

Garland Independent School District

Board of Trustees

Regular Meeting

Tuesday, January 23, 2024

Agenda

5:00 PM

- I. Call to Order and Determination of a Quorum
- II. Pledges of Allegiance - **Air Force JROTC**
- III. Public Forum: Members of the public who wish to make comments may complete a Public Comment Participation Request in person at Harris Hill Administration Building prior to the start of the meeting indicated in the posting notice. Complaints about student discipline, specific student issues or personnel must be addressed through appropriate administrative channels, in accordance with the Texas Open Meetings Act and Board policy. For more information about public comment procedures, please review the Board Policy for Public Comment accessible at the following link: <https://pol.tasb.org/Policy/Code/364?filter=BED>.
- IV. Information Items
 - A. Evidence of Excellence
 - 1. Special Recognition
 - a. Recognize Leadership Garland Class 43 - **Jose Mata** 4
 - B. Special Education Update – **Dr. Tanya Ramos** 5
 - C. Receive Presentation on Bond 2023 Program Summary Update – **Javier Fernandez** 29
 - D. Receive Board of Trustees Contract Renewal Report for January 2024 – **Mark A. Booker** 66
 - E. Receive Presentation on Fine Arts Acoustical Improvements at Secondary Schools Progress Update – **Javier Fernandez** 68
 - F. Review November 2023 Monthly Financials – **Darrell Dodds** 86
 - G. Review November 2023 Tax Report – **Kristi Cooper** 98
 - H. Receive Intruder Detection Audit Report - **Mark Quinn** 101
- V. Discussion Items
 - A. Kinkeade Report – **Dr. Ricardo López** 102
 - B. Trustees' Report 236
 - 1. Trustee attendance at recent district and community events
 - 2. Announcement of upcoming district and community events
 - 3. Recognition of outstanding performance by district staff and students
 - 4. Recognition of new programs and special activities

| | |
|---|-----|
| 5. Message from Board President | |
| C. Superintendent's Report | 243 |
| D. Future Agenda Items | 244 |
| VI. Consent Agenda - Consider approval of | |
| A. Human Resources Report - Dr. Gradyne Brown | 245 |
| VII. Action Item (Non Consent) | |
| A. Consider Approval of TASB Update 122 Local Policies - Lisa Ray | 250 |
| B. Consider Approval of Revisions to Board Policy EHBAF (LOCAL) - Lisa Ray | 303 |
| C. Consider Approval of Revisions to Board Policy EIC (LOCAL) - Lisa Ray | 307 |
| D. Consider Approval of Revisions to Board Policy GKG (LOCAL) - Lisa Ray | 312 |
| E. Consider Approval of May 2024 General Trustee Election Order - Mechelle Hogan | 314 |
| F. Consider Approval of the Joint Election Contract submitted by the Dallas County Elections Department - Mechelle Hogan | 322 |
| G. Consider Approval of ChildCareGroup Memorandum of Understanding – Dr. Babetta Hemphill | 327 |
| H. Contract #510-01-1.3 – Consider Approval of Recommended Construction Manager at Risk (CMaR) for Bond 2023 Elementary School Replacement #1 B.H. Freeman Elementary – Javier Fernandez | 335 |
| I. Contract #510-01-1.4 – Consider Approval of Recommended Construction Manager at Risk (CMaR) for Bond 2023 Elementary School Replacement #2 Hillside Academy for Excellence – Javier Fernandez | 336 |
| J. Contract #510-01-1.5-Consider Approval of Recommended Construction Manager at Risk (CMaR) for Bond 2023 Lakeview Centennial HS and Naaman Forest HS Addition/Renovation – Javier Fernandez | 337 |
| K. Contract #510-23 – Consider Approval of Purchase of Local Area Network Equipment and Services – Matt Yeager | 338 |
| L. Contract #510-23-03 – Consider Approval of Purchase of Wide Area Network Equipment and Services – Matt Yeager | 340 |
| M. Contract #510-23-05 – Consider Approval of Purchase of District Furniture – Mark Booker | 342 |
| N. Consider Approval of Board Resolution for a 4-day Summer Work Schedule Holiday Shutdown for 24-25 and 25-26 - Dr. Gradyne Brown | 343 |
| O. Consider Approval of Board Resolution Recognizing June 19, 2024 as a Garland ISD Staff Holiday - Dr. Gradyne Brown | 346 |
| P. Consider Approval of Budget Transfers and Amendments to the 2023-2024 General Fund and Debt Service Fund – Elisa Cordova- Long | 348 |
| Q. New Bids | |

| | |
|--|-----|
| 1. Contract#344-24-01 - Consider Approval of Purchase of Library Books and Materials Catalog - Jeanine Boyett | 351 |
| R. Renewal Bids | |
| 1. Contract#327-21 - Consider Approval of Purchase of Laptop Instructional Equipment and Related Accessories and Services – Matt Yeager | 353 |
| S. Increase to Awarded Bids | |
| 1. Contract#22-18 - Consider Approval of Increase in Awarded Amount for Amazon Services LLC – Mark Booker | 354 |
| 2. Contract#34-20-02 - Consider Approval of Increase in Awarded Amount for District Furniture – Mark Booker | 355 |
| 3. Contract#44-22 - Consider Approval of Increase in Awarded Amount for Portable Staging – Joseph Figarelli | 357 |
| 4. Contract#303-22 - Consider Approval of Increase in Awarded Amount for HVAC Maintenance and Related Services – Paul Gonzales | 358 |
| VIII. Executive Session: Executive session will be held for purposes permitted by Texas Open Meetings Act, Texas Government Code Section 551.001 et seq. | |
| A. Pursuant to Texas Government Code Section 551.076. Deliberations Regarding Security Devices or Security Audits. | |
| 1. Discussion and deliberation regarding TEA's Intruder Detection Audits. | |
| B. Pursuant to Texas Government Code Section 551.071, private consultation with the Board's attorney, in person or by phone, when the Board seeks the advice of its attorney about: 1) pending or contemplated litigation; 2) a settlement offer; or 3) on a matter in which the duty of the attorney to the governmental body under the Texas Disciplinary Rules of Professional Conduct of the State Bar of Texas clearly conflicts with this chapter. | |
| C. Pursuant to Texas Government Code Section 551.074, deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee; or to hear a complaint or charge against an officer or employee. | |
| 1. Consultation and deliberation regarding Internal Audit Scope of Work. | |
| 2. Consultation and deliberation regarding the Superintendent's evaluation. | |
| 3. Consultation and deliberation regarding the Superintendent's contract. | |
| IX. Reconvene from Executive Session for action relative to items considered during Executive Session | |
| A. Consideration and potential action regarding the Superintendent's contract. | |
| B. Consideration and potential action regarding Internal Audit Scope of Work. | |
| X. Adjournment | |



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: 01/23/24

Presented By: Jose Mata, Director of Communications

Subject: Special Recognition January 2024 - Leadership Garland Class 43

Information Item

Executive Summary:

One of the state's most successful and longest-running leadership training programs, Leadership Garland equips participants with the skills and perspectives they need to contribute to their community as effective business and civic leaders.

Through active participation and hands-on experiential learning, each year's attendees will learn practical leadership skills, understand more about their local city, regional and state context and discover opportunities to apply their skills in the local community.

Today, LG Class 43 had the opportunity to visit with dynamic educators and students in Garland ISD and tour our facilities. Participants were able to experience #TheGISDEffect in real life. Thank you to Class 43 for choosing to spend the day with Garland ISD and experiencing the magic in our district.

Administrative Recommendations:

Informational Item

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Tanya Ramos, Executive Director of Student Support and Specialized Services

Subject: Special Education Update

Information Item

Executive Summary:

In 2021, a Special Education Department audit was completed, and the resulting Action Plan draft was presented to the Board of Trustees on January 11, 2022. The Special Education Department has been working diligently on the action steps within the plan, and Trustees will be presented information regarding its progress toward completing its goals.

Administrative Recommendations:

Provided for your information only.

Financial Impact and Funding Source:

N/A



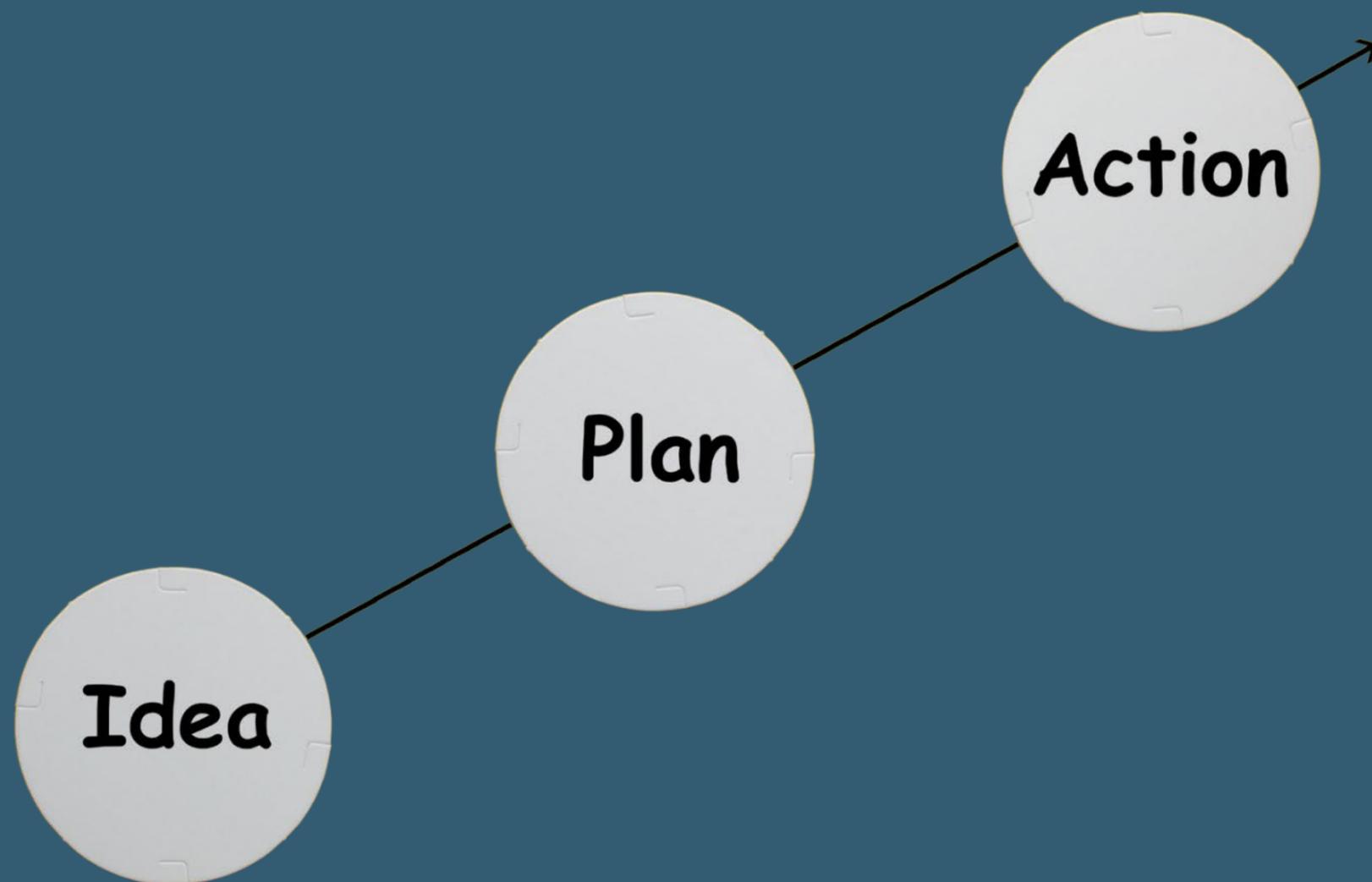
GARLAND ISD

SPECIAL EDUCATION

UPDATE



TANYA RAMOS
EXECUTIVE DIRECTOR
STUDENT SUPPORT & SPECIALIZED SERVICES



Garland Independent School District

SPECIAL EDUCATION PROGRAM REVIEW

Action Plan 2021-2026

Status of Key Strategies



1 - Beginning. Just beginning to discuss this practice, strategy, or activity. There is a definite interest and organizational activities have begun.



2 - Emerging. Concerted efforts are being made to fully implement this practice, strategy, or activity.



3 - Partially Implemented. There is evidence of partial implementation of this practice, strategy, or activity.



4 - Consistent. Implementation is district-wide and available. This practice, strategy, or activity is consistently implemented. Most or all students and families benefit or participate.



5 - Fully Implemented, Consistent, and Data Driven. Data from this practice, strategy, or activity is used to make decisions about needed services, changes in programs, plans and strategies, and is utilized in the district's emerging, short-term and long-range planning efforts, changes to board policy, procedures, practices, or professional learning opportunities.

June 2023 Update of Action Plan Priority Areas

| Priority Area | SY 2022-23 EOY Status |
|--|---|
| 1. Parent Group & Parent Trainings, Communication, and Resources |  |
| 2. Multi-Tiered System of Supports |  |
| 3. Identification Practices and Disproportionality Monitoring |  |
| 4. IEP Development |  |
| 5. Expanding the LRE Continuum |  |
| 6. Specially Designed Instruction, Collaborative Teaching, and Co-Teaching |  |
| 7. Inclusive Practices Planning, Guidance, and Implementation |  |
| 8. Elevate Rigor |  |
| 9. Adherence to Intent and Spirit of IDEA |  |
| 10. School Leader's Voices |  |
| 11. Developing a Systematic, Districtwide Approach to Professional Development |  |
| 12. Special Education Policy and Procedure Manual |  |
| 13. Facilities Planning |  |
| 14. GISD Organizational Structure & Expanding the Roles of Mental Health Practitioners |  |

Status of Action Plan Priority Areas

| Priority Area | SY 2023-24 Fall Status |
|--|------------------------|
| 1. Parent Group & Parent Trainings, Communication, and Resources | |
| 2. Multi-Tiered System of Supports | |
| 3. Identification Practices and Disproportionality Monitoring | |
| 4. IEP Development | |
| 5. Expanding the LRE Continuum | |
| 6. Specially Designed Instruction, Collaborative Teaching, and Co-Teaching | |
| 7. Inclusive Practices Planning, Guidance, and Implementation | |
| 8. Elevate Rigor | |
| 9. Adherence to Intent and Spirit of IDEA | |
| 10. School Leader's Voices | |
| 11. Developing a Systematic, Districtwide Approach to Professional Development | |
| 12. Special Education Policy and Procedure Manual | |
| 13. Facilities Planning | |
| 14. GISD Organizational Structure & Expanding the Roles of Mental Health Practitioners | |

GOAL 1: PARENT GROUP (MERGED WITH PARENT TRAININGS, COMMUNICATION, AND RESOURCES)

- *Annual Parent focus group meetings to solicit feedback on training schedule for the upcoming school year*
- *Focus group and task force group activities targeted on defining World-Class Special Education*
- *Tapping into interested parents to build ongoing parent focus group due to low membership*



GOAL 2: MULTI-TIERED SYSTEM OF SUPPORTS (MTSS) FRAMEWORK

- *Implemented a feedback survey and Padlet for MTSS trainings*
- *Revamped procedures for identifying students needing tiered support*
- *Worked closely with Behavior Specialists to adjust the process for behavior intervention*
- *Hiring MTSS Behavior Specialists to support Tier 2 and Tier 3 interventions*



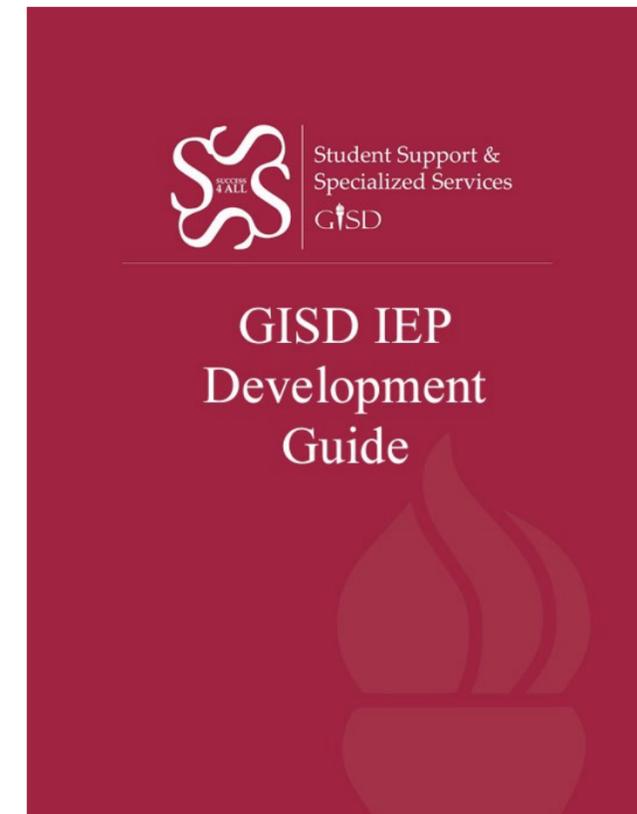
GOAL 3: IDENTIFICATION PRACTICES AND DISPROPORTIONALITY MONITORING

- *Daily and weekly reports are run to ensure proper PEIMS coding of students served in Section 504 and Special Education*
- *Partner with Student Services to:*
 - *Create a task force of campus and central office administrators to tackle disproportionality*
 - *Provide additional campus leadership training to include disproportionality data review*
 - *Schedule additional data dive meetings with campuses having high risk ratios for disproportionality*



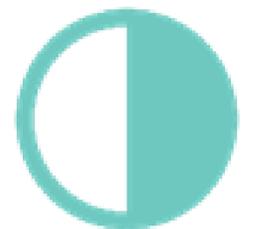
GOAL 4: INDIVIDUAL EDUCATION PLAN (IEP) DEVELOPMENT

- *Established training protocols for new special education teachers that include IEP goal data collection and progress monitoring*
- *Developed training on data analysis and developing present levels of academic achievement and functional performance (PLAAFP) statements.*



GOAL 5: EXPANDING THE LEAST RESTRICTIVE ENVIRONMENT (LRE) CONTINUUM

- *Conducted root cause analysis of disproportionality and LRE*
- *Conducted programmatic review of LRE placements*
 - *Identified students in resource who could be successful in general education classroom*
 - *Success with the Positive Approach to Student Success (PASS) program*
- *Creating short and long term plans to develop programs, such as co-teaching and PASS*



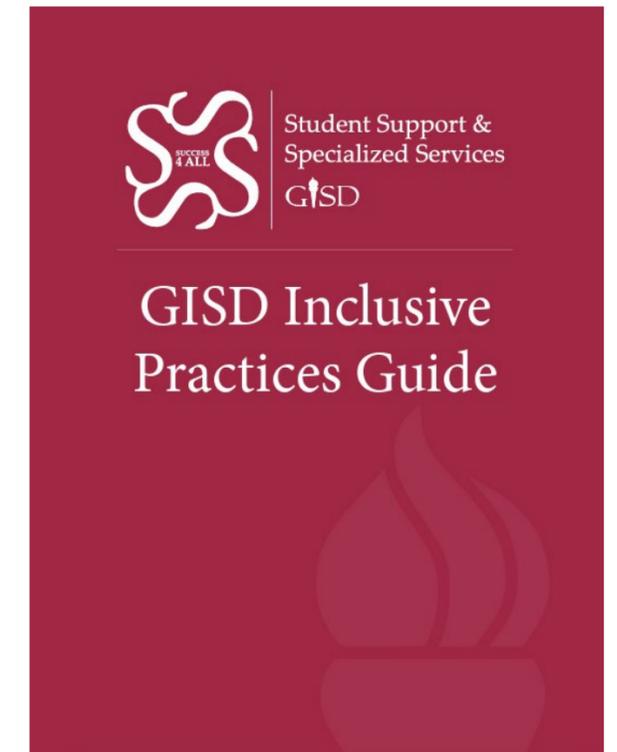
GOAL 6: SPECIALLY DESIGNED INSTRUCTION, COLLABORATIVE TEACHING AND CO-TEACHING

- *Co-teach models have expanded to 5 middle school campuses*
- *Worked with student management platform provider to create exports that provide service needs by campus for monitoring students' instructional settings*



GOAL 7: INCLUSIVE PRACTICES PLANNING, GUIDANCE, AND IMPLEMENTATION

- *Implementation of the PASS program has led to increased time in the general education setting for students*
- *Master scheduling assistance provided to campuses*
- *Assessed inclusive use of the Natatorium with students in self-contained classes*



GOAL 8: ELEVATE RIGOR

2023 Results Driven Accountability (RDA)

| Subject (Gr 3-8 Passing Rates) | 2021 | 2022 | 2023 | Change 2021-2023 |
|--------------------------------|------|------|------|------------------|
| Mathematics | 29.5 | 39.5 | 46.6 | 17.1 |
| Reading | 33.4 | 43.6 | 45.2 | 11.8 |
| Science | 28.7 | 35.3 | 39.3 | 10.6 |
| Social Studies | 23.2 | 30.4 | 27.1 | 3.9 |



GOAL 8: ELEVATE RIGOR

2023 Results Driven Accountability (RDA)

| Subject (EOC) | 2021 | 2022 | 2023 | Change 2021-2023 |
|------------------|------|------|------|------------------|
| Algebra I | 39.2 | 42.6 | 57.5 | 18.3 |
| Biology | 49.2 | 51.5 | 64.9 | 15.7 |
| U.S. History | 53.8 | 51.9 | 67.6 | 13.8 |
| English I and II | 26.5 | 26 | 34.6 | 8.1 |



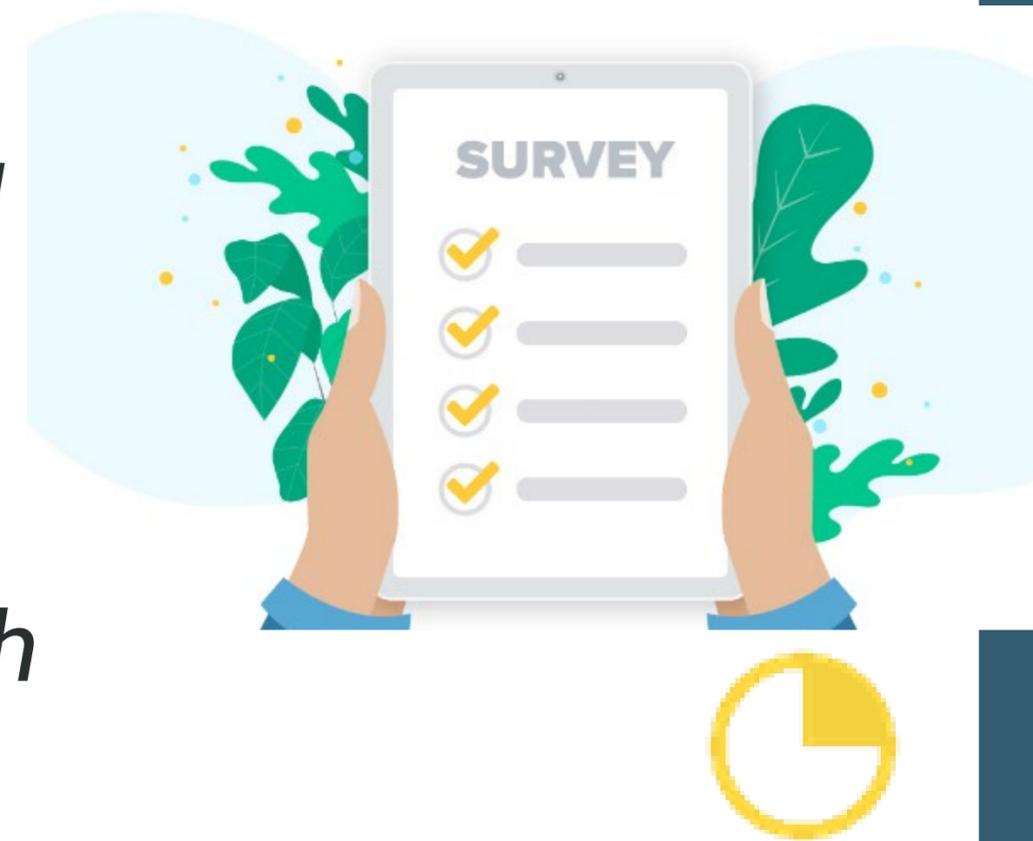
GOAL 9: ADHERENCE TO INTENT AND SPIRIT OF INDIVIDUALS WITH DISABILITIES

- *Developed 22-23 professional development (PD) plan*
- *Implemented Walkthrough Wednesdays to take data and inform district-level PD needs using observational tools*
- *Working with RAAD and the department of data administrative systems to develop relevant data reports to monitor student instructional metrics*



GOAL 10: SCHOOL LEADER'S VOICES

- *Developing surveys to gather feedback on policies, procedures, operations, and support from special education staff and school leadership*
- *Regularly scheduled meeting with EDLs and increased opportunities to meet with campus principals*



GOAL 11: Developing a Systematic, Districtwide Approach to Professional Development

- *Developed 22-23 professional development plan*
- *Implemented Walkthrough Wednesdays to take data on district-level PD needs using observational tools*



GOAL 12: SPECIAL EDUCATION POLICY AND POLICY AND PROCEDURE MANUAL

- *TEA required Special Education Standard Operating Procedures updates completed and reviewed as part of the Cyclical Monitoring Process*
- *Additional procedures in review by stakeholders*



GOAL 13: Facilities Planning

- *Scheduled regular meetings with facilities, transportation, and Geographic Information Systems (GIS) to identify schools for expansion of self-contained programs using criteria (i.e. available space, location, etc.)*
 - *Bond Project Meetings*
 - *Playground design*



GOAL 14: GISD Organizational Structure & Expanding the Roles of Mental Health Practitioners

- *Department Organizational Structure:*
 - *Hired a special education director*
 - *MTSS Behavior Specialists approved and posted for hire*
- *Increased contractual days for School Psychologists*



Results Driven Accountability - Disproportionality

Determination Level not yet released by TEA

*3 years of significant disproportionality on Indicator 18: SPED
Total Disciplinary Removals (Ages 3-21)*

Plan:

- *Task force*
- *Coordination of data metrics for campus monitoring*
- *Targeted meetings with campus administrators*

NEXT STEPS

- *Conduct surveys to gather feedback on policies, procedures, operations, and support from special education staff and school leadership*
- *Comprehensive professional development plan to include a new repository of PD and self-reflective tools*
- *Stakeholder feedback; review for any changes to policies and procedures based on our Self-Assessment*
- *Calendared meetings for facilities planning*
- *Goal 14 - Org Structure & Expanding the role of health care practitioners proposed actions*
- *Definition of World-Class Special Education*
- *Plan for Disproportionality*

QUESTIONS???





BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Receive Presentation on Bond 2023 Program Summary Update

Information Item

Executive Summary:

Receive presentation on Bond 2023 Program Summary Update.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A



Bond Program Summary Update

January 16, 2024

Bond 2023 Propositions

| | | |
|--|--|------------------------|
|  Proposition A | Safety, Facility Upgrades, Infrastructure Improvements | \$1,103,130,000 |
|  Proposition B | Multi-Program Activity Centers | \$135,910,000 |
|  Proposition C | Technology Device Refresh | \$40,605,000 |
| Total | | \$1,279,645,000 |

Project Summary Update – Softball/Baseball Improvements

| 2023 | | | | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | |
|------|----------------------------|---------------------------|--------------|------|-----|---------------|-----|-------|---------------|-----|-----|--------------|-----|-----|--------|------|-------|-----|--------|-----|-------|-----|-----|-----|--|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | Q2 | | | Q3 | | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | |
| | A/E SELECT 4/25/2023 | GC PROCURE 09/12/23 | CONSTRUCTION | | | OCCUPY | | CLOSE | | | | | | | | | | | | | | | | | |
| | A/E SELECT 4/25/2023 | DESIGN | | | | GC PROCURE | | | CONSTRUCTION | | | | | | OCCUPY | | CLOSE | | | | | | | | |
| | A/E SELECT 4/25/2023 | DESIGN | | | | | | | GC PROCURE | | | CONSTRUCTION | | | | | | | OCCUPY | | CLOSE | | | | |

- Part 1: Naaman Forest HS, Rowlett HS & Sachse HS
 - Softball Fields: Select fill complete; subsurface drainage complete; dugout and perimeter forms in process
 - Baseball Fields: Select fill 85% complete
 - All materials received for softball and baseball
- Part 2: Lakeview Centennial HS, North Garland HS, South Garland HS
 - Design 95%; Issue solicitation in February
- Part 3: Garland HS
 - Discovery and Planning Stage

Project Summary Update – Softball/Baseball Improvements



Rowlett HS Softball



Rowlett HS Baseball

Project Summary Update – Softball/Baseball Improvements



Sachse HS Softball



Sachse HS Baseball

Project Summary Update – Softball/Baseball Improvements



Naaman Forest HS Softball



Naaman Forest HS Baseball

Project Summary Update – Fieldhouses and MACs

| 2023 | | | | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | | | | 2026 | | | | | |
|------|----|----------------------------|---------------------------|--------|-----|-----|-----|-----|-----------------|--------------|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|--------|-------|-----|-----|-----|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | Q2 | | | Q3 | | | Q4 | | | | | | | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun |
| | | A/E SELECT 9/12/2023 | CMaR SELECT 12/7/23 | DESIGN | | | | | CMaR SOLICIT | CONSTRUCTION | | | | | | | | | | | | | | | | | | MOVE IN | OCCUPY | CLOSE | | | |

- Fieldhouse and Multi-Program Activity Centers at all seven high schools
 - Scope to Budget estimate received
 - Held pre-submittal meetings with three municipalities
 - Held Athletics and Fine Arts departmental meetings
 - Campus meetings in January
 - Design January – May 2024

Project Summary Update – Freeman Elementary

| 2023 | | | | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | | | | 2026 | | | | | | | | | | | |
|------|----|----------------------------|--------|----------------|--------|-----|-----|-----|-----|-----|-----|-----|-----------------|--------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|---------|--------|-------|-----|-----|-----|-----|-----|-----|-----|-----|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | Q2 | | | Q3 | | | Q4 | | | | | | | | | | | | | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| | | A/E SELECT 9/12/2023 | DESIGN | CMaR SELECT | DESIGN | | | | | | | | CMaR SOLICIT | CONSTRUCTION | | | | | | | | | | | | | | | MOVE IN | OCCUPY | CLOSE | | | | | | | | |

- Transition space requirements for Golden Meadows to support Freeman ES teachers, students and staff complete
- Campus discovery meetings with Freeman and Golden Meadows staff complete
- Community consolidation meetings complete
- Administrative and departmental visioning complete
- Portable Relocation to Golden Meadows
 - Held city planning meeting to discuss relocation requirements
 - Spring Creek ES two singles
 - Lister ES one single
 - Abbett ES one single

Project Summary Update – Hillside Academy for Excellence

| 2023 | | | | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | | | | 2026 | | | | | | | | | | | |
|------|----|----------------------------|--------|----------------|--------|-----|-----|-----|-----|-----|-----|-----|-----------------|--------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|---------|--------|-------|-----|-----|-----|-----|-----|-----|-----|-----|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | Q2 | | | Q3 | | | Q4 | | | | | | | | | | | | | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| | | A/E SELECT 9/12/2023 | DESIGN | CMaR SELECT | DESIGN | | | | | | | | CMaR SOLICIT | CONSTRUCTION | | | | | | | | | | | | | | | MOVE IN | OCCUPY | CLOSE | | | | | | | | |

- Transition space requirements for Centerville to support Hillside Academy teachers, students and staff complete
- Campus discovery meetings with Hillside Academy and Kimberlin Academy staff scheduled for January
- Community consolidation meetings complete
- Administrative and departmental visioning complete
- Portable Relocation to Centerville Elementary
 - Held city planning meeting to discuss relocation requirements
 - Cooper ES one double
 - Weaver ES three doubles

Project Summary Update – Lakeview Centennial HS and Naaman Forest HS

| 2023 | | | | 2024 | | | | | | | | | | | | 2025 | | | | | | | | | | | | 2026 | | | | | | | | | | | | 2027 | | | | | |
|------|----|----------------------------|--------|----------------|--------|-----|-----|-----|-----|-----|-----|-----|-----------------|--------------|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|------|-----|-----|-----|-----|-----|-----|-----|-----|-----|---------|--------|-------|--|--|--|--|--|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | Q2 | | | | | | | | | | | | | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May | Jun | Jan | Feb | Mar | Apr | May | Jun | | | | | | |
| | | A/E SELECT 9/12/2023 | DESIGN | CMaR SELECT | DESIGN | | | | | | | | CMaR SOLICIT | CONSTRUCTION | | | | | | | | | | | | | | | | | | | | | | | | MOVE IN | OCCUPY | CLOSE | | | | | |

- Architectural interior imaging complete
- Developing several architectural design concepts to be finalized in February
- Campus discovery meetings to be held in January
- Departmental meetings ongoing

Project Summary Update - Playgrounds

| 2023 | | | | 2024 | | | | | | | | | | | |
|------|----|---------------|--------|---------------|-----|-----|--------------|-----|-----|-------|-----|-----|-----|-----|-----|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec |
| | | A/E SELECT | DESIGN | GC PROCURE | | | CONSTRUCTION | | | CLOSE | | | | | |

- Playground Replacements
 - Phase 1 - 15 campuses
 - Finalizing product manufactures for playgrounds, fall zones and shade structures
 - Departmental meeting complete
 - Campus principal survey complete
 - Design December 2023 – February 2024

Project Summary Update - Fencing

| 2023 | | | | 2024 | | | | | | | | | | | | 2025 | | | |
|------|----|---------------|--------|------|-----|-----|---------------|-----|-----|--------------|-----|-----|-----|-----|-----|-------|-----|-----|--|
| Q1 | Q2 | Q3 | Q4 | Q1 | | | Q2 | | | Q3 | | | Q4 | | | Q1 | | | |
| | | | | Jan | Feb | Mar | Apr | May | Jun | Jul | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | |
| | | A/E SELECT | DESIGN | | | | GC PROCURE | | | CONSTRUCTION | | | | | | CLOSE | | | |

- Safety Perimeter Fencing
 - Phase 1 - 42 elementary campuses
 - Finalized school site assessments for all 42 campuses
 - Completed preliminary civil engineering site survey needs
 - Held preliminary municipality project requirement meetings
 - Completed six campus concepts for review
 - Remaining campus concepts due end of January
 - Departmental meetings in February

Projectmates CPMS Summary Update

- Validation workshop complete
- Software training complete by mid-January
- Creating user account profiles
- Creating projects data files for each bond project
- Bond program dashboard available in March

Consider Approval of Recommended Architects for Bond 2023 Phase 2 Projects

- Elementary Replacement School #3
- New Agriculture Science Facility
- North Garland HS and South Garland HS Renovations
- Hickman Elementary, Northlake Elementary, Rowlett Elementary, and Toler Elementary Enhancements
- Cooper Elementary, Herfurth Elementary, and Steadham Elementary Roof Package

2023 Bond Financial Summary

Prepared for January 16, 2024 Board Bond Committee Meeting

PA Projects - Project Details by Fund

| Class Code | 683 | | | | | |
|--------------------|----------------------------------|--------------------|-------------------|-------------------|------------------------|--------------------|
| Project# | Name | Current Budget | Actual Cost I-T-D | Current Encumb | Total Cost with Encumb | Remaining Budget |
| 683005 | Lakeview Centennial HS Reno | 48,753,114 | - | - | - | 48,753,114 |
| 683008 | Naaman Forest High School Reno | 24,062,142 | - | - | - | 24,062,142 |
| 683109 | Elementary Replacement School #1 | 62,359,683 | - | - | - | 62,359,683 |
| 683111 | Elementary Replacement School #2 | 62,359,683 | - | - | - | 62,359,683 |
| 683210 | Perimeter Fencing | 11,571,360 | - | - | - | 11,571,360 |
| 683220 | Portable Removal | 7,738,195 | - | - | - | 7,738,195 |
| 683230 | Playgrounds | 6,750,000 | - | - | - | 6,750,000 |
| 683301 | Baseball/Softball Renovations | 35,000,000 | 1,992,423 | 12,008,691 | 14,001,114 | 20,998,887 |
| 683302 | Garland HS Field House | 14,935,008 | 174 | - | 174 | 14,934,834 |
| 683303 | South Garland HS Field House | 14,935,008 | 174 | - | 174 | 14,934,834 |
| 683304 | North Garland HS Field House | 14,935,008 | 174 | - | 174 | 14,934,834 |
| 683305 | Lakeview Cent HS Field House | 14,935,008 | 174 | - | 174 | 14,934,834 |
| 683308 | Naaman Forest HS Field House | 14,935,008 | 174 | - | 174 | 14,934,834 |
| 683309 | Rowlett HS Field House | 14,935,008 | 174 | - | 174 | 14,934,834 |
| 683310 | Sachse High School Field House | 14,935,009 | 174 | - | 174 | 14,934,835 |
| 683503 | DDC Controls | 10,976,545 | - | - | - | 10,976,545 |
| 683508 | All Security Film | 3,078,899 | - | - | - | 3,078,899 |
| 683702 | Garland High School MAC | 19,415,714 | 174 | - | 174 | 19,415,540 |
| 683703 | South Garland High School MAC | 19,415,714 | 174 | - | 174 | 19,415,540 |
| 683704 | North Garland High School MAC | 19,415,714 | 174 | - | 174 | 19,415,540 |
| 683705 | Lakeview Centennial HS MAC | 19,415,714 | 174 | - | 174 | 19,415,540 |
| 683708 | Naaman Forest High School MAC | 19,415,714 | 174 | - | 174 | 19,415,540 |
| 683709 | Rowlett High School MAC | 19,415,714 | 174 | - | 174 | 19,415,540 |
| 683710 | Sachse High School MAC | 19,415,715 | 174 | - | 174 | 19,415,541 |
| 683901 | Stipends | 48,000 | 21,152 | - | 21,152 | 26,848 |
| 683902 | Facilities Bond Staff | 1,000,000 | 207,572 | - | 207,572 | 792,428 |
| 683903 | Purchasing Bond Staff | 200,000 | 62,462 | - | 62,462 | 137,538 |
| 683904 | Finance Bond Staff | 100,000 | 26,735 | - | 26,735 | 73,265 |
| 683905 | Admin/Overhead Costs 2023 | 2,205,465 | 91,497 | 49,789 | 141,286 | 2,064,179 |
| Grand Total | | 516,658,142 | 2,404,271 | 12,058,480 | 14,462,751 | 502,195,391 |

Comments/Questions



Project Summary Information

Reporting Date: December 2023

**Softball & Baseball Fields Improvements
PH1-BP01, CSP 510-01-1.1**

| | |
|-------------------|---|
| Description: | <p>Campus:</p> <ul style="list-style-type: none"> Part 1, Naaman Forest HS, Rowlett HS, Sachse HS Part 2, Lakeview Centennial HS, North Garland HS, South Garland HS Part 3, Garland HS <p>Scope:</p> <ul style="list-style-type: none"> Install synthetic turf New dugouts New back stop wall and netting Canopies over bleachers |
| Status/ Comments: | <p>Part 1, Softball fields, select fill install is complete at all fields. Baseball fields, excavation and haul off is complete at all fields. Softball to occupy fields February 2024, Baseball to occupy fields March 2024</p> <p>Part 2, Design is complete, being reviewed by GISD</p> <p>Part 3, Discovery and Planning</p> |
| Action Items: | <p>Part 1;</p> <ul style="list-style-type: none"> • Mow strips are being formed up at all softball fields • Electrical and plumbing improvements has begun at all softball fields • Select fill delivery is ongoing for all baseball fields and install has begun • Plumbing improvements have begun at all baseball fields <p>Part 2;</p> <ul style="list-style-type: none"> • GISD considering best procurement method |

Information

| | |
|--------------------------|---|
| GISD Project Manager: | Billy Kidd |
| Architecture Firm: | HKS |
| Construction Firm: | Hellas Construction |
| Project Delivery Method: | Competitive Sealed Proposal |
| Project Type: | Baseball/Softball Fields Replacements and Improvements |
| Project Budget: | \$35,000,000 |
| Project Stage: | Part 1-Construction, Part 2-Design, Part 3-Discovery and Planning |

Project Schedule

| | |
|--------|---|
| Part 1 | <p>Board approval of contractor September 12, 2023</p> <p>Construction Begins, October 2023</p> <p>Baseball - Construction Complete, February 2024</p> <p>Occupy, March 2024</p> |
| Part 2 | <p>Design, October 2023 - January 2024</p> <p>Permitting / Procurement February – April 2024</p> <p>Board approval of contractor May 2024</p> <p>Construction Begins, June 2024</p> <p>Construction Complete, December 2024</p> <p>Occupy, January 2025</p> |
| Part 3 | <p>Discovery and Planning</p> |

Progress Photos



Sachse Baseball



Sachse Softball



Rowlett Baseball



Rowlett Softball



Naaman Forest Baseball

Naaman Forest Softball

**Multi-Program Activity Centers and Fieldhouses
PH1-BP02, CMAR 510-01-1.2**

Description: **Campus:**
 Garland HS, Lakeview Centennial HS, Naaman Forest HS, North Garland HS, Rowlett HS, Sachse HS, South Garland HS

Scope:
 Indoor 80-yard turf field and storage, fieldhouse to include locker rooms for outdoors sports, coaches’ offices, meeting room, laundry room, weight room, and storage.

Status/ Comments: City pre-submittal meetings are taking place with GISD, PBK, and Municipality for planning of MAC location, architectural materials, and city requirements. PBK working on space allocation to support fieldhouse programming and scope to budget. CORE providing pre-construction services, working on first estimate.

Action Items:

- CORE Construction approved by Board of Trustees Nov. 28 for Construction Manager at Risk
- City of Sachse pre-submittal meeting, Nov. 30
- City of Rowlett pre-submittal meeting, Dec. 6
- City of Garland pre-submittal meeting, Dec. 21
- PBK scope to budget due week of Dec. 18
- CORE to provide first estimate of cost, week of Dec. 18

Information

| | |
|---------------------------------|---|
| GISD Project Manager: | Billy Kidd |
| Architecture Firm: | PBK |
| Construction Firm: | Advertised |
| Project Delivery Method: | Construction Manager at Risk |
| Project Type: | Multi-Program Activity Center and Fieldhouse for each High School |
| Project Budget: | \$240,455,058 |
| Project Stage: | Discovery and Planning |

Project Schedule

| | |
|-----------------------------|-------------------------|
| Board Approval of Architect | September 12, 2023 |
| Kick-Off | October 18, 2024 |
| Discovery Planning | October – December 2023 |
| Design | January - May 2024 |
| Permitting | May - July 2024 |
| Procurement | May 2024 |
| Construction Begins | August 2024 |
| Construction Completion | January 2026 |
| Move In | February - March 2026 |
| Occupy | April 2026 |
| Closeout | May 2026 |

Project Summary Information

Reporting Date: December 2023

**Freeman Elementary Replacement
PH1-BP03, CMAR 510-01-1.3**

Description: This will be a full demolition of the existing Freeman elementary campus and construction of a new Freeman elementary campus that will consolidate students from Freeman and Golden Meadows

Status/ Comments: Community consolidation meeting for Freeman and Golden Meadows was held at Bussey MS. Four portable classrooms will be needed to support the Freeman students moving to Golden Meadows. Discovery meetings have been held for Freeman staff and Golden Meadow staff, independently. More meetings to be scheduled.

- Action Items:**
- Freeman discovery meeting held Dec. 5
 - Community consolidation meeting held, Dec. 7
 - Golden Meadows discovery meeting held Dec. 11
 - City of Garland planning meeting for relocation of portables to Golden Meadows, Dec. 14

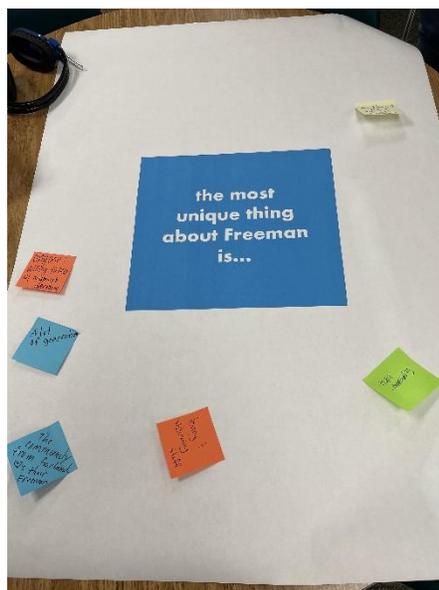
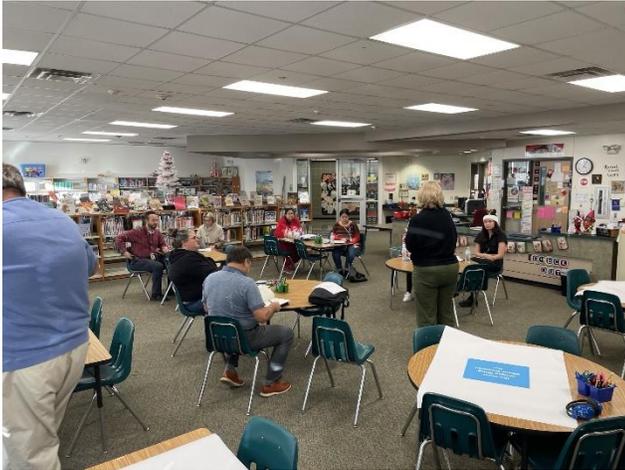
Information

| | |
|--------------------------|--------------------------------|
| GISD Project Manager: | Billy Kidd |
| Architecture Firm: | LPA |
| Construction Firm: | TBD |
| Project Delivery Method: | Construction Manager at Risk |
| Project Type: | Freeman Elementary Replacement |
| Project Budget: | \$62,359,683 |
| Project Stage: | Discovery and Planning |

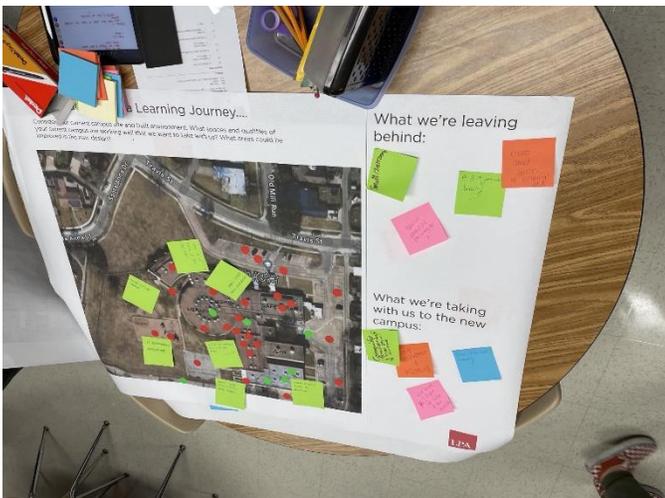
Project Schedule

| | |
|-----------------------------|--------------------------------|
| Board Approval of Architect | September 12, 2023 |
| Kick-Off | November 1, 2023 |
| Discovery Planning | November 2023 - February 2024 |
| Design | November 2023 - September 2024 |
| Permitting | September 2024 – November 2024 |
| Procurement | November 2024 |
| Construction Begins | December 2024 |
| Construction Completion | April 2026 |
| Move In | May - June 2026 |
| Occupy | July 2026 |
| Closeout | August 2026 – October 2026 |

Freeman discovery meeting



Golden Meadows discovery meeting



Project Summary Information

Reporting Date: December 2023

**Hillside Academy for Excellence
PH1-BP04**

- Description:** This is the Hillside Academy ES replacement. Meaning we will relocate students & staff to Centerville ES in the Fall of 2024; totally demolish the existing building and build a brand-new structure. Upon completion, Hillside students along with Kimberlin students will all relocate to the new site in Fall of 2026.
- Status/ Comments:**
- Brett, with Stantec, presented and had discussions of the visioning plan with Dr. Lopez and the Operations Bond Team at the weekly Bond Status meeting. Afterwards, Stantec received GISD’s Long Range Master Plan and the District Learner Profile.
 - Stantec to schedule a pre-submittal meeting with the city of Garland for the Centerville campus improvements.
 - Had a meeting with Maintenance to discuss to upcoming portable moves to the Centerville campus.
- Action Items:**
- Hosted CMAR interviews the week of December 11th for PH1:BP03-05. Recommendation to go to the Board in January 2024.
 - Discovery/Planning meeting scheduled for December 15th to discuss the vision of the new elementary academy. As we move forward with the process, we’ll discuss community involvement.
 - Working with the architect to make necessary improvements to the Centerville ES campus for the upcoming move by adding a bus lane, additional staff parking and more portables.

Information

| | |
|--------------------------|---------------------------------|
| GISD Project Manager: | Brian Francis |
| Architecture Firm: | Stantec |
| Construction Firm: | TBD |
| Project Delivery Method: | Construction Manager at Risk |
| Project Type: | Demo and New Construction Build |
| Project Budget: | \$62,359,682 |
| Project Stage: | Discovery/Planning |

Project Schedule

| | |
|-----------------------------|--------------------------------|
| Board Approval of Architect | September 12, 2023 |
| Kick-Off | November 1, 2023 |
| Discovery Planning | November 2023 - February 2024 |
| Design | November 2023 - September 2024 |
| Permitting | September 2024 – November 2024 |
| Procurement | November 2024 |
| Construction Begins | December 2024 |
| Construction Completion | April 2026 |
| Move In | May - June 2026 |
| Occupy | July 2026 |
| Closeout | August 2026 – October 2026 |

**Lakeview Centennial HS & Naaman Forest HS
PH1-BP05**

Description: High School additions and renovations will be made to both campuses. Some of the projects are listed below:
 Lakeview HS - expanding the cafeteria; construct a new instructional wing to accommodate classroom space loss from the removal of portables; auditorium renovations; updating the indoor locker rooms; new sound system for the gym; along with several other maintenance upgrades.
 Naaman Forest HS - replacing the roof system over several areas of the building; provide new parking lot lighting and covert exterior lights to LED; updating the indoor weight room and locker rooms; expand the cafeteria and the dance studio; new sound system in the gym; auditorium renovations; a new admin addition to accommodate for the expansion of the cafeteria; along with several other maintenance upgrades.

- Status/ Comments:**
- Continued discussions on the additions and renovations at LCHS and NFHS.
 - WRA architects presented plan options of the administration and dance studio additions. We also reviewed cafeteria expansion and renovations.
 - Architects submitted 3 schematic locations options for LCHS and 1 schematic option for NFHS.

- Action Items:**
- Reviewed and discussed plan options at both high schools.
 - WRA is requesting clarification on needs for auditorium scope.
 - WRA is inquiring about the existing weightroom scope of work.
 - WRA is scheduled to perform interior Laser Scanning the week of December 18th.
 - WRA is looking forward to presenting options and gaining more clarification on the SOW with J. Fernandez before moving forward.

Information

| | |
|--------------------------|------------------------------|
| GISD Project Manager: | Brian Francis |
| Architecture Firm: | WRA Architects |
| Construction Firm: | TBD |
| Project Delivery Method: | Construction Manager at Risk |
| Project Type: | Additions and Renovations |
| Project Budget: | \$72,815,256 |
| Project Stage: | Discovery/Planning |

Project Schedule

| | |
|------------------------|-------------------------------|
| Discovery/Planning | November 2023 – December 2023 |
| Design Phases | January 2024 – October 2024 |
| Permitting/Procurement | November 2024 – December 2024 |
| Construction | January 2025 – December 2026 |
| Move In | January 2027 |
| Occupy | February 2027 |
| Close Out | March 2027 – May 2027 |

Project Summary Information

Reporting Date: December 2023

**Elementary and Pre-k Playground Replacement
PH01-BP06**

Description: **Campus:**
Armstrong, Back, Dorsey, Herfurth, Keeley, Liberty Grove, Lister, Northlake, Pearson, Rowlett, Sewell, Shorehaven, Steadham, Stephens, and Weaver ES's

Scope:
Provide new replacement playgrounds at Elementary and Pre-K campuses in Garland ISD. Each campus is to receive two playgrounds with age-appropriate equipment, one for grade PK-2 and one for grades 3-5 with shade structures.

