



**Regular Meeting with Public Hearing Agenda
Thursday, February 15, 2024
Concordia University Texas
11400 Concordia University Drive
Austin, TX 78726
6:15 PM**

The Board meeting protocols are available at <https://bit.ly/3DHAR4v>.

Doors will open to the public at 5:30 PM.

Members of the public may access this meeting via live stream at <https://live.myvrspot.com/st?cid=MmVIZD>. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at <https://bit.ly/3Sm2uKI>, between noon the day prior to the meeting and noon the day of the meeting and be present at the meeting when their number is called. **Note:** Individuals signed up to speak regarding a Public Hearing agenda item will be called to speak during that portion of the meeting.

Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on February 9, 2024, at 3:23 PM.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice. Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

1. CALL TO ORDER AND DECLARATION OF QUORUM

2. OPENING CEREMONY

- A. Pledge of Allegiance
- B. Moment of Silence

3. RECOGNITION

- A. Spotlight on Learning: Giddens Elementary School
- B. Video Recognitions

- 1. National School Counselors Week, February 5 - 9
- 2. Leander ISD Volunteer Appreciation Week, February 12 - 16
- 3. Leader in Me Symposium Tour Sites - Reed & Westside Elementary Schools
- 4. SAT Perfect Score - Shaurya Sharma, Rouse High School
- 5. Texas Council of Teachers of English Language Arts (TCTELA) High School Teacher of the Year - Amber Funderburgh, Vista Ridge High School
- 6. Texas Elementary Principals and Supervisors Association (TEPSA) Region 13 TESPAN of the Year - Alicia Harris, Knowles Elementary School
- 7. Texas Music Educators Association (TMEA) - All-State Band & Choir Musicians
- 8. UIL State Spirit Medalist - Vandegrift High School

4. CITIZEN COMMENTS *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*

5. PUBLIC HEARING

- A. 2022-2023 Texas Academic Performance¹ Report and Public Hearing

6. CITIZEN COMMENTS FOR TEXAS ACADEMIC PERFORMANCE REPORT (TAPR) PUBLIC HEARING *(See notes at the top of the agenda for instructions on how to sign up and details regarding speaking).*

7. CONSENT AGENDA

- A. Consider Approval of Minutes of Regular and Called Board Meetings 16
- B. Consider Adoption of Local Policies AEA and GKB 20
- C. Consider Approval of Budget Amendments 30

8. SUPERINTENDENT'S REPORT 32

- A. Safe and Innovative Learning Environments
- B. Empowered Student Learning
- C. Empowered Staff Learning

9. DISCUSSION / ACTION ITEMS

A. STUDENT EXPERIENCE

- 1. Goal 1: Empowered Student Learning Mid-Year Update 44
- 2. Consider Approval of Elementary School #30 Attendance Zoning Recommendation 74

B. GOVERNANCE

C. OPERATIONS

- 1. 2023-2024 Budget Projections 109

10. CLOSED SESSION

- A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: deliberation and consideration of employment of Executive Director of Safety & Security *(position will transition to Chief of Leander ISD Police Department)*

11. ACTION PURSUANT TO CLOSED SESSION

- A. Consider Employment of Executive Director of Safety & Security

12. BOARD MEETING DEBRIEF

13. ADJOURNMENT

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f). Before any closed meeting is convened, the presiding officer will publicly identify the section or sections of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open meeting. [See BEC(LEGAL)]

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item: 2022-2023 Texas Academic Performance Report (TAPR) and Public Hearing

Purpose (this meeting): Discussion Item/Report Only Action Requested

Administrator Responsible: Brenda Cruz and Emily Gray

Attachments: 2022-2023 Texas Academic Performance Report (TAPR) Presentation

Background Information:

A summary of the 2022-2023 Texas Academic Performance Report (TAPR) will be presented by Brenda Cruz, Director of State Assessment and Academic Measures, and Emily Gray, Sr. Coordinator of K-12 Measures. The presentation will be immediately followed by a public hearing in compliance with the State’s mandate. Resources referenced in the report may be found on [TEA’s website](#).

Administrative Recommendation:

N/A

Sample Motion:

N/A



Texas Academic Performance Report (TAPR) and⁴ Public Hearing

February 15, 2024

Purpose of the TAPR

Review and summarize the annual 2022-2023 Texas Academic Performance Report (TAPR) including:

- Information on student and staff demographics and programs
- Performance of students in the district
- Graduation and College, Career and Military data

Meet the requirements of TEC 39.306 which states the district's Board of Trustees must:

- Publish an annual report and
- Hold a public hearing

The annual report includes:

- [TAPR Pdf](#)
- [Texas Academic Performance Report](#)
Link includes:
 - * LISD and all campus reports
 - * TAPR glossary and guidelines
- [2022-2023 District Accreditation Status](#)
Accredited
- [2021-2022 PEIMS Financial Standard Report](#)
- [2023-2024 Campus and District Improvement Plans](#)₅
- [HB 3 Goals Update](#)
- [Report of Violent or Criminal Incidents By Campus Prevention and Intervention Policies](#)
- [Report from the Texas Higher Education Coordinating Board \(THECB\)](#) - report showing students enrolled in Texas public colleges and universities (pgs. 636-640 for LISD)
- [The following are not included, per TEA, due to delay:](#)
 - District and Campus Accountability Ratings
 - Distinction Designations
 - Special Education Determination Status

District Student Profile

** Source: PEIMS

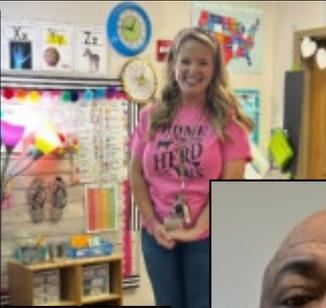
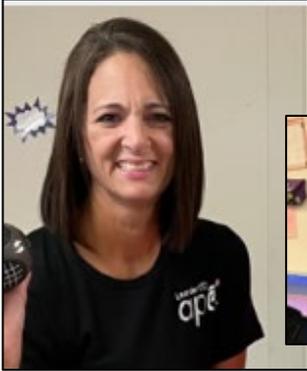


LEANDER ISD	2019-2020	2020-2021	2021-2022	2022-2023
Total Population Enrolled	41,381	40,355	41,780	42,415 <i>23-24: 42,584</i>
American Indian-Alaskan Native	0.3%	0.3%	0.3%	0.3%
Asian	9.3%	10.4%	12.3%	14.9% <i>23-24: 16.6%</i>
African American	4.2%	4.4%	4.5%	4.4%
Hispanic	25.8%	26.3%	26.3%	26.1%
Native Hawaiian- Pacific Islander	0.1%	0.1%	0.1%	0.1%
Two or more	5.4%	5.8%	6.1%	6.4%
White	54.9%	52.7%	50.4%	47.9% <i>23-24: 45.6%</i>

Student Groups	2019-2020	2020-2021	2021-2022	2022-2023
Eco Dis	19.4%	18.0%	18.5%	19.9%
Special Ed.	13.0%	13.4%	13.4%	14.1% <i>23-24: 14.9%</i>
Section 504	9.2%	9.5%	9.7%	9.5%
Emergent Bilingual (EB)	7.1%	8.1%	9.6%	11.5% <i>23-24: 13.7%</i>
At Risk	32.7%	31.6%	32.7%	36.2%
Gifted & Talented	20.9%	20.5%	20.3%	20.6%

LISD Staff Summary 2022-2023

Total Staff: 5,277



	LISD	State
Teachers	57%	49%
Campus/ Central Admin	4%	5%
Aides/Auxiliary Staff	29%	⁷ 36%
Prof. Support	11%	11%



Performance

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**2023 Participation:
99% all tests**

Texas Education Agency
2022-23 STAAR Performance (TAPR)
 LEANDER ISD (246913) - WILLIAMSON COUNTY

	School Year	State	Region 13	District	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2023	76%	78%	86%	67%	79%	88%	56%	95%	*	88%	61%	88%	86%	86%	70%	79%
	2022	76%	78%	86%	67%	80%	88%	90%	93%	-	91%	55%	86%	86%	85%	72%	80%
At Meets Grade Level or Above	2023	50%	53%	63%	46%	53%	64%	56%	83%	*	61%	34%	49%	63%	64%	40%	58%
	2022	51%	56%	65%	44%	54%	69%	60%	81%	-	70%	38%	54%	65%	65%	45%	53%
At Masters Grade Level	2023	20%	23%	28%	9%	19%	28%	33%	49%	*	28%	10%	14%	27%	30%	12%	22%
	2022	30%	35%	42%	24%	31%	46%	40%	59%	-	45%	15%	20%	42%	44%	23%	31%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2023	73%	74%	81%	61%	71%	84%	78%	94%	*	78%	56%	78%	81%	81%	63%	80%
	2022	71%	72%	77%	46%	68%	80%	80%	92%	-	79%	51%	70%	77%	75%	56%	72%
At Meets Grade Level or Above	2023	45%	47%	54%	32%	41%	56%	44%	80%	*	53%	31%	47%	54%	56%	30%	55%
	2022	43%	45%	47%	20%	34%	50%	50%	74%	-	47%	29%	47%	47%	47%	26%	42%
At Masters Grade Level	2023	19%	22%	25%	9%	12%	24%	22%	52%	*	27%	13%	15%	24%	27%	8%	25%
	2022	21%	23%	23%	5%	14%	23%	20%	46%	-	22%	10%	19%	23%	24%	9%	24%

Summary of STAAR 2023 Performance

	Elementary	Middle School	High School
Glows	<p>Gr. 3- 5 Math: Meets level increased in 11 of 12 student groups (up to 14% pts)</p> <ul style="list-style-type: none"> ➤ 3rd gr: 12% pt increase at Meets level in African American student group & 6-7% pt increase in the Hispanic, White, 2+ Races, Asian and EB student group ➤ 4th gr: 5-6% pt increase at Meets level for White, Asian, Current & Former Spec. Ed, and EB <p>Gr. 4 Reading: 3-10% pt increase at the Approaches level for 10 student groups.</p>	<p>Gr. 6 Reading:</p> <ul style="list-style-type: none"> ➤ 7-10% pt increase at Approaches and Meets level overall ➤ Over 20% pt increase in the African American student group in Approaches and Meets level; ➤ 9-12% pt increase at the Meets level within the following student groups: Hispanic, Asian, Former Special Ed, Eco Disadvantage, and Emergent Bilingual <p>Gr. 8 Reading: 9% pt increase at the Approaches level and 14% pt increase at the Meets level in the African American student group</p> <p>Gr. 8 Math: 12% pt increase at the Meets level overall with 8-15% increase at Meets and Masters level in at least 8 of the student groups.</p>	<p>Eng I: 5-6% pt increase overall at each performance level with 10-15% pt increase at the Approaches and Meets level within the African American student group</p> <p>Eng II:</p> <ul style="list-style-type: none"> ➤ 6-10% pt increase at the Approaches and Meets level in the Current Special Ed student group ➤ 7-11% pt increase at the Approaches level in the Eco Disadvantage and EB student groups. <p>All other End of Course subject areas remained steady or increased 2-4% pts. overall</p>
Grows	Increase % at Masters performance level in all content areas		

Progress: Accelerated Learning

Percentage of students who did not meet the passing standard on STAAR the year prior and accelerated to Approaches level (passing) or above. (Gr. 4+)

LISD		Region	State
All Grades ELA/Reading	47%	35%	35%
All Grades Mathematics	48%	38%	40%



Graduate Information

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Graduates



	Class of 2020	Class of 2021	Class of 2022
	98.6%	97.5%	98.3%



Career/Military Readiness

	Class of 2020:	Class of 2021:	Class of 2022:
Annual Graduates:	22.4%*	27.8%	27.6%
Approved Ind. Based Certifications	16.3%	19.8%	20.1%
Grads with IEP & Workforce Readiness	3.7%	3.9%	3.7%
Grads Under an Advanced Diploma Plan & Identified as Current Special Ed.	3.7%	8.0%	7.3%

** Change in definition)*

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College Readiness

	Class of 2020	Class of 2021	Class of 2022
Annual Graduates:	77%	73.9%	73.4%
Met TSI Criteria in Math/ELA	74.1%	69.1%	69.3%
AP/IB Met Criteria in any subject	45.2%	43.9%	42.5%
Dual Credit Course in any subject	28.3%	25.1%	21.8%



Public Hearing

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Discussion

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item: Consider Approval of Minutes of Regular and Called Board Meetings
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Bruce Gearing, Ed.D.
Attachments: 01-18-24 Regular Board Meeting Minutes DRAFT

Background Information:

Board meeting minutes are attached for your review.

Administrative Recommendation:

Administration recommends approval of the minutes as presented.

Sample Motion:

I move the Board approve the minutes for the January 18, 2024 meeting as presented.



Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, January 18, 2024, beginning at 6:17 PM at Concordia University Texas located at 11400 Concordia University Drive, Austin, TX 78726. The following members were present: Gloria Gonzales-Dholakia, Anna Smith, Trish Bode, Sade Fashokun, Paul Gauthier, and Francesca Romans. Christine Mauer was absent.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**

2. **OPENING CEREMONY**

- A. Pledge of Allegiance
- B. Moment of Silence

3. **RECOGNITION**

- A. Spotlight on Learning: Leander Extended Opportunity (LEO) Center
- B. Video Recognitions
 - 1. School Board Recognition Month

4. **CITIZEN COMMENTS**

Three citizens addressed the Board of Trustees.

5. **CONSENT AGENDA**

I move the Consent Agenda items be approved as presented. This motion made by Francesca Romans and seconded by Anna Smith passed five in favor, one (Paul Gauthier) opposed, and one (Christine Mauer) absent.

- A. Consider Approval of Minutes of Regular and Called Board Meetings
- B. Consider Adoption of Board Resolution to Designate Certain Non-Business Days for the Purpose of the Texas Public Information Act for the 2024 Calendar Year
- C. Consider Adoption of Local Policies CKE, CRF, FD and FEC
- D. Consider Approval of Budget Amendments

6. SUPERINTENDENT'S REPORT

- A. Safe and Innovative Learning Environments
- B. Empowered Student Learning
- C. Empowered Staff

7. DISCUSSION / ACTION ITEMS

A. STUDENT EXPERIENCE

- 1. Consider Approval of Elementary School #30 Attendance Zoning Recommendation

I move that the Board adopt the implementation of Elementary School 30 Attendance Zoning Scenario 3 for the 2024-2025 school year as presented. This motion made by Trish Bode and seconded by Gloria Gonzales-Dholakia failed with two in favor, four opposed, and one (Christine Mauer) absent.

- 2. 2024-2025, 2025-2026 Academic Calendar Discussion
- 3. Instructional Materials Adoption Process Overview
- 4. Discussion of Leading Measures

B. GOVERNANCE

C. OPERATIONS

- 1. Child Nutrition Services Annual Report
- 2. Discussion and Consider Adoption of the 2024-2025 Budget Assumptions

I move that the Board of Trustees adopt the 2024-2025 Proposed Assumptions to be used in preparing the preliminary 2024-2025 General Fund Budget. This motion made by Trish Bode and seconded by Francesca Romans passed six in favor and one (Christine Mauer) absent.

- 3. Consider Approval of External Auditor for 2023-2024 Audit Services

I move that the Board of Trustees approve Whitley Penn be engaged to provide audit services for the 2023-2024 fiscal year. This motion made by Anna Smith and seconded by Francesca Romans passed six in favor and one (Christine Mauer) absent.

- 4. 2023-2024 Budget Projections
- 5. Business and Finance Monthly Reports
 - a. Monthly Bond Status Report
 - b. Monthly Financial Report
 - c. Monthly Investment Report
 - d. Monthly Tax Collection Report

8. CLOSED SESSION

The Board went into closed session at 9:55 PM after the Board President announced the right to do so under:

- A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter
- B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers
- C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed
- D. Texas Government Code 551.074: deliberation and consideration of employment of Vista Ridge High School Principal
- E. Texas Government Code 551.074: Superintendent Formative Evaluation Quarterly Review
- F. Texas Government Code 551.074: deliberation regarding Superintendent contract

The Board returned from closed session at 11:30 PM.

9. ACTION PURSUANT TO CLOSED SESSION

- A. Consider Employment of Vista Ridge High School Principal

No action was taken on this item.

- B. Consider Approval of Superintendent Contract

I move that the Board offer the Superintendent a new contract effective February 1, 2024, through July 31, 2027, with the terms and benefits recommended by the Board Officers. This motion made by Francesca Romans and seconded by Trish Bode passed five in favor, one (Paul Gauthier) opposed, and one (Christine Mauer) absent.

10. BOARD MEETING DEBRIEF

11. ADJOURNMENT

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.
Time: 11:31 PM

These minutes were read and approved by the Board of Trustees on the 15th day of February 2024.

President

Secretary

Copies of Board information referred to are attached to the official minutes or filed in the office indicated.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item: Consider Adoption of Local Policies AEA and GKB
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Shawn Swisher
Attachments: Consider Adoption of Local Policies AEA and GKB Atch

Background Information:

The policy committee has met and reviewed draft revisions to Policies AEA and GKB, which are presented for Board approval this evening as follows:

AEA(LOCAL) - The proposed revisions reflect an effort to ensure alignment of policy language with the actual practice of the office, as reported in the recent Equitable Access Formative Review, which was presented to the Board in the February 1, 2024 Board Meeting.

GKB(LOCAL) - The proposed revisions include edits to provide clarity on advertising as well as language to provide clarity and uniformity on political signs, to ensure clear and fair application as well as measures to prevent damage to district property.

Administrative Recommendation:

Administration recommends adoption of local Policies AEA and GKB as presented.

Sample Motion:

I move that the Board adopt local Policies AEA and GKB as presented.

Purpose

The purpose of this policy is to provide guidance, establish framework, and direct action to affect change within the District; to ~~address prevent~~ racism, intolerance, bigotry, and prejudice; and to promote an environment that welcomes and respects each community member while appreciating our differences.

This policy, and the guidance herein, do not supersede or revoke any other legal policy contained in the District Board policy manual. Where this policy conflicts with legal requirements, this policy is without effect. Unless specifically mentioned, this policy advocates for both students and staff.

Definitions

Access: “giving equitable access to everyone regardless of human ability and experience.”

Equity: “an approach that ensures that all people have the opportunity to grow, contribute, and develop regardless of their identity.”
~~Differs from equality.~~

Diversity: “the presence of multiple groups and perspectives within a given setting.”

Inclusion: “intentional, ongoing effort to ensure that diverse people with different identities and abilities are able to fully participate.”

Commitment to Educational Equity Access

The District shall actively work to improve its practices to prevent inequities that lead to ~~identity-predictable~~ disparities in outcomes. The Board understands that our teachers and staff deserve a non-hostile work environment; and commits to implementing a policy that creates a barrier-free learning place where, regardless of, but not limited to, race, sex, gender identity or expression, sexual orientation, ethnicity, religion, cultural observance, economic status, disability, body type/size, or other self-reported identities benefits all of our community. ~~Identity-predictable disparities between student groups in the District is unacceptable.~~

Acknowledgment of Historical Inequities

~~The District acknowledges and takes ownership of any past and present inequities that might exist in our system. These~~ inequities have resulted in disparities in the educational and societal advancement of all our students. ~~The District recognizes that continuing the status quo will only perpetuate the inequity within our public schools.~~ The Board understands the need for purposeful action and is committed to identify, acknowledge, and overcome ~~identity-predictable~~ disparities between our students. The responsibility for addressing these disparities rests with our leadership, staff, ~~and~~ teachers, ~~and~~ students.

**District Office of
~~Diversity, Equity,
and Inclusion~~
Educational Access**

The District shall establish and maintain the Office of ~~Diversity, Equity, and Inclusion (ODEI)~~ Educational Access (OEA). This office shall serve to manage the execution of the District's strategic action plan on issues of ~~equity, diversity, and inclusion educational access~~; identify opportunities to prevent inequitable practices within the District; and work to effectively address potential internal and external inequities that create barriers to success and negatively impact achievement for all students.

The ~~ODEI~~ OEA allows for a single District entity that oversees the implementation of District ~~equity educational access~~ strategies. The office will be led by an administrator, who reports directly to the Superintendent and whose primary purpose is to manage the ~~ODEI~~ OEA. This office will be expanded to meet the requirements of this policy and strategic plan.

~~Among the primary functions of the ODEI OEA,~~ The office is charged to review ~~historical and current data and conduct root causes analysis of outcomes related to equity~~, develop strategies and plan for implementation ~~of policies~~; and monitor progress ~~and fidelity of equity strategy implementation~~. The ~~ODEI~~ OEA shall report on progress at the beginning, middle, and end of each academic year.

**Statement of
Strategic Objectives**

In order to provide equitable academic opportunities for all students, the Board establishes the following Statement of Strategic Objectives for the District:

Objective 1: Policy and Practice

#1

The District shall disaggregate qualitative and quantitative data to monitor and address practices resulting in disproportionality in student success and achievement. This data will indicate the representation of ~~predictable identifiable student~~ groups in areas such as, but not limited to:

1. Early childhood,
2. Special education,
3. Dyslexia,
4. Gifted and Talented,
5. Dual Language,
6. Advanced Placement and IB programs, and
7. English language learner programs.

