAR Performance Achievement for All Students 2. Writing STAAR 3. Improve Academic Growth for subpopulation: white students in Reading and Math 4. Improve Academic Growth for subpopulations: Hispanic, White, Eco Dis, EL (current and monitored) 5. Implementation of PL, VL, and PBIS 6. Data Trackers for Teachers and Students 7. Development of weekly Common Formative Assessments 8. Feedback for Teachers and Students
MEASURES & INDICATORS OF SUCCESS	<ol style="list-style-type: none"> 1. STAAR 2. MAP 3. Common Assessments 4. Formative Assessments 5. Behavior and Academic Rtl 6. T-Tess 7. Lesson Plans 8. PLC Minutes and Agendas 9. Gallup Poll 10. T-Tess



GRACE ENGLAND EARLY CHILDHOOD CENTER

GOAL ONE

Reimagine Learning: Using data-driven decisions, we will reimagine learning to 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 2020-2021 school year.

STRATEGIES

1. Utilize a dynamic, guaranteed, and viable curriculum and provide every student with a rich, relevant, and clear pathway to success.
2. Provide every student with opportunities to experience personalized learning in the classroom.

GOAL TWO

Cultivate Talent: We will identify, be trained in, and implement personalized and culturally responsive instructional strategies in order to increase teacher expectations for student success and improve student outcomes in local and state measures.

STRATEGIES

1. Engage in ongoing personalized learning for teachers and staff utilizing the components of High Quality Teaching.
2. Support the implementation of a Promise to Purpose community using the Profile of a Leader, Profile of a Learner, and High Quality Teaching guiding documents
3. Attract, develop, support, inspire, and retain the highest quality teachers, administrators, and staff.

GOAL THREE

Build Community: We will build a positive school culture and community through implementation of intentional practices aligned to the Grace England Core Values to ensure there is a common language and clear expectations for character education and school culture for every student.

STRATEGIES

1. Integrate character education and social skills practices to support student learning.
2. Promote and create opportunities to increase parental involvement and foster a strong home / school partnership in order to increase student achievement.



GRACE ENGLAND EARLY CHILDHOOD CENTER

STRENGTHS

1. Staff of Highly Qualified Teachers that utilizes the best early childhood practices to serve students
2. Implementation of a full-day Pre-K framework that aligns with the Klein ISD curriculum plan and adheres to the TEA standards of a High-Quality Pre-K Program
3. Utilize technology to leverage student achievement through personalized learning with choice and extension opportunities
4. Academic Growth and Achievement in Math

OPPORTUNITIES FOR GROWTH

1. Target academic vocabulary development through the use of sheltered instructional strategies to strengthen listening, speaking, reading, and writing
2. Target strengthening prerequisite reading and writing skills in the area of phonological awareness development including rhyme recognition, syllable counting, initial phoneme matching, initial phoneme deletion, and phoneme blending
3. Develop and implement a Guided Reading structure for Pre-Kindergarten learners
4. Target teacher, staff, and student knowledge and expertise of virtual platforms to ensure the effective delivery of both online and face-to-face instruction

MEASURES & INDICATORS OF SUCCESS

1. CIRCLE Data
2. OWL- Opening the World of Learning
3. Daily Math Activities
4. Developing Talkers/Hablemos Juntos
5. Balanced Literacy in the Pre-K Classroom
6. The Texas School Ready CLI Engage
7. Pre-Kindergarten Standards-Based Report Cards
8. Targeted RTI Framework to support Academics and Behavior
9. Lesson Plans/Walkthroughs
10. T-TESS and Profile of a Leader Evaluations



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FRENCH ELEMENTARY

<p>GOAL ONE Using multiple data measures and high quality teaching, reimagine learning with an emphasis on personalized instruction to increase the performance of all students.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Differentiate teaching strategies to support English Learners, At Risk, and the growth of all learners. 2. Strengthen continuity and teacher capacity of rigorously analyzing student data in PLC meetings for growth and improvement of all learners. 3. Improve the systems of interventions and enrichments for students through a strong RTI process. 4. Level up student data tracking and instructional support to ensure students achieve Masters level performance.
<p>GOAL TWO Cultivate talent in teachers through targeted areas such as Gifted and Talented and Advanced Learners, Fine Arts Integration, and second language acquisition to improve student achievement and growth.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Implement the Humanities Pathway in ELA in 4th and 5th grade to enhance learning experiences for advanced academic students. 2. Expand partnership with Kennedy Center and Young Audiences of Houston training to integrate Fine Arts in the core curriculum to expand learning experiences for every student. 3. Increase teacher capacity to support language development of diverse learners in all academic areas. 4. Streamline PLC processes to ensure the four essential questions are fine-tuned and focused. 5. Create systems to support virtual learning.
<p>GOAL THREE Build community through intentional family involvement, strong communication, and collaborative partnerships.</p> <p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Strengthen family and community involvement and satisfaction as shown through volunteer hours, attendance at events, and feedback surveys. 2. Streamline communication from school to home to include families in positive school experiences. 3. Support student character development through Positive Behavior Intervention Skills.