- Status/ Comments:**
- Design stage progressing. Prototypes being explored.
 - Nov. 27 – Superintendent’s Meeting (two manufacturers authorized)
 - Nov. 28 – District Leadership Meeting
 - Nov. 30 – Campus Admin Meeting (Q/A from meeting at end of report)
 - Dec. 12 – A/E Design and Planning Meeting

- Action Items:**
- A/E Contract – received by BRW 12/12/23 – pending acceptance/ signatures/ approval
 - BRW – Investigate and review surveys and campus data/ determine need and extent of civil work to be done.
 - BRW – Research manufacturers and vendors (scope may require multiple pieces of same kind and quality)
 - Jan 17 – Campus Meetings (Virtual - *tentative*)
 - BRW – Generate Mock-ups of SD
 - **Prepare to present to Board Bond Committee Jan 16
 - Dec. 22 – Feb 29 – DD Stage – Finalize DD
 - **Prepare to present to Board Bond Committee March 12 – for Approval Letter

Information

Project Manager: Steven Welsh
 Architecture Firm: BRW
 Construction Firm: TBD
 Project Delivery Method: Competitive Sealed Proposal
 Project Type: Replacement
 Project Budget: PH1-BP06 \$6,750,000; PH2-BP06 \$7,270,665; PH3-BP06 \$7,611,144
 Project Phase: SD

Project Schedule

| | |
|--|------------------|
| Kickoff and Discovery | Oct. 2023 |
| Planning Meetings (Maint., District/ Campus Leadership, Community) | Nov.- Dec. 2023 |
| Design | Feb. 2024 |
| Permitting / Procurement | Mar. – May 2024 |
| Construction | Jun. – Aug. 2024 |
| Close Out | Sep. – Oct 2024 |

**Safety Perimeter Fencing at all Elementary Campuses
PH1-BP07**

- Description:** **Campus:**
 Abbett, Armstrong, Back, Beaver Tech, Bradfield, Bullock, Caldwell, Carver, Vial, Club Hill, Cooper, Couch, Daugherty, Davis, Dorsey, Ethridge, Handley, Heather Glen, Herfurth, Hickman, Keely, Liberty Grove, Lister, Luna, Montclair, Northlake, Park Crest, Pearson, Roach, Rowlett, Sewell, Shorehaven, Shugart, Southgate, Spring Creek, Steadham, Stephens, Toler, Walnut Glen, Watson, Weaver, Williams
- Scope:**
 Install Safety Perimeter Fencing at all elementary campuses
- Status/ Comments:** **Discovery Status**
- Action Items:**
- Completed maintenance department discovery session for 11-29-2023
 - Completed discovery for available GISD site survey-geo tech documentation
 - Architect provided a presentation of the the various types of fencing they would recommend for GISD for maintenance
 - Developing a safety perimeter secure campus concept for each site to review after campus assessments
 - Scheduled site assessment times and dates for all 42 campuses

Information

| | |
|--------------------------|-----------------------------|
| GISD Project Manager: | Jack Bay |
| Architecture Firm: | Orcutt-Winslow |
| Construction Firm: | TBD |
| Project Delivery Method: | Competitive Sealed Proposal |
| Project Type: | Safety Perimeter Fencing |
| Project Budget: | PH1-BP07 \$11,571,359 |
| Project Stage | 1-Discovery/Planning |

Project Schedule

| | |
|-----------------------------------|-------------------------|
| Board Approval of Architect | September 12, 2023 |
| Kick Off Meeting | October 25, 2023 |
| Discovery Meeting/Scoping | November 29, 2023 |
| Site Assessments | December 2023 |
| Departmental Meetings | December 2023 |
| Community Kickoff Meeting | December 2023 |
| Plans Completed | April, 2024 |
| Permitting / Procurement | May - July, 2024 |
| General Contractor Board Approval | July 2024 |
| Construction | August – December 2024 |
| Close Out | January - February 2025 |



Project Summary Information

Reporting Date: December 2023

Elementary School Portable Removal
PH1-BP08

- Description: Portable removal / relocation / possible additions
- Status/ Comments: Submittal meeting with City of Garland on December 14
Portables have been identified
Portable removal campus admin. has been notified
Department(s) meeting held on December 8
- Action Items: Submit campus recommendation for portable removals to Javier
Contact campus administration/EDL regarding removals
Contact mover for possible site/route survey
Contact secondary mover to have in place if needed
Implement system of removal according to schedule/phase
Secure probable cost information

Information

- GISD Project Manager: Michael Pierce
- Architecture Firm:
- Construction Firm:
- Project Delivery Method: Contract 368-20 Inter-local
- Project Type:
- Project Budget: \$7,738,195
- Project Phase: Discovery/Planning

Project Schedule

- Portable Removal/ Relocation February 2024

Progress Photos

Project Summary Information

Reporting Date: December 2023

**Fire Alarm System Replacement
PH1-BP09**

Description: PROJECT- 510-23-02
Classical Center at Brandenburg Middle School
Armstrong Elementary School
Ethridge Elementary School
Parsons Pre-K
Alternative Education Center
Marvin Padgett Aux Building
Garland ISD Tax Office

Status/ Comments: RFP Status- Proposals received on Due December 12, 2023

Action Items: Bid Tabulation prepared by Purchasing December 12 - December 15

Information

GISD Project Manager: Michael Pierce
Architecture Firm:
Construction Firm:
Project Delivery Method: Competitive Sealed Proposal
Project Type: New System Install
Project Budget: \$18,232.924
Project Phase: Procurement

Project Schedule

Evaluation / Recommendation December 15 – January 5, 2023
Award February 2024
Construction May 2024

Progress Photos



**Camera System Refresh
PH1-BP10**

Description: PROJECT 510-23-01
 North Garland High School
 Classical Center at Brandenburg Middle School
 Sellers Middle School
 Armstrong Elementary School
 Ethridge Elementary School
 Handley Elementary School
 Hickman Elementary School
 Park Crest Elementary School
 Shorehaven Elementary School
 Watson Technology Center for Excellence

Status/ Comments: RFP Status- Proposals received on November 30, 2023,
 evaluations completed and a recommendation was
 submitted on December 9, 2023

Action Items:

Information

GISD Project Manager: Michael Pierce
 Architecture Firm:
 Construction Firm:
 Project Delivery Method: Competitive Sealed Proposal
 Project Type: Maintenance Refresh
 Project Budget: \$1,964,606
 Phase: Procurement

Project Schedule

Evaluation / Recommendation Period Recommendation submitted to Purchasing, awaiting board approval
 Award February 2024
 Construction April 2024

Progress Photos



Project Summary Information

Reporting Date: December 2023

**Security Card Key Access (Access Control) Upgrades
PH1-BP11**

Description: PROJECT 510-23-01
North Garland High School
Classical Center at Brandenburg Middle School
Sellers Middle School
Armstrong Elementary School
Davis Elementary School
Ethridge Elementary School
Hickman Elementary School
Shorehaven Elementary School
Transition Learning Center

Status/ Comments: RFP Status- Proposals received on November 30, 2023

Action Items:

Information

GISD Project Manager: Michael Pierce
Architecture Firm:
Construction Firm:
Project Delivery Method: Competitive Sealed Proposal
Project Type: Maintenance Refresh
Project Budget: \$1,373,476
Phase: Procurement

Project Schedule

Evaluation / Recommendation Period Evaluation complete, recommendation made
Award February 2024
Construction July 2024

Progress Photos

Project Summary Information

Reporting Date: December 2023

**Door Hardware
PH1-BP12**

Description: At various campuses and facilities across the district, this project will provide new door hardware, keys, and locks that are ADA compliant and aligned to Medeco 4X Key System. Project started with 2014 Bond but was not completed. This project, approved in 2023 Bond, aspires to finish the project.

- Status/ Comments:**
- Dec. 1 – Meeting with Paul Gonzalez, Jim Marcom, Mike Chapman, and Michael’s Keys to discuss proposal for SimpleK software, key-cutting machine, and their plan to accomplish the work outlined in the project.
 - Dec. 1 – Identify 1st Set of schools to begin installing/ changing out locks and hardware. Mike C. and Jim Marcom sent over list of Set 1 schools with specific order information for each campus.
 - Dec. 8 – Received maps of campuses with doors highlighted for change/ new hardware.

- Action Items:**
- Received from Michael’s Keys Estimate/ Quote for SimpleK Software, 4 Licenses, Key Cutting Machine, Serial # Stamping and Dedicated Computer for district. Sent to Edmund Lee and Paul Gonzalez.
 - Edmund Lee – Identifying legal limits of hourly pay and generate contract for Michael’s Keys.
 - Paul and Javier – get a decision from district admin. about door hardware for classrooms (choice of two).
 - Steven – update maps for Set 1 schools – list/ add room numbers of highlighted doors.

Information

| | |
|--------------------------|---------------------------------|
| Project Manager: | Steven Welsh |
| Architecture Firm: | N/A |
| Construction Firm: | TBD |
| Project Delivery Method: | Bid |
| Project Type: | Compliance and Security |
| Project Budget: | Unassigned Phase - \$5,753, 816 |
| Project Phase: | Discovery and Planning |

Project Schedule

| | |
|------------------------|---------------------|
| Kickoff and Discovery | Oct. 2023 |
| Planning and Discovery | Nov 2023 – Feb 2024 |
| Bidding | Mar 2024 |
| Construction/ Work | June 2024 |
| Close Out | Jan 2025 |

**Projectmates
Construction Project Management Software
DIR-CPO-4740**

Description: Implement/ Utilize EMR Software to Manage Bond 2023 Program

- Status/ Comments:
- Completed Access Matrix
 - Revised schedules and roles
 - Analyzed and generated budget templates
 - Analyzed and created platforms for Pay Apps
 - Reviewed Bidding tools
 - Validation and Training for project management team – Started (3-4 Days Rigorous/ Hands-On)
 - Designated Site Admin – Steven Welsh

- Action Items:
- Validation @ 2023-12-13
 - Training @ *Pending Validation*
 - Go Live – begin updated and uploading information and documents from current/ live projects, PH01-BP01 Softball/ Baseball and PH01-BP02 MACs

Information

| | |
|--------------------------|--|
| GISD Project Manager: | Steven Welsh |
| Architecture Firm: | Systemmates/ Projectmates |
| Construction Firm: | Systemmates/ Projectmates |
| Project Delivery Method: | DIR |
| Project Type: | Construction Management Software |
| Project Budget: | \$180 K |
| | 2023-11-14 *Invoice for services to date \$68,686.33 |
| Project Stage: | Implementation |

Project Schedule

| | |
|---------------------|---------------------------------|
| Oct 19 – Dec 2023 | Validation and Training |
| Dec 2023 | Go Live |
| Dec 2023 | All Projects using Projectmates |
| Dec 2023 – Mar 2024 | Escalated Support |

As of 2023-12-12 STATUS ... ON TRACK

Project Pictures

Access Matrix

| Document Management | | | | | | | | | | | | | |
|-----------------------------|-----------------------------|--------|--------|--------|----------------|--------|--------|--------|--------|-----------------|--------|--------|--------|
| Roles | Bid_Proposal Advertisements | | | | Bids_Proposals | | | | | Building Review | | | |
| Menu: | Markup | Upload | Manage | Delete | Download | Markup | Upload | Manage | Delete | Download | Markup | Upload | Manage |
| External-Architect/Engineer | | | | | X | | | | | X | | | |
| External-Consultant | | | | | X | | | | | X | | | |
| External-Contractor | | | | | X | | | | | X | | | |
| External-Sub Contractor | | | | | X | | | | | X | | | |
| External-Supplier | | | | | X | | | | | X | | | |
| Internal-Coordinator | | | | | X | | | | | X | | | |
| Internal-FP&C Director | | X | X | X | X | | X | X | X | X | | X | X |
| Internal-Executive | | | | | X | | | | | X | | | |
| Internal-Project Manager | | X | X | | X | | X | X | | X | | X | X |
| Internal-Read Only | | | | | X | | | | | X | | | |
| Internal-System Admin | X | X | X | X | X | X | X | X | X | X | X | X | X |

Access Rights

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- **Markup:** Markup files in Projectmates professional document viewer.
- **Upload:** Upload files from your local drive into Projectmates.
- **Manage (must also have Upload + Download):** Create new subfolders, edit folder names, copy and move files/folders, lock/unlock files and folders.
- **Delete:** Delete files/folders.

< > Roles ----- Docs - General Project | Docs - Finance | Docs - Contracts | Docs - Planning | Docs - Design | Docs - Permits | Docs - Proposals | Docs - Energy ...

Budget/ Cost Model

| Cost Model | | |
|-------------------|--------------|--|
| Task | Account | Description |
| 1.00 | 67000 | Construction |
| 1.1 | 67100 | Construction Cost |
| 1.2 | 67200 | Demolition of Existing Facility |
| 1.3 | 67300 | Building Permit/Review/Inspection Fees |
| 1.4 | 67400 | Portable Buildings and Structures |
| 1.5 | 67500 | Construction Contingency |
| 2.00 | 66000 | Design |
| 2.1 | 66200 | Architect and Engineering Fees |
| 2.2 | 66210 | Reimbursable |
| | 66211 | Project Estimating |
| | 66211 | Land Surveys |
| | 66211 | TDLR/TAS |
| | 66211 | Plan Review |
| | 66211 | Documents |
| 2.3 | 66300 | Additional Services |
| 2.4 | 66400 | Other Design Consultants |
| 3.00 | 68000 | Miscellaneous |
| 3.1 | 68100 | Geotechnical Surveys |
| 3.2 | 68200 | Construction Materials Testing |
| 3.3 | 68300 | Roof Consultant |
| 3.4 | 68400 | Test and Balance |
| 3.5 | 68500 | Commissioning |
| 3.6 | 68600 | Move and Relocation Allowance |
| 3.7 | 68700 | Printing |
| 3.8 | 68800 | Advertising |
| 3.9 | 68900 | Legal Services Fee |
| 3.11 | 68910 | Owner Provided |
| 4.00 | 69000 | Abatement |
| 4.1 | 69100 | Abatement Consultant |
| 4.2 | 69200 | Abatement Contractor |
| 4.3 | 69300 | Hazardous Material Contingency |
| 5.00 | 62000 | Furniture, Fixtures and Equipment |
| 5.1 | 62100 | FF&E Moveable Equipment |
| 6.00 | 63000 | Technology |
| 6.1 | 63100 | Technology Infrastructure |
| 7.00 | 64000 | Safety and Security |
| 7.1 | 64100 | Safety and Security Infrastructure |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Mark A. Booker, Executive Director of Purchasing

Subject: Receive Board of Trustees Contract Renewal Report for January 2024

Information Item

Executive Summary:

Attached for your review and consideration is the Board of Trustees Contract Renewal Report for January 2024 exhibit below. Eleven (11) contracts are scheduled for renewal and two (2) (highlighted in green) will require approval by the Board of Trustees due to one not-to-exceed amount increasing more than 25% or \$75,000 from the previous Board of Trustees awarded amount.

Administrative Recommendations:

It is recommended that the monthly report is disseminated to the Board of Trustees and a separate administrative recommendation will be submitted for the contract requiring Board of Trustees approval.

Financial Impact and Funding Source:

N/A

Exhibit
Board of Trustees Contract Renewal Report January 2024

| Contract Number | Contract Description | Board of Trustees Authorized Not-To-Exceed Amount | Renewal Amount | Price Difference | Percentage Difference |
|------------------------|--|--|-----------------------|-------------------------|------------------------------|
| 32-19-09 | CTE Large Equipment and Services | \$249,998 | \$250,000 | \$2 | 0% |
| 51-22 | Warehouse Material Handling Equipment for Student Nutrition Services (SNS) | \$1,000,000 | \$1,000,000 | \$0 | 0% |
| 69-21 | Truancy Dropout Prevention | \$93,196 | \$93,196 | \$0 | 0% |
| 156-19 | Time and Attendance Equipment and Services | \$359,000 | \$359,000 | \$0 | 0% |
| 302-19-03 | Instructional Material- Science Resources | \$450,000 | \$450,000 | \$0 | 0% |
| 302-19-05 | Instructional Material, Services and Software for Social Studies | \$120,000 | \$120,000 | \$0 | 0% |
| 302-19-09 | STAAR Prep Materials- Secondary | \$1,100,000 | \$1,100,000 | \$0 | 0% |
| 303-22 | HVAC Maintenance and Related Services | \$1,000,000 | \$2,000,000 | \$1,000,000 | 100% |
| 327-21 | Laptop Instructional Equipment and Related Accessories and Service | \$900,000 | \$1,000,000 | \$100,000 | 11% |
| 310-23-07 | SEL Mentoring Program For Secondary | \$74,999 | \$86,999 | \$12,000 | 16% |
| 397-23 | Instructional Software and Materials for CTE | \$299,999 | \$299,999 | \$0 | 0% |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Receive Presentation on Fine Arts Acoustical Improvements at Secondary Schools Progress Update

Information Item

Executive Summary:

Receive presentation on Fine Arts Acoustical Improvements at Secondary Schools Progress Update.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A

Fine Arts Acoustical Improvements at Secondary Schools Progress Update

January 16, 2024 Finance, Facilities and Operations Committee Meeting



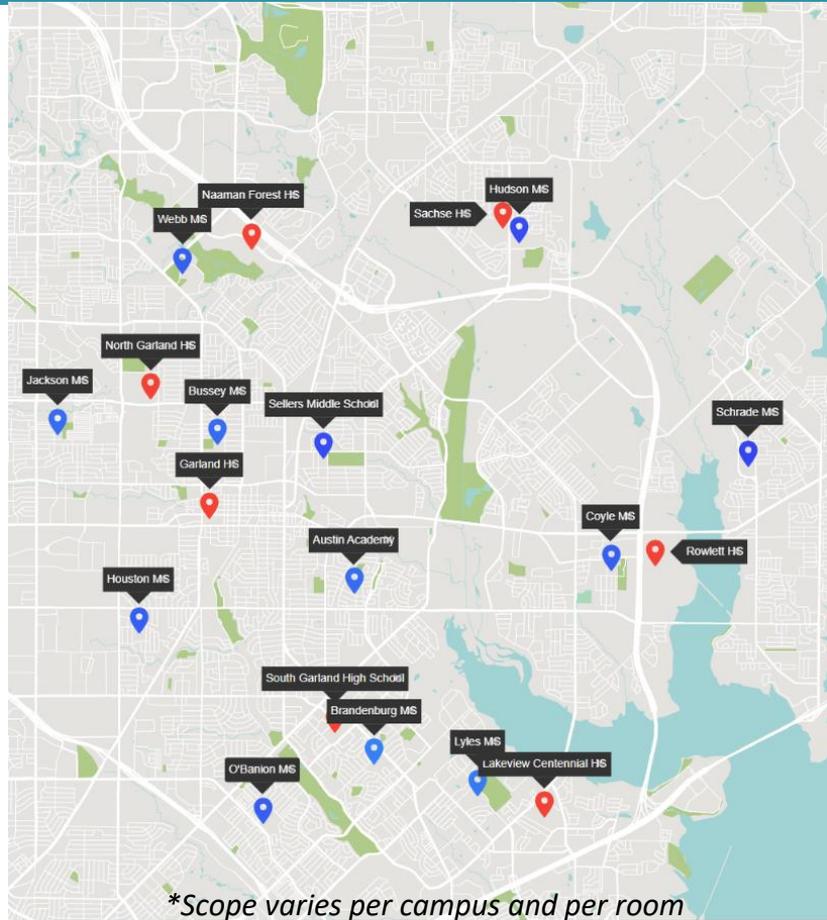
Agenda

1. Scope Review
2. Bid Proposals
3. Schedule
4. Next Steps



Scope Review

- Replace flooring at several locations
- Door and door hardware repair and replacement
- Patch, repair, and seal existing perimeter walls
- Extend existing perimeter walls to the roof deck
- Provide acoustical improvements to ceiling panel types as required
- Provide acoustical wall panels as required
- *Replace musical instrument lockers at several campuses*
- *Provide curtains at Sachse HS band hall*



Job Order Contract (JOC) Bid Proposals

- GISD received bids from 3 vendors
 - F.H. Paschen
 - LMC Corporation
 - Phillips May
- **Total construction cost is \$4,693,308.35**

Schedule

- **Pre-Construction Phase (January – March)**
 - Permits are ready for the contractor to complete and pick up
 - Contractors to submit bonds and insurance this month
 - Submittals and material procurement
- **Construction Phase (March – October)**
 - Mobilization per campus varies
 - Substantial completion is 10/31
- **Close Out Phase (November – December)**
 - Punch list repairs and completion
 - Warranties and legal documents

Next Steps

- Compile all legal documentation (bonds and insurance)
- Schedule pre-construction meeting
- Coordinate construction schedule with each campus
- Contractor badging
- Issue and review proposed material selections from contractor
- Ordering of long lead items

Fine Arts Acoustical Improvements at Secondary Schools Progress Update

January 16, 2024 Finance, Facilities and Operations Committee Meeting



Thank You
Questions/Discussion



Garland High School

- Band Hall - repair door hardware and add acoustical wall panels
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Orchestra Hall - repair door hardware and seal/infill walls above ceiling
- Orchestra Hall Practice Room - extend walls to deck and seal/infill walls above ceiling
- Choir Hall - repair door hardware
- Choir Hall Office - seal/infill walls above ceiling
- Choir Hall Practice Room - seal/infill walls above ceiling
- Piano - extend wall to deck and seal/infill walls above ceiling
- Piano Office/Practice Rooms - extend wall to deck and seal/infill walls above ceiling
- Ensemble - seal/infill walls above ceiling

Lakeview Centennial High School

- Band Hall - repair door hardware
- Choir Hall - replace door with SND door and hardware, repair door hardware, and seal/infill walls above ceiling
- Choir Hall Ensemble - repair door hardware and seal/infill walls above ceiling
- Choir Hall Practice Rooms - repair door hardware
- Choir Hall Office - replace door with SND door and hardware
- Piano - replace door with SND door and hardware, add acoustical wall panels, extend walls to deck, and seal/infill walls above ceiling
- Piano Office - extend walls to deck and seal/infill walls above ceiling

Naaman Forest High School

- Band Hall - replace door with SND door and hardware
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Choir Hall - repair door hardware and seal/infill walls above ceiling
- Choir Hall Ensemble - seal/infill walls above ceiling
- Choir Hall Office - seal/infill walls above ceiling

North Garland High School

- Band Hall - repair door hardware, replace musical instrument lockers, replace musical instrument lockers, and add acoustical wall panels
- Band Hall Percussion - repair door hardware and add acoustical wall panels
- Band Hall Ensemble - repair door hardware and add acoustical wall panels
- Orchestra Hall - repair door hardware, add acoustical wall panels, extend walls to deck, seal/infill walls above ceiling
- Orchestra Hall Office - seal/infill walls above ceiling
- Orchestra Hall Practice Rooms - extend walls to deck and seal/infill walls above ceiling
- Orchestra Hall Ensemble - repair door hardware and add acoustical wall panels
- Choir Hall - repair door hardware and seal/infill walls above ceiling
- Choir Hall Practice Rooms - seal/infill walls above ceiling
- Choir Hall Ensemble - repair door hardware
- Choir Hall Practice/Library/Office - extend walls to deck and seal/infill walls above ceiling

Rowlett High School

- Band Hall - add acoustical wall panels and replace ceiling
- Band Hall Library/Uniforms - seal/infill walls above ceiling
- Band Hall Color Guard/Uniforms - seal/infill walls above ceiling
- Choir Ensemble - add acoustical wall panels

Sachse High School

- Band Hall - replace flooring, replace doors with SND doors, hardware and repair door hardware, add acoustical wall panels, [curtains](#), and replace ceiling
- Band Hall Percussion - repair door hardware
- Band Hall Ensemble - replace flooring, replace doors with SND doors and seal/infill walls above ceiling
- Band Hall Storage - seal/infill walls above ceiling
- Choir Hall - replace doors with SND doors and hardware and repair door hardware, and seal/infill walls above ceiling
- Choir Hall Ensemble - repair door hardware and seal/infill walls above ceiling
- Choir Hall Office - seal/infill walls above ceiling

South Garland High School

- Band Hall - replace doors with SND doors and hardware and seal/infill walls above ceiling
- Band Hall Library/Office - seal/infill walls above ceiling
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Band Hall Percussion - replace doors with SND doors and hardware and seal/infill walls above ceiling
- Band Hall Ensemble - replace doors with SND doors and hardware
- Choir Hall - replace doors with SND doors and hardware
- Choir Hall Ensemble - replace door with SND door and hardware
- Choir Hall Office - extend walls to deck and seal/infill walls above ceiling

Austin Academy for Excellence

- Band Hall - replace main door with SND door and hardware and seal/infill walls above ceiling
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Band Hall Ensemble - replace door with SND door and hardware
- Orchestra Hall - replace main door with SND door and hardware, extend walls to deck, seal/infill walls above ceiling
- Orchestra Hall Ensemble - extend walls to deck and seal/infill walls above ceiling
- Choir Hall - replace main door with SND door and hardware and seal/infill walls above ceiling
- Choir Hall Practice Rooms - seal/infill walls above ceiling
- Choir Ensemble: replace door with SND door and hardware

Bussey Middle School

- Band Hall - replace doors with SND door and hardware, replace musical instrument lockers, add acoustical wall panels, replace ceiling, replace musical instrument lockers, and seal/infill walls above ceiling
- Band Hall Storage - replace doors with SND door and hardware
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Choir Hall - replace main door with SND door and hardware and repair door hardware at other door
- Choir Ensemble - repair door hardware as required and seal/infill walls above ceiling

Classical Center at Brandenburg Middle School

- Band Hall - replace main door with SND door and hardware, replace musical instrument lockers, add acoustical wall panels, replace ceiling, replace music instrument lockers and seal/infill walls above ceiling
- Band Hall Ensemble - replace main door with SND door and hardware and add acoustical wall panels
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Choir Hall - replace main door with SND door and hardware, extend walls to deck, seal/infill walls above ceiling
- Choir Hall Ensemble - replace main door with SND door and hardware, extend walls to deck, seal/infill walls above ceiling
- Choir Hall Practice Rooms - extend walls to deck and seal/infill walls above ceiling
- Choir Office - seal/infill walls above ceiling
- Choir Library - seal/infill walls above ceiling

Coyle Middle School

- Band Hall - replace musical instrument lockers, add acoustical wall panels, replace musical instrument lockers, and replace ceiling and seal/infill walls above ceiling
- Band Hall Practice Rooms - extend walls to deck and seal/infill walls above ceiling
- Band Hall Ensemble - extend walls to deck and seal/infill walls above ceiling
- Choir Hall - extend walls to deck and seal/infill walls above ceiling
- Choir Hall Practice Room - extend walls to deck and seal/infill walls above ceiling
- Choir Hall Ensemble - extend walls to deck and seal/infill walls above ceiling
- Choir Hall Office - extend walls to deck and seal/infill walls above ceiling

Houston Middle School

- Band Hall - replace several doors with SND doors and hardware and seal walls above ceiling
- Band Hall Ensemble - replace doors with SND doors and hardware, extend walls to deck, infill/seal walls above ceiling
- Choir Hall - replace doors with SND doors and hardware, extend walls to deck, and infill/seal walls above ceiling
- Choir Hall Office - replace doors with SND doors and hardware, extend walls to deck, and infill/seal walls above ceiling
- Choir Hall Ensemble - replace doors with SND doors and hardware, extend walls to deck, and infill/seal walls above ceiling

Hudson Middle School

- Band Hall - replace flooring, extend walls to deck and infill/seal walls above ceiling
- Band Hall Practice Rooms - infill/seal walls above ceiling
- Band Hall Storage - extend walls to deck and infill/seal walls above ceiling
- Band Hall Office - extend walls to deck and infill/seal walls above ceiling
- Band Hall Ensemble - replace flooring, replace door with SND door and hardware, add acoustical wall panels, extend walls to deck, and infill/seal walls above ceiling
- Choir Hall - replace doors with SND door and hardware, extend walls to deck, and infill/seal walls above ceiling
- Choir Hall Storage - extend walls to deck and infill/seal walls above ceiling
- Choir Hall Office - extend walls to deck and infill/seal walls above ceiling
- Choir Hall Practice Rooms - extend walls to deck and infill/seal walls above ceiling
- Choir Hall Ensemble - replace door with SND door and hardware, add acoustical wall panels, extend walls to deck, and infill/seal walls above ceiling

Jackson Technology Center for Math & Science

- Band Hall - repair door hardware, extend walls to deck, and infill/seal walls above ceiling
- Band Hall Ensemble - repair door hardware, add acoustical panels, and infill/seal walls above ceiling
- Orchestra Hall - repair door hardware
- Orchestra Hall Ensemble - repair door hardware
- Choir Hall - replace main door with SND door and hardware, repair door hardware at other door, extend walls to deck, and infill/seal walls above ceiling
- Choir Hall Practice Room - extend walls to deck and infill/seal walls above ceiling

Lyles Middle School

- Band Hall - add acoustical wall panels, replace ceiling, extend walls to deck, and seal/infill walls above ceiling
- Band Hall Library - seal/infill walls above ceiling
- Band Hall Practice Rooms - seal/infill walls above ceiling
- Band Hall Ensemble - add acoustical wall panels
- Choir Hall - repair door hardware, extend walls to deck, and seal/infill walls above ceiling
- Choir Practice Rooms - extend walls to deck and seal/infill walls above ceiling
- Choir Hall Ensemble - replace doors with SND door and hardware, add acoustical wall panels, and seal/infill walls above ceiling

O'Banion Middle School

- Band Hall - replace doors with SND doors and hardware, replace musical instrument lockers, add acoustical wall panels, replace ceiling, [replace musical instrument lockers](#) and seal/infill walls above ceiling
- Band Hall Ensemble - replace doors with SND doors and hardware, add acoustical wall panels, replace ceiling, and seal/infill walls above ceiling
- Band Hall Practice Rooms/Percussion - replace doors with SND doors and hardware, extend walls to deck, and seal/infill walls above ceiling
- Band Hall Office - replace doors with SND doors and hardware and seal/infill walls above ceiling
- Choir Hall - replace doors with SND doors and hardware, add acoustical wall panels, replace ceiling, extend walls to deck, and seal/infill walls above ceiling
- Choir Hall Practice Rooms - replace doors with SND doors and hardware, extend walls to deck, and seal/infill walls above ceiling
- Choir Hall Ensemble - replace doors with SND doors and hardware, add acoustical wall panels, replace ceiling, extend walls to deck, and seal/infill walls above ceiling
- Choir Hall Office - replace doors with SND doors and hardware, extend walls to deck, and seal/infill walls above ceiling
- Choir Hall Storage - extend walls to deck and seal/infill walls above ceiling

Schrade Middle School

- Choir Hall - seal/infill walls above ceiling
- Choir Hall Library/Office - seal/infill walls above ceiling
- Choir Hall Ensembles - seal/infill walls above ceiling

Sellers Middle School

- Band Hall - replace musical instrument lockers, add acoustical wall panels, replace musical instrument lockers, and seal/infill walls above ceilings
- Band Hall Practice Rooms - extend walls to deck and seal/infill walls above ceilings
- Band Hall Library/Office - extend walls to deck and seal/infill walls above ceilings
- Choir Hall - replace doors with SND doors and hardware, extend walls to deck, seal/infill walls above ceiling
- Choir Hall Storage/Offices - replace doors with SND doors and hardware, extend walls to deck, seal/infill walls above ceiling

Webb Middle School

- Band Hall - repair door hardware
- Band/Choir Ensemble - repair door hardware, add acoustical wall panels, and replace ceiling
- Orchestra Hall - replace door with SND door and hardware, repair door hardware, and seal/infill wall above ceiling
- Orchestra Hall Ensemble - replace door with SND door and hardware and seal/infill walls above ceiling
- Orchestra Hall Practice Rooms - extend walls to deck and seal/infill walls above ceiling
- Choir Hall - repair door hardware, add acoustical wall panels, replace ceiling, and seal/infill walls above ceiling
- Choir Hall Practice Rooms - repair door hardware, add acoustical wall panels, and seal/infill walls above ceiling
- Choir Office - repair door hardware, add acoustical wall panels, and seal/infill walls above ceiling



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Darrell Dodds, Chief Financial Officer
Subject: Review November 2023 Monthly Financials

Information Item

Executive Summary:

Shown is the financials summary for the General Fund and ESSER.

Administrative Recommendations:

Provided for your information

Financial Impact and Funding Source:

N/A

January 5, 2024

To: Darrell Dodds, Chief Financial Officer

From: Stephanie Sendrowski, Coordinator State and Federal Grants

Re: November 2023 Financial Statements – General Fund and ESSER

The District began receiving FY24 state funding in September. The District is classified by TEA as payment class 2 and will receive 50% of our state aid funding prior to tax collections and the remaining 50% will come between April and August. The District received per capita funding from TEA beginning in September. Federal revenue is being received for indirect cost associated to federal funds and interim SHARS claims.

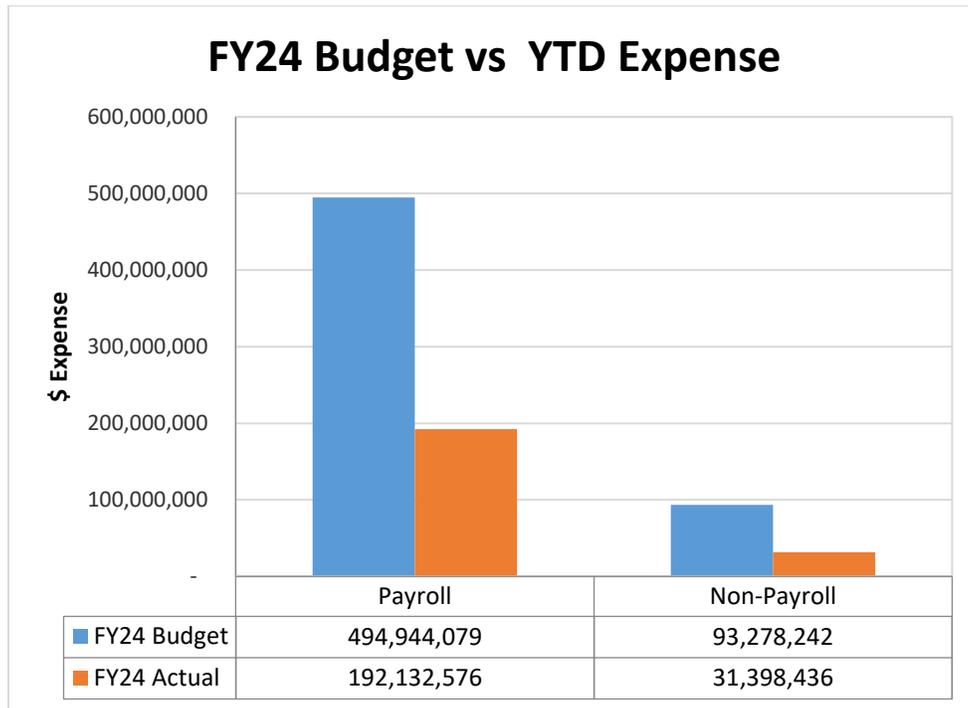
This is the fifth month of our FY24 fiscal year. The attached analysis compares November 2023 YTD to November 2022 YTD.

Below is a budget to actual summary by summary account code. Attached is the detail by function and summary account code.

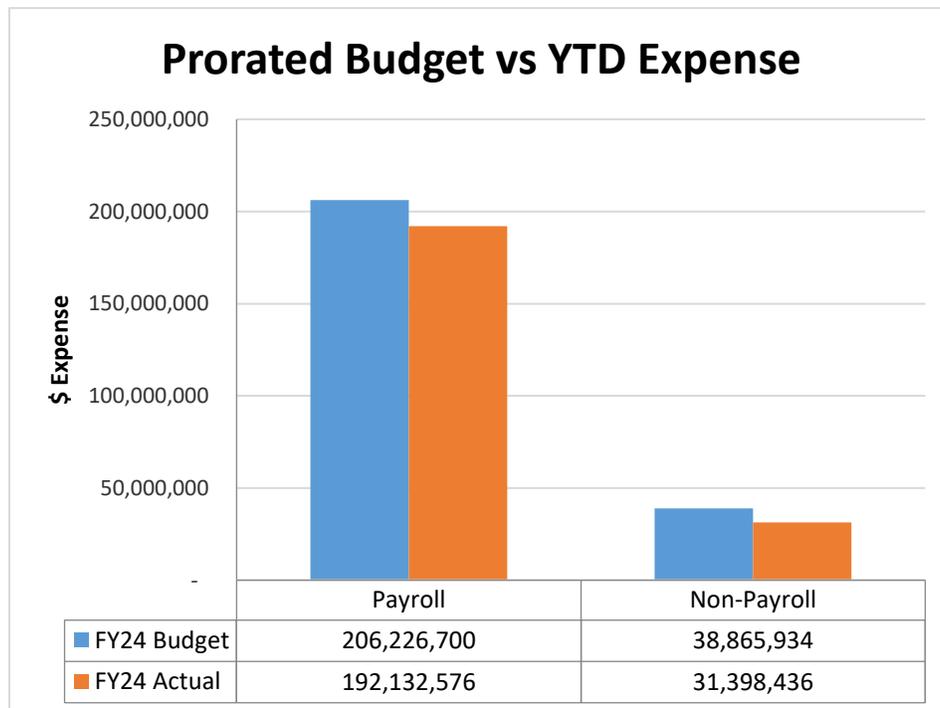
| Account | Exp Type | FY24 Budget | FY23 Actuals | % Spent |
|----------------|---------------------|--------------------|---------------------|----------------|
| 6100 | Payroll | 494,944,079 | 192,132,576 | 38.8% |
| 6200 | Contracted Services | 50,070,926 | 19,129,943 | 38.2% |
| 6300 | Supplies | 26,421,358 | 9,041,225 | 34.2% |
| 6400 | Other Operating | 14,923,259 | 2,777,806 | 18.6% |
| 6500 | Debt | 751,097 | 114,651 | 15.3% |
| 6600 | Capital Outlay | 1,111,602 | 334,810 | 30.1% |
| 8900 | Transfers Out | 8,421,100 | 8,421,100 | 100.0% |
| | Total | 596,643,421 | 231,952,111 | 38.9% |

ESSER II ended on September 30, 2023. ESSER III funding will continue to be utilized by the District during FY24. The budget and actuals report for ESSER III is included.

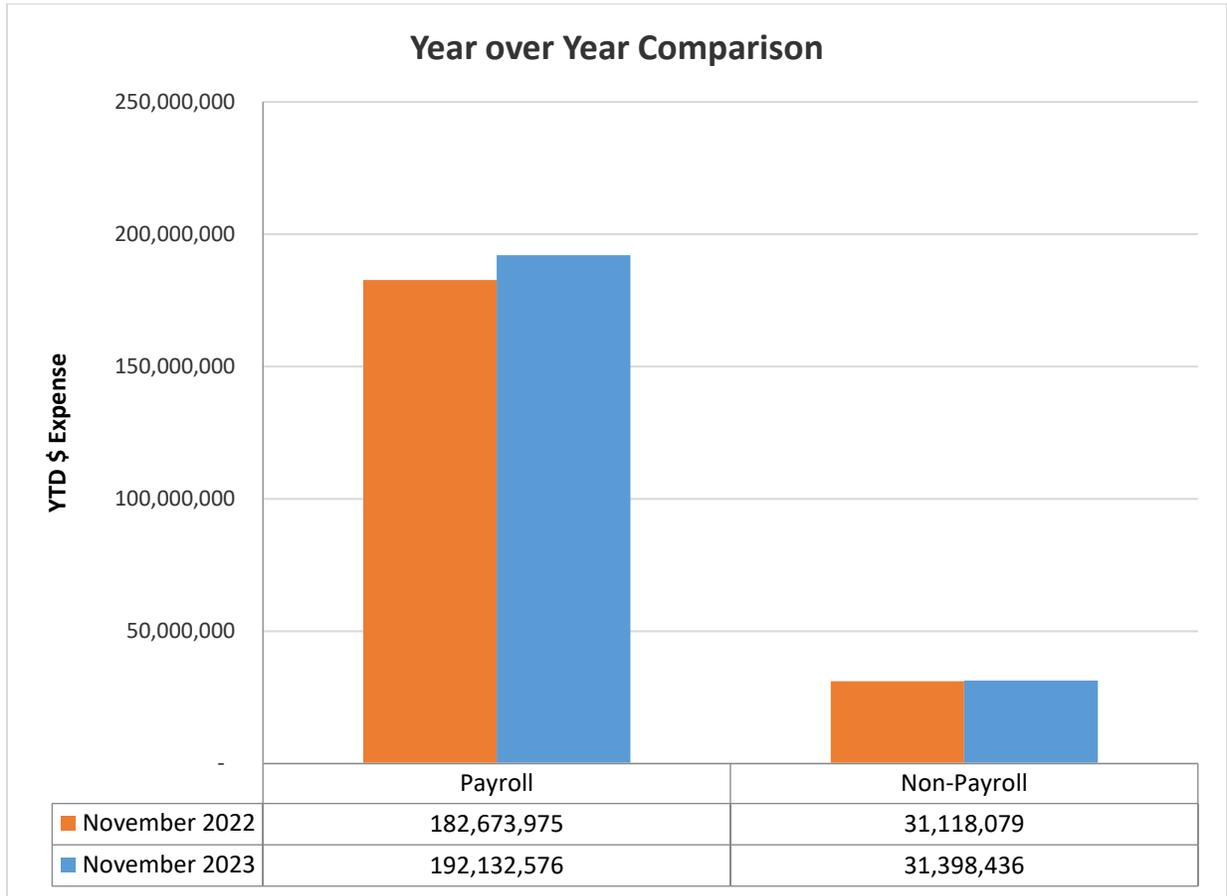
The below chart shows the total FY24 budget compared to YTD spending through November 2023, broken out between payroll and non-payroll. The transfer out is not included in the non-payroll budget or actuals.



The below chart shows the prorated (5-month) FY24 budget compared to YTD spending through November 2023, broken out between payroll and non-payroll. The transfer out is not included in the non-payroll budget or actuals.



The below chart shows the YTD spending through November 2023 compared to YTD spending through November 2022, broken out between payroll and non-payroll. The transfer out is not included in the non-payroll budget or actuals.



**Garland Independent School District
Comparison of General Fund Revenue
November 30, 2023**

| Revenue | Current Year | | | | Prior Year (November 2022) | | |
|---|-----------------------|-----------------------|--------------|-----------------------|----------------------------|-----------------------|--------------|
| | Budget | YTD Actual | %YTD | (Over)/Under | Budget | YTD Actual | %YTD |
| Local Resources: | | | | | | | |
| 5711 Taxes, Current Year | \$ 178,524,258 | \$ 13,003,229 | 7.3% | \$ 165,521,029 | \$ 227,261,644 | \$ 16,965,780 | 7.5% |
| 5712 Taxes, Delinquent | 850,000 | (340,264) | -40.0% | 1,190,264 | 850,000 | 106,932 | 12.6% |
| 5719 Penalties, Interest and Other Tax Revenue | 1,070,000 | 347,842 | 32.5% | 722,158 | 1,070,000 | 315,305 | 29.5% |
| Total Taxes | 180,444,258 | 13,010,807 | 7.2% | 167,433,451 | 229,181,644 | 17,388,017 | 7.6% |
| 5739 Tuition and Fees | 100,000 | 30,094 | 30.1% | 69,906 | 100,000 | 36,318 | 36.3% |
| 5742 Investment Earnings | 8,000,000 | 2,929,553 | 36.6% | 5,070,447 | 1,200,000 | 2,426,174 | 202.2% |
| 5743 Rental of Facilities | 1,050,000 | 166,940 | 15.9% | 883,060 | 1,050,000 | 189,677 | 18.1% |
| 5745 Insurance Recovery | - | 29,156 | >100% | (29,156) | - | 685,139 | >100% |
| 5749 Miscellaneous | 1,200,000 | 373,355 | 31.1% | 826,645 | 1,200,000 | 227,665 | 72.7% |
| 5752 Athletic | 780,000 | 472,621 | 60.6% | 307,380 | 780,000 | 567,235 | 72.7% |
| 5769 Intermediate Sources | - | 7,000 | >100% | (7,000) | - | 8,000 | >100% |
| Total Other Local Resources | 11,130,000 | 4,008,719 | 36.0% | 7,121,281 | 4,330,000 | 4,140,208 | 95.6% |
| Total Local Revenue | 191,574,258 | 17,019,526 | 8.9% | 174,554,732 | 233,511,644 | 21,528,225 | 9.2% |
| State Resources: | | | | | | | |
| 5811 Per Capita | 19,070,376 | 6,654,702 | 34.9% | 12,415,674 | 21,982,871 | 6,931,290 | 31.5% |
| 5812 Foundation School Program | 265,318,089 | 169,246,947 | 63.8% | 96,071,142 | 205,332,322 | 108,099,949 | 52.6% |
| 5829 State Program Revenue - TEA | - | - | 0.0% | - | 4,000,000 | - | 0.0% |
| 5831 TRS On-Behalf | 28,000,000 | 11,317,265 | 40.4% | 16,682,735 | 28,000,000 | 10,695,765 | 38.2% |
| Total State Revenue | 312,388,465 | 187,218,914 | 59.9% | 125,169,551 | 259,315,193 | 125,727,004 | 48.5% |
| Federal Resources: | | | | | | | |
| 5929 Federal Revenue - TEA | 9,000,000 | 1,905,201 | 21.2% | 7,094,799 | 9,000,000 | 2,007,786 | 22.3% |
| 5931 SHARS Reimbursement | 4,000,000 | 218,919 | 5.5% | 3,781,081 | 7,400,000 | 364,226 | 4.9% |
| 5949 Other Fed Rev Distributed Directly from Fed Govt | - | 9,665 | >100% | (9,665) | - | 22,264 | >100% |
| Total Federal Revenue | 13,000,000 | 2,133,785 | 16.4% | 10,866,215 | 16,400,000 | 2,394,277 | 14.6% |
| Other Sources: | | | | | | | |
| 7912 Sale of Real and Personal Property | - | 2,649 | >100% | (2,649) | - | 17,115 | >100% |
| Total Other Sources | - | 2,649 | >100% | (2,649) | - | 17,115 | 0.0% |
| Total General Fund Revenue and Other Sources | \$ 516,962,723 | \$ 206,374,874 | 39.9% | \$ 310,587,849 | \$ 509,226,837 | \$ 149,666,621 | 29.4% |

**Garland Independent School District
Comparison of General Fund Expenditures by Function
November 30, 2023**

| | Current Year | | | | Prior Year (November 2022) | | |
|---|---------------------|--------------------|---------------|--------------------|-----------------------------------|--------------------|---------------|
| | Budget | YTD Actual | %YTD | (Over)/Under | Budget | YTD Actual | %YTD |
| 11 Instruction | \$ 341,072,140 | \$ 131,047,583 | 38.4% | \$ 210,024,557 | \$ 329,217,352 | \$ 124,231,744 | 37.7% |
| 12 Library | 8,725,969 | 3,469,346 | 39.8% | 5,256,623 | 8,164,198 | 3,233,265 | 39.6% |
| 13 Curriculum and Staff Development | 15,403,093 | 5,770,927 | 37.5% | 9,632,166 | 15,495,006 | 5,287,714 | 34.1% |
| 21 Instructional Leadership | 9,406,361 | 3,795,678 | 40.4% | 5,610,683 | 9,775,585 | 3,320,748 | 34.0% |
| 23 School Leadership | 34,811,987 | 14,190,499 | 40.8% | 20,621,488 | 34,399,413 | 13,705,142 | 39.8% |
| 31 Guidance, Counseling and Evaluation Services | 27,945,635 | 10,945,793 | 39.2% | 16,999,842 | 27,418,523 | 10,468,611 | 38.2% |
| 32 Social Work Services | 539,641 | 203,874 | 37.8% | 335,767 | 664,967 | 211,127 | 31.7% |
| 33 Health Services | 9,207,591 | 3,615,452 | 39.3% | 5,592,139 | 8,768,968 | 3,398,712 | 38.8% |
| 34 Student Transportation | 19,751,821 | 9,142,388 | 46.3% | 10,609,433 | 19,594,114 | 8,602,366 | 43.9% |
| 35 Food Services | 300,000 | 11,078 | 3.7% | 288,922 | 352,111 | 9,256 | 2.6% |
| 36 Extracurricular Activities | 13,269,919 | 4,660,360 | 35.1% | 8,609,559 | 12,611,911 | 4,454,807 | 35.3% |
| 41 General Administration | 20,841,431 | 7,304,818 | 35.0% | 13,536,613 | 21,089,723 | 7,542,371 | 35.8% |
| 51 Maintenance and Operations | 56,166,804 | 18,706,156 | 33.3% | 37,460,648 | 50,299,573 | 19,023,168 | 37.8% |
| 52 Security and Monitoring Services | 11,457,487 | 2,793,437 | 24.4% | 8,664,050 | 8,897,669 | 2,392,139 | 26.9% |
| 53 Data Processing Services | 15,705,092 | 6,631,527 | 42.2% | 9,073,565 | 15,969,699 | 6,610,018 | 41.4% |
| 61 Community Services | 1,772,260 | 591,420 | 33.4% | 1,180,840 | 1,738,111 | 563,237 | 32.4% |
| 71 Debt Service | 751,097 | 114,651 | 15.3% | 636,446 | 482,517 | 467,927 | 97.0% |
| 95 Payments to JJAEP | 36,000 | 4,026 | 11.2% | 31,974 | 36,000 | 24,090 | 66.9% |
| 99 Other Intergovernmental Charges | 1,057,993 | 531,998 | 50.3% | 525,995 | 983,947 | 245,613 | 25.0% |
| Total Expenditures | 588,222,321 | 223,531,011 | 38.0% | 364,691,310 | 565,959,387 | 213,792,054 | 37.8% |
| Other Uses: | | | | | | | |
| 8900 Transfer Out | 8,421,100 | 8,421,100 | 100.0% | - | 3,593,276 | 3,593,276 | 100.0% |
| Total Other Uses | 8,421,100 | 8,421,100 | 100.0% | - | 3,593,276 | 3,593,276 | 100.0% |
| Total Expenditures and Other Uses | 596,643,421 | 231,952,111 | 38.9% | 364,691,310 | 569,552,663 | 217,385,330 | 38.2% |

**Garland Independent School District
Comparison of General Fund Expenditures
November 30, 2023**

| | Current Year | | | | Prior Year (November 2022) | | | |
|---|--------------------|--------------------|--------------|--------------------|----------------------------|--------------------|--------------|--|
| | Budget | YTD Actual | %YTD | (Over)/Under | Budget | YTD Actual | %YTD | |
| 11 Instruction: | | | | | | | | |
| 6100 Payroll | \$ 325,051,872 | \$ 125,247,057 | 38.5% | \$ 199,804,815 | \$ 313,997,887 | \$ 118,774,426 | 37.8% | |
| 6200 Contracted Services | 3,431,657 | 1,607,691 | 46.8% | 1,823,965 | 3,195,953 | 1,255,282 | 39.3% | |
| 6300 Supplies | 11,221,423 | 3,919,015 | 34.9% | 7,302,408 | 10,871,368 | 4,016,029 | 36.9% | |
| 6400 Other Expense | 1,335,988 | 271,320 | 20.3% | 1,064,668 | 1,091,598 | 180,461 | 16.5% | |
| 6600 Capital Outlay | 31,200 | 2,500 | 8.0% | 28,700 | 60,546 | 5,546 | 9.2% | |
| Total Instruction | 341,072,140 | 131,047,583 | 38.4% | 210,024,557 | 329,217,352 | 124,231,744 | 37.7% | |
| 12 Library: | | | | | | | | |
| 6100 Payroll | 7,851,255 | 3,053,108 | 38.9% | 4,798,147 | 7,283,446 | 2,873,857 | 39.5% | |
| 6200 Contracted Services | 76,668 | 67,942 | 88.6% | 8,726 | 81,306 | 69,442 | 85.4% | |
| 6300 Supplies | 790,305 | 348,246 | 44.1% | 442,059 | 793,486 | 289,442 | 36.5% | |
| 6400 Other Expense | 7,741 | 50 | 0.6% | 7,691 | 5,960 | 524 | 8.8% | |
| Total Library | 8,725,969 | 3,469,346 | 39.8% | 5,256,623 | 8,164,198 | 3,233,265 | 39.6% | |
| 13 Curriculum and Staff Development: | | | | | | | | |
| 6100 Payroll | 13,377,092 | 5,274,803 | 39.4% | 8,102,289 | 13,520,497 | 4,845,774 | 35.8% | |
| 6200 Contracted Services | 902,055 | 217,681 | 24.1% | 684,374 | 1,003,192 | 215,473 | 21.5% | |
| 6300 Supplies | 213,248 | 66,448 | 31.2% | 146,800 | 208,309 | 87,868 | 42.2% | |
| 6400 Other Expense | 910,698 | 211,996 | 23.3% | 698,702 | 763,008 | 138,599 | 18.2% | |
| Total Curriculum and Staff Development | 15,403,093 | 5,770,927 | 37.5% | 9,632,166 | 15,495,006 | 5,287,714 | 34.1% | |
| 21 Instructional Leadership | | | | | | | | |
| 6100 Payroll | 8,124,261 | 3,270,700 | 40.3% | 4,853,561 | 8,598,051 | 2,731,030 | 31.8% | |
| 6200 Contracted Services | 695,331 | 350,820 | 50.5% | 344,511 | 717,412 | 396,411 | 55.3% | |
| 6300 Supplies | 299,919 | 90,611 | 30.2% | 209,308 | 274,031 | 151,502 | 55.3% | |
| 6400 Other Expense | 286,850 | 83,547 | 29.1% | 203,303 | 186,091 | 41,805 | 22.5% | |
| Total Instructional Leadership | 9,406,361 | 3,795,678 | 40.4% | 5,610,683 | 9,775,585 | 3,320,748 | 34.0% | |
| 23 School Leadership | | | | | | | | |
| 6100 Payroll | 33,612,423 | 13,839,888 | 41.2% | 19,772,535 | 33,419,253 | 13,432,997 | 40.2% | |
| 6200 Contracted Services | 104,286 | 25,176 | 24.1% | 79,110 | 113,999 | 28,457 | 25.0% | |
| 6300 Supplies | 670,597 | 194,358 | 29.0% | 476,239 | 484,602 | 156,871 | 32.4% | |
| 6400 Other Expense | 424,681 | 131,077 | 30.9% | 293,604 | 381,559 | 86,817 | 22.8% | |
| Total School Leadership | 34,811,987 | 14,190,499 | 40.8% | 20,621,488 | 34,399,413 | 13,705,142 | 39.8% | |

**Garland Independent School District
Comparison of General Fund Expenditures
November 30, 2023**

| | Current Year | | | | Prior Year (November 2022) | | |
|---|-------------------|-------------------|--------------|-------------------|----------------------------|-------------------|--------------|
| | Budget | YTD Actual | %YTD | (Over)/Under | Budget | YTD Actual | %YTD |
| 31 Guidance, Counseling and Evaluation Services: | | | | | | | |
| 6100 Payroll | 24,699,329 | 9,932,949 | 40.2% | 14,766,380 | 24,207,957 | 9,508,407 | 39.3% |
| 6200 Contracted Services | 1,317,012 | 843,519 | 64.0% | 473,493 | 1,272,652 | 693,158 | 54.5% |
| 6300 Supplies | 1,825,036 | 149,920 | 8.2% | 1,675,116 | 1,846,229 | 251,528 | 13.6% |
| 6400 Other Expense | 104,258 | 19,404 | 18.6% | 84,854 | 91,685 | 15,519 | 16.9% |
| Total Guidance, Counseling and Evaluation Services | 27,945,635 | 10,945,793 | 39.2% | 16,999,842 | 27,418,523 | 10,468,611 | 38.2% |
| 32 Social Work Services: | | | | | | | |
| 6100 Payroll | 535,641 | 203,817 | 38.1% | 331,824 | 658,367 | 210,527 | 32.0% |
| 6200 Contracted Services | 1,000 | - | 0.0% | 1,000 | 1,000 | - | 0.0% |
| 6400 Other Expense | 3,000 | 57 | 1.9% | 2,943 | 5,600 | 600 | 10.7% |
| Total Social Work Services | 539,641 | 203,874 | 37.8% | 335,767 | 664,967 | 211,127 | 31.7% |
| 33 Health Services: | | | | | | | |
| 6100 Payroll | 8,990,209 | 3,551,834 | 39.5% | 5,438,375 | 8,466,627 | 3,330,192 | 39.3% |
| 6200 Contracted Services | 20,667 | 8,332 | 40.3% | 12,335 | 16,770 | 2,354.09 | 14.0% |
| 6300 Supplies | 140,416 | 48,937 | 34.9% | 91,479 | 226,366 | 59,711 | 26.4% |
| 6400 Other Expense | 38,299 | 6,349 | 16.6% | 31,950 | 29,205 | 6,455 | 22.1% |
| 6600 Capital Outlay | 18,000 | - | 0.0% | 18,000 | 30,000 | - | 0.0% |
| Total Health Services | 9,207,591 | 3,615,452 | 39.3% | 5,592,139 | 8,768,968 | 3,398,712 | 38.8% |
| 34 Student Transportation: | | | | | | | |
| 6100 Payroll | 15,653,107 | 6,790,406 | 43.4% | 8,862,701 | 15,183,525 | 6,623,350 | 43.6% |
| 6200 Contracted Services | 1,465,272 | 404,686 | 27.6% | 1,060,586 | 1,816,271 | 298,267 | 16.4% |
| 6300 Supplies | 2,931,474 | 1,275,701 | 43.5% | 1,655,773 | 2,974,050 | 1,424,754 | 47.9% |
| 6400 Other Expense | (298,032) | 671,596 | -225.3% | (969,628) | (379,732) | 255,994.98 | -67.4% |
| Total Student Transportation | 19,751,821 | 9,142,388 | 46.3% | 10,609,433 | 19,594,114 | 8,602,366 | 43.9% |
| 35 Food Services: | | | | | | | |
| 6100 Payroll | 12,270 | 11,078 | 90.3% | 1,192 | 74,167 | 9,256 | 12.5% |
| 6400 Other Expense | 287,730 | - | 0.0% | 287,730 | 277,944 | - | 0.0% |
| Total Food Services | 300,000 | 11,078 | 3.7% | 288,922 | 352,111 | 9,256 | 2.6% |
| 36 Extracurricular Activities: | | | | | | | |
| 6100 Payroll | 6,810,437 | 2,714,032 | 39.9% | 4,096,405 | 6,175,918 | 2,583,716 | 41.8% |
| 6200 Contracted Services | 2,044,552 | 742,463 | 36.3% | 1,302,089 | 2,151,089 | 801,826 | 37.3% |
| 6300 Supplies | 2,387,882 | 737,715 | 30.9% | 1,650,167 | 2,036,651 | 486,749 | 23.9% |
| 6400 Other Expense | 1,942,048 | 383,913 | 19.8% | 1,558,135 | 2,248,253 | 582,515 | 25.9% |
| 6600 Capital Outlay | 85,000 | 82,237 | 96.7% | 2,763 | - | - | 0.0% |
| Total Extracurricular Activities | 13,269,919 | 4,660,360 | 35.1% | 8,609,559 | 12,611,911 | 4,454,807 | 35.3% |