- The District shall identify and analyze key indicators to ensure equitable access and practices in such programs. The District will ~~facilitate~~ **provide** equitable access to co-curricular and extra-curricular activities, programming, tutoring, and enrichment activities. The ~~ODEI~~ **OEA** shall present the data regarding the representation and achievement of applicable student demographics at the beginning, middle, and end of each academic year.
- #2 ~~In order to ensure equitable practices regardless of demographics,~~ The District shall actively monitor and work to ~~prevent~~ **address** any disparity of disciplinary referrals between demographic groups, ~~to include~~ **including** students in special programs. The District shall identify and analyze key indicators of disciplinary practices and annually present the disaggregated data regarding the number of students who lose time, both instructional and non-instructional (e.g., recess, advisory period) due to disciplinary referrals.
- #3 The District will ~~distribute~~ **provide** resources, opportunities, transportation, facilities, supports, and teachers/staff, to meet the identified needs of a campus, even if carrying out the commitment results in differentiated resource allocations.
- #4 The District will intentionally commit to recruiting, hiring, and retaining qualified and experienced staff who reflect the diversity of our ~~American society~~ **community** to support a culturally responsive workforce at all organizational levels. The District shall report annually on the recruiting, employment, placement, and retention of persons, including underrepresented racial and ethnic groups.
- #5 The District shall effectively enforce a formal and informal reporting process for those that have alleged discrimination and ensure the reporting process is understood at every level. These processes must adhere to requirements found in DGBA, DIA, FFG, FFH, FFI, FNG, and GF where applicable. The ~~ODEI~~ **OEA** shall facilitate the utilization of representatives that will focus on helping those who claim discrimination navigate these multiple processes.
- #6 The District shall choose a wide range of learning materials that reflect the diversity of our ~~American society~~ **community** and foster the understanding and appreciation of culture, class, language, ethnicity, and other differences with a variety of points of view. These learning materials are intended to empower staff to foster students' critical thinking skills. Learning materials will support the whole child, including social-emotional learning resources at all grade levels. These resources will support students and staff to acquire and apply the knowledge and ~~skills necessary to understand and manage emotions, achieve positive goals, feel and show empathy for others, make responsible decisions, and maintain positive relationships~~ **identified in the LISD Graduate Profile.**

#7 The District shall strengthen the emphasis in the District's Student Code of Conduct and Standards of Conduct for Employees in addressing inappropriate behaviors ~~for such as~~ hate speech, racial slurs, or acts against individuals/groups based on race, sex, gender identity or expression, sexual orientation, ethnicity, religion, cultural observance, economic status, disability, or body type/size or other self-reported identities.

Objective 2: Professional Learning

#8 The District will provide employees with professional learning opportunities pertaining to the achievement gap in issues of equity, diversity, inclusion, cultural competency, racism, and barriers to access. Professional learning opportunities will be ongoing and based on the changing needs of the District and community.

#9 The District is committed to increasing its diversity in leadership by creating, supporting, and fostering programs that reflect our ~~American society~~ community. To support this commitment, the District will develop diverse mentoring, coaching, and staff leadership training programs.

Objective 3: Community Collaboration

#10 The District shall maintain open channels of communication to promote a diverse exchange of thought and consider the voices of all demographic groups. The District shall create opportunities for all students and families—including but not limited to, families of color and those whose first language may not be English—for empowerment as partners in education, planning, and decision-making.

#11 The District shall model diversity and inclusion by advancing racial, socio-economic, and educational equity in business and operational practices. The District shall create greater public awareness surrounding its work on ~~diversity, equity, and inclusion~~ enhancing educational access.

Responsibility

The Board shall hold the Superintendent and staff accountable for the implementation of this policy. Staff at all levels are responsible for sustaining a positive and equitable climate in the District. In accordance with this policy, the Superintendent of Schools may establish such regulations, plans, and procedures as may be necessary and appropriate to accomplish this policy's purpose and intent. The Superintendent, or their designee, shall develop procedures to measure achievement of the stated objectives and shall report on progress at the beginning, middle, and end of each academic year.

**Promotional
Activities**

~~School~~ District facilities shall not be used to advertise, promote, sell tickets, or collect funds for any nonschool-related purpose without prior approval of the Superintendent or the office of school and community relations.

[For information relating to ~~nonschool~~ non-school use of facilities, see GKD.]

Political Advertising

Political advertising signs and campaign literature for candidates for District Board members shall not be permitted on District property during working hours prior to the day of the election. Candidates and their campaign organizations shall not use the District's electronic mail system to send campaign literature to employees. After business hours (4:30 p.m.) on the day preceding an election, signs and campaign literature may be placed on District, in accordance with state law. Campaigns and candidates are limited to five (5) signs per site. Such signs and campaign literature shall not be attached to structures, fences, or trees, however, and shall be in accordance with provisions of State and Local Laws and ordinances, and the Texas Election Code. [See BE and GKDA] All signs should be limited to small, H-Stake wired frame yard signs, with a maximum size of eighteen inches (18") tall and twenty-four inches (24") wide. Single stake signs are prohibited. Signs shall be in good repair, not torn or damaged, and shall not have lighting, sound, or any moving elements. Signs may not be placed in a location or manner that may constitute or create a traffic hazard. All signed must be removed from District property the day following the election.

Political advertising signs and campaign literature for other elections shall also be subject to these guidelines with the exception of materials used for classroom instruction.

Advertising

For purposes of this policy, "advertising" shall mean a communication designed to attract attention or patronage by the public or school community and communicated through means under the control of the District in exchange for consideration to the District. "Advertising" does not include public recognition of donors or sponsors who have made contributions, financial or otherwise, to the District or school support organizations.

Advertising shall be accepted solely for the purpose of covering the cost of providing materials, equipment, and services, including support services that are consistent with the mission of the District in meeting its needs or to otherwise raise additional funds for use by the District and not for the purpose of establishing a forum for communication. The District shall retain final editorial authority to accept or reject submitted advertisements in a manner consistent with the First Amendment. The District shall retain the authority to

determine the size and location of any advertising. The District shall also reserve the right to reject advertising that is inconsistent with federal or state law, Board policy, District or campus regulations, or curriculum, as well as any content the District determines has a reasonable likelihood of exposing the District to controversy, litigation, or disruption.

Acceptance of advertising shall not constitute District approval or endorsement of any product, service, organization, or issue referenced in the advertising, nor shall acceptance of advertising from a vendor determine whether the District will purchase goods or services from the vendor through the District's formal procurement process.

[For information relating to school-sponsored publications, see FMA.]

Commercial Advertising

By allowing advertising, the District does not intend to open a forum for indiscriminate use or expressive activity by the general public, but instead shall create a limited opportunity for true commercial advertisement by community entities, as well as an opportunity to raise funds for use by the District. By accepting any advertisement, the District does not intend to, and specifically disavows intent to endorse the entity submitting the advertisement, the entity's products, or any viewpoints associated with that entity. To avoid any appearance of endorsement, any advertisements on District property shall be for a limited period of time not to exceed three years under most circumstances. The Superintendent or the office of school and community relations may waive this **three-year length requirement maximum** under unique circumstances.

The Superintendent or the office of school and community relations may, on behalf of the District, sell advertising to commercial businesses to appear on or in school property, athletic event programs, athletic field fences, scoreboards, the District's website, and other media approved by the Superintendent or the office of school and community relations. The District shall retain the authority to determine the appropriate size and location of any signage or advertising. Advertising shall be permitted only in locations accessible to the general public, unless otherwise approved by the Superintendent or the office of school and community relations.

The District shall retain the authority to discontinue advertising in any specific forum at any time.

Political Advertising

~~Political advertising signs and campaign literature for candidates for District Board members shall not be permitted on District property during working hours prior to the day of the election. Candidates and their campaign organizations shall not use the District's~~

~~electronic mail system to send campaign literature to employees. After business hours (4:30 p.m.) on the day preceding an election, signs and campaign literature may be placed on District property, in accordance with state law. Such signs and campaign literature shall not be attached to structures, fences, or trees, however, and shall be in accordance with provisions of the Texas Election Code. [See BE and GKDA] All signs should be limited to small yard signs and must be removed from District property the day following the election.~~

~~Political advertising signs and campaign literature for other elections shall also be subject to these guidelines with the exception of materials used for classroom instruction.~~

Standards for Approval

The District has established standards of approval for advertisements that are narrowly tailored to meet the District's legitimate concerns including, but not limited to, safety, providing instruction, providing education, maintaining discipline, and achieving curricular objectives and state-mandated learning requirements.

The District shall have the right to disapprove any advertisements if the District determines in good faith that the proposed advertisement:

1. Is of substandard technical quality;
2. Does not conform to **any the** specifications set forth by the District;
3. Does not comply with applicable state or federal law, government standards or regulations, or with the District's rules, regulations, or policies; or

~~4.— Is in bad taste or otherwise reasonably objectionable.~~

Without limiting the generality of the foregoing, the following types of statements and practices shall not be used in any advertisements displayed on District property or in any District publications:

1. False or unwarranted claims;
2. Infringements of any other persons' rights through plagiarism, unfair imitation of another person's program, idea, copy, or any other unfair competition;
3. Disparagement of a competitor or of a competitor's products or services;
4. Advertisements of lotteries, "drawing contests," or any other contests that do not conform to applicable legal requirements or in which the public is unfairly treated;

5. Matter that is slanderous, obscene, sexual, profane, vulgar, repulsive, or offensive, either in theme or in treatment;
6. Advertisements of alcohol, tobacco products, or any product deemed illegal;
7. Ambiguous statements that may be misleading to the audience;
- ~~8. Advertisements of price, unless first approved in writing by the District;~~
8. Advertisements promoting an organization, entity, or individual that provides services in competition with the District;
9. Testimonials that cannot be authenticated;
10. Advertisements that describe external body enhancements or pharmaceutical products that would not be deemed appropriate for youth;
11. Advertisements that endorse actions endangering the health or safety of students;
12. Announcements of programs that are prejudicial to the public interest, to the interest of the District, or to legitimate advertising or reputable business in general;
13. Defamatory statements about the District or any other public or political figure or entity;
- ~~15. Promotions containing alcohol or tobacco products;~~
14. Advertisements that are not consistent with the mission of the school health advisory council;
15. Subjects that would be disruptive to or inconsistent with the educational purpose of the District;
16. Political advertisements; or
17. Advertisements that would prevent the District from maintaining a position of neutrality on political and religious issues or would create an appearance of favoritism on said issues.

~~As noted above, the District provides advertisement opportunities to commercial entities for the sole purpose of raising funds for the District, and not to open a forum for indiscriminate use or expressive activity by the general public. Accordingly, the~~ The District shall also retain the right to reject proposed advertisements if, in good faith, the District deems it necessary to avoid disruption, controversy, and

expensive litigation that might arise from community members seeking to remove the advertisement.

~~Participation in the District's commercial advertising program in no way guarantees or influences the client's selection as a District vendor through the District's formal procurement process for products and services.~~

Agreement

Prior to the placement of any advertisement in or on school property, an agreement shall be executed that states precisely where the advertising may be placed and the period of time it may be displayed. The Superintendent or the office of school and community relations shall approve the final written form of the advertisement including the content, format, placement, and size of the advertisement. No advertising shall be allowed outside the designated areas specified in the agreement. The decision of the Superintendent or the office of school and community relation's decision may be appealed to the Board. [See GF(LOCAL)]

The District shall establish the advertising rate, which shall be agreed to in writing prior to placement of the advertisement.

Endorsements

The District and its schools shall be used to endorse or promote the merit of brand name or trademarked products only with the approval of the Superintendent or the office of school and community relations.

Sponsorships and Donations

If the District or any campus accepts financial or in-kind donations to support District-sponsored activities, the District reserves the right to acknowledge donors through whatever means the District deems appropriate. The District retains full editorial control over its acknowledgment or display of donations, even if donors are permitted to suggest text for the acknowledgment.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item:	Consider Approval of Budget Amendments	
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D.	
Attachments:	Monthly Budget Amendments	

Background Information:

The Board of Trustees adopted the 2023-2024 budget on June 15, 2023. Budgets for the General Operating Fund, Child Nutrition Fund, and Debt Service Fund were included in the official district budget. Budgets are prepared and approved at fund and function levels to comply with the state's required level of control.

Budget amendments are necessary throughout the year to realign funds. Realignment of funds will increase and/or decrease various function levels within the budget. All necessary budget amendments that change the function level should be formally approved by the Board of Trustees and recorded in Board minutes. Budget amendments increasing or decreasing revenues and/or expenditures also require formal Board approval.

The attached documents summarize the effect of budget transfers and amendments and the details of the changes being proposed. Submitted for approval are the budget revisions/amendments requested by various campuses and departments through February 5, 2024.

The amendments presented this month for the **General Operating Fund** (Funds 197 and 199) are as follows:

- Increase of \$35,897 to revenue and expenditure budgets in Fund 197 for athletic tournaments. The increase to estimated revenue and expenditures has no impact on the total operating deficit/surplus.
- Increase of \$1,958 to revenue and expenditure budgets in Fund 199 to cover fence repair at Danielson Middle School. The increase to estimated revenue and expenditures has no impact on the total operating deficit/surplus.
- Transfers among functions with no effect on the total operating deficit/surplus.

There are no amendments to the **Child Nutrition Fund** or **Debt Service Fund**.

Administrative Recommendation:

Administration recommends that the Board approve the budget transfers and amendments to the 2023-2024 budget, as presented.

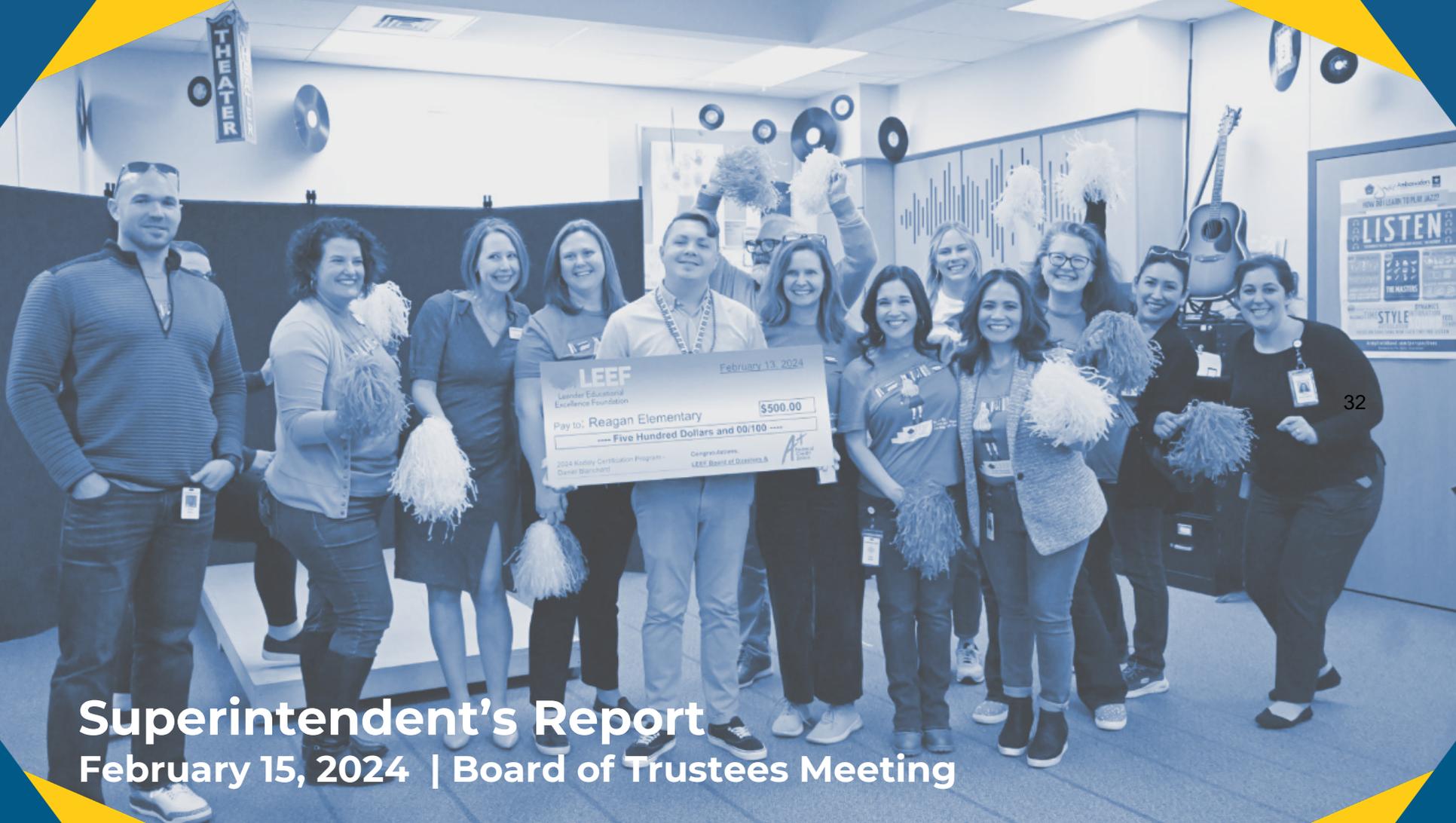
Sample Motion:

I move that the Board of Trustees approve the budget transfers and amendments to the 2023-2024 budget, as presented.

Leander Independent School District
General Fund - Fund 199
Budget Amendments/Transfers as of February 5, 2024

	2023-2024 Original Budget	Previously Amended Budget	Proposed Amendments 02/05/24	Proposed Amended Budget
Revenues:				
Local Sources	\$ 426,747,513	\$ 328,852,157	\$ 37,855	\$ 328,890,012
State Sources	56,983,976	106,885,027	-	106,885,027
Federal Sources	7,162,000	7,162,000	-	7,162,000
TOTAL REVENUES	<u>\$ 490,893,489</u>	<u>\$ 442,899,184</u>	<u>\$ 37,855</u>	<u>\$ 442,937,039</u>
Expenditures:				
Function 11 - Instruction	\$ 265,876,732	\$ 269,531,621	\$ (24,069)	\$ 269,507,552
Function 12 - Instructional Resources & Media	5,093,573	5,159,592	600	5,160,192
Function 13 - Staff Development	10,468,918	10,910,813	(35)	10,910,778
Function 21 - Instructional Administration	5,226,065	5,206,677	3,400	5,210,077
Function 23 - School Administration	25,724,098	26,065,899	4,843	26,070,742
Function 31 - Guidance & Counseling	22,067,309	22,439,560	1,597	22,441,157
Function 32 - Social Services	1,430,967	1,354,823	-	1,354,823
Function 33 - Health Services	4,133,802	4,263,418	-	4,263,418
Function 34 - Student Transportation	14,413,284	14,717,574	-	14,717,574
Function 35 - Food Services	71,074	71,074	-	71,074
Function 36 - Co-Curricular Activities	13,378,951	13,718,522	37,209	13,755,731
Function 41 - General Administration	11,547,244	11,845,513	-	11,845,513
Function 51 - Plant Maintenance & Operations	39,243,925	39,896,548	2,843	39,899,391
Function 52 - Security	3,056,021	4,222,689	9,872	4,232,561
Function 53 - Data Processing	9,350,999	9,481,411	-	9,481,411
Function 61 - Community Services	2,127,153	2,324,452	1,595	2,326,047
Function 71 - Debt Service	525,415	525,415	-	525,415
Function 81 - Capital Outlay	-	880,611	-	880,611
Function 91 - Contracted Instruction Services	57,867,040	9,597,744	-	9,597,744
Function 95 - JJAEP	245,000	245,000	-	245,000
Function 99 - Other Intergovernmental Charges	2,789,900	2,789,900	-	2,789,900
TOTAL ALL EXPENDITURES	<u>\$ 494,637,470</u>	<u>\$ 455,248,855</u>	<u>\$ 37,855</u>	<u>\$ 455,286,710</u>
Excess/(Deficiency) of Revenues vs. Expenditures	<u>\$ (3,743,981)</u>	<u>\$ (12,349,671)</u>	<u>\$ -</u>	<u>\$ (12,349,671)</u>
Other Financing Sources/Uses				
Sale of Assets	\$ 270,000	\$ 270,000	\$ -	\$ 270,000
Transfer Out - Other	(50,000)	(50,000)	-	(50,000)
Transfer Out - Healthcare	(3,000,000)	(3,000,000)	-	(3,000,000)
Transfer Out - Healthcare Additional Contribution	-	-	-	-
Other Uses - Settlements	-	-	-	-
Total Other Financing Sources/Uses	<u>\$ (2,780,000)</u>	<u>\$ (2,780,000)</u>	<u>\$ -</u>	<u>\$ (2,780,000)</u>
Net Increase/(Decrease) in Fund Balance	<u>\$ (6,523,981)</u>	<u>\$ (15,129,671)</u>	<u>\$ -</u>	<u>\$ (15,129,671)</u>
Beginning Fund Balance for Fund 181	(793,212)	(793,212)		(793,212)
Beginning Fund Balance for Fund 196	2,324,127	2,324,127		2,324,127
Beginning Fund Balance for Fund 197	(45,305,646)	(45,305,646)		(45,305,646)
Beginning Fund Balance for Fund 199	233,359,133	233,359,133		233,359,133
Total Beginning Fund Balance of Fund 19X *	<u>\$ 189,584,400</u>	<u>\$ 189,584,400</u>		<u>\$ 189,584,400</u>
Net Operating Results - All General Fund 19X	(6,523,981)	(15,129,671)		(15,129,671)
Projected Ending Fund Balance	<u>\$ 183,060,419</u>	<u>\$ 174,454,729</u>		<u>\$ 174,454,729</u>