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FRENCH ELEMENTARY

<p>STRENGTHS</p> <ol style="list-style-type: none"> 1. Excellent parent and community support as partners of learning to enrich student's educational experience. 2. Collaborative culture that focuses on building up the whole child and fostering a love for learning. 3. Active student engagement in learning through creative Fine Arts Integration is a visible strength. 4. Staff experience, expertise, and dedication support student academic and emotional growth.
<p>OPPORTUNITIES FOR GROWTH</p> <ol style="list-style-type: none"> 1. Response to Intervention needs to be consistently, routinely, and effectively implemented with fidelity from the initial Decision Point meeting through the intervention in the classroom. 2. Increase expectations of all learners to achieve at the master's level by developing a sense of urgency amongst staff. 3. Focus on special populations to close the achievement gap. 4. Being culturally aware and responsive.
<p>MEASURES & INDICATORS OF SUCCESS</p> <ol style="list-style-type: none"> 1. Student growth data on MAP, STAAR, DRA, TPRI with focus on Master's Level achievement. 2. Discipline data and Winner's Circle Awards 3. Parent volunteer hours, event attendance, and survey data 4. Walkthroughs and feedback for staff 5. RTI data 6. Agendas 7. Gallup Poll



MAHAFFEY ELEMENTARY

<p>GOAL ONE We will reimagine and personalize learning to ensure every student is supported by name, strength and need to achieve a minimum of one year's growth.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Strengthen teacher capacity and outcomes of strong language learners through integrating ELPs in all academic areas. 2. Improve the literacy and comprehension skills of all students who struggle with reading. 3. Provide intentional support for at-risk students to fill educational gaps. 4. Increase student capacity of numerical representations, concrete models, and hands-on learning experiences in math and science. 5. Build capacity of special education supports to strategically improve student achievement. 6. Increase capacity of GT/Advanced students with personalized learning opportunities.
<p>GOAL TWO Cultivate the talents of our exceptional staff through personalized, professional growth opportunities connected to the Klein ISD Guiding Documents and Mahaffey Core Values.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Utilize staff and specialists' expertise to explore and create personalized student learning plans and pathways. 2. Level up and leverage technology to innovate, connect, share, and enhance collaboration amongst staff. 3. Enhance interdependence of collaboration and capacity of staff to implement and strengthen co-teaching. 4. Increase the efficacy and ownership of the PLC process as a continuum of professional learning.
<p>GOAL THREE We will build community and foster positive relationships with intentional alignment to our Core Values (P.L.A.I.D.) and the Promise 2 Purpose vision by investing in effective communication and positive character curriculum for all stakeholders.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Continue to expand on student centered activities and community outreach to equip our diverse families with engaging, educational opportunities with the support from the Family Engagement Department. 2. Expand Restorative Practices and PBIS aligned to 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. 3. Intentionally support newly enrolled students and their families to provide social, emotional and whole-student wellness. 4. Provide ongoing supports for families and staff, as needed, due to Covid-19.



MAHAFFEY ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Academic (Math and Reading) Response to Intervention plans that foster closing the achievement gap for all learners. 2. Personalized Learning implementation resulting in higher student achievement, increased student voice and choice, higher teacher capacity and more innovative educational opportunities. 3. Strong community connection across large geographical and economic zones and ongoing, specific family engagement opportunities. 4. Social-Emotional development through use of Community Circles, Restorative Practices and PBIS.
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Increase student ownership of learning through personal data tracking and performance pathways. 2. More deliberate execution of the Professional Learning Community model for staff/teachers. 3. Strengthen literacy skills to meet and surpass growth indicators specifically for English Learners and students receiving special education services. 4. Enhance equity, cultural responsiveness and intentionally celebrate our student diversity.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. Student assessment data including MAP, Lexia reports, DRA/TPRI/Teja Lee, Learning Assessments, STAAR, TELPAS, SBG rubrics, ST Math reports 2. Child Study/RTI Documentation 3. Students personal data trackers and Schoology pathways 4. Feedback forms/surveys (staff and community) 5. Meeting agendas, professional development plans 6. Walkthrough data and coaching cycle completions 7. Parent university attendance and end of year graduates



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FOX ELEMENTARY

<p>GOAL ONE Reimagine Learning: We will reimagine learning and know every student by name, strength, and need by creating an equitable and personalized learning environment to ensure a minimum of one year's growth for all students and close the achievement gap to less than or equal to 8% in reading and math.</p>
<p>STRATEGIES</p> <ol style="list-style-type: none"> 1. Provide personalized learning to increase the performance of all students through strategies of innovation and flexibility so that all students increase a minimum of one year's growth in all core content areas. 2. Ensure high-quality initial instruction based on best practices so students own their learning and are assessment capable problem solvers. 3. Develop STEAM literacy and implement innovative research and standards-based STEM/STEAM practices. 4. Implement Dual Language to increase biliteracy and bi-culturalism across our school community. 5. Establish a strong system of progress monitoring through RtI to ensure targeted interventions and enrichments are provided for every student.
<p>GOAL TWO Cultivate Talent: We will 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 collective efficacy and opportunities for teachers to connect, collaborate, participate in goal setting and support their students academically. 2. Create a collaborative community by providing targeted, personalized high-impact professional learning. 3. Utilize instructional coaching to build capacity within teachers and ensure engaging, high-quality instruction that is personalized and innovative.
<p>GOAL THREE Build Community: We will foster positive relationships that intentionally align with our Core Values and Promise2Purpose by investing in effective communication and positive character traits for all stakeholders.</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. Promote student-centered activities and community outreach and partnerships to equip our families with engaging and educational experiences. 3. Create traditions among students, staff, and community that harness the power of our core values and advance student success.