**Garland Independent School District
Comparison of General Fund Expenditures
November 30, 2023**

| | Current Year | | | | Prior Year (November 2022) | | |
|---|-------------------|-------------------|--------------|-------------------|----------------------------|-------------------|--------------|
| | Budget | YTD Actual | %YTD | (Over)/Under | Budget | YTD Actual | %YTD |
| 41 General Administration: | | | | | | | |
| 6100 Payroll | 13,991,491 | 5,503,225 | 39.3% | 8,488,266 | 14,276,245 | 5,609,930 | 39.3% |
| 6200 Contracted Services | 3,010,178 | 607,645 | 20.2% | 2,402,533 | 3,423,552 | 773,959 | 22.6% |
| 6300 Supplies | 1,147,199 | 294,697 | 25.7% | 852,503 | 1,022,609 | 250,851 | 24.5% |
| 6400 Other Expense | 2,687,146 | 893,835 | 33.3% | 1,793,311 | 2,367,317 | 907,631 | 38.3% |
| 6600 Capital Outlay | 5,417 | 5,417 | 100.0% | 0 | - | - | 0.0% |
| Total General Administration | 20,841,431 | 7,304,818 | 35.0% | 13,536,613 | 21,089,723 | 7,542,371 | 35.8% |
| 51 Maintenance and Operations: | | | | | | | |
| 6100 Payroll | 21,560,335 | 7,659,825 | 35.5% | 13,900,510 | 22,146,926 | 7,587,386 | 34.3% |
| 6200 Contracted Services | 24,122,502 | 9,509,781 | 39.4% | 14,612,721 | 21,216,660 | 9,577,562 | 45.1% |
| 6300 Supplies | 3,168,948 | 1,433,006 | 45.2% | 1,735,942 | 2,567,288 | 1,490,011 | 58.0% |
| 6400 Other Expense | 6,934,054 | 25,501 | 0.4% | 6,908,553 | 3,882,473 | 20,710 | 0.5% |
| 6600 Capital Outlay | 380,965 | 78,042 | 20.5% | 302,923 | 486,226 | 347,500 | 71.5% |
| Total Maintenance and Operations | 56,166,804 | 18,706,156 | 33.3% | 37,460,648 | 50,299,573 | 19,023,168 | 37.8% |
| 52 Security and Monitoring Services: | | | | | | | |
| 6100 Payroll | 5,005,306 | 1,152,407 | 23.0% | 3,852,899 | 3,165,308 | 883,728 | 27.9% |
| 6200 Contracted Services | 5,368,024 | 1,228,935 | 22.9% | 4,139,089 | 5,282,924 | 1,412,344 | 26.7% |
| 6300 Supplies | 892,857 | 251,605 | 28.2% | 641,252 | 432,937 | 93,893 | 21.7% |
| 6400 Other Expense | 35,300 | 28,374 | 80.4% | 6,926 | 16,500 | 2,174 | 13.2% |
| 6600 Capital Outlay | 156,000 | 132,115 | 84.7% | 23,885.09 | - | - | 0.0% |
| Total Security and Monitoring Services | 11,457,487 | 2,793,437 | 24.4% | 8,664,050 | 8,897,669 | 2,392,139 | 26.9% |
| 53 Data Processing Services: | | | | | | | |
| 6100 Payroll | 8,452,819 | 3,425,998 | 40.5% | 5,026,821 | 8,658,513 | 3,182,435 | 36.8% |
| 6200 Contracted Services | 6,150,341 | 2,961,485 | 48.2% | 3,188,856 | 6,564,912 | 3,240,532 | 49.4% |
| 6300 Supplies | 532,537 | 172,550 | 32.4% | 359,987 | 527,151 | 158,485 | 30.1% |
| 6400 Other Expense | 134,375 | 36,994 | 27.5% | 97,381 | 129,123 | 28,565 | 22.1% |
| 6600 Capital Outlay | 435,020 | 34,500 | 7.9% | 400,520 | 90,000 | - | 0.0% |
| Total Data Processing Services | 15,705,092 | 6,631,527 | 42.2% | 9,073,565 | 15,969,699 | 6,610,018 | 41.4% |
| 61 Community Services: | | | | | | | |
| 6100 Payroll | 1,216,232 | 501,448 | 41.2% | 714,784 | 1,215,238 | 486,962 | 40.1% |
| 6200 Contracted Services | 267,388 | 17,761 | 6.6% | 249,627 | 271,972 | 31,344 | 11.5% |
| 6300 Supplies | 199,517 | 58,417 | 29.3% | 141,100 | 194,332 | 31,806 | 16.4% |
| 6400 Other Expense | 89,123 | 13,793 | 15.5% | 75,330 | 56,569 | 13,125 | 23.2% |
| Total Community Services | 1,772,260 | 591,420 | 33.4% | 1,180,840 | 1,738,111 | 563,237 | 32.4% |

**Garland Independent School District
Comparison of General Fund Expenditures
November 30, 2023**

| | Current Year | | | | Prior Year (November 2022) | | |
|--|--------------------|--------------------|---------------|--------------------|----------------------------|--------------------|---------------|
| | Budget | YTD Actual | %YTD | (Over)/Under | Budget | YTD Actual | %YTD |
| 71 Debt Service: | | | | | | | |
| 6500 Debt Service | 751,097 | 114,651 | 15.3% | 636,446 | 482,517 | 467,927 | 97.0% |
| Total Debt Service | 751,097 | 114,651 | 15.3% | 636,446 | 482,517 | 467,927 | 97.0% |
| 95 Payments to JJAEP: | | | | | | | |
| 6200 Contracted Services | 36,000 | 4,026 | 11.2% | 31,974 | 36,000 | 24,090 | 66.9% |
| Total Payments to JJAEP | 36,000 | 4,026 | 11.2% | 31,974 | 36,000 | 24,090 | 66.9% |
| 99 Other Intergovernmental Charges: | | | | | | | |
| 6200 Contracted Services | 1,057,993 | 531,998 | 50.3% | 525,995 | 983,947 | 245,613 | 25.0% |
| Total Other Intergovernmental Charges | 1,057,993 | 531,998 | 50.3% | 525,995 | 983,947 | 245,613 | 25.0% |
| Total Expenditures | 588,222,321 | 223,531,011 | 38.0% | 364,691,310 | 565,959,387 | 213,792,054 | 37.8% |
| Other Uses: | | | | | | | |
| 8900 Transfer Out | 8,421,100 | 8,421,100 | 100.0% | - | 3,593,276 | 3,593,276 | 100.0% |
| Total Other Uses | 8,421,100 | 8,421,100 | 100.0% | - | 3,593,276 | 3,593,276 | 100.0% |
| Total Expenditures and Other Uses | 596,643,421 | 231,952,111 | 38.9% | 364,691,310 | 569,552,663 | 217,385,330 | 38.2% |

Garland Independent School District
 ESSER III - 282021 Budget to Actuals
 November 2023

| Task | Task Name | Original Budget | Revised Budget | Encumbrances | Expenditures | Remaining Budget |
|-------------------------------------|--|-----------------|----------------|--------------|--------------|------------------|
| 1 Retention Stipends | | | | | | |
| 1.01-1.03 | 2021-22 Retention Stipends | 16,000,000 | 13,550,711 | - | 13,550,711 | (0) |
| | 2022-23 Retention Stipends | 16,000,000 | - | - | - | - |
| 1.04-1.06 | 2023-24 Retention Stipends | 16,000,000 | 15,261,784 | - | 6,590,506 | 8,671,278 |
| 1.07-1.09 | 2023-24 Stipend increase for Core 4 | - | 6,556,915 | - | - | 6,556,915 |
| 1.10 | 2023-24 Sign On Incentive | - | 1,500,000 | - | 96,196 | 1,403,804 |
| 1.11 | Special Education Impact Stipend | - | 527,040 | - | 128,880 | 398,160 |
| 1.12 | Substitute Stipend | - | - | - | - | - |
| 2 Technology | | | | | | |
| | 2.1 All Teachers/Instructional Support Staff Laptops | 10,000,000 | 10,150,000 | - | 10,154,302 | (4,302) |
| | 2.2 Network WiFi Upgrades at all locations | 10,000,000 | 10,000,000 | 320,308 | 6,399,872 | 3,279,820 |
| | 2.3 1:1 MS/HS Refresh Plan | 8,100,000 | 7,750,000 | 2,822,400 | 3,005,520 | 1,922,080 |
| | 2.4 Desktop Replacement | - | - | - | 52,950 | (52,950) |
| | 2.5 Laptop Carts | - | 1,500,000 | 1,158,437 | - | 341,563 |
| 3 Tutoring | | | | | | |
| | 3.01 2021-2022 School Yr | 3,087,000 | 1,285,842 | - | 1,307,274 | (21,432) |
| | 3.02 2022-2023 School Yr | - | 1,977,986 | - | 2,595,152 | (617,166) |
| | 3.03 2023-2024 School Yr | - | 1,203,000 | 328,297 | 32,423 | 842,280 |
| | 3.04 Tutoring from E2 | - | 867,950 | - | 165,403 | 702,547 |
| 4 Intersession/Summer School | | | | | | |
| | 4.01 2021-2022 School Yr | 11,316,742 | 5,740,000 | - | 5,586,732 | 153,268 |
| | 4.02 2023-2024 School Yr | - | 3,700,000 | - | 355,127 | 3,344,873 |
| 5 Curriculum | | | | | | |
| | 5.1 Literacy | 2,255,732 | 1,931,859 | - | 969,848 | 962,011 |
| | 5.2 Mathematics | 171,555 | 1,374,502 | - | 1,009,877 | 364,625 |
| | 5.3 Science | 300,000 | - | - | - | - |
| | 5.4 Professional Develop (Ready 1:1) | - | 473,088 | - | 0 | 473,088 |
| | 5.5 LETRS Science of Reading - E2 | - | 1,988,800 | 18,411 | 1,242,543 | 727,846 |
| | 5.6 LMS | - | 186,910 | - | - | 186,910 |
| | 5.7 Predictive Analytic | - | 739,325 | - | 370,690 | 368,635 |
| | 5.8 iReady | - | 1,296,114 | - | 1,296,114 | 0 |
| | 5.9 IMA | - | - | - | 1,597,601 | (1,597,601) |
| | 5.10 Canvas (LMS) | - | - | - | - | - |
| | 5.11 Reading Academies | - | - | - | 13,200 | (13,200) |
| 6 ELL | | | | | | |
| | 6.01 Original ESSER allocation | 454,116 | - | - | - | - |
| | 6.02 Moved from ESSER II | - | - | - | - | - |
| 7 Dyslexia | | | | | | |
| | | 682,000 | 233,000 | - | - | 233,000 |
| 8 Special Education | | | | | | |
| | 8.01 Leveled Inst Materia | 521,675 | 521,675 | - | 597,513 | (75,838) |
| | 8.02 Moved from ESSER II | - | 2,763,736 | - | 674,352 | 2,089,384 |
| | 8.03 Edmark Reading Progr | - | 43,402 | - | 39,237 | 4,165 |
| | 8.04 Read Well/Voyager | - | - | - | 11,280 | (11,280) |
| | 8.05 Number Worlds Math | - | - | - | 3,561 | (3,561) |
| | 8.06 Sierra School | - | - | 152,660 | - | (152,660) |
| | 8.07 Assessment/Evaluation | - | - | 316,300 | - | (316,300) |
| | 8.08 Readtopia | - | - | - | - | - |
| 9 SEL/Mental Health | | | | | | |
| | 9.1 Curriculum | 3,678,000 | 1,627,204 | - | 802,969 | 824,235 |
| | 9.2 Telehealth | 1,875,000 | 1,841,000 | - | 1,170,020 | 670,980 |
| | 9.3 Panorama Survey | 82,500 | 82,500 | - | 55,000 | 27,500 |
| 10 EDL | | | | | | |
| | 10.1 Elementary Schools | - | 1,183,230 | - | 273,754 | 909,476 |
| | 10.2 Middle Schools | - | 555,660 | - | 210,995 | 344,665 |
| | 10.3 High Schools | - | 106,440 | - | 146,074 | (39,634) |

Garland Independent School District
 ESSER III - 282021 Budget to Actuals
 November 2023

| Task | Task Name | Original Budget | Revised Budget | Encumbrances | Expenditures | Remaining Budget |
|------------------------------|---------------------------------------|--------------------|--------------------|------------------|-------------------|-------------------|
| 11 Student Services | | | | | | |
| | 11.1 Attendance & Enrollment Recovery | - | 1,381,142 | - | 423,020 | 958,122 |
| | 11.2 Mentoring Program | - | 523,550 | 52,500 | 211,291 | 259,759 |
| | 11.3 Enrollment System | - | 255,745 | 27,400.00 | - | 228,345 |
| | 11.4 Campus Behavior Team | - | - | - | 10,666 | (10,666) |
| | 11.5 Mental Health Clinic | - | - | - | 2,311 | (2,311) |
| Shoulder Pad Cleaning | | 120,000 | - | - | - | - |
| | Indirect Costs | 10,136,897 | 10,136,897 | 535,493 | 6,239,978 | 3,361,426 |
| | TOTAL | 110,781,217 | 110,817,007 | 5,732,206 | 67,392,941 | 37,691,860 |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Kristi Cooper, Director of Tax Services
Subject: Review November 2023 Tax Report

Information Item

Executive Summary:

Shown is the Garland Independent School District tax report for November 2023.

Administrative Recommendations:

Provided for your information

Financial Impact and Funding Source:

N/A



P.O. Box 461407
Garland, TX
75046-1407

www.garlandisd.net

Garland Independent School District
Department of Taxation

Street Address

901 West State Street
Garland, TX
75040

Phone

972-494-8570

FAX

972-494-8631

To: Darrell Dodds
Chief Financial Officer

From: Kristi Cooper
Director of Tax Services

Subject: Monthly Report

Attached is the monthly report and listing of refund(s) that exceed \$500.00 for the month of November 2023. All refunds issued during FY24 in excess of \$500 will be presented to the Board of Trustees for ratification in June of 2024.

The information contained in this report is true and correct to the best of my knowledge.

**GARLAND INDEPENDENT SCHOOL DISTRICT
TAX COLLECTION REPORT
November 30, 2023**

| COLLECTIONS | Current Year (2023 tax year) as of 11/30/2023 | | Prior Year (2022 tax year) as of 11/30/2022 | |
|--------------------------|--|-------------------------|--|-------------------------|
| | Month to Date | Year to Date | Month to Date | Year to Date |
| Current Levy | 13,091,459.96 | 20,446,934.33 | 16,429,441.24 | 23,246,964.25 |
| Delinquent Levy | (238,488.13) | (515,342.93) | 147,702.58 | 123,794.99 |
| Penalty & Interest | 62,537.06 | 283,100.29 | 55,746.78 | 220,199.67 |
| Ag Rollback | - | 48,344.52 | 3,070.28 | 51,322.29 |
| Additional Penalty | 49,224.11 | 240,314.45 | 33,162.00 | 149,836.12 |
| Total Collections | \$ 12,964,733.00 | \$ 20,503,350.66 | \$ 16,669,122.88 | \$ 23,792,117.32 |

| TAX ROLL | Current Tax Roll | | Delinquent Tax Roll | | Current Tax Roll | | Delinquent Tax Roll | |
|-----------------------------|--------------------------|------------------------|--------------------------|------------------------|------------------|--|---------------------|--|
| | | | | | | | | |
| Initial Tax Levy | 281,155,036.48 | 7,171,660.94 | 314,088,773.91 | 6,305,807.71 | | | | |
| Tax Levy Adjustments | 4,505,901.97 | (1,585,287.90) | 11,809,160.66 | (746,991.82) | | | | |
| Current Tax Levy | \$ 285,660,938.45 | \$ 5,586,373.04 | \$ 325,897,934.57 | \$ 5,558,815.89 | | | | |
| Outstanding Tax Levy | \$ 265,214,004.12 | \$ 6,101,715.97 | \$ 302,650,970.32 | \$ 5,435,020.90 | | | | |
| Outstanding Percentage | 92.84% | | 92.87% | | | | | |

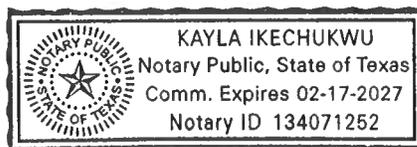
| COLLECTION PERCENTAGE | Current Tax Roll | | 2022 Tax Roll | |
|-----------------------|------------------|--|---------------|--|
| | | | | |
| Month to Date | 4.58% | | 5.04% | |
| Year to Date | 7.16% | | 7.13% | |
| 3 Year Average | 7.15% | | 2.23% | |

| REFUNDS | # of Refunds | | Refund Amount | |
|--------------------|--------------|--|--------------------|--|
| | | | | |
| Duplicate Payments | | | | |
| Erroneous | | | | |
| Overpayments | 2 | | 1,415.01 | |
| Total | 2 | | \$ 1,415.01 | |

The information contained in this report is true and correct to the best of my knowledge. Then WITNESS MY HAND THIS day, December 5, 2023.

Kristi Cooper, RTA
Kristi Cooper, RTA
Director of Tax Services

SUBSCRIBED AND SWORN to me that the said Kristi Cooper did personally appear before me on this day, December 5, 2023 to which I certify and witness my hand and seal of office.



Kayla
Notary Public
12-5-23
Date



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Mark Quinn, Director of Security
Subject: Receive Intruder Detection Audit Report

Information Item

Executive Summary:

The top priority of Garland ISD and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one or more of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit seeks 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 are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board's support.

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 to 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. Garland ISD is committed to providing a safe and secure learning environment for our students and staff.

Administrative Recommendations:

Provided for your information.

Financial Impact and Funding Source:

N/A



BOARD OF TRUSTEES AGENDA

Date: January 24, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: December 15, 2023 Semi-Annual Report to Judge Ed Kinkeade

Discussion Item

Executive Summary:

The December 15, 2023 semi-annual report to Judge Ed Kinkeade is included with the agenda. Dr. López will answer any questions the Board may have on this report.

Administrative Recommendations:

This item is for discussion and review. There are no administrative recommendations.

Financial Impact and Funding Source:

N/A



Garland Independent School District
Office of the Superintendent

December 15, 2023

The Honorable Ed Kinkeade, Judge
United States District Court for the
Northern District of Texas, Dallas Division
1100 Commerce Street, Room #15E6
Dallas, TX 75242

Street Address

Harris Hill Administration Building
501 S. Jupiter Rd.
Garland, TX
75042-7108

Phone

972-487-3023

FAX

972-485-4936

RE: The United States of America,
et al v. Garland Independent School District,
No. CA3-4100R

Dear Judge Kinkeade:

Pursuant to the order in the Agreed Judgment of July 14, 1987, please accept this letter and accompanying exhibits as the Garland Independent School District's December semi-annual report on the status of the Freedom of Choice Plan (with Court-ordered Modifications, as Amended in 1987 and 2012). The report will be reviewed by the Board of Trustees on January 16, 2023, and by the Multi-Ethnic Committee in parts at each of their scheduled 2023-2024 meetings.

The points enumerated below describe current conditions and developments since the last report of June 15, 2023. The narrative portion of this report continues to be abbreviated and the accompanying exhibits provide corroborative and supplemental data.

Major occurrences since June 15, 2023, are as follows:

1. The four academies that serve gifted/talented students and neighborhood children remain fully operational. Enrollment figures vary very little from those reported in June.

- a. As of December 14, 2023, Austin Academy has an enrollment of 960 students. Of this number, 683 are magnet students. Included are 323 sixth graders, 313 seventh graders, and 324 eighth graders. Of this number, 181 (18.85%) are White; 119 (12.40%) are African American; 434 (45.21%) are Hispanic; 198 (20.63%) are Asian; 0 (0%) are American Indian; 1 (0.10%) is Pacific Islanders; and 27 (2.81%) are two or more races or ethnicities. The school has a waiting list of 112 academy non-neighborhood students.
- b. As of December 14, 2023, Kimberlin Academy has an enrollment of 498 students. Of this number, 355 are magnet students. Included are 66 Kindergartners, 67 first graders, 88 second graders, 92 third graders, 92 fourth graders, and 93 fifth graders. Of this number, 143 (28.71%) are White; 94 (18.88%) are African-American; 153 (30.72%) are Hispanic; 74 (14.86%) are Asian; 1 (0.20%) are American Indian; and 33 (6.63%) are two or more races or ethnicities. There are 13 academy non-neighborhood magnet students on the waiting list.
- c. As of December 14, 2023, Hillside Academy has an enrollment of 466 students. Of this number, 340 are magnet students. Included are 63 Kindergartners, 63 first graders, 82 second graders, 82 third graders, 81 fourth graders, and 95 fifth graders. Of this number, 68 (14.59%) are White; 61(13.09%) are African-American; 234 (50.21%) are Hispanic; 85 (18.24%) are Asian; 1 (0.21%) are American Indian; and 17 (3.65%) are two or more races or ethnicities. There are 15 academy non-neighborhood magnet children on the waiting list.
- d. As of December 14, 2023, Walnut Glen Academy has an enrollment of 406 students. Of this number, 284 are magnet students. Included are 55 Kindergartners, 43 first graders, 68 second graders, 74 third graders, 80 fourth graders, and 86 fifth graders. Of this number, 64 (15.76%) are White; 68 (16.75%) are African-American; 167 (41.13%) are Hispanic; 86 (21.18%) are Asian; 3 (0.74%) are American Indian; (0%) is Pacific Islander; and 18 (4.43%) are two or more races or ethnicities. There are 11 academy non-neighborhood magnet student on the waiting list.

See Exhibit 1.

2. The District has four math-science-technology magnets.
 - a. As of December 14, 2023, Beaver Technology Center for Math and Science has an enrollment of 545 students. Of this number, 321 are magnet students. Included are 61 Kindergartners, 71 first graders, 96 second graders, 99 third graders, 109 fourth graders, and 109 fifth graders. Of this number, 64 (11.74%) are White; 78 (14.31%) are African-American; 246 (45.14%) are Hispanic; 138 (25.32%) are Asian; 0 (0%) are American Indian; 1 (0.18%) are Pacific Islander; and 18 (3.30%) are two or more races or ethnicities.
 - b. As of December 14, 2023, Watson Technology Center for Math and Science has an enrollment of 551 students. Of this number, 351 are magnet students. Included are 64 Kindergartners, 61 first graders, 92 second graders, 106 third graders, 106 fourth graders, and 122 fifth graders. Of this number, 88 (15.97%) are White; 90 (16.33%) are African-American; 298 (54.08%) are Hispanic; 56 (10.16%) are Asian; 0 (0%) is American Indian; 0 (0%) is Pacific Islander, and 19 (3.45%) are two or more races or ethnicities.
 - c. As of December 14, 2023, Jackson Middle School has an enrollment of 1,140 students. Of this number, 583 are in the MST component, and 557 are neighborhood students. Included in the 1,140 students are 397 sixth graders, 380 seventh graders, and 363 eighth graders. Of this number, 129 (11.32%) are White; 153 (13.42%) are African-American; 639 (56.05%) are Hispanic; 104 (17.84%) are Asian; 1 (0.09%) are American Indian; 0 (0%) are Pacific Islander; and 37 (3.25%) are two or more races or ethnicities.
 - d. As of December 14, 2023, North Garland High School has an enrollment of 2,782 students. Of this number, 1,443 are in the MST and the Pathways in Technology Early College High School (P-TECH) component, and 1,339 are neighborhood students. Included in the 2,782 students are 797 ninth graders, 729 tenth graders, 644 eleventh graders, and 612 twelfth graders. Of this number, 227 (8.16%) are White; 358 (12.87%) are African-American; 1,539 (55.32%) are Hispanic; 595 (21.39%) are Asian; 12 (0.43%) are American Indian; 3 (0.11%) are Pacific Islander; and 48 (1.73%) are two or more races or ethnicities.

Judge Ed Kinkeade

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3. As of December 14, 2023, Lakeview Centennial High School has an enrollment of 2,127 students. Of this number, 1,057 are in the College-Career-Connect and Pathways in Technology Early College High School (P-TECH) component and 1,070 are neighborhood students. Included in the 2,127 students are 554 ninth graders, 527 tenth graders, 528 eleventh graders, and 518 twelfth graders. Of this number, 201 (9.45%) are White; 631 (29.67%) are African-American; 1,126 (52.94%) are Hispanic; 107 (5.03%) are Asian; 6 (0.28%) are American Indian; 0 (0%) is Pacific Islander; and 56 (2.63%) are two or more races or ethnicities.

See Exhibit 1 for additional details.

4. The District has two Classical Center schools in operation.
 - a. As of December 14, 2023, the Classical Center at Vial Elementary School has an enrollment of 554 students. Of this number, 408 students are in the classical component. Included in the 554 students are 70 Kindergartners, 96 first graders, 90 second graders, 99 third graders, 96 fourth graders, and 103 fifth graders. Of this number, 66 (11.91%) are White; 106 (19.13%) are African-American; 315 (56.86%) are Hispanic; 29 (5.23%) are Asian; 2 (0.36%) are American Indian; 0 (0%) is Pacific Islander; and 36 (6.50%) are two or more races or ethnicities.
 - b. As of December 14, 2023, the Classical Center at Brandenburg Middle School has an enrollment of 1,053 students. Of this number, 612 are in the classical component. Included in the 1,053 students are 373 sixth graders, 323 seventh graders, and 357 eighth graders. Of this number, 184 (17.47%) are White; 210 (19.94%) are African-American; 567 (53.85%) are Hispanic; 48 (4.56%) are Asian; 5 (0.47%) are American Indian; 0 (0%) is Pacific Islander; and 39 (3.70%) are two or more races or ethnicities.

See Exhibit 1.

5. The International Baccalaureate Program at Garland High School has 961 students. Included are 266 ninth graders, 291 tenth graders, 224 eleventh graders, and 180 twelfth graders. Of this number, 183 (19.04%) are White; 121 (12.59%) are African-American; 471 (49.01%) are Hispanic; 151 (15.71%) are Asian; 2 (0.21%) are American Indian; 1 (0.1%) are Pacific Islander; and 32 (3.33%) are two or more races or ethnicities.

See Exhibit 1.

6. The District has two Pre-Kindergarten Centers in operation.
 - a. As of December 14, 2023, Gloria Cisneros Pre-K Center has an enrollment of 351 students. Included in the 351 students are 27 Early Childhood students and 324 Pre-K students. Of this number, 11 (3.13%) are White; 11 (3.13%) are African-American; 320 (91.17%) are Hispanic; 0 (0%) are Asian; 7 (1.99%) are American Indian; 0 (0%) are Pacific Islander; and 2 (0.57%) are two or more races or ethnicities.
 - b. As of December 14, 2023, Florence Parsons Pre-K Center has an enrollment of 323 students. Included in the 323 students are 30 Early Childhood students and 293 Pre-K students. Of this number, 22 (6.81%) are White; 29 (8.98%) are African-American; 202 (62.54%) are Hispanic; 57 (17.65%) are Asian; 0 (0%) are American Indian; 0 (0%) are Pacific Islander; and 13 (4.02%) are two or more races or ethnicities.

7. There are two Magnet Montessori Campuses at Herfurth Elementary School and Luna Elementary School. There are seven Pathways in Technology Early College High School (P-TECH) campus and two additional Collegiate Academies at South Garland High School and Naaman Forest High School.
 - a. As of December 14, 2023, Herfurth Elementary School Montessori program has a total enrollment of 553 students. Included in the 553 students are 29 Early Childhood students, 49 Pre-K students, 83 Kindergartners, 86 first graders, 80 second graders, 83 third graders, 80 fourth graders, and 63 fifth graders. Of this number, 139 (25.14%) are White; 88 (15.91%) are African-American; 224 (40.51%) are Hispanic; 50 (9.04%) are Asian; 2 (0.36%) are American Indian; 3 (0.54%) are Pacific Islander; and 47 (8.50%) are two or more races or ethnicities.
 - b. As of December 14, 2023, Luna Elementary School Montessori program has a total enrollment of 532 students. Included in the 532 students are 40 Early Childhood students, 62 Pre-K students, 85 Kindergartners, 76 first graders, 91 second graders, 72 third graders, 69 fourth graders, and 37 fifth graders. Of this number, 167 (31.39%) are White; 78 (14.66%) are African-American; 149 (28.01%) are Hispanic; 101 (18.98%) are Asian; 4 (0.75%) are American Indian; 1 (0.19%) are Pacific Islander; and 32 (6.02%) are two or more races or ethnicities.

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- c. As of December 14, 2023, Rowlett High School has a total enrollment of 2,267 students. Of this number, 633 are in the P-TECH component, and 1,634 are neighborhood students. Included in the 633 students are 178 ninth graders, 138 tenth graders, 173 eleventh graders, and 144 twelfth graders. Of this number, 149 (23.54%) are White; 143 (22.59%) are African-American; 282 (44.55%) are Hispanic; 39 (6.16%) are Asian; 1 (0.16%) is American Indian; 0 (0%) is Pacific Islander; and 19 (3.00%) are two or more races or ethnicities.
- d. As of December 14, 2023, South Garland High School has a total enrollment of 1,979 students. Of this number, 498 are in the Collegiate Academy, and 1,481 are neighborhood students. Included in the 498 students are 141 ninth graders, 118 tenth graders, 111 eleventh graders, and 128 twelfth graders. Of this number, 15 (3.01%) are White; 33 (6.63%) are African-American; 436 (87.55%) are Hispanic; 7 (1.41%) are Asian; 1 (0.20%) are American Indian; 0 (0.00%) is Pacific Islander; and 6 (1.20%) are two or more races or ethnicities.
- e. As of December 14, 2023, Naaman Forest High School has a total enrollment of 2,081 students. Of this number, 565 are in the Collegiate Academy, and 1,516 are neighborhood students. Included in the 565 students are 120 ninth graders, 149 tenth graders, 138 eleventh graders, and 158 twelfth graders. Of this number, 60 (10.62%) are White; 117 (20.71%) are African-American; 309 (54.69%) are Hispanic; 61 (10.80%) are Asian; 3 (0.53%) are American Indian; 0 (0%) is Pacific Islander; and 15 (2.65%) are two or more races or ethnicities.
- f. As of December 14, 2023, Sachse High School has a total enrollment of 2,900 students. Of this number, 794 are in the P-TECH component, and 2,106 are neighborhood students. Included in the 794 students are 250 ninth graders, 220 tenth graders, 223 eleventh graders, and 101 twelfth graders. Of this number, 253 (31.86%) are White; 133 (16.75%) are African-American; 275 (34.63%) are Hispanic; 89 (11.21%) are Asian; 3 (0.38%) are American Indian; 1 (0.13%) is Pacific Islander; and 40 (5.04%) are two or more races or ethnicities.

See Exhibit 1.

- 8. There are 49 elementary schools that have one or more grade levels closed because of building capacity limits. Capacity restrictions are also in place at four middle schools. Four high schools closed due to capacity restrictions. These secondary schools accept new students

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only when they are in very close proximity to the school or when they live on a transportation route designated to the school.

See Exhibit 2.

9. The majority of the District's schools are in compliance with the 1987 Agreed Judgement in terms of ethnic balance. As of December 14, 2023, there were 51,595 students in the computer mainframe. Of this number, 6,863 (13.30%) are White; 9,333 (18.09%) are African-American; 28,343 (54.93%) are Hispanic; 5,143 (9.97%) are Asian; 200 (0.39%) are American Indian; 51 (0.10%) are Pacific Islander; and 1,662 (3.22%) are two or more races or ethnicities. Anglo enrollment on a school-by-school basis ranges from a low of 1.02% at Bradfield Elementary School to a high of 39.47% at Keeley Elementary School.

See Exhibit 1.

10. The District has made preparation for the annual Choice of School period, during which time parents and students will select the school they wish to attend for the 2024-25 school year. The calendar provides for the choice period to begin on January 8, 2024 and conclude on February 16, 2024 students entering grade 1-12 and April 1, 2024 through May 16, 2024 for students entering prekindergarten and kindergarten. The 2024-25 Choice of School Implementation Manual is shown in Exhibit 3.

After Choice forms have been returned by students and parents, the Administration will apply guidelines to ensure maintenance of ethnic balance.

As the district prepares to conduct the 2024-2025 choice of school process, the student ethnic band will range from a **“minimum of 0.0% Anglo to a maximum of 33.41% White”**. The ethnic band will be used to determine each school's compliance with racial balance mandates of the court order as it relates to enrollment for the 2024-25 school year.

The District's White student population has declined .52% as compared to the ethnic percentages reported in last year's calculations (13.93%).

See Exhibit 1 and Exhibit 3 for details.

11. Transportation costs for 2023-2024 are estimated at \$11,574,680.51 for the four academies, the four math-science-technology centers, the Classical Centers at Vial and Brandenburg, the College for All Initiative at Rowlett High School, Sachse High School and South Garland High School, Global Business Program at Naaman Forest High School, Sellers Middle School and Weaver Elementary School, Garland High

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School IB program and the Gilbreath-Reed Career and Technical Center compared to \$8,341,228.36 for 2022-2023.

See Exhibit 4.

12. The recruiting schedule for 2024-2025 is not complete because universities have not finalized their recruiting calendars. The recruiting schedule for the remainder of Fall 2023 is attached in Exhibit 5.

13. As the Court is aware from Garland ISD's status reports, Garland ISD constantly monitors for operational changes that may benefit the students and employees of Garland ISD. In light of declining enrollment statistics, Garland ISD has determined that a Consolidation Plan needs to be implemented to ensure optimization of the learning environment for its students in a fiscally responsible manner. On November 14, 2023, Garland ISD's Board of Trustees approved the Consolidation Plan and authorized Garland ISD to seek the Court's approval of the Consolidation Plan. As required by the Sep. 10, 1970 Desegregation Order, the July 14, 1987 Agreed Judgment and the Nov. 12, 1987 Order, Garland ISD, prior to seeking the Court's approval, submitted the Consolidation Plan to the Court's Multi-Ethnic Committee ("MEC"), so that the MEC may evaluate and opine on the Consolidation Plan. On November 16, 2023, Garland ISD presented the Consolidation Plan to the MEC. After review, the MEC is unopposed to the Consolidation Plan. Garland NAACP ("GNAACP") and the Department of Justice are also unopposed to implementation of the Consolidation Plan. Accordingly, Garland ISD filed its Unopposed Motion for Approval of its Consolidation Plan on December 12, 2023. This honorable court signed the Order the next day. Attached are copies of the motion and signed Order filed and issued by this court.

See Exhibit 6.

Respectfully submitted,



Dr. Ricardo López

RL/mh

Copy: Lisa Ray, General Counsel for the Garland I.S.D.
Edward B. Cloutman, Attorney-at-Law for the Garland NAACP
Christopher S. Awad, Attorney-at-Law for the U.S. Department of Justice
Ken Paxton, Attorney General's Office of the State of Texas

Judge Ed Kinkeade

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December 15, 2023

School Trustees

Multi-Ethnic Committee Members

Garland Branch NAACP

Exhibit 1

Tally of Students by Ethnic Code: All Schools

Academy Waitlist

| | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|-------------------------|-------|----------|--------|------|--------|-----------------|-------|-----|-------|--------|--------|-----|--------|--------|--------|-----|--------|-----------------|-------|-----|-------|--------|--------|-----|--------|------------|-------|-----|-------|-------|--------|------|
| Magnet School | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| Campus | Grade | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Garland HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 002 | 09 | 151 | 56.77% | 482 | 70.88% | 0 | 0.00% | 3 | 0.44% | 30 | 11.28% | 37 | 5.44% | 27 | 10.15% | 76 | 11.18% | 0 | 0.00% | 0 | 0.00% | 47 | 17.67% | 62 | 9.12% | 11 | 4.14% | 20 | 2.94% | 266 | 39.00% | 680 |
| 002 | 10 | 136 | 46.74% | 429 | 63.09% | 1 | 0.34% | 1 | 0.15% | 47 | 16.15% | 53 | 7.79% | 42 | 14.43% | 103 | 15.15% | 1 | 0.34% | 1 | 0.15% | 51 | 17.53% | 75 | 11.03% | 13 | 4.47% | 18 | 2.65% | 291 | 42.00% | 680 |
| 002 | 11 | 108 | 48.21% | 384 | 66.55% | 1 | 0.45% | 1 | 0.17% | 32 | 14.29% | 39 | 6.76% | 32 | 14.29% | 80 | 13.86% | 0 | 0.00% | 0 | 0.00% | 46 | 20.54% | 65 | 11.27% | 5 | 2.23% | 8 | 1.39% | 224 | 38.00% | 577 |
| 002 | 12 | 76 | 42.22% | 332 | 66.40% | 0 | 0.00% | 2 | 0.40% | 42 | 23.33% | 54 | 10.80% | 20 | 11.11% | 46 | 9.20% | 0 | 0.00% | 0 | 0.00% | 39 | 21.67% | 55 | 11.00% | 3 | 1.67% | 11 | 2.20% | 180 | 36.00% | 500 |
| 002 Total | | 471 | 49.01% | 1627 | 66.76% | 2 | 0.21% | 7 | 0.29% | 151 | 15.71% | 183 | 7.51% | 121 | 12.59% | 305 | 12.52% | 1 | 0.10% | 1 | 0.04% | 183 | 19.04% | 257 | 10.55% | 32 | 3.33% | 57 | 2.34% | 961 | 39.00% | 2437 |
| South Garland HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 003 | 09 | 125 | 88.65% | 440 | 84.94% | 0 | 0.00% | 2 | 0.39% | 2 | 1.42% | 3 | 0.58% | 8 | 5.67% | 48 | 9.27% | 0 | 0.00% | 0 | 0.00% | 4 | 2.84% | 19 | 3.67% | 2 | 1.42% | 6 | 1.16% | 141 | 27.00% | 518 |
| 003 | 10 | 104 | 88.14% | 453 | 84.36% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 9 | 1.68% | 7 | 5.93% | 48 | 8.94% | 0 | 0.00% | 1 | 0.19% | 4 | 3.39% | 19 | 3.54% | 3 | 2.54% | 7 | 1.30% | 118 | 21.00% | 537 |
| 003 | 11 | 97 | 87.39% | 378 | 80.25% | 0 | 0.00% | 1 | 0.21% | 3 | 2.70% | 11 | 2.34% | 7 | 6.31% | 55 | 11.68% | 0 | 0.00% | 0 | 0.00% | 3 | 2.70% | 19 | 4.03% | 1 | 0.90% | 7 | 1.49% | 111 | 23.00% | 471 |
| 003 | 12 | 110 | 85.94% | 377 | 83.22% | 1 | 0.78% | 1 | 0.22% | 2 | 1.56% | 12 | 2.65% | 11 | 8.59% | 45 | 9.93% | 0 | 0.00% | 0 | 0.00% | 4 | 3.13% | 15 | 3.31% | 0 | 0.00% | 3 | 0.66% | 128 | 28.00% | 453 |
| 003 Total | | 436 | 87.55% | 1648 | 83.27% | 1 | 0.20% | 4 | 0.20% | 7 | 1.41% | 35 | 1.77% | 33 | 6.63% | 196 | 9.90% | 0 | 0.00% | 1 | 0.05% | 15 | 3.01% | 72 | 3.64% | 6 | 1.20% | 23 | 1.16% | 498 | 25.00% | 1979 |
| North Garland HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 004 | 09 | 221 | 48.25% | 453 | 56.84% | 2 | 0.44% | 2 | 0.25% | 117 | 25.55% | 159 | 19.95% | 63 | 13.76% | 100 | 12.55% | 1 | 0.22% | 1 | 0.13% | 46 | 10.04% | 69 | 8.66% | 8 | 1.75% | 13 | 1.63% | 458 | 57.00% | 797 |
| 004 | 10 | 158 | 40.20% | 390 | 53.50% | 1 | 0.25% | 2 | 0.27% | 115 | 29.26% | 162 | 22.22% | 72 | 18.32% | 101 | 13.85% | 1 | 0.25% | 2 | 0.27% | 37 | 9.41% | 58 | 7.96% | 9 | 2.29% | 14 | 1.92% | 393 | 53.00% | 729 |
| 004 | 11 | 138 | 42.72% | 363 | 56.37% | 3 | 0.93% | 4 | 0.62% | 102 | 31.58% | 143 | 22.20% | 43 | 13.31% | 73 | 11.34% | 0 | 0.00% | 0 | 0.00% | 31 | 9.60% | 47 | 7.30% | 6 | 1.86% | 14 | 2.17% | 323 | 50.00% | 644 |
| 004 | 12 | 113 | 42.01% | 333 | 54.41% | 2 | 0.74% | 4 | 0.65% | 82 | 30.48% | 131 | 21.41% | 39 | 14.50% | 84 | 13.73% | 0 | 0.00% | 0 | 0.00% | 28 | 10.41% | 53 | 8.66% | 5 | 1.86% | 7 | 1.14% | 269 | 43.00% | 612 |
| 004 Total | | 630 | 43.66% | 1539 | 55.32% | 8 | 0.55% | 12 | 0.43% | 416 | 28.83% | 595 | 21.39% | 217 | 15.04% | 358 | 12.87% | 2 | 0.14% | 3 | 0.11% | 142 | 9.84% | 227 | 8.16% | 28 | 1.94% | 48 | 1.73% | 1443 | 51.00% | 2782 |
| Lakeview HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 005 | 09 | 163 | 59.49% | 302 | 54.51% | 2 | 0.73% | 4 | 0.72% | 15 | 5.47% | 27 | 4.87% | 56 | 20.44% | 164 | 29.60% | 0 | 0.00% | 0 | 0.00% | 32 | 11.68% | 46 | 8.30% | 6 | 2.19% | 11 | 1.99% | 274 | 49.00% | 554 |
| 005 | 10 | 135 | 53.15% | 263 | 49.91% | 0 | 0.00% | 0 | 0.00% | 18 | 7.09% | 28 | 5.31% | 45 | 17.72% | 160 | 30.36% | 0 | 0.00% | 0 | 0.00% | 48 | 18.90% | 61 | 11.57% | 8 | 3.15% | 15 | 2.85% | 254 | 48.00% | 527 |
| 005 | 11 | 155 | 60.08% | 290 | 54.92% | 1 | 0.39% | 2 | 0.38% | 13 | 5.04% | 22 | 4.17% | 52 | 20.16% | 153 | 28.98% | 0 | 0.00% | 0 | 0.00% | 28 | 10.85% | 44 | 8.33% | 9 | 3.49% | 17 | 3.22% | 258 | 48.00% | 528 |
| 005 | 12 | 150 | 55.35% | 271 | 52.32% | 0 | 0.00% | 0 | 0.00% | 18 | 6.64% | 30 | 5.79% | 59 | 21.77% | 154 | 29.73% | 0 | 0.00% | 0 | 0.00% | 37 | 13.65% | 50 | 9.65% | 7 | 2.58% | 13 | 2.51% | 271 | 52.00% | 518 |
| 005 Total | | 603 | 57.05% | 1126 | 52.94% | 3 | 0.28% | 6 | 0.28% | 64 | 6.05% | 107 | 5.03% | 212 | 20.06% | 631 | 29.67% | 0 | 0.00% | 0 | 0.00% | 145 | 13.72% | 201 | 9.45% | 30 | 2.84% | 56 | 2.63% | 1057 | 49.00% | 2127 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|--------------------------------|----|----------|--------|------|---------|-----------------|-------|-----|-------|--------|--------|-----|--------|--------|--------|-----|--------|-----------------|-------|-----|-------|--------|--------|-----|--------|------------|-------|-----|-------|-------|--------|------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| P A S S Learning Center | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 007 | 07 | 0 | 0% | 1 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 1 | | |
| 007 | 08 | 0 | 0% | 2 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 25.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 25.00% | 0 | 0% | 0 | 0.00% | 4 | | |
| 007 | 09 | 0 | 0% | 1 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 66.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 3 | | |
| 007 | 10 | 0 | 0% | 1 | 20.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0% | 2 | 40.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0% | 0 | 0.00% | 5 | | |
| 007 | 11 | 0 | 0% | 2 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 2 | | |
| 007 | 12 | 0 | 0% | 1 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 1 | | |
| 007 Total | | 0 | 0% | 8 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 6.25% | 0 | 0% | 5 | 31.25% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 12.50% | 0 | 0% | 0 | 0.00% | 16 | | |
| Naaman Forest HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 008 | 08 | 0 | 0% | 1 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 1 | | |
| 008 | 09 | 68 | 56.67% | 289 | 58.50% | 2 | 1.67% | 4 | 0.81% | 12 | 10.00% | 44 | 8.91% | 22 | 18.33% | 107 | 21.66% | 0 | 0.00% | 0 | 0.00% | 11 | 9.17% | 39 | 7.89% | 5 | 4.17% | 11 | 2.23% | 120 | 24.00% | 494 |
| 008 | 10 | 82 | 55.03% | 364 | 60.26% | 0 | 0.00% | 2 | 0.33% | 15 | 10.07% | 56 | 9.27% | 37 | 24.83% | 130 | 21.52% | 0 | 0.00% | 0 | 0.00% | 11 | 7.38% | 41 | 6.79% | 4 | 2.68% | 11 | 1.82% | 149 | 24.00% | 604 |
| 008 | 11 | 74 | 53.62% | 297 | 56.36% | 1 | 0.72% | 1 | 0.19% | 11 | 7.97% | 59 | 11.20% | 27 | 19.57% | 106 | 20.11% | 0 | 0.00% | 0 | 0.00% | 22 | 15.94% | 52 | 9.87% | 3 | 2.17% | 12 | 2.28% | 138 | 26.00% | 527 |
| 008 | 12 | 85 | 53.80% | 247 | 54.29% | 0 | 0.00% | 0 | 0.00% | 23 | 14.56% | 63 | 13.85% | 31 | 19.62% | 104 | 22.86% | 0 | 0.00% | 0 | 0.00% | 16 | 10.13% | 32 | 7.03% | 3 | 1.90% | 9 | 1.98% | 158 | 34.00% | 455 |
| 008 Total | | 309 | 54.69% | 1198 | 57.57% | 3 | 0.53% | 7 | 0.34% | 61 | 10.80% | 222 | 10.67% | 117 | 20.71% | 447 | 21.48% | 0 | 0.00% | 0 | 0.00% | 60 | 10.62% | 164 | 7.88% | 15 | 2.65% | 43 | 2.07% | 565 | 27.00% | 2081 |
| Rowlett HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 009 | 09 | 80 | 44.94% | 258 | 43.07% | 1 | 0.56% | 1 | 0.17% | 8 | 4.49% | 26 | 4.34% | 41 | 23.03% | 175 | 29.22% | 0 | 0.00% | 0 | 0.00% | 41 | 23.03% | 117 | 19.53% | 7 | 3.93% | 22 | 3.67% | 178 | 29.00% | 599 |
| 009 | 10 | 65 | 47.10% | 243 | 44.10% | 0 | 0.00% | 0 | 0.00% | 12 | 8.70% | 25 | 4.54% | 29 | 21.01% | 148 | 26.86% | 0 | 0.00% | 0 | 0.00% | 30 | 21.74% | 121 | 21.96% | 2 | 1.45% | 14 | 2.54% | 138 | 25.00% | 551 |
| 009 | 11 | 77 | 44.51% | 256 | 42.04% | 0 | 0.00% | 3 | 0.49% | 13 | 7.51% | 38 | 6.24% | 37 | 21.39% | 161 | 26.44% | 0 | 0.00% | 0 | 0.00% | 39 | 22.54% | 129 | 21.18% | 7 | 4.05% | 22 | 3.61% | 173 | 28.00% | 609 |
| 009 | 12 | 60 | 41.67% | 217 | 42.72% | 0 | 0.00% | 2 | 0.39% | 6 | 4.17% | 24 | 4.72% | 36 | 25.00% | 137 | 26.97% | 0 | 0.00% | 0 | 0.00% | 39 | 27.08% | 114 | 22.44% | 3 | 2.08% | 14 | 2.76% | 144 | 28.00% | 508 |
| 009 Total | | 282 | 44.55% | 974 | 42.96% | 1 | 0.16% | 6 | 0.26% | 39 | 6.16% | 113 | 4.98% | 143 | 22.59% | 621 | 27.39% | 0 | 0.00% | 0 | 0.00% | 149 | 23.54% | 481 | 21.22% | 19 | 3.00% | 72 | 3.18% | 633 | 27.00% | 2267 |
| Sachse HS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 010 | 09 | 86 | 34.40% | 248 | 33.47% | 1 | 0.40% | 2 | 0.27% | 33 | 13.20% | 108 | 14.57% | 38 | 15.20% | 154 | 20.78% | 0 | 0.00% | 0 | 0.00% | 77 | 30.80% | 197 | 26.59% | 15 | 6.00% | 32 | 4.32% | 250 | 33.00% | 741 |
| 010 | 10 | 83 | 37.73% | 272 | 35.42% | 1 | 0.45% | 3 | 0.39% | 18 | 8.18% | 91 | 11.85% | 41 | 18.64% | 137 | 17.84% | 0 | 0.00% | 2 | 0.26% | 66 | 30.00% | 229 | 29.82% | 11 | 5.00% | 34 | 4.43% | 220 | 28.00% | 768 |
| 010 | 11 | 64 | 28.70% | 233 | 32.59% | 1 | 0.45% | 2 | 0.28% | 27 | 12.11% | 101 | 14.13% | 44 | 19.73% | 137 | 19.16% | 1 | 0.45% | 2 | 0.28% | 75 | 33.63% | 211 | 29.51% | 11 | 4.93% | 29 | 4.06% | 223 | 31.00% | 715 |
| 010 | 12 | 42 | 41.58% | 224 | 33.14% | 0 | 0.00% | 0 | 0.00% | 11 | 10.89% | 91 | 13.46% | 10 | 9.90% | 109 | 16.12% | 0 | 0.00% | 4 | 0.59% | 35 | 34.65% | 231 | 34.17% | 3 | 2.97% | 17 | 2.51% | 101 | 14.00% | 676 |
| 010 Total | | 275 | 34.63% | 977 | 33.69% | 3 | 0.38% | 7 | 0.24% | 89 | 11.21% | 391 | 13.48% | 133 | 16.75% | 537 | 18.52% | 1 | 0.13% | 8 | 0.28% | 253 | 31.86% | 868 | 29.93% | 40 | 5.04% | 112 | 3.86% | 794 | 27.00% | 2900 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|------------------------------|----|----------|--------|-----|--------|-----------------|-------|-----|-------|--------|--------|-----|--------|--------|--------|-----|--------|-----------------|-------|-----|-------|--------|--------|-----|--------|------------|-------|-----|-------|-------|--------|------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Austin Academy MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 041 | 06 | 55 | 24.34% | 135 | 41.80% | 0 | 0.00% | 0 | 0.00% | 64 | 28.32% | 69 | 21.36% | 32 | 14.16% | 40 | 12.38% | 0 | 0.00% | 1 | 0.31% | 67 | 29.65% | 70 | 21.67% | 8 | 3.54% | 8 | 2.48% | 226 | 69.00% | 323 |
| 041 | 07 | 65 | 29.28% | 140 | 44.73% | 0 | 0.00% | 0 | 0.00% | 56 | 25.23% | 60 | 19.17% | 33 | 14.86% | 43 | 13.74% | 0 | 0.00% | 0 | 0.00% | 58 | 26.13% | 58 | 18.53% | 10 | 4.50% | 12 | 3.83% | 222 | 70.00% | 313 |
| 041 | 08 | 86 | 36.60% | 159 | 49.07% | 0 | 0.00% | 0 | 0.00% | 62 | 26.38% | 69 | 21.30% | 30 | 12.77% | 36 | 11.11% | 0 | 0.00% | 0 | 0.00% | 50 | 21.28% | 53 | 16.36% | 7 | 2.98% | 7 | 2.16% | 235 | 72.00% | 324 |
| 041 Total | | 206 | 30.16% | 434 | 45.21% | 0 | 0.00% | 0 | 0.00% | 182 | 26.65% | 198 | 20.63% | 95 | 13.91% | 119 | 12.40% | 0 | 0.00% | 1 | 0.10% | 175 | 25.62% | 181 | 18.85% | 25 | 3.66% | 27 | 2.81% | 683 | 71.00% | 960 |
| Bussey MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 042 | 06 | 0 | 0% | 194 | 79.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 2.87% | 0 | 0% | 29 | 11.89% | 0 | 0% | 1 | 0.41% | 0 | 0% | 11 | 4.51% | 0 | 0% | 2 | 0.82% | 0 | 0.00% | 244 |
| 042 | 07 | 0 | 0% | 200 | 75.19% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.64% | 0 | 0% | 29 | 10.90% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 6.39% | 0 | 0% | 5 | 1.88% | 0 | 0.00% | 266 |
| 042 | 08 | 0 | 0% | 227 | 77.47% | 0 | 0% | 2 | 0.68% | 0 | 0% | 14 | 4.78% | 0 | 0% | 35 | 11.95% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.12% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 293 |
| 042 Total | | 0 | 0% | 621 | 77.33% | 0 | 0% | 2 | 0.25% | 0 | 0% | 36 | 4.48% | 0 | 0% | 93 | 11.58% | 0 | 0% | 1 | 0.12% | 0 | 0% | 43 | 5.35% | 0 | 0% | 7 | 0.87% | 0 | 0.00% | 803 |
| Sam Houston MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 043 | 06 | 0 | 0% | 242 | 88.32% | 0 | 0% | 1 | 0.36% | 0 | 0% | 4 | 1.46% | 0 | 0% | 16 | 5.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 2.55% | 0 | 0% | 4 | 1.46% | 0 | 0.00% | 274 |
| 043 | 07 | 0 | 0% | 222 | 88.80% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 2.40% | 0 | 0% | 13 | 5.20% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 2.80% | 0 | 0% | 2 | 0.80% | 0 | 0.00% | 250 |
| 043 | 08 | 0 | 0% | 263 | 87.38% | 0 | 0% | 1 | 0.33% | 0 | 0% | 8 | 2.66% | 0 | 0% | 16 | 5.32% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 2.99% | 0 | 0% | 4 | 1.33% | 0 | 0.00% | 301 |
| 043 Total | | 0 | 0% | 727 | 88.12% | 0 | 0% | 2 | 0.24% | 0 | 0% | 18 | 2.18% | 0 | 0% | 45 | 5.45% | 0 | 0% | 0 | 0.00% | 0 | 0% | 23 | 2.79% | 0 | 0% | 10 | 1.21% | 0 | 0.00% | 825 |
| Jackson Technology MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 045 | 06 | 90 | 43.27% | 225 | 56.68% | 0 | 0.00% | 0 | 0.00% | 34 | 16.35% | 70 | 17.63% | 30 | 14.42% | 41 | 10.33% | 0 | 0.00% | 0 | 0.00% | 39 | 18.75% | 45 | 11.34% | 15 | 7.21% | 16 | 4.03% | 208 | 52.00% | 397 |
| 045 | 07 | 72 | 37.89% | 215 | 56.58% | 1 | 0.53% | 1 | 0.26% | 33 | 17.37% | 55 | 14.47% | 43 | 22.63% | 54 | 14.21% | 0 | 0.00% | 0 | 0.00% | 35 | 18.42% | 42 | 11.05% | 6 | 3.16% | 13 | 3.42% | 190 | 50.00% | 380 |
| 045 | 08 | 68 | 36.76% | 199 | 54.82% | 0 | 0.00% | 0 | 0.00% | 37 | 20.00% | 56 | 15.43% | 37 | 20.00% | 58 | 15.98% | 0 | 0.00% | 0 | 0.00% | 36 | 19.46% | 42 | 11.57% | 7 | 3.78% | 8 | 2.20% | 185 | 50.00% | 363 |
| 045 Total | | 230 | 39.45% | 639 | 56.05% | 1 | 0.17% | 1 | 0.09% | 104 | 17.84% | 181 | 15.88% | 110 | 18.87% | 153 | 13.42% | 0 | 0.00% | 0 | 0.00% | 110 | 18.87% | 129 | 11.32% | 28 | 4.80% | 37 | 3.25% | 583 | 51.00% | 1140 |
| O'Banion MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 046 | 06 | 0 | 0% | 187 | 76.33% | 0 | 0% | 4 | 1.63% | 0 | 0% | 10 | 4.08% | 0 | 0% | 30 | 12.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 3.27% | 0 | 0% | 6 | 2.45% | 0 | 0.00% | 245 |
| 046 | 07 | 0 | 0% | 212 | 77.09% | 0 | 0% | 2 | 0.73% | 0 | 0% | 12 | 4.36% | 0 | 0% | 39 | 14.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 2.91% | 0 | 0% | 2 | 0.73% | 0 | 0.00% | 275 |
| 046 | 08 | 0 | 0% | 241 | 79.28% | 0 | 0% | 2 | 0.66% | 0 | 0% | 6 | 1.97% | 0 | 0% | 35 | 11.51% | 0 | 0% | 1 | 0.33% | 0 | 0% | 14 | 4.61% | 0 | 0% | 5 | 1.64% | 0 | 0.00% | 304 |
| 046 Total | | 0 | 0% | 640 | 77.67% | 0 | 0% | 8 | 0.97% | 0 | 0% | 28 | 3.40% | 0 | 0% | 104 | 12.62% | 0 | 0% | 1 | 0.12% | 0 | 0% | 30 | 3.64% | 0 | 0% | 13 | 1.58% | 0 | 0.00% | 824 |
| Brandenburg MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 047 | 06 | 99 | 49.75% | 197 | 52.82% | 0 | 0.00% | 0 | 0.00% | 13 | 6.53% | 19 | 5.09% | 33 | 16.58% | 77 | 20.64% | 0 | 0.00% | 0 | 0.00% | 45 | 22.61% | 66 | 17.69% | 9 | 4.52% | 14 | 3.75% | 199 | 53.00% | 373 |
| 047 | 07 | 99 | 50.25% | 181 | 56.04% | 0 | 0.00% | 0 | 0.00% | 14 | 7.11% | 16 | 4.95% | 28 | 14.21% | 56 | 17.34% | 0 | 0.00% | 0 | 0.00% | 44 | 22.34% | 55 | 17.03% | 12 | 6.09% | 15 | 4.64% | 197 | 60.00% | 323 |
| 047 | 08 | 111 | 51.39% | 189 | 52.94% | 3 | 1.39% | 5 | 1.40% | 8 | 3.70% | 13 | 3.64% | 39 | 18.06% | 77 | 21.57% | 0 | 0.00% | 0 | 0.00% | 50 | 23.15% | 63 | 17.65% | 5 | 2.31% | 10 | 2.80% | 216 | 60.00% | 357 |
| 047 Total | | 309 | 50.49% | 567 | 53.85% | 3 | 0.49% | 5 | 0.47% | 35 | 5.72% | 48 | 4.56% | 100 | 16.34% | 210 | 19.94% | 0 | 0.00% | 0 | 0.00% | 139 | 22.71% | 184 | 17.47% | 26 | 4.25% | 39 | 3.70% | 612 | 58.00% | 1053 |

| Magnet School | Campus | Grade | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--------|-------|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--|-------|--|--|
| | | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |

Sellers MS

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|------------|---------------|------------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|--------------|-----------|---------------|------------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|--------------|-----------|--------------|-----------|--------------|------------|---------------|------------|
| 048 | 06 | 74 | 54.41% | 179 | 62.37% | 0 | 0.00% | 0 | 0.00% | 17 | 12.50% | 25 | 8.71% | 19 | 13.97% | 45 | 15.68% | 1 | 0.74% | 1 | 0.35% | 19 | 13.97% | 29 | 10.10% | 6 | 4.41% | 8 | 2.79% | 136 | 47.00% | 287 |
| 048 | 07 | 53 | 51.46% | 177 | 66.54% | 1 | 0.97% | 1 | 0.38% | 12 | 11.65% | 22 | 8.27% | 23 | 22.33% | 44 | 16.54% | 0 | 0.00% | 0 | 0.00% | 7 | 6.80% | 13 | 4.89% | 7 | 6.80% | 9 | 3.38% | 103 | 38.00% | 266 |
| 048 | 08 | 46 | 50.55% | 182 | 64.54% | 0 | 0.00% | 1 | 0.35% | 11 | 12.09% | 20 | 7.09% | 15 | 16.48% | 45 | 15.96% | 1 | 1.10% | 2 | 0.71% | 14 | 15.38% | 23 | 8.16% | 4 | 4.40% | 9 | 3.19% | 91 | 32.00% | 282 |
| 048 Total | | 173 | 52.42% | 538 | 64.43% | 1 | 0.30% | 2 | 0.24% | 40 | 12.12% | 67 | 8.02% | 57 | 17.27% | 134 | 16.05% | 2 | 0.61% | 3 | 0.36% | 40 | 12.12% | 65 | 7.78% | 17 | 5.15% | 26 | 3.11% | 330 | 39.00% | 835 |

Webb MS

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|------------|---------------|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|------------|---------------|----------|-----------|-----------|--------------|----------|--------------|------------|
| 049 | 06 | 0 | 0% | 139 | 41.37% | 0 | 0% | 0 | 0.00% | 0 | 0% | 64 | 19.05% | 0 | 0% | 77 | 22.92% | 0 | 0% | 2 | 0.60% | 0 | 0% | 41 | 12.20% | 0 | 0% | 13 | 3.87% | 0 | 0.00% | 336 |
| 049 | 07 | 0 | 0% | 115 | 38.98% | 0 | 0% | 1 | 0.34% | 0 | 0% | 56 | 18.98% | 0 | 0% | 76 | 25.76% | 0 | 0% | 0 | 0.00% | 0 | 0% | 40 | 13.56% | 0 | 0% | 7 | 2.37% | 0 | 0.00% | 295 |
| 049 | 08 | 0 | 0% | 124 | 40.66% | 0 | 0% | 1 | 0.33% | 0 | 0% | 65 | 21.31% | 0 | 0% | 72 | 23.61% | 0 | 0% | 0 | 0.00% | 0 | 0% | 34 | 11.15% | 0 | 0% | 9 | 2.95% | 0 | 0.00% | 305 |
| 049 Total | | 0 | 0% | 378 | 40.38% | 0 | 0% | 2 | 0.21% | 0 | 0% | 185 | 19.76% | 0 | 0% | 225 | 24.04% | 0 | 0% | 2 | 0.21% | 0 | 0% | 115 | 12.29% | 0 | 0% | 29 | 3.10% | 0 | 0.00% | 936 |

Coyle MS

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|---------------|----------|-----------|-----------|--------------|----------|--------------|------------|
| 050 | 08 | 0 | 0% | 131 | 47.64% | 0 | 0% | 2 | 0.73% | 0 | 0% | 10 | 3.64% | 0 | 0% | 74 | 26.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 44 | 16.00% | 0 | 0% | 14 | 5.09% | 0 | 0.00% | 275 |
| 050 Total | | 0 | 0% | 131 | 47.64% | 0 | 0% | 2 | 0.73% | 0 | 0% | 10 | 3.64% | 0 | 0% | 74 | 26.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 44 | 16.00% | 0 | 0% | 14 | 5.09% | 0 | 0.00% | 275 |

Lyles MS

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|--------------|------------|
| 051 | 08 | 0 | 0% | 162 | 54.00% | 0 | 0% | 1 | 0.33% | 0 | 0% | 14 | 4.67% | 0 | 0% | 101 | 33.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.00% | 0 | 0% | 7 | 2.33% | 0 | 0.00% | 300 |
| 051 Total | | 0 | 0% | 162 | 54.00% | 0 | 0% | 1 | 0.33% | 0 | 0% | 14 | 4.67% | 0 | 0% | 101 | 33.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.00% | 0 | 0% | 7 | 2.33% | 0 | 0.00% | 300 |

B G Hudson MS

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|------------|---------------|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|------------|---------------|----------|-----------|-----------|--------------|----------|--------------|-------------|
| 052 | 06 | 0 | 0% | 116 | 33.82% | 0 | 0% | 2 | 0.58% | 0 | 0% | 76 | 22.16% | 0 | 0% | 46 | 13.41% | 0 | 0% | 1 | 0.29% | 0 | 0% | 91 | 26.53% | 0 | 0% | 11 | 3.21% | 0 | 0.00% | 343 |
| 052 | 07 | 0 | 0% | 138 | 34.59% | 0 | 0% | 0 | 0.00% | 0 | 0% | 68 | 17.04% | 0 | 0% | 65 | 16.29% | 0 | 0% | 2 | 0.50% | 0 | 0% | 108 | 27.07% | 0 | 0% | 18 | 4.51% | 0 | 0.00% | 399 |
| 052 | 08 | 0 | 0% | 133 | 31.74% | 0 | 0% | 0 | 0.00% | 0 | 0% | 66 | 15.75% | 0 | 0% | 77 | 18.38% | 0 | 0% | 2 | 0.48% | 0 | 0% | 125 | 29.83% | 0 | 0% | 16 | 3.82% | 0 | 0.00% | 419 |
| 052 Total | | 0 | 0% | 387 | 33.33% | 0 | 0% | 2 | 0.17% | 0 | 0% | 210 | 18.09% | 0 | 0% | 188 | 16.19% | 0 | 0% | 5 | 0.43% | 0 | 0% | 324 | 27.91% | 0 | 0% | 45 | 3.88% | 0 | 0.00% | 1161 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|-----------------------------------|-------|----------|----------------|------------|---------------|-----------------|--------------|----------|--------------|----------|---------------|-----------|--------------|----------|--------------|------------|---------------|-----------------|--------------|----------|--------------|----------|---------------|------------|---------------|------------|---------------|-----------|--------------|-----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Campus | Grade | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Garland AEC | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 053 | 02 | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 1 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 1 | | |
| 053 | 05 | 0 | 0% | 2 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 1 | 16.67% | 0 | 0.00% | 6 |
| 053 | 06 | 0 | 0% | 5 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 5 |
| 053 | 07 | 1 | 100.00% | 11 | 64.71% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 3 | 17.65% | 0 | 0.00% | 2 | 11.76% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 5.88% | 0 | 0.00% | 0 | 0.00% | 1 | 5.00% | 17 |
| 053 | 08 | 0 | 0% | 13 | 68.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 5.26% | 0 | 0% | 3 | 15.79% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 5.26% | 0 | 0% | 1 | 5.26% | 0 | 0.00% | 19 |
| 053 | 09 | 1 | 50.00% | 13 | 41.94% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 3.23% | 0 | 0.00% | 9 | 29.03% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 5 | 16.13% | 1 | 50.00% | 3 | 9.68% | 2 | 6.00% | 31 |
| 053 | 10 | 3 | 60.00% | 11 | 44.00% | 0 | 0.00% | 0 | 0.00% | 1 | 20.00% | 2 | 8.00% | 0 | 0.00% | 7 | 28.00% | 0 | 0.00% | 0 | 0.00% | 1 | 20.00% | 5 | 20.00% | 0 | 0.00% | 0 | 0.00% | 5 | 20.00% | 25 |
| 053 | 11 | 1 | 100.00% | 9 | 81.82% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 2 | 18.18% | 0 | 0.00% | 0 | 0.00% | 1 | 9.00% | 11 |
| 053 | 12 | 1 | 100.00% | 4 | 50.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 12.50% | 0 | 0.00% | 3 | 37.50% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 12.00% | 8 |
| 053 Total | | 7 | 70.00% | 68 | 55.28% | 0 | 0.00% | 0 | 0.00% | 1 | 10.00% | 8 | 6.50% | 0 | 0.00% | 28 | 22.76% | 0 | 0.00% | 0 | 0.00% | 1 | 10.00% | 14 | 11.38% | 1 | 10.00% | 5 | 4.07% | 10 | 8.00% | 123 |
| Schrade MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 054 | 06 | 1 | 100.00% | 92 | 35.38% | 0 | 0.00% | 1 | 0.38% | 0 | 0.00% | 15 | 5.77% | 0 | 0.00% | 82 | 31.54% | 0 | 0.00% | 1 | 0.38% | 0 | 0.00% | 53 | 20.38% | 0 | 0.00% | 16 | 6.15% | 1 | 0.00% | 260 |
| 054 | 07 | 0 | 0% | 84 | 32.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 16 | 6.18% | 0 | 0% | 94 | 36.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 51 | 19.69% | 0 | 0% | 14 | 5.41% | 0 | 0.00% | 259 |
| 054 | 08 | 0 | 0% | 92 | 31.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 22 | 7.48% | 0 | 0% | 114 | 38.78% | 0 | 0% | 0 | 0.00% | 0 | 0% | 56 | 19.05% | 0 | 0% | 10 | 3.40% | 0 | 0.00% | 294 |
| 054 Total | | 1 | 100.00% | 268 | 32.96% | 0 | 0.00% | 1 | 0.12% | 0 | 0.00% | 53 | 6.52% | 0 | 0.00% | 290 | 35.67% | 0 | 0.00% | 1 | 0.12% | 0 | 0.00% | 160 | 19.68% | 0 | 0.00% | 40 | 4.92% | 1 | 0.00% | 813 |
| Coyle Technology Center MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 056 | 06 | 0 | 0% | 142 | 44.38% | 0 | 0% | 2 | 0.63% | 0 | 0% | 12 | 3.75% | 0 | 0% | 94 | 29.38% | 0 | 0% | 2 | 0.63% | 0 | 0% | 54 | 16.88% | 0 | 0% | 14 | 4.38% | 0 | 0.00% | 320 |
| 056 | 07 | 0 | 0% | 137 | 45.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 5.94% | 0 | 0% | 82 | 27.06% | 0 | 0% | 1 | 0.33% | 0 | 0% | 54 | 17.82% | 0 | 0% | 11 | 3.63% | 0 | 0.00% | 303 |
| 056 Total | | 0 | 0% | 279 | 44.78% | 0 | 0% | 2 | 0.32% | 0 | 0% | 30 | 4.82% | 0 | 0% | 176 | 28.25% | 0 | 0% | 3 | 0.48% | 0 | 0% | 108 | 17.34% | 0 | 0% | 25 | 4.01% | 0 | 0.00% | 623 |
| Lyles Collegiate INT MS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 057 | 06 | 0 | 0% | 135 | 44.85% | 0 | 0% | 2 | 0.66% | 0 | 0% | 16 | 5.32% | 0 | 0% | 120 | 39.87% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 5.98% | 0 | 0% | 10 | 3.32% | 0 | 0.00% | 301 |
| 057 | 07 | 0 | 0% | 137 | 49.10% | 0 | 0% | 2 | 0.72% | 0 | 0% | 18 | 6.45% | 0 | 0% | 100 | 35.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.38% | 0 | 0% | 7 | 2.51% | 0 | 0.00% | 279 |
| 057 Total | | 0 | 0% | 272 | 46.90% | 0 | 0% | 4 | 0.69% | 0 | 0% | 34 | 5.86% | 0 | 0% | 220 | 37.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 33 | 5.69% | 0 | 0% | 17 | 2.93% | 0 | 0.00% | 580 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--------|-------|--|--|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | Magnet | All | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | |

Beaver ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|------------|---------------|------------|---------------|----------|--------------|----------|--------------|-----------|---------------|------------|---------------|-----------|---------------|-----------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|---------------|----------|--------------|-----------|--------------|------------|---------------|------------|
| 101 | KG | 9 | 27.27% | 24 | 39.34% | 0 | 0.00% | 0 | 0.00% | 14 | 42.42% | 21 | 34.43% | 7 | 21.21% | 9 | 14.75% | 0 | 0.00% | 0 | 0.00% | 2 | 6.06% | 5 | 8.20% | 1 | 3.03% | 2 | 3.28% | 33 | 54.00% | 61 |
| 101 | 01 | 14 | 37.84% | 30 | 42.25% | 0 | 0.00% | 0 | 0.00% | 14 | 37.84% | 21 | 29.58% | 4 | 10.81% | 10 | 14.08% | 0 | 0.00% | 0 | 0.00% | 4 | 10.81% | 9 | 12.68% | 1 | 2.70% | 1 | 1.41% | 37 | 52.00% | 71 |
| 101 | 02 | 30 | 50.85% | 50 | 52.08% | 0 | 0.00% | 0 | 0.00% | 15 | 25.42% | 21 | 21.88% | 9 | 15.25% | 14 | 14.58% | 0 | 0.00% | 0 | 0.00% | 4 | 6.78% | 8 | 8.33% | 1 | 1.69% | 3 | 3.13% | 59 | 61.00% | 96 |
| 101 | 03 | 26 | 44.07% | 45 | 45.45% | 0 | 0.00% | 0 | 0.00% | 18 | 30.51% | 26 | 26.26% | 10 | 16.95% | 15 | 15.15% | 0 | 0.00% | 0 | 0.00% | 5 | 8.47% | 11 | 11.11% | 0 | 0.00% | 2 | 2.02% | 59 | 59.00% | 99 |
| 101 | 04 | 24 | 37.50% | 46 | 42.20% | 0 | 0.00% | 0 | 0.00% | 15 | 23.44% | 27 | 24.77% | 7 | 10.94% | 10 | 9.17% | 1 | 1.56% | 1 | 0.92% | 13 | 20.31% | 18 | 16.51% | 4 | 6.25% | 7 | 6.42% | 64 | 58.00% | 109 |
| 101 | 05 | 30 | 43.48% | 51 | 46.79% | 0 | 0.00% | 0 | 0.00% | 17 | 24.64% | 22 | 20.18% | 11 | 15.94% | 20 | 18.35% | 0 | 0.00% | 0 | 0.00% | 11 | 15.94% | 13 | 11.93% | 0 | 0.00% | 3 | 2.75% | 69 | 63.00% | 109 |
| 101 Total | | 133 | 41.43% | 246 | 45.14% | 0 | 0.00% | 0 | 0.00% | 93 | 28.97% | 138 | 25.32% | 48 | 14.95% | 78 | 14.31% | 1 | 0.31% | 1 | 0.18% | 39 | 12.15% | 64 | 11.74% | 7 | 2.18% | 18 | 3.30% | 321 | 58.00% | 545 |

Bullock ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|---------------|----------|-----------|-----------|---------------|----------|-----------|----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|--------------|------------|
| 102 | PK | 0 | 0% | 35 | 77.78% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 8.89% | 0 | 0% | 3 | 6.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.44% | 0 | 0% | 1 | 2.22% | 0 | 0.00% | 45 |
| 102 | KG | 0 | 0% | 63 | 77.78% | 0 | 0% | 1 | 1.23% | 0 | 0% | 9 | 11.11% | 0 | 0% | 5 | 6.17% | 0 | 0% | 1 | 1.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.47% | 0 | 0.00% | 81 |
| 102 | 01 | 0 | 0% | 60 | 72.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 12.05% | 0 | 0% | 10 | 12.05% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.61% | 0 | 0.00% | 83 |
| 102 | 02 | 0 | 0% | 58 | 71.60% | 0 | 0% | 1 | 1.23% | 0 | 0% | 8 | 9.88% | 0 | 0% | 10 | 12.35% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.70% | 0 | 0% | 1 | 1.23% | 0 | 0.00% | 81 |
| 102 | 03 | 0 | 0% | 61 | 74.39% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 9.76% | 0 | 0% | 9 | 10.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.22% | 0 | 0% | 3 | 3.66% | 0 | 0.00% | 82 |
| 102 | 04 | 0 | 0% | 62 | 72.94% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 14.12% | 0 | 0% | 9 | 10.59% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.35% | 0 | 0.00% | 85 |
| 102 | 05 | 0 | 0% | 61 | 80.26% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.89% | 0 | 0% | 9 | 11.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 76 |
| 102 Total | | 0 | 0% | 400 | 75.05% | 0 | 0% | 2 | 0.38% | 0 | 0% | 57 | 10.69% | 0 | 0% | 55 | 10.32% | 0 | 0% | 1 | 0.19% | 0 | 0% | 6 | 1.13% | 0 | 0% | 12 | 2.25% | 0 | 0.00% | 533 |

Caldwell ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|--------------|------------|
| 103 | PK | 0 | 0% | 29 | 74.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.13% | 0 | 0% | 2 | 5.13% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 12.82% | 0 | 0% | 1 | 2.56% | 0 | 0.00% | 39 |
| 103 | KG | 0 | 0% | 55 | 84.62% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.62% | 0 | 0% | 1 | 1.54% | 0 | 0.00% | 65 |
| 103 | 01 | 0 | 0% | 58 | 89.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.62% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 6.15% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 65 |
| 103 | 02 | 0 | 0% | 55 | 85.94% | 0 | 0% | 1 | 1.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 7.81% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.69% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 64 |
| 103 | 03 | 0 | 0% | 50 | 90.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.45% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.64% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 55 |
| 103 | 04 | 0 | 0% | 53 | 82.81% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 14.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.13% | 0 | 0.00% | 64 |
| 103 | 05 | 0 | 0% | 43 | 81.13% | 0 | 0% | 1 | 1.89% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 11.32% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.77% | 0 | 0% | 1 | 1.89% | 0 | 0.00% | 53 |
| 103 Total | | 0 | 0% | 343 | 84.69% | 0 | 0% | 2 | 0.49% | 0 | 0% | 2 | 0.49% | 0 | 0% | 34 | 8.40% | 0 | 0% | 0 | 0.00% | 0 | 0% | 19 | 4.69% | 0 | 0% | 5 | 1.23% | 0 | 0.00% | 405 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|-----------------------|----|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|---------------|------------|-----------|-----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Centerville ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 105 | E1 | 0 | 0% | 9 | 75.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 16.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 8.33% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 12 |
| 105 | PK | 0 | 0% | 6 | 60.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 20.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 20.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 10 |
| 105 | KG | 0 | 0% | 32 | 80.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.00% | 0 | 0% | 1 | 2.50% | 0 | 0.00% | 40 |
| 105 | 01 | 0 | 0% | 31 | 75.61% | 0 | 0% | 1 | 2.44% | 0 | 0% | 2 | 4.88% | 0 | 0% | 3 | 7.32% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.32% | 0 | 0% | 1 | 2.44% | 0 | 0.00% | 41 |
| 105 | 02 | 0 | 0% | 38 | 86.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 9.09% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.55% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 44 |
| 105 | 03 | 0 | 0% | 34 | 77.27% | 0 | 0% | 1 | 2.27% | 0 | 0% | 1 | 2.27% | 0 | 0% | 4 | 9.09% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 6.82% | 0 | 0% | 1 | 2.27% | 0 | 0.00% | 44 |
| 105 | 04 | 0 | 0% | 39 | 97.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.50% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 40 |
| 105 | 05 | 0 | 0% | 38 | 86.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.27% | 0 | 0% | 3 | 6.82% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.27% | 0 | 0% | 1 | 2.27% | 0 | 0.00% | 44 |
| 105 Total | | 0 | 0% | 227 | 82.55% | 0 | 0% | 2 | 0.73% | 0 | 0% | 4 | 1.45% | 0 | 0% | 23 | 8.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.45% | 0 | 0% | 4 | 1.45% | 0 | 0.00% | 275 |
| Cooper ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 107 | E2 | 0 | 0% | 1 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 2 |
| 107 | E1 | 0 | 0% | 3 | 60.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0.00% | 5 |
| 107 | PK | 0 | 0% | 11 | 42.31% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 11.54% | 0 | 0% | 8 | 30.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 15.38% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 26 |
| 107 | KG | 0 | 0% | 32 | 64.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 12.00% | 0 | 0% | 2 | 4.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 14.00% | 0 | 0% | 3 | 6.00% | 0 | 0.00% | 50 |
| 107 | 01 | 0 | 0% | 31 | 64.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 6.25% | 0 | 0% | 6 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 14.58% | 0 | 0% | 1 | 2.08% | 0 | 0.00% | 48 |
| 107 | 02 | 0 | 0% | 43 | 69.35% | 0 | 0% | 1 | 1.61% | 0 | 0% | 2 | 3.23% | 0 | 0% | 7 | 11.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 14.52% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 62 |
| 107 | 03 | 0 | 0% | 41 | 68.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.33% | 0 | 0% | 8 | 13.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 15.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 60 |
| 107 | 04 | 0 | 0% | 43 | 69.35% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.23% | 0 | 0% | 7 | 11.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 11.29% | 0 | 0% | 3 | 4.84% | 0 | 0.00% | 62 |
| 107 | 05 | 0 | 0% | 42 | 60.00% | 0 | 0% | 1 | 1.43% | 0 | 0% | 10 | 14.29% | 0 | 0% | 6 | 8.57% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 11.43% | 0 | 0% | 3 | 4.29% | 0 | 0.00% | 70 |
| 107 Total | | 0 | 0% | 247 | 64.16% | 0 | 0% | 2 | 0.52% | 0 | 0% | 29 | 7.53% | 0 | 0% | 45 | 11.69% | 0 | 0% | 0 | 0.00% | 0 | 0% | 51 | 13.25% | 0 | 0% | 11 | 2.86% | 0 | 0.00% | 385 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------------|----|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|--------------|------------|-----------|----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | All | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | | | |
| Daugherty ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 108 | KG | 0 | 0% | 117 | 90.00% | 0 | 0% | 2 | 1.54% | 0 | 0% | 1 | 0.77% | 0 | 0% | 5 | 3.85% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 3.08% | 0 | 0% | 1 | 0.77% | 0 | 0.00% | 130 |
| 108 | 01 | 0 | 0% | 123 | 91.79% | 0 | 0% | 1 | 0.75% | 0 | 0% | 1 | 0.75% | 0 | 0% | 2 | 1.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 5.22% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 134 |
| 108 | 02 | 0 | 0% | 116 | 90.63% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 2.34% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 6.25% | 0 | 0% | 1 | 0.78% | 0 | 0.00% | 128 |
| 108 | 03 | 0 | 0% | 119 | 89.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 1.50% | 0 | 0% | 9 | 6.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 2.26% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 133 |
| 108 | 04 | 0 | 0% | 119 | 92.97% | 0 | 0% | 1 | 0.78% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 2.34% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 3.91% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 128 |
| 108 | 05 | 0 | 0% | 118 | 92.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 3.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 2.36% | 0 | 0% | 2 | 1.57% | 0 | 0.00% | 127 |
| 108 Total | | 0 | 0% | 712 | 91.28% | 0 | 0% | 4 | 0.51% | 0 | 0% | 4 | 0.51% | 0 | 0% | 26 | 3.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 30 | 3.85% | 0 | 0% | 4 | 0.51% | 0 | 0.00% | 780 |
| Freeman ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 109 | E1 | 0 | 0% | 4 | 44.44% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 11.11% | 0 | 0% | 1 | 11.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 9 |
| 109 | PK | 0 | 0% | 24 | 80.00% | 0 | 0% | 2 | 6.67% | 0 | 0% | 2 | 6.67% | 0 | 0% | 1 | 3.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 3.33% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 30 |
| 109 | KG | 0 | 0% | 31 | 79.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.56% | 0 | 0% | 3 | 7.69% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.69% | 0 | 0% | 1 | 2.56% | 0 | 0.00% | 39 |
| 109 | 01 | 0 | 0% | 33 | 80.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 12.20% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.32% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 41 |
| 109 | 02 | 0 | 0% | 34 | 77.27% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 9.09% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 11.36% | 0 | 0% | 1 | 2.27% | 0 | 0.00% | 44 |
| 109 | 03 | 0 | 0% | 32 | 86.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 8.11% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 37 |
| 109 | 04 | 0 | 0% | 33 | 82.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 15.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.50% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 40 |
| 109 | 05 | 0 | 0% | 35 | 85.37% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.44% | 0 | 0% | 4 | 9.76% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.44% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 41 |
| 109 Total | | 0 | 0% | 226 | 80.43% | 0 | 0% | 2 | 0.71% | 0 | 0% | 5 | 1.78% | 0 | 0% | 26 | 9.25% | 0 | 0% | 0 | 0.00% | 0 | 0% | 20 | 7.12% | 0 | 0% | 2 | 0.71% | 0 | 0.00% | 281 |
| Handley ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 110 | 03 | 0 | 0% | 33 | 57.89% | 0 | 0% | 1 | 1.75% | 0 | 0% | 1 | 1.75% | 0 | 0% | 16 | 28.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.26% | 0 | 0% | 3 | 5.26% | 0 | 0.00% | 57 |
| 110 | 04 | 0 | 0% | 45 | 70.31% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 23.44% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.13% | 0 | 0% | 2 | 3.13% | 0 | 0.00% | 64 |
| 110 | 05 | 0 | 0% | 29 | 50.88% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.51% | 0 | 0% | 23 | 40.35% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.75% | 0 | 0% | 2 | 3.51% | 0 | 0.00% | 57 |
| 110 Total | | 0 | 0% | 107 | 60.11% | 0 | 0% | 1 | 0.56% | 0 | 0% | 3 | 1.69% | 0 | 0% | 54 | 30.34% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 3.37% | 0 | 0% | 7 | 3.93% | 0 | 0.00% | 178 |

| Magnet School | Campus | Grade | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--------|-------|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--------|-------|-----|--|
| | | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | Magnet | | All | |
| | | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | |

Kimberlin Academy ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|-----------|---------------|------------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|----------|--------------|----------|--------------|------------|---------------|------------|---------------|-----------|--------------|-----------|--------------|------------|---------------|------------|
| 111 | KG | 8 | 18.18% | 24 | 36.36% | 0 | 0.00% | 0 | 0.00% | 7 | 15.91% | 7 | 10.61% | 8 | 18.18% | 13 | 19.70% | 0 | 0.00% | 0 | 0.00% | 17 | 38.64% | 18 | 27.27% | 4 | 9.09% | 4 | 6.06% | 44 | 66.00% | 66 |
| 111 | 01 | 7 | 15.91% | 22 | 32.84% | 0 | 0.00% | 0 | 0.00% | 9 | 20.45% | 11 | 16.42% | 9 | 20.45% | 13 | 19.40% | 0 | 0.00% | 0 | 0.00% | 16 | 36.36% | 18 | 26.87% | 3 | 6.82% | 3 | 4.48% | 44 | 65.00% | 67 |
| 111 | 02 | 13 | 20.00% | 26 | 29.55% | 0 | 0.00% | 0 | 0.00% | 12 | 18.46% | 12 | 13.64% | 10 | 15.38% | 18 | 20.45% | 0 | 0.00% | 0 | 0.00% | 25 | 38.46% | 26 | 29.55% | 5 | 7.69% | 6 | 6.82% | 65 | 73.00% | 88 |
| 111 | 03 | 15 | 22.73% | 31 | 33.70% | 0 | 0.00% | 0 | 0.00% | 15 | 22.73% | 15 | 16.30% | 8 | 12.12% | 14 | 15.22% | 0 | 0.00% | 0 | 0.00% | 24 | 36.36% | 27 | 29.35% | 4 | 6.06% | 5 | 5.43% | 66 | 71.00% | 92 |
| 111 | 04 | 10 | 14.93% | 26 | 28.26% | 1 | 1.49% | 1 | 1.09% | 12 | 17.91% | 12 | 13.04% | 14 | 20.90% | 19 | 20.65% | 0 | 0.00% | 0 | 0.00% | 27 | 40.30% | 30 | 32.61% | 3 | 4.48% | 4 | 4.35% | 67 | 72.00% | 92 |
| 111 | 05 | 11 | 15.94% | 24 | 25.81% | 0 | 0.00% | 0 | 0.00% | 15 | 21.74% | 17 | 18.28% | 9 | 13.04% | 17 | 18.28% | 0 | 0.00% | 0 | 0.00% | 23 | 33.33% | 24 | 25.81% | 11 | 15.94% | 11 | 11.83% | 69 | 74.00% | 93 |
| 111 Total | | 64 | 18.03% | 153 | 30.72% | 1 | 0.28% | 1 | 0.20% | 70 | 19.72% | 74 | 14.86% | 58 | 16.34% | 94 | 18.88% | 0 | 0.00% | 0 | 0.00% | 132 | 37.18% | 143 | 28.71% | 30 | 8.45% | 33 | 6.63% | 355 | 71.00% | 498 |

Park Crest ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|--------------|------------|
| 112 | PK | 0 | 0% | 37 | 72.55% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.96% | 0 | 0% | 8 | 15.69% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 7.84% | 0 | 0% | 1 | 1.96% | 0 | 0.00% | 51 |
| 112 | KG | 0 | 0% | 43 | 81.13% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.89% | 0 | 0% | 4 | 7.55% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.66% | 0 | 0% | 2 | 3.77% | 0 | 0.00% | 53 |
| 112 | 01 | 0 | 0% | 46 | 88.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.85% | 0 | 0% | 1 | 1.92% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.77% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 52 |
| 112 | 02 | 0 | 0% | 38 | 84.44% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.22% | 0 | 0% | 3 | 6.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.44% | 0 | 0% | 1 | 2.22% | 0 | 0.00% | 45 |
| 112 | 03 | 0 | 0% | 36 | 92.31% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.13% | 0 | 0% | 1 | 2.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 39 |
| 112 | 04 | 0 | 0% | 35 | 77.78% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.44% | 0 | 0% | 1 | 2.22% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 13.33% | 0 | 0% | 1 | 2.22% | 0 | 0.00% | 45 |
| 112 | 05 | 0 | 0% | 48 | 94.12% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.96% | 0 | 0% | 1 | 1.96% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.96% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 51 |
| 112 Total | | 0 | 0% | 283 | 84.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 2.98% | 0 | 0% | 19 | 5.65% | 0 | 0% | 0 | 0.00% | 0 | 0% | 19 | 5.65% | 0 | 0% | 5 | 1.49% | 0 | 0.00% | 336 |

Southgate ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|--------------|------------|
| 113 | 03 | 0 | 0% | 41 | 80.39% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 9.80% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.88% | 0 | 0% | 2 | 3.92% | 0 | 0.00% | 51 |
| 113 | 04 | 0 | 0% | 43 | 74.14% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.62% | 0 | 0% | 4 | 6.90% | 0 | 0% | 1 | 1.72% | 0 | 0% | 3 | 5.17% | 0 | 0% | 2 | 3.45% | 0 | 0.00% | 58 |
| 113 | 05 | 0 | 0% | 37 | 72.55% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.96% | 0 | 0% | 8 | 15.69% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 7.84% | 0 | 0% | 1 | 1.96% | 0 | 0.00% | 51 |
| 113 Total | | 0 | 0% | 121 | 75.63% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 3.75% | 0 | 0% | 17 | 10.63% | 0 | 0% | 1 | 0.63% | 0 | 0% | 10 | 6.25% | 0 | 0% | 5 | 3.13% | 0 | 0.00% | 160 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--|-------|--|--|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |

Watson Technology ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|------------|---------------|------------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|---------------|-----------|---------------|-----------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|---------------|-----------|--------------|-----------|--------------|------------|---------------|------------|
| 115 | KG | 20 | 55.56% | 42 | 65.63% | 0 | 0.00% | 0 | 0.00% | 5 | 13.89% | 6 | 9.38% | 6 | 16.67% | 8 | 12.50% | 0 | 0.00% | 0 | 0.00% | 4 | 11.11% | 7 | 10.94% | 1 | 2.78% | 1 | 1.56% | 36 | 56.00% | 64 |
| 115 | 01 | 19 | 50.00% | 39 | 63.93% | 0 | 0.00% | 0 | 0.00% | 5 | 13.16% | 5 | 8.20% | 8 | 21.05% | 9 | 14.75% | 0 | 0.00% | 0 | 0.00% | 5 | 13.16% | 7 | 11.48% | 1 | 2.63% | 1 | 1.64% | 38 | 62.00% | 61 |
| 115 | 02 | 25 | 41.67% | 47 | 51.09% | 0 | 0.00% | 0 | 0.00% | 10 | 16.67% | 13 | 14.13% | 12 | 20.00% | 17 | 18.48% | 0 | 0.00% | 0 | 0.00% | 10 | 16.67% | 11 | 11.96% | 3 | 5.00% | 4 | 4.35% | 60 | 65.00% | 92 |
| 115 | 03 | 36 | 52.94% | 56 | 52.83% | 0 | 0.00% | 0 | 0.00% | 8 | 11.76% | 9 | 8.49% | 4 | 5.88% | 13 | 12.26% | 0 | 0.00% | 0 | 0.00% | 15 | 22.06% | 21 | 19.81% | 5 | 7.35% | 7 | 6.60% | 68 | 64.00% | 106 |
| 115 | 04 | 32 | 46.38% | 55 | 51.89% | 0 | 0.00% | 0 | 0.00% | 7 | 10.14% | 9 | 8.49% | 16 | 23.19% | 24 | 22.64% | 0 | 0.00% | 0 | 0.00% | 11 | 15.94% | 14 | 13.21% | 3 | 4.35% | 4 | 3.77% | 69 | 65.00% | 106 |
| 115 | 05 | 33 | 41.25% | 59 | 48.36% | 0 | 0.00% | 0 | 0.00% | 8 | 10.00% | 14 | 11.48% | 16 | 20.00% | 19 | 15.57% | 0 | 0.00% | 0 | 0.00% | 21 | 26.25% | 28 | 22.95% | 2 | 2.50% | 2 | 1.64% | 80 | 65.00% | 122 |
| 115 Total | | 165 | 47.01% | 298 | 54.08% | 0 | 0.00% | 0 | 0.00% | 43 | 12.25% | 56 | 10.16% | 62 | 17.66% | 90 | 16.33% | 0 | 0.00% | 0 | 0.00% | 66 | 18.80% | 88 | 15.97% | 15 | 4.27% | 19 | 3.45% | 351 | 63.00% | 551 |

Weaver ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|--------------|----------|--------------|------------|
| 116 | E1 | 0 | 0% | 4 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 12.50% | 0 | 0% | 2 | 25.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 12.50% | 0 | 0.00% | 8 |
| 116 | PK | 0 | 0% | 35 | 74.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.13% | 0 | 0% | 3 | 6.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 17.02% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 47 |
| 116 | KG | 0 | 0% | 40 | 74.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.85% | 0 | 0% | 3 | 5.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.56% | 0 | 0% | 7 | 12.96% | 0 | 0.00% | 54 |
| 116 | 01 | 0 | 0% | 44 | 64.71% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.41% | 0 | 0% | 13 | 19.12% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 8.82% | 0 | 0% | 2 | 2.94% | 0 | 0.00% | 68 |
| 116 | 02 | 0 | 0% | 50 | 71.43% | 0 | 0% | 1 | 1.43% | 0 | 0% | 5 | 7.14% | 0 | 0% | 7 | 10.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 7.14% | 0 | 0% | 2 | 2.86% | 0 | 0.00% | 70 |
| 116 | 03 | 0 | 0% | 52 | 73.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.23% | 0 | 0% | 11 | 15.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 7.04% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 71 |
| 116 | 04 | 0 | 0% | 37 | 62.71% | 0 | 0% | 1 | 1.69% | 0 | 0% | 4 | 6.78% | 0 | 0% | 11 | 18.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.47% | 0 | 0% | 1 | 1.69% | 0 | 0.00% | 59 |
| 116 | 05 | 0 | 0% | 52 | 72.22% | 0 | 0% | 1 | 1.39% | 0 | 0% | 5 | 6.94% | 0 | 0% | 9 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 6.94% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 72 |
| 116 Total | | 0 | 0% | 314 | 69.93% | 0 | 0% | 3 | 0.67% | 0 | 0% | 23 | 5.12% | 0 | 0% | 59 | 13.14% | 0 | 0% | 0 | 0.00% | 0 | 0% | 37 | 8.24% | 0 | 0% | 13 | 2.90% | 0 | 0.00% | 449 |

Williams ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|--------------|------------|
| 117 | KG | 0 | 0% | 34 | 89.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.89% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.63% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 38 |
| 117 | 01 | 0 | 0% | 37 | 86.05% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.65% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 9.30% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 43 |
| 117 | 02 | 0 | 0% | 31 | 81.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.26% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 10.53% | 0 | 0% | 1 | 2.63% | 0 | 0.00% | 38 |
| 117 | 03 | 0 | 0% | 38 | 90.48% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.38% | 0 | 0% | 2 | 4.76% | 0 | 0.00% | 42 |
| 117 | 04 | 0 | 0% | 34 | 79.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.33% | 0 | 0% | 3 | 6.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 9.30% | 0 | 0% | 1 | 2.33% | 0 | 0.00% | 43 |
| 117 | 05 | 0 | 0% | 34 | 85.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.50% | 0 | 0% | 3 | 7.50% | 0 | 0.00% | 40 |
| 117 Total | | 0 | 0% | 208 | 85.25% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 0.41% | 0 | 0% | 13 | 5.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 6.15% | 0 | 0% | 7 | 2.87% | 0 | 0.00% | 244 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|----------------------|----|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|-----------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|--------------|------------|-----------|-----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Bradfield ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 119 | PK | 0 | 0% | 43 | 100.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 43 | | |
| 119 | KG | 0 | 0% | 70 | 92.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 6.58% | 0 | 0% | 1 | 1.32% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 76 |
| 119 | 01 | 0 | 0% | 74 | 87.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.06% | 0 | 0% | 5 | 5.88% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 85 |
| 119 | 02 | 0 | 0% | 65 | 85.53% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.95% | 0 | 0% | 5 | 6.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.32% | 0 | 0% | 2 | 2.63% | 0 | 0.00% | 76 |
| 119 | 03 | 0 | 0% | 57 | 87.69% | 0 | 0% | 1 | 1.54% | 0 | 0% | 1 | 1.54% | 0 | 0% | 2 | 3.08% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.08% | 0 | 0% | 2 | 3.08% | 0 | 0.00% | 65 |
| 119 | 04 | 0 | 0% | 65 | 87.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.05% | 0 | 0% | 4 | 5.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.35% | 0 | 0% | 1 | 1.35% | 0 | 0.00% | 74 |
| 119 | 05 | 0 | 0% | 63 | 86.30% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.11% | 0 | 0% | 3 | 4.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.37% | 0 | 0% | 3 | 4.11% | 0 | 0.00% | 73 |
| 119 Total | | 0 | 0% | 437 | 88.82% | 0 | 0% | 1 | 0.20% | 0 | 0% | 21 | 4.27% | 0 | 0% | 20 | 4.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 1.02% | 0 | 0% | 8 | 1.63% | 0 | 0.00% | 492 |
| Shorehaven ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 120 | E1 | 0 | 0% | 3 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 22.22% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 44.44% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 9 |
| 120 | PK | 0 | 0% | 43 | 67.19% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.13% | 0 | 0% | 10 | 15.63% | 0 | 0% | 1 | 1.56% | 0 | 0% | 6 | 9.38% | 0 | 0% | 2 | 3.13% | 0 | 0.00% | 64 |
| 120 | KG | 0 | 0% | 32 | 61.54% | 0 | 0% | 1 | 1.92% | 0 | 0% | 2 | 3.85% | 0 | 0% | 11 | 21.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 7.69% | 0 | 0% | 2 | 3.85% | 0 | 0.00% | 52 |
| 120 | 01 | 0 | 0% | 35 | 74.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.26% | 0 | 0% | 7 | 14.89% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.26% | 0 | 0% | 1 | 2.13% | 0 | 0.00% | 47 |
| 120 | 02 | 0 | 0% | 37 | 77.08% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.08% | 0 | 0% | 5 | 10.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 6.25% | 0 | 0% | 2 | 4.17% | 0 | 0.00% | 48 |
| 120 | 03 | 0 | 0% | 38 | 79.17% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.08% | 0 | 0% | 7 | 14.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.08% | 0 | 0% | 1 | 2.08% | 0 | 0.00% | 48 |
| 120 | 04 | 0 | 0% | 33 | 80.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.44% | 0 | 0% | 3 | 7.32% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.88% | 0 | 0% | 2 | 4.88% | 0 | 0.00% | 41 |
| 120 | 05 | 0 | 0% | 38 | 84.44% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 8.89% | 0 | 0% | 1 | 2.22% | 0 | 0% | 2 | 4.44% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 45 |
| 120 Total | | 0 | 0% | 259 | 73.16% | 0 | 0% | 1 | 0.28% | 0 | 0% | 9 | 2.54% | 0 | 0% | 49 | 13.84% | 0 | 0% | 2 | 0.56% | 0 | 0% | 24 | 6.78% | 0 | 0% | 10 | 2.82% | 0 | 0.00% | 354 |
| Montclair ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 121 | PK | 0 | 0% | 30 | 73.17% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.44% | 0 | 0% | 8 | 19.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.88% | 0 | 0.00% | 41 |
| 121 | KG | 0 | 0% | 61 | 71.76% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.35% | 0 | 0% | 13 | 15.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 5.88% | 0 | 0% | 4 | 4.71% | 0 | 0.00% | 85 |
| 121 | 01 | 0 | 0% | 58 | 68.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.53% | 0 | 0% | 14 | 16.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 10.59% | 0 | 0% | 1 | 1.18% | 0 | 0.00% | 85 |
| 121 | 02 | 0 | 0% | 65 | 78.31% | 0 | 0% | 1 | 1.20% | 0 | 0% | 4 | 4.82% | 0 | 0% | 12 | 14.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.20% | 0 | 0.00% | 83 |
| 121 | 03 | 0 | 0% | 64 | 82.05% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.28% | 0 | 0% | 8 | 10.26% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 6.41% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 78 |
| 121 | 04 | 0 | 0% | 59 | 73.75% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.25% | 0 | 0% | 14 | 17.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.00% | 0 | 0% | 2 | 2.50% | 0 | 0.00% | 80 |
| 121 | 05 | 0 | 0% | 57 | 75.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.63% | 0 | 0% | 11 | 14.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.95% | 0 | 0% | 3 | 3.95% | 0 | 0.00% | 76 |
| 121 Total | | 0 | 0% | 394 | 74.62% | 0 | 0% | 1 | 0.19% | 0 | 0% | 14 | 2.65% | 0 | 0% | 80 | 15.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 26 | 4.92% | 0 | 0% | 13 | 2.46% | 0 | 0.00% | 528 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--|-------|--|--|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |

Walnut Glen Academy ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|----|-----|--------|-----|--------|---|-------|---|-------|----|--------|----|--------|----|--------|----|--------|---|-------|---|-------|----|--------|----|--------|----|-------|----|-------|-----|--------|-----|
| 122 | KG | 18 | 51.43% | 27 | 49.09% | 0 | 0.00% | 0 | 0.00% | 11 | 31.43% | 13 | 23.64% | 1 | 2.86% | 5 | 9.09% | 0 | 0.00% | 0 | 0.00% | 4 | 11.43% | 7 | 12.73% | 1 | 2.86% | 3 | 5.45% | 35 | 63.00% | 55 |
| 122 | 01 | 4 | 18.18% | 9 | 20.93% | 0 | 0.00% | 2 | 4.65% | 9 | 40.91% | 11 | 25.58% | 4 | 18.18% | 13 | 30.23% | 0 | 0.00% | 0 | 0.00% | 4 | 18.18% | 7 | 16.28% | 1 | 4.55% | 1 | 2.33% | 22 | 51.00% | 43 |
| 122 | 02 | 24 | 50.00% | 31 | 45.59% | 1 | 2.08% | 1 | 1.47% | 8 | 16.67% | 11 | 16.18% | 7 | 14.58% | 13 | 19.12% | 0 | 0.00% | 0 | 0.00% | 6 | 12.50% | 8 | 11.76% | 2 | 4.17% | 4 | 5.88% | 48 | 70.00% | 68 |
| 122 | 03 | 20 | 35.71% | 29 | 39.19% | 0 | 0.00% | 0 | 0.00% | 14 | 25.00% | 15 | 20.27% | 7 | 12.50% | 12 | 16.22% | 0 | 0.00% | 0 | 0.00% | 11 | 19.64% | 13 | 17.57% | 4 | 7.14% | 5 | 6.76% | 56 | 75.00% | 74 |
| 122 | 04 | 26 | 43.33% | 30 | 37.50% | 0 | 0.00% | 0 | 0.00% | 18 | 30.00% | 21 | 26.25% | 4 | 6.67% | 11 | 13.75% | 0 | 0.00% | 0 | 0.00% | 10 | 16.67% | 16 | 20.00% | 2 | 3.33% | 2 | 2.50% | 60 | 75.00% | 80 |
| 122 | 05 | 28 | 44.44% | 41 | 47.67% | 0 | 0.00% | 0 | 0.00% | 13 | 20.63% | 15 | 17.44% | 9 | 14.29% | 14 | 16.28% | 0 | 0.00% | 0 | 0.00% | 11 | 17.46% | 13 | 15.12% | 2 | 3.17% | 3 | 3.49% | 63 | 73.00% | 86 |
| 122 Total | | 120 | 42.25% | 167 | 41.13% | 1 | 0.35% | 3 | 0.74% | 73 | 25.70% | 86 | 21.18% | 32 | 11.27% | 68 | 16.75% | 0 | 0.00% | 0 | 0.00% | 46 | 16.20% | 64 | 15.76% | 12 | 4.23% | 18 | 4.43% | 284 | 69.00% | 406 |

Golden Meadows ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|----|---|----|-----|--------|---|----|---|-------|---|----|----|-------|---|----|----|--------|---|----|---|-------|---|----|----|--------|---|----|---|-------|---|-------|-----|
| 123 | PK | 0 | 0% | 39 | 63.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.92% | 0 | 0% | 12 | 19.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 11.48% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 61 |
| 123 | KG | 0 | 0% | 53 | 77.94% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.94% | 0 | 0% | 11 | 16.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.94% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 68 |
| 123 | 01 | 0 | 0% | 49 | 70.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.86% | 0 | 0% | 16 | 22.86% | 0 | 0% | 1 | 1.43% | 0 | 0% | 2 | 2.86% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 70 |
| 123 | 02 | 0 | 0% | 34 | 77.27% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 9.09% | 0 | 0% | 4 | 9.09% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.55% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 44 |
| 123 | 03 | 0 | 0% | 55 | 91.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 6.67% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 60 |
| 123 | 04 | 0 | 0% | 52 | 83.87% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 6.45% | 0 | 0% | 4 | 6.45% | 0 | 0% | 1 | 1.61% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.61% | 0 | 0.00% | 62 |
| 123 | 05 | 0 | 0% | 75 | 81.52% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.17% | 0 | 0% | 7 | 7.61% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 8.70% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 92 |
| 123 Total | | 0 | 0% | 357 | 78.12% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 3.72% | 0 | 0% | 55 | 12.04% | 0 | 0% | 2 | 0.44% | 0 | 0% | 25 | 5.47% | 0 | 0% | 1 | 0.22% | 0 | 0.00% | 457 |