*Audited per 2023 ACFR



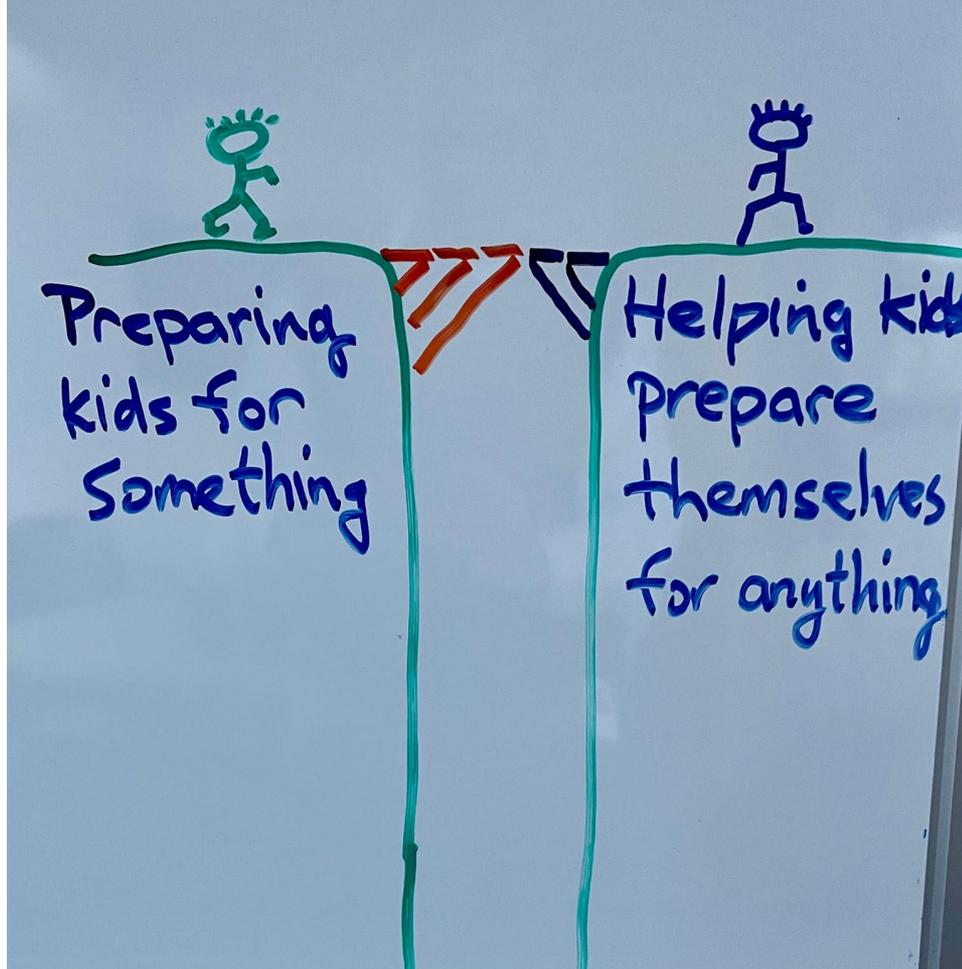
Superintendent's Report

February 15, 2024 | Board of Trustees Meeting



OUR JOB IS NOT TO
PREPARE STUDENTS
FOR SOMETHING.
OUR JOB IS TO HELP
STUDENTS PREPARE
THEMSELVES FOR
ANYTHING.

- A.J. JULIANI -





Empowered Staff

36

Profe Kelly



37



Empowered Learners

38



College-Ready Scholars



The school is located at the ACC San Gabriel campus in Leander.

“

It's a small group, so *kids don't get lost in the shuffle.*
– Brandi Chionisi, ECHS parent

The teachers at ECHS have a different teaching style. *They guide us so we can discover.*
– Asmaa Hammour, ECHS sophomore scholar

I am impressed by the *self-advocacy skills* of our scholars.
– James Lemuel, ECHS faculty

ECHS is a place that is *inclusive and accepting.* I feel like I have a voice.
– Nicholas Croydon, ECHS sophomore scholar

”

Admittance Process:

- Application
- Interview with ECHS admin team
- Blind Lottery
Not based on GPA or test scores
- Commitment from both student & family
- Attendance at orientation: "Summer Bridge"



Apply Now

echs.leanderisd.org/apply

English y español



LEANDER ISD
EARLY COLLEGE
HIGH SCHOOL

Available to all current
8th-grade students

- ✓ High School Diploma
- ✓ Associate's Degree
- ✓ Tuition Free





Safe and Innovative Learning Environments

41





Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item: Goal 1: Empowered Student Learning Mid-Year Update
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Matt Bentz, Ed.D. and Christine Simpson
Attachments: Goal 1: Empowered Student Learning Mid-Year Update Presentation

Background Information:

The purpose of this presentation is to provide the Board of Trustees an update on the leading measures for Strategic Plan Goal 1: Empowered Learning. As part of an ongoing effort, this mid-year progress update will provide data on literacy, mathematics, and college, career, and military readiness. This presentation fulfills reporting requirements for House Bill 3 which focuses on early childhood reading (3rd grade), early childhood mathematics (3rd grade), and college, career, and military readiness.

Administrative Recommendation:

N/A

Sample Motion:

N/A



GOAL 1: Empowered Student Learning

Mid-Year Update

February 15, 2024

45

PURPOSE

Provide the Board of Trustees a mid-year progress update on leading measures for Goal 1: *Empowered Student Learning*

46

Note: This presentation fulfills reporting requirements for HB 3.

2



READING

47

Reading Initiative:

K-1 Reading Intervention Redesign

- Inclusive practices
- Co-teaching
- Curriculum: *Phonics-Word-Study (PWS)*

48

Guaranteed & Viable

CURRICULUM

49

Aligning Written, Taught, & Assessed Curriculum



“There is a clear focus, teachers were willing to reset and align their planning and implementation of curriculum” -LISD Principal

Reading/Phonics Intervention Redesign: by the Numbers

So far this year:

- 389 teachers - 20 hours of Professional Learning
- 41% of K-1 Classrooms have a Collaborative Teacher
- 8,228 K-1 Lessons taught collaboratively

50

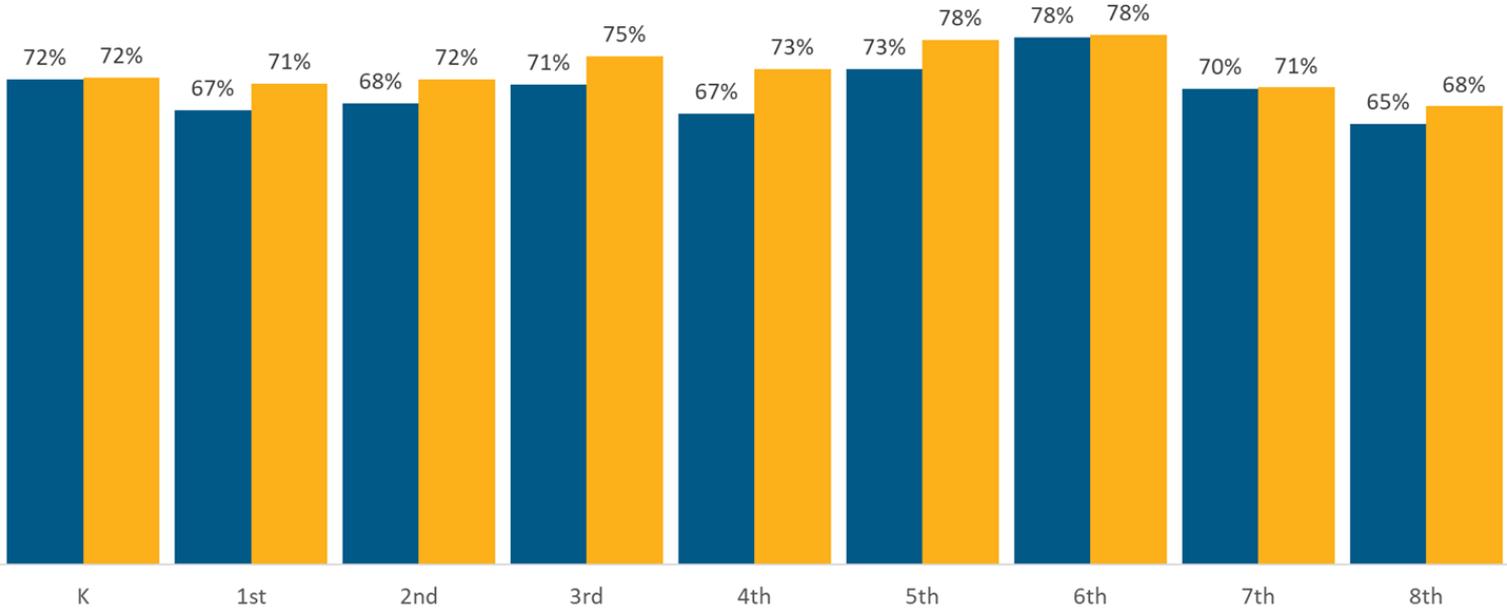
“My collaborative teacher and I make a great team. It's honestly one of the highlights of my day as I love learning, teaching, and growing with our youngest learners on our campus.”

“As a first year teacher, my co-teacher has guided me to feeling more confident and understanding what I'm teaching!”

2023-24 Reading Readiness at Beginning and Middle of Year

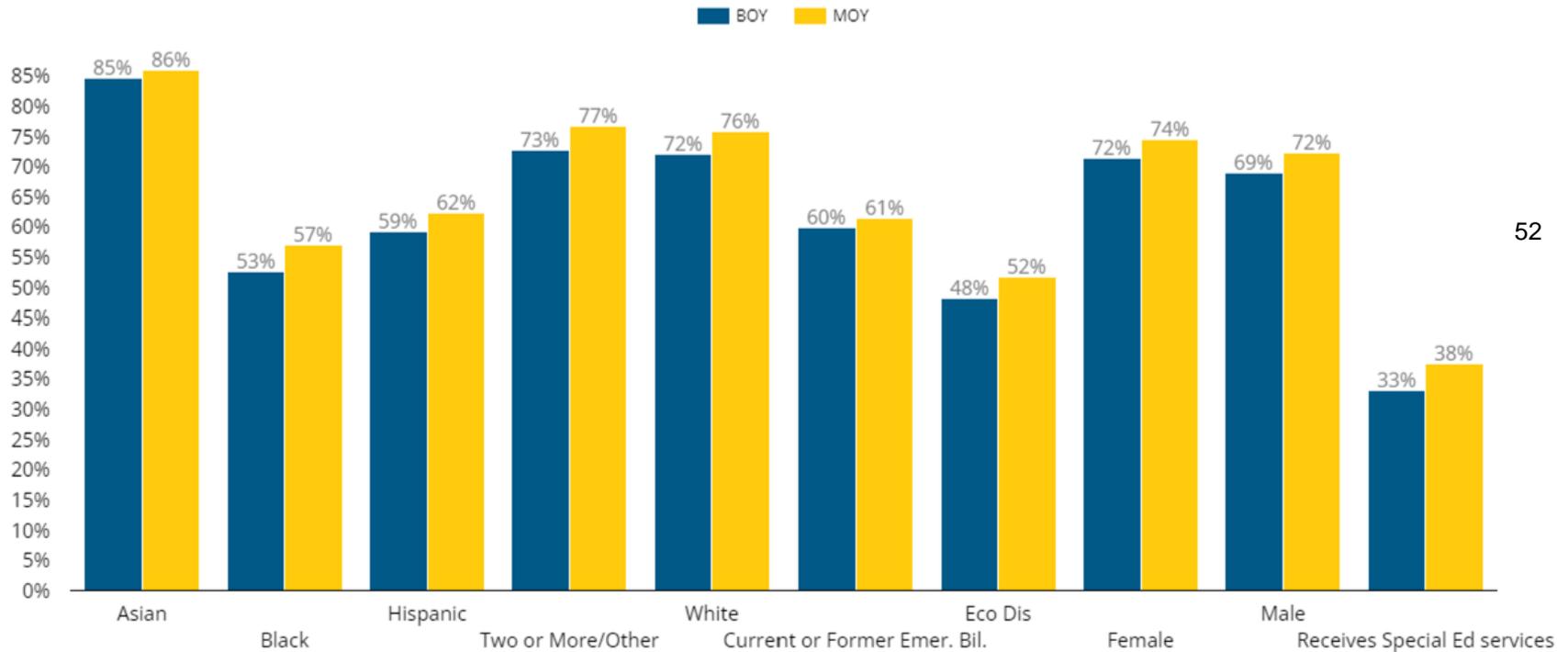
% 40th Percentile or Better on ISIP/MAP

■ BOY ■ MOY



51

K-8 Reading Readiness (ISIP or MAP) by Student Group



52

19% DECREASE

in first grade students at-risk in reading!

(As of Jan 2024 - same group screened at end of Kinder in May 2023)⁵³

“It is showing in their ISIP data and other classroom data. The students have been excited to learn during our PWS time each day.”

Reading Initiatives: Next Steps

- Identify the replicable exemplars of success
- Tighten up guidance and support
- Dig into the end-of-year data to inform steps for 24-⁵⁴25
- Determine next steps for professional learning
- Refine Phonics Word Study prep/planning process



MATH

55

A large, stylized yellow star with eight points, centered on the left side of the slide. The star has a gradient from light yellow to a darker yellow at the tips. It is set against a white background with blue and yellow geometric shapes in the corners.

LISD Math Initiative: Grades 2-5, 6, Algebra

- Expand math support pilot
- Systemwide professional learning
- Tiered campus support

56



Guaranteed & Viable

CURRICULUM

Aligning Written, Taught,
& Assessed Curriculum ⁵⁷

“There is a clear focus, teachers were willing to reset and align their planning and implementation of curriculum” -LISD Principal

Elementary Math Initiative: By the Numbers

So far this year:

- Over **450** teachers participated in at least **13** hours of professional learning in mathematics
- **40** of those teachers also participated in **7** hours of learning about Collaborative Teaching Strategies
- **32** 4th-5th grade teachers have had collaborative teacher support for about **800** co-teach sessions taught
- **Over 750** planning opportunities with general education teacher teams with a Math Specialist present to support

58

Secondary Math Initiative: By the Numbers

So far this year:

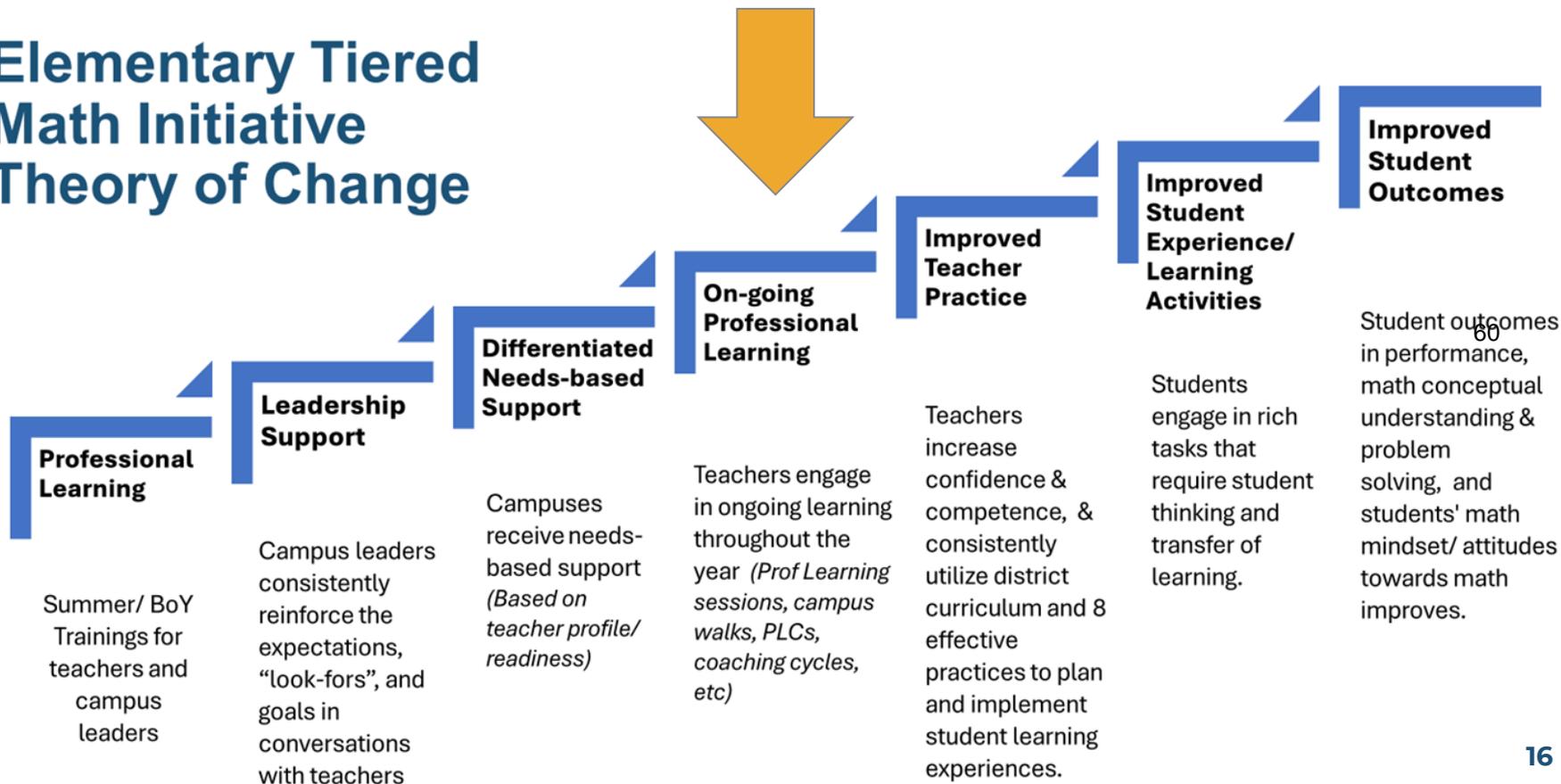
45 Alg I teachers (**All MS, HS**) participated in 26-30 hours of professional learning and unit design in mathematics

35 MS math teachers (**3 schools**) have received direct PLC support⁵⁹ from a Math Specialist every week since Sept. 5th

30 HS math teachers (**2 schools**) have received direct PLC support by a Math Specialist 2 to 3 times a week since Sept. 5th

