



**Regular Meeting Agenda
Thursday, March 7, 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/3Hlmg2D>, 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.

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 March 1, 2024, at 5:42 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: Student Athletic Trainers
 - B. Video Recognitions
 1. Texas Educational Diagnosticians Week
 2. Texas School Public Relations Association (TSPRA) Star Awards - School and Community Relations (SCR)
 3. UIL Swimming State Medalists
 4. UIL Wrestling State Medalists
- 4. CITIZEN COMMENTS** *(See the notes at the top of the agenda for instructions on how to sign up and details regarding speaking.)*
- 5. CONSENT AGENDA**

A. Consider Approval of Development Agreement with Bell South	3
B. Consider Approval of Guaranteed Maximum Price #1 for Leander High School Masterplan- Phase 1	14
C. Consider Approval of Remote Homebound Waiver	16
D. Consider Approval of the Revised 2024-2025 Academic Calendar	17
- 6. SUPERINTENDENT'S REPORT**

1	19
A. Safe and Innovative Learning Environments	

B. Empowered Student Learning	
C. Empowered Staff Learning	
7. DISCUSSION / ACTION ITEMS	
A. STUDENT EXPERIENCE	
1. Special Programs Update	42
2. Discussion of Leading Measures	61
B. GOVERNANCE	
C. OPERATIONS	
1. Science Materials Center and 18+ Transition Services Building Project Update	128
2. Discussion of Districtwide Intruder Detection Audit Report Findings	155
3. Consider Approval of Early Release of Critical Positions	156
4. Business and Finance Monthly Reports	
a. Monthly Bond Status Report	157
b. Monthly Financial Report	163
c. Monthly Investment Report	169
d. Monthly Tax Collection Report	178
8. 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 551.089: discussion of Districtwide Intruder Detection Audit Report Findings	
E. Texas Government Code 551.074: deliberation and consideration of employment of Cedar Park Middle School Principal	
F. Texas Government Code 551.074: deliberation and consideration of employment of Executive Director of Safety & Security (<i>position will transition to Chief of Leander ISD Police</i>)	
G. Texas Government Code 551.074: Superintendent Formative Evaluation Quarterly Review	
9. ACTION PURSUANT TO CLOSED SESSION	
A. Consider Employment of Cedar Park Middle School Principal	
B. Consider Employment of Executive Director of Safety & Security	
10. BOARD MEETING DEBRIEF	
11. 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, March 7, 2024

Agenda Item: Consider Approval of Development Agreement with Bell South
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Jimmy Disler
Attachments: Leander ISD and Bell South Commercial, LLC Shared Detention and Drainage Facilities Development Agreement

Background Information:

Leander Independent School District (LISD) owns approximately 54.44 acres located southwest of the intersection of US 183 and Cypress Creek Road in Cedar Park as shown in **Exhibit “A”** in the Development Agreement. An adjoining developer, Bell South Commercial, LLC (Bell South), has approached LISD about the possibility of implementing a development agreement for Shared Detention and Drainage Facilities.

LISD would grant to Bell South a perpetual easement for a stormwater drainage, detention, and water quality pond on the LISD Property in the approximate location shown in **Exhibit “C”** in the Development Agreement, and for construction, operation and maintenance of a joint stormwater facility. Bell South will grant to LISD a perpetual easement for stormwater drainage across the Bell South Property for an outfall storm sewer/drainage channel for outfall from the pond toward Highway 183, in a location chosen by Bell South that is both suitable for the intended development of the Bell South Property, and for the efficient functioning of the pond. The easements shall be collectively contained within a Stormwater Easement to be executed and agreed upon by both Owners.

Bell South would pay for the construction of the water quality and detention pond, approximately 1.2 acres, that would serve approximately 8.4 acres of our approximately 54.44 acre site. The remainder of the site is already served by a separate water quality and detention pond. In addition, Bell South will be responsible for the maintenance of the LISD-Bell South water quality and detention pond. The development agreement with Bell South will allow the Superintendent to execute the necessary easements as stipulated in the Development Agreement for shared detention and drainage facilities.

Administrative Recommendation:

Administration recommends that the Board approve the Development Agreement with Bell South as presented and authorize the Superintendent to execute the necessary easements as stipulated.

Sample Motion:

I move that the Board of Trustees approve the Development Agreement with Bell South as presented and authorize the Superintendent to execute the necessary easements as stipulated.

DEVELOPMENT AGREEMENT
(for Shared Detention and Drainage Facilities)

THIS DEVELOPMENT AGREEMENT (for Shared Detention and Drainage Facilities) (this “**Agreement**”) is made to be effective on the date of the last to sign below, by and between **LEANDER INDEPENDENT SCHOOL DISTRICT (“LISD”)** and **BELL SOUTH COMMERCIAL, LLC**, a Texas limited liability company (“**Bell South**”). LISD and Bell South are sometimes collectively referred to herein as the “**Owners**”.

RECITALS

A. LISD is the fee simple owner of certain real property located in Williamson County, Texas, as indicated and labeled on **Exhibit “A”** attached hereto (the “**LISD Property**”).

B. Bell South is the fee simple owner of certain real property located in Williamson County, Texas, as indicated and labeled on **Exhibit “B”** attached hereto (the “**Bell South Property**”).

C. LISD intends to construct school facilities on the LISD Property. However, in order to construct such facilities, LISD will be required to design and construct a detention and drainage facility on the LISD Property. Bell South intends to develop the Bell South Property into a commercial development. However, in order to develop such property, Bell South would be required to design and construct a detention and drainage facility on the Bell South Property.

D. The Owners believe that a shared detention and drainage facility would greatly reduce the overall cost of constructing and maintaining such facilities to each Owner, thus providing a great benefit to the taxpayers of LISD.

E. LISD and Bell South desire to memorialize their agreements regarding the foregoing.

NOW, THEREFORE, for a good and valuable consideration, the receipt and adequacy of which are hereby acknowledged, the parties hereto covenant and agree as follows:

1. **Detention and Drainage Easement.** LISD shall grant to Bell South a perpetual easement for a stormwater drainage, detention, and water quality pond on the LISD Property in the approximate location shown on the attached **Exhibit “C”**, and for construction, operation and maintenance of a joint stormwater facility. Bell South shall grant to LISD a perpetual easement for stormwater drainage across the Bell South Property for an outfall storm sewer/drainage channel for outfall from the pond toward Highway 183, in a location chosen by Bell South that is both suitable for the intended development of the Bell South Property, and for the efficient functioning of the pond. The easements shall be collectively contained within a Stormwater Easement to be executed and agreed by both Owners. The pond and all associated drainage facilities shall be referred to herein as the “**Facilities**”. The Stormwater Easement to be executed must provide for the following:

- a) Agreement on the actual location and size of all property within the easement areas described in the Stormwater Easement (with all detention pond and maintenance berms intended to be located within the LISD Property);
- b) Agreement on the design of the Facilities, which must meet all governmental regulations and requirements;
- c) Agreement on the maximum impervious cover or land area for which each Owner is entitled to convey stormwater into the Facilities;
- d) If desired by either Owner, a description by each Owner of that Owner's tract that is entitled to use the Facilities and is benefitted by the Stormwater Easement;
- e) Provisions for accessing the Facilities for ongoing maintenance;
- f) Bell South shall be responsible for all design, permitting, and construction of the Facilities, and all the costs thereof. Construction of the Facilities shall be started and completed in one phase;
- g) Construction contract must provide protection to LISD for work to be performed on LISD Property, including standard provisions for insurance, as well as payment and performance bond, and indemnification provisions;
- h) Bell South shall be responsible for the maintenance of the Facilities, and 100% of the cost thereof, without participation by LISD. Maintenance obligations may be assigned by Bell South to a property owners association created for the benefit of the Bell South Property without LISD consent;
- i) Subordination agreement of any lienholders of the Bell South Property and the LISD Property, if any;
- j) Termination of the Stormwater Easement if the Facilities have not been constructed within two years from the effective date of the Stormwater Easement. Reasonable provisions for notice and opportunity to cure shall be provided.

2. **Time for Performance.** LISD and Bell South shall use commercially reasonable efforts to agree upon the provisions of the Stormwater Easement, and then execute and record same in the real property records of Williamson County, Texas. The LISD Superintendent shall have the authority to negotiate and execute the Stormwater Easement and all related documents on behalf of LISD. This Agreement shall automatically terminate if the Stormwater Easement has not been executed within one year from the effective date hereof.

3. **Expenses of Conveyance.** LISD and Bell South shall each be responsible for the costs of their consultants (attorneys, engineers, etc.). However, any closing costs (such as recording fees or desired title policy) shall be the responsibility of Bell South.

4. **Right of Entry.** LISD shall provide Bell South with a right of entry on the LISD Property to perform the necessary design, surveying, and other matters related to the Stormwater

Easement prior to actual execution of the Stormwater Easement. LISD may require reasonable entry rules, such as execution of an indemnification agreement and/or insurance, prior to such entry.

5. **Assignment.** Bell South may not assign this Agreement without the express, written approval of LISD.

6. **Notice.** All formal notices and demands hereunder shall be in writing and shall be delivered by personal delivery, overnight mail or delivery service, or United States certified mail, return receipt requested, postage or delivery charges prepaid, addressed as follows:

If to LISD:

Leander Independent School District
Attn: Bruce Gearing, Superintendent
P. O. Box 218
Leander, Texas 78646-0218

With copy to:

Jimmy Disler
Leander Independent School District
P. O. Box 218
Leander, Texas 78646-0218
jimmy.disler@leanderisd.org

If to Bell South :

Bell South Commercial, LLC
Attn: Benny Nguyen
675 Bering Drive, Suite 500
Houston, Texas 77057
benny@halonare.com

or to such other address as either party may from time to time designate by notice in writing to the other party. Any such formal notice or demand or communications shall be deemed to have been delivered and received as of the date (i) personally delivered, or (ii) three business days after deposit in the United States certified mail, return receipt requested, or (iii) the next business day after deposit with an overnight delivery service. Refusal by any party to accept delivery shall constitute delivery hereunder. Standard communications between the parties may be conducted by email at the email addresses listed above.

7. **Governing Law.** This Agreement shall be governed by and construed in accordance with the laws of the State of Texas. Venue shall be in Williamson County, Texas.

8. **Counterparts and Amendments.** This Agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed to constitute an original. Amendments must be in writing and executed by both Owners.

9. **HB 1295 Compliance and No Boycott.** Bell South shall verify compliance with HB 1295 and No Boycott requirements of state law, attached and Exhibit “D”.

[Signature Page Follows]

LISD:

**LEANDER INDEPENDENT SCHOOL
DISTRICT**

Date

By: _____
Dr. Bruce Gearing, Superintendent

BELL SOUTH COMMERCIAL, LLC

Date

By: _____
Benny Nguyen, President

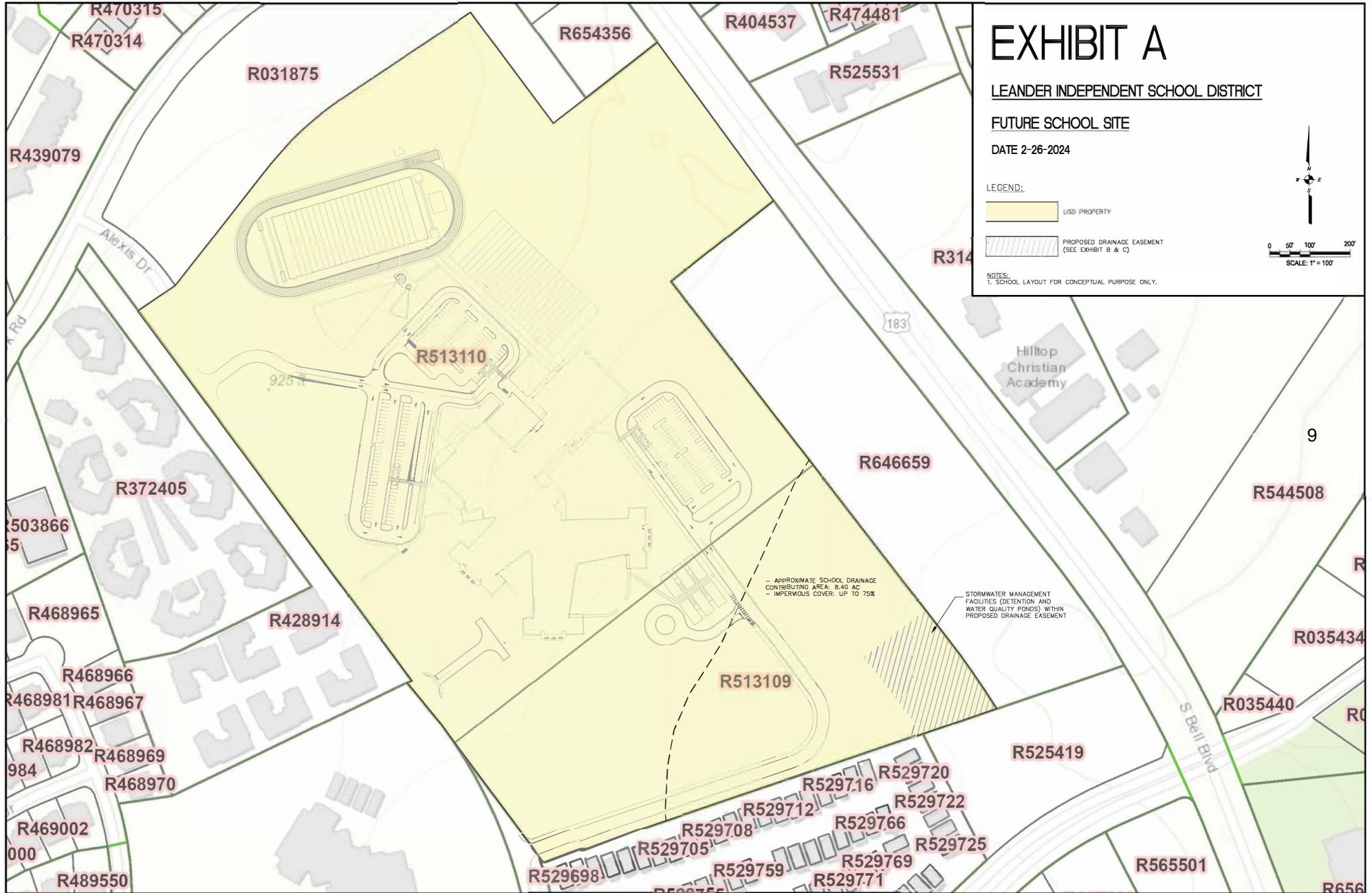


EXHIBIT A

LEANDER INDEPENDENT SCHOOL DISTRICT

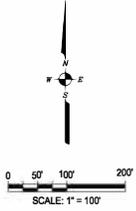
FUTURE SCHOOL SITE

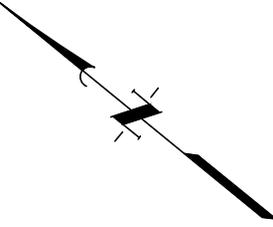
DATE 2-26-2024

LEGEND:

- LSD PROPERTY
- PROPOSED DRAINAGE EASEMENT (SEE EXHIBIT B & C)

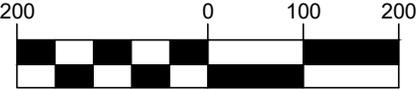
NOTES:
1. SCHOOL LAYOUT FOR CONCEPTUAL PURPOSE ONLY.





DAMAP LEGEND

-  DRAINAGE AREA IN ACRES
-  DRAINAGE AREA LINE
-  DRAINAGE AREA NUMBER
-  FLOW DIRECTION
-  TIME OF CONCENTRATION



SCALE: 1" = 200'

EXHIBIT B
BELL SOUTH PROPERTY

 **QUIDDITY**
A Division of Professional Engineers and Land Surveyors Reg. No. 1-23290
1100 West Sycamore Boulevard, Suite 200, Austin, TX 78748-1512

SCALE: 1" = 200'
DATE: 02/26/24

K:\28106\28106-0001-02 1201 S. Bell Blvd. - Commercial Subdivision\2 Design Phase\CAD\Exhibits\Pond Relocation Exhibit\28106-0001-02 Exhibit C.dwg

10' PRIVATE EASEMENT
VOL. 834, PG. 766
VOL. 834, PG. 768
VOL. 834, PG. 770
VOL. 834, PG. 774
O.P.R.W.C.T.

HWY 183/S BELL BLVD.

L=328.20'
R=2806.93'
 $\Delta=006^{\circ}41'57''$
CHD.=328.01'
CHD.BRG.=S35^{\circ}50'50''E

10' PUBLIC WATER EASEMENT
VOL. 1635, PG. 964
O.P.R.W.C.T.

10' P.U.E.
DOC. NO. 2023009524
O.P.R.W.C.T.

150.00' (FRONT LOT) 115.03' (FRONT LOT) 204.88' (FRONT LOT)

BELL SOUTH PROPERTY

10' PRIVATE SLOPE/LATERAL
SUPPORT EASEMENT
DOC. NO. 2011084701
O.P.R.W.C.T.

L=217.84'
R=2481.93'
 $\Delta=005^{\circ}01'44''$
CHD.=217.77'
CHD.BRG.=N36^{\circ}40'29''W

12" WTR (City of Cedar Pa)
8" WW (City of Cedar Pa)
8" PLUG
FL 888.43(R)
PROPOSED PRIVATE 15'
DRAINAGE & ACCESS
EASEMENT

PROPOSED PRIVATE
CONSTRUCTION AND
ACCESS EASEMENT
VARIABLE WIDTH
DOC. #

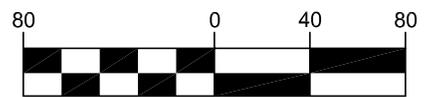
5' P.U.E.
DOC. NO. 2023009524
O.P.R.W.C.T.

542.31'
(542.31')

WATER QUALITY
FILTRATION &
DETENTION BASIN

WATER QUALITY
SEDIMENTATION BASIN

PROPOSED 1.2 AC DRAINAGE
EASEMENT
DOC. #



SCALE: 1" = 80'

EXHIBIT C
APPROXIMATE LOCATION OF
STORMWATER EASEMENT



QUIDDITY

Texas Board of Professional Engineers and Land Surveyors Reg. No. 10046100
3100 Alvin Devane Boulevard, Suite 150 Austin, TX 78741 • 512.441.9493

SCALE: 1" = 80'
DATE: 2/26/2024

LISD PROPERTY

8

EXHIBIT "D"

HB 1295 COMPLIANCE AND NO BOYCOTT PROVISIONS

A. HB 1295 Compliance.

Section 2252.908 of the Texas Government Code requires that for certain types of contracts, the Owner must fill out a conflict-of-interest form ("Disclosure of Interested Parties") and file with the Texas Ethics Commission at the time the signed contract is submitted to the City. For further information please go to the Texas Ethics Commission website via the following link. https://www.ethics.state.tx.us/whatsnew/elf_info_form1295.htm.

B. No Boycott of Israel; No Terrorist Organization.

Pursuant to Section 2270.002, Texas Government Code, the Owner hereby represents that it and its parent company, wholly- or majority-owned subsidiaries, and other affiliates, if any, do not boycott Israel and, to the extent this Indenture is a contract for goods or services, will not boycott Israel during the term of this Indenture. The foregoing verification is made solely to comply with Section 2270.002, Texas Government Code, and to the extent such Section does not contravene applicable Federal law. As used in the foregoing verification, "boycott Israel" means refusing to deal with, terminating business activities with, or otherwise taking any action that is intended to penalize, inflict economic harm on, or limit commercial relations specifically with Israel, or with a person or entity doing business in Israel or in an Israeli-controlled territory, but does not include an action made for ordinary business purposes.

The Owner understands "affiliate" to mean an entity that controls, is controlled by, or is under common control with the Owner and exists to make a profit.

Pursuant to Subchapter F, Chapter 2252, Texas Government Code, the Owner represents that neither it nor any of its parent company, wholly- or majority-owned subsidiaries, and other affiliates is a company identified on a list prepared and maintained by the Texas Comptroller of Public Accounts under Section 2252.153 or Section 2270.0201, Texas Government Code, and posted on any of the following pages of such officer's internet website:

- <https://comptroller.texas.gov/purchasing/docs/sudan-list.pdf>,
- <https://comptroller.texas.gov/purchasing/docs/iran-list.pdf>, or
- <https://comptroller.texas.gov/purchasing/docs/fto-list.pdf>.

The foregoing representation is made solely to comply with Section 2252.152, Texas Government Code, and to the extent such Section does not contravene applicable Federal law and excludes the Owner and each of its parent company, wholly- or majority-owned

subsidiaries, and other affiliates, if any, that the United States government has affirmatively declared to be excluded from its federal sanctions regime relating to Sudan or Iran or any federal sanctions regime relating to a foreign terrorist organization. The Owner understands "affiliate" to mean any entity that controls, is controlled by, or is under common control with the Owner and exists to make a profit. ÷

÷
÷
C. Verification Regarding Energy Company Boycotts.

To the extent this Agreement constitutes a contract for goods or services for which a written verification is required under Section 2274.002, Texas Government Code, (as added by Senate Bill 13, 87th Texas Legislature, Regular Session) as amended, the Owner hereby verifies that it and its parent company, wholly- or majority- owned subsidiaries, and other affiliates, if any, do not boycott energy companies and, will not boycott energy companies during the term of this Agreement. The foregoing verification is made solely to comply with Section 2274.002, Texas Government Code, as amended, to the extent Section 2274.002, Texas Government Code does not contravene applicable Texas or federal law. As used in the foregoing verification, "boycott energy companies" shall have the meaning assigned to the term "boycott energy company" in Section 809.001, Texas Government Code. The Owner understands "affiliate" to mean an entity that controls, is controlled by, or is under common control with the Owner and exists to make a profit. ÷

÷
÷
D. Verification Regarding Discrimination Against Firearm Entity or Trade Association.

To the extent this Agreement constitutes a contract for the purchase of goods or services for which a written verification is required under Section 2274.002, Texas Government Code, (as added by Senate Bill 19, 87th Texas Legislature, Regular Session, "SB 19"), as amended, the hereby verifies that it and its parent company, wholly- or majority- owned subsidiaries, and other affiliates, if any, ÷

- ÷
- (1) do not have a practice, policy, guidance or directive that discriminates against a firearm entity or firearm trade association; and ÷
 - (2) will not discriminate during the term of this Agreement against a firearm entity or firearm trade association. ÷

÷
The foregoing verification is made solely to comply with Section 2274.002, Texas Government Code, as amended, to the extent Section 2274.002, Texas Government Code does not contravene applicable Texas or federal law. As used in the foregoing verification, "discriminate against a firearm entity or firearm trade association" shall have the meaning assigned to such term in Section 2274.001(3), Texas Government Code (as added by SB 19). The Owner understands "affiliate" to mean an entity that controls, is controlled by, or is under common control with the Owner and exists to make a profit. ÷

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item:	Consider Approval of Guaranteed Maximum Price #1 for Leander High School Masterplan- Phase 1	
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only	<input checked="" type="checkbox"/> Action Requested
Administrator Responsible:	Jimmy Disler	
Attachments:	Guaranteed Maximum Price #1 for Leander HS Masterplan- Phase 1	

Background Information:

The 2023 Bond included the Leander High School Masterplan- Phase 1. During the [August 24, 2023](#) Board meeting, the Board of Trustees approved American Constructors as the Construction Manager at Risk for this project.

The Guaranteed Maximum Price (GMP) #1 of \$3,387,955, is for long lead procurement items and early project startup needs. Each project will have additional GMPs as the project progresses. This GMP will be funded by 2023 Bond Authorization.

Administrative Recommendation:

Administration recommends that the Board approve the Guaranteed Maximum Price #1 of \$3,387,955, for Leander High School Masterplan- Phase 1 as presented.

Sample Motion:

I move that the Board of Trustees approve the Guaranteed Maximum Price #1 of \$3,387,955, for Leander High School Masterplan- Phase 1 as presented.

American Constructors
 Leander ISD Leander HS Modernization Phase 1
 GMP Estimate
 March 7, 2024

Exhibit "A-1"
 GMP-1

Div	Description	GMP-1
01	General Requirements	93,274
02	Existing Conditions	680,702
04	Masonry	7,575
06	Wood, Plastics, And Composites	10,625
07	Thermal And Moisture Protection	35,880
21	Fire Suppression	15,150
22	Plumbing	221,690
23	Heating, Ventilating And Air Conditioning	3,535
26	Electrical	272,094
27	Communications	30,300
31	Earthwork	631,724
32	Exterior Improvements	387,841
33	Utilities	393,762
50	Project Supervision	265,000
	Bonds & Insurance	51,972
	Fee	86,831
	Construction Contingency	200,000
	TOTAL	3,387,955

GMP Schedule / Summary

GMP-1 - March 7, 2024	\$	3,387,955
GMP-2 - April 2024	-	
GMP-3 - July 2024	-	
GMP Total	\$	3,387,955

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item: Consider Approval of Remote Homebound Waiver
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Kimberly Waltmon

Background Information:

To be placed in the special education or Section 504 homebound instructional setting, a student aged six years or older must meet the following criteria:

- The student is eligible for special education and related services as determined by an ARD committee or Section 504 accommodations as determined by the Section 504 committee.
- The student is expected to be confined at home or hospital bedside for a minimum of four weeks. The weeks need not be consecutive if the student is chronically ill, and the local district policy allows for such.
- The student's medical condition is documented by a physician licensed to practice in the United States.

The district is currently seeking a homebound waiver from TEA for one student who has medical needs that impair their ability to have in-person Homebound services due to their health condition. The Admission, Review, Dismissal (ARD) committees and/or Section 504 recommended that the student be given a remote homebound option so that they can be supported in their coursework at their appropriate level given their needs. An individual waiver will be submitted for the student.

Administrative Recommendation:

Administration recommends the board allow administration to seek a waiver from TEA to request that remote homebound instruction be provided to one student. The waiver for remote homebound will allow for a remote instructional arrangement to generate attendance (eligible days present) according to the homebound funding provisions in 4.7.2.5 Homebound Funding and Homebound Documentation Requirements.

Sample Motion:

I move to allow LISD administration to seek a waiver from TEA to request that remote homebound be provided to one student and counted for Homebound funding purposes and to count the student as in attendance when remote instruction is provided.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item: Consider Approval of the Revised 2024-2025 Academic Calendar
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Matt Bentz, Ed.D.
Attachments: 2024-2025 Revised Academic Calendar Draft

Background Information:

The 2024-2025 Calendar draft approved by the Board during the [February 1, 2024 Board Meeting](#), inadvertently listed October's Staff Development/No School Day as October 7 when it should have been listed as October 14. The revised Calendar includes the correct date.

Administrative Recommendation:

Administration recommends that the Board approve the revised 2024-2025 Academic Calendar as presented.

Sample Motion:

I move that the Board approve the 2024-2025 Academic Calendar as presented.

2024-2025 LISD District Calendar

July 2024						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

September 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

October 2024						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

November 2024						
S	M	T	W	Th	F	S
					1	2
3	4	Election Day	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

December 2024						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	ER	21
22	23	24	25	26	27	28
29	30	31				

January 2025						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

February 2025						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025						
S	M	T	W	Th	F	S
	2	3	4	5	6	7 1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	ER	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Day Count

Teacher Days	187
Student Days	172
Staff Development Days	15
Early Release Days	2

Important Dates

First Day of School	Aug 14
Student/Staff Holiday	Sept 2
Staff Development/No School	Sept 23
Staff Development/No School	October 14
Staff Development/No School	Nov 4-5
Fall Break - Student/Staff Holiday	Nov 25- Nov 29
Winter Break - Student/Staff Holiday	Dec 23- Jan 3
Staff Development/No School	Jan 6
Student/Staff Holiday	Jan 20
Staff Development/No School	Feb 17
Spring Break - Student/Staff Holiday	March 17-21
Staff Development/No School	Mar 24
Staff/Student Holiday	April 18
Staff Development/No School	Apr 21
Last Day of School	May 23

UT Spring Break:
Anticipated on March 10-14

ACC Spring Break:
Anticipated on March 17-21

Anticipated Testing Window:
April 15- May 9

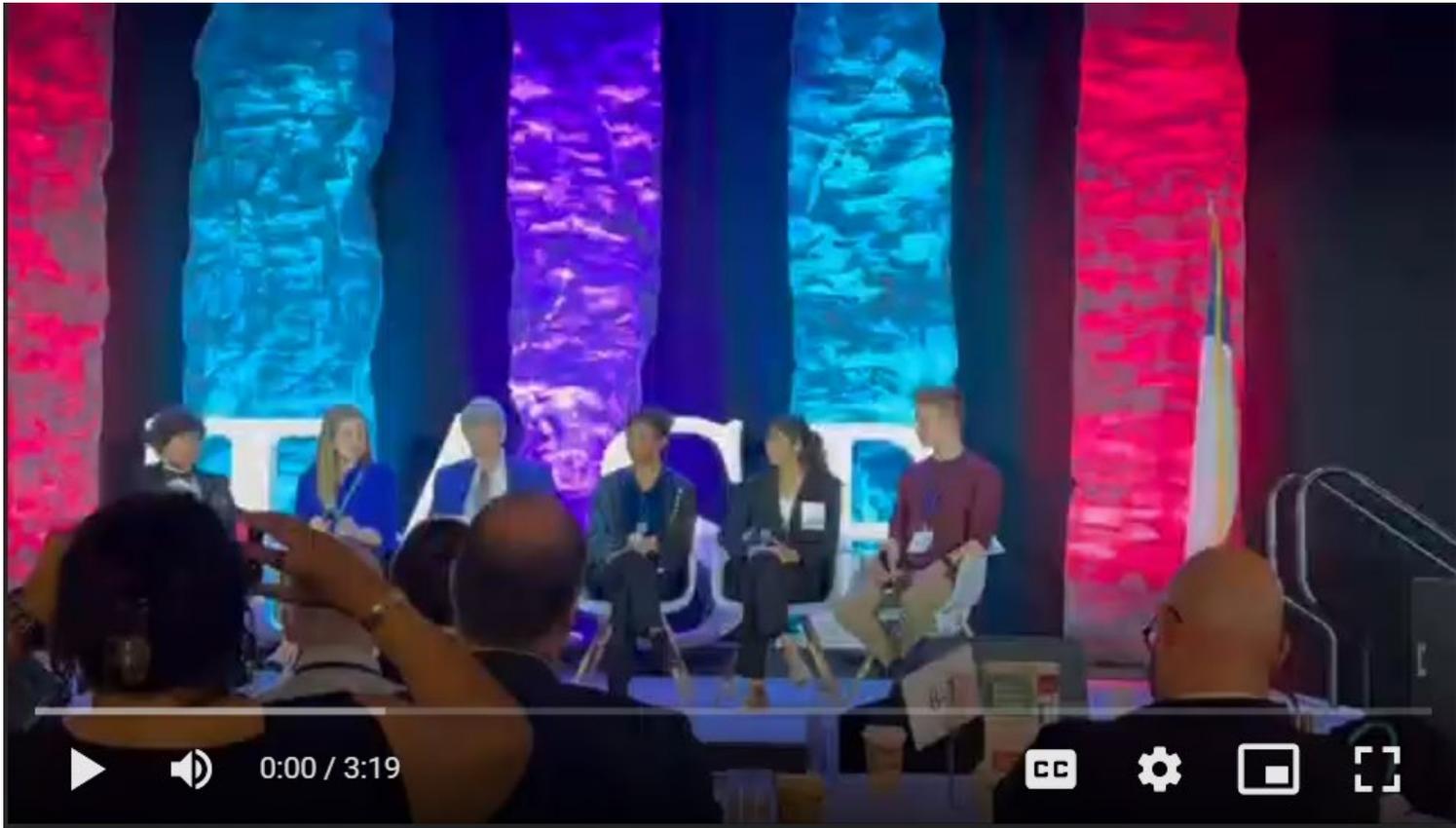
Key

Student/Staff Holiday	
Staff Development/ No School	
New Teacher Training	
First/Last Day of School	
Proposed Testing Days	
Early Release	ER



Superintendent's Report

March 07, 2024 | Board of Trustees Meeting



20



Empowered Staff



Empowered Learners

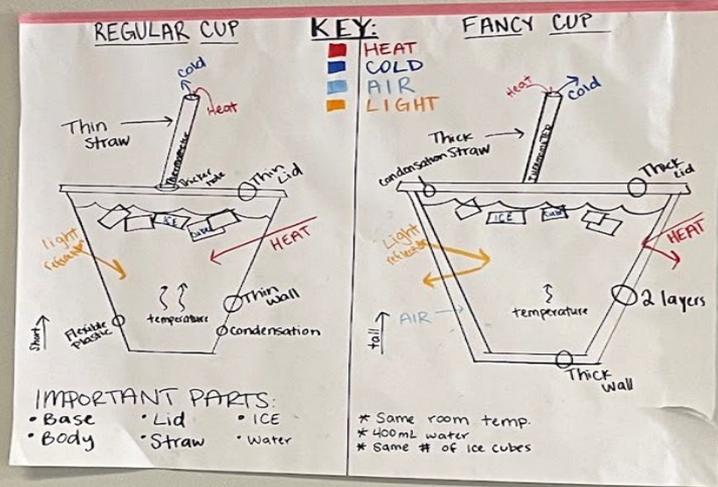
Table of the Elements

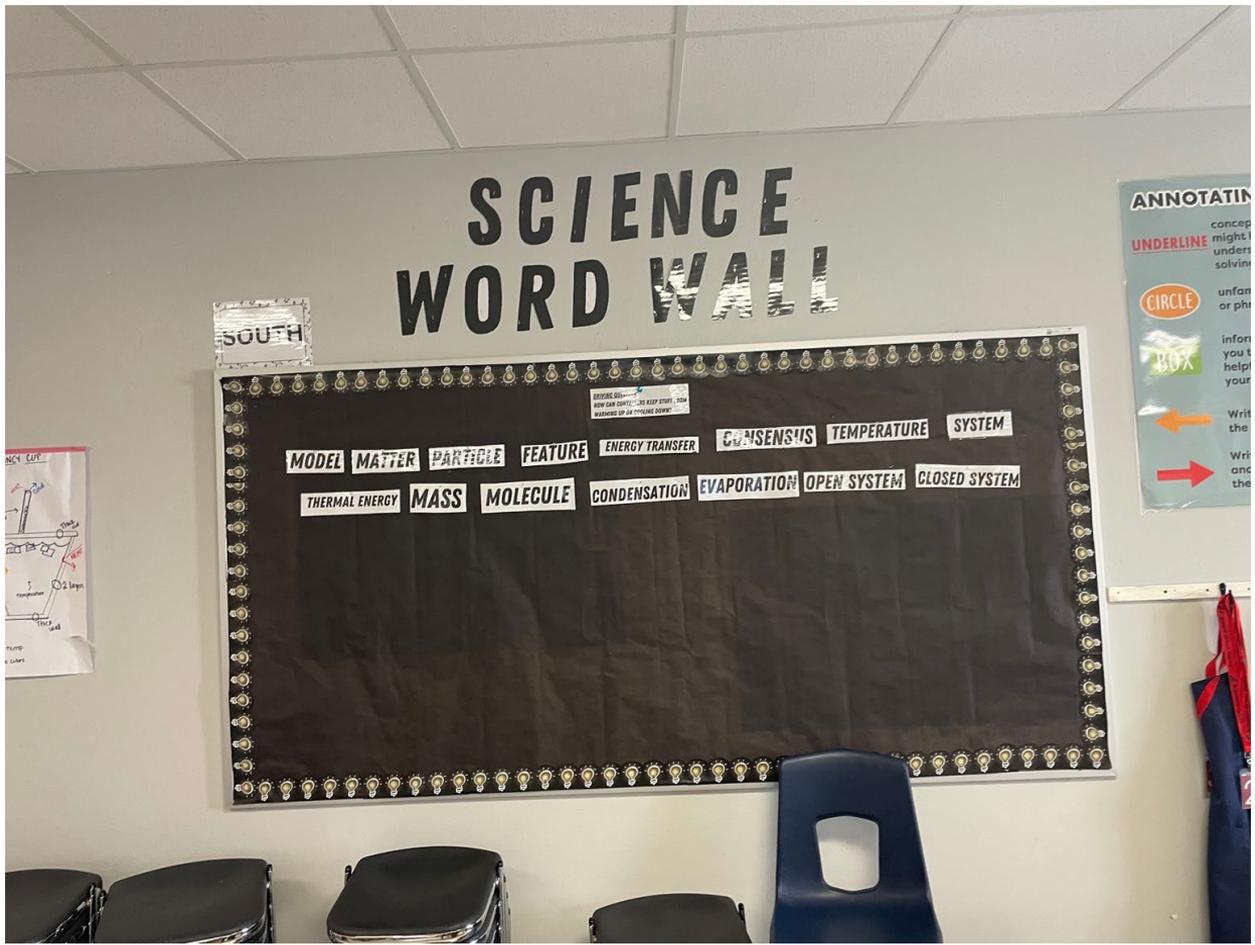
										2 He 4.003
										VIIIA
										17 18
10	11	12	13	14	15	16	17	18	19	20
			5 B 10.81	6 C 12.01	7 N 14.01	8 O 16.00	9 F 19.00	10 Ne 20.18		
			13 Al 26.98	14 Si 28.09	15 P 30.97	16 S 32.07	17 Cl 35.45	18 Ar 39.95		
28 Ni 58.69	29 Cu 63.55	30 Zn 65.38	31 Ga 69.72	32 Ge 72.64	33 As 74.92	34 Se 78.96	35 Br 79.90	36 Kr 83.80		
46 Pd 106.4	47 Ag 107.9	48 Cd 112.4	49 In 114.8	50 Sn 118.7	51 Sb 121.8	52 Te 127.6	53 I 126.9	54 Xe 131.3		
78 Pt 195.1	79 Au 197.0	80 Hg 200.6	81 Tl 204.4	82 Pb 207.2	83 Bi 209.0	84 Po (209)	85 At (210)	86 Rn (222)		
110 Ds (281)	111 Rg (280)	112 Cn (285)	113 Nh (286)	114 Fl (289)	115 Mc (289)	116 Lv (293)	117 Ts (294)	118 Og (294)		
82 Pb 207.2	83 Bi 209.0	84 Po (209)	85 At (210)	86 Rn (222)	87 Fr (223)	88 Ra (226)	89 Ac (227)	90 Th (232)	91 Pa (231)	92 U (238)
90 Th 232.0	91 Pa 231.0	92 U 238.0	93 Np 237.0	94 Pu 244.0	95 Am 243.0	96 Cm 247.0	97 Bk 247.0	98 Cf 251.0	99 Es 252.0	100 Fm 257.0
102 No 289.1	103 Lr 262.1	104 Rf 261.1	105 Db 262.1	106 Sg 266.1	107 Bh 264.1	108 Hs 265.1	109 Mt 268.1	110 Ds 271.1	111 Rg 272.1	112 Cn 277.1