Heather Glen ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|----|---|----|-----|--------|---|----|---|-------|---|----|----|--------|---|----|----|--------|---|----|---|-------|---|----|----|-------|---|----|---|-------|---|-------|-----|
| 124 | PK | 0 | 0% | 31 | 79.49% | 0 | 0% | 1 | 2.56% | 0 | 0% | 2 | 5.13% | 0 | 0% | 1 | 2.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.69% | 0 | 0% | 1 | 2.56% | 0 | 0.00% | 39 |
| 124 | KG | 0 | 0% | 32 | 72.73% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.27% | 0 | 0% | 8 | 18.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.55% | 0 | 0% | 1 | 2.27% | 0 | 0.00% | 44 |
| 124 | 01 | 0 | 0% | 33 | 75.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.55% | 0 | 0% | 7 | 15.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.55% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 44 |
| 124 | 02 | 0 | 0% | 34 | 79.07% | 0 | 0% | 2 | 4.65% | 0 | 0% | 2 | 4.65% | 0 | 0% | 3 | 6.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.65% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 43 |
| 124 | 03 | 0 | 0% | 29 | 74.36% | 0 | 0% | 1 | 2.56% | 0 | 0% | 3 | 7.69% | 0 | 0% | 4 | 10.26% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.56% | 0 | 0% | 1 | 2.56% | 0 | 0.00% | 39 |
| 124 | 04 | 0 | 0% | 33 | 76.74% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.65% | 0 | 0% | 6 | 13.95% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.65% | 0 | 0.00% | 43 |
| 124 | 05 | 0 | 0% | 32 | 57.14% | 0 | 0% | 2 | 3.57% | 0 | 0% | 6 | 10.71% | 0 | 0% | 12 | 21.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 7.14% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 56 |
| 124 Total | | 0 | 0% | 224 | 72.73% | 0 | 0% | 6 | 1.95% | 0 | 0% | 18 | 5.84% | 0 | 0% | 41 | 13.31% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 4.55% | 0 | 0% | 5 | 1.62% | 0 | 0.00% | 308 |

| Magnet School | Campus | Grade | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--------|-------|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--------|-------|-----|--|
| | | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | Magnet | | All | |
| | | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | |

Hillside Academy ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|------------|---------------|------------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|---------------|-----------|--------------|-----------|---------------|----------|--------------|----------|--------------|-----------|---------------|-----------|---------------|-----------|--------------|-----------|--------------|------------|---------------|------------|
| 125 | KG | 31 | 70.45% | 41 | 65.08% | 0 | 0.00% | 0 | 0.00% | 7 | 15.91% | 10 | 15.87% | 1 | 2.27% | 6 | 9.52% | 0 | 0.00% | 0 | 0.00% | 3 | 6.82% | 4 | 6.35% | 2 | 4.55% | 2 | 3.17% | 44 | 69.00% | 63 |
| 125 | 01 | 17 | 38.64% | 25 | 39.68% | 1 | 2.27% | 1 | 1.59% | 15 | 34.09% | 16 | 25.40% | 4 | 9.09% | 10 | 15.87% | 0 | 0.00% | 0 | 0.00% | 7 | 15.91% | 10 | 15.87% | 0 | 0.00% | 1 | 1.59% | 44 | 69.00% | 63 |
| 125 | 02 | 30 | 48.39% | 39 | 47.56% | 0 | 0.00% | 0 | 0.00% | 11 | 17.74% | 12 | 14.63% | 8 | 12.90% | 15 | 18.29% | 0 | 0.00% | 0 | 0.00% | 9 | 14.52% | 12 | 14.63% | 4 | 6.45% | 4 | 4.88% | 62 | 75.00% | 82 |
| 125 | 03 | 32 | 51.61% | 43 | 52.44% | 0 | 0.00% | 0 | 0.00% | 15 | 24.19% | 15 | 18.29% | 8 | 12.90% | 12 | 14.63% | 0 | 0.00% | 0 | 0.00% | 4 | 6.45% | 8 | 9.76% | 3 | 4.84% | 4 | 4.88% | 62 | 75.00% | 82 |
| 125 | 04 | 29 | 49.15% | 45 | 55.56% | 0 | 0.00% | 0 | 0.00% | 13 | 22.03% | 14 | 17.28% | 7 | 11.86% | 9 | 11.11% | 0 | 0.00% | 0 | 0.00% | 6 | 10.17% | 8 | 9.88% | 4 | 6.78% | 5 | 6.17% | 59 | 72.00% | 81 |
| 125 | 05 | 27 | 39.13% | 41 | 43.16% | 0 | 0.00% | 0 | 0.00% | 16 | 23.19% | 18 | 18.95% | 5 | 7.25% | 9 | 9.47% | 0 | 0.00% | 0 | 0.00% | 20 | 28.99% | 26 | 27.37% | 1 | 1.45% | 1 | 1.05% | 69 | 72.00% | 95 |
| 125 Total | | 166 | 48.82% | 234 | 50.21% | 1 | 0.29% | 1 | 0.21% | 77 | 22.65% | 85 | 18.24% | 33 | 9.71% | 61 | 13.09% | 0 | 0.00% | 0 | 0.00% | 49 | 14.41% | 68 | 14.59% | 14 | 4.12% | 17 | 3.65% | 340 | 72.00% | 466 |

Davis ES

| | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|------------------|----|----------|-----------|------------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|---------------|----------|-----------|-----------|---------------|----------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|----------|--------------|----------|--------------|------------|
| 126 | 0- | 0 | 0% | 1 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 |
| 126 | E2 | 0 | 0% | 2 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 2 |
| 126 | E1 | 0 | 0% | 6 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 3 | 30.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 0 | 0% | 1 | 10.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 10 |
| 126 | PK | 0 | 0% | 34 | 48.57% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 20.00% | 0 | 0% | 16 | 22.86% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.71% | 0 | 0% | 2 | 2.86% | 0 | 0.00% | 70 |
| 126 | KG | 0 | 0% | 36 | 58.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 14.52% | 0 | 0% | 9 | 14.52% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.68% | 0 | 0% | 2 | 3.23% | 0 | 0.00% | 62 |
| 126 | 01 | 0 | 0% | 41 | 64.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 14.06% | 0 | 0% | 6 | 9.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.38% | 0 | 0% | 2 | 3.13% | 0 | 0.00% | 64 |
| 126 | 02 | 0 | 0% | 36 | 62.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 10.34% | 0 | 0% | 10 | 17.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.62% | 0 | 0% | 1 | 1.72% | 0 | 0.00% | 58 |
| 126 | 03 | 0 | 0% | 38 | 55.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 24.64% | 0 | 0% | 10 | 14.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.35% | 0 | 0% | 1 | 1.45% | 0 | 0.00% | 69 |
| 126 | 04 | 0 | 0% | 47 | 63.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 14.86% | 0 | 0% | 8 | 10.81% | 0 | 0% | 1 | 1.35% | 0 | 0% | 6 | 8.11% | 0 | 0% | 1 | 1.35% | 0 | 0.00% | 74 |
| 126 | 05 | 0 | 0% | 45 | 59.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 16 | 21.05% | 0 | 0% | 13 | 17.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.63% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 76 |
| 126 Total | | 0 | 0% | 286 | 58.85% | 0 | 0% | 0 | 0.00% | 0 | 0% | 82 | 16.87% | 0 | 0% | 75 | 15.43% | 0 | 0% | 1 | 0.21% | 0 | 0% | 33 | 6.79% | 0 | 0% | 9 | 1.85% | 0 | 0.00% | 486 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|------------------------------------|----|----------|--------|-----|--------|-----------------|-------|-----|-------|--------|-------|-----|--------|--------|--------|-----|--------|-----------------|-------|-----|-------|--------|--------|-----|--------|------------|-------|-----|-------|-------|--------|-----|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Roach ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 127 | E1 | 0 | 0% | 2 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 4 | | |
| 127 | PK | 0 | 0% | 15 | 78.95% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 10.53% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 10.53% | 0 | 0% | 0 | 0.00% | 19 | | |
| 127 | KG | 0 | 0% | 32 | 84.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.63% | 0 | 0% | 2 | 5.26% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.89% | 0 | 0% | 0 | 0.00% | 38 | | |
| 127 | 01 | 0 | 0% | 33 | 82.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.50% | 0 | 0% | 4 | 10.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.00% | 40 | | |
| 127 | 02 | 0 | 0% | 33 | 84.62% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 5.13% | 0 | 0% | 1 | 2.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 7.69% | 0 | 0% | 0 | 0.00% | 39 | | |
| 127 | 03 | 0 | 0% | 41 | 75.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 5.56% | 0 | 0% | 8 | 14.81% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.70% | 0 | 0% | 0 | 0.00% | 54 | | |
| 127 | 04 | 0 | 0% | 56 | 74.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.33% | 0 | 0% | 9 | 12.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 12.00% | 0 | 0% | 0 | 0.00% | 75 | | |
| 127 | 05 | 0 | 0% | 52 | 68.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.89% | 0 | 0% | 12 | 15.79% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.26% | 0 | 0% | 2 | 2.63% | 76 | | |
| 127 Total | | 0 | 0% | 264 | 76.52% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 4.06% | 0 | 0% | 40 | 11.59% | 0 | 0% | 0 | 0.00% | 0 | 0% | 23 | 6.67% | 0 | 0% | 4 | 1.16% | 345 | | |
| Ethridge ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 128 | KG | 0 | 0% | 74 | 71.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 2.88% | 0 | 0% | 17 | 16.35% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 1.92% | 0 | 0% | 8 | 7.69% | 104 | | |
| 128 | 01 | 0 | 0% | 72 | 62.61% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 13.04% | 0 | 0% | 15 | 13.04% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 7.83% | 0 | 0% | 4 | 3.48% | 115 | | |
| 128 | 02 | 0 | 0% | 66 | 68.75% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 13.54% | 0 | 0% | 10 | 10.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 6.25% | 0 | 0% | 1 | 1.04% | 96 | | |
| 128 | 03 | 0 | 0% | 74 | 69.16% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 8.41% | 0 | 0% | 12 | 11.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 9.35% | 0 | 0% | 2 | 1.87% | 107 | | |
| 128 | 04 | 0 | 0% | 63 | 63.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 15.15% | 0 | 0% | 11 | 11.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 8.08% | 0 | 0% | 2 | 2.02% | 99 | | |
| 128 | 05 | 0 | 0% | 67 | 60.36% | 0 | 0% | 1 | 0.90% | 0 | 0% | 18 | 16.22% | 0 | 0% | 15 | 13.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 6.31% | 0 | 0% | 3 | 2.70% | 111 | | |
| 128 Total | | 0 | 0% | 416 | 65.82% | 0 | 0% | 1 | 0.16% | 0 | 0% | 73 | 11.55% | 0 | 0% | 80 | 12.66% | 0 | 0% | 0 | 0.00% | 0 | 0% | 42 | 6.65% | 0 | 0% | 20 | 3.16% | 632 | | |
| Classical Center at Vial ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 129 | KG | 38 | 73.08% | 48 | 68.57% | 0 | 0.00% | 0 | 0.00% | 3 | 5.77% | 3 | 4.29% | 2 | 3.85% | 7 | 10.00% | 0 | 0.00% | 0 | 0.00% | 6 | 11.54% | 8 | 11.43% | 3 | 5.77% | 4 | 5.71% | 52 | 74.00% | 70 |
| 129 | 01 | 46 | 59.74% | 54 | 56.25% | 1 | 1.30% | 1 | 1.04% | 3 | 3.90% | 5 | 5.21% | 14 | 18.18% | 21 | 21.88% | 0 | 0.00% | 0 | 0.00% | 9 | 11.69% | 11 | 11.46% | 4 | 5.19% | 4 | 4.17% | 77 | 80.00% | 96 |
| 129 | 02 | 43 | 65.15% | 50 | 55.56% | 0 | 0.00% | 0 | 0.00% | 3 | 4.55% | 7 | 7.78% | 11 | 16.67% | 17 | 18.89% | 0 | 0.00% | 0 | 0.00% | 7 | 10.61% | 12 | 13.33% | 2 | 3.03% | 4 | 4.44% | 66 | 73.00% | 90 |
| 129 | 03 | 47 | 65.28% | 56 | 56.57% | 0 | 0.00% | 0 | 0.00% | 2 | 2.78% | 3 | 3.03% | 11 | 15.28% | 18 | 18.18% | 0 | 0.00% | 0 | 0.00% | 7 | 9.72% | 13 | 13.13% | 5 | 6.94% | 9 | 9.09% | 72 | 72.00% | 99 |
| 129 | 04 | 45 | 61.64% | 56 | 58.33% | 0 | 0.00% | 0 | 0.00% | 6 | 8.22% | 8 | 8.33% | 9 | 12.33% | 14 | 14.58% | 0 | 0.00% | 0 | 0.00% | 7 | 9.59% | 9 | 9.38% | 6 | 8.22% | 9 | 9.38% | 73 | 76.00% | 96 |
| 129 | 05 | 41 | 60.29% | 51 | 49.51% | 0 | 0.00% | 1 | 0.97% | 1 | 1.47% | 3 | 2.91% | 15 | 22.06% | 29 | 28.16% | 0 | 0.00% | 0 | 0.00% | 9 | 13.24% | 13 | 12.62% | 2 | 2.94% | 6 | 5.83% | 68 | 66.00% | 103 |
| 129 Total | | 260 | 63.73% | 315 | 56.86% | 1 | 0.25% | 2 | 0.36% | 18 | 4.41% | 29 | 5.23% | 62 | 15.20% | 106 | 19.13% | 0 | 0.00% | 0 | 0.00% | 45 | 11.03% | 66 | 11.91% | 22 | 5.39% | 36 | 6.50% | 408 | 73.00% | 554 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------------|----|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|------------|---------------|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|--------------|------------|-----------|-----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Club Hill ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 132 | 03 | 0 | 0% | 45 | 69.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.62% | 0 | 0% | 10 | 15.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.23% | 0 | 0% | 1 | 1.54% | 0 | 0.00% | 65 |
| 132 | 04 | 0 | 0% | 41 | 58.57% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.29% | 0 | 0% | 15 | 21.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 10.00% | 0 | 0% | 4 | 5.71% | 0 | 0.00% | 70 |
| 132 | 05 | 0 | 0% | 40 | 63.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.76% | 0 | 0% | 17 | 26.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.17% | 0 | 0% | 1 | 1.59% | 0 | 0.00% | 63 |
| 132 Total | | 0 | 0% | 126 | 63.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 4.55% | 0 | 0% | 42 | 21.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 7.58% | 0 | 0% | 6 | 3.03% | 0 | 0.00% | 198 |
| Hickman ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 133 | PK | 0 | 0% | 16 | 32.65% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 36.73% | 0 | 0% | 9 | 18.37% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 6.12% | 0 | 0% | 3 | 6.12% | 0 | 0.00% | 49 |
| 133 | KG | 0 | 0% | 18 | 31.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 22 | 38.60% | 0 | 0% | 8 | 14.04% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 12.28% | 0 | 0% | 2 | 3.51% | 0 | 0.00% | 57 |
| 133 | 01 | 0 | 0% | 24 | 28.57% | 0 | 0% | 0 | 0.00% | 0 | 0% | 31 | 36.90% | 0 | 0% | 21 | 25.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 5.95% | 0 | 0% | 3 | 3.57% | 0 | 0.00% | 84 |
| 133 | 02 | 0 | 0% | 21 | 28.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 33 | 45.21% | 0 | 0% | 10 | 13.70% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.48% | 0 | 0% | 5 | 6.85% | 0 | 0.00% | 73 |
| 133 | 03 | 0 | 0% | 19 | 32.76% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 29.31% | 0 | 0% | 18 | 31.03% | 0 | 0% | 1 | 1.72% | 0 | 0% | 3 | 5.17% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 58 |
| 133 | 04 | 0 | 0% | 14 | 19.72% | 0 | 0% | 0 | 0.00% | 0 | 0% | 29 | 40.85% | 0 | 0% | 19 | 26.76% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 8.45% | 0 | 0% | 3 | 4.23% | 0 | 0.00% | 71 |
| 133 | 05 | 0 | 0% | 23 | 41.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 16.07% | 0 | 0% | 19 | 33.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 7.14% | 0 | 0% | 1 | 1.79% | 0 | 0.00% | 56 |
| 133 Total | | 0 | 0% | 135 | 30.13% | 0 | 0% | 0 | 0.00% | 0 | 0% | 159 | 35.49% | 0 | 0% | 104 | 23.21% | 0 | 0% | 1 | 0.22% | 0 | 0% | 32 | 7.14% | 0 | 0% | 17 | 3.79% | 0 | 0.00% | 448 |
| Northlake ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 134 | PK | 0 | 0% | 36 | 80.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.22% | 0 | 0% | 4 | 8.89% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 6.67% | 0 | 0% | 1 | 2.22% | 0 | 0.00% | 45 |
| 134 | KG | 0 | 0% | 56 | 76.71% | 0 | 0% | 1 | 1.37% | 0 | 0% | 3 | 4.11% | 0 | 0% | 3 | 4.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 9.59% | 0 | 0% | 3 | 4.11% | 0 | 0.00% | 73 |
| 134 | 01 | 0 | 0% | 59 | 75.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.13% | 0 | 0% | 5 | 6.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 11.54% | 0 | 0% | 1 | 1.28% | 0 | 0.00% | 78 |
| 134 | 02 | 0 | 0% | 70 | 81.40% | 0 | 0% | 1 | 1.16% | 0 | 0% | 3 | 3.49% | 0 | 0% | 5 | 5.81% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 6.98% | 0 | 0% | 1 | 1.16% | 0 | 0.00% | 86 |
| 134 | 03 | 0 | 0% | 48 | 72.73% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.55% | 0 | 0% | 9 | 13.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.09% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 66 |
| 134 | 04 | 0 | 0% | 56 | 71.79% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.69% | 0 | 0% | 7 | 8.97% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.26% | 0 | 0% | 1 | 1.28% | 0 | 0.00% | 78 |
| 134 | 05 | 0 | 0% | 47 | 75.81% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 6.45% | 0 | 0% | 7 | 11.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.84% | 0 | 0% | 1 | 1.61% | 0 | 0.00% | 62 |
| 134 Total | | 0 | 0% | 372 | 76.23% | 0 | 0% | 2 | 0.41% | 0 | 0% | 24 | 4.92% | 0 | 0% | 40 | 8.20% | 0 | 0% | 0 | 0.00% | 0 | 0% | 42 | 8.61% | 0 | 0% | 8 | 1.64% | 0 | 0.00% | 488 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|-------------------|----|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|--------------|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|-----------|---------------|------------|-----------|-----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Toler ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 136 | E1 | 0 | 0% | 7 | 63.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 4 | 36.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 11 | | |
| 136 | PK | 0 | 0% | 32 | 74.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 4.65% | 0 | 0% | 6 | 13.95% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 3 | 6.98% | 43 | | |
| 136 | KG | 0 | 0% | 32 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.56% | 0 | 0% | 21 | 32.81% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.38% | 0 | 0% | 4 | 6.25% | 64 | | |
| 136 | 01 | 0 | 0% | 25 | 41.67% | 0 | 0% | 1 | 1.67% | 0 | 0% | 4 | 6.67% | 0 | 0% | 18 | 30.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.33% | 0 | 0% | 7 | 11.67% | 60 | | |
| 136 | 02 | 0 | 0% | 33 | 56.90% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.62% | 0 | 0% | 10 | 17.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 15.52% | 0 | 0% | 1 | 1.72% | 58 | | |
| 136 | 03 | 0 | 0% | 30 | 55.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.85% | 0 | 0% | 11 | 20.37% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 12.96% | 0 | 0% | 5 | 9.26% | 54 | | |
| 136 | 04 | 0 | 0% | 38 | 57.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 6.06% | 0 | 0% | 16 | 24.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.55% | 0 | 0% | 5 | 7.58% | 66 | | |
| 136 | 05 | 0 | 0% | 37 | 50.68% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.74% | 0 | 0% | 24 | 32.88% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 8.22% | 0 | 0% | 4 | 5.48% | 73 | | |
| 136 Total | | 0 | 0% | 234 | 54.55% | 0 | 0% | 1 | 0.23% | 0 | 0% | 19 | 4.43% | 0 | 0% | 110 | 25.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 36 | 8.39% | 0 | 0% | 29 | 6.76% | 0 | 0.00% | 429 |
| Rowlett ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 137 | PK | 0 | 0% | 3 | 13.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 9.09% | 0 | 0% | 3 | 13.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 63.64% | 0 | 0% | 0 | 0.00% | 22 | | |
| 137 | KG | 0 | 0% | 39 | 60.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.62% | 0 | 0% | 16 | 24.62% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.23% | 0 | 0% | 1 | 1.54% | 65 | | |
| 137 | 01 | 0 | 0% | 39 | 60.00% | 0 | 0% | 2 | 3.08% | 0 | 0% | 2 | 3.08% | 0 | 0% | 7 | 10.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 20.00% | 0 | 0% | 2 | 3.08% | 65 | | |
| 137 | 02 | 0 | 0% | 46 | 52.87% | 0 | 0% | 1 | 1.15% | 0 | 0% | 3 | 3.45% | 0 | 0% | 10 | 11.49% | 0 | 0% | 0 | 0.00% | 0 | 0% | 20 | 22.99% | 0 | 0% | 7 | 8.05% | 87 | | |
| 137 | 03 | 0 | 0% | 52 | 59.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.15% | 0 | 0% | 18 | 20.69% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 12.64% | 0 | 0% | 5 | 5.75% | 87 | | |
| 137 | 04 | 0 | 0% | 45 | 51.14% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.41% | 0 | 0% | 20 | 22.73% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 20.45% | 0 | 0% | 2 | 2.27% | 88 | | |
| 137 | 05 | 0 | 0% | 54 | 60.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.11% | 0 | 0% | 17 | 18.89% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 14.44% | 0 | 0% | 5 | 5.56% | 90 | | |
| 137 Total | | 0 | 0% | 278 | 55.16% | 0 | 0% | 3 | 0.60% | 0 | 0% | 15 | 2.98% | 0 | 0% | 91 | 18.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 95 | 18.85% | 0 | 0% | 22 | 4.37% | 0 | 0.00% | 504 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|------------------------|----|-----------|---------------|------------|---------------|-----------------|--------------|----------|--------------|-----------|---------------|------------|---------------|-----------|---------------|------------|---------------|-----------------|--------------|----------|--------------|------------|---------------|------------|---------------|------------|--------------|-----------|--------------|------------|---------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | All | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | | | |
| Spring Creek ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 138 | E1 | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 11.11% | 0 | 0% | 2 | 22.22% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 66.67% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 9 |
| 138 | PK | 0 | 0% | 10 | 20.83% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 29.17% | 0 | 0% | 12 | 25.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 18.75% | 0 | 0% | 3 | 6.25% | 0 | 0.00% | 48 |
| 138 | KG | 0 | 0% | 39 | 39.80% | 0 | 0% | 1 | 1.02% | 0 | 0% | 20 | 20.41% | 0 | 0% | 20 | 20.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 13.27% | 0 | 0% | 5 | 5.10% | 0 | 0.00% | 98 |
| 138 | 01 | 0 | 0% | 46 | 42.20% | 0 | 0% | 2 | 1.83% | 0 | 0% | 23 | 21.10% | 0 | 0% | 17 | 15.60% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 12.84% | 0 | 0% | 7 | 6.42% | 0 | 0.00% | 109 |
| 138 | 02 | 0 | 0% | 43 | 44.79% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 13.54% | 0 | 0% | 23 | 23.96% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 12.50% | 0 | 0% | 5 | 5.21% | 0 | 0.00% | 96 |
| 138 | 03 | 0 | 0% | 53 | 48.18% | 0 | 0% | 1 | 0.91% | 0 | 0% | 20 | 18.18% | 0 | 0% | 17 | 15.45% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 11.82% | 0 | 0% | 6 | 5.45% | 0 | 0.00% | 110 |
| 138 | 04 | 0 | 0% | 50 | 45.87% | 0 | 0% | 0 | 0.00% | 0 | 0% | 25 | 22.94% | 0 | 0% | 17 | 15.60% | 0 | 0% | 0 | 0.00% | 0 | 0% | 16 | 14.68% | 0 | 0% | 1 | 0.92% | 0 | 0.00% | 109 |
| 138 | 05 | 0 | 0% | 38 | 38.78% | 0 | 0% | 1 | 1.02% | 0 | 0% | 19 | 19.39% | 0 | 0% | 25 | 25.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 11.22% | 0 | 0% | 4 | 4.08% | 0 | 0.00% | 98 |
| 138 Total | | 0 | 0% | 279 | 41.21% | 0 | 0% | 5 | 0.74% | 0 | 0% | 135 | 19.94% | 0 | 0% | 133 | 19.65% | 0 | 0% | 0 | 0.00% | 0 | 0% | 94 | 13.88% | 0 | 0% | 31 | 4.58% | 0 | 0.00% | 677 |
| Luna ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 139 | E2 | 0 | 0% | 1 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 2 |
| 139 | E1 | 7 | 26.92% | 13 | 34.21% | 0 | 0.00% | 0 | 0.00% | 4 | 15.38% | 6 | 15.79% | 3 | 11.54% | 3 | 7.89% | 0 | 0.00% | 0 | 0.00% | 10 | 38.46% | 13 | 34.21% | 2 | 7.69% | 3 | 7.89% | 26 | 68.00% | 38 |
| 139 | PK | 11 | 29.73% | 17 | 27.42% | 0 | 0.00% | 0 | 0.00% | 12 | 32.43% | 16 | 25.81% | 8 | 21.62% | 14 | 22.58% | 0 | 0.00% | 0 | 0.00% | 5 | 13.51% | 13 | 20.97% | 1 | 2.70% | 2 | 3.23% | 37 | 59.00% | 62 |
| 139 | KG | 12 | 19.05% | 21 | 24.71% | 0 | 0.00% | 0 | 0.00% | 15 | 23.81% | 19 | 22.35% | 10 | 15.87% | 12 | 14.12% | 0 | 0.00% | 0 | 0.00% | 21 | 33.33% | 27 | 31.76% | 5 | 7.94% | 6 | 7.06% | 63 | 74.00% | 85 |
| 139 | 01 | 10 | 18.18% | 16 | 21.05% | 2 | 3.64% | 3 | 3.95% | 11 | 20.00% | 15 | 19.74% | 6 | 10.91% | 10 | 13.16% | 0 | 0.00% | 0 | 0.00% | 17 | 30.91% | 23 | 30.26% | 9 | 16.36% | 9 | 11.84% | 55 | 72.00% | 76 |
| 139 | 02 | 17 | 28.81% | 31 | 34.07% | 0 | 0.00% | 0 | 0.00% | 11 | 18.64% | 17 | 18.68% | 9 | 15.25% | 12 | 13.19% | 0 | 0.00% | 0 | 0.00% | 19 | 32.20% | 27 | 29.67% | 3 | 5.08% | 4 | 4.40% | 59 | 64.00% | 91 |
| 139 | 03 | 19 | 35.19% | 23 | 31.94% | 0 | 0.00% | 0 | 0.00% | 11 | 20.37% | 17 | 23.61% | 6 | 11.11% | 7 | 9.72% | 1 | 1.85% | 1 | 1.39% | 15 | 27.78% | 21 | 29.17% | 2 | 3.70% | 3 | 4.17% | 54 | 75.00% | 72 |
| 139 | 04 | 12 | 24.49% | 18 | 26.09% | 1 | 2.04% | 1 | 1.45% | 6 | 12.24% | 8 | 11.59% | 9 | 18.37% | 12 | 17.39% | 0 | 0.00% | 0 | 0.00% | 18 | 36.73% | 26 | 37.68% | 3 | 6.12% | 4 | 5.80% | 49 | 71.00% | 69 |
| 139 | 05 | 9 | 24.32% | 9 | 24.32% | 0 | 0.00% | 0 | 0.00% | 3 | 8.11% | 3 | 8.11% | 8 | 21.62% | 8 | 21.62% | 0 | 0.00% | 0 | 0.00% | 16 | 43.24% | 16 | 43.24% | 1 | 2.70% | 1 | 2.70% | 37 | 100.00% | 37 |
| 139 Total | | 97 | 25.53% | 149 | 28.01% | 3 | 0.79% | 4 | 0.75% | 73 | 19.21% | 101 | 18.98% | 59 | 15.53% | 78 | 14.66% | 1 | 0.26% | 1 | 0.19% | 121 | 31.84% | 167 | 31.39% | 26 | 6.84% | 32 | 6.02% | 380 | 71.00% | 532 |

| Magnet School | Campus | Grade | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--------|-------|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--------|-------|-----|--|
| | | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | Magnet | | All | |
| | | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | |

| Back ES | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | |
|-----------|----|-----|----|-----|--------|-----|----|-----|-------|-----|----|-----|--------|-----|----|-----|--------|-----|----|-----|-------|-----|----|-----|--------|-----|----|-----|--------|-----|-------|-----|
| 140 | PK | 0 | 0% | 17 | 26.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 17.46% | 0 | 0% | 20 | 31.75% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 15.87% | 0 | 0% | 5 | 7.94% | 0 | 0.00% | 63 |
| 140 | KG | 0 | 0% | 34 | 41.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 6.10% | 0 | 0% | 23 | 28.05% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 18.29% | 0 | 0% | 5 | 6.10% | 0 | 0.00% | 82 |
| 140 | 01 | 0 | 0% | 26 | 46.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 12.50% | 0 | 0% | 13 | 23.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 12.50% | 0 | 0% | 3 | 5.36% | 0 | 0.00% | 56 |
| 140 | 02 | 0 | 0% | 15 | 28.30% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 13.21% | 0 | 0% | 16 | 30.19% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 22.64% | 0 | 0% | 3 | 5.66% | 0 | 0.00% | 53 |
| 140 | 03 | 0 | 0% | 20 | 33.90% | 0 | 0% | 1 | 1.69% | 0 | 0% | 5 | 8.47% | 0 | 0% | 28 | 47.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.47% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 59 |
| 140 | 04 | 0 | 0% | 22 | 41.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 16.98% | 0 | 0% | 15 | 28.30% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.89% | 0 | 0% | 6 | 11.32% | 0 | 0.00% | 53 |
| 140 | 05 | 0 | 0% | 33 | 52.38% | 0 | 0% | 1 | 1.59% | 0 | 0% | 10 | 15.87% | 0 | 0% | 13 | 20.63% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.52% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 63 |
| 140 Total | | 0 | 0% | 167 | 38.93% | 0 | 0% | 2 | 0.47% | 0 | 0% | 54 | 12.59% | 0 | 0% | 128 | 29.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 56 | 13.05% | 0 | 0% | 22 | 5.13% | 0 | 0.00% | 429 |

| Shugart ES | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | |
|------------|----|-----|----|-----|--------|-----|----|-----|-------|-----|----|-----|--------|-----|--------|-----|--------|-----|-------|-----|-------|-----|--------|-----|-------|-----|-------|-----|-------|-----|-------|-----|
| 141 | E2 | 0 | 0% | 1 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 1 |
| 141 | E1 | 0 | 0% | 1 | 14.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 4 | 57.14% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 2 | 28.57% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 7 |
| 141 | PK | 0 | 0% | 14 | 29.79% | 0 | 0% | 2 | 4.26% | 0 | 0% | 4 | 8.51% | 0 | 0% | 20 | 42.55% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 8.51% | 0 | 0% | 3 | 6.38% | 0 | 0.00% | 47 |
| 141 | KG | 0 | 0% | 30 | 37.97% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 6.33% | 0 | 0% | 39 | 49.37% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.53% | 0 | 0% | 3 | 3.80% | 0 | 0.00% | 79 |
| 141 | 01 | 0 | 0% | 34 | 41.98% | 0 | 0% | 1 | 1.23% | 0 | 0% | 4 | 4.94% | 0 | 0% | 36 | 44.44% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.70% | 0 | 0% | 3 | 3.70% | 0 | 0.00% | 81 |
| 141 | 02 | 0 | 0% | 33 | 55.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 24 | 40.68% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.39% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 59 |
| 141 | 03 | 0 | 0% | 21 | 38.18% | 0 | 0% | 2 | 3.64% | 0 | 0% | 2 | 3.64% | 0 | 0% | 26 | 47.27% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.64% | 0 | 0% | 2 | 3.64% | 0 | 0.00% | 55 |
| 141 | 04 | 0 | 0% | 43 | 60.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.23% | 0 | 0% | 24 | 33.80% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.41% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 71 |
| 141 | 05 | 0 | 0% | 36 | 45.57% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.13% | 0 | 0% | 27 | 34.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.59% | 0 | 0% | 2 | 2.53% | 0 | 0.00% | 79 |
| 141 Total | | 0 | 0% | 213 | 44.47% | 0 | 0% | 5 | 1.04% | 0 | 0% | 26 | 5.43% | 0 | 0% | 200 | 41.75% | 0 | 0% | 0 | 0.00% | 0 | 0% | 22 | 4.59% | 0 | 0% | 13 | 2.71% | 0 | 0.00% | 479 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|--------------------|----|------------|---------------|------------|---------------|-----------------|--------------|----------|--------------|-----------|---------------|-----------|---------------|-----------|---------------|------------|---------------|-----------------|--------------|----------|--------------|------------|---------------|------------|---------------|------------|--------------|-----------|--------------|------------|---------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Herfurth ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 142 | E1 | 13 | 44.83% | 13 | 44.83% | 0 | 0.00% | 0 | 0.00% | 2 | 6.90% | 2 | 6.90% | 3 | 10.34% | 3 | 10.34% | 0 | 0.00% | 0 | 0.00% | 9 | 31.03% | 9 | 31.03% | 2 | 6.90% | 2 | 6.90% | 29 | 100.00% | 29 |
| 142 | PK | 18 | 36.73% | 18 | 36.73% | 0 | 0.00% | 0 | 0.00% | 9 | 18.37% | 9 | 18.37% | 7 | 14.29% | 7 | 14.29% | 0 | 0.00% | 0 | 0.00% | 13 | 26.53% | 13 | 26.53% | 2 | 4.08% | 2 | 4.08% | 49 | 100.00% | 49 |
| 142 | KG | 22 | 36.07% | 29 | 34.94% | 0 | 0.00% | 0 | 0.00% | 8 | 13.11% | 10 | 12.05% | 4 | 6.56% | 9 | 10.84% | 2 | 3.28% | 2 | 2.41% | 17 | 27.87% | 21 | 25.30% | 8 | 13.11% | 12 | 14.46% | 61 | 73.00% | 83 |
| 142 | 01 | 22 | 33.85% | 31 | 36.05% | 0 | 0.00% | 0 | 0.00% | 8 | 12.31% | 8 | 9.30% | 13 | 20.00% | 18 | 20.93% | 0 | 0.00% | 0 | 0.00% | 18 | 27.69% | 25 | 29.07% | 4 | 6.15% | 4 | 4.65% | 65 | 75.00% | 86 |
| 142 | 02 | 32 | 54.24% | 35 | 43.75% | 1 | 1.69% | 1 | 1.25% | 2 | 3.39% | 4 | 5.00% | 8 | 13.56% | 13 | 16.25% | 0 | 0.00% | 0 | 0.00% | 9 | 15.25% | 17 | 21.25% | 7 | 11.86% | 10 | 12.50% | 59 | 73.00% | 80 |
| 142 | 03 | 23 | 37.70% | 31 | 37.35% | 0 | 0.00% | 0 | 0.00% | 7 | 11.48% | 8 | 9.64% | 10 | 16.39% | 17 | 20.48% | 1 | 1.64% | 1 | 1.20% | 16 | 26.23% | 18 | 21.69% | 4 | 6.56% | 8 | 9.64% | 61 | 73.00% | 83 |
| 142 | 04 | 31 | 52.54% | 41 | 51.25% | 0 | 0.00% | 0 | 0.00% | 3 | 5.08% | 3 | 3.75% | 6 | 10.17% | 12 | 15.00% | 0 | 0.00% | 0 | 0.00% | 17 | 28.81% | 20 | 25.00% | 2 | 3.39% | 4 | 5.00% | 59 | 73.00% | 80 |
| 142 | 05 | 26 | 41.27% | 26 | 41.27% | 1 | 1.59% | 1 | 1.59% | 6 | 9.52% | 6 | 9.52% | 9 | 14.29% | 9 | 14.29% | 0 | 0.00% | 0 | 0.00% | 16 | 25.40% | 16 | 25.40% | 5 | 7.94% | 5 | 7.94% | 63 | 100.00% | 63 |
| 142 Total | | 187 | 41.93% | 224 | 40.51% | 2 | 0.45% | 2 | 0.36% | 45 | 10.09% | 50 | 9.04% | 60 | 13.45% | 88 | 15.91% | 3 | 0.67% | 3 | 0.54% | 115 | 25.78% | 139 | 25.14% | 34 | 7.62% | 47 | 8.50% | 446 | 80.00% | 553 |
| Abbett ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 143 | PK | 0 | 0% | 9 | 42.86% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 19.05% | 0 | 0% | 4 | 19.05% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 14.29% | 0 | 0% | 1 | 4.76% | 0 | 0.00% | 21 |
| 143 | KG | 0 | 0% | 45 | 50.00% | 0 | 0% | 1 | 1.11% | 0 | 0% | 5 | 5.56% | 0 | 0% | 14 | 15.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 19 | 21.11% | 0 | 0% | 6 | 6.67% | 0 | 0.00% | 90 |
| 143 | 01 | 0 | 0% | 40 | 43.01% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 11.83% | 0 | 0% | 20 | 21.51% | 0 | 0% | 0 | 0.00% | 0 | 0% | 16 | 17.20% | 0 | 0% | 6 | 6.45% | 0 | 0.00% | 93 |
| 143 | 02 | 0 | 0% | 49 | 41.88% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 12.82% | 0 | 0% | 19 | 16.24% | 0 | 0% | 1 | 0.85% | 0 | 0% | 26 | 22.22% | 0 | 0% | 7 | 5.98% | 0 | 0.00% | 117 |
| 143 | 03 | 0 | 0% | 33 | 37.50% | 0 | 0% | 2 | 2.27% | 0 | 0% | 9 | 10.23% | 0 | 0% | 25 | 28.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 19.32% | 0 | 0% | 2 | 2.27% | 0 | 0.00% | 88 |
| 143 | 04 | 0 | 0% | 48 | 41.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 12.93% | 0 | 0% | 11 | 9.48% | 0 | 0% | 0 | 0.00% | 0 | 0% | 35 | 30.17% | 0 | 0% | 7 | 6.03% | 0 | 0.00% | 116 |
| 143 | 05 | 0 | 0% | 49 | 40.16% | 0 | 0% | 0 | 0.00% | 0 | 0% | 21 | 17.21% | 0 | 0% | 17 | 13.93% | 0 | 0% | 1 | 0.82% | 0 | 0% | 30 | 24.59% | 0 | 0% | 4 | 3.28% | 0 | 0.00% | 122 |
| 143 Total | | 0 | 0% | 273 | 42.19% | 0 | 0% | 3 | 0.46% | 0 | 0% | 80 | 12.36% | 0 | 0% | 110 | 17.00% | 0 | 0% | 2 | 0.31% | 0 | 0% | 146 | 22.57% | 0 | 0% | 33 | 5.10% | 0 | 0.00% | 647 |
| Keeley ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 144 | PK | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 26.09% | 0 | 0% | 7 | 30.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 39.13% | 0 | 0% | 1 | 4.35% | 0 | 0.00% | 23 |
| 144 | KG | 0 | 0% | 27 | 31.40% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 8.14% | 0 | 0% | 10 | 11.63% | 0 | 0% | 0 | 0.00% | 0 | 0% | 35 | 40.70% | 0 | 0% | 7 | 8.14% | 0 | 0.00% | 86 |
| 144 | 01 | 0 | 0% | 24 | 28.24% | 0 | 0% | 1 | 1.18% | 0 | 0% | 1 | 1.18% | 0 | 0% | 21 | 24.71% | 0 | 0% | 0 | 0.00% | 0 | 0% | 34 | 40.00% | 0 | 0% | 4 | 4.71% | 0 | 0.00% | 85 |
| 144 | 02 | 0 | 0% | 24 | 27.91% | 0 | 0% | 2 | 2.33% | 0 | 0% | 3 | 3.49% | 0 | 0% | 18 | 20.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 34 | 39.53% | 0 | 0% | 5 | 5.81% | 0 | 0.00% | 86 |
| 144 | 03 | 0 | 0% | 27 | 27.27% | 0 | 0% | 1 | 1.01% | 0 | 0% | 5 | 5.05% | 0 | 0% | 19 | 19.19% | 0 | 0% | 0 | 0.00% | 0 | 0% | 40 | 40.40% | 0 | 0% | 7 | 7.07% | 0 | 0.00% | 99 |
| 144 | 04 | 0 | 0% | 29 | 28.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 8.82% | 0 | 0% | 18 | 17.65% | 0 | 0% | 0 | 0.00% | 0 | 0% | 35 | 34.31% | 0 | 0% | 11 | 10.78% | 0 | 0.00% | 102 |
| 144 | 05 | 0 | 0% | 22 | 24.72% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.37% | 0 | 0% | 20 | 22.47% | 0 | 0% | 0 | 0.00% | 0 | 0% | 38 | 42.70% | 0 | 0% | 6 | 6.74% | 0 | 0.00% | 89 |
| 144 Total | | 0 | 0% | 153 | 26.84% | 0 | 0% | 4 | 0.70% | 0 | 0% | 34 | 5.96% | 0 | 0% | 113 | 19.82% | 0 | 0% | 0 | 0.00% | 0 | 0% | 225 | 39.47% | 0 | 0% | 41 | 7.19% | 0 | 0.00% | 570 |

| Magnet School | Campus | Grade | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------|--------|-------|----------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|--------|---|-----|---|-----------------|---|-----|---|--------|---|-----|---|------------|---|-----|--------|-------|-----|--|
| | | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | Magnet | | All | |
| | | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | |

| Sewell ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----------|----|---|----|-----|--------|---|----|----|-------|---|----|-----|--------|---|----|-----|--------|---|----|---|-------|---|----|-----|--------|---|----|----|--------|---|-------|-----|
| 145 | PK | 0 | 0% | 11 | 25.58% | 0 | 0% | 2 | 4.65% | 0 | 0% | 15 | 34.88% | 0 | 0% | 6 | 13.95% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 16.28% | 0 | 0% | 2 | 4.65% | 0 | 0.00% | 43 |
| 145 | KG | 0 | 0% | 17 | 19.54% | 0 | 0% | 1 | 1.15% | 0 | 0% | 8 | 9.20% | 0 | 0% | 25 | 28.74% | 0 | 0% | 0 | 0.00% | 0 | 0% | 24 | 27.59% | 0 | 0% | 12 | 13.79% | 0 | 0.00% | 87 |
| 145 | 01 | 0 | 0% | 23 | 20.54% | 0 | 0% | 1 | 0.89% | 0 | 0% | 23 | 20.54% | 0 | 0% | 26 | 23.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 33 | 29.46% | 0 | 0% | 6 | 5.36% | 0 | 0.00% | 112 |
| 145 | 02 | 0 | 0% | 23 | 19.66% | 0 | 0% | 1 | 0.85% | 0 | 0% | 28 | 23.93% | 0 | 0% | 31 | 26.50% | 0 | 0% | 1 | 0.85% | 0 | 0% | 31 | 26.50% | 0 | 0% | 2 | 1.71% | 0 | 0.00% | 117 |
| 145 | 03 | 0 | 0% | 25 | 23.36% | 0 | 0% | 1 | 0.93% | 0 | 0% | 17 | 15.89% | 0 | 0% | 23 | 21.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 35 | 32.71% | 0 | 0% | 6 | 5.61% | 0 | 0.00% | 107 |
| 145 | 04 | 0 | 0% | 19 | 18.45% | 0 | 0% | 2 | 1.94% | 0 | 0% | 18 | 17.48% | 0 | 0% | 22 | 21.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 37 | 35.92% | 0 | 0% | 5 | 4.85% | 0 | 0.00% | 103 |
| 145 | 05 | 0 | 0% | 40 | 28.78% | 0 | 0% | 2 | 1.44% | 0 | 0% | 26 | 18.71% | 0 | 0% | 33 | 23.74% | 0 | 0% | 0 | 0.00% | 0 | 0% | 30 | 21.58% | 0 | 0% | 8 | 5.76% | 0 | 0.00% | 139 |
| 145 Total | | 0 | 0% | 158 | 22.32% | 0 | 0% | 10 | 1.41% | 0 | 0% | 135 | 19.07% | 0 | 0% | 166 | 23.45% | 0 | 0% | 1 | 0.14% | 0 | 0% | 197 | 27.82% | 0 | 0% | 41 | 5.79% | 0 | 0.00% | 708 |