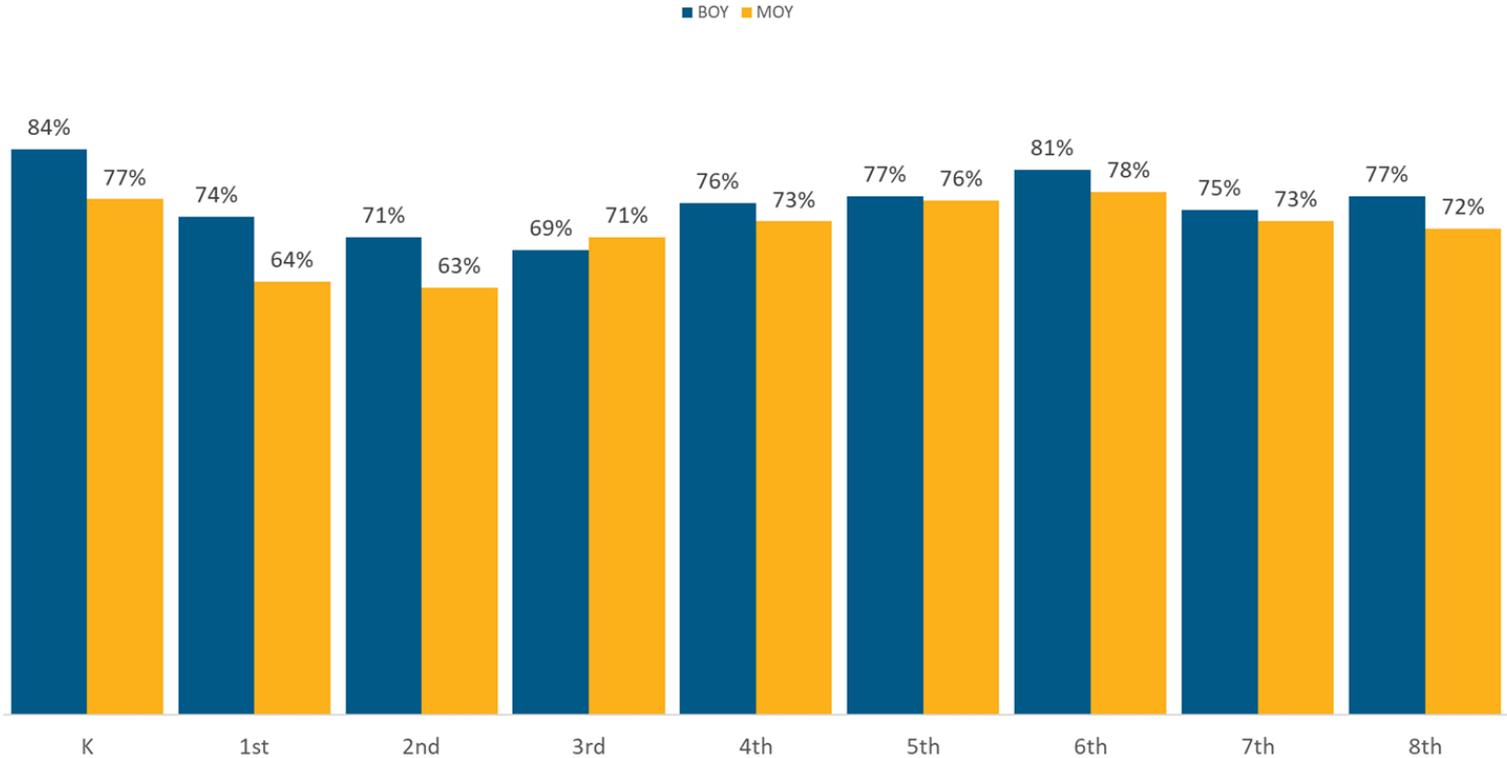
25 Gr 6 teachers (**All middle schools**) participated in at least 6 hours of Fluency and DESMOS resource training

Elementary Tiered Math Initiative Theory of Change



K-8 MATHEMATICS

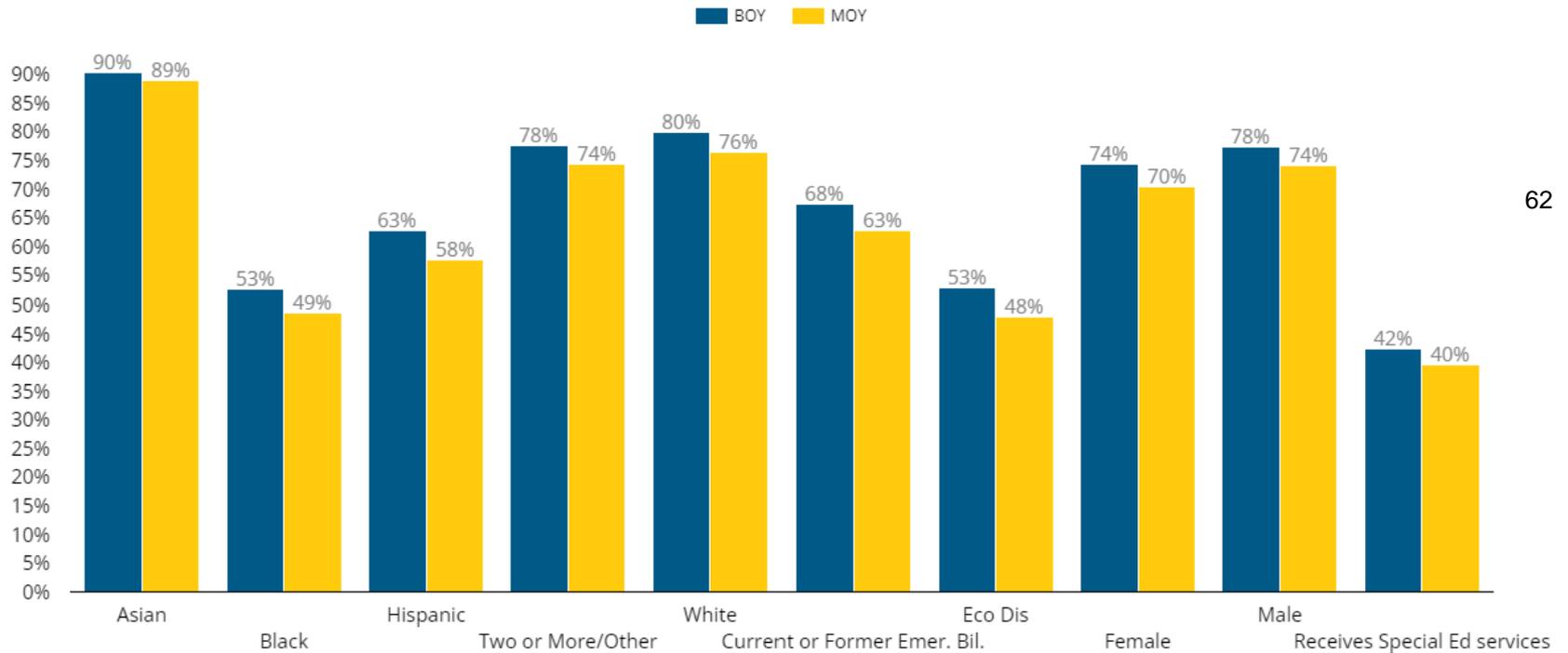
2023-24 Mathematics Readiness at Beginning and Middle of Year
% 40th Percentile or Better on MAP



61

K-8 MATHEMATICS

K-8 Math Readiness (MAP) by Student Group

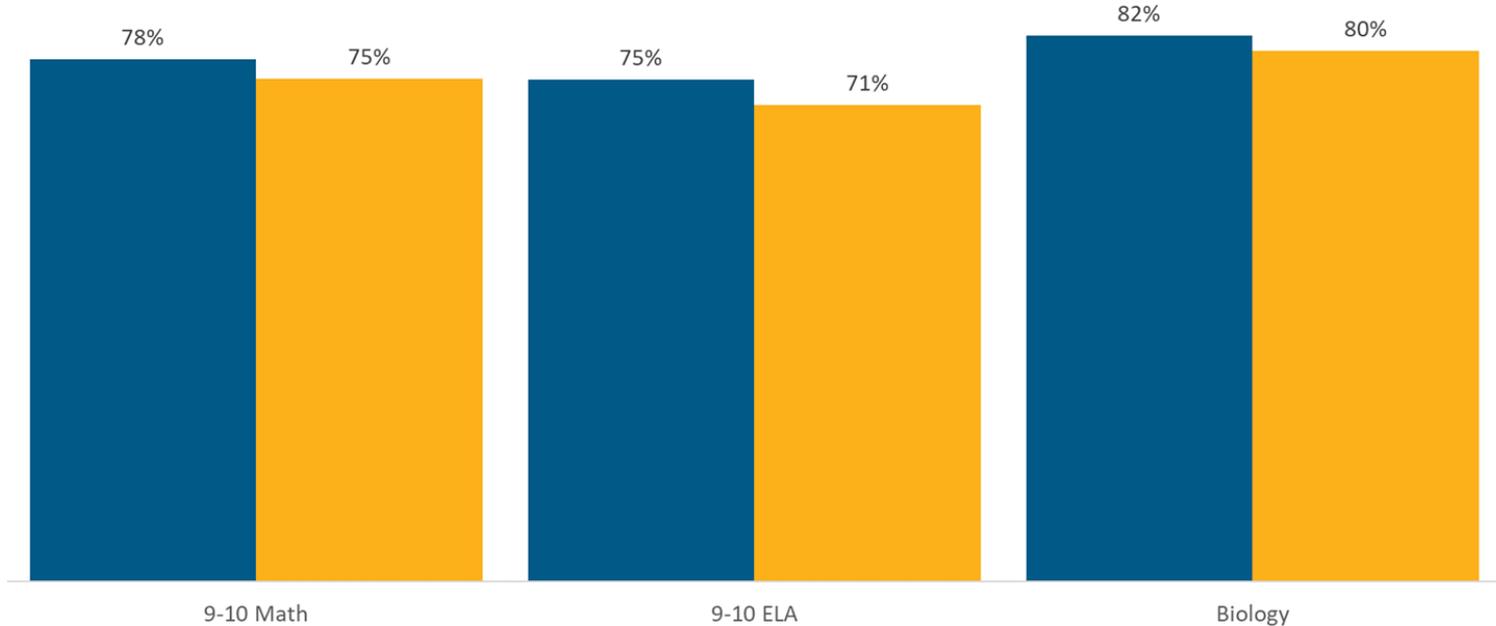


62

HS MAP - Math, ELA, Science

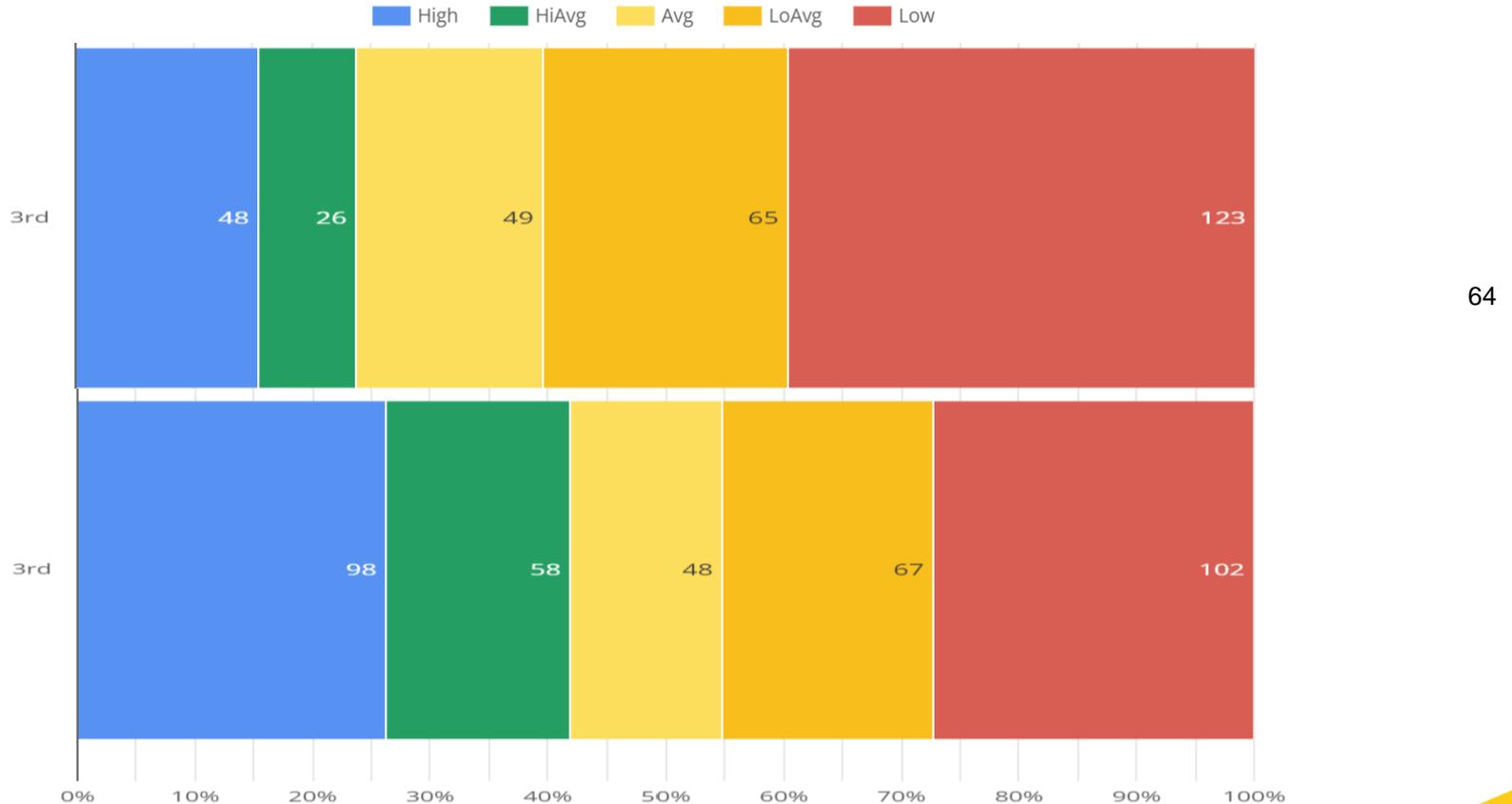
2023-24 HS Readiness at Beginning and Middle of Year
% 40th Percentile or Better on MAP

■ BOY ■ MOY

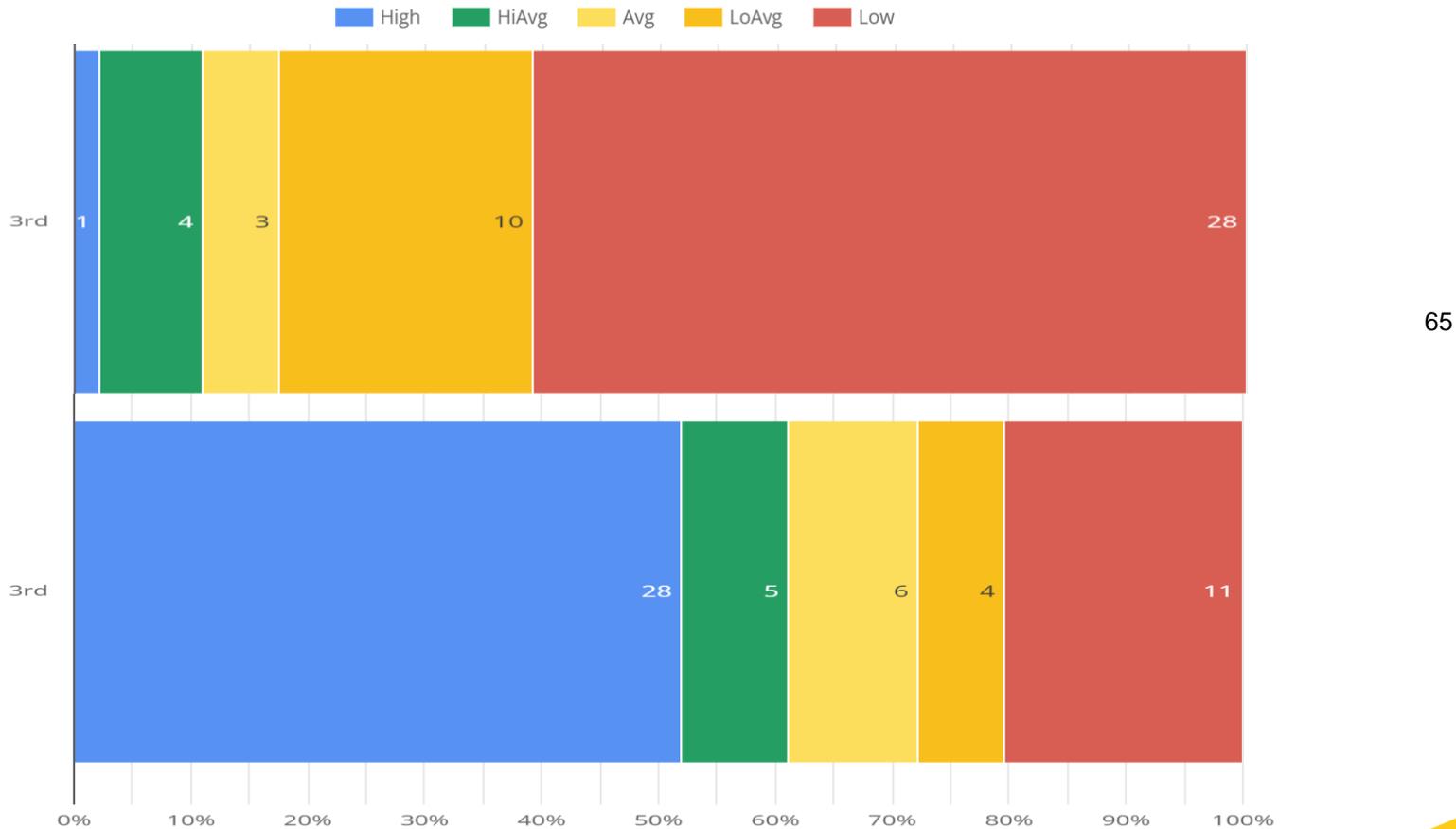


63

3rd Grade Math Growth - 4 Focus Campuses: September - December



Focus Campus Highlight: 3rd Grade Growth: Sept to Dec



What are people saying?

“I have noticed that [students] are more willing to try different strategies and discuss their thinking when they are in a smaller group.” – Co-Teacher

“I like this math class because she gives us hard problems to do and then we work with a team to solve them.” – 5th grade student

“Having support has been a tremendous help for our campus...attending nearly all of our weekly PLCs, observing our teaching and providing feedback, modeling, and helping with more engaging teaching methods.” Algebra I PLC Lead

“Having district help has been crucial to building a community of professionals who collaborate, help and trust each other.” Algebra I Teacher

66

LISD Math Initiative: Next Steps

- Continue campus walks
- Surveys and focus groups in Feb/March to gather specific feedback from students, staff, and administrators
- Formal Evaluation of Initiative
- Continuing data collection to determine supports for next year
- Comprehensive Program Evaluation

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Comprehensive Program Evaluation

- **Objective 1: Conduct a Comprehensive Implementation Assessment:**
Evaluate the overall implementation of the Tiered Math Initiative in grades 2 through 5, considering the fidelity of implementation, adherence to program guidelines, and any challenges encountered.
- **Objective 2: Assess Program Impact on Teaching Practices:** Assess the impact of the initiative on teacher mindset, instructional practices, and confidence levels, focusing on the changes observed among teachers who participated in the program.
- **Objective 3: Gather Stakeholder Perception and Conduct a Needs Analysis:**
Understand stakeholder perceptions, including teachers, co-teachers, specialists, instructional coaches, and administrators, regarding the strengths, needs, and benefits of the Tiered Math Initiative to inform future program enhancements.
- **Objective 4: Data-Driven Effectiveness Evaluation:** Develop and implement a comprehensive set of metrics and data collection methods to evaluate the effectiveness of the Tiered Math Initiative.

68

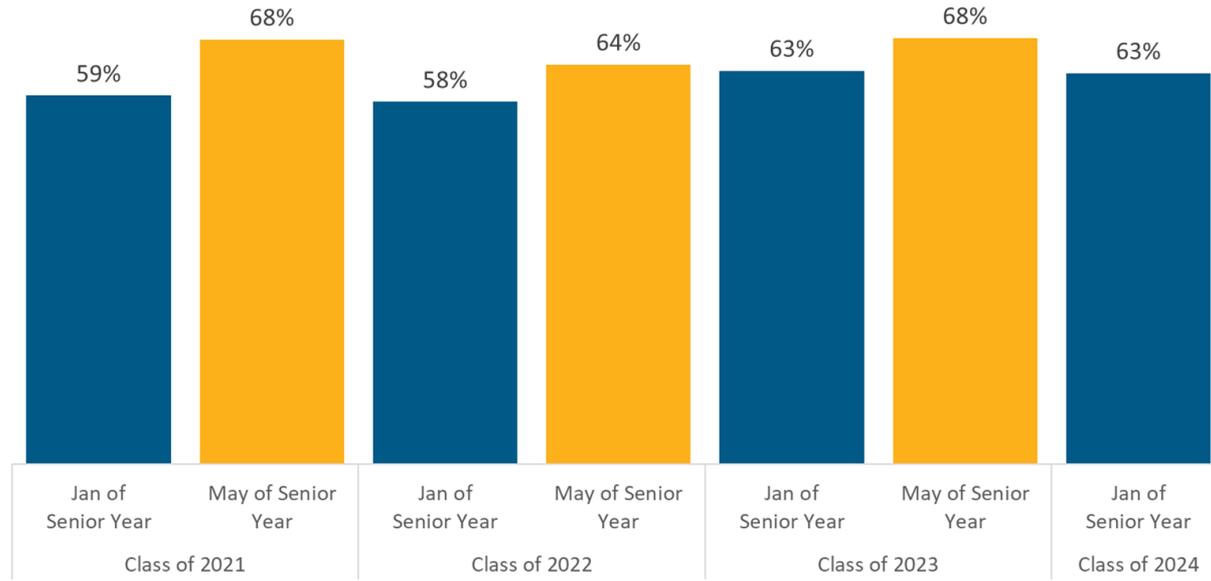


CCMR:

**College Career Military⁶⁹
Readiness**

Texas Success Initiative

LISD Seniors Meeting TSI in Reading and Math



70

PSAT Data

Mean Reading and Writing Score (160-760) ⓘ

Leander

160



760

State

160



760

Nation

160



760

Mean Math Score (160-760) ⓘ

Leander

160



760

State

160



760

Nation

160



760

Next Steps & Updates

- **Meet with campus Deans of Instruction and leadership teams to unpack PSAT data and identify areas of strength and challenge on PSAT/NMSQT to prepare for Spring SAT**
- **Review SAT performance to apply targeted support interventions for students not meeting benchmark to prepare for TSI**
- **Conduct AVID path training in Creating Engaging and Rigorous to increase high-quality instructional strategies in core classes**
- **Develop professional learning opportunities for teachers to improve understanding of the digital SAT Suite of Assessments**

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Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item:	Consider Approval of Elementary School #30 Attendance Zoning Recommendation
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Jimmy Disler & Sarah Grissom, Ed.D.
Attachments:	Elementary School # 30 Attendance Zoning Recommendation Presentation (Uploaded in BoardBook 02-15-24) Scenario 4 Recommendation Map (Revised and uploaded 02-15-24) LISD Functional Capacity New Process LISD New Functional Capacity Chart (Revised and uploaded in BoardBook 02-15-24) LISD LRPC Consensogram (Uploaded in BoardBook 02-15-24)

Background Information:

This change in Elementary School Attendance Zoning is a result of Elementary School #30 (ES30) opening in August 2024. The process began on [October 5, 2023](#), when the Board reviewed the Attendance Zoning Charter which includes the parameters developed by the Long-Range Planning Committee (LRPC).