FLINN
SCIENTIFIC

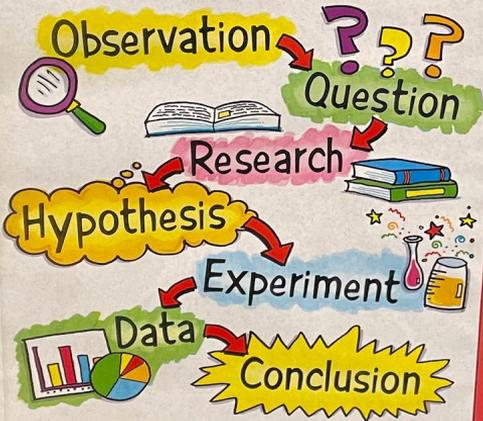
"Your Safer Source for Science"

P. O. Box 219 • Batavia, IL 60510
(800) 452-1261 • Fax (866) 452-1436
Website: www.flinnsci.com • E-mail: flinn@flinnsci.com

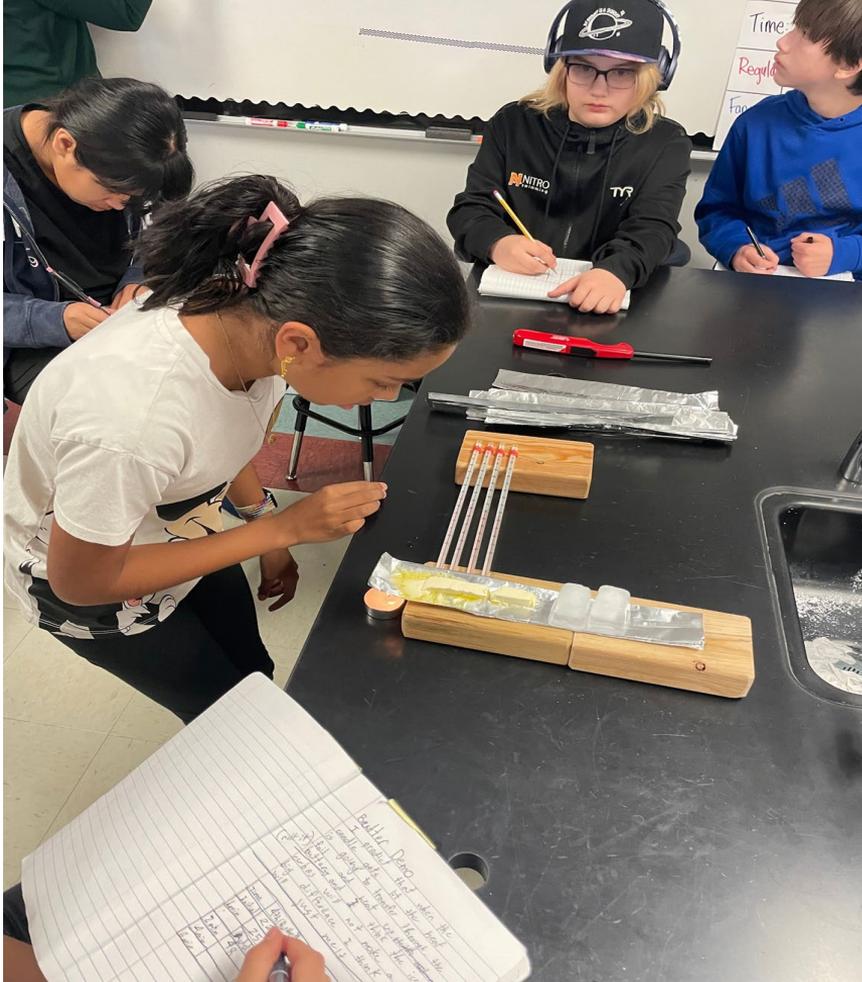


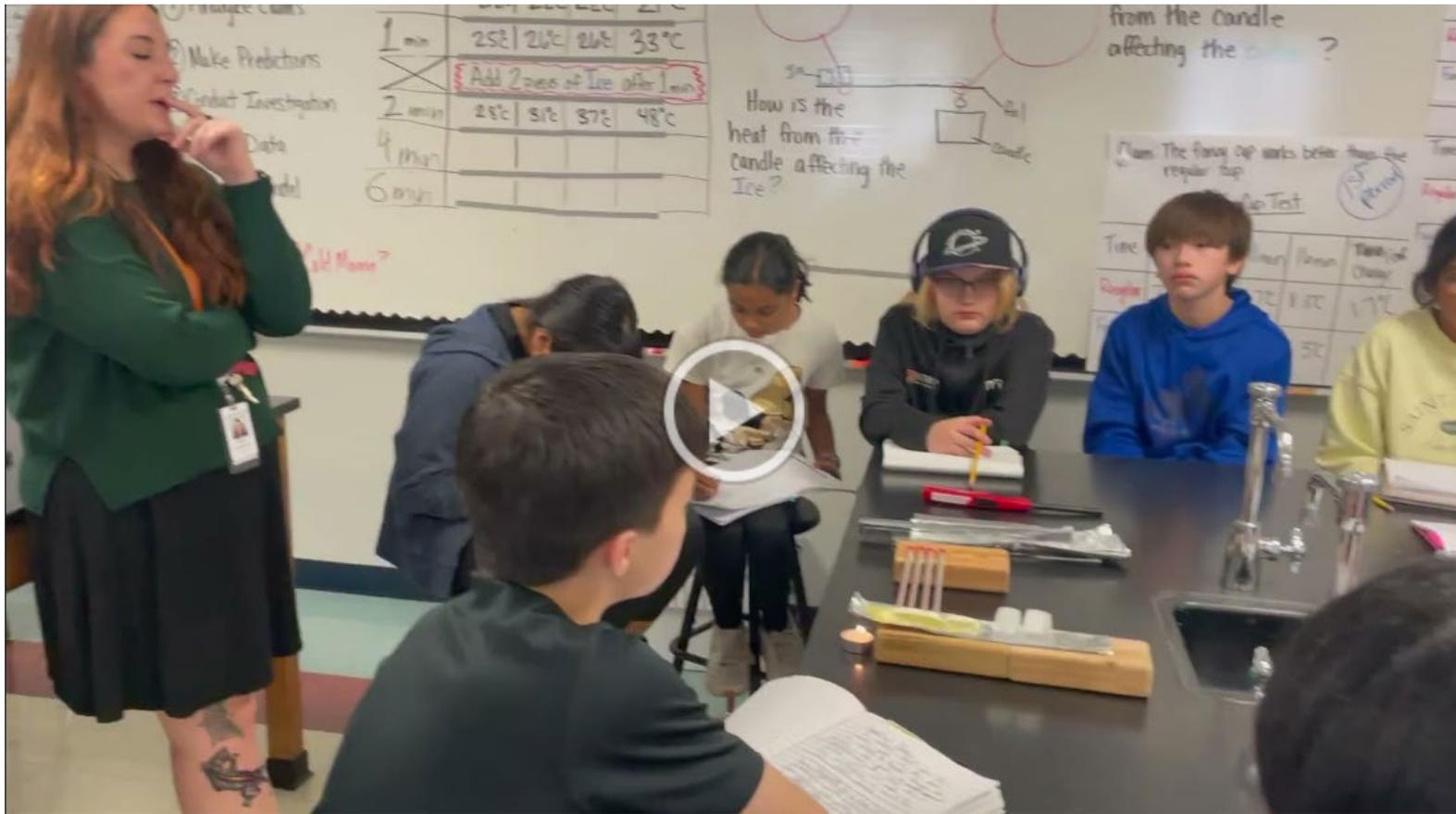


The Scientific Method











Safe and Innovative Learning Environments



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

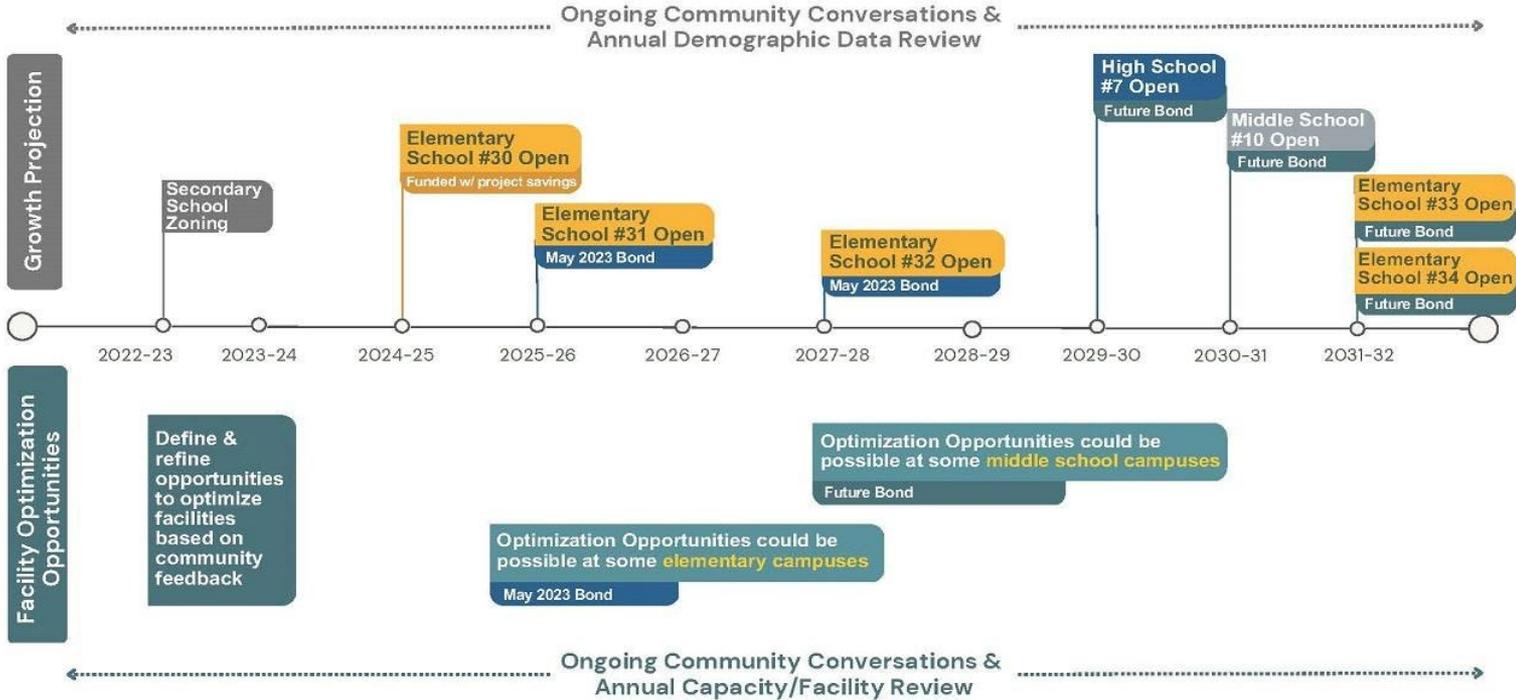
Prioritize fiscal responsibility

- Maximize usage of district facilities
 - Strategic rezoning
 - Optimization Opportunities
- Defer timing of future construction

Click here to submit feedback



Haga clic aquí para enviar su comentario u opinión



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

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

Define & refine opportunities to optimize facilities based on community feedback

Projections from October 2023

PASA Presentation

2024-25 Attendance Zones

	Current	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Canyon Ridge	77%	74%	69%	63%	60%	56%	54%	49%	46%	45%	47%
Cedar Park	92%	104%	105%	101%	99%	94%	94%	90%	89%	90%	95%
Danielson	105%	70%	75%	77%	80%	82%	87%	90%	94%	98%	103%
Four Points	60%	57%	57%	61%	65%	68%	67%	66%	65%	67%	70%
Henry	89%	102%	103%	105%	108%	101%	99%	96%	96%	97%	100%
Leander	70%	89%	91%	101%	104%	103%	97%	95%	96%	101%	107%
Running Brushy	88%	102%	106%	112%	117%	114%	112%	105%	103%	100%	101%
Stiles	118%	96%	102%	104%	107%	109%	112%	115%	118%	123%	131%
Wiley	60%	76%	78%	81%	85%	85%	88%	88%	90%	92%	96%

<80% utilization

>120% utilization

Projections from October 2023

PASA Presentation

2024-25 Attendance Zones

	Current	2024-25	2025-26	2026-27	2027-28	2028-29	2029-30	2030-31	2031-32	2032-33	2033-34
Cedar Park	82%	95%	100%	108%	109%	109%	110%	110%	108%	106%	105%
Glenn	97%	91%	90%	88%	92%	95%	99%	103%	107%	110%	115%
Leander	93%	96%	98%	95%	97%	100%	104%	109%	107%	104%	99%
Rouse	88%	96%	103%	108%	114%	118%	118%	120%	120%	120%	122%
Vandegrift	86%	83%	81%	79%	77%	73%	70%	69%	67%	65%	63%
Vista Ridge	112%	105%	105%	99%	101%	106%	104%	104%	103%	100%	99%

34

<80% utilization

>120% utilization

What do we want learning to look like in LISD?

35

GRADUATE PROFILE

Leander ISD learners are empowered to enrich our world and excel in a rapidly changing global society through a life-long journey of character development, academic success, and fulfillment.



LEANDER ISD LEARNERS ARE EMPOWERED TO BE:

Critical & Creative Thinkers

who seek and solve problems through curiosity, flexibility and innovation.

Compassionate Community Contributors

who value diverse perspectives and share their unique gifts with the world.

Skilled Communicators & Collaborators

who listen to understand, express ideas with empathy and work collectively toward shared outcomes.

Adaptable & Reflective Individuals

who confidently embrace their strengths and challenges while pursuing their interests and passions.



Long Range Planning Committee is working on:

- Facilities optimization
- Schools of Choice
 - Policy
 - Rebranding
- Reciprocal communication with the community³⁷

- Open enrollment in the central/southern portion of the district
 - Policy
 - Procedures
 - Engaging campus site based committees
e.g. Faubion

- Tuition based Pre-K



- Fund balance commitment for grant opportunities to meet one time needs to act as a catalyst for transformation



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item: Special Programs Update
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Kimberly Waltmon
Attachments: Special Programs Update Presentation

Background Information:

The purpose of this presentation is to update the board on the work of the special programs team. The presentation will include demographic data, data from TEA cyclical monitoring, the Results Driven Accountability Report as well as perceptual data. The team continues to focus on inclusive practices, parent partnerships, and student voice. We are celebrating progress made in the department as well as identifying areas of focus for the future.

Administrative Recommendation:

N/A

Sample Motion:

N/A

A large, stylized yellow star with eight points, centered on the left side of the slide. The star is composed of overlapping layers, giving it a 3D effect. It is set against a white background with blue and yellow geometric shapes in the corners.

Special Programs Update

March 7, 2024

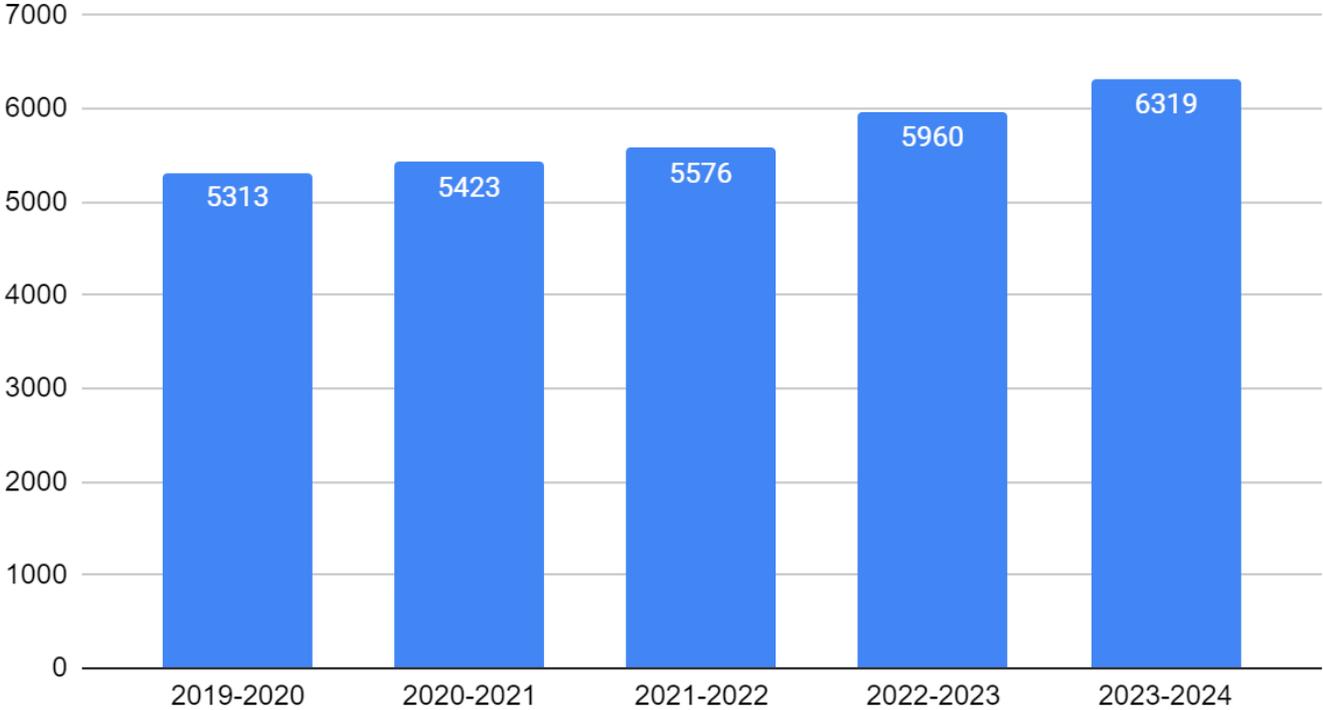
Purpose

The purpose of this presentation is to provide the Board of Trustees with an update on the growth in special programs and progress of our team in accordance with the strategic plan.

44

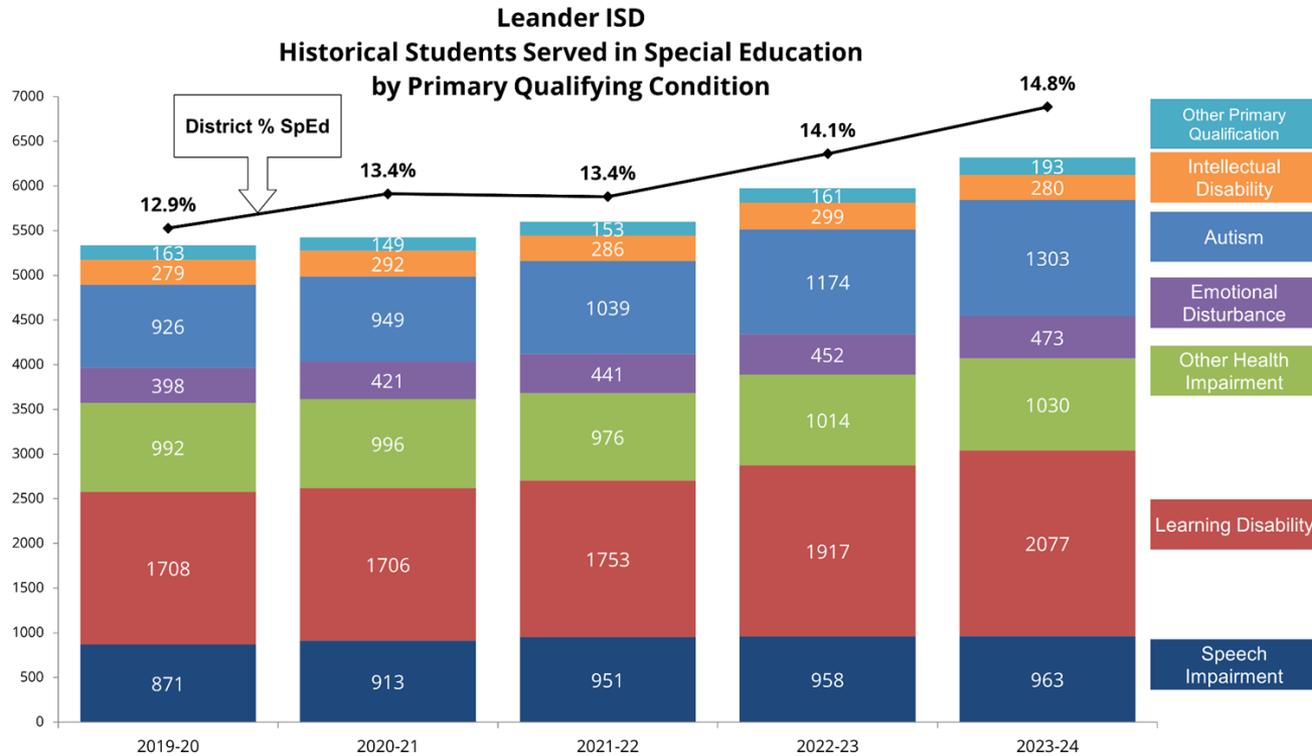
Demographics

Number of Students Served in Special Education

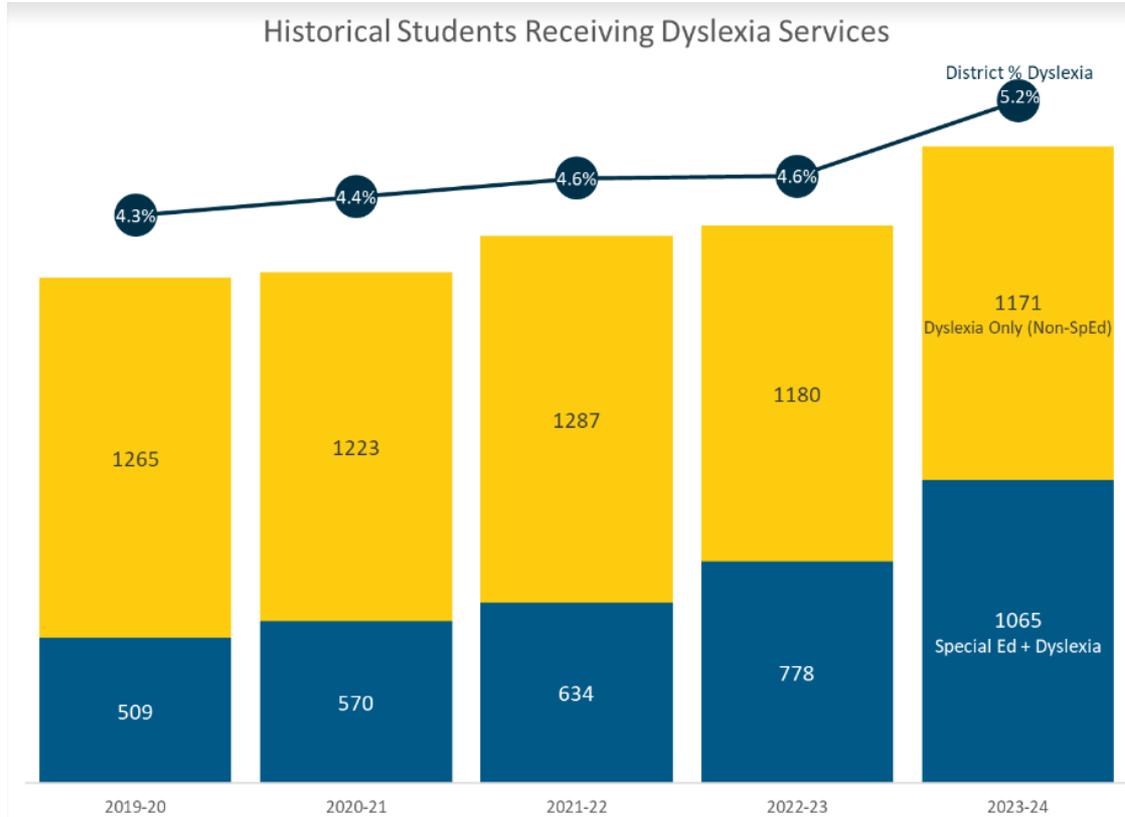


45

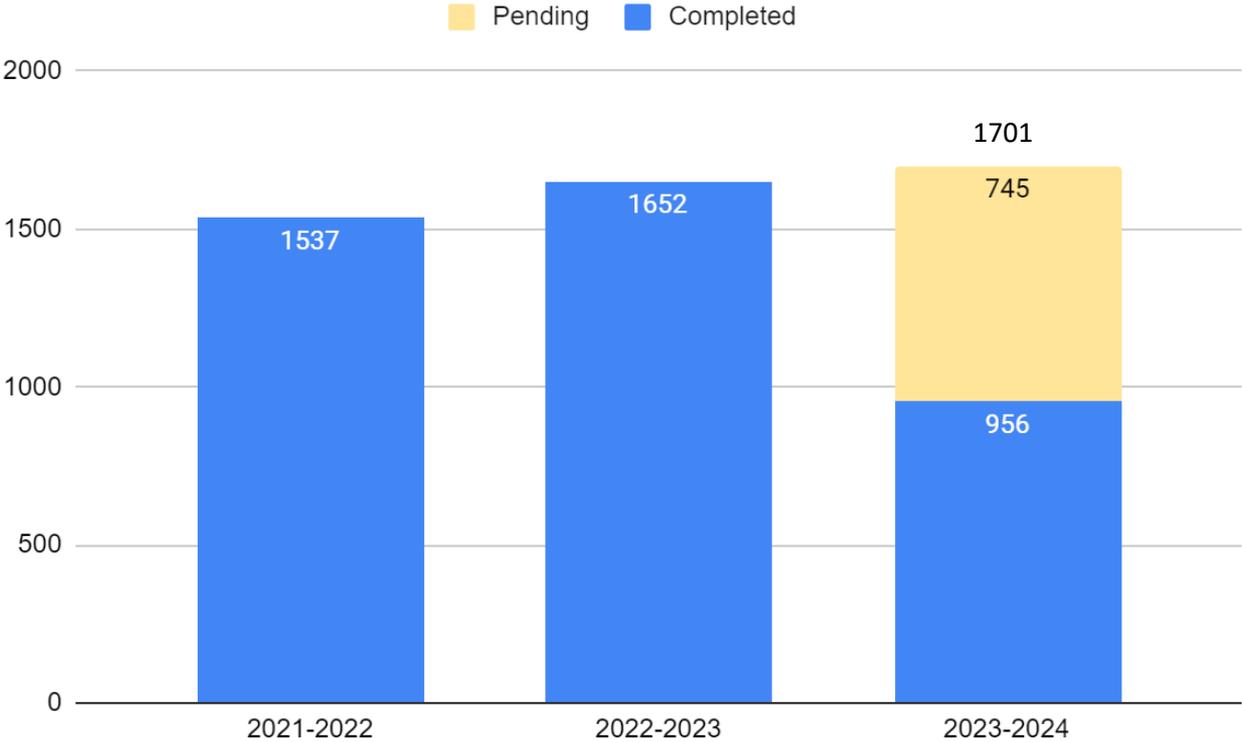
Students by Eligibility



Dyslexia



Evaluations



*Approx. 1927 3-year Re-evals for 23/24

Data

● TEA Cyclical Monitoring

- Policy and Folder Review
- Dyslexia and HB 4545 (100% Compliant)
- Child Find/Evaluation/FAPE (100% Compliant)
- IEP Development, Content, Implementation (100% Compliant)
- Properly Constituted ARD (100% Compliant)
- State Assessment (100% Compliant)
- Transition (100% Compliant-Policy Review; Non-Compliant-Folder Review)

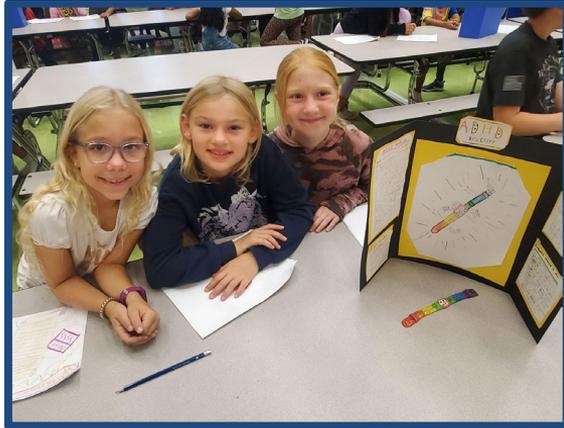
● Results Driven Accountability Report

- Overall Determination Level 1: Meets Requirements
- Significant Disproportionality: Year 3 Asian Students in inclusion <40%

49

Empowered Student Learning

- Student Voice
- Inclusive Practices



Empowered Staff

- Listening Sessions
- Professional Learning
- Recruitment and Retention
- Co-teaching



Co-Teaching

- **K/1 Reading Intervention**

- 389 teachers - 20 hrs of professional learning
- 41% of K-1 Classrooms have a Collaborative Teacher
- 8,228 K-1 lessons taught collaboratively
- At Risk for reading decreased from 753 to 248 students

- **4/5 Math Intervention**

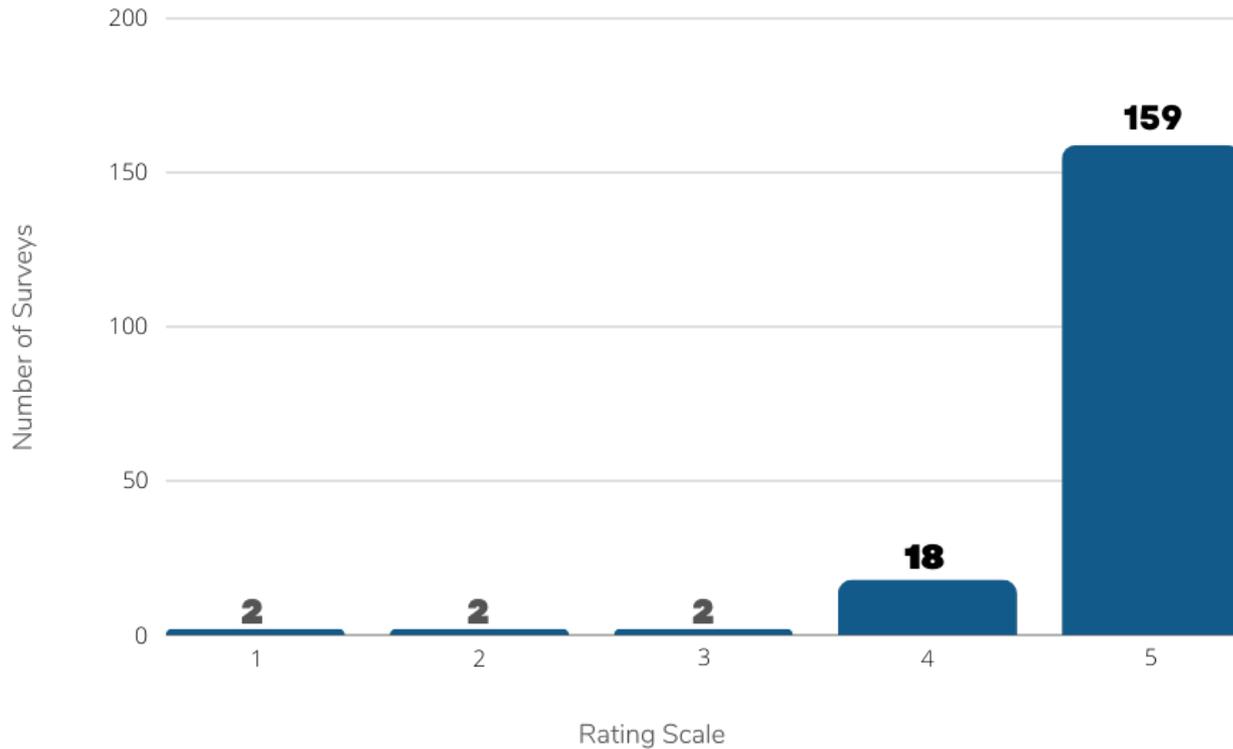
- 7 campuses with collaborative teachers - 7 hours of co-teaching professional learning
- 32 4th-5th grade teachers have had Collaborative Teacher support for about 800 co-taught sessions
- 56% of our Co-teach class sections had 80% or higher of projected growth met between BOY and MOY

Impactful Family Engagement

- Parent Advisory Council
- Workshop Nights
- ARD/504 Survey



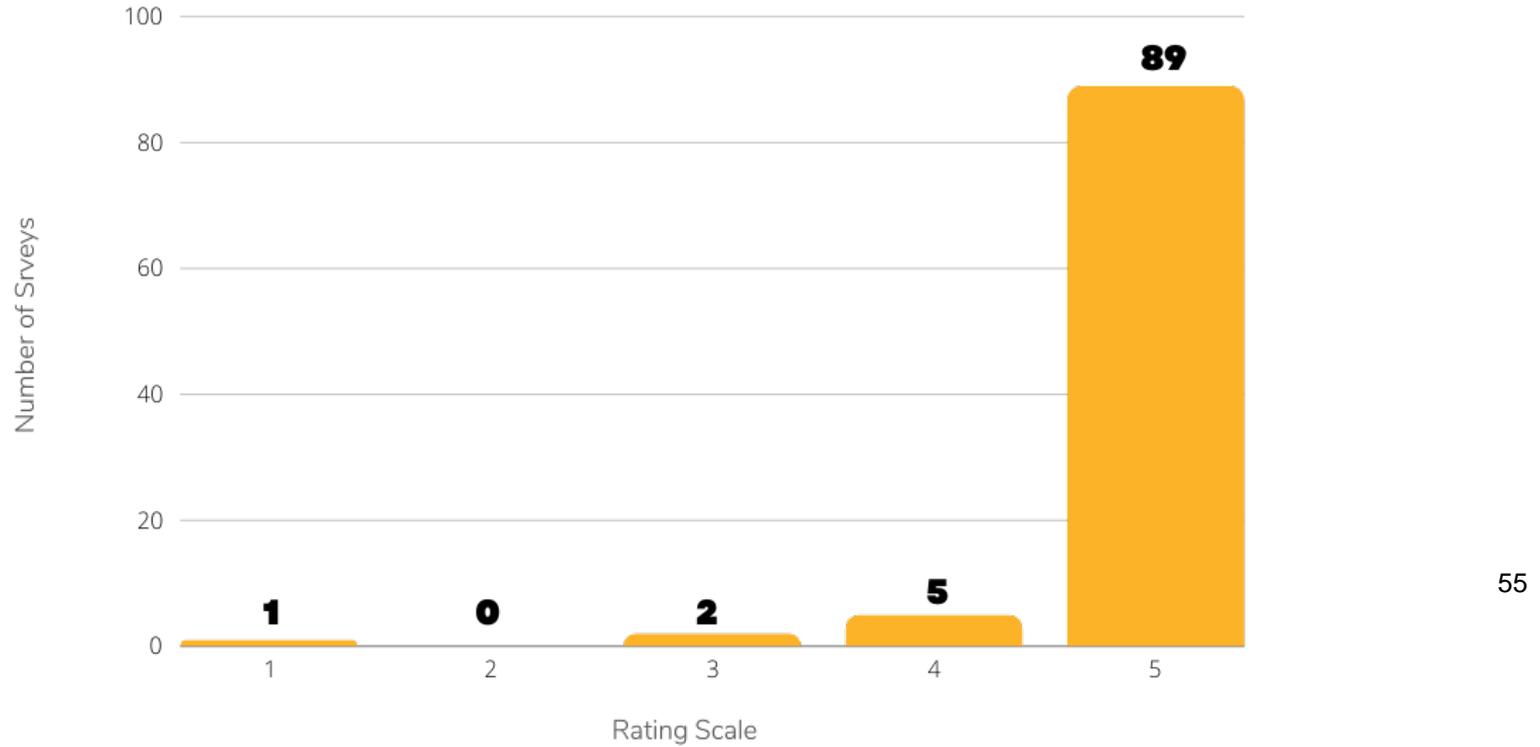
HOW SATISFIED WERE YOU WITH YOUR ARD EXPERIENCE?