| Stephens ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-------------|----|---|----|-----|--------|---|----|---|--------|---|----|----|-------|---|----|----|--------|---|----|---|-------|---|----|----|--------|---|----|----|-------|---|-------|-----|
| 146 | E2 | 0 | 0% | 2 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 2 |
| 146 | E1 | 0 | 0% | 3 | 5.00% | 0 | 0% | 1 | 16.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 16.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 16.67% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 6 |
| 146 | PK | 0 | 0% | 17 | 44.74% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 31.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 23.68% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 38 |
| 146 | KG | 0 | 0% | 36 | 58.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.23% | 0 | 0% | 9 | 14.52% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 19.35% | 0 | 0% | 3 | 4.84% | 0 | 0.00% | 62 |
| 146 | 01 | 0 | 0% | 45 | 55.56% | 0 | 0% | 1 | 1.23% | 0 | 0% | 2 | 2.47% | 0 | 0% | 15 | 18.52% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 16.05% | 0 | 0% | 5 | 6.17% | 0 | 0.00% | 81 |
| 146 | 02 | 0 | 0% | 34 | 47.22% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.56% | 0 | 0% | 14 | 19.44% | 0 | 0% | 0 | 0.00% | 0 | 0% | 16 | 22.22% | 0 | 0% | 4 | 5.56% | 0 | 0.00% | 72 |
| 146 | 03 | 0 | 0% | 36 | 57.14% | 0 | 0% | 2 | 3.17% | 0 | 0% | 1 | 1.59% | 0 | 0% | 10 | 15.87% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 12.70% | 0 | 0% | 6 | 9.52% | 0 | 0.00% | 63 |
| 146 | 04 | 0 | 0% | 46 | 58.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 6.33% | 0 | 0% | 10 | 12.66% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 17.72% | 0 | 0% | 4 | 5.06% | 0 | 0.00% | 79 |
| 146 | 05 | 0 | 0% | 36 | 48.65% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.41% | 0 | 0% | 23 | 31.08% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.81% | 0 | 0% | 3 | 4.05% | 0 | 0.00% | 74 |
| 146 Total | | 0 | 0% | 255 | 53.46% | 0 | 0% | 4 | 0.84% | 0 | 0% | 18 | 3.77% | 0 | 0% | 94 | 19.71% | 0 | 0% | 0 | 0.00% | 0 | 0% | 81 | 16.98% | 0 | 0% | 25 | 5.24% | 0 | 0.00% | 477 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|-------------------|----|----------|----|-----|--------|-----------------|----|-----|-------|--------|----|-----|--------|--------|----|-----|--------|-----------------|----|-----|-------|--------|----|-----|--------|------------|----|-----|--------|-------|-------|-----|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | Magnet | | All | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | |
| Lister ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 147 | PK | 0 | 0% | 18 | 27.27% | 0 | 0% | 2 | 3.03% | 0 | 0% | 28 | 42.42% | 0 | 0% | 10 | 15.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 7.58% | 0 | 0% | 3 | 4.55% | 0 | 0.00% | 66 |
| 147 | KG | 0 | 0% | 33 | 36.26% | 0 | 0% | 0 | 0.00% | 0 | 0% | 23 | 25.27% | 0 | 0% | 20 | 21.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 12.09% | 0 | 0% | 4 | 4.40% | 0 | 0.00% | 91 |
| 147 | 01 | 0 | 0% | 31 | 32.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 30 | 31.91% | 0 | 0% | 21 | 22.34% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 12.77% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 94 |
| 147 | 02 | 0 | 0% | 34 | 39.08% | 0 | 0% | 1 | 1.15% | 0 | 0% | 27 | 31.03% | 0 | 0% | 14 | 16.09% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 9.20% | 0 | 0% | 3 | 3.45% | 0 | 0.00% | 87 |
| 147 | 03 | 0 | 0% | 30 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 23 | 25.56% | 0 | 0% | 19 | 21.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 15.56% | 0 | 0% | 4 | 4.44% | 0 | 0.00% | 90 |
| 147 | 04 | 0 | 0% | 33 | 41.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 25 | 31.65% | 0 | 0% | 8 | 10.13% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 8.86% | 0 | 0% | 6 | 7.59% | 0 | 0.00% | 79 |
| 147 | 05 | 0 | 0% | 40 | 57.14% | 0 | 0% | 1 | 1.43% | 0 | 0% | 16 | 22.86% | 0 | 0% | 7 | 10.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 8.57% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 70 |
| 147 Total | | 0 | 0% | 219 | 37.95% | 0 | 0% | 4 | 0.69% | 0 | 0% | 172 | 29.81% | 0 | 0% | 99 | 17.16% | 0 | 0% | 0 | 0.00% | 0 | 0% | 63 | 10.92% | 0 | 0% | 20 | 3.47% | 0 | 0.00% | 577 |
| Dorsey ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 148 | PK | 0 | 0% | 3 | 13.64% | 0 | 0% | 1 | 4.55% | 0 | 0% | 6 | 27.27% | 0 | 0% | 4 | 18.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 31.82% | 0 | 0% | 1 | 4.55% | 0 | 0.00% | 22 |
| 148 | KG | 0 | 0% | 35 | 47.30% | 0 | 0% | 2 | 2.70% | 0 | 0% | 9 | 12.16% | 0 | 0% | 7 | 9.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 22.97% | 0 | 0% | 4 | 5.41% | 0 | 0.00% | 74 |
| 148 | 01 | 0 | 0% | 45 | 54.88% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 8.54% | 0 | 0% | 10 | 12.20% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 20.73% | 0 | 0% | 3 | 3.66% | 0 | 0.00% | 82 |
| 148 | 02 | 0 | 0% | 32 | 38.10% | 0 | 0% | 1 | 1.19% | 0 | 0% | 7 | 8.33% | 0 | 0% | 18 | 21.43% | 0 | 0% | 0 | 0.00% | 0 | 0% | 21 | 25.00% | 0 | 0% | 5 | 5.95% | 0 | 0.00% | 84 |
| 148 | 03 | 0 | 0% | 42 | 38.53% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 10.09% | 0 | 0% | 26 | 23.85% | 0 | 0% | 0 | 0.00% | 0 | 0% | 23 | 21.10% | 0 | 0% | 7 | 6.42% | 0 | 0.00% | 109 |
| 148 | 04 | 0 | 0% | 48 | 46.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 14.42% | 0 | 0% | 20 | 19.23% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 17.31% | 0 | 0% | 3 | 2.88% | 0 | 0.00% | 104 |
| 148 | 05 | 0 | 0% | 42 | 43.30% | 0 | 0% | 1 | 1.03% | 0 | 0% | 10 | 10.31% | 0 | 0% | 20 | 20.62% | 0 | 0% | 0 | 0.00% | 0 | 0% | 21 | 21.65% | 0 | 0% | 3 | 3.09% | 0 | 0.00% | 97 |
| 148 Total | | 0 | 0% | 247 | 43.18% | 0 | 0% | 5 | 0.87% | 0 | 0% | 65 | 11.36% | 0 | 0% | 105 | 18.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 124 | 21.68% | 0 | 0% | 26 | 4.55% | 0 | 0.00% | 572 |
| Stedham ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 154 | E1 | 0 | 0% | 1 | 8.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 8.33% | 0 | 0% | 4 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 12 |
| 154 | PK | 0 | 0% | 16 | 43.24% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 14 | 37.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 13.51% | 0 | 0% | 2 | 5.41% | 0 | 0.00% | 37 |
| 154 | KG | 0 | 0% | 25 | 39.06% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.38% | 0 | 0% | 22 | 34.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 14.06% | 0 | 0% | 2 | 3.13% | 0 | 0.00% | 64 |
| 154 | 01 | 0 | 0% | 17 | 31.48% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 33.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 31.48% | 0 | 0% | 2 | 3.70% | 0 | 0.00% | 54 |
| 154 | 02 | 0 | 0% | 24 | 35.29% | 0 | 0% | 1 | 1.47% | 0 | 0% | 1 | 1.47% | 0 | 0% | 28 | 41.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 16.18% | 0 | 0% | 3 | 4.41% | 0 | 0.00% | 68 |
| 154 | 03 | 0 | 0% | 25 | 37.88% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 10.61% | 0 | 0% | 23 | 34.85% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 15.15% | 0 | 0% | 1 | 1.52% | 0 | 0.00% | 66 |
| 154 | 04 | 0 | 0% | 28 | 48.28% | 0 | 0% | 1 | 1.72% | 0 | 0% | 4 | 6.90% | 0 | 0% | 17 | 29.31% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 10.34% | 0 | 0% | 2 | 3.45% | 0 | 0.00% | 58 |
| 154 | 05 | 0 | 0% | 34 | 35.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 5.21% | 0 | 0% | 30 | 31.25% | 0 | 0% | 0 | 0.00% | 0 | 0% | 24 | 25.00% | 0 | 0% | 3 | 3.13% | 0 | 0.00% | 96 |
| 154 Total | | 0 | 0% | 170 | 37.36% | 0 | 0% | 2 | 0.44% | 0 | 0% | 24 | 5.27% | 0 | 0% | 156 | 34.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 88 | 19.34% | 0 | 0% | 15 | 3.30% | 0 | 0.00% | 455 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------------|----|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|------------|---------------|----------|-----------|------------|---------------|-----------------|-----------|----------|--------------|----------|-----------|------------|---------------|------------|-----------|-----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Armstrong ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 155 | E1 | 0 | 0% | 2 | 40.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 40.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0.00% | 5 |
| 155 | PK | 0 | 0% | 1 | 16.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 83.33% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 6 |
| 155 | KG | 0 | 0% | 24 | 21.82% | 0 | 0% | 1 | 0.91% | 0 | 0% | 17 | 15.45% | 0 | 0% | 14 | 12.73% | 0 | 0% | 1 | 0.91% | 0 | 0% | 44 | 40.00% | 0 | 0% | 9 | 8.18% | 0 | 0.00% | 110 |
| 155 | 01 | 0 | 0% | 27 | 23.48% | 0 | 0% | 3 | 2.61% | 0 | 0% | 28 | 24.35% | 0 | 0% | 15 | 13.04% | 0 | 0% | 0 | 0.00% | 0 | 0% | 35 | 30.43% | 0 | 0% | 7 | 6.09% | 0 | 0.00% | 115 |
| 155 | 02 | 0 | 0% | 18 | 15.52% | 0 | 0% | 1 | 0.86% | 0 | 0% | 28 | 24.14% | 0 | 0% | 15 | 12.93% | 0 | 0% | 0 | 0.00% | 0 | 0% | 47 | 40.52% | 0 | 0% | 7 | 6.03% | 0 | 0.00% | 116 |
| 155 | 03 | 0 | 0% | 39 | 35.14% | 0 | 0% | 0 | 0.00% | 0 | 0% | 23 | 20.72% | 0 | 0% | 11 | 9.91% | 0 | 0% | 1 | 0.90% | 0 | 0% | 31 | 27.93% | 0 | 0% | 6 | 5.41% | 0 | 0.00% | 111 |
| 155 | 04 | 0 | 0% | 31 | 23.85% | 0 | 0% | 0 | 0.00% | 0 | 0% | 31 | 23.85% | 0 | 0% | 16 | 12.31% | 0 | 0% | 0 | 0.00% | 0 | 0% | 43 | 33.08% | 0 | 0% | 9 | 6.92% | 0 | 0.00% | 130 |
| 155 | 05 | 0 | 0% | 32 | 23.02% | 0 | 0% | 2 | 1.44% | 0 | 0% | 37 | 26.62% | 0 | 0% | 19 | 13.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 44 | 31.65% | 0 | 0% | 5 | 3.60% | 0 | 0.00% | 139 |
| 155 Total | | 0 | 0% | 174 | 23.77% | 0 | 0% | 7 | 0.96% | 0 | 0% | 164 | 22.40% | 0 | 0% | 97 | 13.25% | 0 | 0% | 2 | 0.27% | 0 | 0% | 244 | 33.33% | 0 | 0% | 44 | 6.01% | 0 | 0.00% | 732 |
| Pearson ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 156 | PK | 0 | 0% | 14 | 26.92% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 7.69% | 0 | 0% | 21 | 40.38% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 11.54% | 0 | 0% | 7 | 13.46% | 0 | 0.00% | 52 |
| 156 | KG | 0 | 0% | 29 | 36.71% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.13% | 0 | 0% | 29 | 36.71% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.13% | 0 | 0% | 5 | 6.33% | 0 | 0.00% | 79 |
| 156 | 01 | 0 | 0% | 33 | 42.86% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.19% | 0 | 0% | 29 | 37.66% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 14.29% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 77 |
| 156 | 02 | 0 | 0% | 33 | 43.42% | 0 | 0% | 1 | 1.32% | 0 | 0% | 3 | 3.95% | 0 | 0% | 27 | 35.53% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.53% | 0 | 0% | 4 | 5.26% | 0 | 0.00% | 76 |
| 156 | 03 | 0 | 0% | 45 | 50.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 8.89% | 0 | 0% | 23 | 25.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 13 | 14.44% | 0 | 0% | 1 | 1.11% | 0 | 0.00% | 90 |
| 156 | 04 | 0 | 0% | 34 | 44.74% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.32% | 0 | 0% | 29 | 38.16% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.53% | 0 | 0% | 4 | 5.26% | 0 | 0.00% | 76 |
| 156 | 05 | 0 | 0% | 46 | 46.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 5.05% | 0 | 0% | 35 | 35.35% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 8.08% | 0 | 0% | 5 | 5.05% | 0 | 0.00% | 99 |
| 156 Total | | 0 | 0% | 234 | 42.62% | 0 | 0% | 1 | 0.18% | 0 | 0% | 33 | 6.01% | 0 | 0% | 193 | 35.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 62 | 11.29% | 0 | 0% | 26 | 4.74% | 0 | 0.00% | 549 |
| Couch ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 157 | 03 | 0 | 0% | 24 | 31.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 9.21% | 0 | 0% | 31 | 40.79% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 13.16% | 0 | 0% | 4 | 5.26% | 0 | 0.00% | 76 |
| 157 | 04 | 0 | 0% | 30 | 35.71% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 5.95% | 0 | 0% | 34 | 40.48% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 9.52% | 0 | 0% | 7 | 8.33% | 0 | 0.00% | 84 |
| 157 | 05 | 0 | 0% | 16 | 21.62% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 8.11% | 0 | 0% | 43 | 58.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 10.81% | 0 | 0% | 1 | 1.35% | 0 | 0.00% | 74 |
| 157 Total | | 0 | 0% | 70 | 29.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 18 | 7.69% | 0 | 0% | 108 | 46.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 26 | 11.11% | 0 | 0% | 12 | 5.13% | 0 | 0.00% | 234 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|------------------------------------|----|----------|----------------|------------|---------------|-----------------|--------------|----------|--------------|----------|--------------|-----------|--------------|----------|--------------|------------|---------------|-----------------|--------------|----------|--------------|----------|--------------|------------|---------------|------------|--------------|-----------|--------------|----------|--------------|------------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Liberty Grove ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 158 | E1 | 0 | 0% | 6 | 37.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 25.00% | 0 | 0% | 2 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 12.50% | 0 | 0% | 2 | 12.50% | 0 | 0.00% | 16 |
| 158 | PK | 0 | 0% | 48 | 71.64% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.49% | 0 | 0% | 12 | 17.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.97% | 0 | 0% | 2 | 2.99% | 0 | 0.00% | 67 |
| 158 | KG | 0 | 0% | 23 | 32.39% | 0 | 0% | 1 | 1.41% | 0 | 0% | 3 | 4.23% | 0 | 0% | 24 | 33.80% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 21.13% | 0 | 0% | 5 | 7.04% | 0 | 0.00% | 71 |
| 158 | 01 | 0 | 0% | 20 | 30.77% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 12.31% | 0 | 0% | 17 | 26.15% | 0 | 0% | 0 | 0.00% | 0 | 0% | 16 | 24.62% | 0 | 0% | 4 | 6.15% | 0 | 0.00% | 65 |
| 158 | 02 | 0 | 0% | 21 | 29.17% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 9.72% | 0 | 0% | 26 | 36.11% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 23.61% | 0 | 0% | 1 | 1.39% | 0 | 0.00% | 72 |
| 158 | 03 | 0 | 0% | 26 | 29.89% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 6.90% | 0 | 0% | 31 | 35.63% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 19.54% | 0 | 0% | 7 | 8.05% | 0 | 0.00% | 87 |
| 158 | 04 | 0 | 0% | 20 | 32.79% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.28% | 0 | 0% | 22 | 36.07% | 0 | 0% | 0 | 0.00% | 0 | 0% | 12 | 19.67% | 0 | 0% | 5 | 8.20% | 0 | 0.00% | 61 |
| 158 | 05 | 0 | 0% | 17 | 23.94% | 0 | 0% | 1 | 1.41% | 0 | 0% | 3 | 4.23% | 0 | 0% | 21 | 29.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 22 | 30.99% | 0 | 0% | 7 | 9.86% | 0 | 0.00% | 71 |
| 158 Total | | 0 | 0% | 181 | 35.49% | 0 | 0% | 2 | 0.39% | 0 | 0% | 34 | 6.67% | 0 | 0% | 155 | 30.39% | 0 | 0% | 0 | 0.00% | 0 | 0% | 105 | 20.59% | 0 | 0% | 33 | 6.47% | 0 | 0.00% | 510 |
| George Washington Carver ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 159 | E1 | 1 | 100.00% | 3 | 75.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 25.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 0 | 0.00% | 1 | 25.00% | 4 |
| 159 | PK | 0 | 0% | 46 | 63.01% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 8.22% | 0 | 0% | 14 | 19.18% | 0 | 0% | 1 | 1.37% | 0 | 0% | 3 | 4.11% | 0 | 0% | 3 | 4.11% | 0 | 0.00% | 73 |
| 159 | KG | 0 | 0% | 57 | 70.37% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 13.58% | 0 | 0% | 5 | 6.17% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.41% | 0 | 0% | 2 | 2.47% | 0 | 0.00% | 81 |
| 159 | 01 | 0 | 0% | 67 | 66.34% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 8.91% | 0 | 0% | 13 | 12.87% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 7.92% | 0 | 0% | 4 | 3.96% | 0 | 0.00% | 101 |
| 159 | 02 | 0 | 0% | 67 | 67.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 3.00% | 0 | 0% | 18 | 18.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 5.00% | 0 | 0% | 7 | 7.00% | 0 | 0.00% | 100 |
| 159 | 03 | 0 | 0% | 59 | 64.84% | 0 | 0% | 1 | 1.10% | 0 | 0% | 9 | 9.89% | 0 | 0% | 15 | 16.48% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 4.40% | 0 | 0% | 3 | 3.30% | 0 | 0.00% | 91 |
| 159 | 04 | 0 | 0% | 71 | 68.27% | 0 | 0% | 1 | 0.96% | 0 | 0% | 5 | 4.81% | 0 | 0% | 15 | 14.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 7.69% | 0 | 0% | 4 | 3.85% | 0 | 0.00% | 104 |
| 159 | 05 | 0 | 0% | 68 | 66.02% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 7.77% | 0 | 0% | 17 | 16.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 7 | 6.80% | 0 | 0% | 3 | 2.91% | 0 | 0.00% | 103 |
| 159 Total | | 1 | 100.00% | 438 | 66.67% | 0 | 0.00% | 2 | 0.30% | 0 | 0.00% | 51 | 7.76% | 0 | 0.00% | 98 | 14.92% | 0 | 0.00% | 1 | 0.15% | 0 | 0.00% | 41 | 6.24% | 0 | 0.00% | 26 | 3.96% | 1 | 0.00% | 657 |
| Handley STEM ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 161 | KG | 0 | 0% | 45 | 68.18% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 25.76% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.52% | 0 | 0% | 3 | 4.55% | 0 | 0.00% | 66 |
| 161 | 01 | 0 | 0% | 37 | 54.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 20 | 29.41% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.88% | 0 | 0% | 7 | 10.29% | 0 | 0.00% | 68 |
| 161 | 02 | 0 | 0% | 40 | 59.70% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 2.99% | 0 | 0% | 20 | 29.85% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 4.48% | 0 | 0% | 2 | 2.99% | 0 | 0.00% | 67 |
| 161 Total | | 0 | 0% | 122 | 60.70% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 1.00% | 0 | 0% | 57 | 28.36% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 3.98% | 0 | 0% | 12 | 5.97% | 0 | 0.00% | 201 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|---------------------------------|----|----------|----|-----|--------|-----------------|----|-----|--------|--------|----|-----|--------|--------|----|-----|--------|-----------------|----|-----|-------|--------|----|-----|--------|------------|----|-----|-------|-------|-------|-----|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Southgate STEM ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 162 | E1 | 0 | 0% | 3 | 60.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 20.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 5 |
| 162 | PK | 0 | 0% | 34 | 75.56% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 2.22% | 0 | 0% | 3 | 6.67% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 11.11% | 0 | 0% | 2 | 4.44% | 0 | 0.00% | 45 |
| 162 | KG | 0 | 0% | 54 | 83.08% | 0 | 0% | 1 | 1.54% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 7.69% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.08% | 0 | 0% | 3 | 4.62% | 0 | 0.00% | 65 |
| 162 | 01 | 0 | 0% | 56 | 83.58% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.49% | 0 | 0% | 5 | 7.46% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.97% | 0 | 0% | 1 | 1.49% | 0 | 0.00% | 67 |
| 162 | 02 | 0 | 0% | 80 | 79.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 3.96% | 0 | 0% | 13 | 12.87% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 2.97% | 0 | 0% | 1 | 0.99% | 0 | 0.00% | 101 |
| 162 Total | | 0 | 0% | 227 | 80.21% | 0 | 0% | 1 | 0.35% | 0 | 0% | 6 | 2.12% | 0 | 0% | 27 | 9.54% | 0 | 0% | 0 | 0.00% | 0 | 0% | 15 | 5.30% | 0 | 0% | 7 | 2.47% | 0 | 0.00% | 283 |
| Club Hill STEM ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 163 | PK | 0 | 0% | 24 | 54.55% | 0 | 0% | 3 | 6.82% | 0 | 0% | 4 | 9.09% | 0 | 0% | 7 | 15.91% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 13.64% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 44 |
| 163 | KG | 0 | 0% | 43 | 68.25% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 3.17% | 0 | 0% | 8 | 12.70% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 9.52% | 0 | 0% | 4 | 6.35% | 0 | 0.00% | 63 |
| 163 | 01 | 0 | 0% | 43 | 67.19% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.56% | 0 | 0% | 8 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 14.06% | 0 | 0% | 3 | 4.69% | 0 | 0.00% | 64 |
| 163 | 02 | 0 | 0% | 49 | 73.13% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 1.49% | 0 | 0% | 11 | 16.42% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 5.97% | 0 | 0% | 2 | 2.99% | 0 | 0.00% | 67 |
| 163 Total | | 0 | 0% | 159 | 66.81% | 0 | 0% | 3 | 1.26% | 0 | 0% | 8 | 3.36% | 0 | 0% | 34 | 14.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 25 | 10.50% | 0 | 0% | 9 | 3.78% | 0 | 0.00% | 238 |
| Couch Collegiate Prep ES | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 164 | E1 | 0 | 0% | 5 | 71.43% | 0 | 0% | 1 | 14.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 14.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 7 |
| 164 | PK | 0 | 0% | 24 | 40.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 8 | 13.33% | 0 | 0% | 17 | 28.33% | 0 | 0% | 1 | 1.67% | 0 | 0% | 8 | 13.33% | 0 | 0% | 2 | 3.33% | 0 | 0.00% | 60 |
| 164 | KG | 0 | 0% | 24 | 40.68% | 0 | 0% | 1 | 1.69% | 0 | 0% | 3 | 5.08% | 0 | 0% | 22 | 37.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 5 | 8.47% | 0 | 0% | 4 | 6.78% | 0 | 0.00% | 59 |
| 164 | 01 | 0 | 0% | 32 | 42.11% | 0 | 0% | 1 | 1.32% | 0 | 0% | 8 | 10.53% | 0 | 0% | 28 | 36.84% | 0 | 0% | 0 | 0.00% | 0 | 0% | 6 | 7.89% | 0 | 0% | 1 | 1.32% | 0 | 0.00% | 76 |
| 164 | 02 | 0 | 0% | 33 | 39.29% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 4.76% | 0 | 0% | 31 | 36.90% | 0 | 0% | 1 | 1.19% | 0 | 0% | 10 | 11.90% | 0 | 0% | 5 | 5.95% | 0 | 0.00% | 84 |
| 164 Total | | 0 | 0% | 118 | 41.26% | 0 | 0% | 3 | 1.05% | 0 | 0% | 23 | 8.04% | 0 | 0% | 99 | 34.62% | 0 | 0% | 2 | 0.70% | 0 | 0% | 29 | 10.14% | 0 | 0% | 12 | 4.20% | 0 | 0.00% | 286 |
| Cisneros Pre-K | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 180 | E2 | 0 | 0% | 7 | 87.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 8 |
| 180 | E1 | 0 | 0% | 16 | 84.21% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 0 | 0.00% | 0 | 0% | 2 | 10.53% | 0 | 0% | 1 | 5.26% | 0 | 0.00% | 19 |
| 180 | PK | 0 | 0% | 297 | 91.67% | 0 | 0% | 7 | 2.16% | 0 | 0% | 0 | 0.00% | 0 | 0% | 10 | 3.09% | 0 | 0% | 0 | 0.00% | 0 | 0% | 9 | 2.78% | 0 | 0% | 1 | 0.31% | 0 | 0.00% | 324 |
| 180 Total | | 0 | 0% | 320 | 91.17% | 0 | 0% | 7 | 1.99% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 3.13% | 0 | 0% | 0 | 0.00% | 0 | 0% | 11 | 3.13% | 0 | 0% | 2 | 0.57% | 0 | 0.00% | 351 |

| Magnet School | | Hispanic | | | | American Indian | | | | Asian | | | | Black | | | | Native Hawaiian | | | | White | | | | Multi-Race | | | | Total | | |
|----------------------|----|----------|--------|-------|--------|-----------------|-------|-----|-------|--------|--------|------|--------|--------|--------|------|--------|-----------------|-------|-----|-------|--------|--------|------|--------|------------|-------|------|-------|-------|--------|-------|
| | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | Magnet | | All | | | | |
| | | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | % | Cnt | | | | |
| Parsons Pre-K | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 181 | E2 | 0 | 0% | 5 | 62.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 12.50% | 0 | 0% | 1 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0% | 1 | 12.50% | 0 | 0% | 0 | 0.00% | 0 | 0.00% | 8 |
| 181 | E1 | 0 | 0% | 12 | 54.55% | 0 | 0% | 0 | 0.00% | 0 | 0% | 3 | 13.64% | 0 | 0% | 1 | 4.55% | 0 | 0% | 0 | 0.00% | 0 | 0% | 4 | 18.18% | 0 | 0% | 2 | 9.09% | 0 | 0.00% | 22 |
| 181 | PK | 0 | 0% | 185 | 63.14% | 0 | 0% | 0 | 0.00% | 0 | 0% | 53 | 18.09% | 0 | 0% | 27 | 9.22% | 0 | 0% | 0 | 0.00% | 0 | 0% | 17 | 5.80% | 0 | 0% | 11 | 3.75% | 0 | 0.00% | 293 |
| 181 Total | | 0 | 0% | 202 | 62.54% | 0 | 0% | 0 | 0.00% | 0 | 0% | 57 | 17.65% | 0 | 0% | 29 | 8.98% | 0 | 0% | 0 | 0.00% | 0 | 0% | 22 | 6.81% | 0 | 0% | 13 | 4.02% | 0 | 0.00% | 323 |
| Grand Total | | 5125 | 46.35% | 28343 | 54.93% | 35 | 0.32% | 200 | 0.39% | 1681 | 15.20% | 5143 | 9.97% | 1752 | 15.85% | 9333 | 18.09% | 11 | 0.10% | 51 | 0.10% | 2025 | 18.32% | 6863 | 13.30% | 427 | 3.86% | 1662 | 3.22% | 11056 | 21.43% | 51595 |

Academy Waitlist
December 2023 Kinkeade Report

| Hillside | Magnet | Neighborhood | Kimberlin | Magnet | Neighborhood | Walnut Glen | Magnet | Neighborhood | Austin | Magnet | Neighborhood |
|---------------------------|--------|---|----------------------------|-----------|--------------|------------------------------|--------|---|-----------|--------|--------------|
| Kinder | 0 | 12 | Kinder | 3 | 25 | Kinder | 2 | 2 | 6th grade | 112 | 43 |
| 1st grade | 0 | 10 | 1st grade | 4 | 9 | 1st grade | 4 | 2 | 7th grade | 0 | 4 |
| 2nd grade | 0 | 9 | 2nd grade | 2 | 6 | 2nd grade | 0 | 1 | 8th grade | 0 | 10 |
| 3rd grade | 0 | 8 | 3rd grade | 3 | 11 | 3rd grade | 1 | 0 | | | |
| 4th grade | 0 | 10 | 4th grade | 1 | 10 | 4th grade | 1 | 5 | | | |
| 5th grade | 2 | 0 | 5th grade | 0 | 1 | 5th grade | 1 | 0 | | | |
| Hillside Bilingual | | | Kimberlin Bilingual | | | Walnut Glen Bilingual | | | | | |
| Kinder | 2 | No Bilingual Neighborhood Sections | No Bilingual Sections | Kinder | 0 | Kinder | 0 | No Bilingual Neighborhood Sections | | | |
| 1st grade | 0 | | | 1st grade | 2 | 1st grade | 2 | | | | |
| 2nd grade | 0 | | | 2nd grade | 0 | 2nd grade | 0 | | | | |
| 3rd grade | 7 | | | 3rd grade | 0 | 3rd grade | 0 | | | | |
| 4th grade | 0 | | | 4th grade | 0 | 4th grade | 0 | | | | |
| 5th grade | 4 | 5th grade | 0 | 5th grade | 0 | | | | | | |

Exhibit 2

Campuses Closed to Further Enrollment

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|---------------------------|--------------|----------------------|---------------|
| 002 | GARLAND H S | 12 | General/ESL | Open |
| 002 | GARLAND H S | 11 | General/ESL | Open |
| 002 | GARLAND H S | 10 | General/ESL | Closed |
| 002 | GARLAND H S | 09 | General/ESL | Closed |
| 003 | S GARLAND H S | 12 | General/ESL | Open |
| 003 | S GARLAND H S | 11 | General/ESL | Open |
| 003 | S GARLAND H S | 10 | General/ESL | Open |
| 003 | S GARLAND H S | 09 | General/ESL | Open |
| 004 | N GARLAND H S | 12 | General/ESL | Closed |
| 004 | N GARLAND H S | 11 | General/ESL | Closed |
| 004 | N GARLAND H S | 10 | General/ESL | Closed |
| 004 | N GARLAND H S | 09 | General/ESL | Closed |
| 005 | LAKEVIEW CENTENNIAL H S | 12 | General/ESL | Open |
| 005 | LAKEVIEW CENTENNIAL H S | 11 | General/ESL | Open |
| 005 | LAKEVIEW CENTENNIAL H S | 10 | General/ESL | Open |
| 005 | LAKEVIEW CENTENNIAL H S | 09 | General/ESL | Open |
| 008 | NAAMAN FOREST H S | 12 | General/ESL | Open |
| 008 | NAAMAN FOREST H S | 11 | General/ESL | Open |
| 008 | NAAMAN FOREST H S | 10 | General/ESL | Closed |
| 008 | NAAMAN FOREST H S | 09 | General/ESL | Open |
| 009 | ROWLETT H S | 12 | General/ESL | Open |
| 009 | ROWLETT H S | 11 | General/ESL | Open |
| 009 | ROWLETT H S | 10 | General/ESL | Open |
| 009 | ROWLETT H S | 09 | General/ESL | Open |
| 010 | SACHSE H S | 12 | General/ESL | Closed |
| 010 | SACHSE H S | 11 | General/ESL | Closed |
| 010 | SACHSE H S | 10 | General/ESL | Closed |
| 010 | SACHSE H S | 09 | General/ESL | Closed |
| 041 | AUSTIN ACAD FOR EXCELL | 08 | General/ESL | Closed |
| 041 | AUSTIN ACAD FOR EXCELL | 07 | General/ESL | Open |
| 041 | AUSTIN ACAD FOR EXCELL | 06 | General/ESL | Closed |
| 042 | BUSSEY MIDDLE | 08 | General/ESL | Open |
| 042 | BUSSEY MIDDLE | 07 | General/ESL | Open |
| 042 | BUSSEY MIDDLE | 06 | General/ESL | Open |
| 043 | SAM HOUSTON MIDDLE | 08 | General/ESL | Open |
| 043 | SAM HOUSTON MIDDLE | 07 | General/ESL | Open |
| 043 | SAM HOUSTON MIDDLE | 06 | General/ESL | Open |
| 045 | JACKSON TECHNOLOGY CENTER | 08 | General/ESL | Closed |
| 045 | JACKSON TECHNOLOGY CENTER | 07 | General/ESL | Closed |
| 045 | JACKSON TECHNOLOGY CENTER | 06 | General/ESL | Closed |
| 046 | O'BANION MIDDLE | 08 | General/ESL | Open |
| 046 | O'BANION MIDDLE | 07 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------------------|--------------|----------------------|---------------|
| 046 | O'BANION MIDDLE | 06 | General/ESL | Open |
| 047 | CLASSICAL CENTER - BRANDENBURG | 08 | General/ESL | Closed |
| 047 | CLASSICAL CENTER - BRANDENBURG | 07 | General/ESL | Closed |
| 047 | CLASSICAL CENTER - BRANDENBURG | 06 | General/ESL | Closed |
| 048 | SELLERS MIDDLE | 08 | General/ESL | Open |
| 048 | SELLERS MIDDLE | 07 | General/ESL | Open |
| 048 | SELLERS MIDDLE | 06 | General/ESL | Open |
| 049 | WEBB MIDDLE | 08 | General/ESL | Open |
| 049 | WEBB MIDDLE | 07 | General/ESL | Open |
| 049 | WEBB MIDDLE | 06 | General/ESL | Open |
| 050 | COYLE MIDDLE | 08 | General/ESL | Open |
| 051 | LYLES MIDDLE | 08 | General/ESL | Open |
| 052 | B G HUDSON MIDDLE | 08 | General/ESL | Closed |
| 052 | B G HUDSON MIDDLE | 07 | General/ESL | Closed |
| 052 | B G HUDSON MIDDLE | 06 | General/ESL | Closed |
| 054 | VERNON SCHRADE MIDDLE | 08 | General/ESL | Open |
| 054 | VERNON SCHRADE MIDDLE | 07 | General/ESL | Open |
| 054 | VERNON SCHRADE MIDDLE | 06 | General/ESL | Open |
| 056 | COYLE TECHNOLOGY CENTER | 07 | General/ESL | Open |
| 056 | COYLE TECHNOLOGY CENTER | 06 | General/ESL | Open |
| 057 | LYLES COLLEGIATE INT | 07 | General/ESL | Open |
| 057 | LYLES COLLEGIATE INT | 06 | General/ESL | Open |
| 101 | BEAVER TECHNOLOGY CENTER | 05 | Bilingual | Open |
| 101 | BEAVER TECHNOLOGY CENTER | 05 | General/ESL | Open |
| 101 | BEAVER TECHNOLOGY CENTER | 04 | Bilingual | Closed |
| 101 | BEAVER TECHNOLOGY CENTER | 04 | General/ESL | Open |
| 101 | BEAVER TECHNOLOGY CENTER | 03 | Bilingual | Closed |
| 101 | BEAVER TECHNOLOGY CENTER | 03 | General/ESL | Open |
| 101 | BEAVER TECHNOLOGY CENTER | 02 | Bilingual | Closed |
| 101 | BEAVER TECHNOLOGY CENTER | 02 | General/ESL | Open |
| 101 | BEAVER TECHNOLOGY CENTER | 01 | Bilingual | Closed |
| 101 | BEAVER TECHNOLOGY CENTER | 01 | General/ESL | Closed |
| 101 | BEAVER TECHNOLOGY CENTER | KG | Bilingual | Open |
| 101 | BEAVER TECHNOLOGY CENTER | KG | General/ESL | Closed |
| 102 | BULLOCK EL | 05 | Bilingual | Open |
| 102 | BULLOCK EL | 05 | General/ESL | Open |
| 102 | BULLOCK EL | 04 | Bilingual | Open |
| 102 | BULLOCK EL | 04 | General/ESL | Open |
| 102 | BULLOCK EL | 03 | Bilingual | Open |
| 102 | BULLOCK EL | 03 | General/ESL | Open |
| 102 | BULLOCK EL | 02 | Bilingual | Open |
| 102 | BULLOCK EL | 02 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------|--------------|----------------------|---------------|
| 102 | BULLOCK EL | 01 | Bilingual | Closed |
| 102 | BULLOCK EL | 01 | General/ESL | Open |
| 102 | BULLOCK EL | KG | Bilingual | Closed |
| 102 | BULLOCK EL | KG | General/ESL | Open |
| 102 | BULLOCK EL | PK | Bilingual | Closed |
| 102 | BULLOCK EL | PK | General/ESL | Open |
| 103 | CALDWELL EL | 05 | Bilingual | Open |
| 103 | CALDWELL EL | 05 | General/ESL | Open |
| 103 | CALDWELL EL | 04 | Bilingual | Closed |
| 103 | CALDWELL EL | 04 | General/ESL | Open |
| 103 | CALDWELL EL | 03 | Bilingual | Open |
| 103 | CALDWELL EL | 03 | General/ESL | Open |
| 103 | CALDWELL EL | 02 | Bilingual | Open |
| 103 | CALDWELL EL | 02 | General/ESL | Open |
| 103 | CALDWELL EL | 01 | Bilingual | Closed |
| 103 | CALDWELL EL | 01 | General/ESL | Open |
| 103 | CALDWELL EL | KG | Bilingual | Closed |
| 103 | CALDWELL EL | KG | General/ESL | Open |
| 103 | CALDWELL EL | PK | Bilingual | Closed |
| 103 | CALDWELL EL | PK | General/ESL | Open |
| 105 | CENTERVILLE EL | 05 | Bilingual | Open |
| 105 | CENTERVILLE EL | 05 | General/ESL | Open |
| 105 | CENTERVILLE EL | 04 | Bilingual | Closed |
| 105 | CENTERVILLE EL | 04 | General/ESL | Open |
| 105 | CENTERVILLE EL | 03 | Bilingual | Open |
| 105 | CENTERVILLE EL | 03 | General/ESL | Open |
| 105 | CENTERVILLE EL | 02 | Bilingual | Open |
| 105 | CENTERVILLE EL | 02 | General/ESL | Open |
| 105 | CENTERVILLE EL | 01 | Bilingual | Closed |
| 105 | CENTERVILLE EL | 01 | General/ESL | Open |
| 105 | CENTERVILLE EL | KG | Bilingual | Open |
| 105 | CENTERVILLE EL | KG | General/ESL | Open |
| 107 | COOPER EL | 05 | Bilingual | Open |
| 107 | COOPER EL | 05 | General/ESL | Open |
| 107 | COOPER EL | 04 | Bilingual | Closed |
| 107 | COOPER EL | 04 | General/ESL | Open |
| 107 | COOPER EL | 03 | Bilingual | Closed |
| 107 | COOPER EL | 03 | General/ESL | Open |
| 107 | COOPER EL | 02 | Bilingual | Closed |
| 107 | COOPER EL | 02 | General/ESL | Open |
| 107 | COOPER EL | 01 | Bilingual | Closed |
| 107 | COOPER EL | 01 | General/ESL | Closed |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------------|--------------|----------------------|---------------|
| 107 | COOPER EL | KG | Bilingual | Closed |
| 107 | COOPER EL | KG | General/ESL | Closed |
| 107 | COOPER EL | PK | General/ESL | Closed |
| 108 | DAUGHERTY EL | 05 | Bilingual | Open |
| 108 | DAUGHERTY EL | 05 | General/ESL | Open |
| 108 | DAUGHERTY EL | 04 | Bilingual | Closed |
| 108 | DAUGHERTY EL | 04 | General/ESL | Open |
| 108 | DAUGHERTY EL | 03 | Bilingual | Closed |
| 108 | DAUGHERTY EL | 03 | General/ESL | Closed |
| 108 | DAUGHERTY EL | 02 | Bilingual | Open |
| 108 | DAUGHERTY EL | 02 | General/ESL | Open |
| 108 | DAUGHERTY EL | 01 | Bilingual | Open |
| 108 | DAUGHERTY EL | 01 | General/ESL | Closed |
| 108 | DAUGHERTY EL | KG | Bilingual | Open |
| 108 | DAUGHERTY EL | KG | General/ESL | Closed |
| 109 | FREEMAN EL | 05 | Bilingual | Open |
| 109 | FREEMAN EL | 05 | General/ESL | Open |
| 109 | FREEMAN EL | 04 | Bilingual | Closed |
| 109 | FREEMAN EL | 04 | General/ESL | Open |
| 109 | FREEMAN EL | 03 | Bilingual | Open |
| 109 | FREEMAN EL | 03 | General/ESL | Open |
| 109 | FREEMAN EL | 02 | Bilingual | Open |
| 109 | FREEMAN EL | 02 | General/ESL | Closed |
| 109 | FREEMAN EL | 01 | Bilingual | Closed |
| 109 | FREEMAN EL | 01 | General/ESL | Open |
| 109 | FREEMAN EL | KG | Bilingual | Closed |
| 109 | FREEMAN EL | KG | General/ESL | Open |
| 109 | FREEMAN EL | PK | Bilingual | Closed |
| 110 | HANDLEY EL | 05 | Bilingual | Open |
| 110 | HANDLEY EL | 05 | General/ESL | Open |
| 110 | HANDLEY EL | 04 | Bilingual | Closed |
| 110 | HANDLEY EL | 04 | General/ESL | Open |
| 110 | HANDLEY EL | 03 | Bilingual | Open |
| 110 | HANDLEY EL | 03 | General/ESL | Open |
| 111 | KIMBERLIN ACAD FOR EXCEL | 05 | General/ESL | Open |
| 111 | KIMBERLIN ACAD FOR EXCEL | 04 | General/ESL | Closed |
| 111 | KIMBERLIN ACAD FOR EXCEL | 03 | General/ESL | Closed |
| 111 | KIMBERLIN ACAD FOR EXCEL | 02 | General/ESL | Closed |
| 111 | KIMBERLIN ACAD FOR EXCEL | 01 | General/ESL | Closed |
| 111 | KIMBERLIN ACAD FOR EXCEL | KG | General/ESL | Closed |
| 112 | PARK CREST EL | 05 | Bilingual | Open |
| 112 | PARK CREST EL | 05 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------------|--------------|----------------------|---------------|
| 112 | PARK CREST EL | 04 | Bilingual | Open |
| 112 | PARK CREST EL | 04 | General/ESL | Closed |
| 112 | PARK CREST EL | 03 | Bilingual | Open |
| 112 | PARK CREST EL | 03 | General/ESL | Open |
| 112 | PARK CREST EL | 02 | Bilingual | Closed |
| 112 | PARK CREST EL | 02 | General/ESL | Open |
| 112 | PARK CREST EL | 01 | Bilingual | Closed |
| 112 | PARK CREST EL | 01 | General/ESL | Open |
| 112 | PARK CREST EL | KG | Bilingual | Closed |
| 112 | PARK CREST EL | KG | General/ESL | Open |
| 112 | PARK CREST EL | PK | Bilingual | Open |
| 112 | PARK CREST EL | PK | General/ESL | Open |
| 113 | SOUTHGATE EL | 05 | Bilingual | Open |
| 113 | SOUTHGATE EL | 05 | General/ESL | Open |
| 113 | SOUTHGATE EL | 04 | Bilingual | Open |
| 113 | SOUTHGATE EL | 04 | General/ESL | Open |
| 113 | SOUTHGATE EL | 03 | Bilingual | Closed |
| 113 | SOUTHGATE EL | 03 | General/ESL | Open |
| 115 | WATSON TECHNOLOGY CENTER | 05 | Bilingual | Open |
| 115 | WATSON TECHNOLOGY CENTER | 05 | General/ESL | Open |
| 115 | WATSON TECHNOLOGY CENTER | 04 | Bilingual | Closed |
| 115 | WATSON TECHNOLOGY CENTER | 04 | General/ESL | Open |
| 115 | WATSON TECHNOLOGY CENTER | 03 | Bilingual | Closed |
| 115 | WATSON TECHNOLOGY CENTER | 03 | General/ESL | Open |
| 115 | WATSON TECHNOLOGY CENTER | 02 | Bilingual | Closed |
| 115 | WATSON TECHNOLOGY CENTER | 02 | General/ESL | Open |
| 115 | WATSON TECHNOLOGY CENTER | 01 | Bilingual | Closed |
| 115 | WATSON TECHNOLOGY CENTER | 01 | General/ESL | Open |
| 115 | WATSON TECHNOLOGY CENTER | KG | Bilingual | Closed |
| 115 | WATSON TECHNOLOGY CENTER | KG | General/ESL | Closed |
| 116 | WEAVER EL | 05 | Bilingual | Open |
| 116 | WEAVER EL | 05 | General/ESL | Open |
| 116 | WEAVER EL | 04 | Bilingual | Open |
| 116 | WEAVER EL | 04 | General/ESL | Open |
| 116 | WEAVER EL | 03 | Bilingual | Closed |
| 116 | WEAVER EL | 03 | General/ESL | Closed |
| 116 | WEAVER EL | 02 | Bilingual | Open |
| 116 | WEAVER EL | 02 | General/ESL | Open |
| 116 | WEAVER EL | 01 | Bilingual | Closed |
| 116 | WEAVER EL | 01 | General/ESL | Open |
| 116 | WEAVER EL | KG | Bilingual | Open |
| 116 | WEAVER EL | KG | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------|--------------|----------------------|---------------|
| 116 | WEAVER EL | PK | Bilingual | Closed |
| 116 | WEAVER EL | PK | General/ESL | Closed |
| 117 | WILLIAMS EL | 05 | Bilingual | Open |
| 117 | WILLIAMS EL | 05 | General/ESL | Open |
| 117 | WILLIAMS EL | 04 | Bilingual | Closed |
| 117 | WILLIAMS EL | 04 | General/ESL | Open |
| 117 | WILLIAMS EL | 03 | Bilingual | Closed |
| 117 | WILLIAMS EL | 03 | General/ESL | Open |
| 117 | WILLIAMS EL | 02 | Bilingual | Closed |
| 117 | WILLIAMS EL | 02 | General/ESL | Open |
| 117 | WILLIAMS EL | 01 | Bilingual | Closed |
| 117 | WILLIAMS EL | 01 | General/ESL | Open |
| 117 | WILLIAMS EL | KG | Bilingual | Open |
| 117 | WILLIAMS EL | KG | General/ESL | Open |
| 119 | BRADFIELD EL | 05 | Bilingual | Open |
| 119 | BRADFIELD EL | 05 | General/ESL | Open |
| 119 | BRADFIELD EL | 04 | Bilingual | Open |
| 119 | BRADFIELD EL | 04 | General/ESL | Open |
| 119 | BRADFIELD EL | 03 | Bilingual | Open |
| 119 | BRADFIELD EL | 03 | General/ESL | Closed |
| 119 | BRADFIELD EL | 02 | Bilingual | Open |
| 119 | BRADFIELD EL | 02 | General/ESL | Open |
| 119 | BRADFIELD EL | 01 | Bilingual | Closed |
| 119 | BRADFIELD EL | 01 | General/ESL | Open |
| 119 | BRADFIELD EL | KG | Bilingual | Open |
| 119 | BRADFIELD EL | KG | General/ESL | Open |
| 119 | BRADFIELD EL | PK | Bilingual | Open |
| 120 | SHOREHAVEN EL | 05 | Bilingual | Open |
| 120 | SHOREHAVEN EL | 05 | General/ESL | Open |
| 120 | SHOREHAVEN EL | 04 | Bilingual | Open |
| 120 | SHOREHAVEN EL | 04 | General/ESL | Open |
| 120 | SHOREHAVEN EL | 03 | Bilingual | Open |
| 120 | SHOREHAVEN EL | 03 | General/ESL | Closed |
| 120 | SHOREHAVEN EL | 02 | Bilingual | Closed |
| 120 | SHOREHAVEN EL | 02 | General/ESL | Open |
| 120 | SHOREHAVEN EL | 01 | Bilingual | Closed |
| 120 | SHOREHAVEN EL | 01 | General/ESL | Open |
| 120 | SHOREHAVEN EL | KG | Bilingual | Open |
| 120 | SHOREHAVEN EL | KG | General/ESL | Open |
| 120 | SHOREHAVEN EL | PK | Bilingual | Open |
| 120 | SHOREHAVEN EL | PK | General/ESL | Open |
| 121 | MONTCLAIR EL | 05 | Bilingual | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|----------------------------|--------------|----------------------|---------------|
| 121 | MONTCLAIR EL | 05 | General/ESL | Open |
| 121 | MONTCLAIR EL | 04 | Bilingual | Open |
| 121 | MONTCLAIR EL | 04 | General/ESL | Open |
| 121 | MONTCLAIR EL | 03 | Bilingual | Open |
| 121 | MONTCLAIR EL | 03 | General/ESL | Open |
| 121 | MONTCLAIR EL | 02 | Bilingual | Closed |
| 121 | MONTCLAIR EL | 02 | General/ESL | Open |
| 121 | MONTCLAIR EL | 01 | Bilingual | Open |
| 121 | MONTCLAIR EL | 01 | General/ESL | Closed |
| 121 | MONTCLAIR EL | KG | Bilingual | Closed |
| 121 | MONTCLAIR EL | KG | General/ESL | Open |
| 121 | MONTCLAIR EL | PK | Bilingual | Closed |
| 121 | MONTCLAIR EL | PK | General/ESL | Open |
| 122 | WALNUT GLEN ACAD FOR EXCEL | 05 | General/ESL | Open |
| 122 | WALNUT GLEN ACAD FOR EXCEL | 04 | General/ESL | Closed |
| 122 | WALNUT GLEN ACAD FOR EXCEL | 03 | General/ESL | Open |
| 122 | WALNUT GLEN ACAD FOR EXCEL | 02 | General/ESL | Closed |
| 122 | WALNUT GLEN ACAD FOR EXCEL | 01 | General/ESL | Open |
| 122 | WALNUT GLEN ACAD FOR EXCEL | KG | General/ESL | Closed |
| 123 | GOLDEN MEADOWS EL | 05 | Bilingual | Open |
| 123 | GOLDEN MEADOWS EL | 05 | General/ESL | Open |
| 123 | GOLDEN MEADOWS EL | 04 | Bilingual | Open |
| 123 | GOLDEN MEADOWS EL | 04 | General/ESL | Open |
| 123 | GOLDEN MEADOWS EL | 03 | Bilingual | Open |
| 123 | GOLDEN MEADOWS EL | 03 | General/ESL | Open |
| 123 | GOLDEN MEADOWS EL | 02 | Bilingual | Open |
| 123 | GOLDEN MEADOWS EL | 02 | General/ESL | Open |
| 123 | GOLDEN MEADOWS EL | 01 | Bilingual | Closed |
| 123 | GOLDEN MEADOWS EL | 01 | General/ESL | Open |
| 123 | GOLDEN MEADOWS EL | KG | Bilingual | Closed |
| 123 | GOLDEN MEADOWS EL | KG | General/ESL | Closed |
| 123 | GOLDEN MEADOWS EL | PK | Bilingual | Closed |
| 123 | GOLDEN MEADOWS EL | PK | General/ESL | Open |
| 124 | HEATHER GLEN EL | 05 | Bilingual | Open |
| 124 | HEATHER GLEN EL | 05 | General/ESL | Open |
| 124 | HEATHER GLEN EL | 04 | Bilingual | Closed |
| 124 | HEATHER GLEN EL | 04 | General/ESL | Open |
| 124 | HEATHER GLEN EL | 03 | Bilingual | Open |
| 124 | HEATHER GLEN EL | 03 | General/ESL | Open |
| 124 | HEATHER GLEN EL | 02 | Bilingual | Closed |
| 124 | HEATHER GLEN EL | 02 | General/ESL | Open |
| 124 | HEATHER GLEN EL | 01 | Bilingual | Closed |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|-------------------------|--------------|----------------------|---------------|
| 124 | HEATHER GLEN EL | 01 | General/ESL | Closed |
| 124 | HEATHER GLEN EL | KG | Bilingual | Closed |
| 124 | HEATHER GLEN EL | KG | General/ESL | Closed |
| 124 | HEATHER GLEN EL | PK | Bilingual | Open |
| 124 | HEATHER GLEN EL | PK | General/ESL | Closed |
| 125 | HILLSIDE ACAD FOR EXCEL | 05 | General/ESL | Closed |
| 125 | HILLSIDE ACAD FOR EXCEL | 04 | General/ESL | Closed |
| 125 | HILLSIDE ACAD FOR EXCEL | 03 | General/ESL | Closed |
| 125 | HILLSIDE ACAD FOR EXCEL | 02 | General/ESL | Closed |
| 125 | HILLSIDE ACAD FOR EXCEL | 01 | General/ESL | Open |
| 125 | HILLSIDE ACAD FOR EXCEL | KG | General/ESL | Closed |
| 126 | DAVIS EL | 05 | Bilingual | Open |
| 126 | DAVIS EL | 05 | General/ESL | Open |
| 126 | DAVIS EL | 04 | Bilingual | Open |
| 126 | DAVIS EL | 04 | General/ESL | Open |
| 126 | DAVIS EL | 03 | Bilingual | Closed |
| 126 | DAVIS EL | 03 | General/ESL | Closed |
| 126 | DAVIS EL | 02 | Bilingual | Closed |
| 126 | DAVIS EL | 02 | General/ESL | Open |
| 126 | DAVIS EL | 01 | Bilingual | Closed |
| 126 | DAVIS EL | 01 | General/ESL | Open |
| 126 | DAVIS EL | KG | Bilingual | Closed |
| 126 | DAVIS EL | KG | General/ESL | Open |
| 126 | DAVIS EL | PK | Bilingual | Closed |
| 126 | DAVIS EL | PK | General/ESL | Open |
| 127 | ROACH EL | 05 | Bilingual | Open |
| 127 | ROACH EL | 05 | General/ESL | Open |
| 127 | ROACH EL | 04 | Bilingual | Closed |
| 127 | ROACH EL | 04 | General/ESL | Open |
| 127 | ROACH EL | 03 | Bilingual | Open |
| 127 | ROACH EL | 03 | General/ESL | Open |
| 127 | ROACH EL | 02 | Bilingual | Open |
| 127 | ROACH EL | 02 | General/ESL | Open |
| 127 | ROACH EL | 01 | Bilingual | Open |
| 127 | ROACH EL | 01 | General/ESL | Open |
| 127 | ROACH EL | KG | Bilingual | Closed |
| 127 | ROACH EL | KG | General/ESL | Open |
| 127 | ROACH EL | PK | Bilingual | Open |
| 128 | ETHRIDGE EL | 05 | Bilingual | Open |
| 128 | ETHRIDGE EL | 05 | General/ESL | Open |
| 128 | ETHRIDGE EL | 04 | Bilingual | Open |
| 128 | ETHRIDGE EL | 04 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|-----------------------------|--------------|----------------------|---------------|
| 128 | ETHRIDGE EL | 03 | Bilingual | Open |
| 128 | ETHRIDGE EL | 03 | General/ESL | Open |
| 128 | ETHRIDGE EL | 02 | Bilingual | Open |
| 128 | ETHRIDGE EL | 02 | General/ESL | Open |
| 128 | ETHRIDGE EL | 01 | Bilingual | Closed |
| 128 | ETHRIDGE EL | 01 | General/ESL | Open |
| 128 | ETHRIDGE EL | KG | Bilingual | Open |
| 128 | ETHRIDGE EL | KG | General/ESL | Open |
| 129 | CLASSICAL CENTER AT VIAL EL | 05 | General/ESL | Open |
| 129 | CLASSICAL CENTER AT VIAL EL | 04 | General/ESL | Open |
| 129 | CLASSICAL CENTER AT VIAL EL | 03 | General/ESL | Open |
| 129 | CLASSICAL CENTER AT VIAL EL | 02 | General/ESL | Open |
| 129 | CLASSICAL CENTER AT VIAL EL | 01 | General/ESL | Open |
| 129 | CLASSICAL CENTER AT VIAL EL | KG | General/ESL | Closed |
| 132 | CLUB HILL EL | 05 | Bilingual | Open |
| 132 | CLUB HILL EL | 05 | General/ESL | Open |
| 132 | CLUB HILL EL | 04 | Bilingual | Open |
| 132 | CLUB HILL EL | 04 | General/ESL | Open |
| 132 | CLUB HILL EL | 03 | Bilingual | Open |
| 132 | CLUB HILL EL | 03 | General/ESL | Closed |
| 133 | HICKMAN EL | 05 | General/ESL | Closed |
| 133 | HICKMAN EL | 04 | General/ESL | Open |
| 133 | HICKMAN EL | 03 | General/ESL | Closed |
| 133 | HICKMAN EL | 02 | General/ESL | Open |
| 133 | HICKMAN EL | 01 | General/ESL | Open |
| 133 | HICKMAN EL | KG | General/ESL | Open |
| 133 | HICKMAN EL | PK | General/ESL | Open |
| 134 | NORTHLAKE EL | 05 | Bilingual | Open |
| 134 | NORTHLAKE EL | 05 | General/ESL | Open |
| 134 | NORTHLAKE EL | 04 | Bilingual | Open |
| 134 | NORTHLAKE EL | 04 | General/ESL | Closed |
| 134 | NORTHLAKE EL | 03 | Bilingual | Closed |
| 134 | NORTHLAKE EL | 03 | General/ESL | Closed |
| 134 | NORTHLAKE EL | 02 | Bilingual | Closed |
| 134 | NORTHLAKE EL | 02 | General/ESL | Open |
| 134 | NORTHLAKE EL | 01 | Bilingual | Open |
| 134 | NORTHLAKE EL | 01 | General/ESL | Open |
| 134 | NORTHLAKE EL | KG | Bilingual | Open |
| 134 | NORTHLAKE EL | KG | General/ESL | Open |
| 134 | NORTHLAKE EL | PK | Bilingual | Closed |
| 134 | NORTHLAKE EL | PK | General/ESL | Closed |
| 136 | TOLER EL | 05 | Bilingual | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|------------|-----------------|-----------|--------------------|-------------|
| 136 | TOLER EL | 05 | General/ESL | Open |
| 136 | TOLER EL | 04 | Bilingual | Open |
| 136 | TOLER EL | 04 | General/ESL | Closed |
| 136 | TOLER EL | 03 | Bilingual | Open |
| 136 | TOLER EL | 03 | General/ESL | Open |
| 136 | TOLER EL | 02 | Bilingual | Open |
| 136 | TOLER EL | 02 | General/ESL | Open |
| 136 | TOLER EL | 01 | Bilingual | Open |
| 136 | TOLER EL | 01 | General/ESL | Open |
| 136 | TOLER EL | KG | Bilingual | Open |
| 136 | TOLER EL | KG | General/ESL | Open |
| 136 | TOLER EL | PK | Bilingual | Closed |
| 136 | TOLER EL | PK | General/ESL | Open |
| 137 | ROWLETT EL | 05 | Bilingual | Open |
| 137 | ROWLETT EL | 05 | General/ESL | Open |
| 137 | ROWLETT EL | 04 | Bilingual | Closed |
| 137 | ROWLETT EL | 04 | General/ESL | Open |
| 137 | ROWLETT EL | 03 | Bilingual | Open |
| 137 | ROWLETT EL | 03 | General/ESL | Open |
| 137 | ROWLETT EL | 02 | Bilingual | Closed |
| 137 | ROWLETT EL | 02 | General/ESL | Open |
| 137 | ROWLETT EL | 01 | Bilingual | Open |
| 137 | ROWLETT EL | 01 | General/ESL | Open |
| 137 | ROWLETT EL | KG | Bilingual | Closed |
| 137 | ROWLETT EL | KG | General/ESL | Open |
| 137 | ROWLETT EL | PK | General/ESL | Closed |
| 138 | SPRING CREEK EL | 05 | Bilingual | Open |
| 138 | SPRING CREEK EL | 05 | General/ESL | Open |
| 138 | SPRING CREEK EL | 04 | Bilingual | Closed |
| 138 | SPRING CREEK EL | 04 | General/ESL | Open |
| 138 | SPRING CREEK EL | 03 | Bilingual | Closed |
| 138 | SPRING CREEK EL | 03 | General/ESL | Open |
| 138 | SPRING CREEK EL | 02 | Bilingual | Open |
| 138 | SPRING CREEK EL | 02 | General/ESL | Open |
| 138 | SPRING CREEK EL | 01 | Bilingual | Closed |
| 138 | SPRING CREEK EL | 01 | General/ESL | Open |
| 138 | SPRING CREEK EL | KG | Bilingual | Open |
| 138 | SPRING CREEK EL | KG | General/ESL | Open |
| 138 | SPRING CREEK EL | PK | General/ESL | Open |
| 139 | LUNA EL | 04 | General/ESL | Open |
| 139 | LUNA EL | 03 | General/ESL | Open |
| 139 | LUNA EL | 02 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------|--------------|----------------------|---------------|
| 139 | LUNA EL | 01 | General/ESL | Open |
| 139 | LUNA EL | KG | General/ESL | Closed |
| 139 | LUNA EL | PK | General/ESL | Closed |
| 140 | BACK EL | 05 | Bilingual | Open |
| 140 | BACK EL | 05 | General/ESL | Open |
| 140 | BACK EL | 04 | Bilingual | Open |
| 140 | BACK EL | 04 | General/ESL | Open |
| 140 | BACK EL | 03 | Bilingual | Open |
| 140 | BACK EL | 03 | General/ESL | Open |
| 140 | BACK EL | 02 | Bilingual | Open |
| 140 | BACK EL | 02 | General/ESL | Open |
| 140 | BACK EL | 01 | Bilingual | Open |
| 140 | BACK EL | 01 | General/ESL | Closed |
| 140 | BACK EL | KG | Bilingual | Open |
| 140 | BACK EL | KG | General/ESL | Open |
| 140 | BACK EL | PK | General/ESL | Open |
| 141 | SHUGART EL | 05 | Bilingual | Open |
| 141 | SHUGART EL | 05 | General/ESL | Open |
| 141 | SHUGART EL | 04 | Bilingual | Closed |
| 141 | SHUGART EL | 04 | General/ESL | Open |
| 141 | SHUGART EL | 03 | Bilingual | Open |
| 141 | SHUGART EL | 03 | General/ESL | Open |
| 141 | SHUGART EL | 02 | Bilingual | Open |
| 141 | SHUGART EL | 02 | General/ESL | Open |
| 141 | SHUGART EL | 01 | Bilingual | Open |
| 141 | SHUGART EL | 01 | General/ESL | Open |
| 141 | SHUGART EL | KG | Bilingual | Open |
| 141 | SHUGART EL | KG | General/ESL | Open |
| 141 | SHUGART EL | PK | General/ESL | Closed |
| 142 | HERFURTH EL | 04 | General/ESL | Open |
| 142 | HERFURTH EL | 03 | General/ESL | Closed |
| 142 | HERFURTH EL | 02 | General/ESL | Open |
| 142 | HERFURTH EL | 01 | General/ESL | Open |
| 142 | HERFURTH EL | KG | General/ESL | Closed |
| 143 | ABBETT EL | 05 | Bilingual | Open |
| 143 | ABBETT EL | 05 | General/ESL | Open |
| 143 | ABBETT EL | 04 | Bilingual | Open |
| 143 | ABBETT EL | 04 | General/ESL | Open |
| 143 | ABBETT EL | 03 | Bilingual | Open |
| 143 | ABBETT EL | 03 | General/ESL | Open |
| 143 | ABBETT EL | 02 | Bilingual | Closed |
| 143 | ABBETT EL | 02 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|-----------------------|--------------|----------------------|---------------|
| 143 | ABBETT EL | 01 | Bilingual | Open |
| 143 | ABBETT EL | 01 | General/ESL | Open |
| 143 | ABBETT EL | KG | Bilingual | Closed |
| 143 | ABBETT EL | KG | General/ESL | Open |
| 143 | ABBETT EL | PK | General/ESL | Closed |
| 144 | KEELEY EL | 05 | General/ESL | Open |
| 144 | KEELEY EL | 04 | General/ESL | Open |
| 144 | KEELEY EL | 03 | General/ESL | Open |
| 144 | KEELEY EL | 02 | General/ESL | Open |
| 144 | KEELEY EL | 01 | General/ESL | Open |
| 144 | KEELEY EL | KG | General/ESL | Open |
| 144 | KEELEY EL | PK | General/ESL | Closed |
| 145 | ROBERT B SEWELL EL | 05 | General/ESL | Open |
| 145 | ROBERT B SEWELL EL | 04 | General/ESL | Open |
| 145 | ROBERT B SEWELL EL | 03 | General/ESL | Open |
| 145 | ROBERT B SEWELL EL | 02 | General/ESL | Open |
| 145 | ROBERT B SEWELL EL | 01 | General/ESL | Open |
| 145 | ROBERT B SEWELL EL | KG | General/ESL | Open |
| 145 | ROBERT B SEWELL EL | PK | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | 05 | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | 05 | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | 04 | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | 04 | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | 03 | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | 03 | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | 02 | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | 02 | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | 01 | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | 01 | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | KG | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | KG | General/ESL | Open |
| 146 | KATHERINE STEPHENS EL | PK | Bilingual | Open |
| 146 | KATHERINE STEPHENS EL | PK | General/ESL | Closed |
| 147 | VERNAL LISTER EL | 05 | Bilingual | Open |
| 147 | VERNAL LISTER EL | 05 | General/ESL | Open |
| 147 | VERNAL LISTER EL | 04 | Bilingual | Open |
| 147 | VERNAL LISTER EL | 04 | General/ESL | Open |
| 147 | VERNAL LISTER EL | 03 | Bilingual | Open |
| 147 | VERNAL LISTER EL | 03 | General/ESL | Open |
| 147 | VERNAL LISTER EL | 02 | Bilingual | Open |
| 147 | VERNAL LISTER EL | 02 | General/ESL | Open |
| 147 | VERNAL LISTER EL | 01 | Bilingual | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|------------|----------------------------|-----------|--------------------|---------------|
| 147 | VERNAL LISTER EL | 01 | General/ESL | Open |
| 147 | VERNAL LISTER EL | KG | Bilingual | Open |
| 147 | VERNAL LISTER EL | KG | General/ESL | Open |
| 147 | VERNAL LISTER EL | PK | General/ESL | Closed |
| 148 | NORMA DORSEY EL | 05 | Bilingual | Open |
| 148 | NORMA DORSEY EL | 05 | General/ESL | Open |
| 148 | NORMA DORSEY EL | 04 | Bilingual | Open |
| 148 | NORMA DORSEY EL | 04 | General/ESL | Open |
| 148 | NORMA DORSEY EL | 03 | Bilingual | Open |
| 148 | NORMA DORSEY EL | 03 | General/ESL | Closed |
| 148 | NORMA DORSEY EL | 02 | Bilingual | Open |
| 148 | NORMA DORSEY EL | 02 | General/ESL | Open |
| 148 | NORMA DORSEY EL | 01 | Bilingual | Open |
| 148 | NORMA DORSEY EL | 01 | General/ESL | Closed |
| 148 | NORMA DORSEY EL | KG | Bilingual | Open |
| 148 | NORMA DORSEY EL | KG | General/ESL | Open |
| 148 | NORMA DORSEY EL | PK | General/ESL | Closed |
| 154 | STEADHAM EL | 05 | Bilingual | Open |
| 154 | STEADHAM EL | 05 | General/ESL | Open |
| 154 | STEADHAM EL | 04 | Bilingual | Open |
| 154 | STEADHAM EL | 04 | General/ESL | Open |
| 154 | STEADHAM EL | 03 | Bilingual | Open |
| 154 | STEADHAM EL | 03 | General/ESL | Open |
| 154 | STEADHAM EL | 02 | Bilingual | Open |
| 154 | STEADHAM EL | 02 | General/ESL | Open |
| 154 | STEADHAM EL | 01 | Bilingual | Open |
| 154 | STEADHAM EL | 01 | General/ESL | Open |
| 154 | STEADHAM EL | KG | Bilingual | Open |
| 154 | STEADHAM EL | KG | General/ESL | Closed |
| 154 | STEADHAM EL | PK | General/ESL | Open |
| 155 | JOHN W ARMSTRONG EL | 05 | General/ESL | Open |
| 155 | JOHN W ARMSTRONG EL | 04 | General/ESL | Open |
| 155 | JOHN W ARMSTRONG EL | 03 | General/ESL | Closed |
| 155 | JOHN W ARMSTRONG EL | 02 | General/ESL | Closed |
| 155 | JOHN W ARMSTRONG EL | 01 | General/ESL | Open |
| 155 | JOHN W ARMSTRONG EL | KG | General/ESL | Open |
| 156 | NITA PEARSON EL | 05 | Bilingual | Open |
| 156 | NITA PEARSON EL | 05 | General/ESL | Open |
| 156 | NITA PEARSON EL | 04 | Bilingual | Open |
| 156 | NITA PEARSON EL | 04 | General/ESL | Open |
| 156 | NITA PEARSON EL | 03 | Bilingual | Open |
| 156 | NITA PEARSON EL | 03 | General/ESL | Open |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|-----------------------------|--------------|----------------------|---------------|
| 156 | NITA PEARSON EL | 02 | Bilingual | Open |
| 156 | NITA PEARSON EL | 02 | General/ESL | Open |
| 156 | NITA PEARSON EL | 01 | Bilingual | Open |
| 156 | NITA PEARSON EL | 01 | General/ESL | Open |
| 156 | NITA PEARSON EL | KG | Bilingual | Open |
| 156 | NITA PEARSON EL | KG | General/ESL | Open |
| 156 | NITA PEARSON EL | PK | General/ESL | Open |
| 157 | GLEN COUCH EL | 05 | Bilingual | Open |
| 157 | GLEN COUCH EL | 05 | General/ESL | Open |
| 157 | GLEN COUCH EL | 04 | Bilingual | Open |
| 157 | GLEN COUCH EL | 04 | General/ESL | Closed |
| 157 | GLEN COUCH EL | 03 | Bilingual | Open |
| 157 | GLEN COUCH EL | 03 | General/ESL | Open |
| 158 | LIBERTY GROVE EL | 05 | General/ESL | Open |
| 158 | LIBERTY GROVE EL | 04 | General/ESL | Open |
| 158 | LIBERTY GROVE EL | 03 | General/ESL | Open |
| 158 | LIBERTY GROVE EL | 02 | General/ESL | Open |
| 158 | LIBERTY GROVE EL | 01 | General/ESL | Open |
| 158 | LIBERTY GROVE EL | KG | General/ESL | Open |
| 158 | LIBERTY GROVE EL | PK | Bilingual | Open |
| 158 | LIBERTY GROVE EL | PK | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 05 | Bilingual | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 05 | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 04 | Bilingual | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 04 | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 03 | Bilingual | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 03 | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 02 | Bilingual | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 02 | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 01 | Bilingual | Open |
| 159 | GEORGE WASHINGTON CARVER EL | 01 | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | KG | Bilingual | Open |
| 159 | GEORGE WASHINGTON CARVER EL | KG | General/ESL | Open |
| 159 | GEORGE WASHINGTON CARVER EL | PK | Bilingual | Closed |
| 159 | GEORGE WASHINGTON CARVER EL | PK | General/ESL | Open |
| 161 | HANDLEY STEM EL | 02 | Bilingual | Closed |
| 161 | HANDLEY STEM EL | 02 | General/ESL | Open |
| 161 | HANDLEY STEM EL | 01 | Bilingual | Open |
| 161 | HANDLEY STEM EL | 01 | General/ESL | Open |
| 161 | HANDLEY STEM EL | KG | Bilingual | Open |
| 161 | HANDLEY STEM EL | KG | General/ESL | Open |
| 162 | SOUTHGATE STEM EL | 02 | Bilingual | Closed |