During the [January 18, 2024](#) Regular Board meeting, administration was asked to evaluate the functional capacity of elementary campuses before moving forward in the Elementary School #30 Attendance Zoning process. Administration has been collecting campus usage forms from each elementary school principal and working with a consultant from [thinkSMART planning, inc.](#) (experts in educational facility planning) to decide the best practice for determining the functional capacity of our schools. Upon completing this new way of calculating functional capacity, the administration team evaluated the current proposed attendance zoning scenario to identify potential adjustments and Scenario 4 was released. Leander ISD requested feedback from the community during two forums on February 6 and 8 and through ThoughtExchange. On Tuesday, February 13, 2024, administrators presented Scenario 4 to the Long-Range Planning Committee (LRPC) to evaluate the degree to which it meets the parameters of the Long-Range Plan through a consensogram.

Administration will provide an overview of the steps taken to re-evaluate the functional capacity process and present their new recommendation for the Elementary School #30 Attendance Zoning to the Board of Trustees.

Administrative Recommendation:

Administration recommends the Board adopt the implementation of Elementary School #30 Attendance Zoning Scenario 4 for the 2024-2025 school year as presented.

Sample Motion:

I move that the Board approve the implementation of Elementary School #30 Attendance Zoning Scenario 4 for the 2024-2025 school year as presented.

LOOKING FORWARD

ELEMENTARY SCHOOL #30 ATTENDANCE ZONING

February 15, 2024



PURPOSE

ELEMENTARY SCHOOL #30 ATTENDANCE ZONING

Administration was asked to evaluate the functional capacity of elementary campuses before moving forward in the Elementary School #30 Attendance Zoning process. After formulating a standardized practice, administration will present a new recommendation for the Elementary School #30 Attendance Zoning to the Board of Trustees.



76

#1LISD ROADMAP



LONG-RANGE
PLANNING COMMITTEE

The Long-Range Planning Committee (LRPC) was charged with developing a ten-year facilities plan, focused on student learning and anchored in our core beliefs that take into consideration the following criteria:



- Strengthen the student experiences
 - Establish long-term stability
 - Access to choice options
 - Honor neighborhood school concept for schools where we are still able to meet the intent of the Long-Range Plan



- Prioritize fiscal responsibility
 - Maximize usage of District facilities
 - Strategic rezoning
 - Optimization opportunities
 - Defer timing of future construction

2022

JANUARY
In a next step to address growth, the LISD Board create a **Long-Range Planning Committee** comprised of board members and staff.

BOND
LEANDER ISD
2023



MAY
Elementary school #31
Elementary school #32

MAY

Ground-breaking for **Elementary school #30**

APRIL-MAY
Long-Range Planning Committee expands to include staff & community members.

2023

2021

BOND ELECTION
2021 LEANDER ISD

NOVEMBER

- Elementary school #30
- Elementary school #31
- Elementary school #32
- Elementary school #33

JULY

LISD Board approves funding the construction of **Elementary school #30** through bond savings.



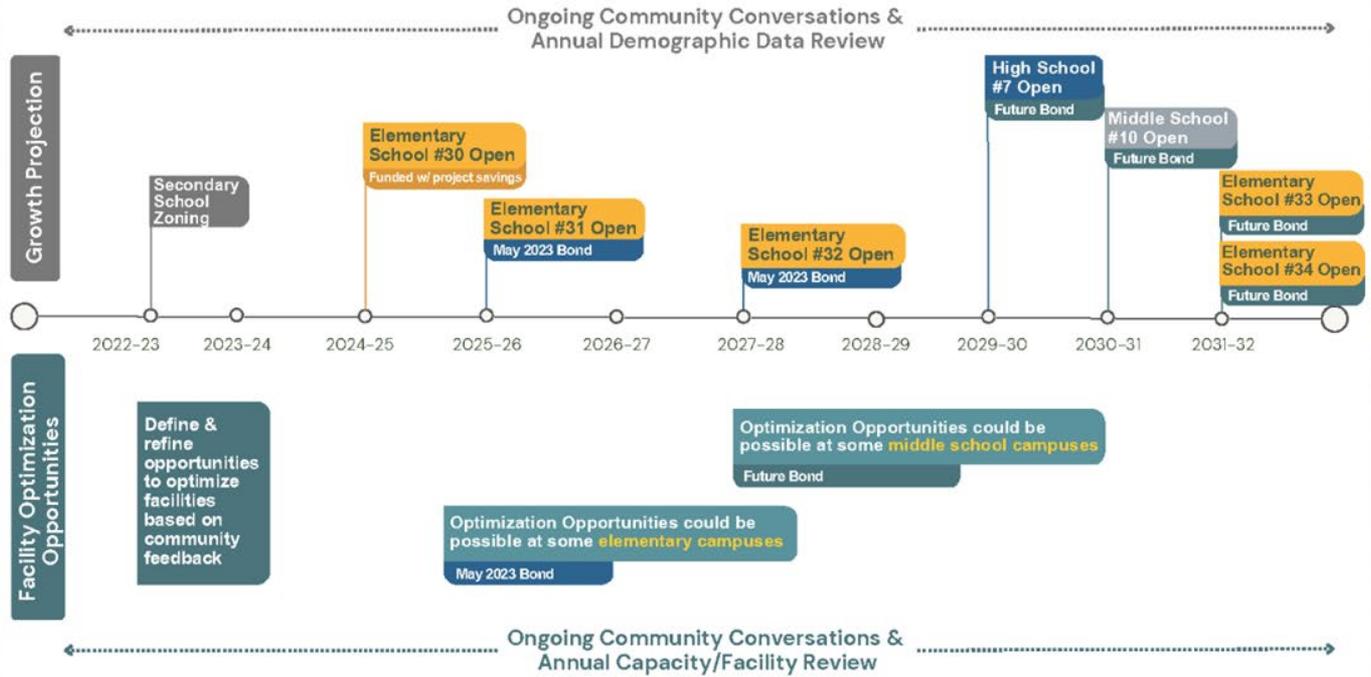
Updated: 4/18/23*

PARAMETERS

- Strengthen the student experience**
- Establish long-term stability
 - Access to choice options
 - Honor neighborhood school concept for schools where we are still able to meet the intent of the Long-Range Plan

- Prioritize fiscal responsibility**
- Maximize usage of district facilities
 - Strategic rezoning
 - Optimization Opportunities
 - Defer timing of future construction

[Click here to submit feedback](#)



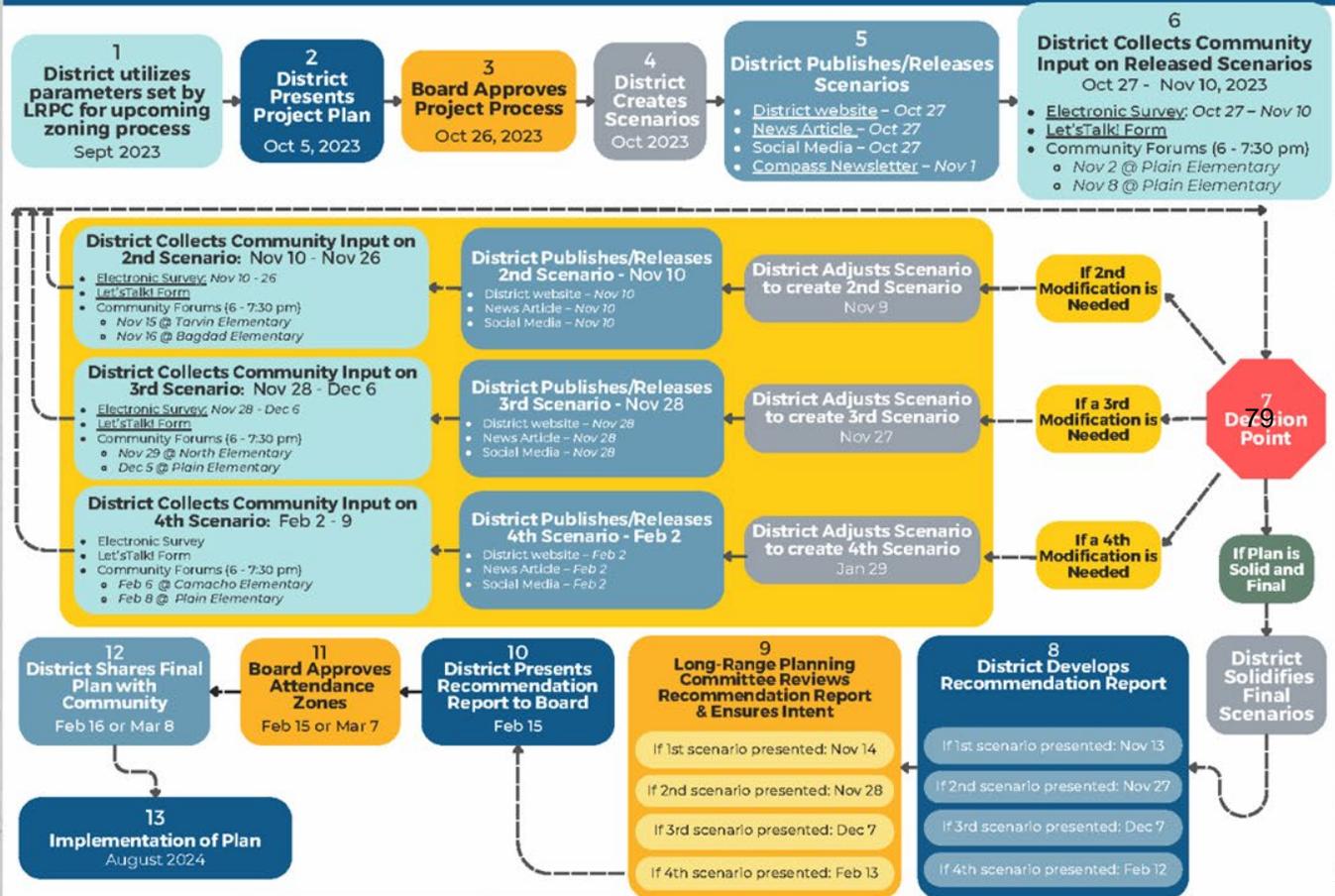
*This document is subject to change based on updated demographic data, available funding and/or community feedback.



SCENARIO 4

During the January 18 Leander ISD Board of Trustees meeting, Trustees shared their desire to see changes in the attendance zoning process. Their feedback along with the community's indicated the need for a uniform approach to calculating a campus' functional capacity. Using a standardized process, LISD released a revised scenario on Friday, February 2.

ELEM #30 - FALL 2023 ATTENDANCE ZONING PROCESS



FUNCTIONAL CAPACITY

To decide the best practice for determining the functional capacity of our schools, the district has been working with consultant, Molly Smith from educational facility planning firm, thinkSMART planning, inc.

MOLLY SMITH
thinkSMART planning
Principal/ Founder



Calculating functional capacity can be done in several ways. One way is how LISD doing it currently. LISD's method requires the principal to fill out a form once or twice a year, depending on the need, labeling classrooms with their uses, and that data is then used to calculate the school's functional capacity. Typically, we have found that this process ends up with similar results as other methods that wouldn't require the principal to complete the form.

Ms. Smith has been involved with LISD since 2006 when the district hired America's Schoolhouse Council to review elementary school design. Ms. Smith was employed by an Arizona architecture firm, which was one of six national⁸⁰ architectural firms that reviewed the district's elementary design. Ms. Smith formed thinkSMART planning to help in facility planning across the United States. She has facilitated the design charrette process that LISD has used for the current design prototypes for:

- elementary design (11 elementaries)
- middle school design (Danielson MS)
- high school design (Tom Glenn HS)

In addition, Ms. Smith will be facilitating our design charrette process for our Early Childhood Center this spring.

CALCULATING FUNCTIONAL CAPACITY



STANDARDIZING CLASS SIZE

DEFINITIONS

- maximum capacity** - calculated by multiplying the number of classrooms by an average PTR of 22
- efficiency factor** - percent ranging from 80 - 90 depending on building type and instructional models. The higher the efficiency factor, the less flexibility
- functional capacity** - calculated by multiplying the maximum capacity by the efficiency factor. This takes into account needs for specialized programs and principal autonomy. (This does not include the addition of portables.)

[thinkSMART planning](#)

Capacity is calculated based on the school district's individual class size policy, state requirements, or pupil-teacher-ratio (PTR).

Grade Level	District Standard Classroom Sizes (PTR)
Pre-K 3	15
Pre-K 4	18
K-4th	22
5th	25

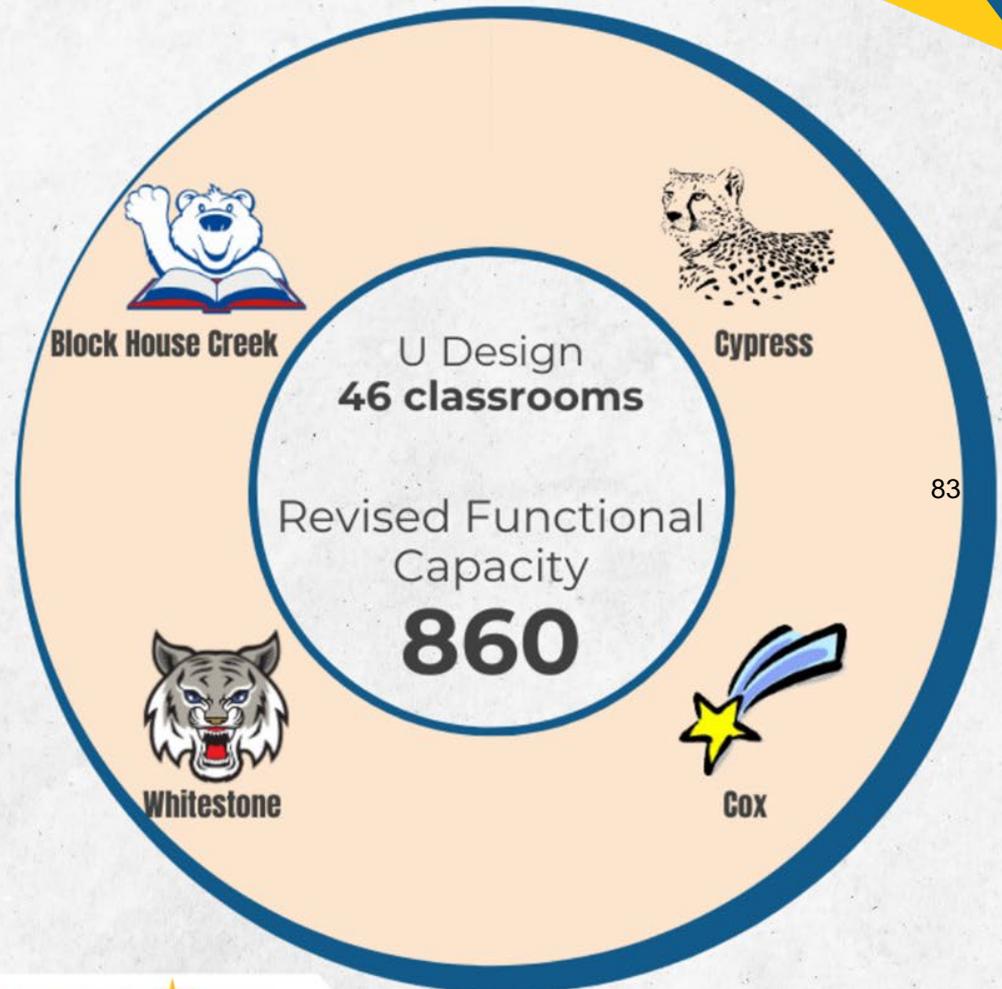
maximum capacity x efficiency factor (85%) = functional capacity