2023- 2024 School Year

54

HOW SATISFIED WERE YOU WITH YOUR 504 EXPERIENCE?



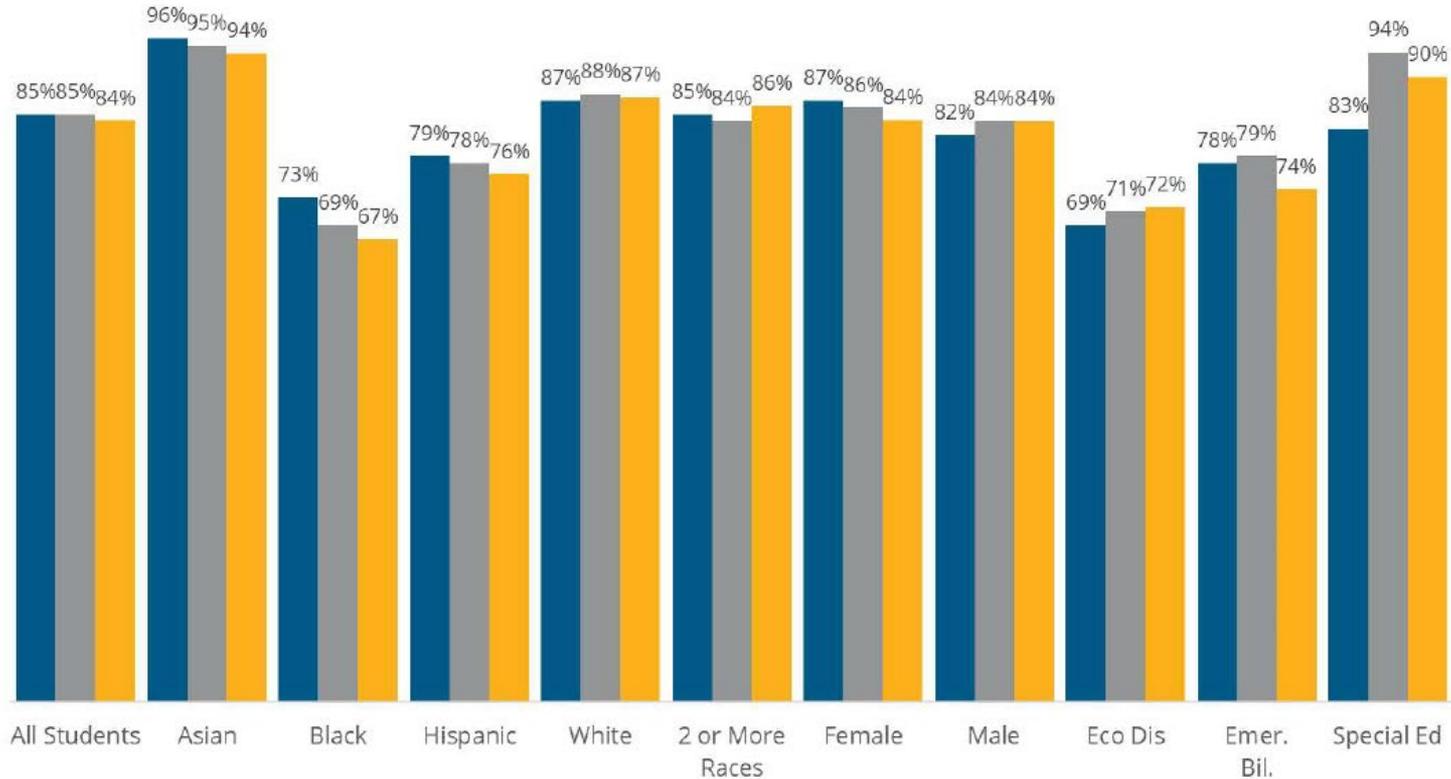
Equitable Access

- Student Transition
- Participation in ARD/504 Meetings
- Access Data



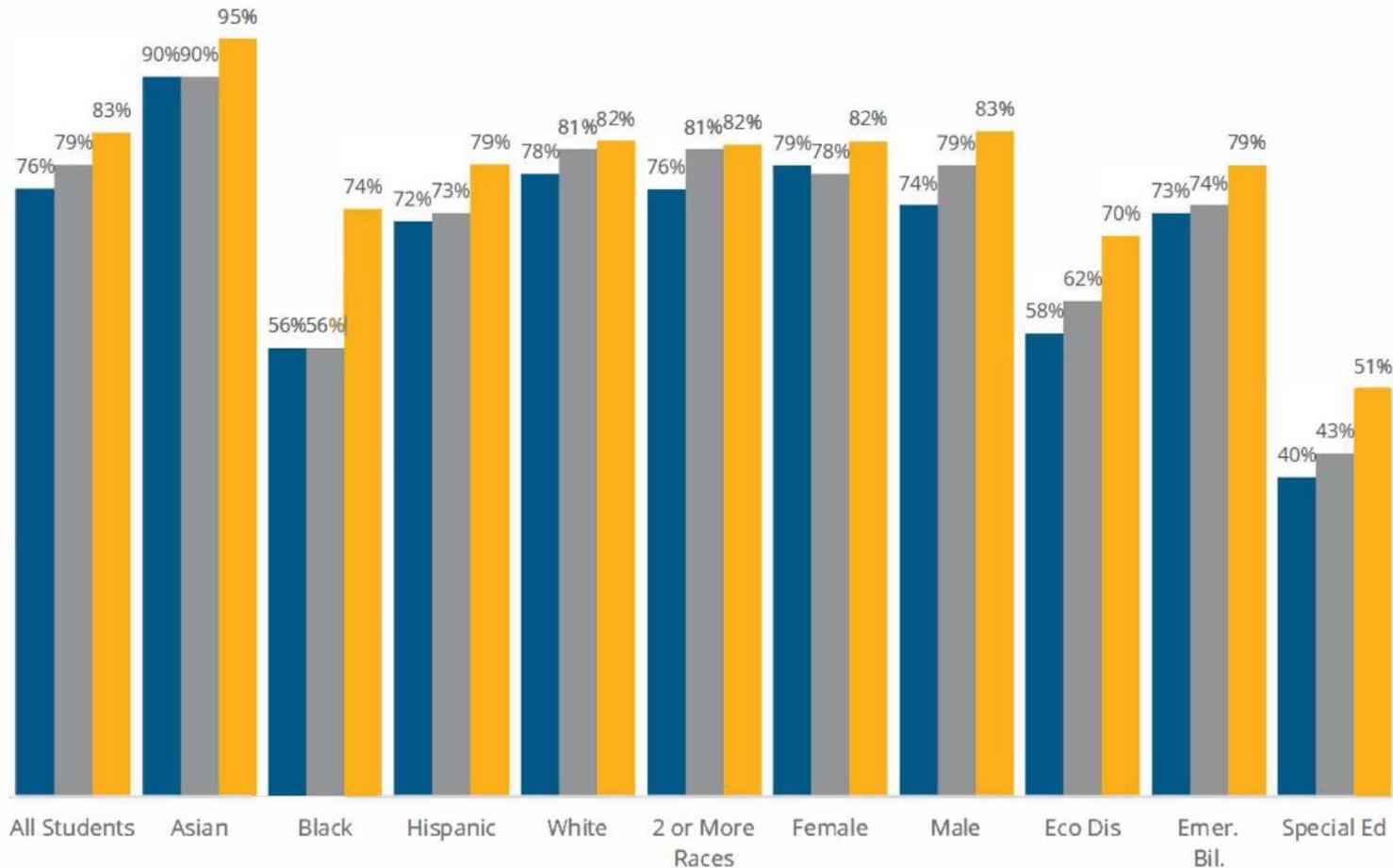
LISD % College, Career, or Military Ready

■ Class of 2020 ■ Class of 2021 ■ Class of 2022



LISD % Earning HS Credit in MS (Gr 8)

■ 20-21 ■ 21-22 ■ 22-23



Safe and Innovative Learning Environment

- Communication Boards
- Unified Champions





Discussion

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item:	Discussion of Leading Measures	
Purpose (this meeting):	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
Administrator Responsible:	Sarah Grissom & Sarah Martinez	
Attachments:	Discussion of Leading Measures Presentation LISD District and Campus Signaling Chart Atch 1 LISD District and Campus Signaling Chart Legend Atch 2 Leander ISD Superintendent Evaluation 2 nd Quarter Review Atch 3	

Background Information:

In an ongoing effort to continually update the Board of Trustees and our community about the district's progress towards the Strategic Plan goals, Formative Review presentations have been built into the board agendas. These reviews are focused on the efforts and work related to the progress. Additionally, administration has been gathering and monitoring data, which are considered leading measures of progress towards these goals. Tonight's presentation is the second quarterly leading measures update for the Board of Trustees for the 2023-2024 school year in which administration will provide quantitative and qualitative data related to the district improvement plan and the Superintendent's Evaluation, which are aligned to the 5-year Strategic Plan.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Discussion of Leading Measures

March 7, 2024

62

Purpose

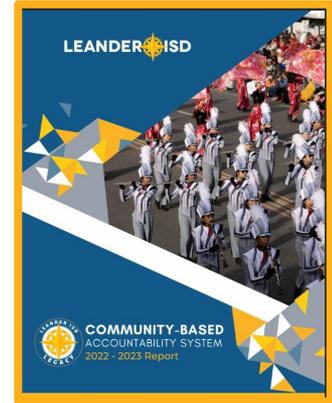
The purpose of this presentation is to provide an update on the leading measures for the district improvement plan and the Superintendent's Evaluation, which are aligned to the 5-Year Strategic Plan.

System Alignment



LISD 5-Year Strategic Plan

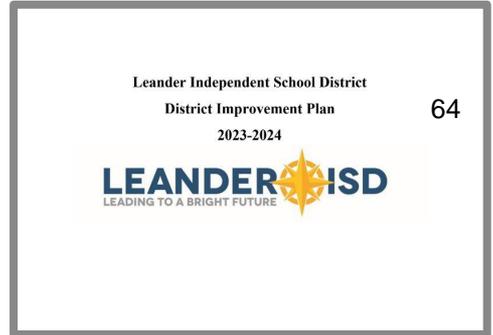
Community-Based Accountability



Board Evaluation

District & Campus Improvement Plans

Superintendent Evaluation



STRATEGIC FOCUS AREAS AND GOALS

EMPOWERED STUDENT LEARNING



Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

EMPOWERED STAFF



Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

IMPACTFUL FAMILY ENGAGEMENT



Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

EQUITABLE ACCESS



Ensure equitable access to opportunities by eliminating barriers for each and every student.

SAFE & INNOVATIVE LEARNING ENVIRONMENTS



Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

Signaling Chart

2023-2024		Focus Area 1: Empowered Student Learning			Focus Area 2: Empowered Staff		Focus Area 3: Impactful Family Engagement		Focus Area 4: Equitable Access		Focus Area 5: Safe and Innovative Learning Environments	
		<i>Impact: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.</i>			<i>Impact: Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.</i>		<i>Impact: Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.</i>		<i>Impact: Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.</i>		<i>Impact: Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.</i>	
Maintain	Minor Change	Key Questions			Key Questions		Key Questions		Key Questions		Key Questions	
Maintain w/ Adj.	Major Change	1.1	1.2	1.3	2.1	2.2	3.1	3.2	4.1	5.1	5.2	
Signal (Nov '23)		OT	OT	OT	OT	OT	OT	OT	OT	OT	OT	
Signal (Jan '24)		OT	OT	OT	OT	OT	OT	OT	OT	OT	OT	

Goal 1: Empowered Student Learning



Goal: Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

Key Question 1.2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

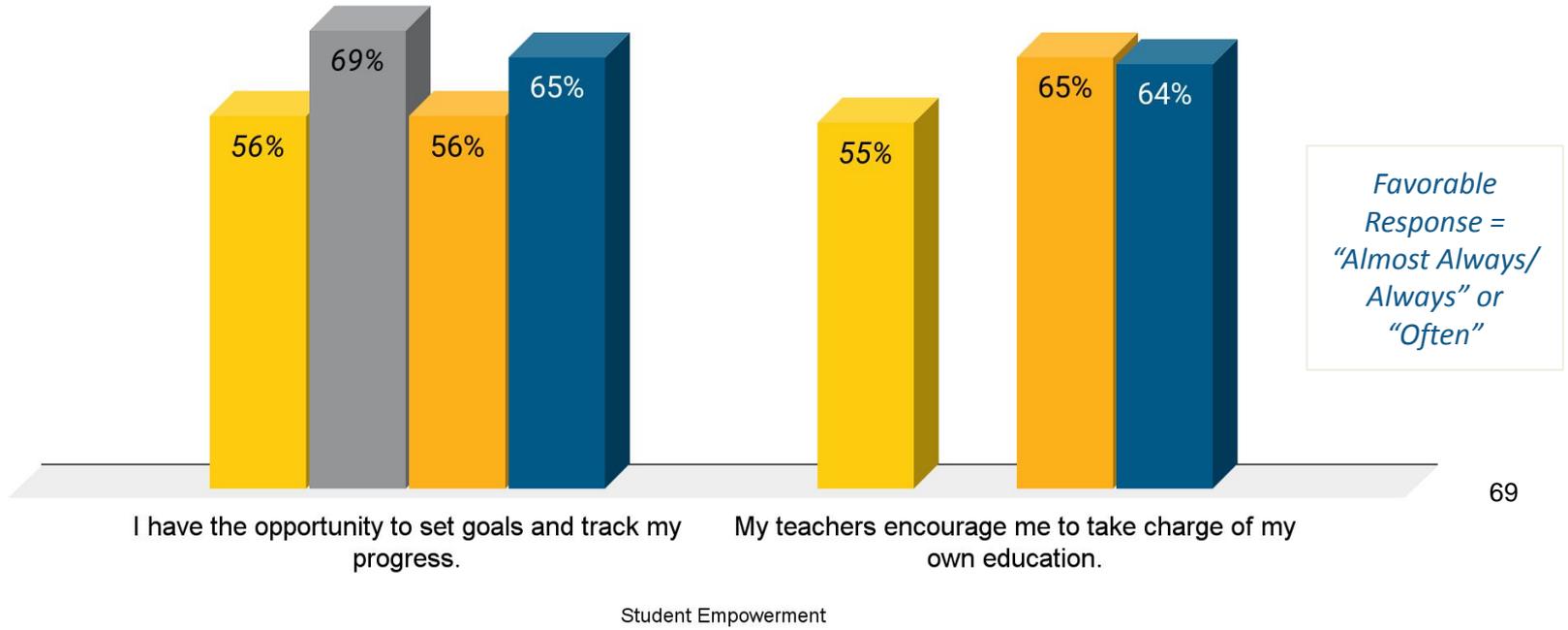
67

Academic Progress and Growth

This information was provided at the
February 15, 2024
LISD Board of Trustees Meeting

LISD Empowered Student Learning

Secondary Student Pulse Survey



69

■ 2021-22 Student Experience/ Climate Survey
 ■ Dec 2023 Pulse Survey (n=426)
■ 2022-23 Student Experience/ Climate Survey
 ■ Feb 2024 Pulse Survey (n=232)

LISD Empowered Student Learning

Secondary Student Pulse Survey

"My teachers this year have gave me many more opportunities than previous years and I understand more than expected. This is year is going way better due to the school and my friends. I've been able to join many clubs and participate in many school related activities. Many people fill these forms out randomly but I actually read through them so you can understand that its the truth. I'm happy to be apart of LISD."

"I would like to know why we do the things we do, all the work we do seems useless. I also don't like how some teachers tell us to be quiet when there is no point in doing so. There are also too many rules that restrict us from having any fun. Also, many kids get in trouble for bad reasons."

70

Goal 2: Empowered Staff



Goal: Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

Key Question 2.2: To what degree do LISD staff feel valued and connected to their campus/department and the district?

LISD Empowered Staff

Community Construct Pulse Survey

Qualitative Analysis

Positive Aspects:

- Community and Belonging
- Supportive Teams
- Gratitude for Colleagues
- Effective Leadership

Concerns and Challenges:

- Cultural Differences
- Isolation
- Administrative Trust
- Workload and Stress

72

LISD Empowered Staff

Community Construct Pulse Survey

Qualitative Analysis

Communication/ Transparency

- **Communication Challenges:** challenges in communication, both between departments and with the district level.
- **Wish for More Input:** desire for a larger voice in decision-making processes, particularly from teachers.

Mixed Sentiments

- **Dependent on Individuals or Teams:** clarify that their responses are based on specific teams or campuses, indicating that experiences vary widely within the organization.
- **Post-Pandemic Changes:** shifts in morale, collaboration, and stress levels, suggesting changes post-pandemic. ⁷³

LISD Empowered Staff

High Leverage Actions

Community Information Sessions:
for those interested in becoming a teacher and/or substitute at 2 different locations in the district in February (57 Community Members attended).



LISD Empowered Staff

High Leverage Actions

Employee Benefits Educational Programs and Services

- “Did you Know” Series & Quarterly “Benefit Buzz”
- Wellness Champions
- Bexa Exams
- Galleri Cancer Screenings
- New Practice - Personal condolence cards



LISD Empowered Staff

Substitute Training

Initiated Spring '24 substitute training sessions at LHS based on feedback and observations from the Fall

- expanding the understanding of the role of substitute
- the ongoing need for subs to feel included
- the ongoing need for subs to feel informed
- feedback from the campuses

Substitute Teacher SPOTLIGHT

GEORGE COULTRESS

Mr. George has been a substitute teacher with Leander ISD since August 2022. Mr. George is a special treat to have around either March Elementary. The students adore him and all of the staff loves him even more. He visits Geo Middle Principal and it is fun to thank us for choosing him to be our sub for the day. His voice just lights up our hallways and the students would know him and it's pretty easy if they visit Mr. George is the US 191 he is so willing to help anywhere on campus and always shows up early with a smile for everyone. He is such a pleasure to work with! Kudos and staff love him from all of our Leander Elementary!

There are not enough words to express how great Mr. George is at those places by both our staff and students. He brightens up a classroom as he welcomes everyone to class. He smiles, kind words and positivity from the moment he walks in the campus and even if it's your first time to meet him, you're instantly old friends. He engages and connects with students in a way that leaves them feeling good about themselves and excited about being in his class. He is a true example of the phrase "Spaced kindness like Comfort". The atmosphere he creates is so uplifting and you feel the kindness from him just as if you have been celebrated. We feel fortunate that he has chosen our campus as one to bring his light to when the opportunity arises.

Mr. George is a fun and feisty sub who makes sure his students are cared for and safe when their teacher is away! He engages and enriches our students with stories and laughs. River Ridge Elementary appreciates Mr. George!

WHY DID YOU BECOME A SUBSTITUTE TEACHER?

I worked and retired from the corporate world after 33 years with a fortune 500 company. My niece, Wendy Gonzalez, Principal at Carnacho Elementary asked if I would be interested in being a substitute teacher as I had been searching for something I could do to go back. I laughed and thought I have done a lot of different type of corporate plans in my life, but never lesson plans. She shared with me that teachers leave the lesson plans for you to follow that I would not need to create my own plans and I did not need to be a certified teacher. I also love my grand children and I enjoy kids and thought this could be a good way for me to give back and help others, teachers and students. I am here to tell you this substitute really does bring me such personal joy and satisfaction!

WHAT HAVE YOU LIKED MOST ABOUT YOUR EXPERIENCE WORKING AS A SUBSTITUTE?

One of the things I love most is when I am explaining something to a student and you that connection happens and they say "Oh, OK Mr. George, right!" That just makes my day! When I do 2nd or 4th grade mixed ages FINE that just teaches my heart. I love making their day a little better and helping them maybe understand something a little more. I am here for them, to help them as much as I can. I hope that I can teach their lives in some way that they can use some day in the future - whether that be helping them learn math or how to be flexible and accepting of others.

WHAT ADVICE WOULD YOU GIVE TO A NEW SUBSTITUTE STARTING IN THIS FIELD?

IT IS FUN! and very satisfying. Teachers leave good lesson plans and notes and every staff member at the campuses I have been to have been so helpful. Don't be afraid to ask questions when you need help. And most importantly take the time to build a rapport with the students. Be sincere and genuine and find a way to connect with each of them where they are at. Engage with them and seek their help in understanding what they are learning and how their teacher has taught them to do something. This will help you learn how you can help them that day and respect their teachers instructions.

76

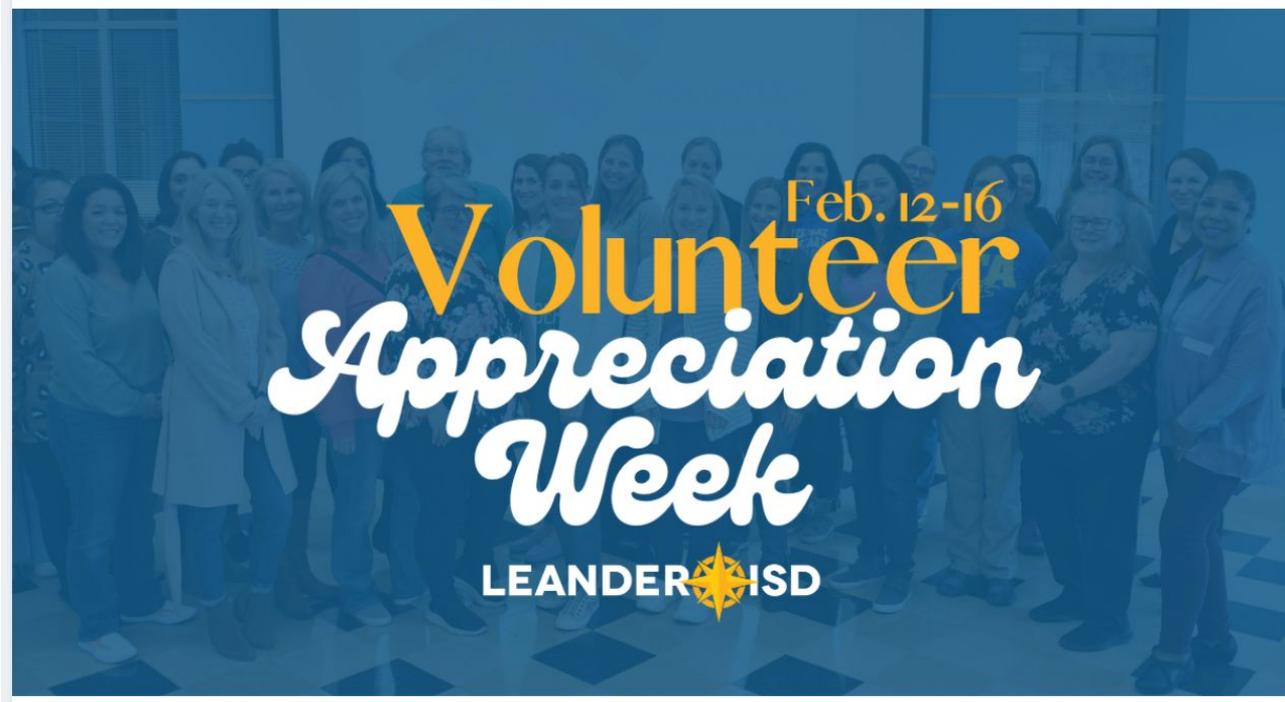
LISD Empowered Staff

Support Teams Training/ Support

- **Child Nutrition Services Personnel Training**
 - Efforts to calibrate LISD practices in regards to creating a nurturing and compassionate environment
- **Coaching with Transportation**
 - Partnered with Transportation leaders to build consistent practices
 - Revision of transportation handbook policies/ procedures

77

LISD Empowered Staff



Goal 3: Impactful Family Engagement



Goal: Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

Key Question 3.1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

79

LISD Family Engagement

Family Engagement Pulse Survey

- Communication Challenges
- Engagement Opportunities
- Academic Transparency
- Safety and Security Concerns
- Diversity, Inclusion, and Accessibility
- Technology Challenges

80

Goal 4: Equitable Access



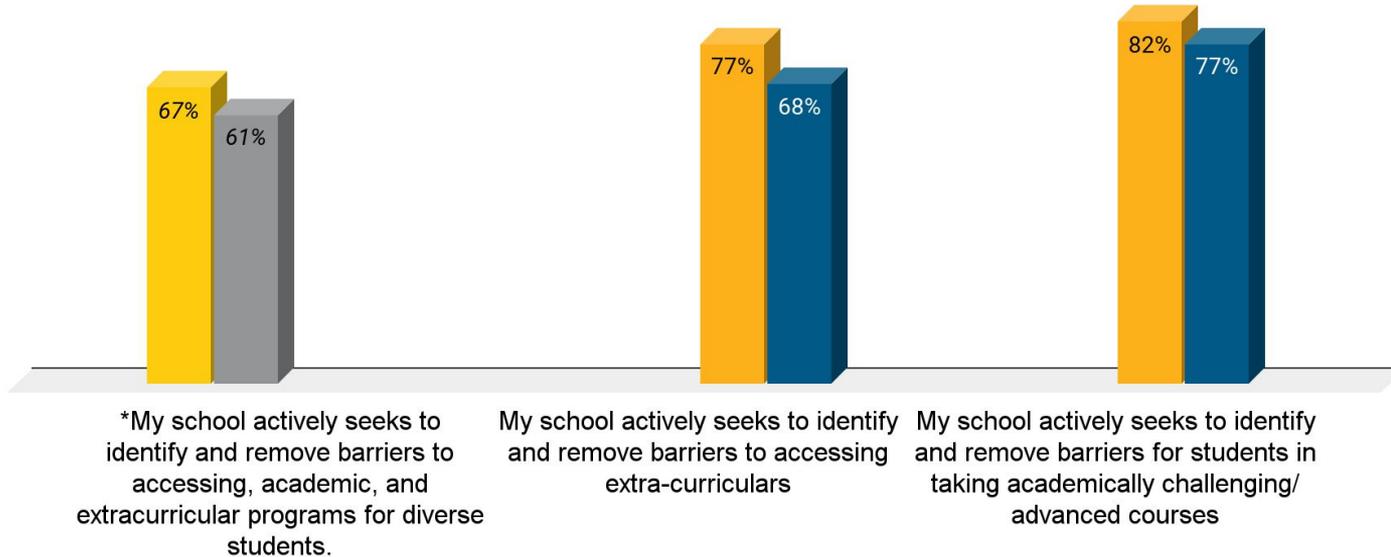
Goal: Ensure equitable access to opportunities by eliminating barriers for each and every student.

Key Question 4.1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

81

LISD Equitable Access

Secondary Students Pulse Survey



*My school actively seeks to identify and remove barriers to accessing, academic, and extracurricular programs for diverse students.

My school actively seeks to identify and remove barriers to accessing extra-curriculars

My school actively seeks to identify and remove barriers for students in taking academically challenging/ advanced courses

*Favorable Responses
"Strongly Agree"
or "Agree"*

Equitable Access

- 2021-22 Student Experience/ Climate Survey
- 2022-23 Student Experience/ Climate Survey
- Dec 2023 Pulse Survey (n=426)
- Feb 2024 Pulse Survey (n=232)

LISD Equitable Access

High Leverage Actions

- Feeder pattern analysis and goal setting designed to identify and reduce equity gaps.
- Ongoing professional development for staff
- Ongoing engagement & consultation of Office of Educational Access (OEA) with key stakeholders
- Focus on cultural competency

Goal 5: Safe and Innovative Learning Environments

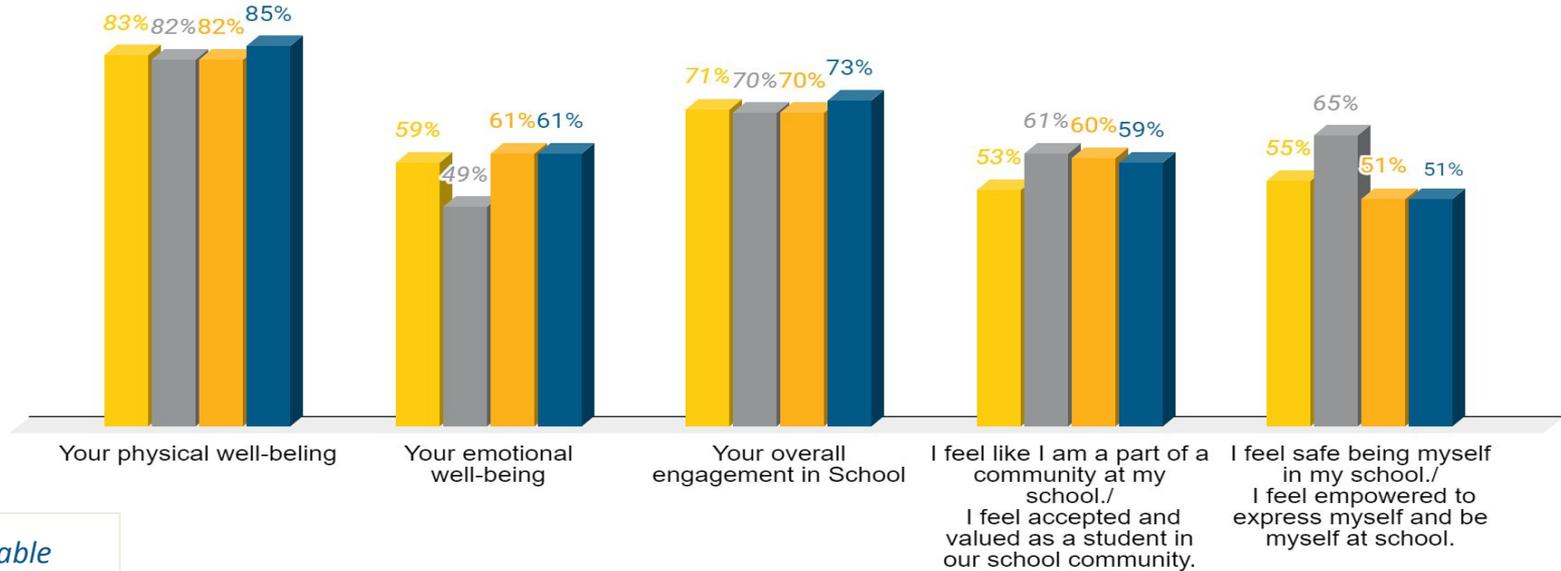


Goal: Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

Key Question 5.1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?⁸⁴

LISD Safe & Innovative Learning Environments

Secondary Students Acceptance and Belonging



85

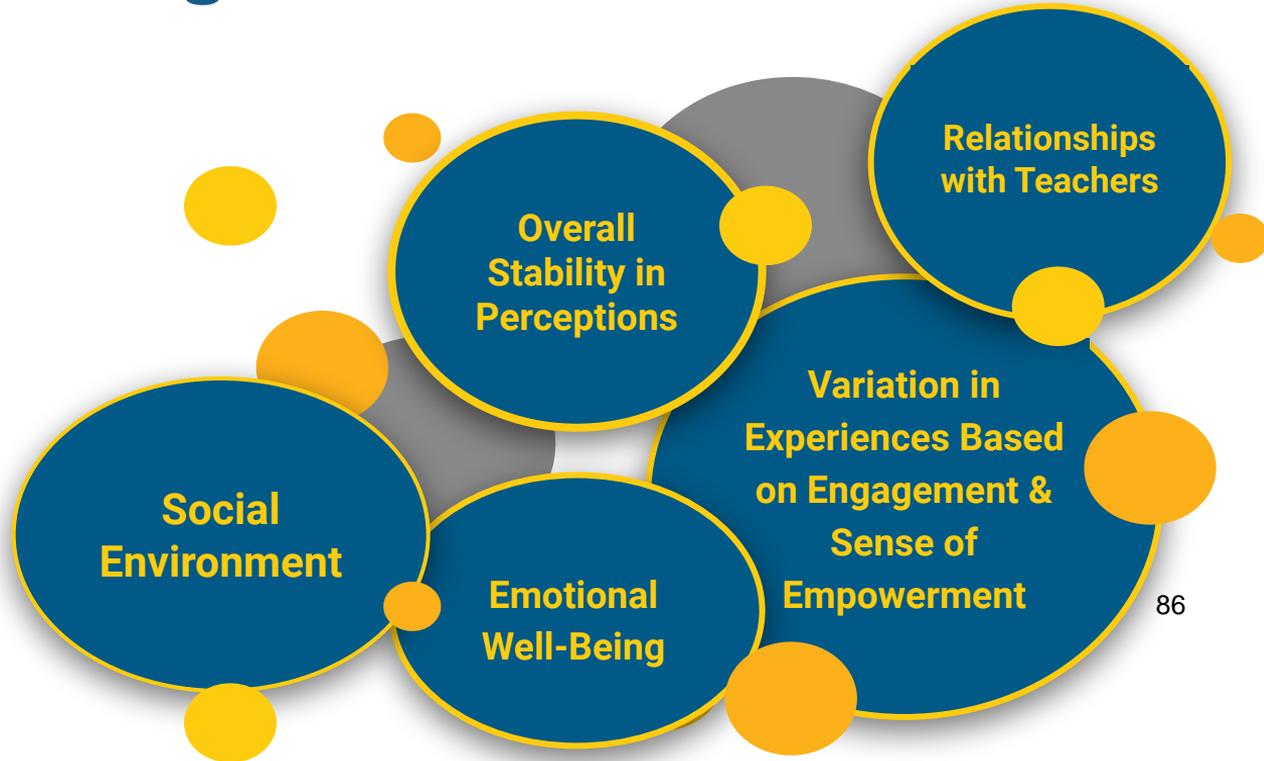
Acceptance and Belonging

■ 2021-22 Student Experience/ Climate Survey
 ■ Dec 2023 Pulse Survey (n=426)
 ■ 2022-23 Student Experience/ Climate Survey
 ■ Feb 2024 Pulse Survey (n=232)

Favorable Response = "Almost Always/ Always" or "Often"

Goal 5: Safe and Innovative Learning Environments

Student Acceptance and Belonging Pulse Survey Key Findings



86

TEA Safety and Security Requirements

High Leverage Actions

- Progressing toward full functionality of the Centegix Crisis Alert System. Campus responder training will begin soon with a system functionality test for each campus over spring break
- Installing security film at final campus
- Ordered security camera servers and ITS is preparing for installation when they arrive; camera software has been ordered; camera designs have been completed for ES 30
- Received final proofs of the digital maps for all campus and district facilities for first responders

Part 3: Assessment of Ongoing Responsibilities

Instructional Management

**Staff
Development and
Professional
Growth**

**Human Resource
Management**

88

Instructional Management



Staff Development and Professional Growth

January 8

Campus-based Professional Learning Day

Staff engaged in learning, supporting campus improvement plans, Professional Learning Community collaboration, and planning for student return.