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FOX ELEMENTARY

<p>STRENGTHS</p>
<ol style="list-style-type: none"> 1. Fox Elementary was intentionally designed by students for students. Student voice and personalization of learning guided the decision-making process of designing the instructional areas, collaborative spaces, common areas, and outdoor classroom. 2. Fox has an experienced and committed staff, highly motivated to achieve student academic success. The staff understands the necessity of building relationships with students in order to effectively meet academic and socio-emotional needs. 3. The master schedule is designed to ensure time for daily intervention, daily common planning, weekly extended collaboration, vertical collaboration, and flexible student groupings. 4. Fox Elementary staff collaborated to create core values that support our vision and define our culture.
<p>OPPORTUNITIES FOR GROWTH</p>
<ol style="list-style-type: none"> 1. Narrow the achievement gap in reading and mathematics for English Language Learners and students receiving special services. 2. Develop STEAM literacy and implement standard based STEAM practices. 3. Increase the percentage of students reading on and above grade level in grades K-5. 4. Build community internally in order to create a collaborative culture with high collective efficacy. 5. Build partnerships with stakeholders and foster positive and collaborative relationships with the community. 6. Establish and implement RtI and PLC systems in order to thoroughly diagnose student needs and to provide early intervention.
<p>MEASURES & INDICATORS OF SUCCESS</p>
<ol style="list-style-type: none"> 1. TELPAS, STAAR, MAP data, DRA, Benchmark Assessments, Common Learning 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 and Profile of a Leader Evaluation Goals 7. Gallup Poll 8. Survey data of impact on feedback

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 704

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
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 701

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
District Rating	Met Standard	Met Standard	B	Not Rated*	TBD
TXSmartSchools	5.0	5.0	4.5	4.5	TBD
FIRST Rating	Superior	Superior	Superior	Superior	Superior
Public Information Requests	208	255	227	123	197
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.

Deputy Superintendent

Mr. Larry Whitehead

Mission Statement

Serving Students, Supporting Campuses

Health & Physical Education - Project 855

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
PE Students Served (Grades K-12)	38,863	39,483	40,046	39,550	38,370
Districtwide Percentage of Health & PE Students	77.34%	74.51%	75.13%	73.16%	69.58%
Average Cost per PE Student	\$370	\$368	\$342	\$346	\$357
Athletic Students Served (Grades 6-12)	10,441	10,571	10,835	10,220	9,852
Number of State/National Competitions	5	11	14	10	11
Number of Awards Received	8	21	28	17	21

Summer School - Project 699

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades PK-12)	8,455	4,392	4,050	*2045	13,025
Districtwide Percentage of Summer School Students	15.96%	8.29%	7.60%	3.78%	23.62%
Average Cost per Student	\$51.77	\$105.62	\$81.95	\$162.30	\$25.48

*Due to COVID 19 all instructional summer school was cancelled.

Vistas High School of Choice - Project 036

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades 9-12)	225	216	198	220	212
Number of Seniors Enrolled	98	105	90	88	83
Students Successfully Completing Program	91	101	83	80	70
Percentage of Completion	93%	96%	92%	91%	84%

Departmental Performance Measures

Disciplinary Alternative Education Program (DAEP) - Project 038

Provides the district alternative educational setting 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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades 5-12)	561	723	957	768	400
Percentage of Students Referred to DAEP	2.04%	2.73%	3.48%	2.60%	1.32%
Average Cost per Student	\$3,901	\$3,412	\$2,575	\$3,209	\$6,161

Athletic Concessions - Project 975

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*
Total Net Revenue	\$60,965	\$85,757	\$40,552	\$77,238	(\$8,586)
Total Number of Events Served	428	464	465	290	435
Profit Percentage of Total	28%	40%	15%	29%	-3%

*Due to COVID-19 challenges.

Campus Safety & Support - Project 885

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
District Rating	Met Standard	Met Standard	B	Not Rated*	TBD
Percentage of Attendance	95.6%	95.4%	95.3%	95.4%	96.2%
In School Suspensions	14,146	13,492	15,271	11,271	7,152
Out of School Suspensions	4,947	4,589	5,419	3,895	2,504
Expulsions to DAEP	707	764	922	668	420
Expulsions to JJAEP	56	93	72	63	23

*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 987

Funds the district and campus security program.