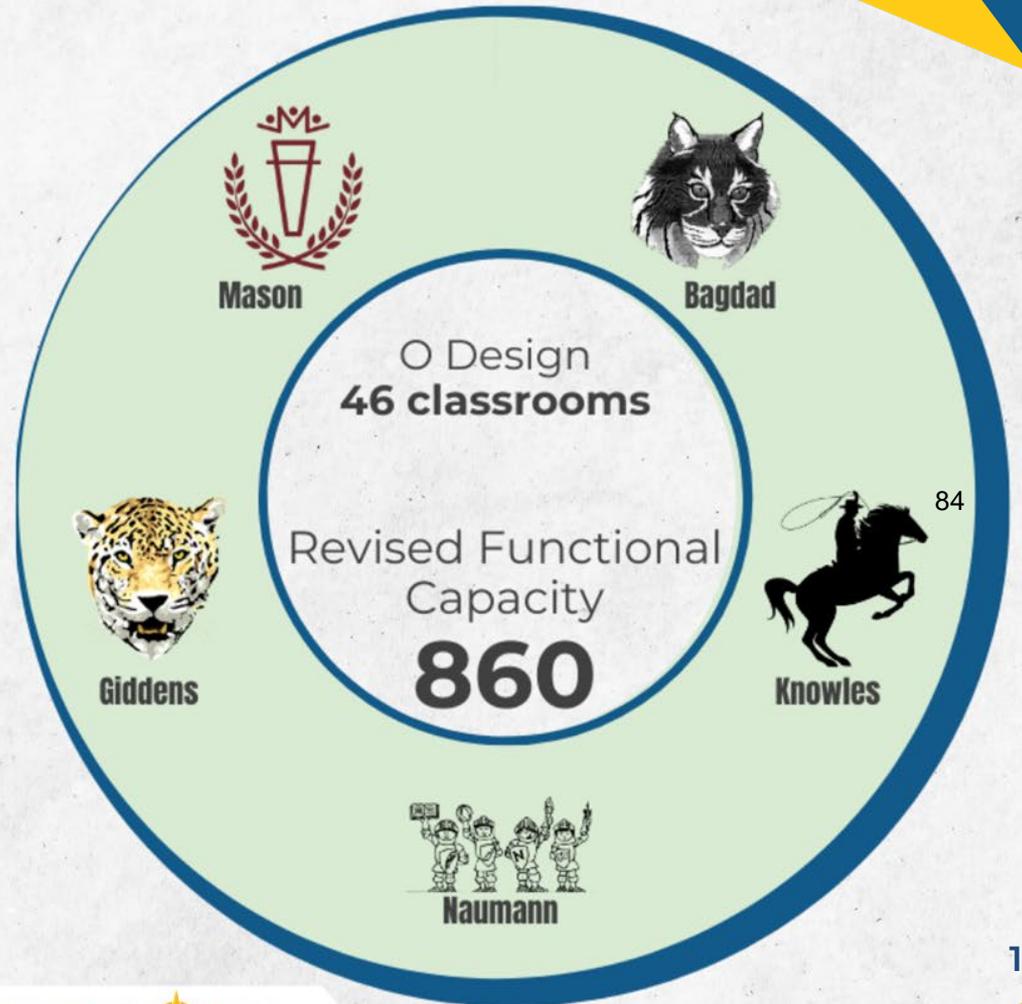
REVISED FUNCTIONAL CAPACITY



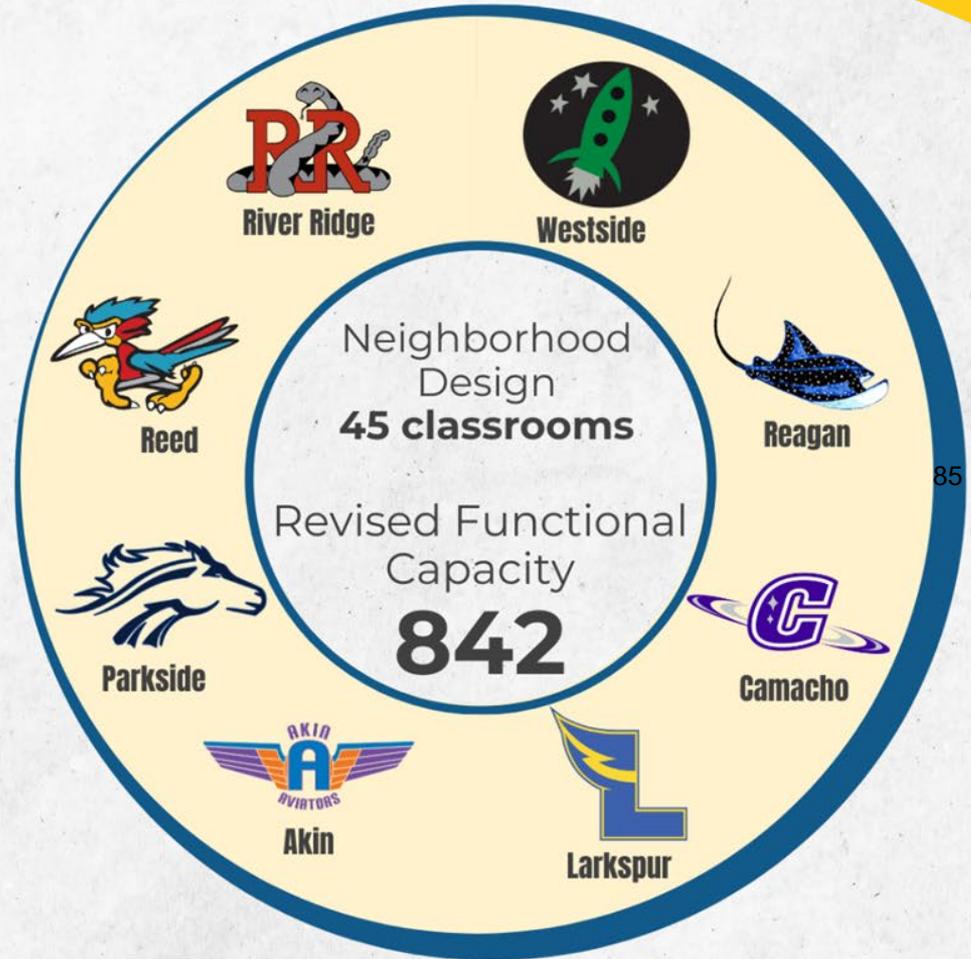
REVISED FUNCTIONAL CAPACITY



REVISED FUNCTIONAL CAPACITY



REVISED FUNCTIONAL CAPACITY



REVISED FUNCTIONAL CAPACITY



North

ES 30

Neighborhood
Design
44 classrooms

Revised Functional
Capacity

823



Tarvin

86

REVISED FUNCTIONAL CAPACITY



Steiner Ranch

Unique Design
47 classrooms

Revised Functional
Capacity

879



Faubion

Unique Design
45 classrooms

Revised Functional
Capacity

842



Grandview Hills

Unique Design
30 classrooms

Revised Functional
Capacity

561

87

NEW FUNCTIONAL CAPACITY

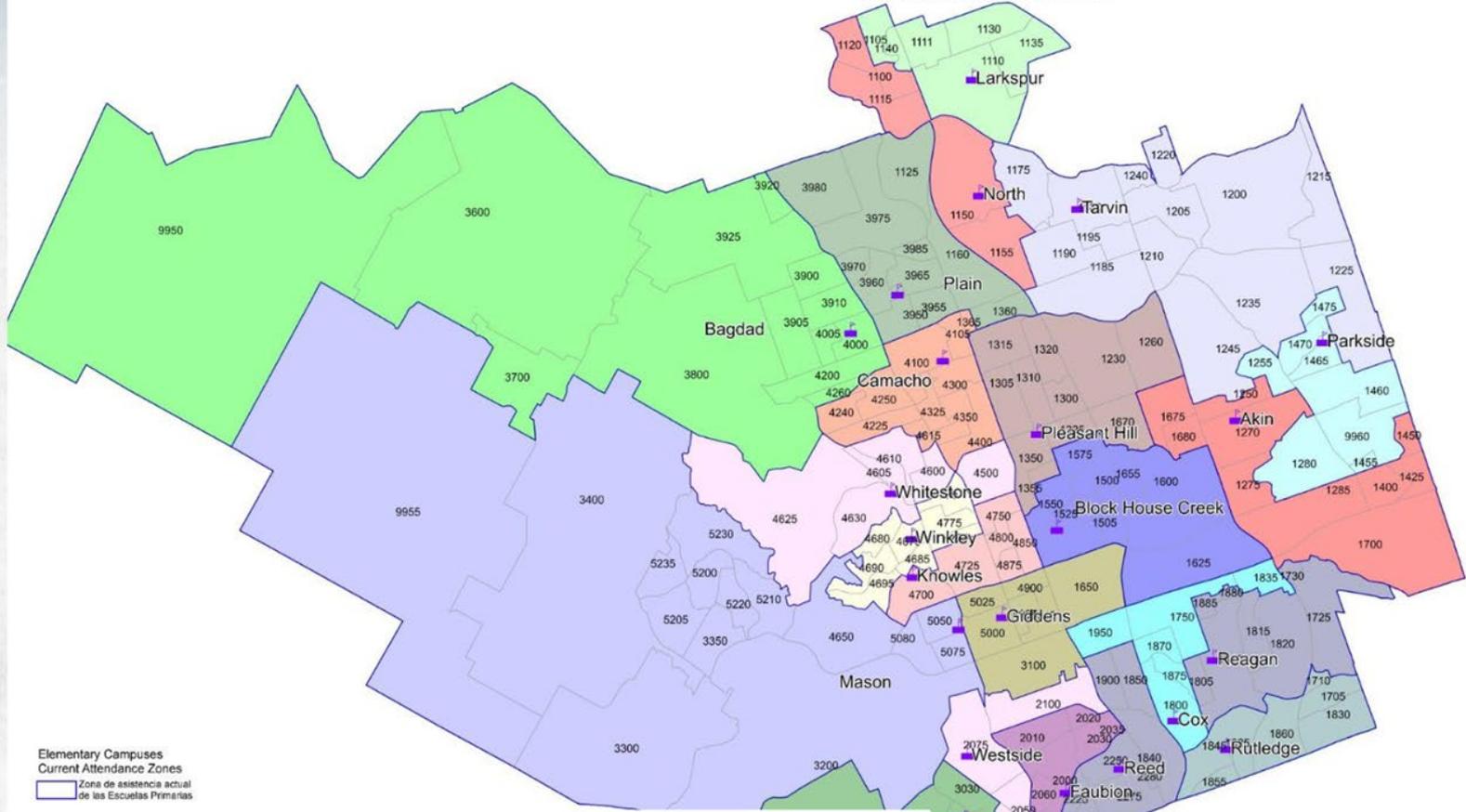
ALL ELEMENTARY SCHOOL CAMPUSES



*effective 2024-2025 school year							
	B # of Classrooms per Campus	C Maximum Building Capacity # of Classrooms x 22	D New Functional Capacity 85% of Maximum Building Capacity	E Current Enrollment 1-26-24	F Percent Capacity - Current Enrollment of Functional Capacity	G Previous Functional Capacity Numbers 2023-2024	H Difference between New Functional Capacity and Previous Functional Capacity Numbers D - G
	B	C	C x 85%	E	E/D x 100%	G	
Bush	47	1034	879	495	56.31%	629	250
Deer Creek	47	1034	879	654	74.40%	758	121
Pleasant Hill	47	1034	879	726	82.59%	963	-84
Plain	47	1034	879	876	99.66%	832	47
River Place	47	1034	879	607	69.06%	570	309
Rutledge	47	1034	879	909	103.41%	833	46
Winkley	47	1034	879	747	84.98%	872	7
Block House Creek	46	1012	860	482	56.05%	533	327
Cox	46	1012	860	636	73.95%	718	142
Cypress	46	1012	860	559	65.00%	668	192
Whitestone	46	1012	860	888	103.26%	918	-58
Bagdad	46	1012	860	878	102.09%	841	19
Glodens	46	1012	860	473	55.00%	695	165
Knowles	46	1012	860	718	83.49%	658	202
Mason	46	1012	860	648	75.35%	814	46
Naumann	46	1012	860	453	52.67%	763	97
Akin	45	990	842	939	111.52%	826	16
Camacho	45	990	842	669	79.45%	807	35
Larkspur	45	990	842	932	110.69%	856	-14
Parkside	45	990	842	750	89.07%	805	37
Reagan	45	990	842	816	96.91%	703	139
Reed	45	990	842	684	81.24%	934	-92
River Ridge	45	990	842	431	51.19%	747	95
Westside	45	990	842	524	62.23%	727	115
***Tarvin	44	968	823	813	98.78%	803	20
North	44	968	823	563	68.41%	825	-2
ELM 30	44	968	823	NA	NA	NA	NA
**Steiner Ranch	47	1034	879	474	53.92%	750	129
**Faubion	45	990	842	419	49.76%	673	169
**Grandview Hills	30	660	561	413	73.62%	511	50
*Campuses are grouped together by like campus designs							
**These campuses are unique designs.							
***Updated 2/15/24							

Leander Independent School District
2023-2024 North/Central Elementary Attendance Zones

*Distrito Escolar Independiente de Leander
Zonificación para la asistencia a Escuelas Primarias
Norte/Centro 2023-2024*

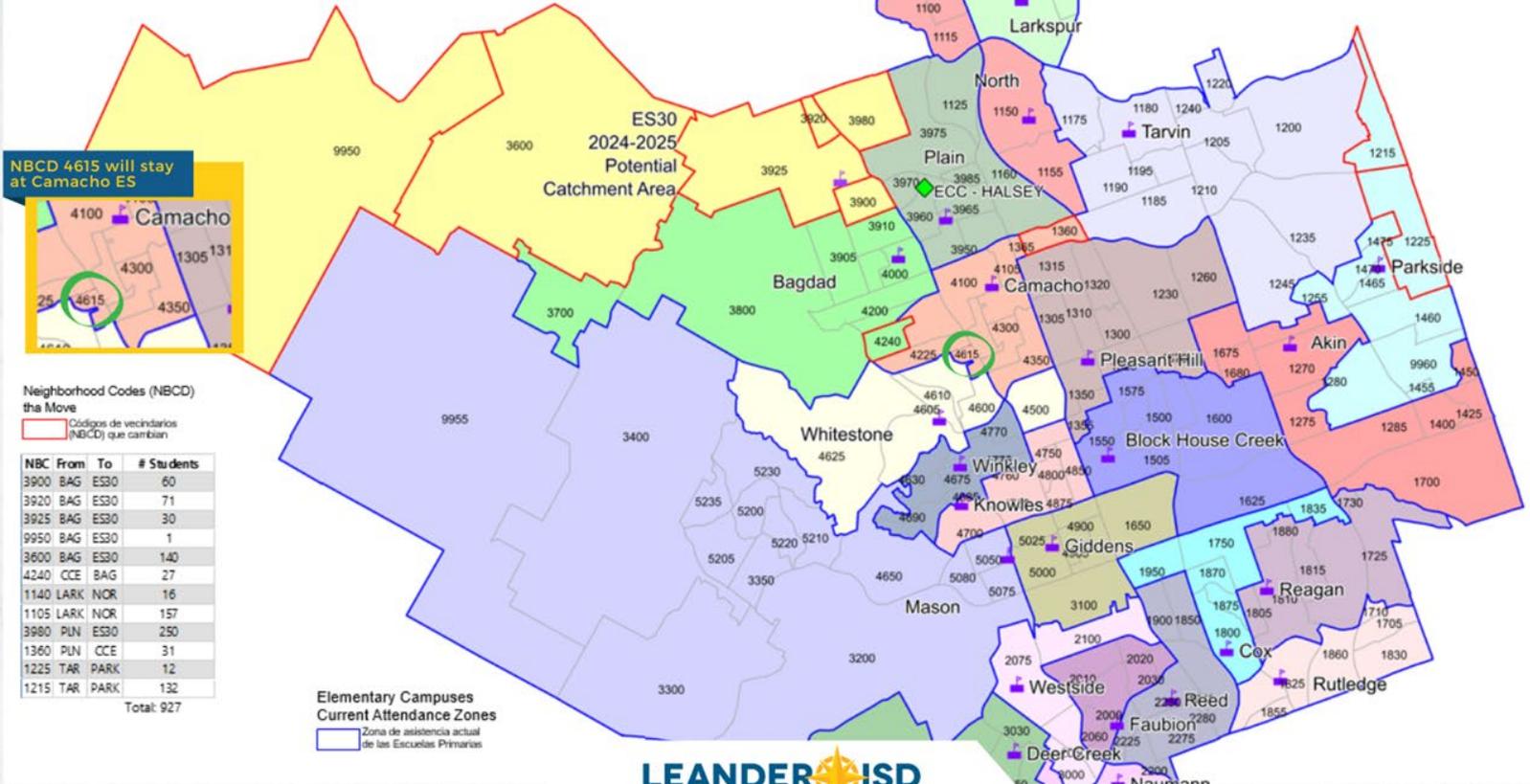


Leander Independent School District
 Elementary Attendance Zoning
 Open Elementary #30 In School Year 2024-2025
 Open ECC-Halsey in 2026-2027

Scenario 4 DRAFT
 BORRADOR de Propuesta 4

*Distrito Escolar Independiente de Leander
 Zonificación para la asistencia a escuelas primarias
 Apertura de la primaria #30 en el año escolar 2024-2025
 Apertura de centro ECC- Halsey en 2026-27*

**North Campuses
 Escuelas del Norte**



SCENARIO 4 PROJECTION TOTALS

Leander Independent School District
 Elementary Attendance Zoning
 Open Elementary #30 in School Year 2024-2025
 Open ECC-Halsey in 2026-2027

Scenario 4 DRAFT
 Borrador de propuesta 4

Distrito Escolar Independiente de Leander
 Zonificación para la asistencia a escuelas primarias
 Apertura de la primaria #30 en el año escolar
 2024-2025 Apertura de centro ECC-Halsey en 2026-2027

	Net Transfers Sept 2023 Snapshot	Functional Capacity	Open ES #30				Open ECC - Halsey															92
			24-25	% Cap	25-26	% Cap	26-27	% Cap	27-28	% Cap	28-29	% Cap	29-30	% Cap	30-31	% Cap	31-32	% Cap	32-33	% Cap	33-34	% Cap
Akin	-80	842	915	109%	843	100%	833	99%	845	100%	894	106%	959	114%	1,034	123%	1,097	130%	1,153	137%	1,199	142%
Bagdad	262	860	436	51%	472	55%	454	53%	496	58%	545	63%	624	73%	700	81%	791	92%	882	103%	973	113%
Camacho	-182	842	870	103%	835	99%	843	100%	830	99%	832	99%	830	99%	831	99%	841	100%	859	102%	865	103%
Larkspur	-36	842	860	102%	848	101%	788	94%	803	95%	815	97%	850	101%	880	105%	901	107%	906	108%	900	107%
North	-53	823	867	105%	901	109%	882	107%	924	112%	959	117%	1,017	124%	1,066	130%	1,109	135%	1,148	139%	1,178	143%
Parkside	-10	842	791	94%	822	98%	859	102%	933	111%	997	118%	1,057	126%	1,107	131%	1,160	138%	1,202	143%	1,233	146%
Plain	-151	879	812	92%	802	91%	732	83%	728	83%	725	82%	739	84%	754	86%	776	88%	797	91%	809	92%
Pleasant Hill	56	879	738	84%	725	82%	830	94%	843	96%	883	100%	913	104%	949	108%	982	112%	1,013	115%	1,038	118%
*Tarvin	-18	823	730	89%	776	94%	780	95%	887	108%	978	119%	1,063	129%	1,148	139%	1,227	149%	1,310	159%	1,370	166%
Whitestone	47	860	766	89%	707	82%	671	78%	629	73%	612	71%	610	71%	611	71%	627	73%	641	75%	643	75%
ES30	-85	823	552	67%	563	68%	519	63%	540	66%	572	70%	618	75%	671	82%	720	87%	759	92%	788	96%
ECC-Halsey		600					482	80%	496	83%	509	85%	526	88%	541	90%	555	93%	572	93%	588	98%

*Updated 2/15/2024

Red Indicates Functional Capacity >= 120%
 Rojo indica una capacidad funcional >= 120%

Blue Indicates Functional Capacity <= 80%
 Azul indica una capacidad funcional <= 80%

Projections are from Population and Survey Analysts (PASA) October 2023 Demographic Update
 Proyecciones basadas en el Informe Demográfico Actualizado de Octubre 2023 de PASA (Analistas de la Población y Encuestas)

Leander Independent School District
Elementary Attendance Zoning
Open Elementary #30 In School Year 2024-2025
Open ECC-Halsey in 2026-2027

Scenario 4 DRAFT
BORRADOR de Propuesta 4

*Distrito Escolar Independiente de Leander Zonificación
para la asistencia a escuelas primarias
Apertura de la primaria #30 en el año escolar 2024-2025
Apertura de centro ECC- Halsey en 2026-27
Apertura de la primaria #31 y #33 en el año escolar 2029-2030*

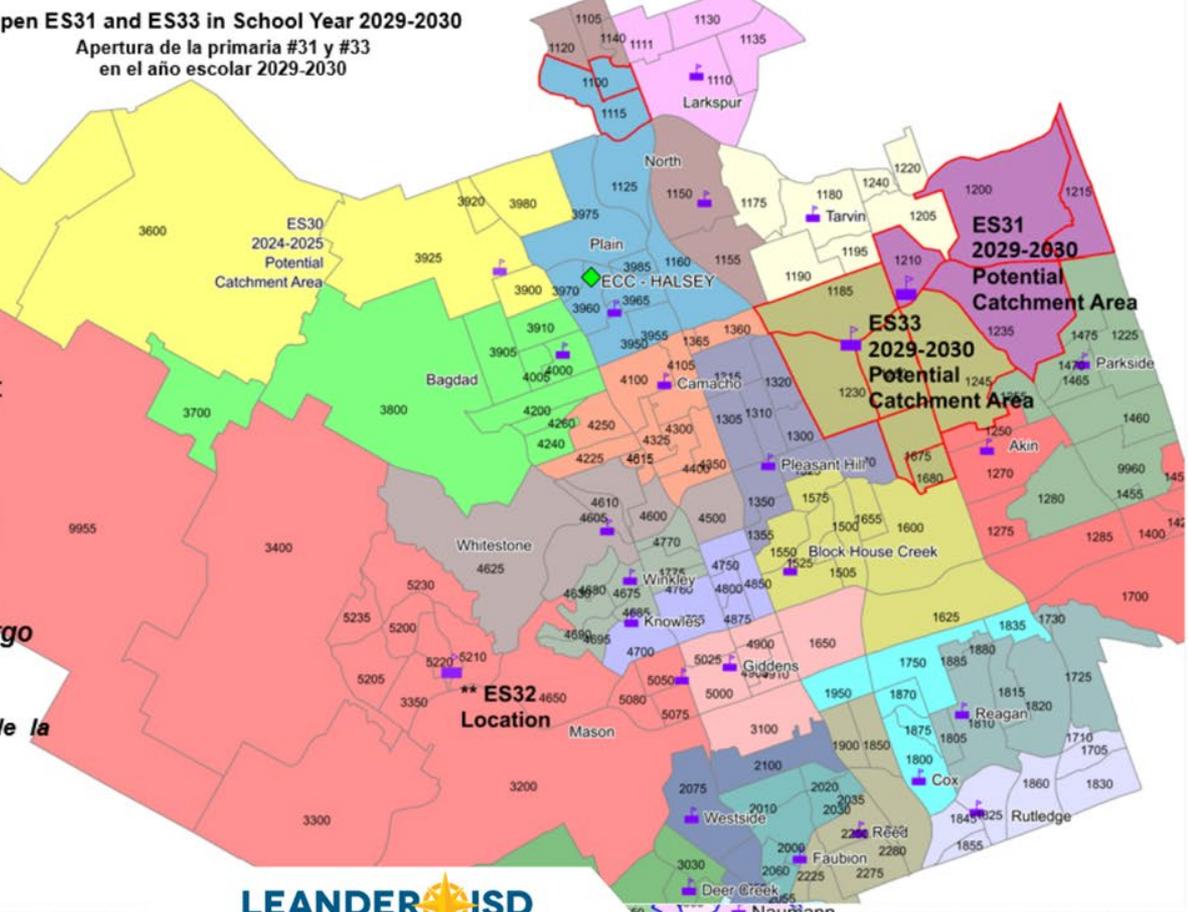
Open ES31 and ES33 in School Year 2029-2030
Apertura de la primaria #31 y #33
en el año escolar 2029-2030

Not zoning for ES31 or ES33
at this time. This is only a
planning exercise to help
formulate a long range plan.

** The future ES32 campus
location is shown but does not
impact zoning for ES30 or
campuses in the north.

*En este momento no estamos
zonificando para las primarias
ES31 o ES33. Esto es sólo un
ejercicio de planificación para
ayudar a formular un plan a largo
plazo.*

**Se muestra la ubicación futura de la
primaria #32 pero no impacta
la zonificación para ES30 o las
escuelas en el norte.