7 Elementary Campuses - Kagan Cooperative Learning Day 2

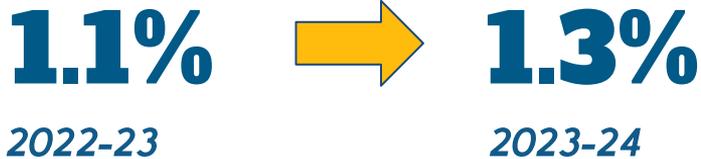
February 19

District-based Professional Learning Day

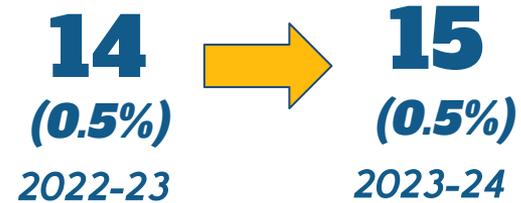
*Staff came together with their job-alike peers from across the district to engage in learning and collaboration related to curriculum implementation, content- and program-based best practices, and student outcomes.*⁹⁰

Human Resources Management

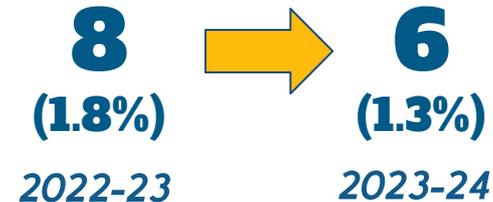
*January to February
Overall Turnover Rate*



*General Education Teacher Turnover
January to February*



*Special Education Teacher Turnover
January to February*



91

*February data through February 16



Discussion

LISD Campuses 2023-2024		Focus Area 1: Empowered Student Learning			Focus Area 2: Empowered Staff		Focus Area 3: Impactful Family Engagement		Focus Area 4: Equitable Access	Focus Area 5: Safe and Innovative Learning Environments				
		<i>Impact: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.</i>			<i>Impact: Students and staff leverage impactful relationships and high-quality learning experiences to inspire curiosity, interests, and passions.</i>		<i>Impact: Students will experience support for academic and social-emotional success through strong school, family, and community partnerships.</i>		<i>Impact: Each and every student will have opportunities to actively participate in their learning and grow to become the best version of themselves.</i>	<i>Impact: Students will feel valued and inspired to embrace challenges, take risks, advocate for their learning, and leverage their strengths as they grow and contribute to their community.</i>				
Maintain [1]	Minor Change [2]	Key Questions			Key Questions		Key Questions		Key Questions	Key Questions		Progress Monitoring Codes		
Maintain w/ Adj. [3]	Major Change [4]	1.1 [5]	1.2 [6]	1.3 [7]	2.1 [8]	2.2 [9]	3.1 [10]	3.2 [11]	4.1 [12]	5.1 [13]	5.2 [14]	OT	On Track	
% of Campuses addressing the Key Question		48%	100%	25%	23%	31%	8%	23%	29%	46%	8%	A	Adjustments Taking Place	
LISD (DIP)		OT	OT	OT	OT	OT	OT	OT	OT	OT	OT	S	Support Requested	
Elementary Schools													C	Crisis
Akin Elem.	OT	OT			OT								E	Effect Achieved
Bagdad Elem.	A	OT			A		OT							
Block House Elem.	OT	OT			OT									
Camacho Elem.		A							A	OT				
Cox Elem.		A				OT				OT				
Cypress Elem.		OT				OT		OT						
Deer Creek Elem.	OT	OT									A			
Faubion Elem.	OT	A							OT					
Giddens Elem.		OT				OT		OT			OT			
Grandview Hills Elem.		A				OT						A		
Knowles Elem.		OT						OT			OT			
Larkspur Elem.	OT	OT							OT					
Laura W. Bush Elem.		OT							OT		OT			
Mason Elem.	OT	OT							OT		OT			
Naumann Elem.	OT	OT				OT		OT						
North Elem.	OT	OT	OT											
Parkside Elem.		OT			OT						OT			
Plain Elem.		OT			OT						OT			
Pleasant Hill Elem.		A	A						OT					
Reagan Elem.		OT						OT	OT					
Reed Elem.		OT	OT								OT			
River Place Elem.		OT	OT			OT			OT					
River Ridge Elem.	OT	OT												
Rutledge Elem.	OT	OT				OT								
Steiner Ranch Elem.	OT	OT	OT											
Tarvin Elem.	OT	OT									OT			
Westside Elem.	OT	OT	OT		OT									
Whitestone Elem.		A				OT					OT			
Winkley Elem.		OT				OT					OT			
Elem Total	Maintain [15]	1	3	1	3	1	0	1	2	1	0			
	Maintain w/ Adj. [16]	2	4	0	1	1	0	0	0	1	0			
	Minor Change [17]	10	15	4	1	4	1	2	6	9	2			
	Major Change [18]	1	7	1	1	3	0	2	0	2	0			
		14	29	6	6	9	1	5	8	13	2			

Middle Schools												Progress Monitoring Codes		
Maintain [1]	Minor Change [2]	Key Questions			Key Questions		Key Questions		Key Questions		Key Questions		OT	On Track
Maintain w/ Adj. [3]	Major Change [4]	1.1 [5]	1.2 [6]	1.3 [7]	2.1 [8]	2.2 [9]	3.1 [10]	3.2 [11]	4.1 [12]	5.1 [13]	5.2 [14]			
CPMS			OT		OT					OT			A	Adjustments Taking Place
CRMS			OT			OT		OT		OT			S	Support Requested
DMS		OT	A				OT			OT			C	Crisis
FPMS		OT	OT					OT	OT				E	Effect Achieved
FSMS		OT	OT			OT								
HMS		OT	OT	A										
LMS			OT	OT			OT							
RBMS			OT	OT						OT				
VLA		OT	OT					OT						
WMS			A						OT	OT				
MS Total	Maintain [15]	2	7	2	1	1	1	1	1	3	0			
	Maintain w/ Adj. [16]	0	1	0	0	0	0	1	0	0	0			
	Minor Change [17]	0	1	1	0	1	1	0	1	2	0			
	Major Change [18]	3	1	0	0	0	0	1	0	0	0			
		5	10	3	1	2	2	3	2	5	0			
High Schools														
Maintain [19]	Minor Change [20]	Key Questions			Key Questions		Key Questions		Key Questions		Key Questions			
Maintain w/ Adj. [21]	Major Change [22]	1.1 [23]	1.2 [24]	1.3 [25]	2.1 [26]	2.3 [27]	3.1 [28]	3.3 [29]	4.1 [30]	5.1 [31]	5.4 [32]			
CPHS			OT			OT				OT				
ECHS		OT	OT						OT					
GHS		OT	OT		OT	OT								
LHS		OT	A	OT	A	OT	OT	OT	OT	OT	OT			
LEO			A	A						OT				
NHHS			OT					OT		OT				
RHS			OT			A			OT					
VHS			OT	OT	OT			OT	OT					
VRHS		OT	OT					OT			OT			
HS Total	Maintain [33]	3	3	1	2	1	1	2	0	0	1			
	Maintain w/ Adj. [34]	0	1	0	1	0	0	1	1	1	0			
	Minor Change [35]	1	5	1	1	3	0	0	3	2	0			
	Major Change [36]	0	0	1	0	0	0	0	0	1	1			
		4	9	3	4	4	1	3	4	4	2			

**LISD DISTRICT AND CAMPUS
SIGNALING CHART
LEGEND**

Progress Monitoring Colors	
Maintain	Minor Change
Maintain with Adjustments	Major Change

Progress Monitoring Codes	
OT	On Track
A	Adjustments Taking Place
S	Support Requested
C	Crisis
E	Effect Achieved

**LISD DISTRICT AND CAMPUS
SIGNALING CHART
LEGEND**

Progress Monitoring Colors	
Maintain	Minor Change
Maintain with Adjustments	Major Change

Progress Monitoring Codes	
OT	On Track
A	Adjustments Taking Place
S	Support Requested
C	Crisis
E	Effect Achieved

**LISD DISTRICT AND CAMPUS
SIGNALING CHART
LEGEND**

Progress Monitoring Colors	
Maintain	Minor Change
Maintain with Adjustments	Major Change

Progress Monitoring Codes	
OT	On Track
A	Adjustments Taking Place
S	Support Requested
C	Crisis
E	Effect Achieved

**LISD DISTRICT AND CAMPUS
SIGNALING CHART
LEGEND**

Progress Monitoring Colors	
Maintain	Minor Change
Maintain with Adjustments	Major Change

Progress Monitoring Codes	
OT	On Track
A	Adjustments Taking Place
S	Support Requested
C	Crisis
E	Effect Achieved



2023 - 2024

Leander ISD Superintendent Evaluation Instrument

Second Quarter⁹⁶ Review

Leander ISD Superintendent Evaluation Instrument

2023-2024

2nd Quarter Formative Review

General Information

The TASB Recommended Instrument consists of three parts: 1) Report on student performance and additional information required in the Annual Performance Report, 2) Key performance indicators, and 3) Other management responsibilities of the superintendent. In completing the evaluation, the board will consult data provided by the superintendent and other legally appropriate data the board deems relevant.

At the start of the evaluation cycle, the board and superintendent shall agree upon the process for evaluation and weight given to each part. Please note that the commissioner’s recommended appraisal process and criteria in 19 Tex. Admin. Code § 150.1031 requires that a student performance domain, “at a minimum,” be considered in the evaluation. Other procedures and criteria are determined by the board. In addition, the information in a district’s annual performance report as set forth in Tex. Educ. Code § 39.306 must be a primary consideration of the board for the superintendent’s evaluation. Tex. Educ. Code § 39.307(3)(C).

Part One: Report on student performance features a worksheet prepared by the superintendent using the most recent student performance data from the Texas Academic Performance Reports (TAPR). The Texas Commissioner of Education, through Region 13 ESC, annually provides the [Commissioner-Recommended Student Performance Domain worksheet](#). The completed worksheet should be distributed to the board at the same time that all parts of the instrument are given to trustees for individual completion. (Please refer to your local board practice concerning your evaluation cycle.)

Additional information required to be reported in the district’s annual report under Tex. Educ. Code § 39.306 must be considered for the superintendent’s evaluation, including the following: campus performance objectives; the district’s accreditation status; special education compliance status; statement on violent or criminal incidents; information on school violence and intervention policies and procedures; evaluative findings under the Safe and Drug-Free School and Communities Act; information on student performance in post-secondary institutions; the number of school counselors providing counseling services; and the financial section of the TAPR.

Part Two: Key performance indicators are developed in alignment with district goals. The superintendent develops superintendent performance targets, which are reviewed by the board. The job targets should be SMART—Specific, Measurable, Attainable, Results-Oriented, and Time-Bound.

Part Three: Other management responsibilities are designed to function as an evaluation of general management performance and to assist the board and superintendent in identifying priorities for the coming year. These responsibilities include the superintendent’s individual and collaborative duties identified in Board Policy BJA(Legal) and BJA(Local).

Reflecting the philosophy that the Superintendent Evaluation Instrument is a planning document, at the same meeting, when the board and superintendent review the Instrument for the coming year, agreement is reached on which areas of Part Three items will be included. Not all may be relevant in a particular evaluation cycle. In this manner, an individual board may customize Part Three of the instrument.

Rating Scale:

- | | |
|---------------------|-------------------------------------------------------------------------------|
| E Exceptional | Progress exceeds expectations and criteria noted in the instrument. |
| P Proficient | Progress meets the expectation and criteria noted in the instrument. |
| N Needs Improvement | Progress does not meet the expectations and criteria noted in the instrument. |

Comments may be added to any item. Any rating of “Needs Improvement” must be accompanied by a comment indicating the nature of the deficiency or a statement of what the board expected to see in performance that was not evident.

Part One: Report on Student Performance



Goal 1: Empowered Student Learning - Empower students through meaningful learning experiences to optimize growth and embody the Leander ISD Graduate Profile.

Key Question 1.2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

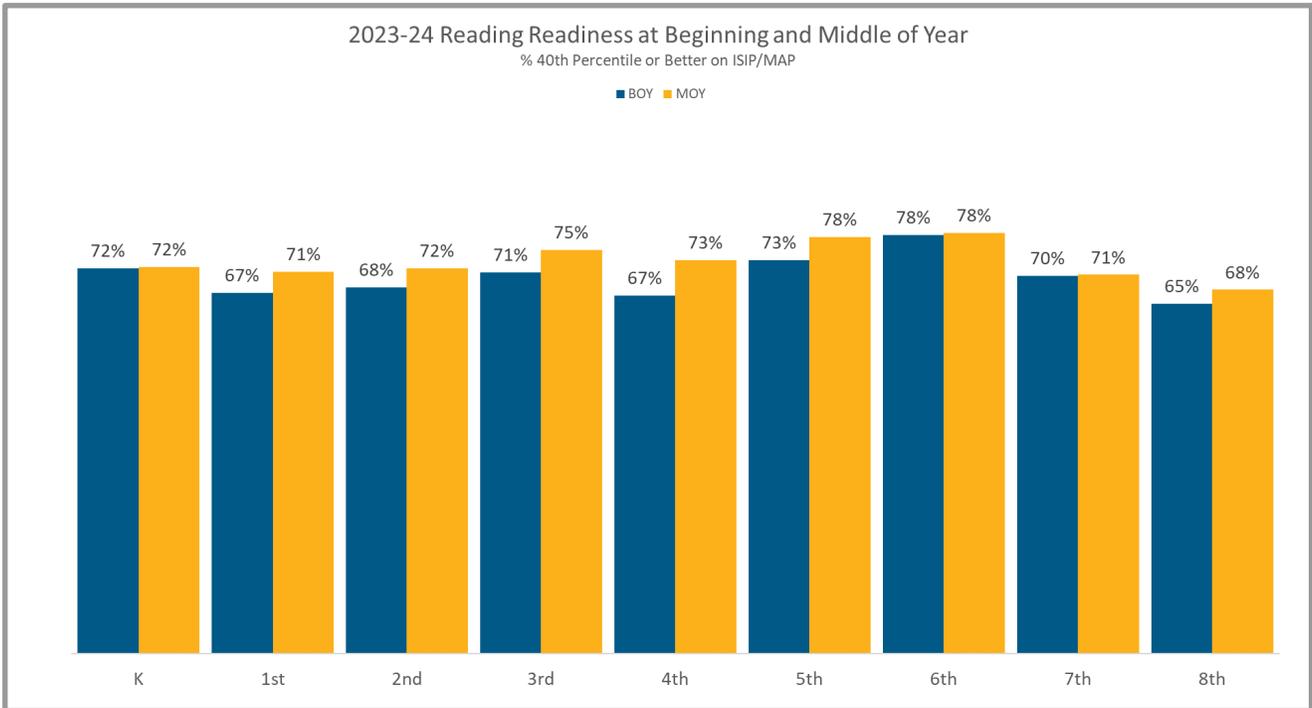
System Response: Promote student ownership of learning.

The board reviews and uses the completed [Commissioner-Recommended Student Performance Domain Worksheet](#) for the portion of the superintendent appraisal on student performance. The board reviews and uses the additional information required to be reported in the district's annual performance report as set forth in Tex. Educ. Code § 39.306.

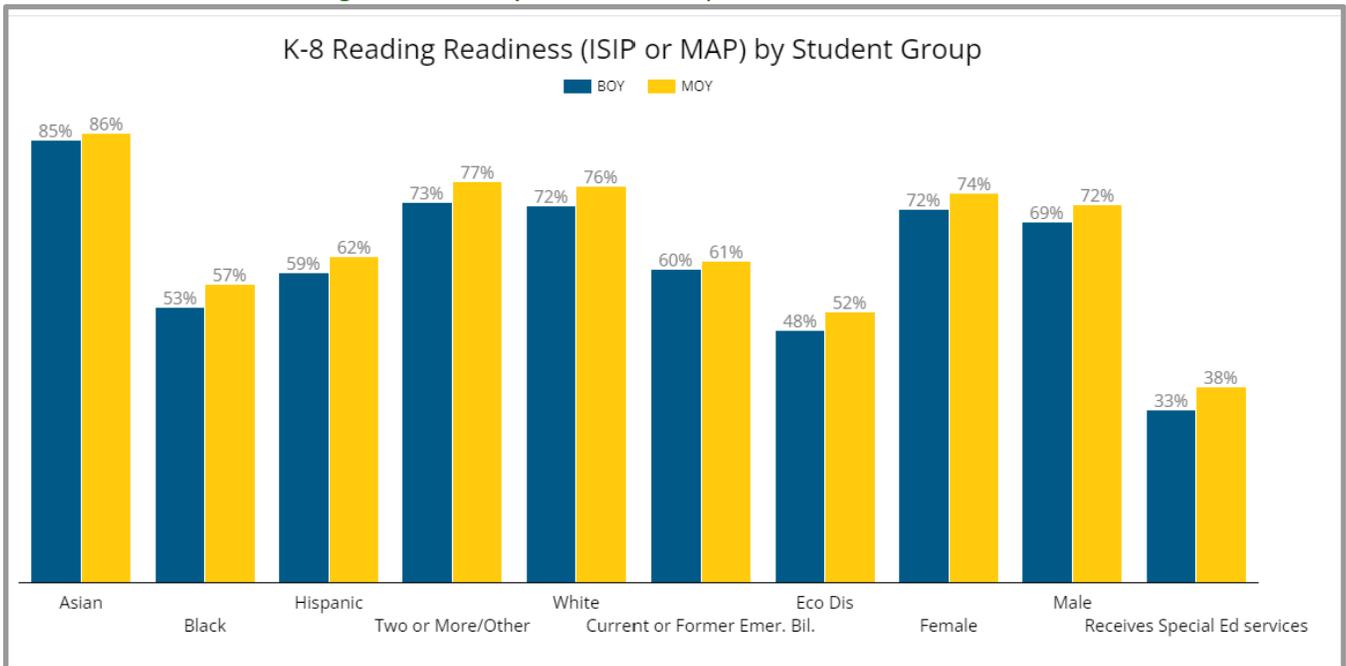
Student Performance Measures:

- Including state and district assessment data
 - *This data set will be presented during a future leading measures review.*
- Leading Measures for HB3 Goals: Review of Beginning of Year (BOY), Middle of Year (MOY), and End of Year (EOY) Reading and Math Assessments
 - *Beginning and Middle of Year Istation's Indicators of Progress (ISIP) and the Northwest Evaluation Association Measure of Academic Progress (NWEA MAP) Assessments:*

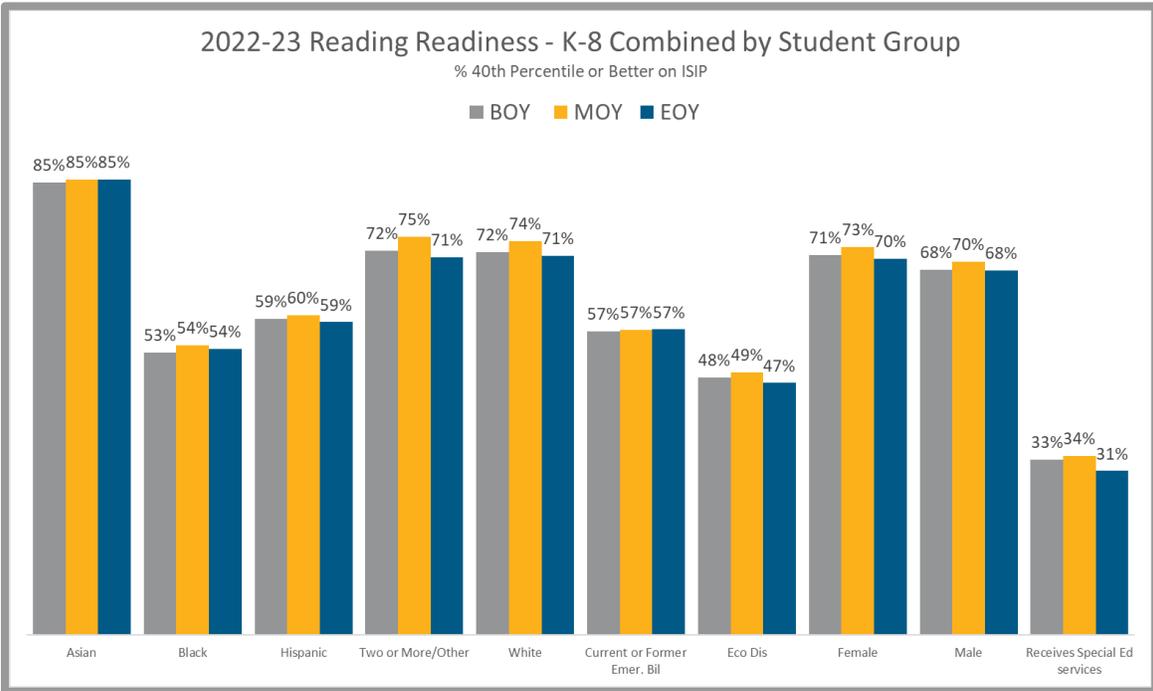
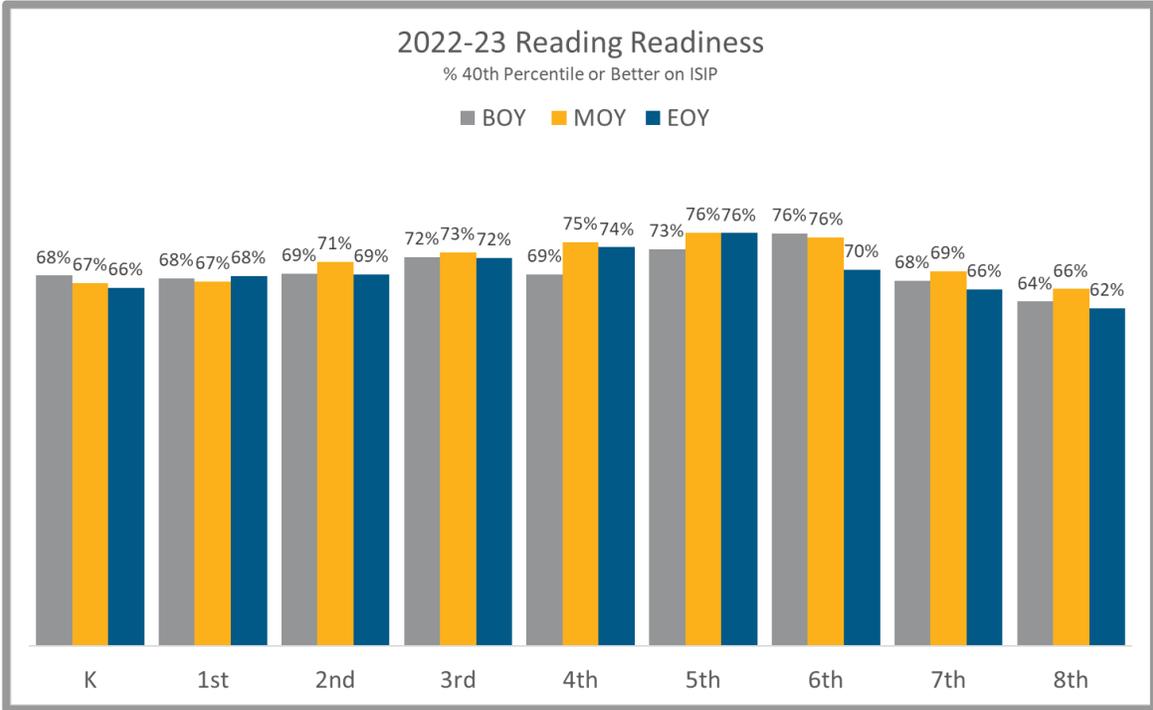
Reading



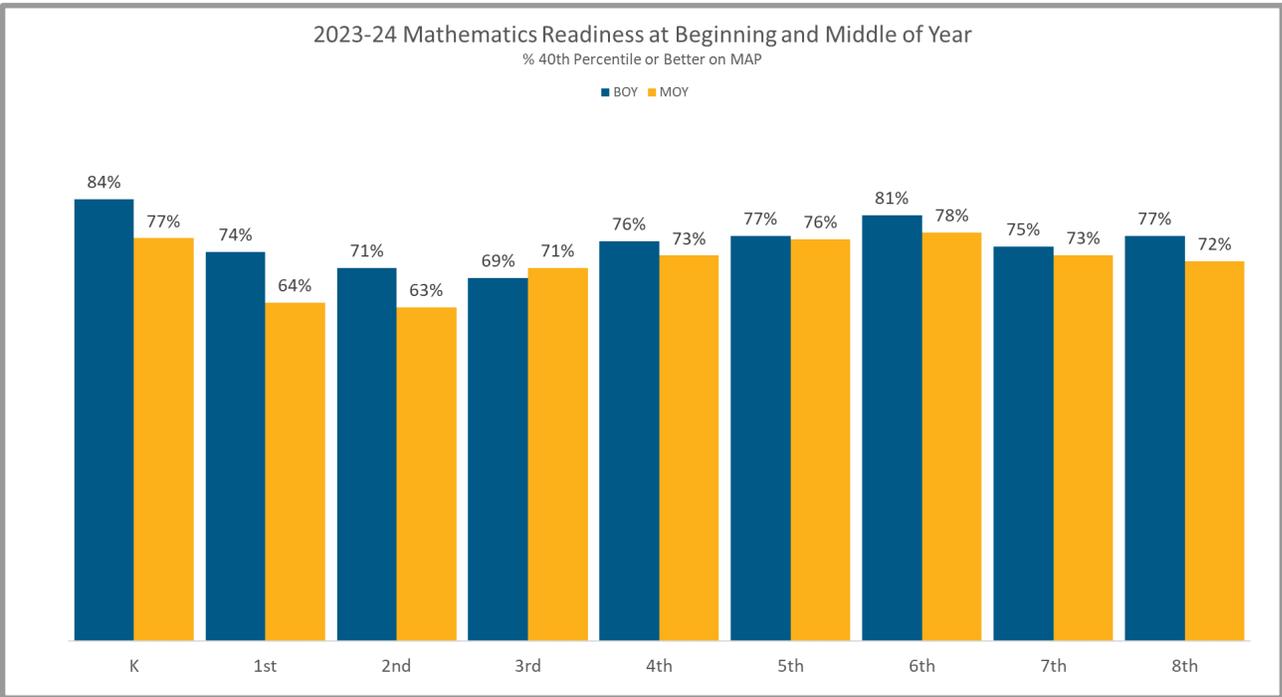
K-8 BOY and MOY Reading Readiness by Student Group



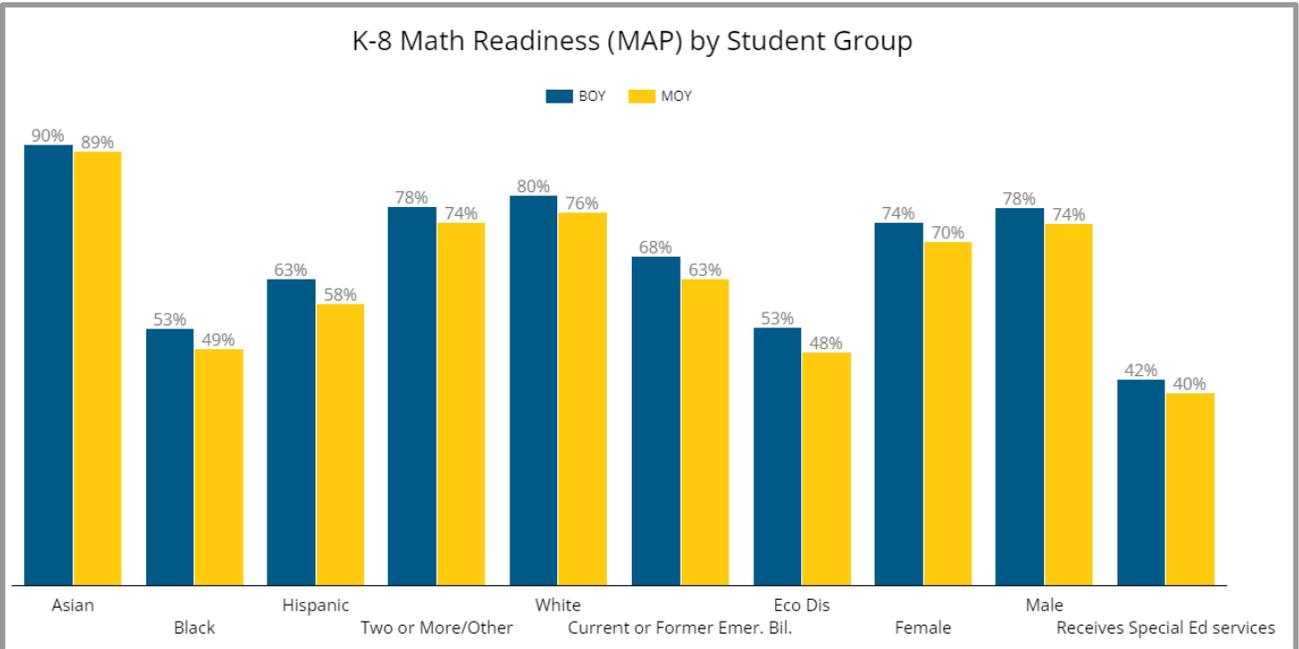
Previous year (2022-23) reading data provided for context and outlined in gray



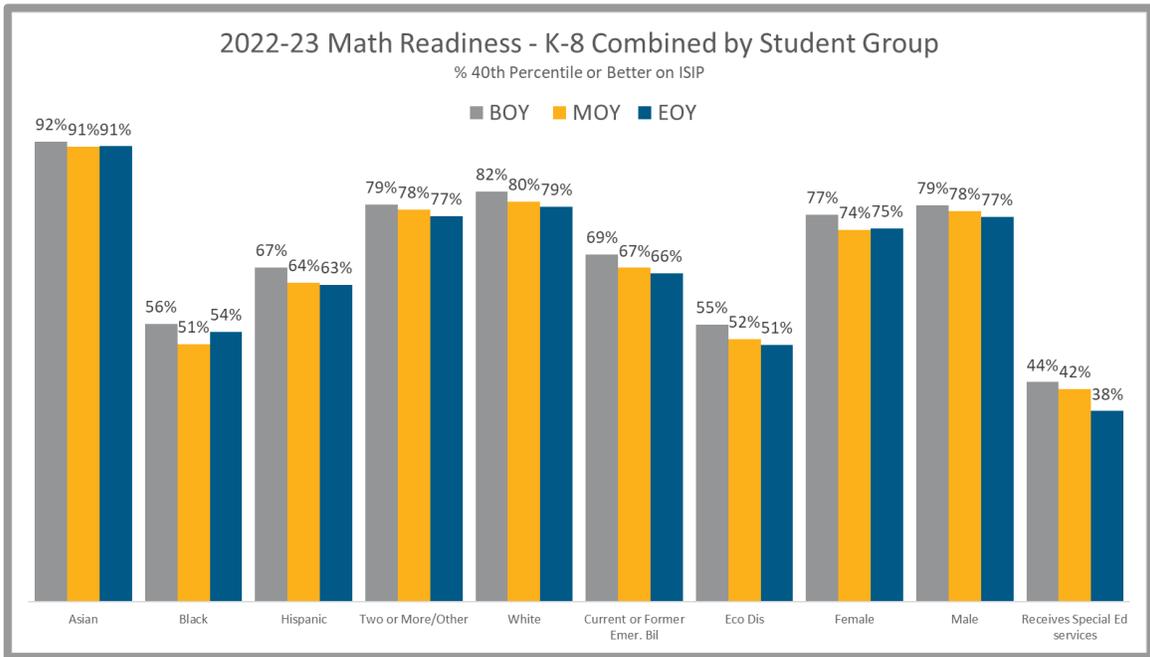
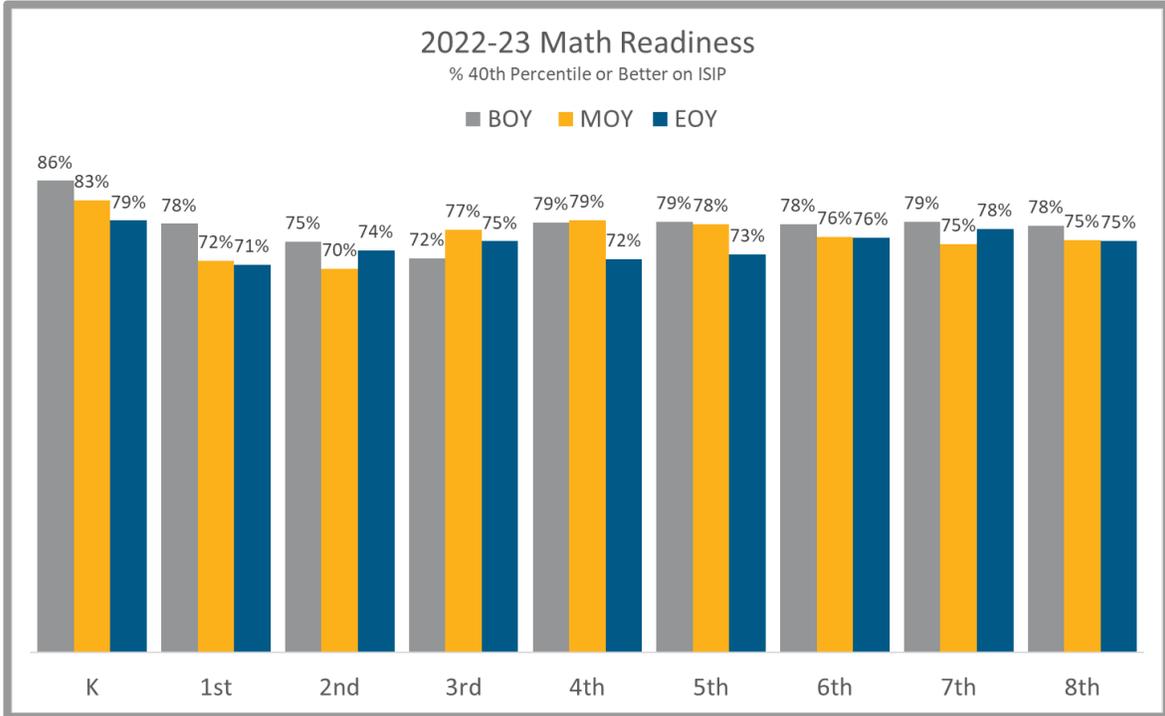
Mathematics



K-8 BOY and MOY Math Readiness by Student Group



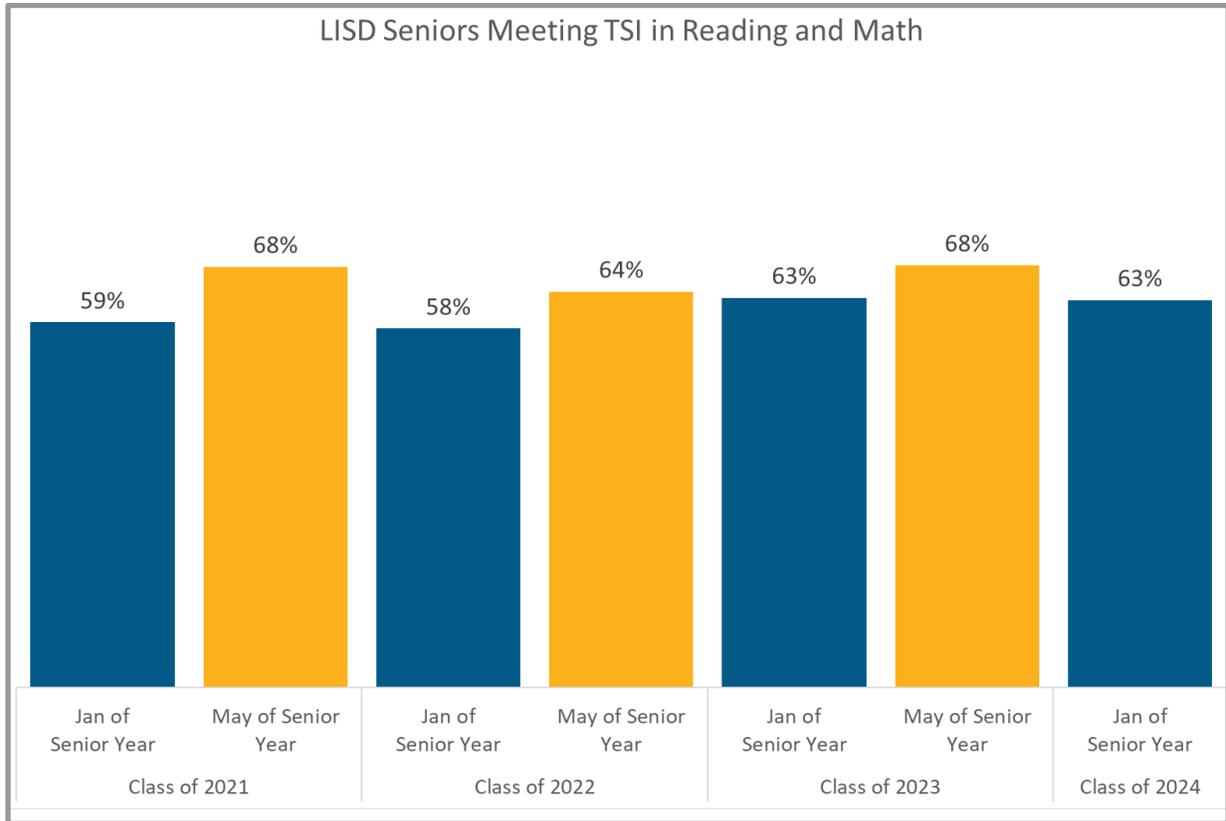
Previous year (2022-23) math data provided for context and outlined in gray



Additional Measures:

- Including national assessment data
 - *The below chart was presented during the Middle of Year Academic Leading Measures presentation on February 15, 2024. This chart shows the leading measure of LISD seniors meeting the Texas Success Initiative (TSI) benchmark for college and career readiness over the past few years and in January 2024.*

- *The Texas Success Initiative (TSI) is a measure of college readiness used by the State of Texas. There are several ways that a student can become TSI eligible. Most LISD students reach TSI by meeting college-ready benchmarks on the ACT or SAT (national tests) or through the TSI assessment.*



- *PSAT - Combined 10th & 11th Grade PSAT/NMSQT (National Merit Scholarship Qualifying Test)*
 - *The PSAT is another leading measure and a national test administered by the College Board. Below is a chart of the average Reading/Writing and Math scores of this year's LISD 10th and 11th graders compared to the State and Nation.*
 - *For the first time in the Fall of 2023, the PSAT was given in an online, computer-adaptive format, which matches the next format of the SAT beginning in Spring 2024.*

Reading and Writing

	# of Testers	Mean Reading and Writing Score (160-760) ⓘ
District	6,444	496
State	492,262	447
All Testers	3,245,062	470

Math

	# of Testers	Mean Math Score (160-760) ⓘ
District	6,444	491
State	492,262	446
All Testers	3,245,062	462

Part One Comments:



Part Two: Key Performance Indicators



Goal 2: Empowered Staff - Attract, grow, and retain a collaborative community of first-rate employees who are empowered to meet the needs of each and every student.