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Traffic Stops in School Zones	305	383	126	100	152
District Mobility Assistance	5,058	6,210	6,784	3,789	5,382
Campus Monitoring Checks	46,792	42,954	48,388	62,507	51,317
Assist Campus Administration	473	383	462	397	382

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 766

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Klein Education Foundation Donations	\$172,300	\$157,545	\$170,415	\$66,650	\$184,375
Golf Tournament Proceeds*			\$126,170	\$140,298	\$122,115
Registered Golfers*			184	171	180
Volunteer Hours*			62,938	42,029	16,729
Number of Volunteers*			21,886	** 1,938	2,267

*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 796

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Community Impact Inserts *			321,311	230,474	113,968
Facebook Followers	20,743	25,997	28,427	30,528	32,234
Twitter Followers	15,001	20,900	22,900	23,410	23,350
Mobile App Downloads	19,537	4,500/new app	8,500	9,500	10,200
Instagram	2,400	8,500	17,300	19,950	21,250

*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 749

Funds personnel, resources, materials, professional development, and travel for recruitment, employment, and records retention in compliance with state and federal regulations.

Performance Measures	2016-2017	2017-2018	2017-2018	2019-2020	2020-2021
Total Number of New Hires	970	1,023	1,556	636	907
Teacher Turnover Rate	15.7%	16.0%	15.0%	15.9%	Avail. Nov 2021
Teachers with No Degree	0.6%	1.0%	2.4%	1.5%	1.2%
Teachers with Bachelors Degree	74.5%	73.5%	72.1%	72.0%	73.1%
Teachers with Masters Degree	24.3%	24.7%	24.1%	25.6%	24.8%
Teachers with Doctorate Degree	0.6%	0.8%	0.8%	0.8%	90.0%

Professional Learning - Project 883

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

Performance Measures	2016-2017	2017-2018	2017-2018	2019-2020	2020-2021
District Rating	Met Standard	Met Standard	B	Not Rated*	TBD
Professional Learning Summer Sessions**					588
Professional Learning Sessions in Eduphoria**					2,067

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

**The department began collecting data for this performance measure in 2020-2021.

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 853

Funds personnel, materials, resources, and staff development

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades K-12)	21,087	21,399	18,763	24,365	26,182
Districtwide Percentage of At Risk Students	39.79%	40.38%	35.20%	45.07%	48.25%
Average Cost per Student	\$802	\$979	\$961	\$678	\$602

Mail Room - Project 781

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Reproduction*	578,586	1,537,474	0	0	0
Metered Mail	94,774	102,806	70,639	44,421	35,196

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

Financial Services - Project 750

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
No. of Payroll Checks Processed	0	48	27	48	121
No. of Payroll Direct Deposit Vouchers Processed	179,498	186,849	187,319	158,414	156,840
No. of Accounts Payable Checks Processed	14,452	13,953	14,115	11,219	10,135
No. of Accounts Payable Electronic Pymts Processed	5,212	5,899	5,719	4,062	4,230
No. of Budget Transfer Requests Processed	2,272	2,176	2,411	1,636	2,166
No. of Purchase Orders Processed	12,561	13,674	12,749	9,303	11,965
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
TXSmartSchools	5.0	5.0	4.5	4.5	TBD
FIRST Rating	Superior	Superior	Superior	Superior	Superior

Warehouse Services - Project 993

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Warehouse Stock Inventory	\$505,614	\$659,847	\$667,207	\$699,678	\$615,218
Total Warehouse Orders Filled	3,590	6,401	3,509	2,742	4,776
FIRST Rating	Superior	Superior	Superior	Superior	Superior

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

Districtwide Other - Project 799

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Tax Collections	100.93%	101.45%	101.57%	98.91%	97.93%
Total Workers Comp Incident Reports	694	842	708	655	559
Workers Comp Claims	277	299	333	268	267
Workers Comp Reports Resulting in Claims	40%	36%	47%	41%	48%
FIRST Rating	Superior	Superior	Superior	Superior	Superior

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

Departmental Performance Measures

Districtwide Employee Benefits - Project 798

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total No. of Employees in TRS	6,852	7,033	7,151	7,282	7,209
Total Number of New Hires	970	1,023	1,556	636	Avail. Nov 2021
Teacher Turnover Rate	15.7%	16.0%	15.0%	15.9%	73.1%
Employee Benefits as Percentage of Salaries	18.7%	19.1%	18.5%	19.1%	14.1%

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 969

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Hours of Professional Development/KISD Events	13,737	13,534	10,976	9,504	12,917
Number of Paid Events	299	253	185	140	120
Rental Revenue	\$444,230	\$418,742	\$359,314	\$180,474	\$116,303

Information Technology - Project 771

Funds operating and personnel expenses for information technology services.

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Number of District Computers	72,507	82,171	79,705	110,515	101,353
Total Number of IT Service Calls	81,814	90,447	104,308	78,422	106,560
Average Service Calls Per Technician	1,341	1,175	2,400	1,824	2,478
Average Cost Per Service Call	\$86	\$100	\$65	\$87	\$64

Transportation - Project 972

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
North Regular Program Annual Miles	1,445,522	1,548,642	1,636,703	1,162,423	1,407,473
South Regular Program Annual Miles	649,438	695,767	472,966	327,223	469,158
North Special Program Annual Miles	574,558	572,252	691,025	496,002	655,841
South Special Program Annual Miles	258,135	257,099	241,712	149,321	218,614
North Average Daily Ridership	11,223	11,783	15,671	16,061	12,471
South Average Daily Ridership	-	5,294	5,367	5,406	4,158

Child Nutrition - Project 980

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Meals Served - Breakfast (On Campus)*					1,306,428
Meals Served - Lunch (On Campus)*					3,422,442
Meals Served - Dinner (On Campus)*					29,771
Meals Served - Breakfast (On Campus)*					2,462,160

*The department began collecting data for this performance measure in 2020-2021.