LONG-RANGE PLANNING

Leander Independent School District Elementary Attendance Zoning
 Open Elementary #30 in School Year 2024-2025
 Open ECC-Halsey in School Year 2026-2027
 North Campuses - Projection Totals by Campus
 (with PK Communities)

Not zoning for ES31, ES32, or ES33 at this time.

This is only an exercise to help formulate a long range plan

*En este momento no estamos zonificando para las primarias ES31, ES32 o ES33.
 Esto es sólo un ejercicio de planificación para ayudar a formular un plan a largo plazo.*

Distrito Escolar Independiente de Leander Zonificación para la asistencia a escuelas primarias
 Apertura de la primaria #30 en el año escolar 2024-2025
 Apertura de centro ECC-Halsey en el año escolar 2026-27
 Escuelas del Norte Proyecciones totales por campus escolar (incluyendo las Comunidades de PK)

Open ES32 in 2027-2028

Apertura de la primaria #32 en 2027-2028

Open ES31 and ES33 in School Year 2029-2030

Apertura de la primaria #31 y #33 en el año escolar 2029-2030

	Net Transfers Sept 2023 Snapshot	Functional Capacity	Open ES #30		Open *ECC - Halsey #30		**Open ES #32		Open ES #31		ES #33											
			24-25	% Cap	25-26	% Cap	26-27	% Cap	27-28	% Cap	28-29	% Cap	29-30	% Cap	30-31	% Cap	31-32	% Cap	32-33	% Cap	33-34	% Cap
Akin	-80	842	915	109%	843	100%	833	99%	845	100%	894	106%	797	95%	870	103%	932	111%	989	117%	1,039	123%
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Camacho	-182	842	870	103%	835	99%	843	100%	830	99%	832	99%	830	99%	831	99%	841	100%	859	102%	865	103%
Larkspur	-36	842	860	102%	848	101%	788	94%	803	95%	815	97%	850	101%	880	105%	901	107%	906	108%	900	107%
North	-53	823	867	105%	901	109%	882	107%	924	112%	959	117%	807	98%	846	103%	878	107%	902	110%	915	111%
Parkside	-10	842	791	94%	822	98%	859	102%	933	111%	997	118%	706	84%	747	89%	792	94%	828	98%	855	102%
Plain	-151	879	812	92%	802	91%	732	83%	728	83%	725	82%	949	108%	974	111%	1007	115%	1043	119%	1072	122%
Pleasant Hill	56	879	738	84%	725	82%	830	94%	843	96%	883	100%	780	89%	808	92%	831	95%	854	97%	874	99%
*Tarvin	-18	823	730	89%	776	94%	780	95%	887	108%	978	119%	584	71%	609	74%	636	77%	659	80%	669	81%
Whitestone	47	860	766	89%	707	82%	671	78%	629	73%	612	71%	610	71%	611	71%	627	73%	641	75%	643	75%
ES30	-85	823	552	67%	563	68%	519	63%	540	66%	572	70%	618	75%	671	82%	720	87%	759	92%	788	96%
ES31		823											606	74%	656	80%	704	86%	755	92%	795	97%
ES33		823											562	68%	594	72%	619	75%	645	78%	664	81%
ECC-Halsey		600					482	80%	496	83%	509	85%	526	88%	541	90%	555	93%	572	93%	588	98%

*Updated 2/15/2024

**ES32 is not reflected in the table above because it does not impact the ES30 zoning or north campuses.

Red Indicates Functional Capacity >= 120%
 Rojo indica una capacidad funcional >= 120%

**ES32 no está reflejada en la gráfica anterior porque no tiene impacto en la zonificación de ES30 o en las escuelas del norte

Blue Indicates Functional Capacity <= 80%
 Azul indica una capacidad funcional <= 80%

*ECC-Halsey - Board Approved Early Childhood Center at USD Property located at Halsey Drive and San Gabriel Parkway

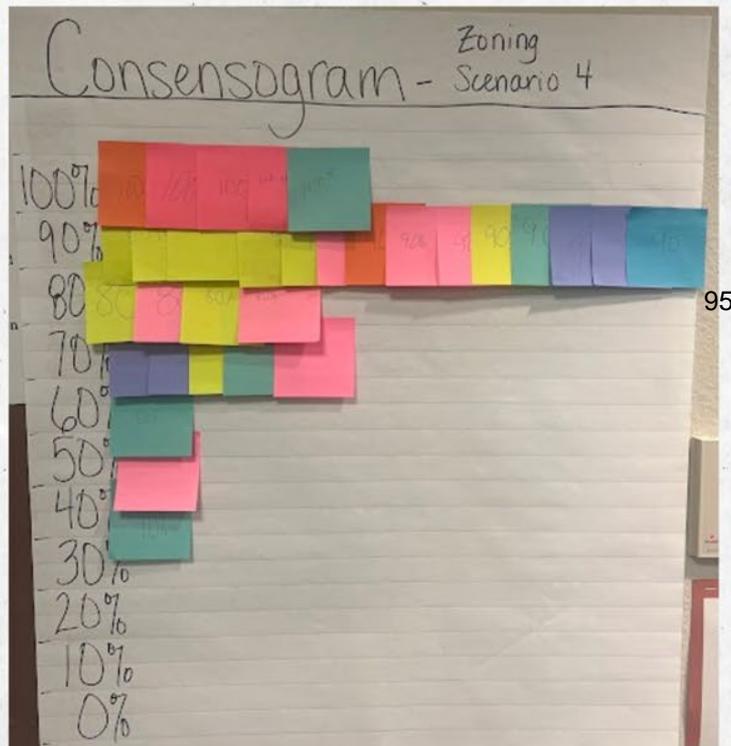
*ECC-La Junta Directiva aprobó el Centro de Primera Infancia Halsey en la propiedad de USD ubicada en Halsey Drive y San Gabriel Parkway

Projections are from Population and Survey Analysts (PASA) October 2023 Demographic Update
 Proyecciones basadas en el Informe Demográfico Actualizado de Octubre 2023 de PASA
 (Analistas de la Población y Encuestas)

LONG-RANGE PLANNING COMMITTEE REVIEWS RECOMMENDED SCENARIO

Long-Range Planning Committee members reviewed the Elementary School zoning process, feedback and recommendation report to ensure intent of the Zoning Charter and Long-Range Plan during their meeting on February 13.

A consensogram was utilized to collect feedback in accordance with Step 9 of the zoning process.



STUDENT TRANSFER EXCEPTIONS



While final decisions have not been made at this time regarding student transfer exceptions, please know discussions are ongoing and information will be shared once it is finalized.

Factors such as the total number of students rezoned and the impact on Transportation services must be considered before decisions can be made on student transfer exceptions.



Consideration will be given to specific grade levels, such as 5th grade.



Other grade levels will be considered after other factors mentioned above have been determined.

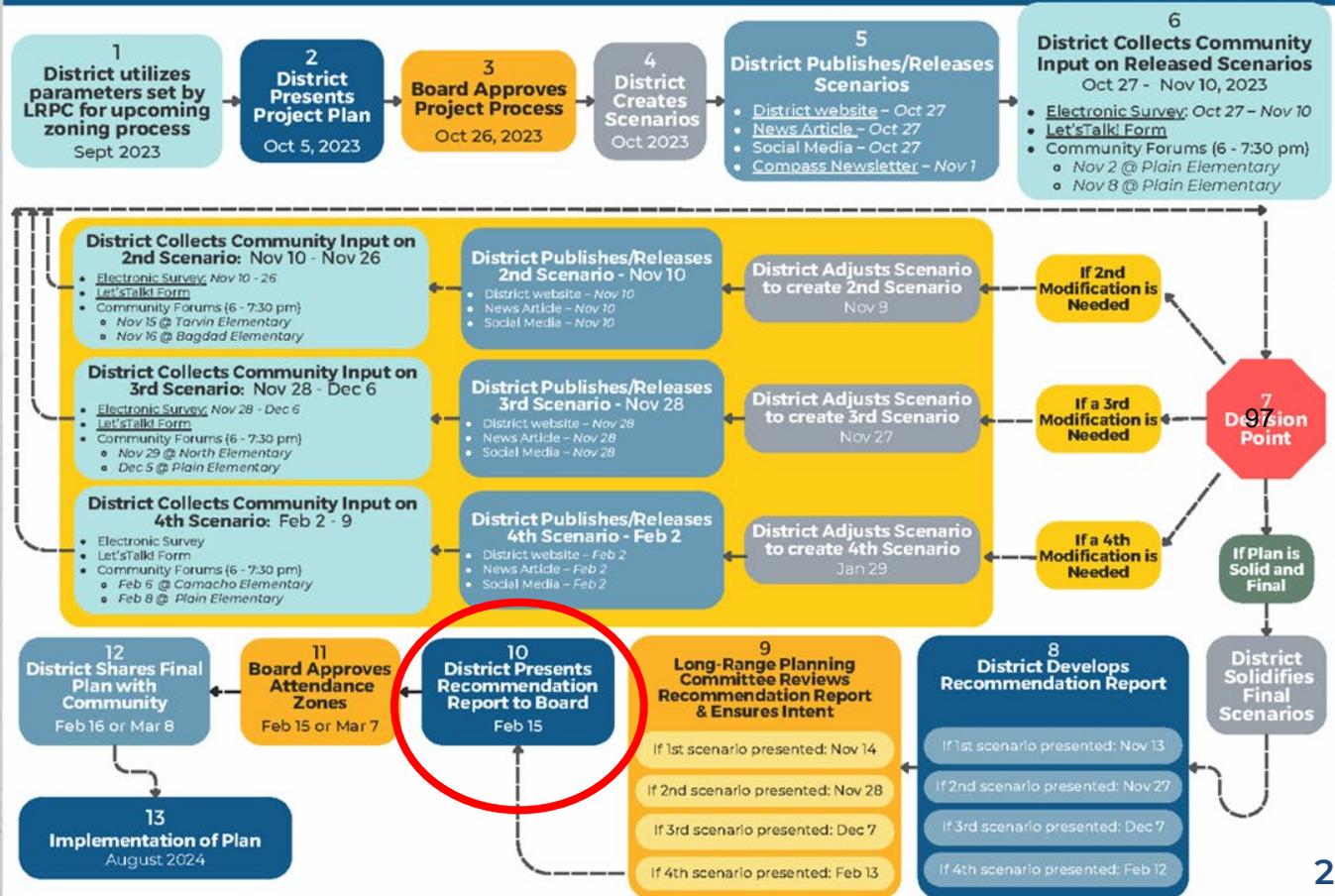


Historically, transportation has not been provided for students on a transfer exception.

SCENARIO 4

During the January 18 Leander ISD Board of Trustees meeting, Trustees shared their desire to see changes in the attendance zoning process. Their feedback along with the community's indicated the need for a uniform approach to calculating a campus' functional capacity. Using a standardized process, LISD released a revised scenario on Friday, February 2.

ELEM #30 - FALL 2023 ATTENDANCE ZONING PROCESS



ADMINISTRATION RECOMMENDATION

The Administration recommends that the Board adopt the implementation of Elementary School #30 Attendance Zoning Scenario 4 at the February 15, 2024 Board Meeting.

98

24

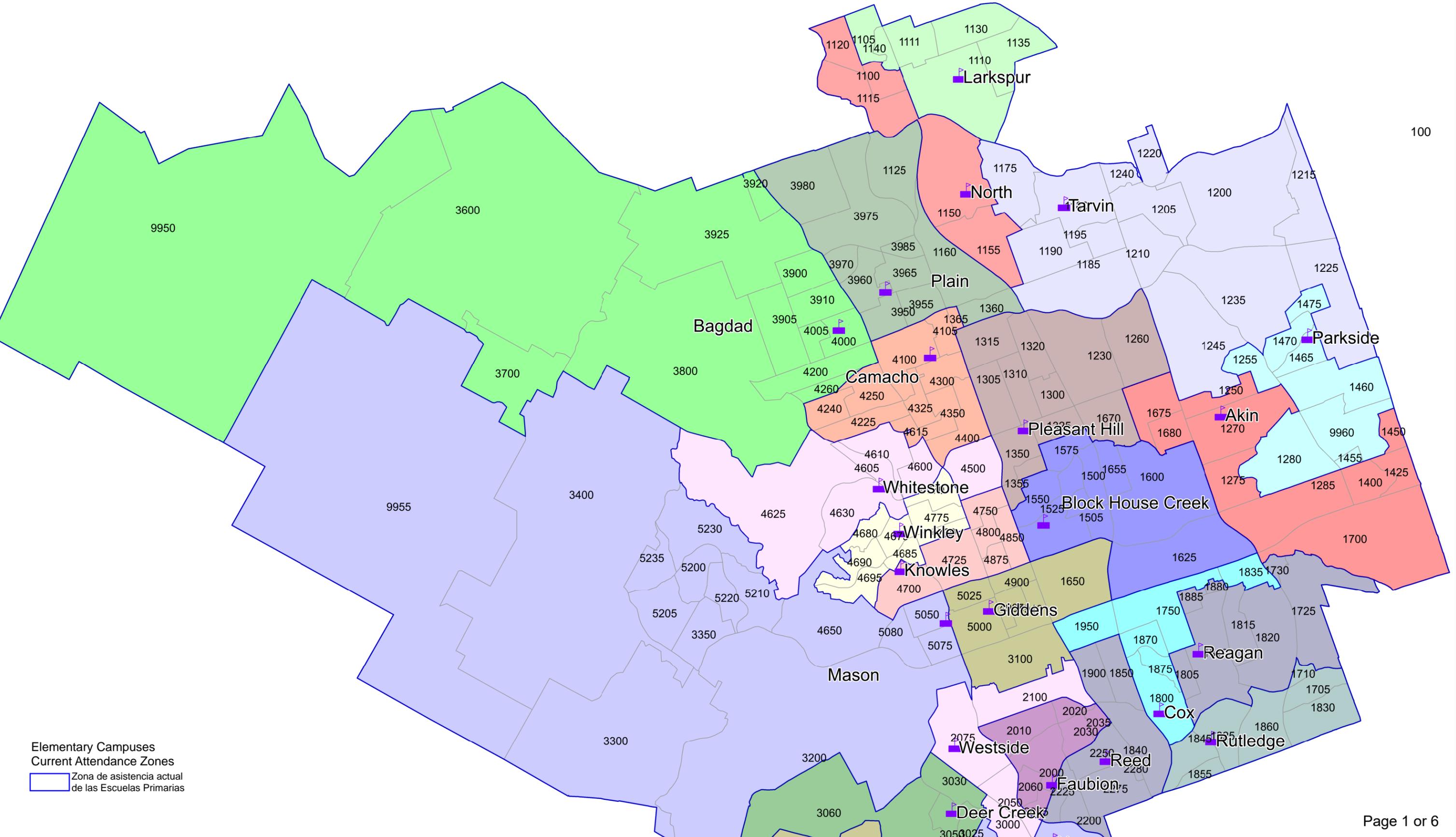


QUESTIONS & DISCUSSION



**Leander Independent School District
2023-2024 North/Central Elementary Attendance Zones**

***Distrito Escolar Independiente de Leander
Zonificación para la asistencia a Escuelas Primarias
Norte/Centro 2023-2024***



Elementary Campuses
Current Attendance Zones
 Zona de asistencia actual de las Escuelas Primarias

Leander Independent School District
Projection Totals by Campus (with PK Communities)
2023-2024 Attendance Zones
North Campuses

Distrito Escolar Independiente de Leander
Zonas de asistencia 2023-24
Proyecciones totales por campus escolar (incluyendo las
Comunidades de PK
Escuelas del Norte

	Net Student Transfers Sept. 2023 Snapshot	Functional Capacity	24-25		25-26		26-27		27-28		28-29		29-30		30-31		31-32		32-33		33-34	
			% Cap																			
Akin	-80	826	915	111%	843	102%	833	101%	845	102%	894	108%	959	116%	1,034	125%	1,097	133%	1,153	140%	1,199	145%
Bagdad	262	841	711	85%	743	88%	782	93%	825	98%	889	106%	1,011	120%	1,143	136%	1,289	153%	1,427	170%	1,558	185%
Camacho	-182	807	866	107%	857	106%	871	108%	870	108%	876	109%	868	108%	856	106%	853	106%	859	106%	860	107%
Larkspur	-36	856	1,033	121%	1,044	122%	1,084	127%	1,113	130%	1,143	134%	1,201	140%	1,250	146%	1,286	150%	1,302	152%	1,302	152%
North	-53	825	694	84%	705	85%	756	92%	788	96%	807	98%	844	102%	876	106%	906	110%	937	114%	964	117%
Parkside	-10	805	665	83%	652	81%	625	78%	637	79%	655	81%	700	87%	741	92%	786	98%	822	102%	849	105%
Plain	-151	963	1,093	113%	1,082	112%	1,104	115%	1,112	115%	1,130	117%	1,163	121%	1,197	124%	1,235	128%	1,269	132%	1,283	133%
Pleasant Hill	56	832	720	87%	702	84%	742	89%	748	90%	782	94%	809	97%	842	101%	873	105%	901	108%	923	111%
Tarvin	-18	803	874	109%	969	121%	1,145	143%	1,325	165%	1,469	183%	1,574	196%	1,672	208%	1,762	219%	1,856	231%	1,925	240%
Whitestone	47	918	773	84%	714	78%	678	74%	636	69%	619	67%	617	67%	618	67%	634	69%	648	71%	650	71%

101

Red Indicates Functional Capacity >= 120%
 Rojo indica una capacidad funcional >= 120%

Blue Indicates Functional Capacity <=80%
 Azul indica una capacidad funcional <=80%

Projections are from Population and Survey Analysts (PASA)
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Leander Independent School District
 Elementary Attendance Zoning
 Open Elementary #30 in School Year 2024-2025
 Open ECC-Halsey in 2026-2027

Scenario 4 DRAFT
 Borrador de propuesta 4

Distrito Escolar Independiente de Leander
 Zonificación para la asistencia a escuelas primarias
 Apertura de la primaria #30 en el año escolar
 2024-2025 Apertura de centro ECC-Halsey en 2026-2027

	Net Transfers Sept 2023 Snapshot	Functional Capacity	Open ES #30				Open ECC - Halsey															
			24-25	% Cap	25-26	% Cap	26-27	% Cap	27-28	% Cap	28-29	% Cap	29-30	% Cap	30-31	% Cap	31-32	% Cap	32-33	% Cap	33-34	% Cap
Akin	-80	842	915	109%	843	100%	833	99%	845	100%	894	106%	959	114%	1,034	123%	1,097	130%	1,153	137%	1,199	142%
Bagdad	262	860	436	51%	472	55%	454	53%	496	58%	545	63%	624	73%	700	81%	791	92%	882	103%	973	113%
Camacho	-182	842	870	103%	835	99%	843	100%	830	99%	832	99%	830	99%	831	99%	841	100%	859	102%	865	103%
Larkspur	-36	842	860	102%	848	101%	788	94%	803	95%	815	97%	850	101%	880	105%	901	107%	906	108%	900	107%
North	-53	823	867	105%	901	109%	882	107%	924	112%	959	117%	1,017	124%	1,066	130%	1,109	135%	1,148	139%	1,178	143%
Parkside	-10	842	791	94%	822	98%	859	102%	933	111%	997	118%	1,057	126%	1,107	131%	1,160	138%	1,202	143%	1,233	146%
Plain	-151	879	812	92%	802	91%	732	83%	728	83%	725	82%	739	84%	754	86%	776	88%	797	91%	809	92%
Pleasant Hill	56	879	738	84%	725	82%	830	94%	843	96%	883	100%	913	104%	949	108%	982	112%	1,013	115%	1,038	118%
*Tarvin	-18	823	730	89%	776	94%	780	95%	887	108%	978	119%	1,063	129%	1,148	139%	1,227	149%	1,310	159%	1,370	166%
Whitestone	47	860	766	89%	707	82%	671	78%	629	73%	612	71%	610	71%	611	71%	627	73%	641	75%	643	75%
ES30	-85	823	552	67%	563	68%	519	63%	540	66%	572	70%	618	75%	671	82%	720	87%	759	92%	788	96%
ECC-Halsey		600					482	80%	496	83%	509	85%	526	88%	541	90%	555	93%	572	93%	588	98%

*Updated 2/15/2024

Red Indicates Functional Capacity >= 120%
 Rojo indica una capacidad funcional >= 120%

Blue Indicates Functional Capacity <= 80%
 Azul indica una capacidad funcional <= 80%

Projections are from Population and Survey Analysts
 (PASA) October 2023 Demographic Update
 Proyecciones basadas en el Informe Demográfico
 Actualizado de Octubre 2023 de PASA (Analistas de la Población y Encuestas)

**Leander Independent School District
Elementary Attendance Zoning
Open Elementary #30 In School Year 2024-2025
Open ECC-Halsey in 2026-2027**

**Scenario 4 DRAFT
BORRADOR de Propuesta 4**

*Distrito Escolar Independiente de Leander Zonificación
para la asistencia a escuelas primarias
Apertura de la primaria #30 en el año escolar 2024-2025
Apertura de centro ECC- Halsey en 2026-27
Apertura de la primaria #31 y #33 en el año escolar*