Key Question 2.2: To what degree do LISD staff feel valued and connected to their campus/department and the district?

System Response: Improve processes for recognizing and supporting LISD staff.

Key Performance Indicators:

- Improvement in Employee Engagement Survey Community Construct results: Increase or maintain the overall Community Construct of 405.
 - *The Employee Engagement Survey was launched in mid-February. Results from the survey will be shared in a later quarterly update.*
 - *Further qualitative analysis was conducted for the pulse survey completed in January. [Here is a report](#) of the summary of findings from the survey's open-ended responses. This report has been shared with the district leadership team for Goal 2.*
- Increase the favorable responses to the following questions from the employee engagement survey.
 - *The following questions were included in the Employee Engagement Survey administered in February. Results will be presented in a later quarterly update. These questions were also included in the pulse survey completed in January. [Here is a report](#) of the qualitative analysis of the open-ended responses from the January Pulse Survey.*
 - There is a strong collaborative culture where I work
 - I feel a strong sense of belonging while at work
 - I feel that my contributions are valued at work
- Summary of Staff Spotlights and events that honor staff
 - ***Staff Appreciation Weeks (Dec, Jan, Feb)** - School Community Relations (SCR) celebrates student-facing staff through different staff appreciation weeks. We have identified certain weeks that specifically recognize different roles within the district. Our team has produced videos that have been showcased during Board meetings. We have also produced social posts that have recognized long-serving staff members across the different departments. We plan to continue this effort through the rest of the year:*
 - *[Dec. 4-8: SRO Recognition Week](#) – school resource officers*
 - *[Feb. 5-9: National School Counseling Week](#) – school counselors*

- **Leander ISD Named College Board AP Large District of the Year** (Nov. 2023) - This recognition not only celebrates outstanding outcomes from AP test participants but also district teachers and staff who provided an increase in access to the AP tests. Staff empowered students to take an advanced placement test as well as supported them in achieving higher scores.
- **One-Time Retention Payment for Staff** - Acknowledging teachers and staff's dedicated service to the students of our community, the Board approved a retention incentive payment of \$1,000 for eligible full-time employees and \$500 for eligible part-time employees (see Board Briefs: Nov. 9, 2023).
- **Hill Country Bible Church Staff Luncheon** - Hill Country Bible Church partnered with the district to host a holiday luncheon honoring central admin staff.
- **Supt. Gearing Recognized** – During the Cedar Park Chamber of Commerce Awards Luncheon, Supt. Gearing was honored with the Chairman's Award for his role in the growth and development of the Chamber. "Dr. Gearing's commitment to the future workforce through his work as the Superintendent of Leander ISD and his significant contributions to the Chamber Board are commendable."
- **LEEF Grant Patrol** - On February 13, the Leander ISD Educational Excellence Foundation (LEEF) handed out big checks to our amazing staff who applied for innovative grants. LEEF and Leander ISD Board members and district staff surprised LISD campuses and departments with 19 grants. A total of \$8,500 will help support various initiatives, including professional development, counseling resources, Science, Technology, Engineering and Mathematics (STEM) initiatives, and books.
- **Staff Spotlight** - In an effort to celebrate #1LISD, the district recognizes staff every Wednesday through Staff Spotlight. Human Resources contributes the content, and SCR produces the social posts. For a look at our amazing employees, check out the Staff Spotlight section of the district news site.
- **Summary of Leadership Meeting agendas focused on Professional Learning Community (PLC) Commitments**
 - *Focus on PLC Commitments has continued to be a cornerstone of the work district and campus leaders engage in during leadership meetings. During the 12/5/23 meeting, a conversation with principals was facilitated to gather input on the "state of PLCs" to drive the work of developing a new PLC Guiding Coalition described in bullet two below. On January 23, 2024, principals spent the morning together in small group PLCs, walking campuses, starting off with debriefing an article on instructional leadership followed by observing in mathematics classrooms and discussing/calibrating utilizing math look-fors. The introductory activity at the 2/6/24 leadership meeting engaged principals in reflection, discussion, and shared learning around the LISD Campus Leadership Profile indicator, "Engage staff in implementing PLCs as defined by LISD PLC Collaborative Team Commitments." Work centered on how to develop, grow and improve PLCs on your campus.*

- Development of the PLC Guiding Coalition
 - *The district's PLC Guiding Coalition is fully established and represents teachers, administrators, and other leaders from all levels of the organization.*
 - *The initial meeting of the coalition allowed the 50+ participants to*
 - *Revisit and discuss "the why" behind the PLC mindset*
 - *Review our district's established PLC Commitments and take stock of the current reality of the work from their perspective.*
 - *Review & Synthesize PLC Strengths, Weaknesses, Opportunities & Threats (SWOT) analysis feedback from Principals, Instructional Coaches, Teaching & Learning, and the Professional Learning Steering Committee.*
 - *Unpack the district's Pulse Survey to determine Drivers and Barriers related to the responses.*
 - *Develop a district overview of the current reality of PLC work in Leander ISD*
 - *Begin to develop the Ideal State of PLCs in Leander ISD.*
 - *Meeting #2 is scheduled for February 28th.*
- Summary of efforts to support staff and create connections:
 - *Teacher recruiters and the substitute recruiter partnered to present information to community members interested in becoming a teacher and/or substitute at two different locations in the district in February.*
 - *57 community members in attendance*
 - *Six applied for substitute teacher*
 - *One has since been hired as an instructional assistant*
 - *Attended Texas State University - Round Rock Superintendent Round Table to learn more about partnerships and new offerings for fall 2024.*
 - *Adding Texas State Round Rock to our information sessions for alternative certification or receiving a bachelor's in education.*
 - *Building relationships with the College of Education at Texas State University - Round Rock campus to develop and strengthen partnerships.*
 - *Developed and implemented <https://linktr.ee/LeanderISDHR> - a 1-stop link to our social media platforms, application page, and information about benefits*
 - *The Human Resources department dedicated time and resources to delivering convenient educational programs and services related to employee benefits.*
 - *Implemented a new education initiative, the Did You Know series, to educate and promote awareness for benefit plans and programs. This allows HR to empower our employees to make better decisions when it comes to their benefits.*
 - *The Quarterly Benefit Buzz newsletter engages employees and builds connections with additional resources associated with their benefits while also providing fun tidbits. This allows employees to better understand their benefits without having to search.*
 - *Utilize Wellness Champions to bridge the communication gap between campuses and Benefit information. Champions are used to elicit employee feedback and*

communicate with their campuses/departments. Focus groups were conducted to gather feedback on current and potential benefit offerings.

- *Held Bexa exams, which allows staff to get a no-cost, pain-free, radiation-free cancer breast screen. These screenings are conducted conveniently at multiple campuses throughout the district. Employees have provided amazing feedback from our employees who have participated in the program. This program has had excellent results, including catching cancer cases early.*
- *Conducted a new Galleri cancer screening that detects 50+ types of cancer through a simple blood draw. Employees can schedule the blood draw at their convenience or choose to go to a clinic. Many employees enjoy the peace of mind that this test provides. Employees appreciate that LISD is taking a proactive approach to their healthcare.*
- *Sent out condolence cards for employees who have requested bereavement leave. Employees have expressed gratitude that LISD provided a personal touch in a very difficult time in their lives.*
- *Provide online and telephone enrollment options for new hires to meet all employees' needs and to provide personalized service.*
- *Information sessions for employees who are potentially taking maternity or paternity leave through a mock baby shower on March 28. This allows a relaxed atmosphere that encourages employees to ask questions and have their concerns addressed.*
- *Held Pizza parties for the campus/departments who completed their open enrollment first for their area.*
- *Substitute Training*
 - *Initiated Spring '24 substitute training sessions at LHS based on feedback and observations from the Fall*
 - *Expanding the understanding of the role of substitute*
 - *The ongoing need for subs to feel included*
 - *The ongoing need for subs to feel informed*
 - *Feedback from the campuses*
- *Support Services Leadership Training*
 - *HR to guide these leaders through Reflex Training*
 - *When to get HR involved*
 - *When to address employee concerns*
 - *Steps of performance management*
- *SFE/ CNS personnel training*
 - *HR to lead in a joint effort to calibrate LISD practices in regard to creating a nurturing and compassionate environment*
 - *HR coaching with SFE/ CNS new staff*
- *Partnered with Transportation leaders to build consistent practices*
 - *revision of transportation handbook policies/ procedures*



Goal 3: Impactful Family Engagement - Engage our diverse community by fostering positive relationships through reciprocal communication and collaboration.

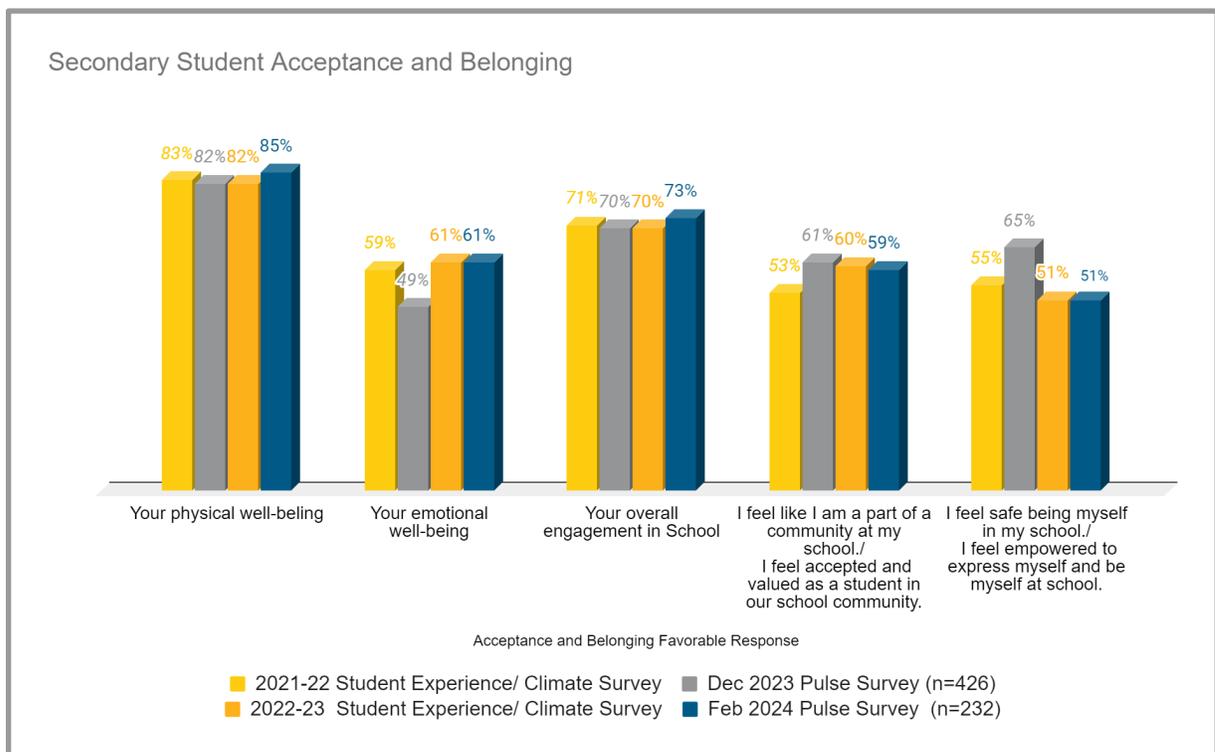
Key Question 3.1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

System Response: Review and redesign systems to improve trust, mutual respect, and shared responsibility within Leander ISD.

Key Performance Indicators:

- Improvement in climate survey data from parents, students, and staff
 - Parents Acceptance/Belonging Dimensions - *We did not conduct an additional pulse survey in February since the LISD Student/Experience/ Climate survey window opened on Feb 21, and a Family Engagement Pulse Survey was conducted in January. We heard from some community members in DWEIC in January concerns about survey fatigue and a desire to increase participation rates of the annual survey for CBAS. An analysis of the open-ended survey responses from the December/January Pulse Survey was conducted. You can access the full report [HERE](#). The following themes were identified from this analysis of parent open-ended responses to the Family Engagement Pulse Survey:*
 - **Communication Challenges:** *Desire for more and more streamlined communications and concern about issues with unresponsive teachers and/or administrators.*
 - **Engagement Opportunities:** *An overall desire for increased opportunities for parent engagement, including opportunities to meet teachers and others from their child's school, attend conferences, volunteer, and participate in decision-making processes.*
 - **Academic Transparency:** *Concerns about the lack of detailed information about the curriculum and a request for more transparency.*
 - **Safety and Security Concerns:** *Includes comments related to incidents involving students, drug use, lack of fencing, the need for armed security, and a desire for better communication about safety incidents and measures taken by the school.*
 - **Diversity, Inclusion, and Accessibility:** *Includes feedback related to the need to foster diversity and inclusion within the school community, including parents and students, and the need for a variety of accessible engagement methods.*
 - **Technology Challenges:** *Mixed feedback on the effectiveness of communication tools, concerns about over-reliance on online systems, and a desire for a more balanced approach.*
 - **Variation in Experiences** - *Mixed feedback with positive and negative experiences shared regarding individual schools and teachers.*
 - Students - Acceptance/Belonging Dimension Pulse Survey (February 2024)
 - I feel respected by other students at this school. *Will be included in the Student Experience Climate Survey launched on Feb 21.*

- I feel respected by the adults in my school. *Will be included in the Student Experience Climate Survey launched on Feb 21.*
- I feel accepted and valued as a student in our school community. *Stable responses with about 60% of LISD secondary students reporting that they “Almost Always/Always” or “Often” feel accepted and valued as a student in their school community.*
- My school fosters an inclusive and respectful environment for students of all backgrounds and experiences./ My school is welcoming to students of all backgrounds. *Will be included in the Student Experience Climate Survey launched on Feb 21.*
- I feel empowered to express myself and be myself at school. *51% of LISD secondary school students agreed that they “Almost Always/Always” or “Often” feel empowered to express themselves and be themselves at school”.*



- *In addition to some of the above questions, we asked students to rate their overall physical and emotional well-being and overall school engagement. 85% of secondary student respondents indicated Good or Excellent Physical Well-Being (with just 3% saying it was “Poor”). 61% indicated that they had “Good” or “Excellent Emotional Well-Being, with 29% saying “Fair” and 10% indicating “Poor” Emotional Well-being. Almost three-fourths (73%) of respondents indicated that their overall engagement in school was “Good” or “Excellent”. 7% rated their engagement as “Poor.”*

- Staff - Community Dimension -
 - Pulse Survey results were included in the Q1 Evaluation for the following questions.
 - The people I work with treat each other with respect.
 - The people I work with come from diverse backgrounds.
 - The people I work with care about my personal well-being.
 - I trust the people in my workplace.
 - *Since the last evaluation, a qualitative analysis of the open-ended comments was conducted for the Community Dimension Pulse Survey. The following themes were identified through analysis of open-ended responses to the Employee Engagement Pulse Survey conducted in February. A full report of this analysis can be found [HERE](#).*
 - **Positive Aspects:** *Several positive aspects of employee engagement and belonging were identified in the comments provided by the survey participants, including a strong sense of community at the campus level, positive relationships within the workplace, gratitude for colleagues, and recognition for the caring support received, and praise for principals or specific administrators for fostering a sense of connection and support.*
 - **Concerns and Challenges** *were also expressed by some survey participants, including significant cultural variation across campuses and departments, a sense of isolation, variation in the level of trust in the administrators, and continued concerns over workload and stress.*
 - **Communication and Transparency,** *including comments around communication between campuses, departments, and the district office and a desire for a larger voice in decision-making processes from teachers.*
 - **Suggestions for Improvement** *including a desire for more remote work considerations, improving the diverse hiring practices, and a request for more specific survey questions to better capture the nuances of different groups within the organization.*
- Increase community engagement activities beyond written communication
 - *The Leander ISD Educational Excellence Foundation (LEEF) raised a record-breaking amount at its 9th Annual Gala. “An Evening in Emerald City” was held at The Crossover on January 27, 2024. LEEF raised nearly \$220,000 — the most money the Foundation has ever raised at its annual gala: \$50,000 more than last year and almost \$20,000 over its 2024 goal. Proceeds raised will continue to fund programs and initiatives that make a difference in education for Leander ISD (LISD) students and staff. The Gala is LEEF’s largest fundraising event of the year. The proceeds are used to enhance public education for all Leander ISD students and educators by funding literacy initiatives, college and career readiness initiatives; educator grants for classroom projects, and district-wide impactful programs at every campus. LEEF Executive Director Coleen Brighton shared, “We are grateful to live in a community that supports Leander ISD students and their education at such a high level. Since joining the staff in 2017, I’ve*

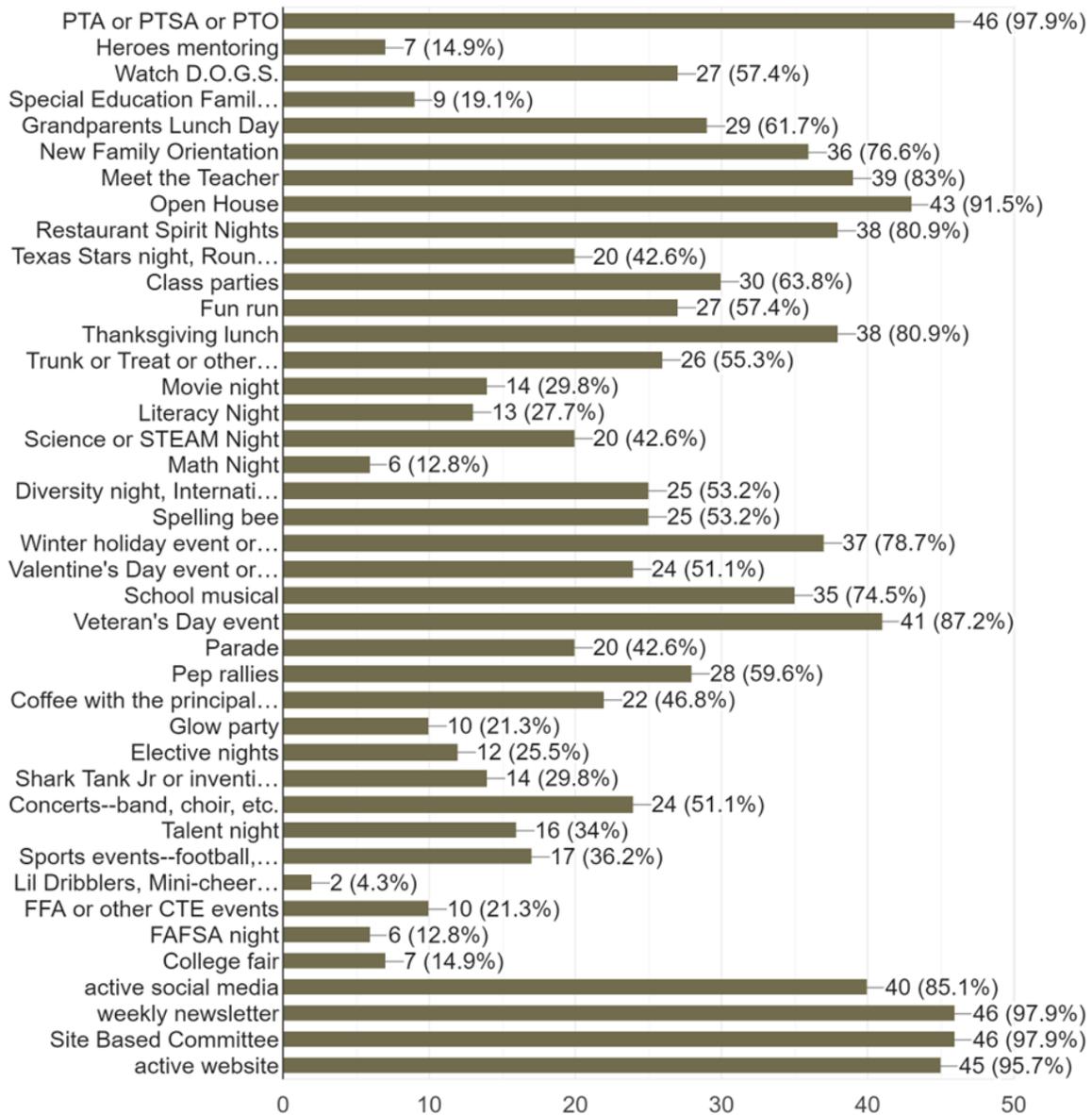
watched LEEF increase its fundraising revenue, even during the pandemic, which is a testament to the invested community.”

- **Culture of Voting** – *The district explored ways to support election awareness before the March and November elections. In January, CPHS hosted a voter registration drive. At the end of February, Chief of Educational Access DeWayne Street hosted a podcast with Superintendent Gearing on the importance of voting.*
- **Elementary School #30 Scenario 4 Community Forums** – *During the January 18 LISD Board of Trustees meeting, members expressed a desire for changes in the attendance zoning process. The district released a fourth scenario using a standardized method of calculating functional capacity. Admin hosted two community forums as well as used ThoughtExchange as a feedback tool to gauge community sentiment. The Board approved the recommendation at its February 15 meeting.*
- **LISD Celebrates Volunteer Appreciation Week** – *On Feb 18, the district honored volunteers with an appreciation breakfast. More than 16,000 volunteers support campuses through PTA, booster, literacy partners, and other organizations. Greg Glover led team-building exercises during the event, and volunteers were able to participate in a random drawing for community donated items collected by School Community Relations (SCR).*
- **Leadership LISD** – *In its second year of reboot, SCR provided a learning opportunity for families and community members to gain a better understanding of the instruction and operation of Leander ISD. With more than 33 participants, each cohort prioritizes areas of interest that customize their learning experience. Not only do they have opportunities to ask questions, but they also receive tours of campuses and programs throughout the district.*
- **On the Street: An Educational Access Podcast** – *In the second quarter, SCR worked with the Chief of Educational Access, DeWayne Street, in launching podcast presentations of diversity awareness months. Mr. Street has interviewed staff members related to each monthly celebration to explore history and cultural competency.*
- A compiled list of campus practices for family engagement at the campus level and analysis of campus perceptual data.
 - *The following is a list developed by campus leaders on some of the family engagement opportunities offered so far this year:*
 - *Open opportunities for volunteers that include things like brown bags (assisting teachers with random volunteer tasks, e.g., cutting, sorting), laminating, classroom parent reps, yearbook committee, Wednesday folder reps, door decorators, etc.*
 - *We have a weekly assembly where students are recognized. Parents are invited to attend if their child is being recognized.*
 - *Spring Picnic, Fall Picnic, Cypress Gala, Fall Fest, etc.*
 - *Hosting a Stargazing Night with PTA.*

- *We host parents and community members to read to our kids on "First Chapter Fridays." We invite parents to participate in a campus-wide Book Fair. We have a fundraising volleyball tournament after school called "Spike out Cancer". We have a family game night coming up in the spring. We host 5th grade parent night for incoming families before course registration.*
 - *All Pro Dads (Father Engagement Monthly Event), Falcon Fest (EOY Community event in May), 5th Grade Parent Night, Mad City Money (partnership with A+ FCU - financial simulation), Eclipse Day (April 8), School Dances, Fentanyl Awareness, Dad Walks (every other Friday - 30 min lunch/30 min walk w/ principal), APEX Games Fundraiser*
 - *PTA Spring Fair (Wrangler Fair), Book Fairs with evening & weekend hours for parent shopping, Dual Language Family Nights, Dual Language Parent Advisory Committee, Dual Language Kindergarten Information Night, Cookies with Santa, Family Fitness Night, Kinder Graduation & 5th Grade Crossing Over, Recognition Rodeo*
 - *Wellness Fair, Leadership Night (Student Portfolios/Student Celebrations), Dream Board Night, Anti-bullying School Assembly and Evening Parent Workshop, Book Fair Community Night, Find Your Voice Choir Cedar Park Tree Lighting and Austin Spurs*
 - *Line Dancing Showcase/CATCH event, Rumble at the Ridge (Student vs Staff Basketball event), Read-a-thon, Trivia Night, Robotics, Destination Imagination, Math Pentathlon, Parent/Teacher Secret Pal Program, Booster Club, Book Fair*
 - *IB Exhibitions*
 - *Celebration of Learning Nights (Inquiry Academy)*
- **Campus-level Perceptual Data:** *Principals were asked, "What campus perceptual data relating to family engagement can you share with us? The purpose of this question posed to principals was to gather insights into the perceptions and experiences of family engagement within their respective school communities. By asking principals to share campus perceptual data related to family engagement, the aim was to understand how families are involved, their level of satisfaction or engagement, and any challenges or successes observed from the school's perspective. This information can be valuable for assessing the effectiveness of current family engagement initiatives, identifying areas for improvement, and informing future strategies to enhance collaboration between schools and families for the benefit of student success and overall school community development.*
- *Our PTA board is active in the community and gathers the perceptions of our parents in order for us to make adjustments regarding family engagement.*
 - *Student Experience Data (Parents and students)*
 - *86% of parents reported in the 2023 parent survey that the campus sometimes/often/always encourages parent and community involvement.*
 - *The same few people carrying the load for PTA, but offering fun events for our students. Many of our events are hosted by the school rather than PTA. All our events are well-attended and enjoyed by the community.*

- *One school recently sent out a form asking parents the following: I have the opportunity to participate in schoolwide campus events. What are we doing well in regard to schoolwide campus events? How can we improve our approach to organizing and executing campus-wide events at the school? They also collect information from their Site Based Committee. In reviewing the data, 90% agree or strongly agree they have the opportunity to participate in school-wide events. Their highest attendance events are family-oriented: picnics, Fall Fest, and Movie Nights. Parents are aware of both pre-registration systems, and they are helpful. Social media is noticed and helpful.*
- *Families feel like MS, in general, is not accessible. Part of that is their ability to access grades, assignments, and graded work. In September of the new year, it is critical to "train" parents on navigating MS - where to get assignments, tutorials, contact teachers, google classroom, etc. Parents will come in when there is a purpose such as school walks, all pro-dad child engagement...*
- *Last year's parent survey asked for more opportunities for families to be involved in the campus. We brought back several events that had been paused during COVID-19, including Family Fitness Night, Literacy Night, and Math Night. We also started a Recognition Rodeo to honor students who demonstrate our school PBIS behaviors (Respect, Integrity, Safety, and Excellence). Parents have been very eager and excited to attend our events this year.*
- *PTA solicits feedback from our community on Family Engagement, and we work together to address the feedback given. Smarter, not harder, we work together to gauge our community. LISD Parent Survey, Leader in Me Measurable Results Assessment (administered every April to community, students, and staff)*
- *Parent Climate Survey- Always/Almost Always 89%-Family Involvement, 95%-The campus makes me feel informed, included, and welcome.*
- *We had 358 people join us for STEM night. Staff's perception is that our events this year have had more turn out.*
- *We have parent check-in counts from Raptor, sign-in sheets, and Google form responses.*
- *Parent feedback is that our community involvement has increased.*

- Principals were also asked, “Which of the following events or practices has your campus offered for family engagement this year?”





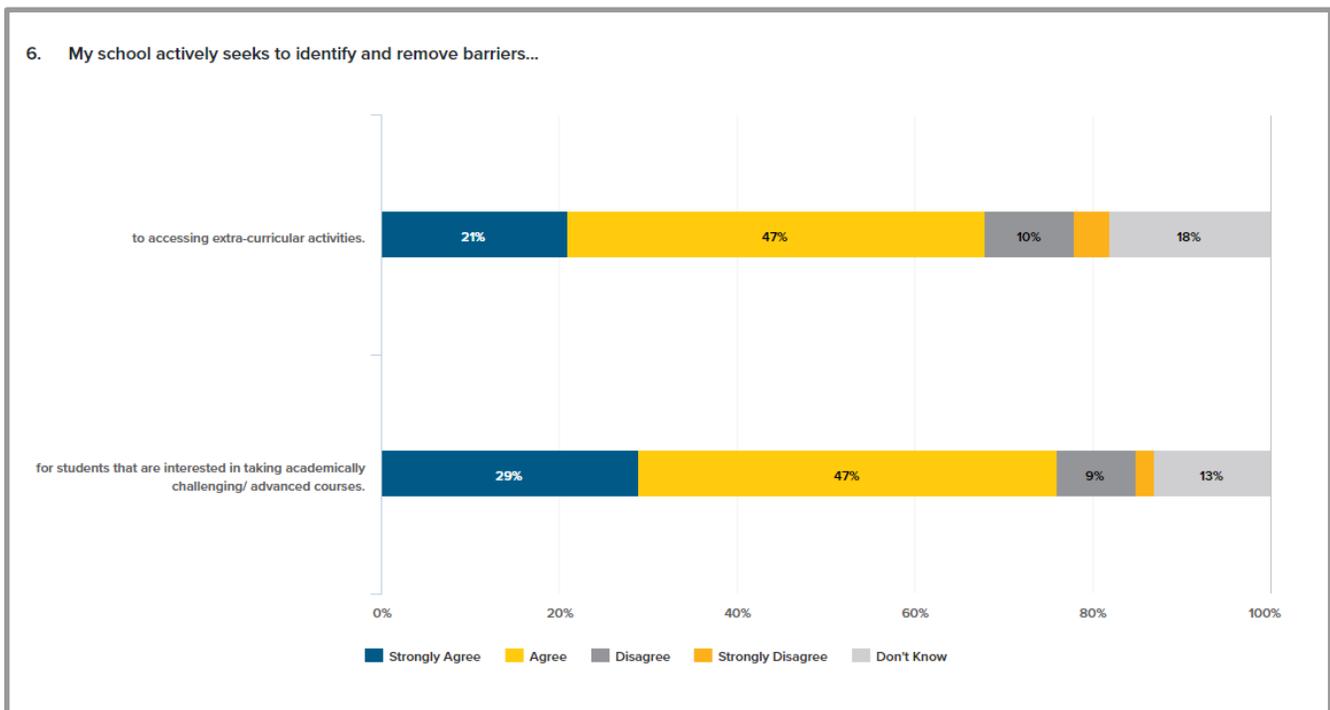
Goal 4: Equitable Access - Ensure equitable access to opportunities by eliminating barriers for each and every student.

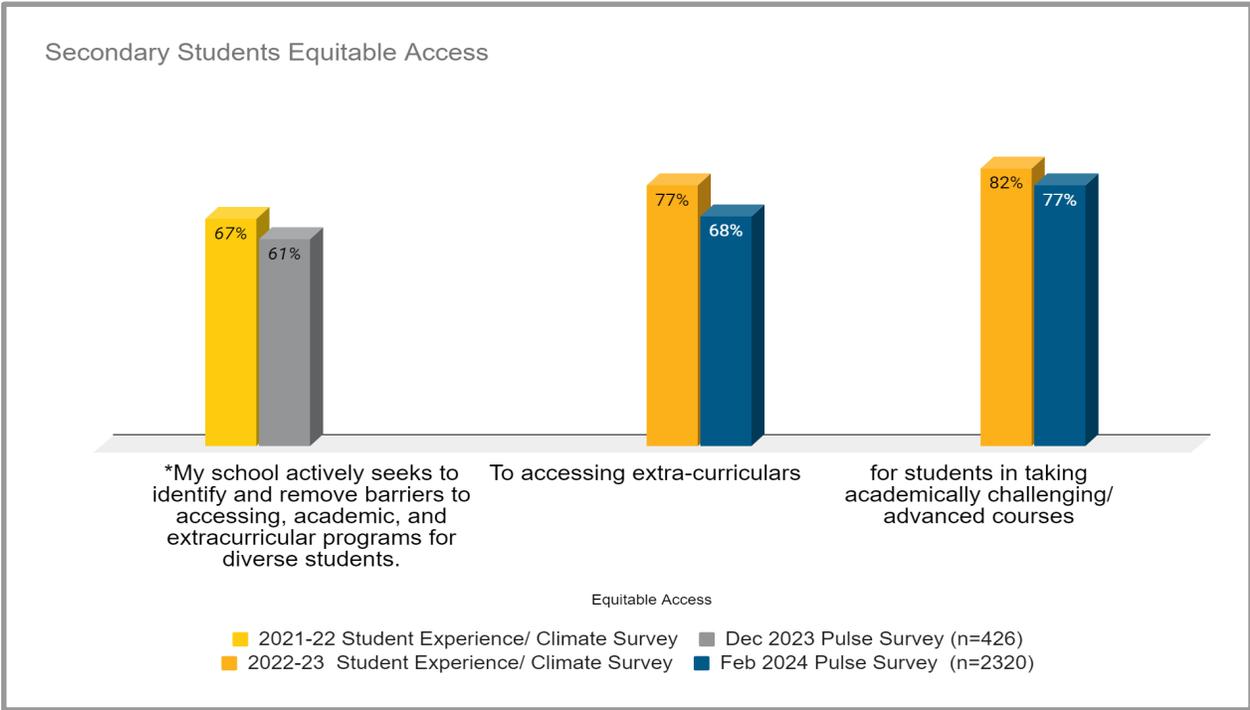
Key Question 4.1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

System Response: Create and implement processes to identify and eliminate barriers to equitable access to high-quality programs and resources in LISD.

Key Performance Indicators:

- Increase in favorable responses to “My school actively seeks to identify and remove barriers to access, academic, and extracurricular programs for diverse students.”
 - *The Equity and Access question was included in the Secondary Student Pulse Survey in February. The question was broken down into two questions for the 22-23 Student Experience/Climate Survey and the Pulse Survey just administered. This change was made based on feedback from staff, parents, students, and community members on the CBAS Steering Committee. There is a negative trend with fewer students saying that their school “Strongly Agree” or “Agree” reduces barriers to students participating in extracurricular and advanced courses from the Spring Student Experience/Climate Survey and the February Pulse Survey. Interestingly, the number of students who disagreed did not change, but significantly more students said that they “don’t know” on the Pulse survey.*





- Evidence of student groups closing enrollment gaps in advanced, CTE, fine arts, and athletic programs.
 - [Updated LISD Equity and Access Data](#)

- Summary of efforts to identify and eliminate barriers.
 - *The Office of Diversity, Equity, and Inclusion was relaunched on February 16th as the Office of Educational Access (OEA). This name change signals to all that we are firmly focused on enhancing educational access for each and every student in LISD. OEA will have four primary areas of focus to achieve this:*
 - **Ensuring every student has equitable access to academics, extracurricular, and cocurricular activities by identifying and removing any structural and perceptual barriers to their engagement. Ongoing data collection and cultural competency education will be foundational components of this area.**
 - **Reducing academic gaps between student groups as measured by the LISD equity access data. Each feeder pattern will review this data during the school year, and mitigation plans will be devised as warranted.**
 - **Ongoing professional development for staff to enhance organizational cultural competency and inclusive leadership. This will include workshops, article reflections, action learning tabletop scenarios, and a staff survey administered in the fall and spring.**
 - **Continuing to serve as an internal consultant for LISD campus and District leadership.**
 - **The Office of Educational Access (OEA), will be working with LISD athletic coordinators in March to review participation data and to discuss possible mitigation measures related to access.**

- *The OEA continued working with the AP/DOI group in the spring of 2024 around inclusive leadership, cultural competency, and data analysis. The group is on track to produce a work product of best practices for closing gaps that are present in the data to be shared with campus principals in the summer of 2024.*
- *The Office of OEA is in the early stages of planning for summer learning for LISD staff concerning enhancing cultural competency.*
- *The Chief of OEA will deliver a cultural competency presentation to members of Teaching and Learning with an emphasis on science education this spring. This will be accompanied by a podcast that was recorded at the 2023 CAST statewide conference of science teachers regarding how interdisciplinary collaboration can increase diversity in the curriculum.*



Goal 5: Safe & Innovative Learning Environments - Provide safe, supportive, inclusive, and innovative environments to inspire each individual learner.