Facility & School Services - Project 989

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Districtwide Square Footage	8,261,013	8,609,051	9,044,099	9,371,673	9,522,032
Total Construction In Progress	\$79,993,704	\$85,263,131	\$53,010,000	\$52,563,000	\$16,425,868
Total Maintenance Work Orders	27,937	35,229	32,540	24,809	35,297
Total Transportation Mileage	2,927,653	3,073,760	3,042,406	2,134,969	2,751,086

Departmental Performance Measures

Plant Operations - Project 992

Funds operating and personnel expenses for districtwide custodial services.

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Square Footage Maintained by Plant Operations	8,348,765	9,018,803	9,243,803	9,341,433	9,374,521
Personnel Cost Per Square Foot	\$0.89	\$1.10	\$1.03	\$0.92	\$1.09
Average Square Foot Per Custodian	24,848	25,122	26,716	26,998	27,021

Plant Maintenance - Project 994

Funds operating and personnel expenses for maintaining districtwide facilities.

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Square Footage Maintained by Plant Maintenance	8,307,679	9,044,099	9,341,433	9,353,710	9,522,032
Total Maintenance Work Orders	27,937	35,229	32,540	24,809	35,297
Preventative Work Orders	2,022	2,695	3,506	3,404	4,389
Routine Work Orders	25,915	32,534	29,034	21,405	30,908
Total Maintenance Costs Per Square Foot	\$0.15	\$1.09	\$1.06	\$1.05	\$1.03
Personnel Cost Per Square Foot	\$0.57	\$0.71	\$0.67	\$0.63	\$0.77

Energy Management - Project 997

KISD Energy Management supports KISD by helping students and staff become knowledgeable, active, reflective, self-disciplined, and good stewards of our resources.

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Total Square Footage Served	8,261,014	8,609,051	9,233,909	9,233,909	9,481,843
Average Utility Cost Per Square Foot	\$1.09	\$1.12	\$1.06	\$0.84	\$0.88
Average Kilowatt-Hours Per Square Foot	9.9	9.2	8.6	8.1	8.6

Chief Academic Officer

Dr. Anthony Indelicato

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 - Project 851

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades K-12)	7,560	7,751	8,135	8,680	8,822
Average Cost per Student	\$2,673	\$2,658	\$2,209	\$1,903	\$2,315
Funds used for Professional Development	\$974,564	\$599,292	\$874,712	\$568,187	\$654,718
Number of Bilingual Teachers	233	233	211	211	-
Total Bilingual Stipends Paid	\$1,236,215	\$1,260,708	\$1,201,336	\$1,133,017	\$1,146,113

Special Education - Project 852

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades PK-12)	4,430	4,768	5,102	5,713	5,873
Districtwide Percentage of Special Education Students	8.55%	9.00%	9.57%	10.57%	10.65%
Average Cost per Student	\$9,284	\$9,120	\$9,301	\$9,016	\$10,876

Fine Arts - Project 856

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades K-12)	42,947	43,787	43,942	41,685	38,286
Number of Competitions	127	147	134	22	58
Number of Awards Received	122	126	139	45	74
Districtwide Percentage of Fine Arts Students	79.66%	82.63%	82.44%	77.11%	69.43%
Average Cost per Student	\$452	\$461	\$465	\$447	\$559

Departmental Performance Measures

Academic Academics - Project 858

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades K-12)	2,135	2,595	2,401	2,854	8,412
Districtwide Academic Enrichment Students	3.96%	4.90%	4.50%	5.28%	15.25%
Average Cost per Student	\$281	\$359	\$389	\$262	\$135
Number of Students Tested for GT	1,968	2,392	2,555	2,748	5,039

Therapeutic Education Program (TEP) - Project 035

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades K-12)	204	190	282	192	164
Write-Ups	5,512	7,022	8,101	3,402	3,598
Restraints	140	243	278	365	380
Students Sent to Home Campus from TEP	41	11	24	13	15
Students Returned from Home Campus to TEP	2.00	-	-	1.00	1.00
Return Rate of Students to TEP	5%	0%	0%	8%	7%

Career & Technical Education - Project 860

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Students Served (Grades 6-12)	12,284	14,813	15,415	15,987	16,686
CTE Concentrators Earning Certification/Licensure	668	617	423	473	512
State/National Competition Participants	764	795	669	573	467
CTE Certification/Licensures Earned*	N/A	1710	3,955	1,545	3,089
State/National 1st and 2nd Place Awards Received	79	94	125	13	44

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

Core Academics - Math & Science - Projects 861 & 862

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	2016-2017	2017-2018	2016-2017	2019-2020	2020-2021
Math District STAAR Performance	85%	84%	84%	Not Rated*	Avail. Nov. 2021
Science District STAAR Performance	85%	83%	84%	Not Rated*	Avail. Nov. 2021

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

Core Academics - ELA, Social Studies, World Languages - Projects 863 & 864

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Reading/ELA District STAAR Performance	78%	78%	78%	Not Rated*	Avail. Nov. 2021
Writing District STAAR Performance	70%	71%	72%	Not Rated*	Avail. Nov. 2021
Social Studies District STAAR Performance	82%	81%	83%	Not Rated*	Avail. Nov. 2021

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

Accountability & Data - Project 870

Creates and maintains the districtwide repository of student data.