Bold type indicates the campus is above the ethnic band

Data as of December 9, 2022

**Open/Closed Status
by Campus and Grade Level**

| School | School Name | Grade | Capacity Type | Status |
|---------------|--------------------------|--------------|----------------------|---------------|
| 162 | SOUTHGATE STEM EL | 02 | General/ESL | Open |
| 162 | SOUTHGATE STEM EL | 01 | Bilingual | Closed |
| 162 | SOUTHGATE STEM EL | 01 | General/ESL | Open |
| 162 | SOUTHGATE STEM EL | KG | Bilingual | Open |
| 162 | SOUTHGATE STEM EL | KG | General/ESL | Open |
| 162 | SOUTHGATE STEM EL | PK | Bilingual | Open |
| 163 | CLUB HILL STEM EL | 02 | Bilingual | Closed |
| 163 | CLUB HILL STEM EL | 02 | General/ESL | Closed |
| 163 | CLUB HILL STEM EL | 01 | Bilingual | Closed |
| 163 | CLUB HILL STEM EL | 01 | General/ESL | Open |
| 163 | CLUB HILL STEM EL | KG | Bilingual | Open |
| 163 | CLUB HILL STEM EL | KG | General/ESL | Closed |
| 163 | CLUB HILL STEM EL | PK | General/ESL | Closed |
| 164 | COUCH COLLEGIATE PREP EL | 02 | Bilingual | Open |
| 164 | COUCH COLLEGIATE PREP EL | 02 | General/ESL | Open |
| 164 | COUCH COLLEGIATE PREP EL | 01 | Bilingual | Open |
| 164 | COUCH COLLEGIATE PREP EL | 01 | General/ESL | Open |
| 164 | COUCH COLLEGIATE PREP EL | KG | Bilingual | Open |
| 164 | COUCH COLLEGIATE PREP EL | KG | General/ESL | Closed |
| 164 | COUCH COLLEGIATE PREP EL | PK | Bilingual | Open |
| 164 | COUCH COLLEGIATE PREP EL | PK | General/ESL | Closed |
| 180 | CISNEROS PRE-K CTR | PK | Bilingual | Closed |
| 180 | CISNEROS PRE-K CTR | PK | General/ESL | Open |
| 181 | PARSONS PRE-K CTR | PK | Bilingual | Open |
| 181 | PARSONS PRE-K CTR | PK | General/ESL | Open |

Exhibit 3

Ethnic Bands for 2024-2025

2024-25 Choice of School Plan

Date: December 8, 2023

To: Dr. Ricardo López, Superintendent
Garland Independent School District

From: Dr. Babetta Hemphill, Executive Director
Student Services and School Choice

Re: December Kinkeade Report – Ethnicity Band

As of December 8, 2023, the percentage of White students in the Garland Independent School District is 13.41% of the total student population. In accordance with the agreed judgment of the district’s desegregation order, the ethnic band for the district’s schools is computed by adding and subtracting twenty percentage points to the district’s overall percentage of the Anglo student population.

As the district prepares to conduct the 2024-25 choice of school process, the student ethnic band will range from a “**minimum of 0.0% Anglo to a maximum of 33.41% White**”. The ethnic band will be used to determine each school’s compliance with racial balance mandates of the court order as it relates to enrollment for the 2024-25 school year.

The District’s White student population has declined 0.52% as compared to the ethnic percentages reported in last year’s calculations (13.93%).

Choice of School Implementation Manual

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ENROLLMENT OF STUDENTS

DOCUMENTATION

Enrollment/Choice Form

All students enrolling into the district for the first time or re-enrolling after having withdrawn from the district will use Skyward's New Student Online Enrollment (NSOE) portal. Enrollment records and all attachments will be uploaded into the Skyward's New Student Online Enrollment (NSOE) application and stored in the online student record, Laserfiche Repository.

Current students that would like to attend a new campus for the upcoming school year will need to fill out a Choice of School form in Skyward Family Access. Current students that would like to continue at their current campus, do not need to complete a Choice of School form.

The Choice Form for new students will be part of the online enrollment process.

ADDRESS OF RECORD FOR ENROLLMENT

Students enrolling in the Garland schools must either have a parent/legal guardian residing in the district or the student themselves must reside in the district. When the parent resides in the district, the address of record for enrollment purposes will be the parent's address. If the student resides with a **court-appointed guardian**, the guardian's address will become the address of record. When the student resides in the district and the parent/legal guardian does not, the person who is recognized as the student's custodian will have their address recorded as the address of record.

Parents/legal guardians who reside in the district **may not** place their child with another person in the district in order to have that person's address become the address of record for enrollment purposes. The parent/legal guardian's address shall remain the address of record for the student. An exception to this guideline is if the District is presented with a court order or documentation from an agency that has removed the child from the home, which places someone else in the district in control of the child.

In instances where a student has two parents in the district and the parents reside separate and apart, the student's address of record will be determined using the following guidelines (1) by any existing court order that determines one parent has authority to establish the student's residency, or (2) by the parent who has enrolled the child(ren) as long as the parent remains in the district, or (3) where the children reside.

PROOF OF RESIDENCY DOCUMENTATION

The District shall verify at the time of admission whether the student and/or either a parent or legal guardian reside in the district. Documentation of the verification of residency must be placed in the student's cumulative record folder. The parent/guardian must provide at least one of the following items in their name to validate their residency:

1. A current contract (lease) for a dwelling in the district, or
2. A current utility bill (gas, water, or electricity) for an address in the district, or
3. A current mortgage payment document for a dwelling in the district (Settlement Statement), or
4. Written or verbal verification from an on-site property manager that a student or parent/guardian is residing at their complex

Sometimes a parent/guardian will reside in another person's place of residence and has none of the above mentioned documents in their name. In this case, the parent must provide the district with proof of residency for the homeowner/lessee. The parent and the homeowner/lessee must provide the district with a notarized statement affirming that the parent/guardian lives at this address. (See next section on Affidavit for Proof of Residency.)

For students seeking admission on dwellings not yet ready for occupancy, please see the section on "Contract/Lease for Residency Not Yet Ready for Occupancy" located on page 3 of this manual.

For families that are homeless, the district will work with the McKinney-Vento liaison for determination and then extend any admission rights allowed under the McKinney Homeless Act. Please see the section on Homeless Children located on page 8 and 9 of this manual.

AFFIDAVIT FOR PROOF OF RESIDENCY

A Proof of Residency Form is the affidavit used when the parent/guardian resides at an address listed in another person's name. The residency document is used to help the district obtain affirmation from a parent/guardian regarding their place of residency within the Garland school district.

The District retains the right to revoke recognition of the residency affidavit whenever it is determined that the document no longer represents an accurate address for the parent/guardian or child(ren) or that admission to the district was gained under false pretense regarding the residency of either the parent/guardian or child(ren).

RESIDENCY REQUIREMENT EXCEPTIONS

Policy FDA (Local) grants certain exceptions to students for complying with residency rules of the District. No non-resident student shall be granted admission to the district outside the allowable parameters of this policy.

Early admission of a non-resident student is allowable under policy FDA (Local).

GISD is an Open Enrollment district. See section: Open Enrollment (OUT-OF-DISTRICT BOUNDARY LINES) page 3.

CONTRACT/LEASE FOR A RESIDENCY NOT YET READY FOR OCCUPANCY

The District's guidelines regarding non-resident student admission and attendance in the District are outlined in Board Policy FDA (LOCAL). The policy addresses the issue of non-resident parents requesting early admission or permission to make a next year school selection for their child(ren) based upon a contract/lease for a dwelling to be constructed or occupied within the Garland school district in the future.

District policy allows non-resident parents/legal guardians who can produce a contract/lease on a dwelling located within the GISD, which is not yet ready for occupancy, to make a choice of school selection and/or early admission into the Garland schools under the following conditions:

1. The contract or lease agreement is in the name of the parent/legal guardian of the student seeking admission to our district, AND the contract or lease agreement closing date/date of occupancy is specified in the contract or in a letter supplied by the builder/seller, AND the contract or lease agreement closing date/date of occupancy must fall either before the start of school or within the first grading cycle of the new school year in order for a non-resident student to make a next year choice selection using the contract.
2. Once school has started, the grading cycle in which the contract or lease agreement closing date/date of occupancy falls will be used to determine when the non-resident student will be allowed to begin attending school in the district. The first school day of the cycle in which the closing date/date of occupancy falls shall be the first day of eligibility for the child to enroll in district schools.

In circumstances where the above guidelines do not appear to apply, schools should contact the Department of Student Services before accepting a contract for early admission of a student or allowing a next year choice selection to be input into the system.

A parent/guardian who already resides in our district and wishes to have a different address recognized for school placement decisions must present to their child's school a contract or lease for the new address in order to have the new address recognized by the district. The documentation should contain the information listed in items one and two above in order to be used for the choice of school/transfer process.

Future addresses cannot be entered into the student database to override a current address. Therefore, schools will need to **alert the Executive Director of School Choice** when they are provided a contact/lease during the time of year when choice decisions are being made. When parents seek a change in school placement due to a new address, if the new address is not already in the student database, validation of the new address must be attached to any transfer request form received by the district.

UNDERCLASSMAN EXEMPTION TO RESIDENCY RULE

An underclassman who begins the school year as a legal resident of the District and who becomes a non-resident student during the course of the semester shall be permitted to continue in attendance in the District's schools for the remainder of that semester before being withdrawn from school [**Refer to Board Policy FDA (Local)**]. See section: **Residency Requirement Exceptions page 3.**

SENIOR YEAR EXCEPTION TO RESIDENCY RULE

A student who finishes the 11th grade year as a legal resident of the District and then becomes a non-resident student may complete their senior year in the District provided the student is projected to have a sufficient number of credits to graduate at the end of the school year. The adult student or guardian must submit form SP 1076. The Superintendent or his/her designee shall on a case-by-case basis review a student's eligibility regarding the credits needed for graduation.

A resident 11th grade student who becomes a non-resident student during the second semester of their junior year and is permitted to finish their junior year under the "underclassman policy" shall not be eligible to remain in the District for their senior year via the "senior year exception policy" [**Refer to Board Policy FDA (Local)**]. See section: **Residency Requirement Exceptions page 3.**

AFFIDAVIT OF ELIGIBILITY OF ENROLLMENT OF MINOR STUDENT

The Affidavit of Eligibility for Enrollment of Minor Student is a district created document used to help the school system to identify a person that has accepted the custodial responsibility of providing the basic needs of a minor child, i.e., shelter, clothing, food, health care, etc. The document will be used to allow the custodial person to enroll the student in the Garland school district. Any other official government documents that provide sufficient information to allow the

District to conclude that a person has been awarded custodial control of a child whose parent does not reside in the district are acceptable in lieu of the Affidavit of Eligibility for Enrollment of Minor Student.

This local affidavit is not for use by parents/guardians who reside in the district and are allowing through their consent for their child to reside with someone else in the district. Please see the section on "Student Living Separate and Apart". This form should be used in limited circumstances when the parent does not reside in the metroplex or is incarcerated.

Upon written notice to the District, a parent/legal guardian may revoke the custodian's authority over the student. The person that accepts custodial responsibility for a student through the district affidavit may relinquish their role of responsibility for the student by providing the District with written notice. Please contact Student Services for guidance.

Any appeal to have the district's custodial affidavit honored shall be forwarded in writing to the Executive Director of Student Services and School Choice or his/her designee. When information exists to indicate the enrollment affidavit was presented to the district under false pretense, the District retains the right to revoke the recognition and authority of the named custodian and when necessary, withdraw the student from school. Also, the District retains the right to review the affidavit's status if the student's custodial relationship with the named individual changes.

LEGAL DOCUMENTS FOR STUDENT IDENTIFICATION

It is required by state law and district policy that a student be enrolled under their legal name [**Refer to Board Policy FL (LOCAL)**].

If a child is enrolled under a name other than what appears in the identifying documents presented to the district, the district must notify the Texas Department of Protective Services at (800) 346-3243. The Texas Department of Protective Services should be made aware of the conflicting names of the child. If former educational records are not received within 30 days of a request, making a name comparison impossible, the district must notify the local or county police department for a determination of whether or not the child has been reported as missing [TEC 25.002(b)].

Failure to receive the identification information must not preclude the district from enrolling and serving the student. Any of the following documents are considered acceptable for proof of identification:

1. Birth Certificate,
2. Statement of the child's date of birth issued for school admission purposes by the division of the Texas Department of State Health Services responsible for vital statistics.
3. Driver's license,
4. Passport,

5. School ID card, records, or report card,
6. Military ID
7. Hospital birth records,
8. Adoption records,
9. Church baptismal record, or
10. Other legal documents that establish identity.

School personnel shall make a copy of the document used to declare the student's legal name and store it in the online student record, Laserfiche Repository.

In cases where a parent or guardian is enrolling a student under the age of 11 without any identifying document, the school is required to notify the person enrolling the student that not later than the 30th day after enrollment, or the 90th day if the child was not born in the United States, the person must provide (1) a certified copy of the child's certificate or (2) other reliable proof of the child's identity and age with a signed statement explaining the inability to produce a copy of the birth certificate.

If the person enrolling the child does not provide valid, identifying, prior school information, or the required documentation, the school shall notify the local police or sheriff department or call the Texas Department of Protective Services' toll-free number at 1-800-346-3243 before the 31st day after the person fails to comply.

STUDENTS EIGHTEEN YEARS OLD AND OLDER

When a student turns 18, they are no longer considered a minor. The parent/guardian of an 18-year-old student maintains rights as long as the student remains a dependent of the parent/guardian. An 18-year-old student has the following rights:

1. To establish their own place of residence. (Will still need to provide proper documentation of where they live.)
2. To control the release of their school records. (If the student remains a dependent of the parent, the parent can access the records.)
3. To sign enrollment papers and Choice of School forms.

PROCEDURES FOR ENROLLMENT

IN-DISTRICT BOUNDARY LINES

The Garland Independent School District has district boundaries that define the geographic territory from which it will enroll students. The northern boundary is the Dallas/Collin County lines. The eastern boundary is the Dallas/Rockwall County lines. To the west and south, the boundary lines are less obvious and are marked by streets and Duck Creek. Anyone wishing to view the district's boundary lines may contact Student Services for boundary information.

Any person whose property is bisected by the District boundary line, but the house is entirely out of the District will not have their school-age children eligible to attend GISD schools. Persons whose property and house are bisected by the District boundary line shall have their children eligible to attend district schools. As well, any person whose property is bisected by the District boundary line and the house is totally in the district shall have their children eligible to attend Garland schools.

OPEN ENROLLMENT (OUT-OF-DISTRICT BOUNDARY LINES)

To participate in our Open Enrollment program, students must apply during the appropriate application window and provide documentation that they meet the eligibility criteria. Applications are required as open campuses and available seats are limited. Note: The GISD Board of Trustees reserves the right to discontinue the Open Enrollment program at the end of any school year. The Texas Education Code requires that parents re-apply for the program each school year (see Garland ISD Board Policy FDA (LOCAL)).

SUMMER ENROLLMENT OF STUDENTS

While schools are closed for summer vacation, Student Services will continue enrollment of students. When schools resume their work schedule and have the appropriate staff available to enter enrollment data, the Student Services Department will cease to register students. Student Services will issue a "calendar" identifying the specific dates that registration will begin and end at the central office location and be returned to the campus.

Campus data clerks will need to complete the entry of any remaining student enrollment data, which Student Services is unable to enter into the system. Data Clerks need to check for New Student Online Enrollments assigned to their campus entity and/or assigned to their account (name).

GRADE LEVEL DETERMINATION OF A STUDENT

Records and transcripts of students coming from outside the district shall be evaluated and students shall be placed promptly in appropriate classes. The District may use a wide variety of methods to verify the content of courses for which a transfer student has earned credit. Students who enter the district without benefit of any educational records shall have their grade level placement

determined by their campus principal pending review of the student's circumstances.

Students coming from **accredited** school settings shall provide evidence of prior schooling. In cases where there is insufficient information available to determine grade level, the student will initially be placed at the grade level reached elsewhere, pending observation by the teacher, counselor, and principal. With input from the GPC Committee and Area Director approval, the principal shall determine the final grade placement of elementary and middle school students on the basis of observation results and results of tests that may be administered.

Students that enter the District from **non-accredited** settings or without educational records shall be placed initially at the age appropriate grade level pending observations, scores on achievement tests, recommendations of sending schools, prior academic records, the chronological age of the student, assessment of social and emotional development, and other criteria deemed appropriate by the principal. The principal shall determine the final grade placement of elementary and middle school students on the basis of observation results and results of tests that may be administered, with input from the GPC Committee and Area Director approval. The District shall validate high school grade placement based on the number of course credits received that meet State Board requirements and standards or by testing.

High school students coming from outside the country that enroll through the district's Student Services Enrollment Center will be initially classified as 9th graders. Once the student arrives on the campus, school staff will review transcripts and conduct an academic evaluation as to whether a higher classification is warranted.

HOMELESS CHILDREN

The McKinney-Vento Act requires states to assure homeless children access to a free and appropriate public education. Section 103(a)(1)(2) of the McKinney-Vento Homeless Assistance Act defines a homeless individual as one that lives:

1. in a shelter (family shelter, domestic violence shelter, youth shelter, or transitional living program);
2. in a motel, hotel, or weekly-rate housing;
3. in a house or an apartment with more than one family because of economic hardship or loss;
4. in an abandoned building or a car, at a campground, or on the street;
5. in substandard housing (no electricity, no water, and/or no heat); or
6. with friends or family as a runaway or unaccompanied youth.

Per the Texas Education Code, a student who is homeless, as defined by the McKinney-Vento Homeless Assistance Act, is entitled to enroll in any school district in the state without regard to the student's residence. The student must be allowed to attend either the student's "school of origin" or the school serving the attendance area where he or she is now located. The district may or may not be

required to provide transportation depending on attendance zones and/or school of origin.

Families suspected of homelessness should fill out a Student Residency Questionnaire (SRQ). All SRQs are reviewed and verified by the District Homeless Liaison.

STUDENTS LIVING SEPARATE AND APART

Section 25.001(b)(4) of the Texas Education Code allows a minor student **“living separate and apart”** from their parent or legal guardian to enroll in school. When enrolling students that live separate and apart from their parents, schools should know whether or not:

1. The parent or legal guardian of the student is residing in the Garland ISD,
2. The student has engaged in conduct that resulted in removal to a DAEP or expulsion within the preceding year, and/or
3. The student engaged in delinquent conduct or “conduct in need of supervision” and is on probation or conditional release for that conduct, and/or
4. The student has been convicted of a criminal offense and is on probation or conditional release.

For items two through four, the student must have a parent/legal guardian residing in the school district, or the District is not required to accept the student’s admission application. However, the above exceptions cannot be used to prevent homeless students from being enrolled in the district.

If the parent lives in the District, they will continue to be documented by the District as the person legally responsible for the student. While the district recognizes the right of a parent/guardian to decide with whom their child may stay, the District will not use the other person’s address as a means to make school placement decisions.

When a student comes to the District to live separate and apart from their parent or guardian who does not live in the district, schools must secure documentation of the person’s agreement to serve in a custodial role for the student. The Affidavit of Eligibility for Enrollment of Minor Student, which is used to document a person’s custodial relationship with a student when the parent does not reside in the district. Please see the section on “The Affidavit of Eligibility for Enrollment of Minor Student” located on page 4. Additionally, non-parent guardians must complete the Student Residency Questionnaire (SRQ). The SRQ will be verified by the district’s Homeless Liaison. Student Services should be contacted for guidance in these cases.

ENROLLING NEW STUDENTS FROM DAEP PLACEMENTS

When the parent of a student who was placed in a disciplinary alternative education program in another district attempts to enroll the student in the GISD before the expiration of that DAEP placement, the District may continue the DAEP placement or allow the student to attend regular classes without completing the period of placement.

If a parent of a student who has been expelled from another district enrolls the student in Garland schools, the expelling district shall provide to GISD a copy of the expulsion order and the referral to the authorized officer of the juvenile court. The District may continue the expulsion, place the student in the local DAEP, or allow the student to attend regular classes. The campus shall conduct an investigation and hearing to determine if the DAEP or JJAEP continuation will be upheld.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students must be under the sponsorship of a nationally recognized foreign exchange program and reside with a host family, which resides in the district. No high school shall enroll more than 5 foreign exchange students each school year. Enrollment is based on the host family's address. If the host family resides in the neighborhood or transportation area of the school the student may attend. If the host family does not reside in the neighborhood or transportation area of the school they wish for the student to attend, they are subject to building capacity limits. When denied enrollment because of capacity limits, the student and their sponsor may seek another high school within the district that has not exceeded its capacity for enrollment at that grade level.

Foreign exchange students are eligible to receive ESL services if there is a language other than English on the Home Language Survey (HLS). Language testing and a Language Proficiency Assessment Committee (LPAC) meeting must be completed for all foreign exchange students with a HLS other than English. All Foreign Exchange inquiries should be directed to the Executive Director of Student Services.

U.I.L. ELIGIBILITY

When a new enrollee and their parent/guardian live outside the Garland district, but the student is permitted early admission under district policy, the student shall not be eligible for participation in varsity U.I.L. activities until the family actually moves into the District. Should the move occur after school begins, a 15-day waiting period is required before the student can participate in a varsity U.I.L. sanctioned event.

Students who have the option to attend more than one high school in a district, rather than being assigned to a school according to attendance zones, are eligible at the school they first select.

Once a student has selected and attended a GISD high school, if that student enrolls in any other GISD high school, that student will not be eligible for varsity athletic competition for one calendar year from the date of enrollment in the new high school.

A student who has an option to attend more than one high school within a school district, rather than being assigned to a school according to attendance zones, is eligible at the school first selected if he/she transfers at the first opportunity. If a student subsequently transfers to another school, the student is not eligible for varsity athletic competition until he/she has been in and regularly attended that school for at least the previous calendar year.

Information concerning athletic eligibility may be obtained by calling the Athletic Department, at 972-494-8588.

ACADEMIC VESTMENT RULE FOR ENROLLMENT

Secondary students that leave the district and later return may request admission to their previously attended school under the academic vestment rule. To determine if a student would qualify for review of their admission under the rule, the student would have received grades/credit at the previous school and would not have attended another GISD school since leaving the previous school. Though not an exclusive list, the following factors would be considered in admitting a student to a school under the academic vestment rule.

1. The degree to which the school is over-enrolled.
2. The length of time that has passed since the student previously attended the school.
3. The number of credits/courses completed at the previous school.
4. The length of time that the student attended the previous school.
5. The grade level of the student.
6. The time of the school year the request is made to the district.

EMERGENT BILINGUAL ENROLLMENT

Any student enrolling in GISD must complete the Home Language Survey (HLS) in the New Student Online Enrollment (NSOE). If the HLS indicates a language other than English is spoken in the home, the student will complete an English language proficiency test at Student Services to determine the most appropriate educational program for the student. Programming options include general education, English as a Second Language (ESL), or Dual Language. Once Student Services completes the initial testing, Language Test Advisors will provide parents with test scores, programming options, and available campuses. When a determination of school placement is reached, the family will be given a start date.

PRE-KINDERGARTEN THROUGH FIRST GRADE ENROLLMENT

BIRTH DOCUMENTS TO VALIDATE AGE

Students entering Pre-kindergarten, kindergarten, and First grade, must meet age requirements established under the Texas Education Code. Documents considered acceptable for proof of age are listed below.

1. Birth Certificate
2. Hospital birth record
3. Church baptismal records
4. Adoption records
5. Passport
6. National Vaccination Card

School personnel shall make a copy of the birth document used to validate a child's age and store it in the online student record, Laserfiche Repository.

PRE-KINDERGARTEN ENROLLMENT

Pre-kindergarten is a four-year-old student program available to those students who qualify to attend due to one of the following factors:

- The student is educationally disadvantaged and meets eligibility for SNAP, Medicaid, TANF, and has an EDG number and/or participates in the Free or Reduced-Price Lunch Program based on income
- The student is homeless
- The student has limited proficiency of the English language
- The student is the child of an active duty member of the armed forces
- The student is a child of a member of the armed forces who was injured or killed while serving on active duty
- Student is currently or was previously under the care of DFPS (Department of Family and Protective Services)
- The student is a child of a guardian who is eligible for the Star of Texas Award

The Pre-Kindergarten program is offered in selected elementary campuses throughout our district. The program is offered either in Gen Ed, ESL or Dual Language. All Pre-kindergarten students with a Home Language other than English as indicated on the Home Language Survey will complete language testing at Student Services to determine Pre-K eligibility on the basis Emergent Bilingual identification. Students who have indicated a home language of only English will need to meet one of the Pre-K eligibility requirements to enroll. When the allocated Pre-K seats at a school are filled, the district will maintain a waiting list for students who qualify. When full, the school shall help direct parents to schools that have openings for immediate enrollment.

When enrolling a student for Pre-kindergarten that qualifies to attend based on being educationally disadvantaged, parents must complete the Pre-Kindergarten Application and the Pre-Kindergarten Income Eligibility. Current proof of income (dated after April 1) must be provided by the guardians and verified with the Income Guidelines to determine educationally disadvantaged eligibility.

Pre-K enrollment is excluded from the established ethnic compliance requirements of our federal desegregation plan. Schools closed to minority enrollment can continue to enroll minority Pre-K students.

KINDERGARTEN ENROLLMENT

Once residency requirements in GISD are met, students that will be five (5) years old on or before September 1 of the coming school year, may be allowed to enroll and select a school beginning with the opening of the Choice of School window. A Choice of School form will be completed during the New Student Online Enrollment (NSOE). For current Pre-K or EC students in GISD, a Choice of School form will need to be completed in Skyward Family Access to indicate their next year school selections.

KINDERGARTEN ACCELERATION TO FIRST GRADE

Kindergarten Acceleration application process will occur annually from January 1 to August 1. The student who wishes to accelerate (skip) kindergarten must be at least 5 years of age on or before September 1 of the kindergarten year, be a current resident of the Garland ISD, and must be currently enrolled in the district (have completed school enrollment for the upcoming school year). The student's parent or guardian must initiate the request for Kindergarten Acceleration by completing the "Request for Kindergarten Acceleration" packet from the Office of Gifted/Talented Education on or before August 1st.

The district Kindergarten Acceleration Review Committee will determine if acceleration is recommended. Placement may occur based on this decision. The decision of the Kindergarten Acceleration Review Committee is final. Parents and principals of schools involved will receive a copy of the placement decision within three weeks of the application deadline.

Listed below are the Garland ISD Kindergarten Acceleration Regulations:

1. To qualify for Kindergarten Acceleration, a child must score at the 90% percentile on assessments.
2. Kindergarten Acceleration placement will place the child in a regular first grade classroom. The Garland ISD transportation guidelines will remain the same for the Kindergarten Acceleration process.
3. The Kindergarten Acceleration placement will be a binding contract for one school year.*

4. A student is eligible for acceleration only during designated testing periods and will not be placed in grade one after the first semester of the current school year.

*Exceptions will follow the Garland ISD district transfer policy (contingent on space in gifted Kindergarten program) and will be considered on an individual basis.

FIRST GRADE ENROLLMENT

Students that will be six (6) years of age on or before September 1 of the coming school year, and who reside within district boundaries, will be permitted to enroll during and after the Choice of School window to select a school for the fall term. A Choice of School form will be completed during the New Student Online Enrollment (NSOE). Current year GISD Kindergarten students who will be next year first grade students will complete a Choice of School form in Skyward Family Access to indicate their next year's school selections. First grade is mandatory under the State of Texas compulsory education laws.

ENROLLMENT FOR THE NEXT SCHOOL YEAR

NEW ENROLLEES FOR NEXT YEAR

With the start of the District's Choice Window, campuses will be contacted by parents seeking next-year enrollment of their child(ren) into Garland ISD schools. All campuses may help enroll students for the next school year during the Choice of School period. **Proof of residency must be established before a child is allowed to enroll. If the parent or legal guardian is not a resident of the district, any custodial issues must be addressed before enrollment is conducted.** Students under age 18 must be accompanied by the parent or guardian. For certain grade levels, verification of age may be necessary before enrollment.

Enrollment should not be denied nor freedom of choice hampered because of the absence of any other records during the pre-registration process. Please see the following section on "Records for Pre-registration". Parents should be encouraged to produce all needed records to complete their child's record file.

When schools are contacted by parents regarding enrollment for next year, staff should give encouragement to complete the New Student Online Enrollment (NSOE) process as soon as possible. Parents should know that the later the enrollment is completed the more limited school selection will be.

After the Choice of School window, The Executive Director of Student Services will identify any secondary campuses that will be restricted to neighborhood or bus route enrollment only (closed to outside enrollment) due to capacity allowances.

RECORDS FOR ENROLLMENT

Because some records are not needed until the start of school, enrollment can be conducted without presentation of some student records. Records that must be provided to the district to conduct enrollment are:

- A birth record for enrollment in early education, prekindergarten, kindergarten, and first grade because of mandated age requirements for eligibility to attend school.
- A proof of residency document to validate residency within the district for the parents/guardians when enrolling a student in the GISD.
- The “Affidavit Of Eligibility For Enrollment of a Minor Student” (**See Forms Section**) for a person not listed on the birth certificate of a child when they attempt to enroll the student.

The opportunity to participate in enrollment should not be denied because of a failure to provide academic or health documents. The student will be tentatively enrolled in accordance with the guidelines of the Garland Independent School District and the Choice of School plan and given sufficient opportunity prior to the first day of school to supply the district with academic and health documents. Please see the following section on “Immunization Records”.

IMMUNIZATION RECORDS

Enrollment:

Students wishing to participate in the enrollment process to select a school for the fall semester shall not be denied this opportunity based on the absence of any health record. Provisional admission to students without full immunization shall be in accordance with the provisions of Educational Code 38.001. It is recommended that immunization records be provided to verify student is current with immunizations to avoid missing school.

First Day of School:

Students that have not updated their immunization records will not have their school choice reserved beyond the opening day of school.

Beginning of New School Year:

When a child is attending classes and a stated deadline to update the child's immunization record has gone unheeded by the parent/guardian, the district shall follow district policies to exclude the student from attending classes until immunization compliance is documented. All absences associated with delinquent immunizations are considered unexcused. **These students are not to be withdrawn from school.** Schools shall apply the compulsory laws of Texas regarding school attendance to the parent/student. Also, the 90% attendance rule regarding course credit would apply to the absences associated with delinquent immunization. Schools may extend lawful grace periods of up to 30 days to students that are coming from other educational institutions in Texas and are

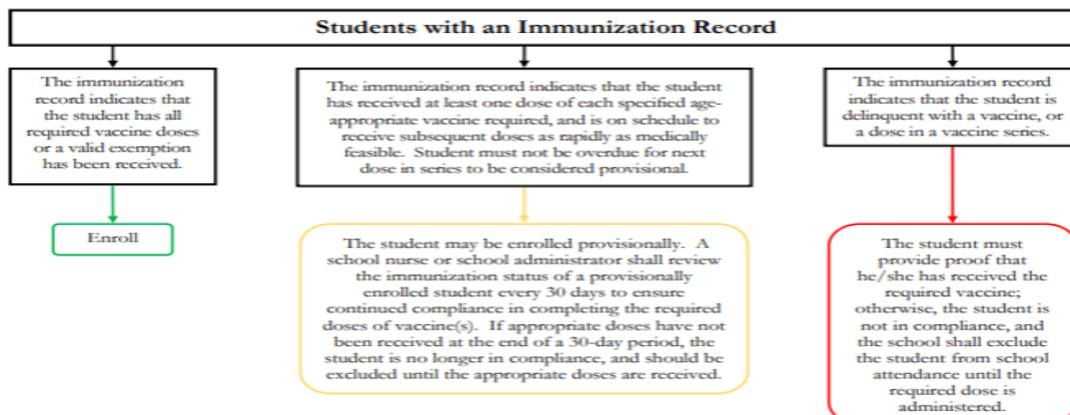
having their records transferred to our district. Students enrolling from out of state or out of country with delinquent or missing immunization records may not enroll at a campus.

Please refer to the following flow chart for guidelines on provisional enrollment. Exceptions apply for students who are protected under McKinney-Vento and Foster Care.

**Texas Department of State Health Services, Immunization Unit
Provisional Enrollment for Students (Non-Higher Education; Non-Veterinary Students)**

The following charts are intended to aid school nurses, office staff, private practitioners and the general public in understanding the eligibility of students enrolling in Texas schools in accordance with Title 25, Rules §97.66 and §97.69 of the Texas Administrative Code. Please consult §97.65 and §97.68 of the Texas Administrative Code for guidance on verification of immunity/history of illness and acceptable evidence of vaccination(s).

NOTE: This resource does not apply to child-care facilities. Please refer to §97.66 for provisional enrollment criteria that apply to child-care facilities.



For more information, please contact the Immunization Unit at (800) 252-9152 or visit <https://www.dshs.texas.gov/immunize/>.

Texas Department of State Health Services
Immunization Unit



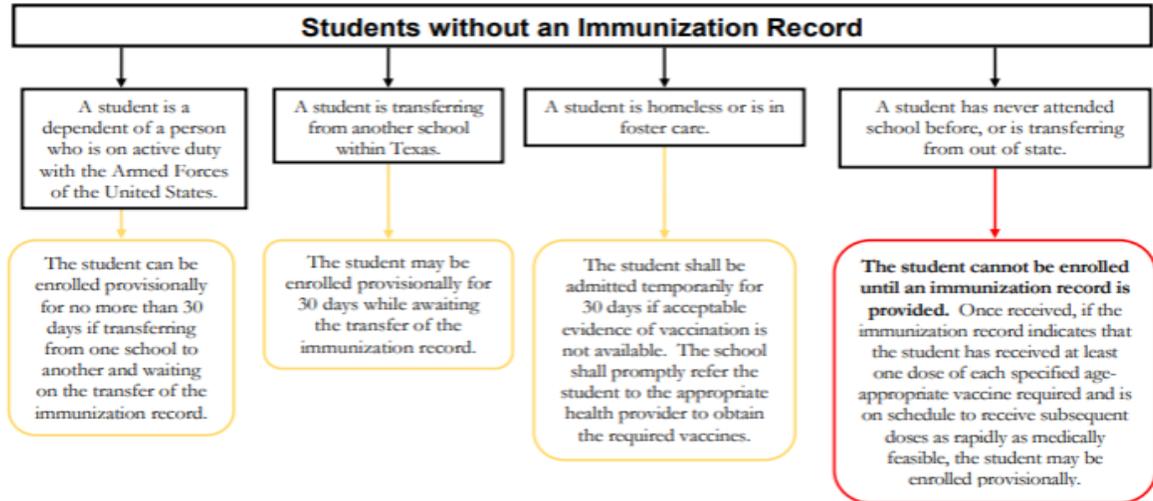
Texas Department of State
Health Services

Stock No. E11-13255
Rev. 02/2018

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Texas Department of State Health Services
Immunization Unit



Stock No. E11-13255
Rev. 02/2018

Provisional Enrollment for the Next School Year

- Students enrolling during Choice of School period or over the summer for the summer for the next school year may enroll without proof of immunizations.
- Proof of Immunizations must be shown before the first day of school in order for the student to attend class.

Source: Title 25 Health Services, §97.71 (Provisional Enrollment) of the Texas Administrative Code.

ENROLLMENT OF NO-SHOW STUDENTS

No-show students are those that fail to attend school on the first day of the new school year. Elementary students who fail to notify their principal that they will not be in attendance on the first day of school will not have their seats reserved.

The admission of a no-show student shall not cause the school to exceed the state established capacity. In addition, court-ordered ethnicity ratios of the desegregation order shall remain balanced.

Secondary students who are enrolled for a school and are a no-show will be allowed late entry into their school of choice under the following circumstances:

- The student lives in the school's walk-zone or designated bus route
- The school is not overcrowded in the student's grade level

Secondary students who enroll after the completion of the first six weeks cycle of the school year will have their admission status to the school reviewed for conflict with overcrowding and ethnic balance mandates for the school to which they wish to attend. Factors such as the sibling rule, academic vestment and special program eligibility will be considered in the district's enrollment decision.

GARLAND ISD CHOICE OF SCHOOL PROGRAM

Overview

WHO MUST PARTICIPATE IN THE CHOICE OF SCHOOL PROCESS

- Any new student to GISD
- Any student entering the 6th grade
- Any student entering the 9th grade
- Pre-Kindergarten students entering Kindergarten
- Any student wanting to change their school for the upcoming school year
- Any student who has had a change of address, that has been verified by adequate proof of residency and wishes to enter a choice

CHOICE OF SCHOOL CALENDAR

Every fall the Executive Director of Student Services and School Choice develops a Choice of School Calendar of Events. The calendar outlines the dates in which Choice of School activity will take place. The calendar is submitted to the Board of Trustees for approval and then distributed throughout the district.

DESEGREGATION PLAN

The Garland Public Schools operate under a Choice of School Plan for desegregation adopted in 1970 (Civil Court Order No. 3-4100-C) and amended in 1987 (Civil Court Order No. 3-4100-R). Under the agreed judgment, an annual pre-enrollment process is conducted in the spring semester for students to choose the school they wish to attend for the next school year. Schools must comply with established court-ordered ethnic ratios designed to desegregate the district's schools. The Executive Director of Student Services and School Choice monitors the district's compliance with established ethnic bands.

AUSTIN ACADEMY

Austin Academy maintains a neighborhood seat count of 85 seats per grade level per the court mandate. Students must live in the area designated by the court to be eligible for these non-magnet seats. A student that is awarded a non-magnet seat and then moves out of the court mandated area, must transfer to another Garland ISD school within seven days.

ETHNIC BANDS

The Executive Director of School Choice monitors the district-wide percentage of the "Anglo" student population. Under the desegregation plan, no school in the District shall have an Anglo student population that is more than twenty percentage points above or below the percentage of the Anglo student population in the District as a whole. This formula establishes an **ethnic band** that is applied to all schools in the district.

When schools fall out of compliance with the band, the Executive Director of Student Services will implement enrollment restrictions in an effort to re-establish compliance with the ethnic balance mandate. Depending upon which way the school is out of compliance; either the Anglo or minority enrollment for a school could be curtailed during the time that the school is not in compliance with the ethnic band. A waiting list will be kept at the school to recall students that are denied initial entrance to a school which is experiencing ethnic restriction in its

enrollment. **Pre-Kindergarten enrollment is excluded from the ethnic band calculation.**

ETHNIC DESIGNATION FOR STUDENTS

The Garland school district is under a federal desegregation plan requiring ethnic balance among its campuses. The District must issue quarterly reports to the federal judge who oversees the District's compliance with the agreed judgment. Certain portions of the reporting have to do with analyzing our student data by ethnicity. Upon entering the Garland schools, every student must have their ethnicity recorded into the district's student data files. The official district form for recording the ethnic designation of a student is completed in the New Student Online Enrollment (NSOE).

New student enrollees that have had their ethnicity determined in another Texas public school district and the ethnic designation has been entered in the state's PEIMS information system will have the previous ethnic designation recorded into the Garland district's official records. Parents/guardians that wish to challenge the prior designation of their child's ethnicity should contact the Department of Student Services. It will be the responsibility of the parent/guardian to show "just cause" as to why the Garland schools should alter the official records of another school district. The child's immediate enrollment status will be governed by the documents of the sending district until Garland district personnel have had sufficient time to develop a response to the parent's challenge.

New student enrollees entering the district without the existence of previous official school records shall have their parent/guardian designate the child's ethnicity at the time of enrollment. The ethnic designation shall be indicated in the New Student Online Enrollment (NSOE).

Upon enrollment, parents that fail to cooperate in indicating an ethnic designation for their child make it necessary for the campus administrator to designate the student's ethnicity. When the campus administrator has to act in the interest of the district, his/her decision will be binding upon the student while they are enrolled in the Garland schools.

School district officials are required to desist from encouraging any particular ethnic designation to be made by a parent/guardian. Unless the ethnic designation conflicts with existing official records or court-approved categories, school personnel are expected to refrain from questioning the parent/guardian regarding the child's ethnic designation. School district personnel shall make every effort to be helpful in answering parental questions regarding this matter. Once the student's ethnicity has been established and made a part of the permanent record, it shall not be altered without the consent of the Executive Director of Student Services and School Choice. In cases

where it has been determined that district personnel have erred in recording a child's ethnicity, a correction shall be made without delay.

CHOICE WINDOW

During the school year, school board approved timelines are set aside for parents/students to choose the school the student will attend the next school year. One choice window is set aside for first through eleventh grade parents/students to choose the school the student will attend the next school year, and another choice window is set aside for students entering pre-kindergarten through Kindergarten parents to choose the school the student will attend the next school year. Annually, the Executive Director of Student Services and School Choice will submit a proposed choice calendar to the Board of Trustees for approval.

No one may require the parent/guardian to file the student's Choice of School form with the District before the end of the choice period. During the choice window, the parent/eligible student may alter any submitted choice without restriction.

CHOICE OF SCHOOL SELECTION

FORMS USED FOR CHOICE OF SCHOOL

During the Choice of School period, a student should not be enrolled unless the parent/guardian/eligible student provides the district with a Choice of School form. In instances where the parent/guardian/eligible student fails to fulfill their school selection obligation, district personnel will select a school for the student adhering to prescribed district guidelines. In these cases, the assignment made by the district will be binding for the school year to which the placement pertains.

The Choice of School form is an online document available in the New Student Online Enrollment for new enrollees and in Skyward Family Access for current students. These forms explain the general workings of Choice of School and provide parents with a listing of the various campuses. The forms are provided for parents/students to inform the district of their school choices for the next year. Parents/students will select up to three (3) different school choices on the Choice of School form. If parents/students fail to make a second or third choice, the Executive Director of School Choice will make an alternative school assignment for the student, if needed, and notify the parent.

The most current Choice of School form becomes part of the student's cumulative record and is stored in the online student record, Laserfiche Repository.

The absence of a marked second choice does not invalidate the choice form. If a single choice is made, the school shall accept the form as valid and enter the initial selection into the database.

SIGNATURE ON CHOICE FORMS

A choice form indicating a school selection for a minor student must have the electronic signature of the parent or guardian. A signature is necessary to make the form a valid document. A student who has reached the age of 18 at the time of the choice selection may sign their own form. School personnel should investigate suspicious signatures.

ADDRESS CHANGES ON THE CHOICE OF SCHOOL FORM

When families indicate a change of address on the Choice of School form that is different from what is in the student database or on the student label that is attached to the choice form, schools should investigate the discrepancy in addresses. The District will not recognize an address change within the district until there is documentation on file to substantiate the use of a different GISD address. Please see the section on “Proof of Residency Documentation” on page 2. Once validated, the change of address should be entered into Skyward.

Schools may send “Proof of Residency” letters to notify the parent/guardian that a new proof of residence is required. If by a predetermined deadline the parent fails to provide the District with documentation to verify eligible GISD residency, the district may choose to withdraw the student. Schools should contact the attendance office in these cases.

PARENTAL DISPUTE OF AUTHORITY TO CHOOSE SCHOOLS

When parents are in dispute as to which one of them has the authority to choose their child(ren)’s school the following guidelines are to be used by schools:

1. Review any existing court order to identify the managing and/or possessory conservator role of the parents. Usually, the order specifies that one parent will have the “right to determine residency for the child” and that is how we determine the right to decide school placement unless the order is more specific.
2. In the absence of any court order, determine which GISD parent the child resides with during the school week. If it is clear only one parent has the child during the school week that is the parent from which we will accept the School of Choice form.

3. If the child is in a shared arrangement where both parents have the child during the school week and there is no court order to help clarify choice rights, the Executive Director of Student Services will try to mediate a mutual decision between the parents.
4. Provided the choice dispute is between a nonresident parent and a resident parent, the District will defer school placement to the GISD parent that makes the child eligible for enrollment in our district.

ALTERING SUBMITTED CHOICES

During the choice window, parents are allowed to submit an alternate Choice of School form. To change the selection, the parent must submit a new Choice of School form in Skyward Family Access indicating their new selections. There is no imposed limit on the number of choice changes a family can submit in the window. Choice of School selections may also be changed online via Skyward Family Access.

The revised choice form must be signed and dated. **After the window closes, parents will be notified of the results of their school assignment. A transfer request for the following school year will be processed at Student Services.**

CHOICE OF SCHOOL PROCEDURES

VIOLATIONS OF THE DESEGREGATION PLAN

It is a violation of federal regulations for any person to intimidate, threaten, coerce, retaliate or discriminate against any individual for the purpose of interfering with the free making of a choice of a desegregated school. Any person having knowledge of any violation should report the facts immediately by mail or phone to the Office for Civil Rights, U.S. Department of Education, Washington, D.C. 20202 (telephone 202-962-0333). Persons reporting any violation will not have their names disclosed without consent.

In addition, persons may report such occurrences to the Executive Director of Student Services and School Choice for the Garland Independent School District. The executive director's geographic address is the Student Services Center, 720 Stadium Drive, Garland Texas 75040. The mailing address is P. O. Box 469026, Garland, Texas 75046-9026. The phone number is 972-494-8255 and the fax number is 972-494-8275. The executive director's e-mail address is behemphi@garlandisd.net.

DENIAL OF SCHOOL CHOICE SELECTION

The Garland Choice Plan requires the following conditions:

- All schools must conform to court-established ethnicity ratios.
- For Austin Academy, the student must reside in the court-ordered boundary.
- School enrollment capacities have been established limiting the number of students at each campus.

These factors will impact final student assignments. No choice shall be denied for any reason other than the choice would compromise the established ethnic ratio, the court order, or enrollment caps.

After the completion of the Choice of School process, Student Services must identify students whose choices cause schools to violate mandated compliance with 22 to 1 capacity limits, building capacity limits, court-ordered boundaries (Austin Academy), or existing ethnic balance requirements. Identification of students for denial of their choice shall be done based on distance from the school to the student's address using updated transportation software. Students residing on a designated bus route to a school and **who have no alternative option** for district provided transportation will not be considered for denial of choice. **"Special program" participants** that have met eligibility requirements to attend a special offering at a school shall not be identified for denial of their Choice of School.

Student Services will review all choices submitted and entered for each student. If we are unable to honor the student's first choice, the second and third choices will be reviewed. Any student that is denied their Choice of School during the selection period will receive written notice of this fact from the Student Services Department.

A student who has been attending an elementary school will not be denied the right to remain at the school unless dire circumstances require denial by the district. Please refer to the "Sibling Rule" section for information regarding how this rule affects denial of choice identification for elementary students.

Established feeder patterns are set for each school and are referred to when secondary schools reach their capacity. Secondary students will not be denied a seat at their feeder pattern campus if selected as their first choice of school. When necessary, students living outside the boundaries of the school will be extracted using updated district transportation software. A student that has been attending a secondary school will not be denied the opportunity to remain at the school unless dire circumstances require denial by the district. Please refer to the "Sibling Rule" section for details regarding the influence of this factor on the extraction process of secondary students.

SECOND & THIRD CHOICE SELECTIONS

No student's School of Choice will be denied for any reason other than their choice would compromise compliance with established ethnicity ratios, court-

ordered boundaries (Austin Academy), or enrollment capacity limits. The choice selection process asks parents to designate a second and third Choice of School. This request is made so that if a first choice selection cannot be honored by the school district, a second and third choice can be evaluated in a timely manner. Parents do not have to denote a second and third choice on the form for the document to be valid. Their failure to do so simply voids their opportunity to have a say in instances when a second or third choice is needed.