Key Question 5.1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

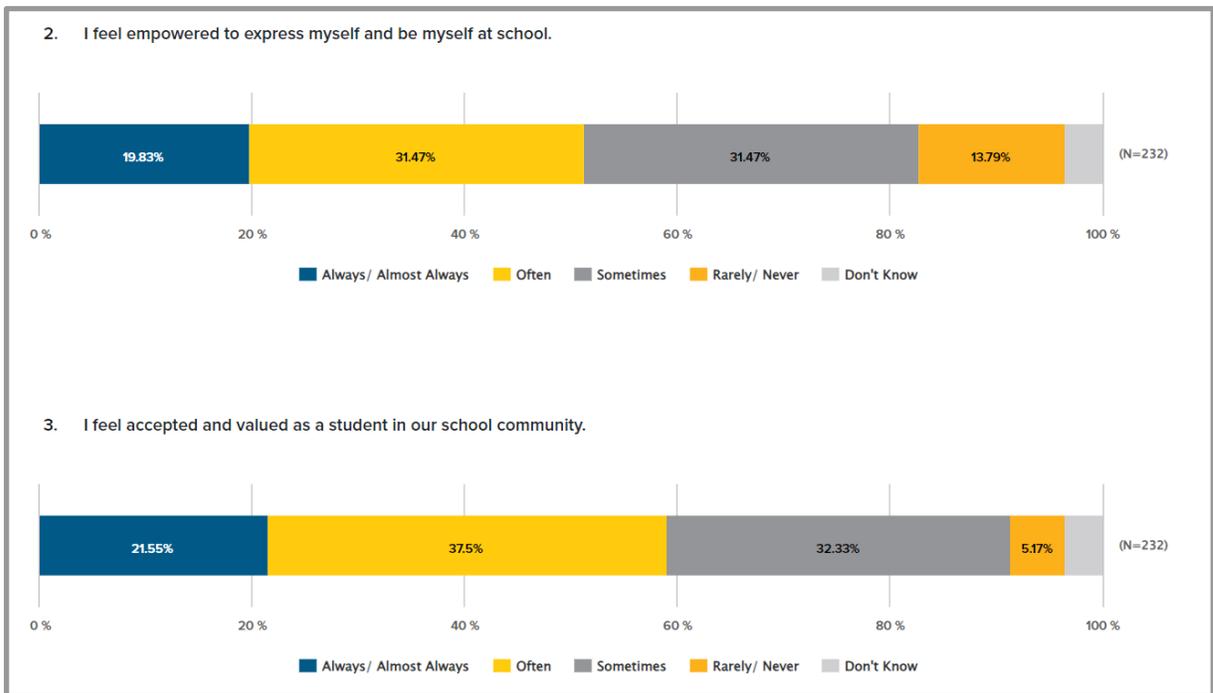
System Response: Support inclusive and safe spaces for all students to own their learning and pursue their interests and passions.

Key Performance Indicators:

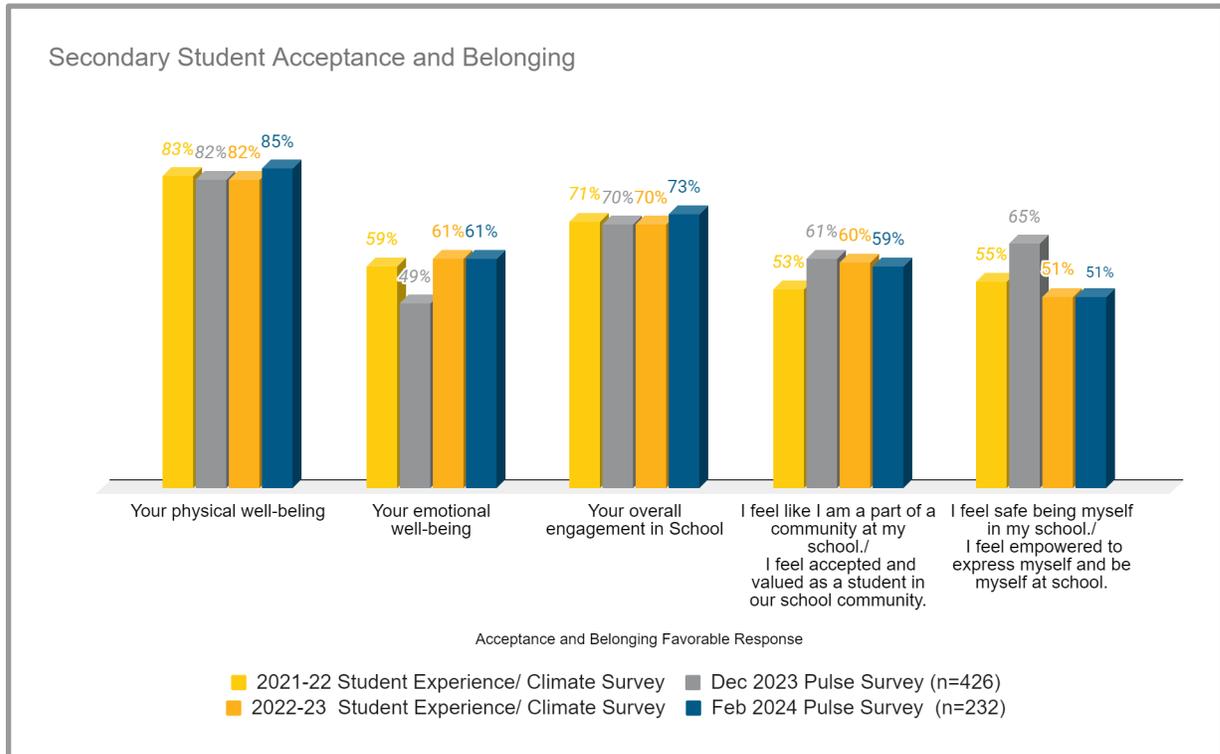
- Increase in students' and parents' acceptance and belonging dimension scores
 - *Acceptance and Belonging Pulse Survey for Secondary Students was administered in early February 2024. Students were asked to rate their overall physical and emotional well-being and engagement in school. They were also asked two critical questions from the Acceptance and Belonging Domain on the LISD Student Experience/ Climate Survey, including:*
 - *I feel accepted and valued as a student in our school community* - 59% of the students who participated in the pulse survey indicated that they “Almost Always/ Always” or “Often” feel this is true. This rate has consistently been around 60%. An additional 32% reported that they “Sometimes” feel accepted and valued as a student in our school community. 5% said they “Rarely or Never” felt accepted and valued.
 - *I feel empowered to express myself and be myself at school.* Additionally, about one-third (31% of students) expressed that they “Sometimes” feel empowered to express themselves and be themselves, and 14% said that they “Rarely or Never” feel that way. At last year’s pulse survey, only 7% said “Rarely or Never” to the similar question, “I feel safe being myself at school.” With the change in question-wording, it is difficult to draw conclusions about this change. In order to better understand the 14% of the students who do not feel empowered to express

themselves at school, the comments from these students on the open-ended questions were analyzed and compared to the students who perceived more empowerment.

The open-ended comments from students who rarely or never felt empowered to express themselves or be themselves at school reveal several key themes. These students often highlight negative impacts on mental health, citing specific experiences such as interactions with coaches or challenges related to being a student on the Autism Spectrum Disorder. Calls for adults to do better in fostering a supportive environment suggest a desire for more responsibility from the school community. Challenges with academic pressures, concerns about social dynamics, including bullying and racism, critiques of school policies, and perceptions of ineffective programs collectively contribute to these students' disempowerment. In contrast to comments from more positively engaged students, these responses emphasize the detrimental effects of specific interactions, social dynamics, and academic pressures on students' overall sense of empowerment and well-being.



- Below is a summary of the responses to the February Pulse Survey with the additional context of previous surveys asking the same/ similar questions. It is important to note that the last two questions were revised based on feedback from our CBAS Steering committee to make the questions clearer.



- An analysis and summary of findings from the open-ended comments on the Secondary Student Pulse Survey can be found in [THIS REPORT](#).
- Growth in staff cultural competency from the beginning to the end of the year as measured by the Cultural Competency Survey.
 - The LISD Cultural Competency survey data was presented in the 1st quarter report, and updated data from the post-survey will be shared in the 3rd quarter report.
- Full implementation of TEA Safety and Security Requirements.
 - The Centegix Crisis Alert System is continuing to progress toward full functionality. We are planning to begin campus responder training soon. We are scheduled to test each campus's functionality over spring break to ensure all aspects of the system are working. Once testing is complete and functionality is confirmed, campus responders will train campus staff and issue crisis alert badges.
 - Law Enforcement Lock Boxes are to be installed by American Construction and coordinated through LISD facilities. Installation will begin soon with planned completion by August 2024.

- *98% complete - We are installing film at the last campus. We are projecting the end of March 2024 completion.*
- *Interior and exterior door number signage has been ordered and is planned for install in March 2024.*
- *The fencing requirement from HB 3 is complete.*
- *Security camera servers have been ordered, and ITS is preparing for installation when they arrive. Camera software has been ordered and will be installed when the servers have been completed. Camera designs have been completed for ES 30.*
- *For exterior lockboxes, a prototype is in the final stages of testing. Once the final design and functionality are confirmed, the boxes will be ordered, and installation can begin. We are working to have the installation completed by August 2024.*
- *In late Fall 2023, the vendor conducted site visits to verify the initial mapping and make necessary adjustments. On February 13, 2024, we received the final proofs of the digital maps for all campus and district facilities. Once the final proofs are verified for accuracy, they will be shared with first responders to refer to for emergency response.*

Part Two Comments:

Part Three: Assessment of Ongoing Responsibilities

Educational Leadership: The superintendent provides leadership and direction for an educational system that is based on desired student achievement.

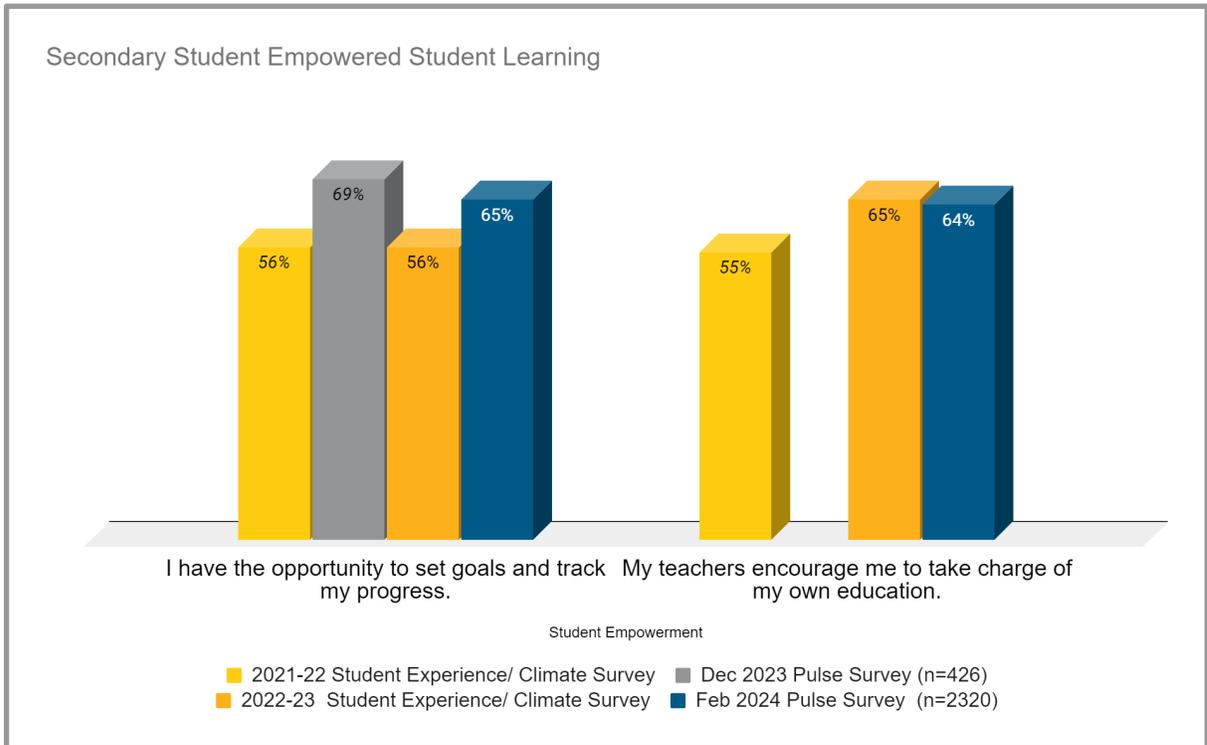
Instructional Management: The superintendent manages an assessment and improvement system for student learning in the major academic subjects that results in the ongoing improvement in student achievement. The board has asked to review:

- A trend of ongoing improvement as reflected in longitudinal data on student scores.
 - *Reading: Middle-of-Year District Assessment data for ISIP (reading) has been provided in this document's goal #1 section. This information was presented at the February 15, 2024 meeting. For reading, LISD students continue to demonstrate high levels of performance, with all grade levels except 8th scoring in the 70th to 78th percentile range for all students who took the mid-year ISIP assessment across the nation. The percentage of students meeting expectations has increased from the beginning of year assessment to the middle of year assessment in every grade level, K-8. After 17 weeks of implementation, we are seeing results in our state-mandated dyslexia screener. In May of 2023, 753 kindergarten students across the district were flagged by the end-of-year ISIP screener as being at risk in reading. When the ISIP dyslexia screener was administered a month ago in January to these same students who are now in first grade, the number of students at risk in reading had dropped by 248 students - a 19% decrease!*
 - *Math: Middle-of-Year District Assessment data for NWEA MAP (math K-8) has been provided in this document's goal #1 section. This information was presented at the February 15, 2024 meeting. For mathematics, the percentage of students scoring at or above the 40th percentile continues to be relatively high, if somewhat uneven. Although students in LISD are growing and progressing in their knowledge and skills, the data indicates that LISD students are not all growing on pace with the math learning growth of other students across the nation.*
- Academic growth measures by student groups
 - *Reading (ISIP): Key takeaways: students receiving special education services have the most ground to make up - their percentage saw a five-percentage point increase in students meeting grade level expectations. Our African American students meeting expectations grew four percentage points, as did students who are economically disadvantaged and students of two or more races. The Hispanic student group grew by three percentage points. In terms of reading readiness, with student groups in which we are striving for parity in academic performance, we are seeing growth that meets or exceeds other student groups and the district's average growth.*
 - *Math (NWEA MAP): When we look at math readiness by student group – there are two main takeaways: You see, across the groups, students in all groups are growing but maybe not at the same rate as comparable students across the nation taking the MAP assessment. This reinforces our need to improve math instruction across our system. The math data indicates that LISD has succeeded in stopping a widening of achievement gaps*

across student groups. However, we will continue striving to address the disparity in math readiness between student groups. These two pieces of evidence-informed the LISD math initiative in terms of the need for support to lift the entire system and differentiated/increased supports, resources, and personnel in certain areas the data points us to.

- **Balanced Assessment Framework to measure student progress: *Progress update: Spring 2024 (Feb 2024)***
 - *Presented 2024-2025 district assessment proposals to campus leaders*
 - *Solicited critical process feedback on measures to help ensure a successful rollout of the assessments from campus leaders and Teaching and Learning*
 - *Begin creation of a 2024-2025 Gantt assessment plan, utilizing the critical process feedback through the lens of campus and district stakeholders (i.e., teachers, instructional coaches, campus leaders, curriculum and instruction, etc.) to address assessment development, administration of assessments, results/data analysis, and feedback loops*

- **Systems to support student ownership of learning, specifically related to goal setting and portfolios.**
 - *Two questions were added to the Secondary Student Pulse survey to provide us insight into how our efforts to empower student ownership. About ¾ of LISD secondary students who participated in the survey indicated they have opportunities to set goals and track their progress. They also responded favorably, "My teachers encourage me to take charge of my education." These are relatively consistent across the four administrations of these questions. The graph below shows the trend over time.*



- Process improvement in Advanced Math Pathways

- *Teaching & Learning leaders continue to work with campus principals on a monthly basis. Criteria for identification have been finalized and are aligned with recent legislation (SB2124) and will identify additional students while providing flexibility for equity and inclusion of students with potential. The pathways have been adjusted to address scheduling and staffing limitations while maintaining the options for students to reach Algebra 1 or Geometry by 8th grade. T&L staff are working with campus principals to identify important components of curriculum design to support various implementation models of the Accelerated Math Pathway at elementary schools across the district.*

Staff Development and Professional Growth: The superintendent oversees a program of staff development designed to improve district performance. The board has asked to review:

- An annual summary of the staff development plan.
 - *Professional Learning highlights include two protected professional learning days for all campus-based staff. On January 8, staff remained on campus engaging in learning, supporting campus improvement plans, Professional Learning Community collaboration, and planning for student return. Seven elementary campuses had their staff engaging in Kagan Cooperative Learning Day 2 training on this date. The second protected professional learning day, February 19th, was a district-based learning and collaboration day in which staff came together with their job-alike peers from across the district to engage in learning, training, and collaboration related to curriculum implementation, content- and program-based best practices, and student outcomes in their respective fields (this included ongoing learning and support for the reading and mathematics initiatives). In addition to our Teaching & Learning staff and instructional coaches, our*

pilot program's "Learning Leaders" supported the content of this day by providing peer-to-peer learning.

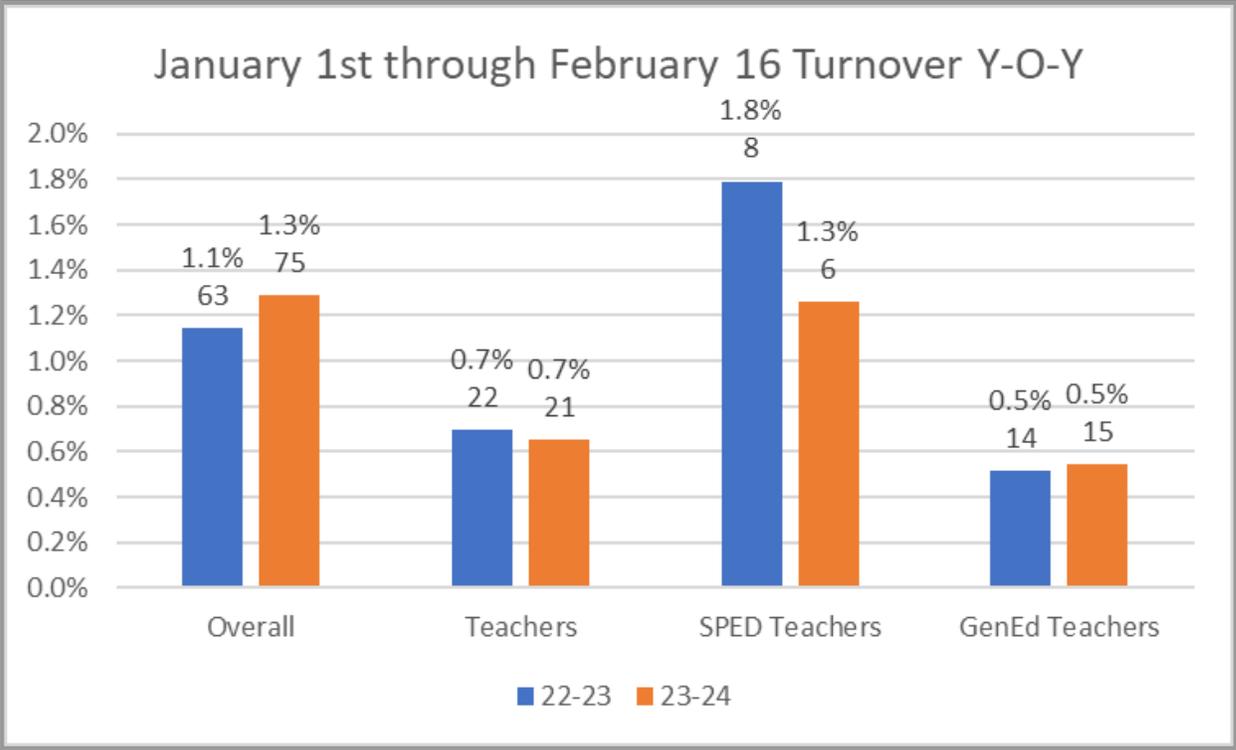
- *As always, additional professional learning opportunities exist for staff beyond the designated days within our academic calendar. Between January 9 and February 23, our records show that 1670 Continuing Education hours were earned collectively by 510 staff members via these additional available professional learning opportunities. Examples of these sessions include English as a Second Language (ESL) academy, Special Education training including Individualized Education Plan (IEP) Writing, Applied Behavior Analysis (ABA), Satori Alternatives to Managing Aggression (SAMA), Occupational Therapy/Physical Therapy training, Social Communication Supports and Services (SCSS) training, New to Profession Classroom Excursions, Mentor trainings, Innovative Practices (3-D Printing, MakerSpaces, Tech Integration), Teacher Leadership development, Mid-year LISD Culture and Vision Day for new hires, New to Profession Modules, Leading the Leander Way: Continuous Improvement Academy, Instructional Material Adoption Processes, McRel's Balanced Leadership, and tech trainings for non-instructional staff.*
- Grow Your Own Data - Prospective Principal Program (P3), Aspiring Administrator Academy (AAA), Learning Leaders, Instructional Assistants (IAs) to Teachers, etc.
 - *This was updated during the 1st quarter Leading Measures report.*
- Annual report of collaboration time for teachers - including weekly PLC time, subs for planning, and designated teacher workdays
 - *This will be presented during a future leading measures review.*
- Summary of support for mentor teachers, including compensation
 - *This was updated during the 1st quarter Leading Measures report.*

District Management: The superintendent demonstrates effective planning and management of the district administration, finances, operations, and personnel.

Human Resources Management: The superintendent oversees a comprehensive human resources program (recruitment, retention, staff organization, compensation and benefits, staff recognition, etc.), tied to defined goals and targets developed by the administration for board review. The board has asked to review:

- HR Audit
 - *At this time, the external audit firm has not completed the risk assessment nor been asked to conduct an audit of Human Resources.*
- Review of salary scales
 - *We are in the process of our annual review of our salary scales and will be presenting the results to the Board in April 2024. This year, we will be focusing on Auxiliary and Paraprofessional scales for market adjustments. In addition, we will do our annual review of the Teacher scale and stipends.*

- Report of turnover numbers
 - *The following are turnover rates for January and February in comparison to last year. Please note that February data is as of February 16, so there might be a slight adjustment as we finish out this month.*



Part Three Comments:

(The Board acknowledges that individual members’ judgment on the indicators above may vary from member to member and from incident to incident. Differences among board members about the superintendent’s performance in this area should be discussed among the board so that consistent direction and expectations can be provided to the superintendent.)

*Board members should assess this item based on whether or not the members feel the superintendent exercised sound judgment on a **generally** consistent basis in meeting the corporate body’s expectations in the above areas. The board’s rating on this item should reflect the assessment of a majority of the board.)*

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item:	Science Materials Center and 18+ Transition Services Building Project Update
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only <input type="checkbox"/> Action Requested
Administrator Responsible:	Jimmy Disler, Brian St Clair, Kimberly Waltmon, Justin Pine, Alicia Westcot, and Brenda Howard with Barry Nebhut (VLK) and Gabriella Bermea (VLK)
Attachments:	Science Materials Center and 18+ Transition Services Building Project Update Presentation

Background Information:

The 2023 Bond included the Science Materials Center and 18+ Transition Services Project. The two buildings will be located on the property just west of the Central Transportation Facility and south of the existing District warehouse.

During the [August 24, 2023](#) Board meeting, the Board of Trustees approved VLK Architects to design this project and Joeris Construction to build it.

VLK Architects and the Leander ISD Construction Managers have been meeting with stakeholders and recently, members of the design team and Leander ISD staff toured current and similar facilities in Austin ISD. During tonight's meeting, some of the LISD stakeholders and VLK design team will be presenting an update on the building progress highlighting a few of the spaces that are currently being constructed and renderings of what some of the areas will look like once the project is complete.

Administrative Recommendation:

N/A

Sample Motion:

N/A



MARCH 7, 2024

SCIENCE MATERIALS CENTER AND 18+ TRANSITION SERVICES BUILDING PROJECT UPDATE



VLK | ARCHITECTS



DISCUSSION

Scope of Work
Project Design Update
Next Steps
Questions

ACKNOWLEDGEMENTS

Superintendent of Schools

Bruce Gearing EdD.

Board of Trustees

Gloria Gonzales-Dholakia Ph.D.

Anna Smith

Christine Mauer

Trish Bode

Sade Fashokun

Paul Gauthier

Francesca Romans

Leander ISD District Representatives

Jimmy Disler

Brian St. Clair

Lori Black

Troy Coleman

Justin Pine

Amy Rudd

Kimberly Waltmon

Denise Geiger

Jennifer Anderson

Darrell Volkert

Brenda Howard

Chris Clark

Alicia Westcot

Design Team

Architect

Constuction Manager

Civil

Landscape

Structural

MEP

Food Services

Roof

Technology

VLK Architects

Joeris General Contractors

Halff

Studio 16:19

Pickett, Kelm & Associates, Inc

MEP Engineering Inc.

Food Design Professionals

Austech

True North Consulting Group

SCOPE OF WORK



PROJECT DESCRIPTION

The solutions presented here forth align with the values and goals of the Leander ISD community and their commitment to the **Science Materials Center and 18+ Transition Services Building** programs. These concepts were developed through research and collaboration with district leadership to reinforce the vision of Leander ISD: cultivating each student individually to produce the most sought-after creators of our future world. The strategies presented will promote a comprehensive experience that **supports district staff to distribute ready-made kits for hands-on learning and supports students with special abilities and mobilities by providing a transition to community and adult living, real-world job training, and personal growth.**

133

Project highlights include:

- **Capacity for 150-200 students.**
- **Meeting Room, Central Commons, and Training Classrooms.**
- **33,900 sf 18+Transition Services Building and 30,000 sf Science Materials Center.**
- **Outdoor trail and covered canopy connecting the two facilities.**

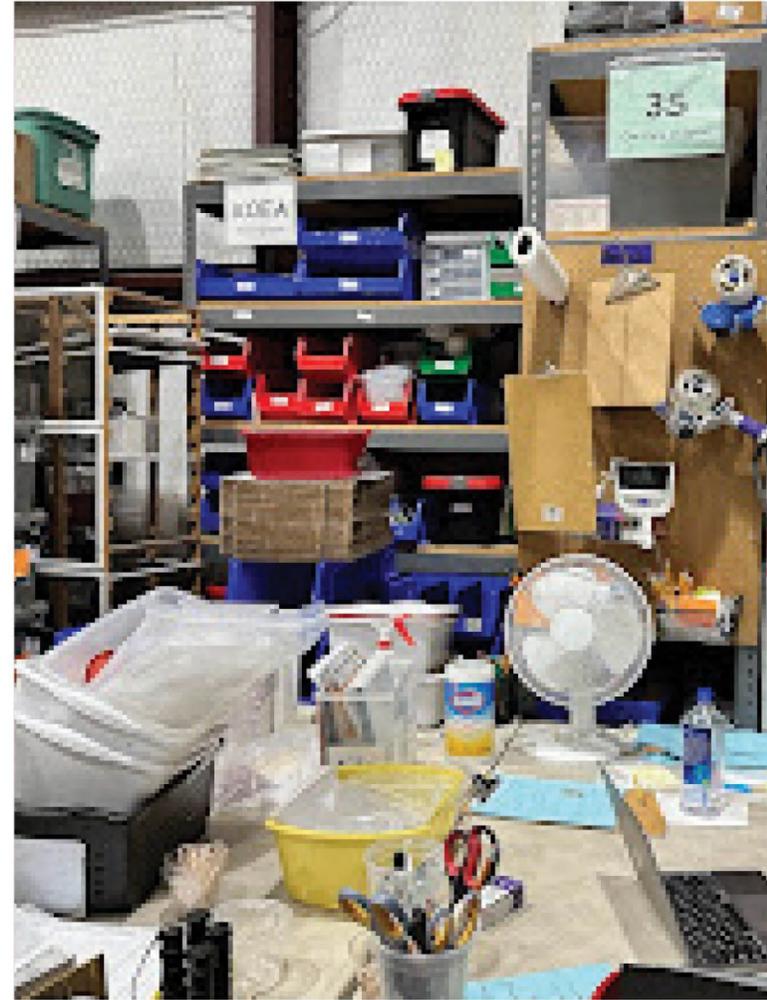
PROJECT VISION STATEMENT

Collaboration, community integration, and adaptability are poised to guide the evolution of learning within the Leander ISD 18+ transitions services building, shaping a diverse range of accessible, community-oriented, and work-based learning environments for both students and staff. The district remains steadfast in its commitment to providing a comprehensive educational experience, **ensuring that students with special abilities and mobilities discover a path to independence, practical job training, and personal growth.**

As a result, an **inclusive and intentional learning environment** will be created to enhance the well-being of participants, cultivate forward-thinking career trajectories, nurture a sense of belonging through recreational and social engagements, and strengthen community partnerships that enable students to maximize their full potential. The focus on **real-world career simulation, collaborative student initiatives, hands-on application, exposure, and alignment** with the expectations of the Leander ISD community will uniquely and individually equip students for their forthcoming pursuits.



PROJECT PROCESS - SCIENCE MATERIALS CENTER



Stakeholders Meetings:

September 25, 2023

December 5, 2023

December 15, 2023

January 12, 2024

January 23, 2024

February 13, 2024

Current Conditions

Science Materials Center

PROJECT PROCESS - 18+ TRANSITION SERVICES BUILDING



Stakeholders Meetings:

September 25, 2023

October 10, 2023

December 5, 2023

December 15, 2023

January 12, 2024

January 23, 2024

February 13, 2024

136

Current Conditions

Portables at Cedar Park High School

PROJECT PROCESS - 18+ TRANSITION SERVICES BUILDING



Project Tour:
Rosedale School, Austin ISD



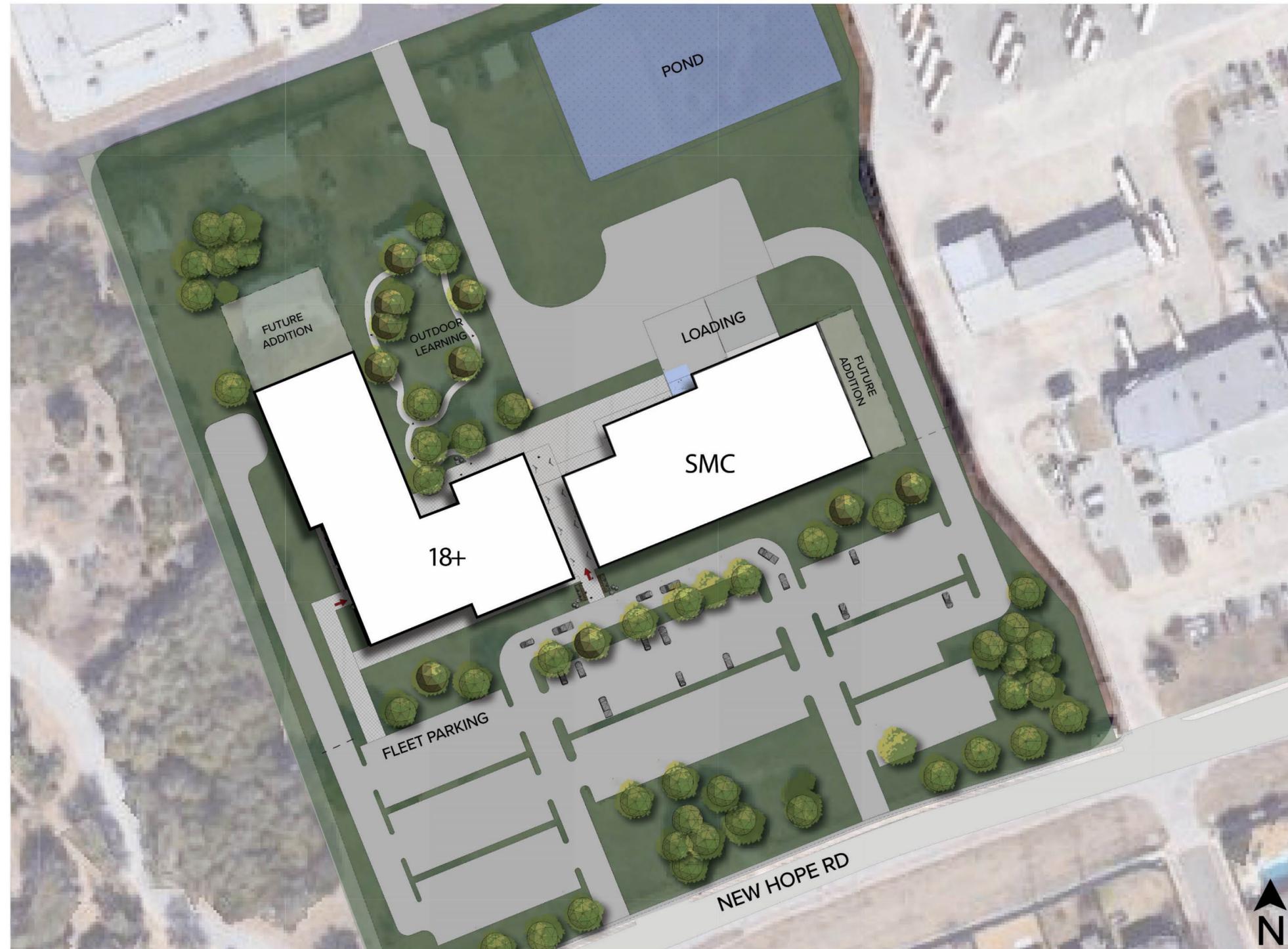
PROJECT DESIGN UPDATE



VLK | ARCHITECTS



SITE PLAN



FLOOR PLAN



140

ENLARGED AREA PLANS - AREA A

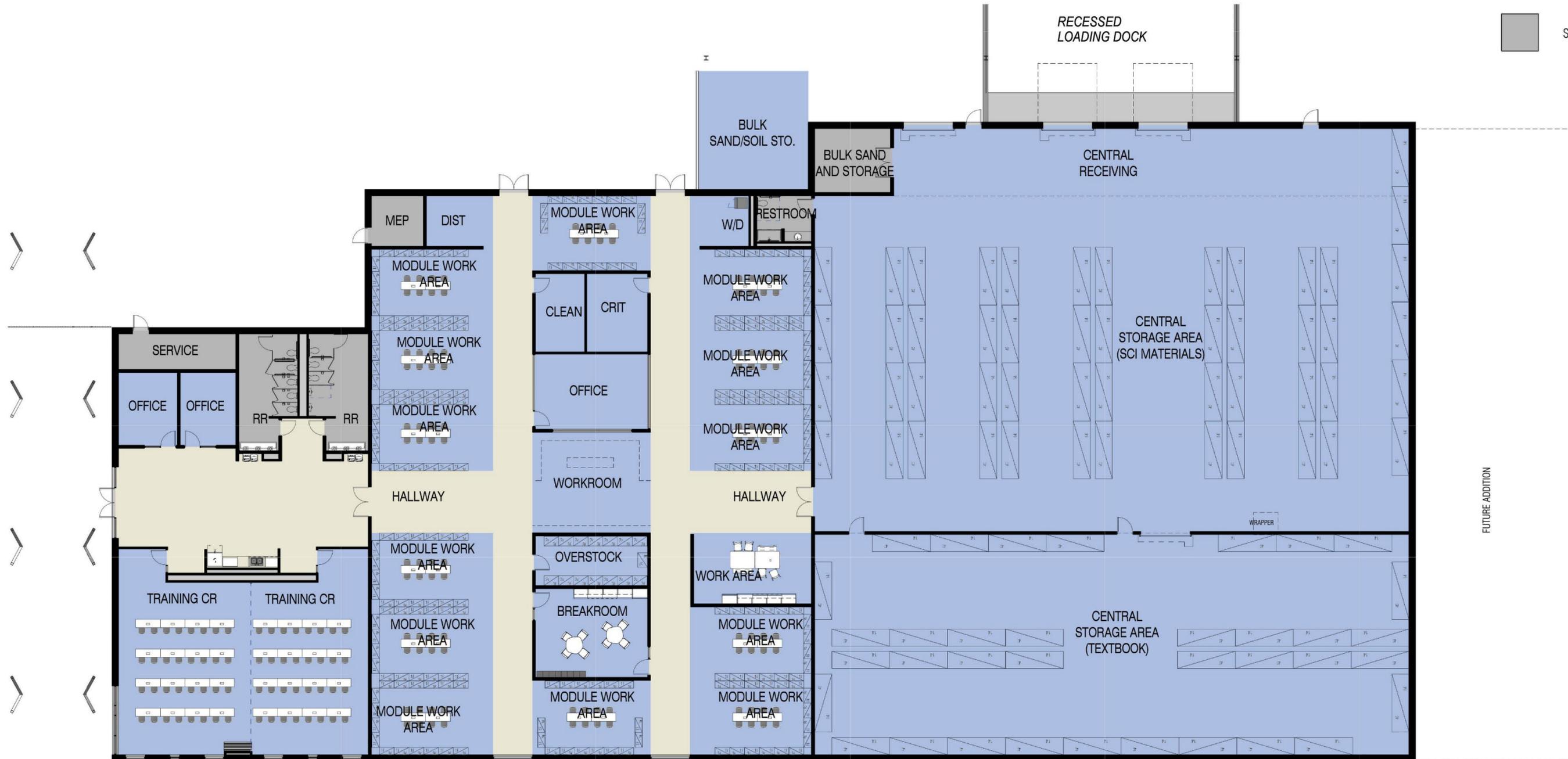


141

ENLARGED AREA PLANS - AREA C

FLOOR PLAN BY USE

- EDUCATIONAL SPACE
- SERVICE



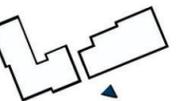
143



PRELIMINARY RENDERING



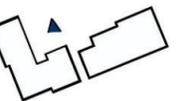
Front Entry



PRELIMINARY RENDERING



Outdoor Learning and Trails



PRELIMINARY RENDERING



146

Living Room and Commons

PRELIMINARY RENDERING



147

Residential Kitchen and Collaboration

PRELIMINARY RENDERING



148

Living Lab - Apartment Studio

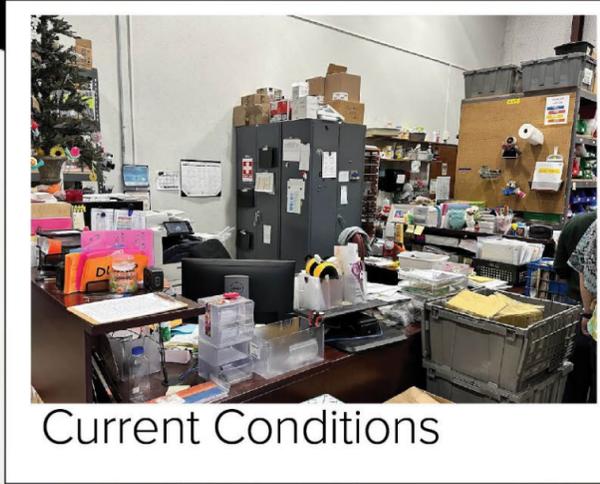
PRELIMINARY RENDERING



149

Training Room

PRELIMINARY RENDERING



Module Work Area



NEXT STEPS

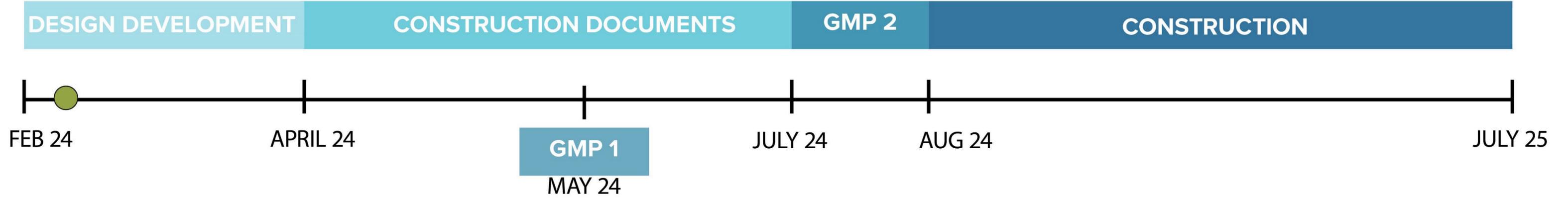


VLK | ARCHITECTS



SCHEDULE

152



Project Completion: **Fall 2025** | Construction Manager: **Joeris General Contractors** | Architect: **VLK Architects, Inc.**

QUESTIONS?