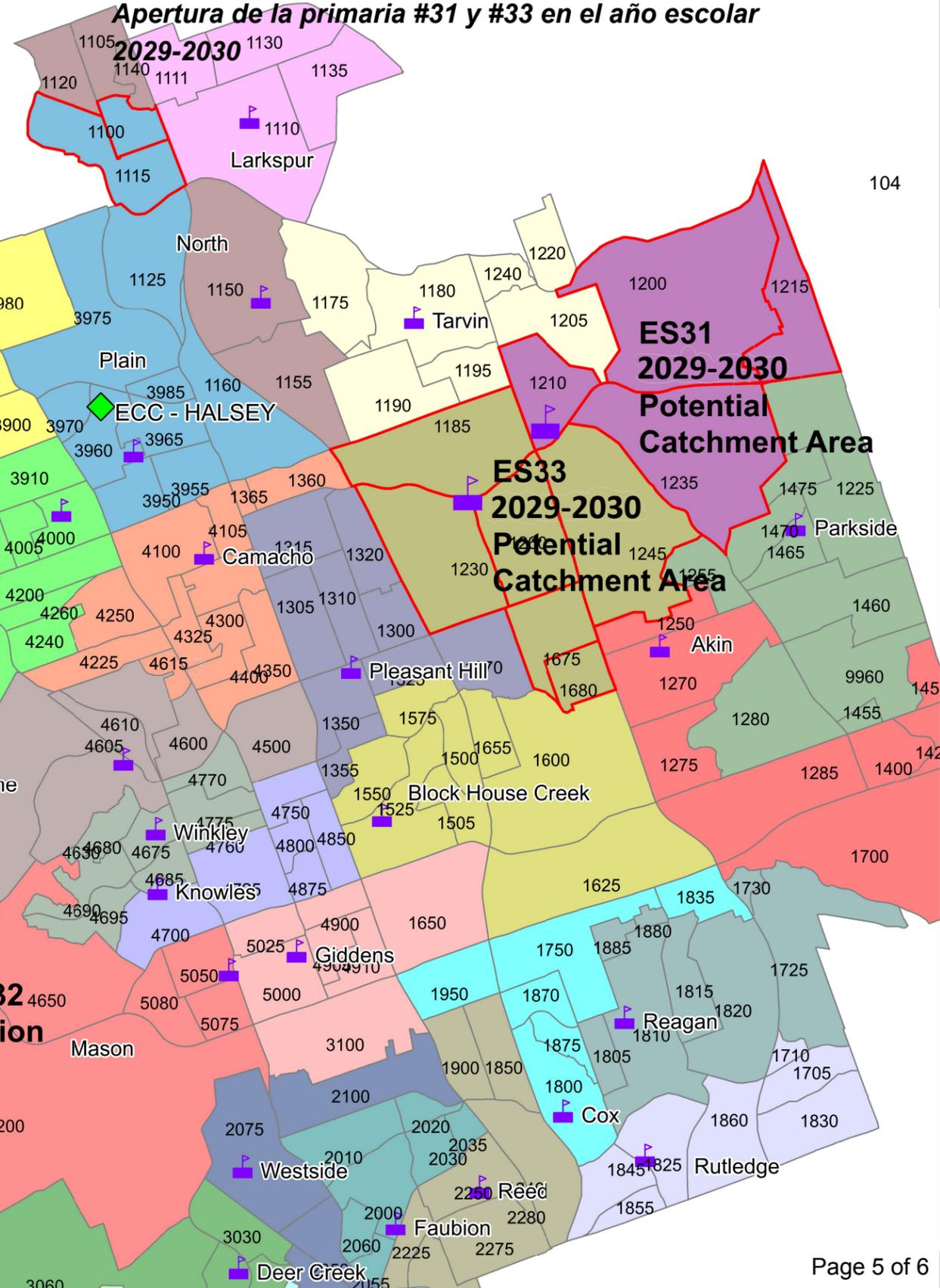
**Open ES31 and ES33 in School Year 2029-2030
Apertura de la primaria #31 y #33
en el año escolar 2029-2030**

**Not zoning for ES31 or ES33
at this time. This is only a
planning exercise to help
formulate a long range plan.**

**** The future ES32 campus
location is shown but does not
impact zoning for ES30 or
campuses in the north.**

***En este momento no estamos
zonificando para las primarias
ES31 o ES33. Esto es sólo un
ejercicio de planificación para
ayudar a formular un plan a largo
plazo.***

*****Se muestra la ubicación futura de la
primaria #32 pero no impacta la
zonificación para ES30 o las escuelas en
el norte.***



Not zoning for ES31, ES32, or ES33 at this time.
This is only an exercise to help formulate a long range plan
En este momento no estamos zonificando para las primarias ES31, ES32 o ES33.
 Esto es sólo un ejercicio de planificación para ayudar a formular un plan a largo plazo.

Open ES32 in 2027-2028

Apertura de la primaria #32 en 2027-2028

Open ES31 and ES33 in School Year 2029-2030

Apertura de la primaria #31 y #33 en el año escolar 2029-2030

	Net Transfers Sept 2023 Snapshot	Functional Capacity	Open ES #30				Open *ECC - Halsey		**Open ES #32				Open ES #31 ES #33									
			24-25	% Cap	25-26	% Cap	26-27	% Cap	27-28	% Cap	28-29	% Cap	29-30	% Cap	30-31	% Cap	31-32	% Cap	32-33	% Cap	33-34	% Cap
Akin	-80	842	915	109%	843	100%	833	99%	845	100%	894	106%	797	95%	870	103%	932	111%	989	117%	1,039	123%
Bagdad	262	860	436	51%	472	55%	454	53%	496	58%	545	63%	624	73%	700	81%	791	92%	882	103%	973	113%
Camacho	-182	842	870	103%	835	99%	843	100%	830	99%	832	99%	830	99%	831	99%	841	100%	859	102%	865	103%
Larkspur	-36	842	860	102%	848	101%	788	94%	803	95%	815	97%	850	101%	880	105%	901	107%	906	108%	900	107%
North	-53	823	867	105%	901	109%	882	107%	924	112%	959	117%	807	98%	846	103%	878	107%	902	110%	915	111%
Parkside	-10	842	791	94%	822	98%	859	102%	933	111%	997	118%	706	84%	747	89%	792	94%	828	98%	855	102%
Plain	-151	879	812	92%	802	91%	732	83%	728	83%	725	82%	949	108%	974	111%	1007	115%	1043	119%	1072	122%
Pleasant Hill	56	879	738	84%	725	82%	830	94%	843	96%	883	100%	780	89%	808	92%	831	95%	854	97%	874	99%
*Tarvin	-18	823	730	89%	776	94%	780	95%	887	108%	978	119%	584	71%	609	74%	636	77%	659	80%	669	81%
Whitestone	47	860	766	89%	707	82%	671	78%	629	73%	612	71%	610	71%	611	71%	627	73%	641	75%	643	75%
ES30	-85	823	552	67%	563	68%	519	63%	540	66%	572	70%	618	75%	671	82%	720	87%	759	92%	788	96%
ES31		823											606	74%	656	80%	704	86%	755	92%	795	97%
ES33		823											562	68%	594	72%	619	75%	645	78%	664	81%
ECC-Halsey		600					482	80%	496	83%	509	85%	526	88%	541	90%	555	93%	572	93%	588	98%

*Updated 2/15/2024

**ES32 is not reflected in the table above because it does not impact the ES30 zoning or north campuses.

Red Indicates Functional Capacity >= 120%
 Rojo indica una capacidad funcional >= 120%

**ES32 no está reflejada en la gráfica anterior porque no tiene impacto en la zonificación de ES30 o en las escuelas del norte

Blue Indicates Functional Capacity <= 80%
 Azul indica una capacidad funcional <= 80%

*ECC-Halsey - Board Approved Early Childhood Center at LISD Property located at Halsey Drive and San Gabriel Parkway

*ECC-La Junta Directiva aprobó el Centro de Primera Infancia Halsey en la propiedad de LISD ubicada en Halsey Drive y San Gabriel Parkway

Projections are from Population and Survey Analysts (PASA) October 2023 Demographic Update
 Proyecciones basadas en el Informe Demográfico Actualizado de Octubre 2023 de PASA
 (Analistas de la Población y Encuestas)

Re: Calculating Functional Capacity

Calculating functional capacity can be done in several ways. One way is how LISD doing it currently. LISD’s method requires the principal to fill out a form once or twice a year, depending on the need, labeling classrooms with their uses, and that data is then used to calculate the school’s functional capacity. Typically, we have found that this process ends up with similar results as other methods that wouldn’t require the principal to complete the form, as described below.

The most common method for accurately calculating capacity is based on the number of teaching stations (classrooms) provided in each school building. Capacity is calculated based on the school district’s individual class size policy, state requirements, or pupil-teacher-ratio (PTR). An example of a typical PTR is shown here:

Grade Level	Maximum Class Size
PreK-3	15
PreK-4	18
Kindergarten-4th	22
5th	25

The building’s maximum capacity is calculated by multiplying the number of classrooms times the maximum class size. The maximum capacity is then multiplied by an efficiency factor, which is a percentage ranging from 80 to 90 percent depending upon building type. Elementary schools are more efficient because students don’t rotate classes like upper grades. Higher efficiency factors (90%+) imply that the building will have less flexibility, i.e. every classroom is used for a full class size. Lower efficiency factors (80-85%) mean the principal will have available rooms for other programs, so long as the classrooms are loaded to the district PTR. Efficiency ratios utilized in the calculations consider district instructional models and scheduling. Additionally, special programs such as special education resource classrooms, self-contained special education classrooms, and pre-kindergarten can be incorporated into the calculation model.

This table shows how functional capacity provides available room for programs or growth (should a school’s enrollment approach 100% maximum capacity) in an elementary school. In this example, a school designed for 968 students will be most comfortably loaded with 823 students. This leaves a capacity to add 145 more K-4th students (if approaching 100% capacity) or six classrooms for other program uses (if classrooms are loaded to the sizes itemized above). It should be noted that specials such music, art, physical education are not counted towards capacity in elementary schools.

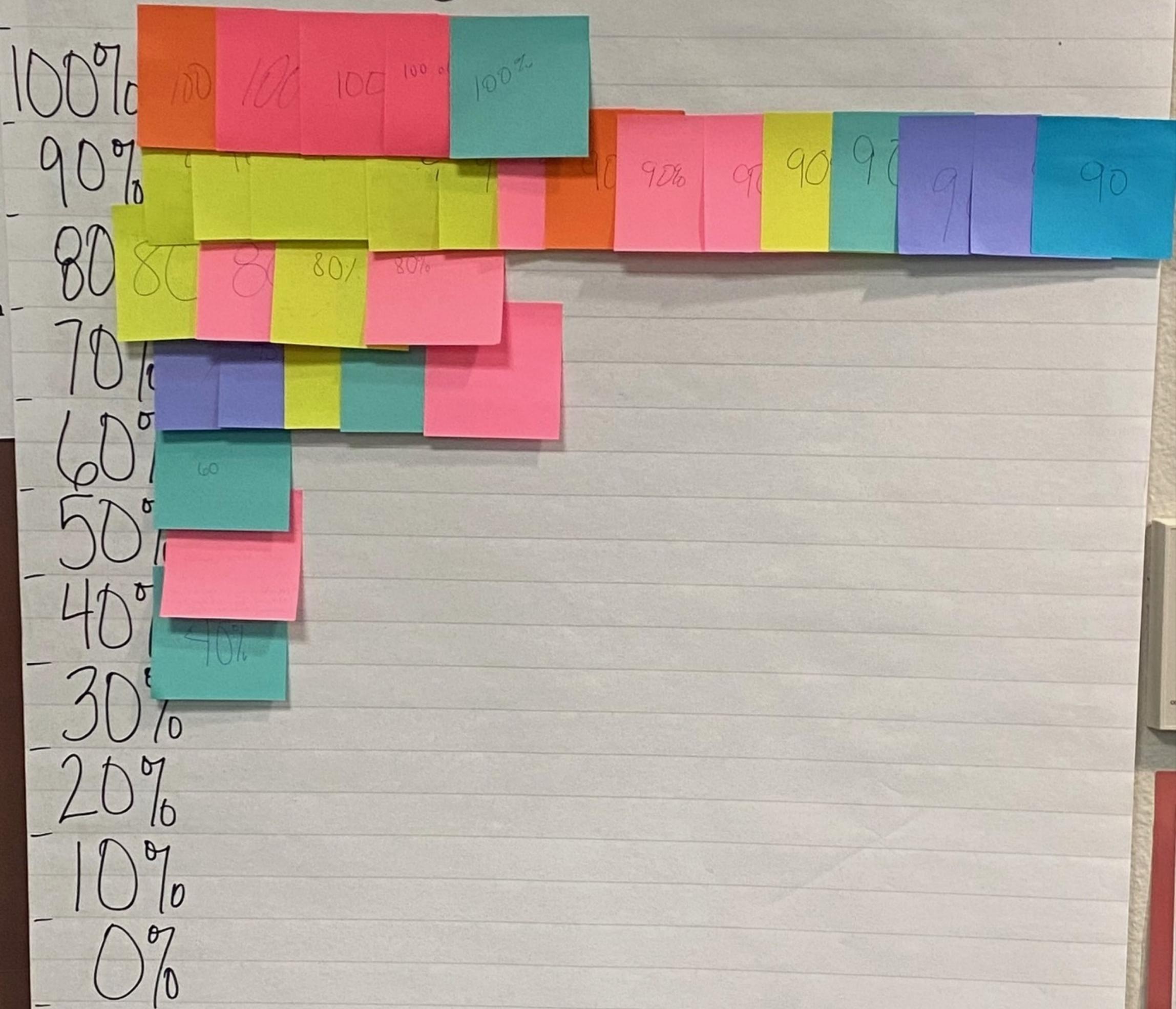
Maximum Capacity (100%)	968
Functional Capacity (85%)	823
Additional/ Overflow Capacity	145
Classrooms Available for Programs or Growth (Additional Capacity/22)	6.6
Classrooms Available (rounded)	6

LISD NEW Functional Capacity All Campuses

*effective 2024-2025 school year

	B # of Classrooms per Campus	C Maximum Building Capacity # of Classrooms x 22	D New Functional Capacity 85% of Maximum Building Capacity	E Current Enrollment 1-26-24	F Percent Capacity - Current Enrollment of Functional Capacity	G Previous Functional Capacity Numbers 2023-2024	H Difference between New Functional Capacity and Previous Functional Capacity Numbers D - G
	B	C	C x 85%	E	E/D x 100%	G	D - G
Bush	47	1034	879	495	56.31%	629	250
Deer Creek	47	1034	879	654	74.40%	758	121
Pleasant Hill	47	1034	879	726	82.59%	963	-84
Plain	47	1034	879	876	99.66%	832	47
River Place	47	1034	879	607	69.06%	570	309
Rutledge	47	1034	879	909	103.41%	833	46
Winkley	47	1034	879	747	84.98%	872	7
Block House Creek	46	1012	860	482	56.05%	533	327
Cox	46	1012	860	636	73.95%	718	142
Cypress	46	1012	860	559	65.00%	668	192
Whitestone	46	1012	860	888	103.26%	918	-58
Bagdad	46	1012	860	878	102.09%	841	19
Giddens	46	1012	860	473	55.00%	695	165
Knowles	46	1012	860	718	83.49%	658	202
Mason	46	1012	860	648	75.35%	814	46
Naumann	46	1012	860	453	52.67%	763	97
Akin	45	990	842	939	111.52%	826	16
Camacho	45	990	842	669	79.45%	807	35
Larkspur	45	990	842	932	110.69%	856	-14
Parkside	45	990	842	750	89.07%	805	37
Reagan	45	990	842	816	96.91%	703	139
Reed	45	990	842	684	81.24%	934	-92
River Ridge	45	990	842	431	51.19%	747	95
Westside	45	990	842	524	62.23%	727	115
***Tarvin	44	968	823	813	98.78%	803	20
North	44	968	823	563	68.41%	825	-2
ELM 30	44	968	823	NA	NA	NA	NA
**Steiner Ranch	47	1034	879	474	53.92%	750	129
**Faubion	45	990	842	419	49.76%	673	169
**Grandview Hills	30	660	561	413	73.62%	511	50
*Campuses are grouped together by like campus designs							
**These campuses are unique designs.							
***Updated 2/15/24							

Consensogram - Zoning Scenario 4



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, February 15, 2024

Agenda Item:	2023-2024 Budget Projections	
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D.	
Attachments:	2023-2024 Summary of Revenues and Expenditures	

Background Information:

Projections of revenues and expenditures are critical for monitoring the financial position of the district. Attached is a summary of the projections for the current 2023-2024 fiscal year. Financial Services projects final revenues and expenditures by adding estimates of what will transpire through the remainder of the fiscal year to the actual numbers incurred for the current fiscal year. This is the second projection of actual operating results and these projections will be updated monthly until the end of the fiscal year.

The current projections indicate that operations will result in a deficit. These are preliminary projections based on what is currently known.

In summary, the projections reflect the following:

- Gross revenues and other sources are projected at \$436,050,120 which is \$7.1 million below current budget. Revenues **net of recapture** are projected at \$426,521,760 which is \$7 million less than current budget.
 - Other local revenue is projected to increase \$4.7 million for interest earnings.
 - State aid is projected to decrease by \$6.7 million for lower than projected enrollment
 - Federal revenues are projected to decrease by \$5.2 million for the SHARS revenue settlement delay/disallowance.

- Total operating expenditures are projected at \$436,847,746, before transfers out of \$3,050,000.
 - The largest area of savings is in payroll. Staffing was based on a modified student growth projection of 43,543. Savings in payroll can be attributed to multiple factors, including the following:
 - Lower enrollment than projected, resulting in the need for less positions.
 - Difficulty in obtaining and maintaining instructional and operating staff (teachers, instructional assistants, custodial, bus operators, etc.).
 - Ability to fund positions with Federal funds (ESSER II, III, SUPP, etc.).
 - Vacancies in Transportation due to changes in route schedules.
 - Vacancies in the Police Department as we work to hire for approved positions.
 - Savings are projected in the areas of contracted services, supplies and travel.

- Transfers out, with the majority going to the Health Insurance Fund, are estimated at \$3.05 million.

Current projections show the General Fund to end the year with a fund balance of \$185,736,774, reflecting a deficit of \$3,847,626.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
Summary of Revenue and Expenditure Projections thru June 30, 2024
Fiscal Year 2023-2024

	Original Budget	Current Revised Budget	Projections Thru EOY	Variance	Explanation of Variances
Revenues:					
Taxes Gross (Current & Delinquent	\$ 415,190,617	\$ 317,020,270	\$ 317,020,270	\$ -	
Taxes (P&I)	920,000	920,000	920,000	-	
Other Local	10,636,896	10,911,887	15,647,744	\$ 4,735,857	Interest earnings
State - ASF & FSF	30,667,129	80,568,180	73,883,849	\$ (6,684,331)	Lower than projected enrollment, formula prorations
State - Other	26,316,847	26,316,847	26,313,257	\$ (3,590)	
Federal	7,162,000	7,162,000	1,995,000	\$ (5,167,000)	SHARS revenue settlement delay/disallowance
Total Revenues	\$ 490,893,489	\$ 442,899,184	\$ 435,780,120	\$ (7,119,064)	
Expenditures:					
Payroll Costs	\$ 382,651,587	\$ 387,856,126	\$ 380,573,595	\$ 7,282,531	Vacancies, Unfilled positions, Movement of positions to ESSER funding
Contracted Services	15,963,348	17,611,057	12,942,822	4,668,235	Internal Audit Function Savings, Professional Development Savings, Contract Svcs Projects not started
Utilities	8,915,400	8,942,847	8,907,341	35,506	Mid-year addition for the Police Department temporarily held here. Funds will be allocated to correct areas as positions are hired on - savings are expected
Supplies and Materials	20,991,885	22,538,412	17,314,198	5,224,214	
Other Operating Costs	6,496,863	6,745,588	5,533,812	1,211,776	
Debt Service	525,415	525,415	568,090	(42,675)	
Capital Outlay	1,225,932	1,431,666	1,479,617	(47,951)	
Recapture	57,867,040	9,597,744	9,528,271	69,473	
Total Expenditures	\$ 494,637,470	\$ 455,248,855	\$ 436,847,746	\$ 18,401,109	
Net Operating Results	\$ (3,743,981)	\$ (12,349,671)	\$ (1,067,626)	\$ 11,282,045	
Other Sources	270,000	270,000	270,000	-	
Transfers Out - Other	(50,000)	(50,000)	(50,000)	-	
Transfers Out - Health Insurance	(3,000,000)	(3,000,000)	(3,000,000)	-	
Net Change to Fund Balance	\$ (6,523,981)	\$ (15,129,671)	\$ (3,847,626)		
Beginning Fund Balance July 1	189,584,400	189,584,400	189,584,400		
Estimated Ending Fund Balance	\$ 183,060,419	\$ 174,454,729	\$ 185,736,774		