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Pupil/Teacher Ratio	15.3	15.1	15.2	15.3	14.6
District Graduation Rate	94.10%	92.88%	94.60%	91.60%	Avail. Nov. 2021
PID Error Rate*	0.00%	0.08%	N/A	N/A	N/A

* Information is no longer provided after 2017-2018

Departmental Performance Measures

Counseling & Whole Student Wellness - Project 876

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*
High School Completion Rate	95.7%	96.2%	96.1%	Avail. Nov 2021	Avail. Nov 2022
Total District Counselors	127.7	135.2	142.0	142.0	138.0

Health Services - Project 877

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

Performance Measures	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*
Total District Nurses and Certified Clinic Assistants	76.0	79.0	82.0	87.0	92.0
Vision Screening Referrals	2,614	2,288	2,574	2,381	1,707
Students Receiving Treatment after Vision Screenings	1,161	932	1,067	927	567
Hearing Screening Referrals	268	374	316	237	249
Students Receiving Treatment after Hearing Screenings	122	118	150	104	108
Cardiopulmonary Resuscitation (CPR) Trainings*	759	761	592	515	866
Number 504 Students	3,131	3,370	3,695	3,793	4,007

*CPR certification is for two years.

Family Engagement - Project 878

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*
Enrollment in adult ESL classes provided by HCDE & LSC*		180	150	130	83
Enrollment in computer-based adult ESL classes in KFFS		100	109	105	122
Klein ISD schools participating in Parent University*		11	15	17	15
Parent University sessions in KF Family of Schools*		93	96	76	43
Parent University session in Klein ISD schools*		N/A	18	20	21
Master session classes for Parent University*		N/A	6	8	4
Parent University Graduates*		233	263	229	176
Parent University Graduates (Master distinction)*		N/A	58	74	58

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

Digital Learning - Project 879

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*
Library Books in Circulation	2,013,594	2,135,390	2,164,825	873,547	807,785
Internet Safety Course (number of students served)	49,455	50,595	53,272	54,200	30,124
Number of District Technology Classes	444	1,950	524	311	41
Number of Campus Technology Classes	623	1,119	184	61	450

Teaching & Learning - Project 898

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	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021*
District Rating	Met Standard	Met Standard	B	Not Rated*	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.



Financial Integrity Rating System of Texas

2020-2021 RATINGS BASED ON SCHOOL YEAR 2019-2020 DATA - DISTRICT STATUS DETAIL

Name: KLEIN ISD(101915)		Publication Level 1: 8/4/2021 2:00:38 PM	
Status: Passed		Publication Level 2: 8/6/2021 11:10:55 AM	
Rating: A = Superior		Last Updated: 8/6/2021 11:10:55 AM	
District Score: 98		Passing Score: 70	
#	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>	6/8/2021 3:36:25 PM	Yes
2	<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>	6/8/2021 3:36:25 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>	6/8/2021 3:36:25 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? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)</u>	7/1/2021 9:05:05 AM	Yes Ceiling Passed
5	This indicator is not being scored.		
			1 Multiplier Sum
6	<u>Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/28/2021 11:08:20 AM	Ceiling Passed
7	<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 in the Determination of Points section.</u>	6/8/2021 3:36:26 PM	10
8	<u>Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.</u>	6/8/2021 3:36:26 PM	10
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? See ranges below in the Determination of Points section.</u>	6/8/2021 3:36:26 PM	10
10	<u>Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?</u>	7/2/2021 1:25:47 PM	10
11	<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 increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.</u>	6/8/2021 3:36:27 PM	10
12	<u>Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.</u>	6/8/2021 3:36:28 PM	8
13	<u>Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.</u>	6/8/2021 3:36:28 PM	10
14	<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>	6/8/2021 3:36:28 PM	10
15	<u>Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA? If the district did not submit pupil projections to TEA, did it certify TEA's</u>	6/8/2021 3:36:29 PM	5



Financial Integrity Rating System of Texas

	<u>projections? See ranges below in the Determination of Points section.</u>		
1 6	<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? (If the school district fails indicator 16, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	7/9/2021 9:25:51 AM	Ceiling Passed
1 7	<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.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)</u>	6/8/2021 3:36:29 PM	Ceiling Passed
1 8	<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>	6/8/2021 3:36:29 PM	10
1 9	<u>Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?</u>	6/8/2021 3:36:29 PM	5
2 0	<u>Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)</u>	6/8/2021 3:36:29 PM	Ceiling Passed
			98 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			98 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 Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70
<p>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. The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis</p>		

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement



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2021-2022 KLEIN ISD academic calendar

'21 August

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

September

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

October

S	M	T	W	T	F	S
						1
					8	9
3	4	5	6	7		
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates

- AUG 9-17** Staff Development
- AUG 18** FIRST DAY OF CLASSES
- SEPT 6** Labor Day Holiday
- OCT 8** Staff Development
- OCT 11** Staff/Student Holiday
- NOV 22-26** Thanksgiving Holiday
- DEC 17** Last Day of First Semester
- DEC 20-DEC 31** Winter Break Holiday
- JAN 3** Staff Development
- JAN 4** Staff Development
- JAN 5** FIRST DAY OF SECOND SEMESTER
- JAN 17** MLK JR. Holiday
- FEB 18** Staff Development
- FEB 21** Staff/Student Holiday
- MAR 14-18** Spring Break
- APR 15** Staff/Student Holiday
- APR 18** Staff Development
- MAY 27** LAST DAY OF SCHOOL
- MAY 30** Memorial Day
- MAY 31** Staff Development
- JUNE 1** Staff Development

November

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

'22 December January

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

February

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

March

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

April

S	M	T	W	T	F	S
						1
					8	9
3	4	5	6	7		
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Grading Periods

- FIRST SEMESTER**
- AUGUST 18 - OCTOBER 7
- OCTOBER 12 - DECEMBER 17
- SECOND SEMESTER**
- JANUARY 5 - MARCH 11
- MARCH 21 - MAY 27

May

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Calendar Key

- First & Last Days of School
- Staff/Student Holiday
- Staff Development/Student Holiday

School Hours

- ELEMENTARY**
8:05 A.M. to 3:25 P.M.
- INTERMEDIATE**
8:50 A.M. to 4:10 P.M.
- HIGH SCHOOL**
7:20 A.M. to 2:45 P.M.

**Klein Independent School District
General Obligation Bonds
Principal and Interest Schedule as of July 1, 2021**

Year Ended June 30	Principal	Interest	Total	Percent Retired
2022	44,500,000	44,167,966	88,667,966	5.49%
2023	45,280,000	42,056,491	87,336,491	10.89%
2024	36,975,000	39,918,991	76,893,990	15.65%
2025	37,110,000	38,076,066	75,186,066	20.30%
2026	37,895,000	36,302,623	74,197,623	24.89%
2027	42,640,000	34,497,560	77,137,560	29.66%
2028	41,900,000	32,629,101	74,529,101	34.28%
2029	43,585,000	30,806,608	74,391,608	38.88%
2030	45,380,000	28,902,438	74,282,438	43.48%
2031	47,600,000	26,873,631	74,473,632	48.08%
2032	49,840,000	24,822,475	74,662,476	52.70%
2033	44,670,000	22,839,281	67,509,282	56.88%
2034	43,535,000	21,091,163	64,626,163	60.88%
2035	44,780,000	19,409,825	64,189,825	64.85%
2036	44,870,000	17,675,950	62,545,949	68.72%
2037	46,690,000	15,916,350	62,606,350	72.60%
2038	48,585,000	14,070,231	62,655,231	76.47%
2039	50,585,000	12,146,775	62,731,775	80.35%
2040	41,320,000	10,327,343	51,647,343	83.55%
2041	43,000,000	8,714,034	51,714,034	86.75%
2042	34,270,000	7,093,508	41,363,508	89.31%
2043	32,390,000	5,659,818	38,049,818	91.66%
2044	31,830,000	4,342,688	36,172,688	93.90%
2045	30,575,000	3,091,788	33,666,788	95.98%
2046	26,705,000	1,891,688	28,596,688	97.75%
2047	18,140,000	1,039,050	19,179,050	98.94%
2048	9,580,000	530,350	10,110,350	99.57%
2049	5,075,000	187,313	5,262,313	99.27%
2050	1,720,000	25,800	1,745,799	99.67%
	<u>\$ 1,071,025,000</u>	<u>\$ 545,106,905</u>	<u>\$ 1,616,131,905</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
05/01/10	\$ 38.14 Million	Morgan Keegan & Co., Inc.	3.459995%	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 ^(a)	Raymond James & Associates	3.661521%	Aaa	AAA
05/15/16	\$ 137.50 Million ^(b)	Raymond James & Associates	2.995232%	Aaa	AAA
05/15/16	\$ 15.37 Million ^(c)	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 ^(d)	Citygroup Global Markets, Inc.	3.514659%	Aaa	-
05/01/19	\$ 77.97 Million ^(e)	Robert W. Baird & Co., Inc.	3.885632%	Aaa	AAA
05/01/20	\$ 139.50 Million ^(f)	Jefferies LLC	5.819384%	Aaa	AAA
10/14/20	\$ 61.29 Million ^(g)	Citygroup Global Markets, Inc.	2.080428%	Aaa	AAA

- (a) This series includes \$171 million new money bonds as well as refunding bonds from Series 2005A, 2006, 2007, 2008, and 2008A.
- (b) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2007, 2008, 2008A, and 2009B.
- (c) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2005.
- (d) Refunded bonds from prior sales of Unlimited Tax Schoolhouse Bonds Series 2008A.
- (e) This series includes \$78 million new money bonds as well as \$9.495 million refunding bonds from Series 2009B.
- (f) This series includes \$112.1 million refunding bonds from Series 2010A, 2010B (BABS), and 2010.
- (g) Refunded bonds from prior sales of Schoolhouse Bonds Series 2011.