**THANK
YOU!**



VLK | ARCHITECTS



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item: Discussion of Districtwide Intruder Detection Audit Report Findings
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Bryan Miller

Background Information:

This agenda item is to acknowledge and discuss the Texas School Safety Center Intruder Detection Audits that were recently conducted at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. These audits, conducted as part of Governor Abbott's school safety directives for all school systems following the tragedy in Uvalde, seek to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff. We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information with the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and with the Safety and Security Committee.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item:	Consider Approval of Early Release of Critical Positions
Purpose (this meeting):	<input type="checkbox"/> Discussion Item/Report Only <input checked="" type="checkbox"/> Action Requested
Action Requested:	Thursday, March 7, 2024
Administrator Responsible:	Pete Pape, Ed.D
Attachments:	N/A

Background Information:

The administration requests the early release of the following hard-to-fill/critical positions for the 2024/2025 school year. Administration is requesting the early release of 19.0 additional FTEs, as follows:

- 9.0 Special Education Teachers
- 4.0 Dual Language / Bilingual Teachers
- 4.0 Teachers (ECHS)
- 1.0 Registered Nurse (ECHS)
- 1.0 Instructional Coach (ECHS)
- 19.0 Total Positions

Due to an increased number of students being tested for special education services, staff have identified the need for additional special education positions. The 4 dual language / bilingual teachers are due to enrollment growth. The 6.0 positions at ECHS are due to adding the third year of students.

A list of critical positions requested for early release is attached for your review. The financial impact of these additional positions is \$1,336,952 and is included in the 2024-2025 projected budget.

Upon board approval of the early release of the positions listed above, the Administration will post the openings and begin the hiring process in order to be fully staffed for the 2024-2025 school year.

Administrative Recommendation:

The Administration recommends that the Board approve the addition of 19.0 positions for the 2024-2025 school year, as presented.

Sample Motion:

I move that the Board of Trustees approve the addition of 19.0 positions for the 2024-2025 school year, as presented.

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item:	Monthly Bond Status Report	
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D.	
Attachments:	Bond Project Status Report	

Background Information:

The monthly report for January is included which reflects bond funds remaining from authorizations prior to 2017 and the full list of projects ongoing under the 2017 authorization. The report also includes a column reflecting funding sources from other areas (2007 bond funds, major maintenance, etc.) used to support bond projects. This report should reflect ALL sources of funds available, budgeted, and remaining related to construction/bond projects.

There is an additional page which now details 2021 bond funds.

The 2023 bond authorization is now a separate one-page report.

This month we have allocated \$2M from 2017 project savings to fund the Williamson County Road 175 project on the 2017 Report. We have also shown the additional \$4,151,508 for Early College High School Portables and \$32,300,000 for Leander HS Masterplan, both funded from bond interest earnings on the 2023 Report. We have also moved \$60M from the Repurposing Projects to fund the Early Childhood Center.

The report shows the original and current budgets for all projects and costs to date by fiscal year. The last column of the report shows the budget remaining for the specific project. As projects are finalized, the Board will be asked to reallocate any remaining balances to project savings and/or other projects allowable within the confines on the bond orders.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
GENERAL FUND 181, 196-199
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE SIXTH MONTH ENDING JANUARY 31, 2024

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	426,747,513	328,857,795	293,730,771	89.32%	394,721,314	395,575,183	335,106,525	84.71%
State Program Revenues	56,983,976	106,885,027	61,541,546	57.58%	46,456,165	46,456,165	32,865,139	70.74%
Federal Program Revenues	7,162,000	7,162,000	379,365	5.30%	5,318,206	5,318,206	476,590	8.96%
Other Financing Sources	270,000	270,000	4,465	1.65%	20,000	20,000	764	3.82%
Total Revenues	491,163,489	443,174,822	355,656,147	80.25%	446,515,685	447,369,554	368,449,018	82.36%

EXPENDITURE SUMMARY BY FUNCTION:

11 - Instructional	265,876,732	269,531,621	119,562,540	44.36%	250,421,598	252,295,617	110,493,291	43.80%
12 - Instructional Resources and Media Services	5,093,573	5,159,592	2,271,005	44.02%	5,032,282	5,063,665	2,143,204	42.33%
13 - Curriculum and Instructional Staff Development	10,468,918	10,910,813	5,278,732	48.38%	9,909,325	9,987,877	4,766,255	47.72%
21 - Instructional Leadership	5,226,065	5,206,677	2,529,629	48.58%	4,670,311	4,634,540	2,220,941	47.92%
23 - School Leadership	25,724,098	26,065,899	13,116,149	50.32%	23,265,335	23,317,504	12,223,231	52.42%
31 - Guidance, Counseling and Evaluation	22,067,309	22,439,560	10,291,360	45.86%	21,138,589	21,079,633	9,634,167	45.70%
32 - Social Work Services	1,430,967	1,354,823	673,531	49.71%	1,531,421	1,605,076	754,167	46.99%
33 - Health Services	4,133,802	4,263,418	1,915,168	44.92%	3,966,488	3,973,682	1,825,568	45.94%
34 - Student (Pupil) Transportation	14,413,284	14,717,574	8,275,541	56.23%	13,326,682	13,588,271	7,327,451	53.92%
35 - Food Services	71,074	71,074	45,060	63.40%	10,000	44,461	148,909	334.92%
36 - Cocurricular/Extra Curricular Activities	13,378,951	13,724,160	6,991,291	50.94%	12,840,895	13,025,810	5,965,605	45.80%
41 - General Administration	11,547,244	11,845,513	5,677,510	47.93%	10,219,520	10,460,655	5,137,590	49.11%
51 - Plant Maintenance and Facility Services	39,243,925	39,896,548	21,297,452	53.38%	35,304,370	37,723,065	19,318,766	51.21%
52 - Security and Monitoring Services	3,056,021	4,222,689	1,089,742	25.81%	2,405,898	2,561,154	1,118,540	43.67%
53 - Data Processing Services	9,350,999	9,481,411	5,304,403	55.95%	9,068,083	9,180,181	4,857,325	52.91%
61 - Community Services	2,127,153	2,324,452	1,334,586	57.42%	2,256,070	2,328,139	1,136,182	48.80%
71 - Debt Administration - Principal	525,415	525,415	299,057	56.92%	132,000	132,000	81,083	61.43%
81 - Facilities and Acquisition & Construction	-	880,611	81,108	9.21%	-	-	17,300	-
91 - Recapture Payments	57,867,040	9,597,744	-	0.00%	36,210,203	36,210,203	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	245,000	245,000	125,694	51.30%	245,000	245,000	159,634	65.16%
99 - Other intergovernmental Charges	2,789,900	2,789,900	1,273,715	45.65%	2,410,735	2,410,735	1,165,196	48.33%
Other Financing Uses	3,050,000	3,050,000	3,050,000	100.00%	7,530,000	7,350,000	3,506,460	47.71%
Total Expenditures	497,687,470	458,304,493	210,483,275	45.93%	451,894,805	457,217,270	194,000,866	42.43%

EXPENDITURE SUMMARY BY OBJECT:

61XX - Payroll Costs	382,651,587	387,562,283	180,021,090	46.45%	360,538,964	360,608,665	164,245,658	45.55%
62XX - Professional and Contracted Services	82,745,788	36,610,942	12,889,490	35.21%	59,179,900	62,651,803	12,997,069	20.74%
63XX - Supplies and Materials	20,991,885	22,366,588	9,872,005	44.14%	18,702,141	20,079,337	9,574,580	47.68%
64XX - Other Operating Expenses	6,496,863	6,738,116	4,066,601	60.35%	5,498,231	5,841,460	3,301,727	56.52%
65XX - Debt Administration	525,415	525,415	299,057	56.92%	132,000	132,000	81,083	61.43%
66XX - Capital Outlay Expenses	1,225,932	1,451,149	285,030	19.64%	313,569	554,004	294,290	53.12%
89XX - Other Uses	3,050,000	3,050,000	3,050,000	100.00%	7,530,000	7,350,000	3,506,460	47.71%
Total Expenditures	497,687,470	458,304,493	210,483,275	45.93%	451,894,805	457,217,270	194,000,866	42.43%

Excess (Deficiency) of Revenues Over Expenditures (6,523,981) (15,129,671) 145,172,872 (5,379,120) (9,847,716) 174,448,152

Fund Balance, July 1, beginning 189,584,400
Estimated Fund Balance, January 31, ending 334,757,272

Leander Independent School District
DEBT SERVICE FUND 599
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE SIXTH MONTH ENDING JANUARY 31, 2024

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	149,878,792	139,651,878	122,739,414	87.89%	136,338,776	136,338,776	116,098,311	85.15%
State Program Revenues	2,988,508	13,215,422	8,013,575	-	-	-	3,600,923	-
Federal Program Revenues	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	35,382,432	-	-	-	-	-
Total Revenues	152,867,300	152,867,300	166,135,420	108.68%	136,338,776	136,338,776	119,699,234	87.80%
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	-	-	-	-	-	-	-	-
12 - Instructional Resources and Media Services	-	-	-	-	-	-	-	-
13 - Curriculum and Instructional Staff Development	-	-	-	-	-	-	-	-
21 - Instructional Leadership	-	-	-	-	-	-	-	-
23 - School Leadership	-	-	-	-	-	-	-	-
31 - Guidance, Counseling and Evaluation	-	-	-	-	-	-	-	-
32 - Social Work Services	-	-	-	-	-	-	-	-
33 - Health Services	-	-	-	-	-	-	-	-
34 - Student (Pupil) Transportation	-	-	-	-	-	-	-	-
35 - Food Services	-	-	-	-	-	-	-	-
36 - Cocurricular/Extra Curricular Activities	-	-	-	-	-	-	-	-
41 - General Administration	-	-	-	-	-	-	-	-
51 - Plant Maintenance and Facility Services	-	-	-	-	-	-	-	-
52 - Security and Monitoring Services	-	-	-	-	-	-	-	-
53 - Data Processing Services	-	-	-	-	-	-	-	-
61 - Community Services	-	-	-	-	-	-	-	-
71 - Debt Administration - Principal	152,867,300	152,868,100	95,390,199	62.40%	136,338,776	136,338,776	89,210,905	65.43%
81 - Facilities and Acquisition & Construction	-	-	-	-	-	-	-	-
91- Recapture Payments	-	-	-	-	-	-	-	-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-	-	-	-	-
99 - Other intergovernmental Charges	-	-	-	-	-	-	-	-
Other Financing Uses	-	-	34,978,540	-	-	-	-	-
Total Expenditures	152,867,300	152,868,100	130,368,740	85.28%	136,338,776	136,338,776	89,210,905	65.43%
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Costs	-	-	-	-	-	-	-	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	-	-
63XX - Supplies and Materials	-	-	-	-	-	-	-	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Administration	152,867,300	152,868,100	95,390,199	62.40%	136,338,776	136,338,776	89,210,905	65.43%
66XX - Capital Outlay Expenses	-	-	-	-	-	-	-	-
89XX - Other Uses	-	-	34,978,540	-	-	-	-	-
Total Expenditures	152,867,300	152,868,100	130,368,740	85.28%	136,338,776	136,338,776	89,210,905	65.43%
Excess (Deficiency) of Revenues Over Expenditures	-	(800)	35,766,681		-	-	30,488,329	
Fund Balance, July 1, beginning			140,366,889					
Estimated Fund Balance, January 31, ending			176,133,570					



Allotment Report LEANDER ISD

Current Biennium includes SY 2023-2024 & SY 2024-2025

District / Charter: 246913
School Year : 2023-2024

Transaction Type	Date	Transaction ID	Description	Amount
Carryover Funds	05/12/2023	0000233790	Prior Year Remaining Balance	\$877.59
Adjustment	05/31/2023	0000234736	2022-23 High Enrollment Growth	\$18,005.60
Allotment	07/19/2023	0000236971	School Year 2023-2024 Allotment	\$7,364,859.23
Total Allotment				\$7,383,742.42
Allotment Disbursement	10/31/2023	D000243713	Instructional Materials	(\$457,688.25)
Allotment Disbursement	11/21/2023	D000243709	Technology Services	(\$100,000.00)
Allotment Disbursement	11/22/2023	D000244722	Instructional Materials	(\$46,178.56)
Allotment Disbursement	11/22/2023	D000244717	Instructional Materials	(\$65,856.00)
Allotment Disbursement	11/22/2023	D000244710	Instructional Materials	(\$61,580.69)
Allotment Disbursement	11/22/2023	D000244704	Instructional Materials	(\$26,400.00)
Allotment Disbursement	11/22/2023	D000244701	Instructional Materials	(\$186,502.08)
Allotment Disbursement	11/22/2023	D000244705	Instructional Materials	(\$69,870.85)
Allotment Disbursement	11/29/2023	D000245103	Instructional Materials	(\$12,300.35)
Total Allotment Disbursements				(\$1,026,376.78)
	11/29/2023	D000244726	Instructional Materials	(\$50,001.48)
Total Pending Disbursements				(\$50,001.48)
Remaining Allotment				\$6,307,364.16

161

Requisition Summary

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item: Monthly Financial Reports
Purpose: Discussion Item/Report Only Action Requested
Administrator Responsible: Pete Pape, Ed.D.
Attachments: Monthly Financial Report – January 2024

Background Information:

The monthly financial report represents the status of revenues and expenditures for the month. This month, the reports reflect activity through January 2024, the seventh month of the 2024 fiscal year. The monthly financials provide a revenue and expenditure summary and compare current budget performance to the prior year through the same time period.

These are unaudited figures, as the annual independent audit will be done following the closing of the books at the end of the fiscal year. All supporting documentation relative to the receipt and expenditure of funds are available in the Financial Services Office for inspection and review.

A supplemental report is also included detailing Technology and Instructional Materials Allotment (TIMA) disbursement and requisition requests.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Leander Independent School District
GENERAL FUND 181, 196-199
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE SIXTH MONTH ENDING JANUARY 31, 2024

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	426,747,513	328,857,795	293,730,771	89.32%	394,721,314	395,575,183	335,106,525	84.71%
State Program Revenues	56,983,976	106,885,027	61,541,546	57.58%	46,456,165	46,456,165	32,865,139	70.74%
Federal Program Revenues	7,162,000	7,162,000	379,365	5.30%	5,318,206	5,318,206	476,590	8.96%
Other Financing Sources	270,000	270,000	4,465	1.65%	20,000	20,000	764	3.82%
Total Revenues	491,163,489	443,174,822	355,656,147	80.25%	446,515,685	447,369,554	368,449,018	82.36%

EXPENDITURE SUMMARY BY FUNCTION:

11 - Instructional	265,876,732	269,531,621	119,562,540	44.36%	250,421,598	252,295,617	110,493,291	43.80%
12 - Instructional Resources and Media Services	5,093,573	5,159,592	2,271,005	44.02%	5,032,282	5,063,665	2,143,204	42.33%
13 - Curriculum and Instructional Staff Development	10,468,918	10,910,813	5,278,732	48.38%	9,909,325	9,987,877	4,766,255	47.72%
21 - Instructional Leadership	5,226,065	5,206,677	2,529,629	48.58%	4,670,311	4,634,540	2,220,941	47.92%
23 - School Leadership	25,724,098	26,065,899	13,116,149	50.32%	23,265,335	23,317,504	12,223,231	52.42%
31 - Guidance, Counseling and Evaluation	22,067,309	22,439,560	10,291,360	45.86%	21,138,589	21,079,633	9,634,167	45.70%
32 - Social Work Services	1,430,967	1,354,823	673,531	49.71%	1,531,421	1,605,076	754,167	46.99%
33 - Health Services	4,133,802	4,263,418	1,915,168	44.92%	3,966,488	3,973,682	1,825,568	45.94%
34 - Student (Pupil) Transportation	14,413,284	14,717,574	8,275,541	56.23%	13,326,682	13,588,271	7,327,451	53.92%
35 - Food Services	71,074	71,074	45,060	63.40%	10,000	44,461	148,909	334.92%
36 - Cocurricular/Extra Curricular Activities	13,378,951	13,724,160	6,991,291	50.94%	12,840,895	13,025,810	5,965,605	45.80%
41 - General Administration	11,547,244	11,845,513	5,677,510	47.93%	10,219,520	10,460,655	5,137,590	49.11%
51 - Plant Maintenance and Facility Services	39,243,925	39,896,548	21,297,452	53.38%	35,304,370	37,723,065	19,318,766	51.21%
52 - Security and Monitoring Services	3,056,021	4,222,689	1,089,742	25.81%	2,405,898	2,561,154	1,118,540	43.67%
53 - Data Processing Services	9,350,999	9,481,411	5,304,403	55.95%	9,068,083	9,180,181	4,857,325	52.91%
61 - Community Services	2,127,153	2,324,452	1,334,586	57.42%	2,256,070	2,328,139	1,136,182	48.80%
71 - Debt Administration - Principal	525,415	525,415	299,057	56.92%	132,000	132,000	81,083	61.43%
81 - Facilities and Acquisition & Construction	-	880,611	81,108	9.21%	-	-	17,300	-
91 - Recapture Payments	57,867,040	9,597,744	-	0.00%	36,210,203	36,210,203	-	0.00%
95 - Payments to Juvenile Justice Alternative Program	245,000	245,000	125,694	51.30%	245,000	245,000	159,634	65.16%
99 - Other intergovernmental Charges	2,789,900	2,789,900	1,273,715	45.65%	2,410,735	2,410,735	1,165,196	48.33%
Other Financing Uses	3,050,000	3,050,000	3,050,000	100.00%	7,530,000	7,350,000	3,506,460	47.71%
Total Expenditures	497,687,470	458,304,493	210,483,275	45.93%	451,894,805	457,217,270	194,000,866	42.43%

EXPENDITURE SUMMARY BY OBJECT:

61XX - Payroll Costs	382,651,587	387,562,283	180,021,090	46.45%	360,538,964	360,608,665	164,245,658	45.55%
62XX - Professional and Contracted Services	82,745,788	36,610,942	12,889,490	35.21%	59,179,900	62,651,803	12,997,069	20.74%
63XX - Supplies and Materials	20,991,885	22,366,588	9,872,005	44.14%	18,702,141	20,079,337	9,574,580	47.68%
64XX - Other Operating Expenses	6,496,863	6,738,116	4,066,601	60.35%	5,498,231	5,841,460	3,301,727	56.52%
65XX - Debt Administration	525,415	525,415	299,057	56.92%	132,000	132,000	81,083	61.43%
66XX - Capital Outlay Expenses	1,225,932	1,451,149	285,030	19.64%	313,569	554,004	294,290	53.12%
89XX - Other Uses	3,050,000	3,050,000	3,050,000	100.00%	7,530,000	7,350,000	3,506,460	47.71%
Total Expenditures	497,687,470	458,304,493	210,483,275	45.93%	451,894,805	457,217,270	194,000,866	42.43%

Excess (Deficiency) of Revenues Over Expenditures (6,523,981) (15,129,671) 145,172,872 (5,379,120) (9,847,716) 174,448,152

Fund Balance, July 1, beginning 189,584,400
Estimated Fund Balance, January 31, ending 334,757,272

Leander Independent School District
DEBT SERVICE FUND 599
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
FOR THE SIXTH MONTH ENDING JANUARY 31, 2024

	CURRENT YEAR 2023-2024				PRIOR YEAR 2022-2023			
	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget	Original Budget	Amended Budget	Actual Year to Date	Actual to Budget
REVENUES:								
Local and Intermediate Sources	149,878,792	139,651,878	122,739,414	87.89%	136,338,776	136,338,776	116,098,311	85.15%
State Program Revenues	2,988,508	13,215,422	8,013,575	-	-	-	3,600,923	-
Federal Program Revenues	-	-	-	-	-	-	-	-
Other Financing Sources	-	-	35,382,432	-	-	-	-	-
Total Revenues	152,867,300	152,867,300	166,135,420	108.68%	136,338,776	136,338,776	119,699,234	87.80%
EXPENDITURE SUMMARY BY FUNCTION:								
11 - Instructional	-	-	-	-	-	-	-	-
12 - Instructional Resources and Media Services	-	-	-	-	-	-	-	-
13 - Curriculum and Instructional Staff Development	-	-	-	-	-	-	-	-
21 - Instructional Leadership	-	-	-	-	-	-	-	-
23 - School Leadership	-	-	-	-	-	-	-	-
31 - Guidance, Counseling and Evaluation	-	-	-	-	-	-	-	-
32 - Social Work Services	-	-	-	-	-	-	-	-
33 - Health Services	-	-	-	-	-	-	-	-
34 - Student (Pupil) Transportation	-	-	-	-	-	-	-	-
35 - Food Services	-	-	-	-	-	-	-	-
36 - Cocurricular/Extra Curricular Activities	-	-	-	-	-	-	-	-
41 - General Administration	-	-	-	-	-	-	-	-
51 - Plant Maintenance and Facility Services	-	-	-	-	-	-	-	-
52 - Security and Monitoring Services	-	-	-	-	-	-	-	-
53 - Data Processing Services	-	-	-	-	-	-	-	-
61 - Community Services	-	-	-	-	-	-	-	-
71 - Debt Administration - Principal	152,867,300	152,868,100	95,390,199	62.40%	136,338,776	136,338,776	89,210,905	65.43%
81 - Facilities and Acquisition & Construction	-	-	-	-	-	-	-	-
91- Recapture Payments	-	-	-	-	-	-	-	-
95 - Payments to Juvenile Justice Alternative Program	-	-	-	-	-	-	-	-
99 - Other intergovernmental Charges	-	-	-	-	-	-	-	-
Other Financing Uses	-	-	34,978,540	-	-	-	-	-
Total Expenditures	152,867,300	152,868,100	130,368,740	85.28%	136,338,776	136,338,776	89,210,905	65.43%
EXPENDITURE SUMMARY BY OBJECT:								
61XX - Payroll Costs	-	-	-	-	-	-	-	-
62XX - Professional and Contracted Services	-	-	-	-	-	-	-	-
63XX - Supplies and Materials	-	-	-	-	-	-	-	-
64XX - Other Operating Expenses	-	-	-	-	-	-	-	-
65XX - Debt Administration	152,867,300	152,868,100	95,390,199	62.40%	136,338,776	136,338,776	89,210,905	65.43%
66XX - Capital Outlay Expenses	-	-	-	-	-	-	-	-
89XX - Other Uses	-	-	34,978,540	-	-	-	-	-
Total Expenditures	152,867,300	152,868,100	130,368,740	85.28%	136,338,776	136,338,776	89,210,905	65.43%
Excess (Deficiency) of Revenues Over Expenditures	-	(800)	35,766,681		-	-	30,488,329	
Fund Balance, July 1, beginning			140,366,889					
Estimated Fund Balance, January 31, ending			176,133,570					



Allotment Report LEANDER ISD

Current Biennium includes SY 2023-2024 & SY 2024-2025

District / Charter: 246913
School Year : 2023-2024

Transaction Type	Date	Transaction ID	Description	Amount
Carryover Funds	05/12/2023	0000233790	Prior Year Remaining Balance	\$877.59
Adjustment	05/31/2023	0000234736	2022-23 High Enrollment Growth	\$18,005.60
Allotment	07/19/2023	0000236971	School Year 2023-2024 Allotment	\$7,364,859.23
Total Allotment				\$7,383,742.42
Allotment Disbursement	10/31/2023	D000243713	Instructional Materials	(\$457,688.25)
Allotment Disbursement	11/21/2023	D000243709	Technology Services	(\$100,000.00)
Allotment Disbursement	11/22/2023	D000244722	Instructional Materials	(\$46,178.56)
Allotment Disbursement	11/22/2023	D000244717	Instructional Materials	(\$65,856.00)
Allotment Disbursement	11/22/2023	D000244710	Instructional Materials	(\$61,580.69)
Allotment Disbursement	11/22/2023	D000244704	Instructional Materials	(\$26,400.00)
Allotment Disbursement	11/22/2023	D000244701	Instructional Materials	(\$186,502.08)
Allotment Disbursement	11/22/2023	D000244705	Instructional Materials	(\$69,870.85)
Allotment Disbursement	11/29/2023	D000245103	Instructional Materials	(\$12,300.35)
Total Allotment Disbursements				(\$1,026,376.78)
	11/29/2023	D000244726	Instructional Materials	(\$50,001.48)
Total Pending Disbursements				(\$50,001.48)
Remaining Allotment				\$6,307,364.16

167

Requisition Summary

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item:	Monthly Investment Report	
Purpose:	<input checked="" type="checkbox"/> Discussion Item/Report Only	<input type="checkbox"/> Action Requested
Administrator Responsible:	Pete Pape, Ed.D	
Attachments:	Monthly Investment Report	

Background Information:

The monthly investment report reflects the District's investment activities and balances for all fund types. The report presents a picture of cash and investments by grouping into the categories of individually acquired securities and pooled investments. A comparison to market value is also presented in each report. Reports for the District's investments as of January 2024 is presented.

Administrative Recommendation:

N/A

Sample Motion:

N/A



Investment Portfolio Summary

For the Month Ended

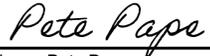
January 31, 2024

**For the Month Ended
January 31, 2024**

This report is prepared for Leander ISD (the "Entity") in accordance with Chapter 2256 of the Texas Public Funds Investment Act ("PFIA"). Section 2256.023(a) of the PFIA states that: "Not less than quarterly, the investment officer shall prepare and submit to the governing body of the entity a written report of the investment transactions for all funds covered by this chapter for the preceding reporting period." This report is signed by the Entity's investment officers and includes the disclosures required in the PFIA. To the extent possible, market prices have been obtained from independent pricing sources.

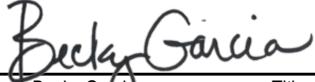
The investment portfolio compiled with the PFIA and the Entity's approved Investment Policy and Strategy throughout the period. All investment transactions made in the portfolio during this period were made on behalf of the Entity and were made in full compliance with the PFIA and the approved Investment Policy.

Officer Names and Titles:


Name: Pete Pape Title: Chief Financial Officer


Name: Dana Paulson Title: Sr. Director, Financial Services

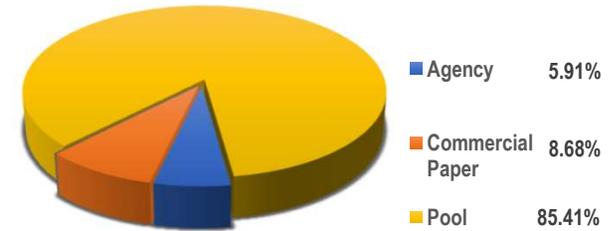

Name: Connie Wheeler Title: Controller


Name: Becky Garcia Title: Director, Treasury & Debt Management 171

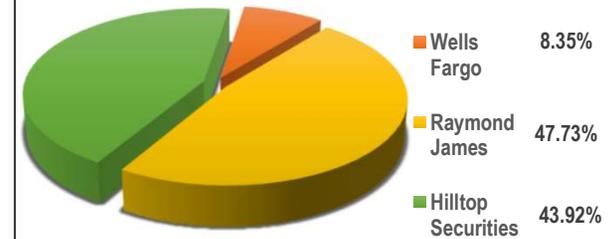
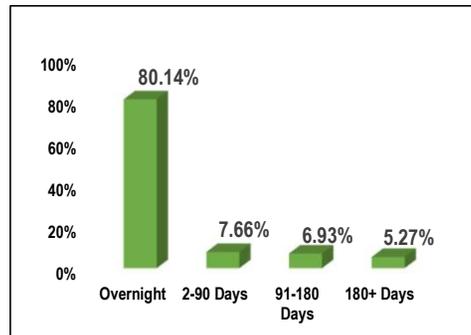
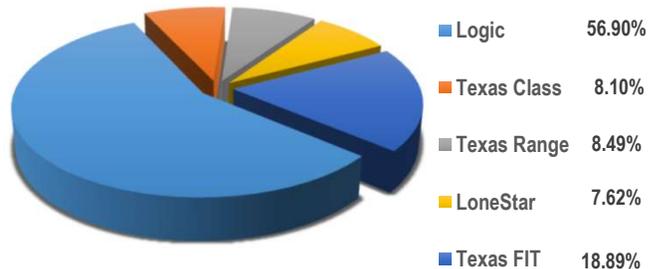

Name: Cassandra Hartmann Title: Treasury Specialist

Account Summary **Allocation by Security Type**

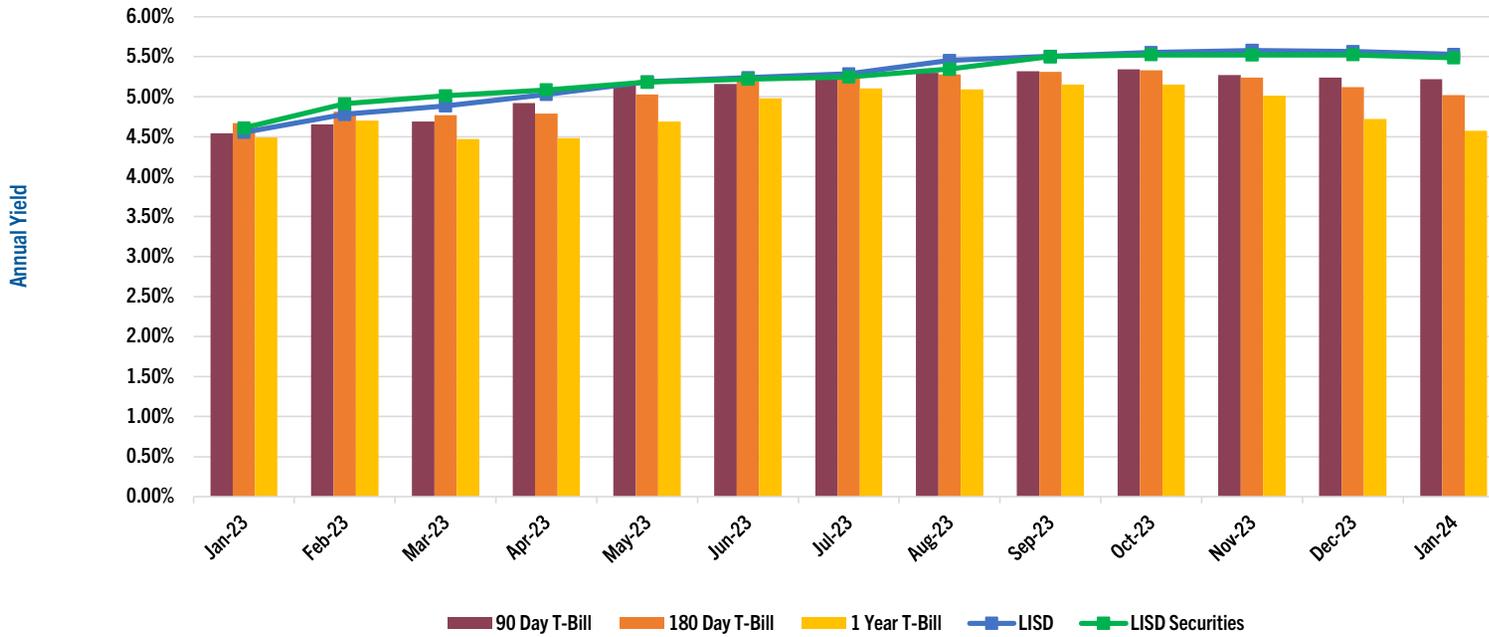
	Beginning Value as of 01/01/2024	Ending Value as of 01/31/2024
Par Value	734,459,507.26	854,227,677.66
Book Value	733,587,634.49	853,331,039.18
Market Value	733,541,043.76	853,335,912.66
Market Value %	99.994%	100.001%
Weighted Avg. DTM	14	18
Weighted Avg. YTM	5.565%	5.528%



Allocation by Issuer **Maturity Distribution %** **Allocation by Broker**



Benchmark Comparison



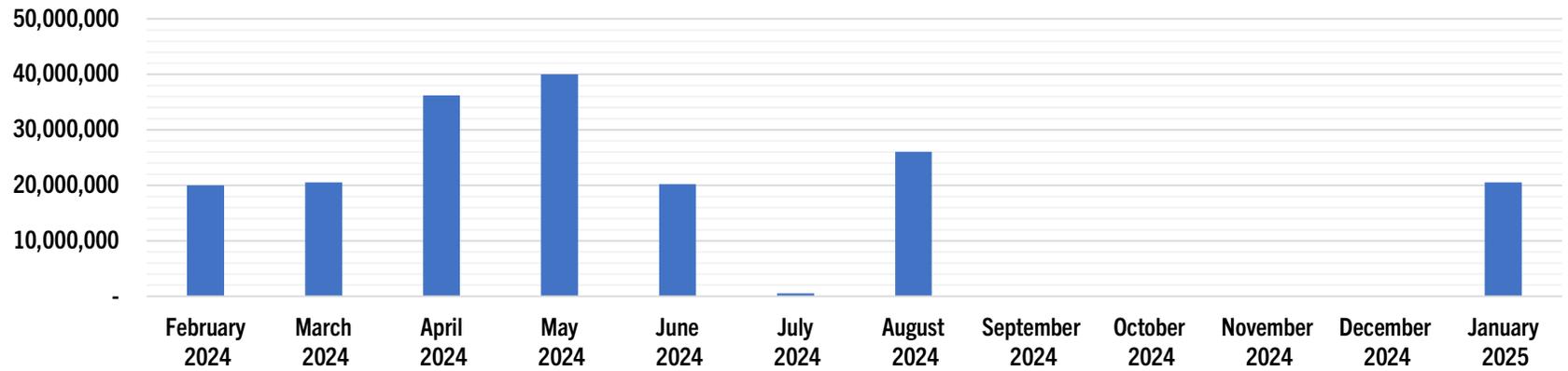
Acquisition Date	Security Type	Broker	CUSIP	Security Description	Rating Agency	Security Rating	Coupon	Callable	Par Value	Annualized Yield	Maturity Date	Days to Maturity	Beginning Book	Ending Book	Beginning Market	Ending Market	Additions & Changes in Market Value	
General Operating - 199																		
5/10/2023	CP	HS	8923A0A86	Toyota Cred Puerto Rico	S&P	A-1+	-			5.368%	1/8/2024		9,989,928	-	9,990,000	-	(9,990,000)	
9/8/2023	CP	RJ	5148X0B87	Landesbk Baden-Wurtt NY	Fitch	F1	-		10,000,000	5.716%	2/8/2024	7	9,941,100	9,989,150	9,940,960	9,987,890	46,930	
3/8/2023	AGNC	HS	3130AV5U2	Federal Home Loan Bank	S&P	AA+	5.300%	Y	15,000,000	5.300%	3/8/2024	36	15,000,000	15,000,000	14,991,600	14,998,200	6,600	
10/10/2023	CP	RJ	07274LD87	Bayerische Landesbk Giro	Fitch	F1	-		5,000,000	5.826%	4/8/2024	67	4,922,961	4,947,331	4,925,063	4,948,530	23,467	
4/19/2023	AGNC	WF	3130AVM41	Federal Home Loan Bank	S&P	AA+	5.000%	Y	3,900,000	5.036%	4/17/2024	76	3,899,599	3,899,715	3,895,359	3,896,880	1,521	
4/27/2023	AGNC	WF	3135GAGX3	Fannie Mae	S&P	AA+	5.000%	Y	6,500,000	5.005%	4/26/2024	85	6,499,897	6,499,924	6,487,585	6,494,215	6,630	
1/31/2024	CP	RJ	5148X0EA9	Landesbk Baden-Wurtt NY	Fitch	F1	-		10,000,000	5.328%	5/10/2024	99	-	9,855,625	-	9,848,610	9,848,610	
9/21/2023	CP	HS	63873JEH9	NATIXIS	S&P	A-1	-		10,000,000	5.859%	5/17/2024	106	9,785,367	9,833,933	9,775,000	9,841,000	66,000	
1/19/2024	CP	RJ	22533TEH5	Credit Agricole CIB NY	S&P	A-1	-		10,000,000	5.343%	5/17/2024	106	-	9,845,417	-	9,840,990	9,840,990	
11/16/2023	CP	RJ	63873JFC9	NATIXIS	S&P	A-1	-		10,000,000	5.681%	6/12/2024	132	9,750,972	9,798,333	9,756,730	9,806,040	49,310	
11/13/2023	AGNC	WF	3130AX3B2	Federal Home Loan Bank	S&P	AA+	5.720%	Y		5.144%	1/27/2024		5,000,846	-	4,994,450	-	(4,994,450)	
1/22/2024	AGNC	HS	3135GAMA6	Fannie Mae	S&P	AA+	5.295%	Y	10,000,000	5.295%	1/17/2025	351	-	10,000,000	-	10,003,700	10,003,700	
	POOL		LOGIC	Logic					160,489,609	5.510%	2/1/2024	1	162,809,949	160,489,609	162,809,949	160,489,609	(2,320,339)	
	POOL		LONESTAR	Lonestar					17,915,925	5.558%	2/1/2024	1	17,831,993	17,915,925	17,831,993	17,915,925	83,932	
	POOL		TXCLASS	Texas Class					7,837,376	5.540%	2/1/2024	1	7,800,693	7,837,376	7,800,693	7,837,376	36,684	
	POOL		TXRANGE	Texas Daily Select					3,936,181	5.520%	2/1/2024	1	3,917,876	3,936,181	3,917,876	3,936,181	18,305	
1/22/2024	POOL		TXFIT	TX Choice - Fixed Term					10,000,000	5.369%	6/17/2024	137	-	10,000,000	-	10,000,000	10,000,000	
	POOL		TXFIT	Texas FIT					20,059,516	5.560%	2/1/2024	1	15,381	20,059,516	15,381	20,059,516	20,044,135	
													267,166,562	309,908,036	267,132,638	309,904,663	42,772,024	
Debt Service - 599																		
9/1/2023	CP	RJ	07274LB14	Bayerische Landesbk Giro	Fitch	F1	-		10,000,000	5.737%	2/1/2024	1	9,952,091	10,000,000	9,951,640	9,998,530	46,890	
	POOL		LOGIC	Logic					119,207,990	5.510%	2/1/2024	1	39,675,092	119,207,990	39,675,092	119,207,990	79,532,898	
	POOL		LONESTAR	Lonestar					11,722,885	5.558%	2/1/2024	1	11,667,966	11,722,885	11,667,966	11,722,885	54,919	
	POOL		TXCLASS	Texas Class					144,589	5.540%	2/1/2024	1	143,912	144,589	143,912	144,589	677	
11/14/2023	POOL		TXFIT	TX Choice - Fixed Term					25,000,000	5.767%	8/12/2024	193	25,000,000	25,000,000	25,000,000	25,000,000	-	
	POOL		TXFIT	Texas FIT					3,821	5.560%	2/1/2024	1	3,803	3,821	3,803	3,821	174	
													86,442,863	166,079,284	86,442,412	166,077,814	79,635,402	
Child Nutrition - 240																		
	POOL		LOGIC	Logic					16,638,317	5.510%	2/1/2024	1	14,567,738	16,638,317	14,567,738	16,638,317	2,070,579	
Capital Project - 638																		
	POOL		LONESTAR	LoneStar					81,581	5.558%	2/1/2024	1	81,199	81,581	81,199	81,581	382	
Capital Project - 640																		
3/30/2023	AGNC	RJ	3135GAFP1	Fannie Mae	S&P	AA+	5.200%	Y	5,000,000	5.200%	3/28/2024	56	5,000,000	5,000,000	4,998,150	4,998,950	800	
	POOL		LOGIC	Logic					26,131,879	5.510%	2/1/2024	1	30,716,439	26,131,879	30,716,439	26,131,879	(4,584,560)	
	POOL		LONESTAR	LoneStar					25,878,971	5.558%	2/1/2024	1	25,757,735	25,878,971	25,757,735	25,878,971	121,237	
	POOL		TXRANGE	Texas Daily Select					6,877,379	5.520%	2/1/2024	1	6,845,396	6,877,379	6,845,396	6,877,379	31,983	
10/11/2023	POOL		TXFIT	TX Choice - Fixed Term					20,000,000	5.713%	4/8/2024	67	20,000,000	20,000,000	20,000,000	20,000,000	-	
	POOL		TXFIT	Texas FIT					11,560,640	5.560%	2/1/2024	1	11,506,314	11,560,640	11,506,314	11,560,640	54,327	
													99,825,883	95,448,870	99,824,033	95,447,820	(4,376,213)	
Capital Project - 642																		
	POOL		LOGIC	Logic					23,647,643	5.510%	2/1/2024	1	23,548,469	23,647,643	23,548,469	23,647,643	99,173	
Capital Project - 643																		
9/21/2023	CP	HS	63873JEH9	NATIXIS	S&P	A-1	-		10,000,000	5.859%	5/17/2024	106	9,785,367	9,833,933	9,775,000	9,841,000	66,000	
1/22/2024	AGNC	HS	3135GAMA6	Fannie Mae	S&P	AA+	5.295%	Y	10,000,000	5.295%	1/17/2025	351	-	10,000,000	-	10,003,700	10,003,700	
	POOL		LOGIC	Logic					50,768,909	5.510%	2/1/2024	1	61,477,947	50,768,909	61,477,947	50,768,909	(10,709,037)	
	POOL		TXCLASS	Texas Class					51,030,599	5.540%	2/1/2024	1	50,791,745	51,030,599	50,791,745	51,030,599	238,854	
	POOL		TXRANGE	Texas Daily Select					51,029,413	5.520%	2/1/2024	1	50,792,103	51,029,413	50,792,103	51,029,413	237,310	
	POOL		TXFIT	Texas FIT					51,026,081	5.560%	2/1/2024	1	50,786,295	51,026,081	50,786,295	51,026,081	239,785	
													223,633,456	223,688,935	223,623,089	223,699,701	76,612	
Workers Comp - 753																		
	POOL		LOGIC	Logic					4,139,322	5.510%	2/1/2024	1	4,187,867	4,139,322	4,187,867	4,139,322	(48,544)	
Health Insurance - 771																		
	POOL		LOGIC	Logic					13,699,052	5.510%	2/1/2024	1	14,133,597	13,699,052	14,133,597	13,699,052	(434,546)	
GRAND TOTALS									854,227,678				733,587,634	853,331,039	733,541,044	853,335,913	119,794,868	
WEIGHTED AVERAGE YIELD & MATURITY										5.528%		18						

CUSIP	Security Type	Security Description	Maturity / Coupon Date	Interest	Principal	Total Amount
General Operating - 199						
5148X0B87	CP	Landesbk Baden-Wurtt NY	2/8/2024		10,000,000	10,000,000
3130AV5U2	AGNC	Federal Home Loan Bank	3/8/2024	397,500	15,000,000	15,397,500
07274LD87	CP	Bayerische Landesbk Giro	4/8/2024		5,000,000	5,000,000
3130AVM41	AGNC	Federal Home Loan Bank	4/17/2024	97,500	3,900,000	3,997,500
3135GAGX3	AGNC	Fannie Mae	4/26/2024	162,500	6,500,000	6,662,500
5148X0EA9	CP	Landesbk Baden-Wurtt NY	5/10/2024		10,000,000	10,000,000
63873JEH9	CP	Natixis	5/17/2024		10,000,000	10,000,000
22533TEH5	CP	Credit Agricole CIP NY	5/17/2024		10,000,000	10,000,000
63873JFC9	CP	Natixis	6/12/2024		10,000,000	10,000,000
	POOL	TX CHOICE - Fixed Term	6/17/2024	215,624	10,000,000	10,215,624
3135GAMA6	AGNC	Fannie Mae	7/17/2024	257,396		257,396
3135GAMA6	AGNC	Fannie Mae	1/17/2025	264,750	10,000,000	10,264,750
				1,395,270	100,400,000	101,795,270
Debt Service - 599						
07274LB14	CP	Bayerische Landesbk Giro	2/1/2024		10,000,000	10,000,000
	POOL	TX CHOICE - Fixed Term	8/12/2024	1,071,372	25,000,000	26,071,372
				1,071,372	35,000,000	36,071,372
Capital Project - 640						
3135GAFP1	AGNC	Fannie Mae	3/28/2024	130,000	5,000,000	5,130,000
	POOL	TX CHOICE - Fixed Term	4/8/2024	561,885	20,000,000	20,561,885
				691,885	25,000,000	25,691,885
Capital Project - 643						
63873JEH9	CP	Natixis	5/17/2024		10,000,000	10,000,000
3135GAMA6	AGNC	Fannie Mae	7/17/2024	257,396		257,396
3135GAMA6	AGNC	Fannie Mae	1/17/2025	264,750	10,000,000	10,264,750
				522,146	20,000,000	20,522,146

Total for all Portfolios

	Interest	Principal	Total
February 2024		20,000,000	20,000,000
March 2024	527,500	20,000,000	20,527,500
April 2024	821,885	35,400,000	36,221,885
May 2024	-	40,000,000	40,000,000
June 2024	215,624	20,000,000	20,215,624
July 2024	514,792	-	514,792
August 2024	1,071,372	25,000,000	26,071,372
September 2024	-	-	-
October 2024	-	-	-
November 2024	-	-	-
December 2024	-	-	-
January 2025	529,500	20,000,000	20,529,500
Total Projected Cash Flow from Investments	3,680,673	180,400,000	184,080,673

176



Cash Account	Cash Balance 01/01/2024	Deposits & Credits	Withdrawals & Debits	Cash Balance 01/31/2024
(199) General Operating	5,201,762	118,586,187	117,757,093	6,030,855
(240) Child Nutrition	1,664,088	1,718,047	2,987,715	394,420
(599) Debt Service	248,881	-	-	248,881
(631) Capital Project 631	-	-	-	-
(634) Capital Project 634	73,085	-	-	73,085
(638) Capital Project 638	644	-	-	644
(640) Capital Project 640	1,397	4,766,026	4,767,387	36
(642) Capital Project 642	364	11,000	11,313	51
(643) Capital Project 643	501	10,980,000	10,979,663	838
(753) Workers Compensation	739	68,000	68,010	729
(771) Health Insurance	1,847,326	3,236,297	2,393,475	2,690,148
Total Cash for Leander ISD	9,038,785	139,365,557	138,964,657	9,439,685

177

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, March 7, 2024

Agenda Item: Monthly Tax Collection Report
Purpose (this meeting): Discussion Item/Report Only Action Requested
Administrator Responsible: Pete Pape, Ed.D.
Attachments: Monthly Tax Collection Report January

Background Information:

The tax collection report for January shows the actual collection of current and delinquent taxes at 88.76% which is 3% above the rate achieved at the same time last year. At the end of January, the District has realized 88.66% of the supplemented current levy compared to 85.63% in the previous year.

Administrative Recommendation:

N/A

Sample Motion:

N/A

**Leander Independent School District
Tax Collections Report
2023 Tax Year**

As of January 31, 2024

M & O Collections	Collections to Date	Current Month	Total Collections
Current Year Collections	\$ 107,815,194.33	\$ 115,248,723.97	\$ 223,063,918.30
Delinquent Collections	245,824.97	(11,679.00)	234,145.97
Rollbacks	15,025.56	56,559.36	71,584.92
Penalty & Interest	117,608.97	33,122.17	150,731.14
	\$ 108,193,653.83	\$ 115,326,726.50	\$ 223,520,380.33

I & S Collections			
Current Year Collections	\$ 130,232,983.87	\$ 48,820,169.67	\$ 179,053,153.54
Delinquent Collections	80,771.54	(1,593.92)	79,177.62
Rollbacks	6,629.34	28,682.18	35,311.52
Penalty & Interest	50,657.31	12,031.25	62,688.56
	\$ 130,371,042.06	\$ 48,859,289.18	\$ 179,230,331.24

Total Collections			
Current Year Collections	\$ 238,048,178.20	\$ 164,068,893.64	\$ 402,117,071.84
Delinquent Collections	326,596.51	(13,272.92)	313,323.59
Rollbacks	21,654.90	85,241.54	106,896.44
Penalty & Interest	168,266.28	45,153.42	213,419.70
	\$ 238,564,695.89	\$ 164,186,015.68	\$ 402,750,711.57

2023 Original Tax Levy	\$ 454,583,073.34
Adjustments to Date	(1,058,093.31)
2023 Adjusted Tax Levy	\$ 453,524,980.03

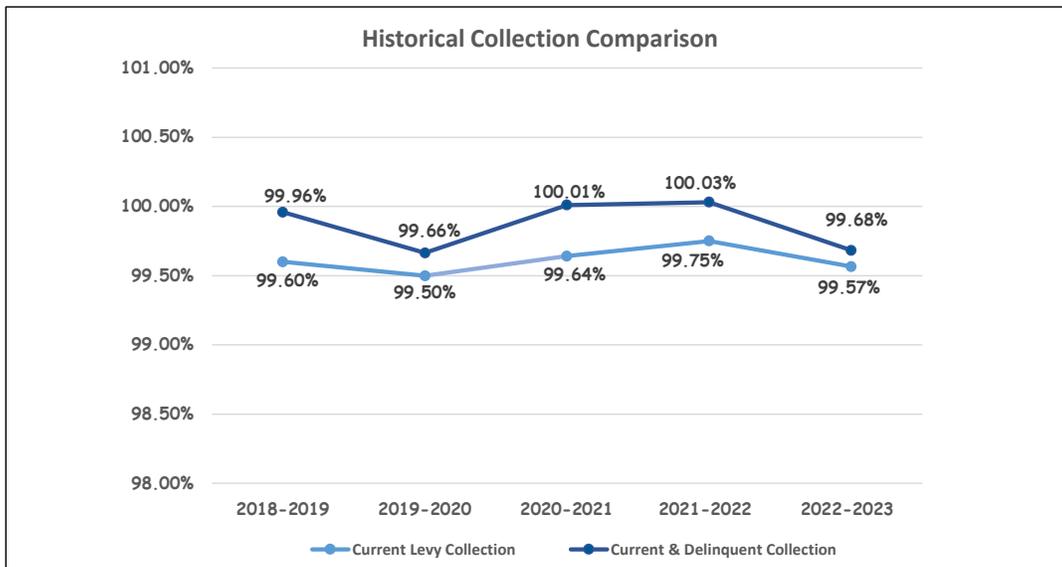
Current Rate	88.66%
---------------------	---------------

Taxes Outstanding	
Current Year Uncollected	\$ 51,407,910.53
Delinquent Taxes	4,117,801.72
Rollbacks	124,340.92
	\$ 55,650,053.17

**Leander Independent School District
Tax Collections Report
2023 Tax Year**

12 Month Collection Comparison

Monthly Collections	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
CURRENT:						
October	4,889,207	4,996,661	7,645,966	6,828,098	2,023,418	1,962,507
November	15,949,954	15,365,390	16,131,367	23,233,518	14,907,988	15,245,349
December	191,714,942	208,405,529	204,795,089	223,308,803	280,700,737	220,840,322
January	123,950,495	118,038,446	124,213,650	132,069,128	143,676,816	164,068,894
February	25,739,331	26,750,027	36,968,124	36,891,384	64,040,389	-
March	2,613,424	3,031,131	4,050,915	4,810,773	3,968,053	-
April	1,094,725	928,488	1,264,134	978,072	1,279,570	-
May	1,188,957	1,575,273	874,578	1,137,872	999,547	-
June	487,888	708,691	920,000	474,660	523,795	-
July	755,556	645,083	788,999	409,717	570,001	-
August	351,891	285,364	442,470	387,067	609,998	-
September	136,834	116,523	149,360	52,068	(143,267)	-
TOTAL	<u>368,873,204</u>	<u>380,846,606</u>	<u>398,244,652</u>	<u>430,581,160</u>	<u>513,157,045</u>	<u>402,117,072</u>
Current Levy YTD -January	90.86%	90.61%	88.27%	89.29%	85.63%	88.66%
Current & Delinquent YTD-January	90.99%	90.66%	88.46%	89.50%	85.71%	88.76%
Current Levy - Full Tax Year	99.60%	99.50%	99.64%	99.75%	99.57%	<i>in process</i>
Current & Delinquent - Full Tax Year	99.96%	99.66%	100.01%	100.03%	99.68%	<i>in process</i>
Final Adjusted Tax Roll	370,356,031	382,765,184	399,679,970	431,647,750	515,395,952	453,524,980 <i>in process</i>



TRAVIS COUNTY TAX OFFICE

OVERALL COLL/DIST REPORT

DATE 02/01/2024 PAGE 49

TXDIST1A

RECEIVABLE BALANCE 'R' REPORT

FROM 01/01/2024 TO 01/31/2024

YEAR FROM 0000 TO 2023

ALL OTHERS

ILE	-----											
	-- LEANDER ISD											
YEAR	BEGINNING TAX BALANCE	TAX ADJ	BASE TAX COLLECTED	NET BASE TAX REVERSALS	NET BASE TAX COLLECTED	PERCENT COLLECTED	ENDING TAX BALANCE	P & I COLLECTED	P & I REVERSALS	LRP COLLECTED	OTHER PENALTY COLLECTED	TOTAL DISTRIBUTED
1982	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1983	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1984	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1985	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1986	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1987	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1988	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1989	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1990	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1991	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1992	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1993	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1994	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1995	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1996	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1997	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1998	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
1999	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2000	.00	.00	.00	.00	.00	.00 %	.00	.00	.00	.00	.00	.00
2001	3.30	.00	.00	.00	.00	.00 %	3.30	.00	.00	.00	.00	.00
2002	944.87	.00	.00	.00	.00	.00 %	944.87	.00	.00	.00	.00	.00
2003	3563.52	.00	.00	.00	.00	.00 %	3563.52	.00	.00	.00	.00	.00
2004	2747.07	.00	.00	.00	.00	.00 %	2747.07	.00	.00	.00	.00	.00
2005	3249.53	.00	.00	.00	.00	.00 %	3249.53	.00	.00	.00	.00	.00
2006	8578.18	.00	3.65	.00	3.65	.04 %	8574.53	7.89	.00	.00	.00	11.54
2007	8131.75	.00	.00	.00	.00	.00 %	8131.75	.00	.00	.00	.00	.00
2008	11694.85	.00	.00	.00	.00	.00 %	11694.85	.00	.00	.00	.00	.00
2009	13471.49	.00	.00	.00	.00	.00 %	13471.49	.00	.00	.00	.00	.00
2010	22687.61	.00	.00	.00	.00	.00 %	22687.61	.00	.00	.00	.00	.00
2011	33623.75	.00	.00	.00	.00	.00 %	33623.75	.00	.00	.00	.00	.00
2012	45845.20	.00	.00	.00	.00	.00 %	45845.20	.00	.00	.00	.00	.00
2013	47258.26	.00	262.52-	.00	262.52-	.56 %	47520.78	343.90-	.00	.00	.00	606.42-
2014	49064.27	.00	196.86-	.00	196.86-	.40 %	49261.13	234.26-	.00	.00	.00	431.12-
2015	56760.61	.00	50.05	.00	50.05	.09 %	56710.56	54.05	.00	.00	.00	104.10
2016	71996.78	.00	430.19	.00	430.19	.60 %	71566.59	411.38	.00	.00	.00	841.57
2017	92168.12	.00	.00	.00	.00	.00 %	92168.12	.00	.00	.00	.00	.00
2018	147414.38	.00	403.77	.00	403.77	.27 %	147010.61	290.72	.00	.00	.00	694.49
2019	192753.32	.00	153.78	.00	153.78	.08 %	192599.54	91.83	.00	.00	.00	245.61
2020	245940.05	.00	2129.08	.00	2129.08	.87 %	243810.97	968.66	.00	65.04	.00	3162.78
2021	387914.56	663.12-	23980.59	805.82	23174.77	5.98 %	364076.67	3105.57	.00	98.47	.00	26378.81
2022	1113797.00	33997.92-	123030.75	31370.56	91660.19	8.49 %	988138.89	23986.75	1096.29-	168.91	497.80-	114221.76
TOTL	2559608.47	34661.04-	149722.48	32176.38	117546.10	4.66 %	2407401.33	28338.69	1096.29-	332.42	497.80-	144623.12
2023	86152696.46	368115.29-	73049294.60	28453.63	73020840.97	85.12 %	12763740.20	.00	.00	118.23	27.72	73020986.92

ENTITY

TOTL 88712304.93 402776.33- 73199017.08 60630.01 73138387.07 82.82 % 15171141.53 28338.69 1096.29- 450.65 470.08- 73165610.04

Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 01/01/2024 to 01/31/2024 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
IS

2023 Fiscal Year: 10/01/2023 - 09/30/2024

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	86,636,108.37	38,619,211.58	-50,603.46	38,568,608.12	27,085,816.35	0.00	0.05	0.00	0.59	11,482,792.31	75,033,390.71
2022	86,353,297.56	192,551.09	-59,203.32	133,347.77	-33,482.82	4,146.17	517.75	3,150.43	0.00	166,312.84	14,114.56
2021	94,332,048.48	66,560.60	-3,132.43	63,428.17	-2,475.78	236.08	209.81	133.90	0.16	65,694.30	-12,029.71
2020	80,626,149.65	52,012.71	-116.25	51,896.46	585.88	100.94	276.76	0.45	0.00	51,033.82	-2,867.22
2019	75,775,669.00	44,943.06	-116.87	44,826.19	1,218.66	261.54	0.00	0.00	0.00	43,607.53	3,678.07
2018	68,954,540.92	30,647.43	-117.50	30,529.93	-117.50	0.00	0.00	0.00	0.00	30,647.43	1,208.24
2017	62,290,320.36	29,391.02	0.00	29,391.02	5.49	4.56	0.00	1.51	0.00	29,385.53	1,235.57
2016	55,603,656.23	22,592.16	0.00	22,592.16	0.00	0.00	0.00	0.00	0.00	22,592.16	1,223.87
2015	49,093,370.76	19,478.43	0.00	19,478.43	0.00	0.00	0.00	0.00	0.00	19,478.43	1,223.87
2014	44,412,322.78	16,635.11	0.00	16,635.11	0.00	0.00	0.00	0.00	0.00	16,635.11	1,261.28
2013	38,869,330.27	18,148.07	0.00	18,148.07	0.00	0.00	0.00	0.00	0.00	18,148.07	1,261.28
2012	36,200,605.63	9,575.42	0.00	9,575.42	0.00	0.00	0.00	0.00	0.00	9,575.42	1,261.28
2011	34,042,595.83	6,616.83	0.00	6,616.83	0.00	0.00	0.00	0.00	0.00	6,616.83	610.38
2010	30,041,634.03	4,708.69	0.00	4,708.69	0.00	0.00	0.00	0.00	0.00	4,708.69	0.00
2009	27,944,427.52	3,802.41	0.00	3,802.41	0.00	0.00	0.00	0.00	0.00	3,802.41	0.00
2008	24,003,652.64	3,495.97	0.00	3,495.97	0.00	0.00	0.00	0.00	0.00	3,495.97	0.00
2007	0.00	2,495.88	0.00	2,495.88	0.00	0.00	0.00	0.00	0.00	2,495.88	0.00
2006	0.00	1,920.45	0.00	1,920.45	0.00	0.00	0.00	0.00	0.00	1,920.45	0.00
2005 & prior	0.00	3,656.02	0.00	3,656.02	0.00	0.00	0.00	0.00	0.00	3,656.02	0.00
Summary											
Total Current	86,636,108.37	38,619,211.58	-50,603.46	38,568,608.12	27,085,816.35	0.00	0.05	0.00	0.59	11,482,792.31	75,033,390.71
Total Delinquent	808,543,621.66	529,231.35	-62,686.37	466,544.98	-34,266.07	4,749.29	1,004.32	3,286.29	0.16	499,806.89	12,181.47
Rollbacks		56,513.74	9,851.41	66,365.15	28,682.18	0.00	0.00	0.00	0.00	37,682.97	35,311.52
Fee Type Total	895,179,730.03	39,204,956.67	-103,438.42	39,101,518.25	27,080,232.46	4,749.29	1,004.37	3,286.29	0.75	12,020,282.17	75,080,883.70

Combined Collections (Collections + P&I Collected) -- 27,084,981.75

Recap & Standings Report

WTAXSaaS

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 01/01/2024 to 01/31/2024 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
MO

2023 Fiscal Year: 10/01/2023 - 09/30/2024

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	204,434,958.83	91,129,635.33	-119,408.83	91,010,226.50	63,914,316.36	0.00	0.69	0.00	1.46	27,095,910.91	177,056,060.52
2022	247,179,750.43	551,162.56	-169,464.97	381,697.59	-95,842.05	11,868.21	1,482.03	9,017.82	0.00	476,057.61	40,401.64
2021	176,897,933.42	124,818.69	-5,874.14	118,944.55	-4,642.74	442.69	393.45	251.10	0.29	123,194.13	-22,558.91
2020	165,309,606.89	106,642.64	-238.35	106,404.29	1,201.27	206.95	567.44	0.93	0.00	104,635.58	-5,878.72
2019	157,224,379.73	93,250.85	-242.50	93,008.35	2,528.56	542.67	0.00	0.00	0.00	90,479.79	7,631.47
2018	152,580,256.06	67,815.58	-260.00	67,555.58	-260.00	0.00	0.00	0.00	0.00	67,815.58	2,673.55
2017	137,287,673.22	64,777.49	0.00	64,777.49	12.09	10.04	0.00	3.32	0.00	64,765.40	2,723.20
2016	122,550,282.37	49,792.73	0.00	49,792.73	0.00	0.00	0.00	0.00	0.00	49,792.73	2,697.41
2015	108,201,646.02	42,930.23	0.00	42,930.23	0.00	0.00	0.00	0.00	0.00	42,930.23	2,697.41
2014	97,884,620.94	36,663.60	0.00	36,663.60	0.00	0.00	0.00	0.00	0.00	36,663.60	2,779.84
2013	85,667,878.57	39,998.19	0.00	39,998.19	0.00	0.00	0.00	0.00	0.00	39,998.19	2,779.86
2012	79,786,018.87	21,104.10	0.00	21,104.10	0.00	0.00	0.00	0.00	0.00	21,104.10	2,779.86
2011	77,006,044.05	14,967.57	0.00	14,967.57	0.00	0.00	0.00	0.00	0.00	14,967.57	1,380.69
2010	75,321,364.08	11,805.88	0.00	11,805.88	0.00	0.00	0.00	0.00	0.00	11,805.88	0.00
2009	76,011,409.77	10,342.88	0.00	10,342.88	0.00	0.00	0.00	0.00	0.00	10,342.88	0.00
2008	73,587,435.47	10,717.38	0.00	10,717.38	0.00	0.00	0.00	0.00	0.00	10,717.38	0.00
2007	0.00	7,662.99	0.00	7,662.99	0.00	0.00	0.00	0.00	0.00	7,662.99	0.00
2006	0.00	7,975.49	0.00	7,975.49	0.00	0.00	0.00	0.00	0.00	7,975.49	0.00
2005 & prior	0.00	17,007.34	0.00	17,007.34	0.00	0.00	0.00	0.00	0.00	17,007.34	0.00
Summary											
Total Current	204,434,958.83	91,129,635.33	-119,408.83	91,010,226.50	63,914,316.36	0.00	0.69	0.00	1.46	27,095,910.91	177,056,060.52
Total Delinquent	1,832,496,299.89	1,279,436.19	-176,079.96	1,103,356.23	-97,002.87	13,070.56	2,442.92	9,273.17	0.29	1,197,916.47	40,107.32
Rollbacks		124,743.27	18,474.04	143,217.31	56,559.36	0.00	0.00	0.00	0.00	86,657.95	71,584.92
Fee Type Total	2,036,931,258.72	92,533,814.79	-277,014.75	92,256,800.04	63,873,872.85	13,070.56	2,443.61	9,273.17	1.75	28,380,485.33	177,167,752.76

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **01/01/2024 to 01/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax

Combined Collections (Collections + P&I Collected) -- 63,886,943.41

Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 01/01/2024 to 01/31/2024 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)
SA

2023 Fiscal Year: 10/01/2023 - 09/30/2024

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance YTD	Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	151,638.85	114,165.52	-778.56	113,386.96	47,919.96	0.00	0.00	0.00	0.11	65,467.11	75,705.58
2022	114,067.61	3,697.91	0.00	3,697.91	415.88	99.80	0.00	77.35	0.00	3,282.03	1,083.77
2021	88,927.72	1,474.62	0.00	1,474.62	29.21	10.46	57.31	5.94	0.04	1,388.14	118.69
2020	64,284.07	780.75	0.00	780.75	4.83	0.28	0.00	0.13	0.00	775.92	44.11
2019	69,012.56	1,191.44	0.00	1,191.44	0.00	0.00	0.00	0.00	0.00	1,191.44	0.00
2018	83,414.82	1,051.46	0.00	1,051.46	0.00	0.00	0.00	0.00	0.00	1,051.46	0.00
2017	56,346.24	501.23	0.00	501.23	0.00	0.00	0.00	0.00	0.00	501.23	0.00
2016	55,049.70	914.93	0.00	914.93	0.00	0.00	0.00	0.00	0.00	914.93	0.00
2015	48,897.66	855.77	0.00	855.77	0.00	0.00	0.00	0.00	0.00	855.77	0.00
2014	50,500.66	552.19	0.00	552.19	0.00	0.00	0.00	0.00	0.00	552.19	0.00
2013	48,069.44	2,163.92	0.00	2,163.92	0.00	0.00	0.00	0.00	0.00	2,163.92	0.00
2012	44,655.51	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2011	31,924.14	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2010	36,721.71	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2009	36,058.37	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2008	31,809.91	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2007	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2006	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2005 & prior	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Summary											
Total Current	151,638.85	114,165.52	-778.56	113,386.96	47,919.96	0.00	0.00	0.00	0.11	65,467.11	75,705.58
Total Delinquent	859,740.12	13,184.22	0.00	13,184.22	449.92	110.54	57.31	83.42	0.04	12,677.03	1,246.57
Rollbacks		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Fee Type Total	1,011,378.97	127,349.74	-778.56	126,571.18	48,369.88	110.54	57.31	83.42	0.15	78,144.14	76,952.15

Combined Collections (Collections + P&I Collected) -- 48,480.42

Recap & Standings Report

Cycles: All Taxing Units: Leander ISD... Deposit Date Range: 01/01/2024 to 01/31/2024 Sorted By: By Year, Descending Options: Separate Rollbacks, Include

Property Tax

SLE (Leander ISD)

2023 Fiscal Year: 10/01/2023 - 09/30/2024

Taxing Unit Totals (IS,MO,SA)

	Original Roll	Beg. Uncollected	Adjustments	Adjusted Uncollected	Collections	P&I Collected	Credits / Discounts Allowed	Atty. Fee Collected	Variance	Uncollected Balance	YTD Collections
2025	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2024	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2023	291,222,706.05	129,863,012.43	-170,790.85	129,692,221.58	91,048,052.67	0.00	0.74	0.00	2.16	38,644,170.33	252,165,156.81
2022	333,647,115.60	747,411.56	-228,668.29	518,743.27	-128,908.99	16,114.18	1,999.78	12,245.60	0.00	645,652.48	55,599.97
2021	271,318,909.62	192,853.91	-9,006.57	183,847.34	-7,089.31	689.23	660.57	390.94	0.49	190,276.57	-34,469.93
2020	246,000,040.61	159,436.10	-354.60	159,081.50	1,791.98	308.17	844.20	1.51	0.00	156,445.32	-8,701.83
2019	233,069,061.29	139,385.35	-359.37	139,025.98	3,747.22	804.21	0.00	0.00	0.00	135,278.76	11,309.54
2018	221,618,211.80	99,514.47	-377.50	99,136.97	-377.50	0.00	0.00	0.00	0.00	99,514.47	3,881.79
2017	199,634,339.82	94,669.74	0.00	94,669.74	17.58	14.60	0.00	4.83	0.00	94,652.16	3,958.77
2016	178,208,988.30	73,299.82	0.00	73,299.82	0.00	0.00	0.00	0.00	0.00	73,299.82	3,921.28
2015	157,343,914.44	63,264.43	0.00	63,264.43	0.00	0.00	0.00	0.00	0.00	63,264.43	3,921.28
2014	142,347,444.38	53,850.90	0.00	53,850.90	0.00	0.00	0.00	0.00	0.00	53,850.90	4,041.18
2013	124,585,278.28	60,310.18	0.00	60,310.18	0.00	0.00	0.00	0.00	0.00	60,310.18	4,041.14
2012	116,031,280.01	30,679.52	0.00	30,679.52	0.00	0.00	0.00	0.00	0.00	30,679.52	4,041.14
2011	111,080,564.02	21,584.40	0.00	21,584.40	0.00	0.00	0.00	0.00	0.00	21,584.40	1,991.07
2010	105,399,719.82	16,514.57	0.00	16,514.57	0.00	0.00	0.00	0.00	0.00	16,514.57	0.00
2009	103,991,895.66	14,145.29	0.00	14,145.29	0.00	0.00	0.00	0.00	0.00	14,145.29	0.00
2008	97,622,898.02	14,213.35	0.00	14,213.35	0.00	0.00	0.00	0.00	0.00	14,213.35	0.00
2007	0.00	10,158.87	0.00	10,158.87	0.00	0.00	0.00	0.00	0.00	10,158.87	0.00
2006	0.00	9,895.94	0.00	9,895.94	0.00	0.00	0.00	0.00	0.00	9,895.94	0.00
2005 & prior	0.00	20,663.36	0.00	20,663.36	0.00	0.00	0.00	0.00	0.00	20,663.36	0.00

Summary											
Total Current	291,222,706.05	129,863,012.43	-170,790.85	129,692,221.58	91,048,052.67	0.00	0.74	0.00	2.16	38,644,170.33	252,165,156.81
Total Delinquent	2,641,899,661.67	1,821,851.76	-238,766.33	1,583,085.43	-130,819.02	17,930.39	3,504.55	12,642.88	0.49	1,710,400.39	53,535.36
Rollbacks		181,257.01	28,325.45	209,582.46	85,241.54	0.00	0.00	0.00	0.00	124,340.92	106,896.44
Taxing Unit Total	2,933,122,367.72	131,866,121.20	-381,231.73	131,484,889.47	91,002,475.19	17,930.39	3,505.29	12,642.88	2.65	40,478,911.64	252,325,588.61

Percentages		
% of Roll Collected - 2023 - 86.71%	Adjusted Original Roll -- \$290,809,327.14	Current YTD Collected -- \$252,165,156.81
Tax Collections Compared to Current Taxes Billed 70.11% Collected		
All Collections Compared to Current Taxes Billed 70.11% Collected		
Combined Collections (Collections + P&I Collected) -- 91,020,405.58		

Recap & Standings Report

WTAXSaaS

Cycles: **All** Taxing Units: **Leander ISD...** Deposit Date Range: **01/01/2024 to 01/31/2024** Sorted By: **By Year, Descending** Options: **Separate Rollbacks, Include**

Property Tax