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
ARP Act	American Rescue Plan	ESSER	Elementary and Secondary School Emergency Relief
ASAHE	Additional State Aide for Homestead Exemption	ESL	English as a Second Language
ASATR	Additional State Aid for Tax Reduction	EUI	Energy Use Intensity
ASBO	Association of School Business Officials	FASRG	Financial Accountability System Resource Guide
ASF	Available School Fund	FAST	Financial Allocation Study for Texas
AVID	Advancement Via Individual Determination	FCC	Federal Communications Commission
BTIM	Beginning Teacher Induction and Mentoring	FFA	Future Farmers of America
CAFR	Comprehensive Annual Financial Report	FIRST	Financial Integrity Rating System of Texas
CARES ACT	Coronavirus Aid, Relief & Economic Security	FSP	Foundation School Program
CIP	Campus Improvement Plan	FTE	Full Time Equivalent
CISD	Consolidated Independent School District	FY	Fiscal Year
CRF	Coronavirus Relief Fund	GAAP	Generally Accepted Accounting Principles
CRRSA Act	Coronavirus Response, & Relief Supplemental Appropriations	GASB	Governmental Accounting Standards Board
CTE	Career and Technology Education	GFOA	Government Finance Officers Association
CTR	Compressed Tax Rate	HB	House Bill
DAEP	Disciplinary Alternative Education Program	HCAD	Harris County Appraisal District
DCA	District Common Assessment	HCDE	Harris County Department of Education
DTR	District Tax Rate	HGAC	Houston-Galveston Area Council
EC	Early Childhood	HSA	High School Allotment
EDA	Existing Debt Allotment	I&S	Interest and Sinking
		IB	International Baccalaureate

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

Education Terms and Abbreviations

Academic Excellence Indicators System (AEIS): See Texas Academic Performance Reports (TAPR)

Accountability Ratings: The Accountability Ratings System rates campuses and districts as exemplary, recognized, acceptable, and low performing based on the percentage of students who pass the state assessment instruments and the dropout rate.

Accrue: To record revenues when earned or when levies are made, and to record expenditures as soon as they result in liabilities, regardless of when the revenue is actually received or the payment is actually made. Sometimes, the term is used in a restricted sense to denote the recording of revenues earned but not yet due, such as accrued interest on investments and the recording of expenditures which result in liabilities that are payable in another accounting period, such as accrued interest on bonds.

Actual Tax Rate or Nominal Tax Rate: The tax rate adopted by school districts and used to calculate tax bills.

Adequate Yearly Progress (AYP): Adequate Yearly Progress is part of the federal No Child Left Behind Act. Under this legislation, states establish what each child must learn every year. Curriculum learning objectives are set in Texas through the Texas Education Agency. The indicators for AYP in Texas schools include the State of Texas Assessments of Academic Readiness (STAAR) and for the final year (2011-12) the Texas Assessment of Knowledge and Skills (TAKS) results for reading/English Language Arts (ELA) and mathematics at grades 3-8 and 10 for the following sub-groups: All students, African American, Hispanic, White, and Economically Disadvantaged students, Limited English Proficient and Special Education.

American Recovery and Reinvestment Act of 2009 (ARRA): Enacted by the 111th United States Congress, the ARRA is an act making supplemental appropriations for job preservation and creation, infrastructure investment, energy efficiency and science, assistance to the unemployed, and state and local fiscal stabilization, and for other purposes. ARRA ended on September 30, 2012.

Alternative Teacher Education Programs: Some institutions of higher education, education service centers, and large school districts have been approved by the State Board for Educator Certification to operate alternative programs of preparation for teachers and administrators. These programs involve university coursework or other professional development experiences, as well as intense mentoring and supervision during the candidate's first year in the role of educator. In addition, some regional education service centers offer alternative programs of preparation similar to the school-based programs.

American Rescue Plan (ARP): The Department will begin to make these funds available this month so that they may act to fund health and safety measures consistent with CDC guidance, address the disruptions to teaching and learning resulting from the pandemic—especially for students hardest hit by the pandemic—and get students back in the classroom quickly and safely.

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 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.

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”)

Coronavirus Aid, Relief, and Economic Security Act (CARES): This bill allotted \$2.2 trillion to provide fast and direct economic aid to the American people negatively impacted by the COVID-19 pandemic. Of that money, approximately \$14 billion was given to the Office of Postsecondary Education as the Higher Education Emergency Relief Fund, or HEERF.

Coronavirus Relief Fund (CRF): For the support of district and charter school operations as well as student, family and staff support. District and charter allocations have been adjusted to account for the October 1, deadline whereby we had a few schools not accept their original funds.

Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA): The COVID-19 pandemic has had a profound impact on educational institutions and the students they serve. Through the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) signed into law on Dec. 27, 2020, schools can access funding that can be used to cover the costs of JED High School programming on their campus. Below is a brief overview of this funding source.

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.

Elementary and Secondary School Emergency Relief (ESSER): The pandemic has caused major disruptions in instruction that could take years to remediate. School district administrators and teachers across the state are working tirelessly to meet these ongoing challenges. It is critical that school district leaders share with their legislators specific examples of the ways in which the pandemic has impacted their students, staff, and communities

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.

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.

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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