Parents are asked to complete the form with (1) for the first choice, (2) for the second choice, and (3) for the third choice. Whenever the student's first choice is denied and either their second or third choice is honored, Student Services will notify parents in writing regarding the student's next year location. If a second or third choice was needed and the parent did not indicate any alternative choices, Student Services will assign the student to the closest available school to the student's residence and place them on the waitlist for their preferred campus. See waiting list procedures for more information.

ELEMENTARY CAPACITY LIMITS

State law caps the teacher-student ratio at 22:1 for the first four grading cycles of the school year in Kindergarten through fourth grade. GISD maintains this ratio for pre-kindergarten classes as well. The district imposes a local capacity limit on the fifth grade classrooms of 28 students per teacher. The state designated pupil/teacher limits in grades K through 4 may be lifted for the last 12 weeks of school. Information will be disseminated by the Executive Director of Student Services to the campus if the caps are going to be lifted.

BUILDING CAPACITY LIMITS FOR SECONDARY SCHOOLS

Secondary schools have their capacity limits governed by the number of teaching stations available on the campus. The building capacity is distributed among all the grade levels assigned to the campus. As reconfiguration of a facility takes place through construction, renovation, or program placement, the campus capacity number can change.

DESIGNATED ZONES

When secondary schools reach their student population capacities or fall out of compliance with ethnic balance requirements, the District will set school boundaries to control overcrowding or achieve required ethnic balance. The imposed enrollment restrictions will remain in force at the individual schools until the desired enrollment outcomes are achieved.

When a secondary campus is designated as closed by Student Services, the campus will be notified to only enroll students that live in their designated zone or students that have academic vestment.

ESL PROGRAM AND SCHOOL OF CHOICE

The ESL program is offered in all GISD schools. ESL students fall under the same opportunities and restrictions that apply to regular program students regarding honoring choices.

The system automatically codes a choice-code of "E" for all current year ESL participants.

The campus may be approached by parents of ESL students that would like their child to complete the year in the ESL program, but "intend to withdraw" from ESL for the next school year. In this case, parents and a school administrator will need to complete the "Bilingual Educational Program Re-enrollment/Withdrawal Form". The data clerk should forward the form to their assigned Language Test Advisor at Student Services for further approval.

DUAL LANGUAGE PROGRAM AND SCHOOL of CHOICE

The dual language program is offered in nearly all GISD elementary schools at most grade levels. Because middle schools do not offer the bilingual program, all bilingual fifth graders who are not exiting the program will be enrolled in the ESL program for grade six. Emergent Bilingual Students fall under the same opportunities and restrictions that apply to regular program students regarding honoring choices.

The campus may be approached by parents of Emergent Bilingual students that would like their child to complete the year in the dual language program, but "intend to withdraw" from dual language for the next school year. In this case, parents and a school administrator will need to complete the "Bilingual Educational Program Re-enrollment/Withdrawal Form". The data clerk should forward the form to their assigned Language Test Advisor at Student Services for further approval.

SIBLING RULE

It is the intent of the Garland school district to minimize the situations whereby a parent has their children split among different schools. Thus, the "sibling rule" has been developed to help achieve this goal. The following information explains the application of the sibling rule regarding enrollment and choice of school:

ELEMENTARY

ENROLLMENT: State law caps the teacher-student ratio at 22:1 for the first four grading cycles of the school year in Kindergarten through

fourth grade. GISD maintains this ratio for pre-kindergarten classes as well. The district imposes a local capacity limit on the fifth grade classrooms at 28 students per teacher. In order for a student to be admitted to an elementary school, an open seat under the capacity limit and/or any existing ethnic balance requirements of the District's federal desegregation plan. At the time of enrollment, the district will attempt to place elementary siblings in the same school.

CHOICE DENIAL: A sibling that is not currently attending the school and who has chosen the school for next year does not offer any protection to a sibling that is identified for denial of choice due to overcrowding or ethnic balance mandates.

TRANSFER: A student who requests a transfer to a school where a sibling has been accepted for enrollment will have the approval of the transfer (subject to availability of an unrestricted seat and other applicable choice rules).

MAGNET: Grade levels at the Academies, MST Centers, and the Classical Centers are composed of both magnet students meeting special qualifications to attend the school and a limited number of neighborhood children. Students entering the school under the "magnet designation" do not offer any protection for a sibling to secure a neighborhood seat. For neighborhood children, the sibling rule is applied the same as in non-magnet school settings (**refer to guidelines in the above paragraph**).

SECONDARY

ENROLLMENT: Secondary schools have a student capacity limit dictated by the available teaching stations on the campus. Whenever secondary schools reach student capacity or violate any ethnic ratio requirements, they receive assigned boundaries for enrollment purposes.

CHOICE DENIAL: When a secondary student begins attending a secondary school, it is only under extreme circumstances that the District would deny them their opportunity to remain at the school. A regular program student that is academically vested at a secondary school offers protection for other regular program siblings to attend the school. A secondary student who has not attended the school (*non-vested*) will not offer protection to a regular program sibling that is identified for denial of choice as a member of a new incoming group of students to the secondary school.

TRANSFER: A student seeking to transfer to a school that has enrollment restrictions will have the approval of the request dependent upon Choice of School guidelines and any imposed enrollment restrictions.

MAGNET: Magnet programs are special curriculum programs that require students to meet the admission criteria. Non-magnet siblings are not afforded special consideration under the sibling rule. The non-magnet sibling will be admitted only as space is available.

DISTRICT-ASSIGNED SCHOOL PLACEMENT FOR DISPLACED STUDENTS

It is the District's obligation to select a school for students whose parents fail or refuse to provide a Choice of School to the District. The Executive Director of Student Services will designate the choice window. Skyward will automatically assign students whose parents failed to provide a choice during the Choice of School Window to their current location as their first choice for processing, with the exception of current PK, 5th, or 8th grade students whose school will be assigned by the district.

1. Displaced students from the previous year that received bus transportation to the school to which they were displaced will be notified that transportation will be discontinued for the next school year. Students will be allowed to remain at their current campus without transportation or may choose a campus in their neighborhood, or a bus eligible campus.
2. The District will not assign siblings to different campuses, whenever possible, if the students are eligible to attend classes in the same building. Both siblings must individually meet the qualifications for admission to the school to be placed together on campus (**See section on “Sibling Rule”**).
3. Before students are assigned **neighborhood seats** at Austin, Hillside, Kimberlin, or Walnut Glen Academies or the MST Centers at Jackson, Beaver, and Watson, or the Classical Centers at Vial and Brandenburg, the school must check to see that available seats exist. Students that already attend one of these magnet campuses as neighborhood students and did not make a Choice of School will be assigned back to the campus. The assignment will be honored subject to space availability.
4. The campus data clerk shall enter campus-assigned choices for PK students. Students in 5th and 8th grade will be assigned based on their address to their feeder campus. All other students for whom parents declined to submit a choice form will have the right to remain at their current location.

5. Upon direction from Student Services, schools will mail each parent/guardian a notification letter disclosing the district-made choice for their child (**See Forms Section**). If the letter is returned, investigate the validity of the address of record. When necessary, hand deliver the letter to the student to take home to their parent.

FINE ARTS SHARED AND PROTECTED MIDDLE SCHOOLS CONCEPT

In order to monitor the District's music program's team-teaching process, middle schools have a "protected" and "shared" status assigned to them by the Fine Arts Director.

Under this concept, the high school fine arts director is the only one who may teach at the protected middle school campuses and he/she may only team-teach at the school's shared middle school campuses. The high school director is permitted a one-time rehearsal of a middle school ensemble from a non-protected/shared campus as a part of the school's ensemble contest preparation.

High school fine arts directors are discouraged from soliciting invitations to perform on middle school campuses during the Choice of School period. This should be applied to middle schools for elementary campuses. A fine arts group may perform at another school campus by invitation for special activities.

STUDENT RECRUITMENT/NO CONTACT RULE

No principal, teacher, or other GISD personnel is permitted to influence or dissuade a student from choosing a school where a desegregated education can be obtained. No one is permitted to favor or penalize any student or other person because of his or her choice of school. Representatives of district programs such as Athletics, Visual and Performing Arts (VAPA), Career and Technical Education and magnet programs housed within the Department of Innovation may visit campuses to provide standard program information to groups of students. Individual student recruitment is prohibited. Concerns regarding student recruitment shall be directed to the Executive Director of Student Services and School Choice.

ORGANIZATIONAL TRYOUTS

All student tryouts and elections for school-sponsored extracurricular organizations must be conducted after the conclusion of the Choice of School process. Students that are denied their initial school selection should be afforded adequate opportunity to participate in tryouts and elections at their alternate choice location.

RETAINED FIFTH/EIGHTH GRADER'S CHOICES

Either at the end of the school year or after the conclusion of summer school, principals will make decisions for retaining students. If the student was scheduled to move into a middle or high school and will not do so because of retention, the student's next year school assignment will need correcting. Until the school corrects the location assignment, the retained fifth and eighth graders will not have a valid school selection on file with the District.

The retained 5th or 8th grade student will not be denied an opportunity to return to their previous location if current seats are available. A parent may seek a transfer of their retained child to another school. District guidelines permit elementary parents to select another available school for their child who has been retained. Any request to transfer a retained middle school student is to be directed to the Student Services Department for review. High school students will not be transferred due to failure to advance their grade classification.

When a campus must change the location assignment of a retained 5th or 8th grade student, the Student Services Department must be contacted. The schools will not be able to make the necessary change in school assignment. Schools will need to supply the department with the name and ID number of the retained student. This process must be completed before the student files are rolled at the completion of summer school.

PRESERVING CHOICE FOR WITHDRAWN OR TRANSFER STUDENTS

Withdrawing from a campus will inactivate the Choice of School that was entered into Skyward. If the student wishes to return to the district for the following school year, the student must complete the enrollment process for Garland ISD. **Students that are withdrawn to transfer to another school within the Garland district will automatically have their next year choice preserved.** If the family needs to have the next year school placement altered, the campus can provide the parent with a next-year school transfer request form. The form will need to be forwarded to Student Services so that the department can process the request.

WITHDRAWING WITH INTENT TO ALTER CHOICE

Upon re-enrollment into the district, the student will remain bound by any legitimate school assignment that was in force for either the current year or next year, unless the District is unable to honor the placement because of capacity or ethnic balance limitations. If the parent/guardian seeks to alter the preserved

assignment upon the child's reinstatement to the district, a transfer of school request will need to be submitted to the district. The change request will be reviewed by the district in a manner consistent with the guidelines for processing all school transfers.

WAIT LIST PROCEDURES

For PK-12 Students

The parent of any child that is denied enrollment into a school due to enrollment caps or ethnicity ratios shall be advised of the existence of a wait list. The waitlist is for currently enrolled students who are not at their preferred campus. Parents shall be advised that the list is not processed on a first-come, first-served basis. Wait lists for the current school year remain active until the beginning of the fifth six weeks grading period. The following criteria shall be used in administering district wait list procedures:

1. Split siblings will be accommodated first using the nearest to school rule. Exception: Magnet students do not offer any advantage under the district's "sibling rule" to their non-magnet sibling regarding a wait list.
2. Individual students residing nearest the school will be given the next highest priority on the list. Bus eligible students are also screened through the "closest to the school" guideline. There is no priority given to bus eligible students.
3. On rare occasions, the Student Services Department will need to supersede the waiting list at a school to enroll a student for whom the District has no other viable enrollment option.

When elementary openings occur, school personnel shall act expeditiously in calling students from their wait list. Secondary schools will be contacted by the Student Services Department when permitted to take additional enrollment from their wait list.

Parents that are extended an invitation to enter a school from the wait list should be given 24 hours to make a decision. Parents should be informed that declining an invitation will remove their child's name from the list except in cases where all of the children in the family cannot be accommodated at the same time. Parents of students that are receiving displaced transportation and deny an opportunity to enter a school from a wait list do not automatically lose existing displaced transportation.

When parents accept an invitation to transfer to a school from the wait list, the receiving school shall notify the sending school that the transfer has been approved.

Wait List Format

All campuses will follow the waitlist guidelines listed in this section, and will utilize the Skyward wait list as a means of recording student information for their campus wait list.

Wait List Summer Procedures:

If necessary, the Student Services Department will add names to the wait list during summer vacation. Parents wishing to add their child's name to individual campus waitlists must do so by notifying the campus after the summer break has ended.

TRANSFERS WITHIN GARLAND ISD

TRANSFER REQUEST

A parent/guardian request for transfer of their child from one GISD campus to another must be submitted electronically to the district via the online In-District Transfer Request Form.

All transfer requests will be processed at Student Services. Student Services' administrators will serve as the district's appeal officers for transfer denials.

Transfer requests are considered for a change of residency or for a compelling hardship. Proof of residency must accompany the transfer request if a change of address occurs. Only the parent or legal guardian in Skyward may request a transfer. ID should be verified.

ELIGIBILITY

To be considered for a transfer, a student must currently hold a good attendance, disciplinary, and academic record. School bus transportation is not provided for students unless they reside in a designated transportation zone. Students must be delivered and picked up on time.

Currently enrolled students may submit a transfer request for the following school year from the end of their choice window until the last day of school. Transfers are considered before the school year begins and before the second semester begins. Only one transfer is allowed per school year.

TRANSFER PROCEDURES

From the start of the Choice of School window, until files roll, only Student Services can change the student's campus location in Skyward.

The following procedures should be followed by Student Services for student transfers:

1. An online transfer request must be submitted via the online In-District Transfer Request Form. If the transfer is approved, the parent, current campus, and receiving campus will be notified through an automated email.
2. After the automated email, the current campus must withdraw the student using the appropriate withdrawal code. This will allow the receiving campus to activate the student record under their location.
3. The permanent records of the student be stored in the online student record, Laserfiche Repository.

ATHLETIC ELIGIBILITY AND TRANSFER OF SCHOOLS

Once a student has attended a GISD high school, a transfer to another Garland high school will adversely affect his/her varsity eligibility at the new school. According to the Constitution and Contest Rules of the U.I.L. (Section 440(b) – Residence Rule) Students who have the option to attend more than one high school in a district, rather than being assigned to a school according to attendance zones, are eligible at the school they first select. If that student enrolls in any other GISD high school, that student will not be eligible for varsity athletic competition for one calendar year from the date of enrollment in the new high school (**See section on “U.I.L. Eligibility” on page 11**).

TRANSFER REQUEST FOR PROGRAMMATIC REASONS

Transfer requests based on a desire to participate in a special program/course offering at a campus are to be directed to the principal of the receiving school at which the program/course is taught. A student may not be considered for a programmatic transfer if the course or program is offered at their home campus. If approval of the transfer is granted, the special program transfer form SP-908 (**See Forms Section**) stipulating that the student agrees to remain in the special program/course for the full academic year to which the transfer pertains must be signed by the principal and the parent. A copy of the completed form is to be forwarded to the Student Services Department for final approval and to alter the assigned location.

The district will impose a deadline for processing programmatic transfer requests. The following limits will apply to processing programmatic transfer requests:

1. The district will process requests for programmatic transfers for the next school year from the **end of the choice period until the last day of the spring semester**.
2. **With the beginning of the summer vacation and extending through the academic school year**, the district will NOT process programmatic transfer requests for the current school year.

The time limits are not intended to prohibit qualified “magnet” students from accessing a “magnet program” for which the student has made previous application for admission and has been placed upon a waiting list by the program coordinator. Neither are the limitations intended to disqualify students that are enrolling new to the district from applying for and/or receiving available seating in a program/course for which they qualify.

The Special Education Department will process student transfer requests that pertain to self-contained educational programs.

PUBLIC EDUCATION GRANTS

Students in low performing schools and districts can seek to transfer to other schools and districts under public education grants. The Garland Independent School District operates under a federal order that governs the District’s admission policies. Under these policies, the district does not enroll any student who does not live within the district. This would prevent the district from accepting enrollment for any student applying for transfer from another school district under the PEG process.

District students eligible for Public Education Grants could apply for another district school through the provisions and guidelines set forth in the Federal Court Order for Choice of School. District students could also apply to another Texas public school district for admission under the PEG program.

NOTE: The opportunity to transfer within the district from low performing schools has to be completed during the choice window.

REPORTS FOR CHOICE OF SCHOOL

Bi-annual Reports – Submitted two times a year by the Superintendent to the federal judge who oversees the District’s desegregation plan.

SPECIAL EDUCATION AND CHOICE OF SCHOOL

SPEECH-ONLY STUDENTS AND CHOICE

Many 3 and 4-year-olds receive speech therapy as the only Special Education service from the district. These students are referred to as “building level speech-only” (BLS) students. The BLS student must be assigned an eligibility code of zero (0) to prevent foundation school funds from being drawn on the student’s attendance. In order to receive federal funding, campuses must keep a record of the contact hours of service provided to these children. Building-level speech-only (BLS) students do not participate in regular education classes. The capacity counts in Skyward are designed so that when the BLS student is coded appropriately, it does not subtract a regular seat from the school’s seat count.

The parent/guardian of a building level speech-only (BLS) student can choose to receive the speech service on any age-appropriate campus in the district that offers the service.

The parent of a current BLS student turning 4 years old on or before September 1 of the next school year may designate a school for Pre-K enrollment by using the Choice of School form only if the student will be eligible for Pre-K. (See page 14 for information about Pre-K eligibility.) If the student is found to be eligible for Pre-K enrollment, the choice of school selection can be entered on the Skyward application screen.

The parent of a BLS student turning 5 years old on or before September 1 of the next school year may designate a school for Kindergarten enrollment by using the Choice of School form. The choice of school selection for Kindergarten should be entered on the Skyward application screen.

REGIONAL DAY SCHOOL PROGRAM FOR THE DEAF(RDSPD)

The Garland Independent School District has children residing within its school boundaries that attend the Regional Day School Program for the Deaf (RDSPD). It will be the responsibility of the Special Education Department to inform the Regional Day School Program of the dates that the school district will conduct its Choice of School window.

The GISD does not bear responsibility for the failure of the RDSPD to conduct an assessment to forecast the future dismissal of a student from the day school program, which could have permitted the student to participate in the choice window.

EARLY CHILDHOOD SPECIAL EDUCATION (ECSE)

When ECSE students (including ABC/KN) are projected by their teacher as ready to **transition from ECSE to Pre-K**, the student's parent will be extended the opportunity to make a next-year Choice of School selection during the choice window if the student is eligible for Pre-K enrollment. (See Pre-K eligibility in the previous section.) Special Education will provide the child's school with a parental letter of explanation that is to be attached to the Choice of School form. Both documents need to be sent home to the parent/guardian. Upon the return of the form, the campus will input the student's next year school selection if the student is eligible for Pre-K enrollment. The parent's Choice of School is contingent upon the student's placement based on ARD Committee decisions.

When ECSE or BLS students (including ABC/KN) are projected by their teacher as ready to **transition from ECSE to Kindergarten**, the student's parent will be extended the opportunity to make a next-year Choice of School selection during

the choice window. Special Education will provide the child's school with a parental letter of explanation that is to be attached to the Choice of School form. Both documents need to be sent home to the parent/guardian. Upon the return of the form, the campus will input the student's next year school selection. The parent's Choice of School is contingent upon the student's placement based on ARD Committee decisions.

The ECSE students show up in Skyward system with early childhood (**EE**) as their designated grade level. The Special Education Coordinator will be responsible for entering the Choice of School codes for students remaining in ECSE.

SELF-CONTAINED SPECIAL EDUCATION PLACEMENT

Self-contained Special Education programs (ECSE, A.L.E., ABC, BA, BASE) for students with severe disabilities are not offered at all school locations and are limited as to the number of students that can be served per class. These two factors cause the need for District assignment of students qualifying for this programming. Students that will continue in the self-contained Special Education program for the next school year are not given a Choice of School form. The placement process is outlined to parents in a letter distributed by the Special Education Department. The Special Education Coordinator will make the choice of school placement decision in Skyward.

Special Education personnel will make a school assignment and check the appropriate school on the choice form. The forms are to be signed and dated by Special Education personnel. The data entry process of self-contained school placement will be performed by the Special Education Department in Skyward.

When school personnel project a self-contained student will exit their self-contained placement by year's end, the parent shall be allowed to complete a regular choice form for the student. The schools are responsible for identifying these students. Should the student not actually be exited from their self-contained program by the end of the school year, the school will notify the Special Education department of the student's name and ID number so the Special Education department can make an appropriate school choice for the student.

MAGNET PROGRAMS

MAGNET SCHOOLS

With several magnet programs, Garland ISD allows families to customize education based on individual interests and learning styles. There's something for everyone—from 3 years old-12th grade.

Each program has unique criteria that students must meet in order to apply. Those already participating in a GISD magnet are eligible to remain in that program as long as they continue to meet the qualifications and expectations. If more students apply for a magnet than there are seats available, a lottery or ranking system will be used to fill all openings.

ELEMENTARY

Academy for Excellence

Kimberlin Academy for Excellence

Hillside Academy for Excellence

Walnut Glen Academy for Excellence

- Advanced coursework in language arts, social studies, math, and science
- Wide range of enrichment opportunities, including STEAM School activities and projects that give students hands-on discovery learning
- Full range of fine arts, including choir, orchestra, and visual art
- Combined achievement and ability score of 250 with no less than the 75th percentile in any area

Classical Center

Classical Center at Vial Elementary School

- Curriculum enriched with writing/publishing opportunities
- Character education, leadership development, and citizenship/patriotism activities
- Full range of fine arts, including choir, piano, visual art, and theater arts
- 50th percentile in reading and math on the achievement test

Dual Language

Classical Center at Vial Elementary School

- Students learn to read, write, listen and speak in English and Spanish
- 50% of academic instruction is provided in English and 50% in Spanish
- 50th percentile in reading and math on the achievement test
- Only students entering kindergarten and first grade or transferring from another dual language program may apply

Math, Science & Technology (MST)

Beaver Technology Center for Math & Science

Watson Technology Center for Math & Science

- Collaborative studies focusing on real-world problem-solving through project-based learning and STEAM School electives
- Classes utilize Apple Macbooks, iPads, Smart Boards and PC laptops
- Full range of fine arts, including music and visual arts
- 75th percentile in reading and math on the achievement test

Montessori

Herfurth Elementary School

Luna Elementary School

- Individualized, integrated instruction with multisensory materials rather than textbooks
- Students learn at their own pace through hands-on activities and interacting with students of different ages
- 50th percentile in reading and math on the achievement test

MIDDLE SCHOOL

Academy for Excellence

Austin Academy for Excellence

- Advanced coursework in English, math, reading, social studies, and science
- Full range of fine arts, including band, choir, orchestra, piano, art, and theater arts
- Leadership and enrichment offerings, including Pentathlon, Mock Legislature, and Campus Leadership Council
- Combined achievement and ability score of 250 with no less than 75th percentile in any area

Classical Center

Classical Center at Brandenburg Middle School

- Curriculum enriched with writing/publishing opportunities, character education, and leadership development
- Full range of fine arts, including band, choir, piano, art, and theater arts
- Dance, gymnastics, and Latin offered
- 50th percentile in reading and math on the achievement test

Global Business, Language & Leadership

Sellers Middle School

- Business elective class and language course options, including Mandarin Chinese
- Leadership development through community service activities
- Full range of fine arts, including band, choir, art, and theater arts
- 50th percentile in reading and math on the achievement test

Math, Science & Technology (MST)

Jackson Technology Center for Math & Science

- Collaborative studies focusing on real-world problem-solving
- Classes utilize Apple Macbooks, iPads, Smart Boards and Chromebooks
- Full range of fine arts, including band, choir, art, and theater arts
- 75th percentile in reading and math on the achievement test

HIGH SCHOOL

Academy of Visual and Performing Arts

Garland High School

- Advanced coursework for artistic students in theater, piano, orchestra, vocal music, film studies, visual arts, and instrumental music
- Strong arts foundation developed in conjunction with students' academic program
- Semi-professional and early collegiate education and experience in students' chosen disciplines
- Audition or portfolio required

IB World School

Garland High School

- Teaches proficiency in English, math, history, science, a second language, and chosen electives while participating in an in-depth exploration of the study of human behavior and the process of educational inquiry
- Internationally based standards of achievement
- 85th percentile in reading or math on the achievement test
- Only students entering ninth-11th grades may apply

College & Career/Classical

Lakeview Centennial High School

- Business & Marketing, Future Teacher Internship, Law & Criminal Justice, and Television Production & Broadcasting programs allow students to explore college and career interests
- Advanced piano, Latin, dance, and gymnastics courses are available
- 50th percentile in reading and math on the achievement test
- Only students entering ninth-10th grades may apply

Accelerated Math & Science

North Garland High School

- Allows students to advance faster, taking more math and science courses throughout high school
- Additional testing determines students' math and science track
- 80th percentile in reading and math on the achievement test
- Only students entering ninth and 10th grades may apply

Math, Science & Technology (MST)

North Garland High School

- Interactive multimedia instruction that focuses on practical applications of math, science, and technology

- Students select a concentration of study, including architecture, computer science, multimedia applications, telecommunications, medical studies, engineering, biomedical forensics, and multimedia broadcast
- 75th percentile in reading and math on the achievement test
- Only students entering ninth and 10th grades may apply

Global Business, Language & Leadership

Naaman Forest High School

- Courses in business, marketing, finance, Mandarin Chinese, and international studies prepare students to be globally competitive
- Opportunities to earn industry certifications, pursue College Board's prestigious AP Capstone Diploma, and travel or study abroad
- Students network with industry professionals and learn outside the classroom through business etiquette events, internships, and job shadowing
- 50th percentile in reading and math on the achievement test

Air Force Junior ROTC

Rowlett High School

- Leadership development program training students in aerospace science, communication, and health/fitness
- Drill and marching team competitions, field trips, community parades, and service events are part of the cadet experience
- Students entering ninth-12th grades may apply

Collegiate Academy

Lakeview Centennial High School

- Dual-credit courses allow students to graduate with a high school diploma and an Associate of Science degree from DCCCD
- 70th percentile in reading and math on the achievement test
- Students can also participate in College & Career/Classical magnet
- Only students entering ninth and 10th grades may apply

Collegiate Academy

Naaman Forest High School

- Dual-credit courses allow students to graduate with a high school diploma and an Associate of Arts or an Associate of Science degree from DCCCD
- 50th percentile in reading and math on the achievement test
- Students can also participate in Global Business, Language, and Leadership magnet
- Only students entering ninth grade may apply

Early College High School (ECHS)

Garland High School

North Garland High School

Sachse High School

South Garland High School
Rowlett High School

- Dual-credit courses allow students to earn up to 60 college credits in addition to a high school diploma
- Social/emotional support helps students as they earn an associate degree and/or certifications
- Students entering ninth grade may apply with no testing, grading, or attendance requirements

Pathways in Technology Early College High School (P-TECH)

Garland High School
Lakeview Centennial High School
Naaman Forest High School
North Garland High School
Rowlett High School
Sachse High School
South Garland High School

- Industry partners provide students with technical and workplace skills
- Dual-credit courses allow students to earn up to 60 college credits in addition to a high school diploma
- Social/emotional support helps students as they earn an associate degree and/or certifications
- Students entering ninth grade may apply with no testing, grading, or attendance requirements

Source: 2019 GISD Magnet Programs Brochure

TRANSPORTATION

BUS TRANSPORTATION

The District shall provide bus transportation to students that live in eligible transportation zones. Transportation is also provided to other students for whom the District receives state transportation funding.

The District will provide transportation to a designated school for displaced students. In situations where all students from a route designed only for displaced students are accommodated back into their neighborhood schools before school starts, the alternative route will be eliminated. If after school starts, all children on an alternate route return to their neighborhood schools, the route will be eliminated. Once a student begins attending a school via an alternate bus, it will be an option for the student to continue to ride the bus for the remainder of the current school year. Alternate bus routes are created only to serve current school year circumstances. Eligibility for ridership on alternate bus routes set to accommodate displaced students is not designed to carry over to the next school year.

Special Education program bus routes to a school do not always mirror regular education routes to the same campus. When possible, special education program routes are designed to transport students to the school nearest the student's home that offers the necessary program. When bus transportation is determined by the ARD Committee to be a necessary related service for the student, they will be transported via predetermined routes to a designated school with the appropriate program. Except as determined by an ARD committee, special education students will not be transported to a school under two miles.

Prior to the beginning of the thirty-day choice period, the transportation areas for the next year are established and published for public review. The Transportation Department is available to assist schools in answering any questions regarding designated transportation areas and rider eligibility.

SEATING FOR DISPLACED BUS STUDENTS

Due to the 22 to 1 cap limits and ethnic balance requirements, some students may find their closest school unavailable for enrollment. The student then becomes displaced to an available district-designated school. If the student resides in a designated transport area, transportation will be provided for the current school year. If notice of the displacement occurs just prior to the start of school and the student must be transported to the alternate location, the Transportation Department may not have an opportunity to arrange the student's transportation for the first day of school. Therefore, the child may become a no-show because of a lack of a way to get to school until the bus can be routed. In this situation, the district wishes to utilize discretion in giving away an elementary child's seat because the student is a no-show.

If a campus is involved in enrolling displaced students from another school, campus personnel will need to verify a student's eligibility for transportation to the alternate location. When transportation is to be provided, the school must notify the Student Services so that they may request alternate routing for the displaced student. The campus receiving, or Student Services, the displaced student shall provide Transportation with the student's name, grade level, address, and campus assignment. Transportation and/or Student Services will contact the family regarding route information. Displaced students' transportation services are for one year only, and do not carry a guarantee of transportation to the same location for the next school year. Families of displaced students must participate in the school choice process and choose an appropriate campus for the following school year.

Exhibit 4

Estimated 2023-24 Transportation Costs



MEMO

Date: December 11, 2023

To: Dr. Ricardo Lopez, Superintendent

From: Anna Banner, Director of Transportation

RE: December 2023 Semi-Annual Report to Judge Kinkeade

Per your request, the following information is being submitted:

- The 2023-2024 estimated transportation cost associated with the court order as compared with the 2022-2023 cost:
 - 2022-2023 Actual Cost: \$ 8,341,228.36
 - 2023-2024 Estimated Transportation Cost: \$ 11,574,680.51

- There may be cost increases due to the current state of the economy, e.g., parts, with manufacturers increasing prices by 5-30 percent based on commodities such as crude oil, rubber, and steel.

Kinkeade Report – December 2023

| | Students | Academies | TDM | Days in Academic Year | Cost Per Mileage | Itemized Estimated Cost |
|-------------------|-------------|--------------------|-------------|-----------------------|------------------|-------------------------|
| Academy | 219 | Kimberlin | 402.57 | 180 | \$5.25 | \$380,428.65 |
| | 156 | Hillside | 287.00 | 180 | \$5.25 | \$271,215.00 |
| | 125 | WALNUT GLEN | 238.13 | 180 | \$5.25 | \$225,032.85 |
| | 539 | AUSTIN | 896.87 | 180 | \$5.25 | \$847,542.15 |
| | 1039 | | 1825 | | | \$1,724,218.65 |
| Bilingual | 65 | ABBETT ES | 106.34 | 180 | \$5.25 | \$100,491.30 |
| | 29 | BACK ES | 44.99 | 180 | \$5.25 | \$42,515.55 |
| | 68 | CARVER ES | 53.47 | 180 | \$5.25 | \$50,529.15 |
| | 32 | COOPER ES | 23.05 | 180 | \$5.25 | \$21,782.25 |
| | 68 | ETHRIDGE ES | 43.99 | 180 | \$5.25 | \$41,570.55 |
| | 53 | GOLDEN MEADOWS ES | 44.21 | 180 | \$5.25 | \$41,778.45 |
| | 19 | HEATHER GLEN ES | 34.68 | 180 | \$5.25 | \$32,772.60 |
| | 0 | HICKMAN ES | 24.10 | 180 | \$5.25 | \$22,774.50 |
| | 2 | LISTER ES | 20.95 | 180 | \$5.25 | \$19,797.75 |
| | 38 | PEARSON / HERFURTH | 136.73 | 180 | \$5.25 | \$129,209.85 |
| | 57 | SOUTHGATE ES | 43.38 | 180 | \$5.25 | \$40,994.10 |
| | 16 | SPRING CREEK | 21.37 | 180 | \$5.25 | \$20,194.65 |
| | 39 | STEADHAM | 107.35 | 180 | \$5.25 | \$101,445.75 |
| | 30 | WILLIAMS | 18.53 | 180 | \$5.25 | \$17,510.85 |
| | 516 | | 723 | | | \$683,367.30 |
| Classical Centers | 432 | BRANDENBURG | 1093.94 | 180 | \$5.25 | \$1,033,773.30 |
| | 260 | Vial | 714.98 | 180 | \$5.25 | \$675,656.10 |
| | 692 | | 1809 | | | \$1,709,429.40 |

| | | | | | |
|---------------------------|----------------------------|--------|-----|--------|--------------|
| Desegregation | 56 BACK ES | 5.10 | 180 | \$5.25 | \$4,819.50 |
| | 91 COYLE MS | 27.30 | 180 | \$5.25 | \$25,798.50 |
| | 89 DORSEY ES | 49.44 | 180 | \$5.25 | \$46,720.80 |
| | 145 ROWLETT ES | 43.42 | 180 | \$5.25 | \$41,031.90 |
| | 192 RHS | 50.38 | 180 | \$5.25 | \$47,609.10 |
| | 107 STEPHENS ES | 47.26 | 180 | \$5.25 | \$44,660.70 |
| | 680 | 223 | | | \$210,640.50 |
| Overflow | 19 Abbett ES | 30.56 | 180 | \$5.25 | \$28,879.20 |
| | 12 Armstrong ES | 16.50 | 180 | \$5.25 | \$15,592.50 |
| | 68 Pearson ES | 39.80 | 180 | \$5.25 | \$37,611.00 |
| | 45 Steadham ES | 39.52 | 180 | \$5.25 | \$37,346.40 |
| | 16 Liberty Grove | 13.00 | 180 | \$5.25 | \$12,285.00 |
| | 0 Montclair ES | 0.0 | 180 | \$5.25 | \$0.00 |
| | 0 Southgate ES | 0.0 | 180 | \$5.25 | \$0.00 |
| | 160 | 139 | | | \$131,714.10 |
| ESL | 203 Memorial Pathway | 162.56 | 180 | \$5.25 | \$347.81 |
| Montessori | 159 Herfurth ES | 317.16 | 180 | \$5.25 | \$299,716.20 |
| | 144 LUNA ES | 166.50 | 180 | \$5.25 | \$157,342.50 |
| | 303 | 484 | | | \$457,058.70 |
| College Career Connection | 459 Lakeview Centennial HS | 600.44 | 180 | \$5.25 | \$785.69 |
| Global Business | 256 Naaman Forest HS | 434.60 | 180 | \$5.25 | \$410,697.00 |
| | 216 Sellers MS | 374.82 | 180 | \$5.25 | \$354,204.90 |
| | 9 Weaver ES | 37.50 | 180 | \$5.25 | \$35,437.50 |
| | 481 | 847 | | | \$800,339.40 |

| | | | | | | |
|-----------------------|-------------|--------------------------|--------------|-----|--------|-----------------------|
| IB VAPA | 422 | Garland HS | 576.30 | 180 | \$5.25 | \$761.55 |
| | | | | | | |
| Collegiate/Ptech/ROTC | 62 | Sachse HS | 175.52 | 180 | \$5.25 | \$165,866.40 |
| | 0 | South Garland HS | 0.00 | 180 | \$5.25 | \$0.00 |
| | 226 | Rowlett HS | 360.82 | 180 | \$5.25 | \$340,974.90 |
| | 288 | | 536 | | | 506,841.30 |
| | | | | | | |
| Gilbreath-Reed CTC | 349 | Gilbreath- Reed CTC | 761.62 | 180 | \$5.25 | \$946.87 |
| | | | | | | |
| ECHS | 69 | South Garland HS | 173.24 | 180 | \$5.25 | \$358.49 |
| | | | | | | |
| Tech Ctr (MST) | 167 | Beaver MST | 302.88 | 180 | \$5.25 | \$286,221.60 |
| | 501 | Jackson MST | 735.96 | 180 | \$5.25 | \$695,482.20 |
| | 646 | North Garland HS | 691.16 | 180 | \$5.25 | \$653,146.20 |
| | 179 | Watson Technology Center | 507.48 | 180 | \$5.25 | \$479,568.60 |
| | 1493 | | 2237 | | | 2,114,418.60 |
| Grand Total | 7154 | | 11097 | | | \$8,341,228.36 |

Kinkeade Report - 10% Estimate – 24/25 August

| | | | | | | |
|-----------|---------|-------------|--------|-----|--------|--------------|
| Academy | 219 | Kimberlin | 402.57 | 180 | \$5.78 | \$418,833.83 |
| | 156 | Hillside | 287.00 | 180 | \$5.78 | \$298,594.80 |
| | 125 | Walnut Glen | 238.13 | 180 | \$5.78 | \$247,750.45 |
| | 539 | Austin | 896.87 | 180 | \$5.78 | \$933,103.55 |
| | 1039.00 | | 1825 | | \$5.78 | 1,898,282.63 |
| | | | | | | |
| Bilingual | 65 | Abbett ES | 106.34 | 180 | \$5.78 | \$110,636.14 |
| | 29 | Back ES | 44.99 | 180 | \$5.78 | \$46,807.60 |

| | | | | | |
|-------------------|-----------------------|---------|------|--------|----------------|
| | 68 Carver ES | 53.47 | 180 | \$5.78 | \$55,630.19 |
| | 32 Cooper ES | 23.05 | 180 | \$5.78 | \$23,981.22 |
| | 68 Ethridge ES | 43.99 | 180 | \$5.78 | \$45,767.20 |
| | 53 Golden Meadows ES | 44.21 | 180 | \$5.78 | \$45,996.08 |
| | 19 Heather Glen ES | 34.68 | 180 | \$5.78 | \$36,081.07 |
| | 0 Hickman ES | 24.10 | 180 | \$5.78 | \$25,073.64 |
| | 2 Lister ES | 20.95 | 180 | \$5.78 | \$21,796.38 |
| | 38 Person ES/Herfurth | 136.73 | 180 | \$5.78 | \$142,253.89 |
| | 57 Southgate ES | 43.38 | 180 | \$5.78 | \$45,132.55 |
| | 16 Spring Creek ES | 21.37 | 180 | \$5.78 | \$22,233.35 |
| | 39 Steadham ES | 107.35 | 180 | \$5.78 | \$111,686.94 |
| | 30 Williams ES | 18.53 | 180 | \$5.78 | \$19,278.61 |
| | 516 | | 723 | | 752,354.86 |
| | | | | | |
| Classical Centers | 432 Brandenburg | 1093.94 | 180 | \$5.78 | \$1,138,135.18 |
| | 260 Vial | 714.98 | 180 | \$5.78 | \$743,865.19 |
| | 692 | | 1809 | | 1,882,000.37 |
| | | | | | |
| Desegregation | 56 Back ES | 5.10 | 180 | \$5.78 | \$5,306.04 |
| | 91 Coyle MS | 27.30 | 180 | \$5.78 | \$28,402.92 |
| | 89 Dorsey ES | 49.44 | 180 | \$5.78 | \$51,437.38 |
| | 145 Rowlett ES | 43.42 | 180 | \$5.78 | \$45,174.17 |
| | 192 Rowlett HS | 50.38 | 180 | \$5.78 | \$52,415.35 |
| | 107 Stephens ES | 47.26 | 180 | \$5.78 | \$49,169.30 |
| | 680 | | 223 | | \$231,905.16 |
| | | | | | |
| Overflow | 19 Abbett ES | 30.56 | 180 | \$5.78 | \$31,794.62 |
| | 12 Armstrong ES | 16.50 | 180 | \$5.78 | \$17,166.60 |
| | 68 Pearson ES | 39.80 | 180 | \$5.78 | \$41,407.92 |
| | 45 Steadham ES | 39.52 | 180 | \$5.78 | \$41,116.61 |

| | | | | | | |
|---------------------------|-----|------------------------|--------|-----|--------|--------------|
| | 16 | Liberty Grove | 13.00 | 180 | \$5.78 | \$13,525.20 |
| | 0 | Montclair ES | 0.0 | 180 | \$5.78 | \$0.00 |
| | 0 | Southgate ES | 0.0 | 180 | \$5.78 | \$0.00 |
| | 160 | | 139 | | | \$145,010.95 |
| ESL | 203 | Memorial Pathway | 162.56 | 180 | \$5.78 | \$169,127.42 |
| Montessori | 159 | Herfurth ES | 317.16 | 180 | \$5.78 | \$329,973.26 |
| | 144 | Luna ES | 166.50 | 180 | \$5.78 | \$173,226.60 |
| | 303 | | 483.66 | | | \$503,199.86 |
| College Career Connection | 459 | Lakeview Centennial HS | 602.24 | 180 | \$5.78 | \$626,570.50 |
| Global Business | 256 | Naaman Forest HS | 434.60 | 180 | \$5.78 | \$452,157.84 |
| | 216 | Sellers MS | 374.82 | 180 | \$5.78 | \$389,962.73 |
| | 9 | Weaver ES | 37.50 | 180 | \$5.78 | \$39,015.00 |
| | 481 | | 847 | | | \$881,135.57 |
| IB VAPA | 422 | Garland HS | 576.30 | 180 | \$5.78 | \$599,582.52 |
| Collegiate/Ptech/ROTC | 62 | Sachse HS | 175.52 | 180 | \$5.78 | \$182,611.01 |
| | 0 | South Garland HS | 0.00 | 180 | \$5.78 | \$0.00 |
| | 226 | Rowlett HS | 360.82 | 180 | \$5.78 | \$375,397.13 |
| | 288 | | 536 | | | \$558,008.14 |
| Gilbreath-Reed CTC | 349 | Gilbreath-Reed CTC | 761.62 | 180 | \$5.78 | \$792,389.45 |
| ECHS | 69 | South Garland HS | 173.24 | 180 | \$5.78 | \$180,238.90 |

| | | | | | |
|--------------------|------------------------------|------------------|------|--------|------------------------|
| Tech Ctr (MST) | 167 Beaver MST | 302.88 | 180 | \$5.78 | \$315,116.35 |
| | 501 Jackson MST | 735.96 | 180 | \$5.78 | \$765,692.78 |
| | 646 North Garland HS | 691.16 | 180 | \$5.78 | \$719,082.86 |
| | 179 Watson Technology Center | 507.48 | 180 | \$5.78 | \$527,982.19 |
| | 1493 | | 2237 | | \$2,327,874.19 |
| Grand Total | 7154.00 | 11,099.27 | | | \$11,547,680.51 |

Exhibit 5

2023-2024 Recruiting Schedule

2023-2024 Fall Recruiting Schedule

1=HBCU Out of State, 2: HBCU In-state, 3= HSI

| Date | Code | University/College | Location |
|------------|------|--|-----------------|
| 10/4/2023 | 2 | Texas Southern University - Career Fair | Houston, TX |
| 10/4/2023 | | Henderson State University | Arkadelphia, AR |
| 10/18/2023 | | Sam Houston State Univ - Teacher Career Fair | Huntsville, TX |
| 10/18/2023 | 1 | Xavier University Career Fair | New Orleans, LA |
| 10/25/2023 | | UT Austin - College of Education Career Fair | Austin, TX |
| 11/3/2023 | | Stephen F. Austin - Teacher Job Fair | Nacogdoches, TX |
| 11/6/2023 | | TX A&M College Station - Education Career Fair | College Station |
| 11/7/2023 | 3 | TWU/ UNT Education Career Fair | TWU-Denton, TX |
| 11/8/2023 | 3 | Texas State University - Teacher Job Fair | San Marcos |
| 11/13/2023 | | Texas A&M University-Commerce | Commerce, TX |
| 11/17/2023 | 3 | University of Texas-El Paso | El Paso, TX |

2022-2023 Spring Recruiting Schedule

1=HBCU Out of State, 2: HBCU In-state, 3= HSI

| Date | Code | University/College | Location |
|-----------|------|--|-------------------|
| 2/29/2024 | 2 | TABSE | Houston, TX |
| 3/20/2024 | | Sam Houston State Univ - Teacher Career Fair | Huntsville, TX |
| 3/21/2024 | 1 | Tennessee State University | Nashville, TN |
| 3/22/2024 | | Midwestern State University | Wichita Falls, TX |
| 3/25/2024 | | TX A&M College Station - Education Career Fair | College Station |
| 3/25/2024 | | UT Arlington | Arlington, TX |
| 3/28/2024 | 1 | Jackson State University | Jackson, MS |
| 4/3/2024 | 3 | Texas State University - Teacher Job Fair | San Marcos |
| 4/5/2024 | | Louisiana State University | Baton Rouge, LA |
| 4/9/2024 | 3 | TWU/ UNT Education Career Fair | TWU-Denton, TX |
| 4/12/2024 | | Stephen F. Austin - Teacher Job Fair | Nacogdoches, TX |
| 4/22/2024 | | NCTASPA | Arlington, TX |
| TBA | 2 | Texas Southern University - Career Fair | Houston, TX |
| TBA | 1 | Grambling State University | Grambling, LA |
| TBA | 2 | Prairie View A&M University | Prairie View, TX |

Exhibit 6

Campus Consolidation Plan

**IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF TEXAS
DALLAS DIVISION**

**UNITED STATES OF AMERICA,
Plaintiff,**

§
§
§
§
§
§
§
§

vs.

CASE NO. 3:70-cv-04100-K

**THE TEXAS EDUCATION
AGENCY, et al.
Defendant.**

**GARLAND INDEPENDENT SCHOOL DISTRICT’S UNOPPOSED MOTION FOR APPROVAL OF
CONSOLIDATION PLAN**

TO THE HONORABLE UNITED STATES DISTRICT COURT JUDGE:

NOW COME Garland Independent School District (“Garland ISD”) and files this Unopposed Motion for Approval of Garland ISD’s Consolidation Plan (“Motion”), and in support thereof would show:

BACKGROUND

As the Court is aware from Garland ISD’s status reports, Garland ISD constantly monitors for operational changes that may benefit the students and employees of Garland ISD. In light of declining enrollment statistics, Garland ISD has determined that a Consolidation Plan needs to be implemented to ensure optimization of the learning environment for its students in a fiscally responsible manner.

On November 14, 2023, Garland ISD’s Board of Trustees approved the Consolidation Plan (described in Exhibit 1 to this Motion) and authorized Garland ISD to seek the Court’s approval of the Consolidation Plan. As required by the Sep. 10, 1970 Desegregation Order, the July 14, 1987 Agreed Judgment and the Nov. 12, 1987 Order, Garland ISD, prior to seeking the Court’s

approval, submitted the Consolidation Plan to the Court’s Multi-Ethnic Committee (“MEC”), so that the MEC may evaluate and opine on the Consolidation Plan.

On November 16, 2023, Garland ISD presented the Consolidation Plan to the MEC. After review, the MEC is unopposed to the Consolidation Plan. Garland NAACP (“GNAACP”) and the Department of Justice are also unopposed to implementation of the Consolidation Plan.

CONCLUSION

For the reasons presented above, Garland ISD requests that Garland ISD’s Consolidation Plan be approved.

Respectfully submitted,

/s/ Carlos G. Lopez
CARLOS G. LOPEZ
State Bar No. 12562953
clopez@thompsonhorton.com

THOMPSON & HORTON LLP
Ross Tower
500 North Akard Street, Suite 3150
Dallas, Texas 75201
(972) 853-5115 – Telephone
(972) 692-8334 – Facsimile

*Attorney for Defendant Garland
Independent School District*

CERTIFICATE OF CONFERENCE

The undersigned hereby certifies that the subject and content of the foregoing motion were presented to the MEC, GNAACP and the United States of America Department of Justice. None of the parties are opposed to the relief sought in this Motion.

/s/ Carlos G. Lopez
Carlos G. Lopez

CERTIFICATE OF SERVICE

The undersigned hereby certifies that a true and correct copy of this document has been served upon all parties through their counsel of record on December 12, 2023 via the Court's Electronic Filing System.

/s/ Carlos G. Lopez
Carlos G. Lopez

EXHIBIT 1

A young girl with long dark hair, wearing a purple cardigan and dark pants, stands on the left side of the frame. She is carrying a large, patterned backpack. The background is a stylized city skyline with several construction cranes, rendered in a light blue and white color palette. The sky is bright with soft, white clouds. The overall composition is clean and modern.

SCHOOL CONSOLIDATION

MULTI-ETHNIC COMMITTEE PRESENTATION

THE WHY



Fiscal Responsibility



Optimize Learning Environments



Declining Enrollment

CURRENT ENROLLMENT AT CONSOLIDATION CAMPUSES



CENTERVILLE

ENROLLMENT = 278



WILLIAMS

ENROLLMENT = 245



FREEMAN

ENROLLMENT = 287



HANDLEY

ENROLLMENT = 382



PARK CREST

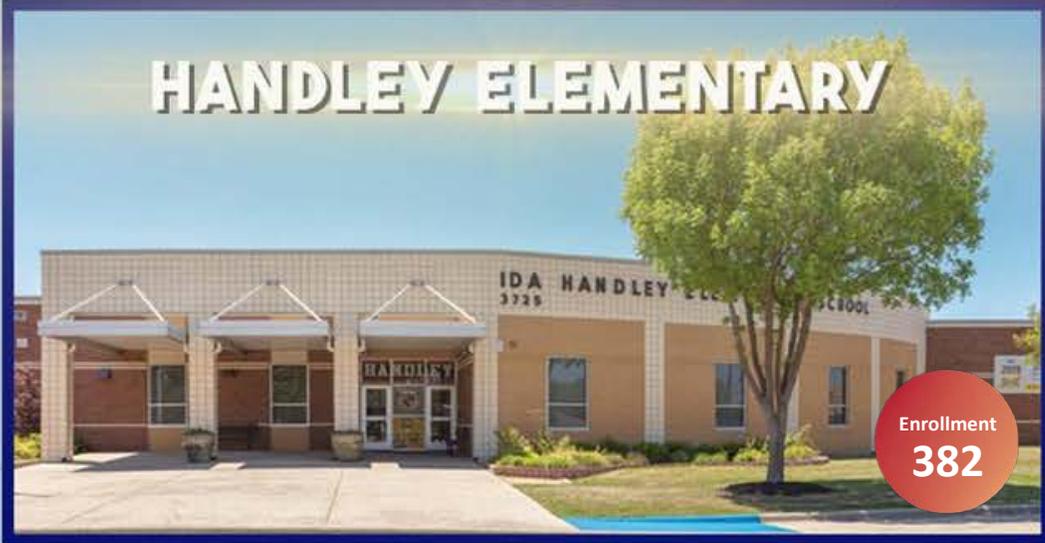
ENROLLMENT = 335



GOLDEN MEADOWS

ENROLLMENT = 452

STAGE 1 GISD CONSOLIDATION



SITE LOCATION

**HANDLEY
ELEMENTARY**

ENROLLMENT = 660

STAGE 1 GISD CONSOLIDATION



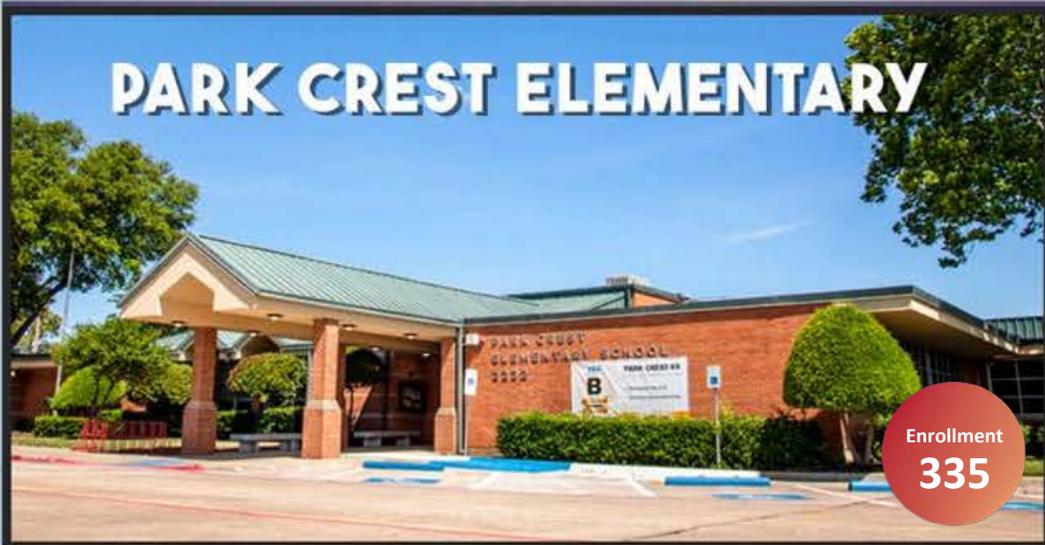
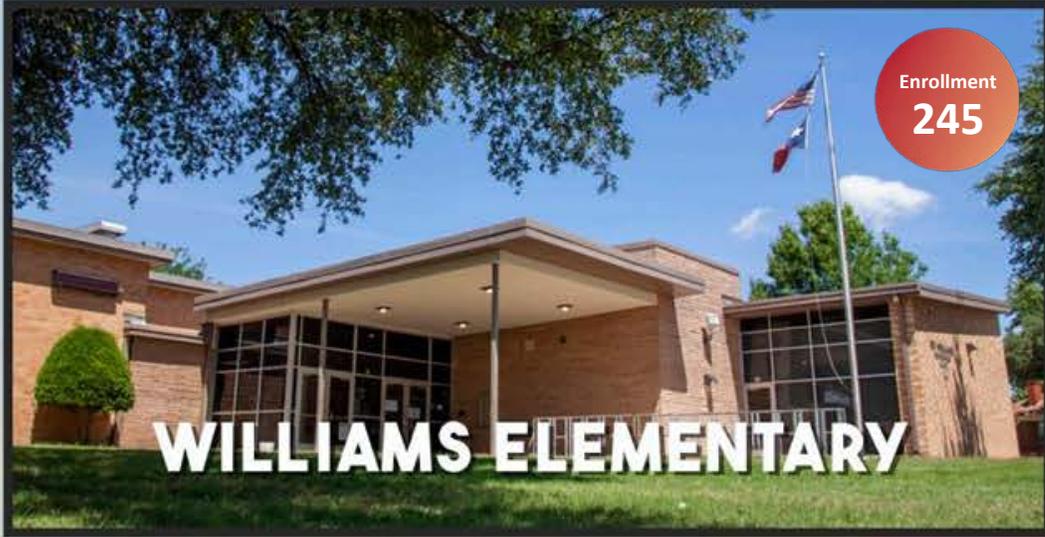
SITE LOCATION

**GOLDEN MEADOWS
ELEMENTARY**

ENROLLMENT = 739



STAGE 1 GISD CONSOLIDATION

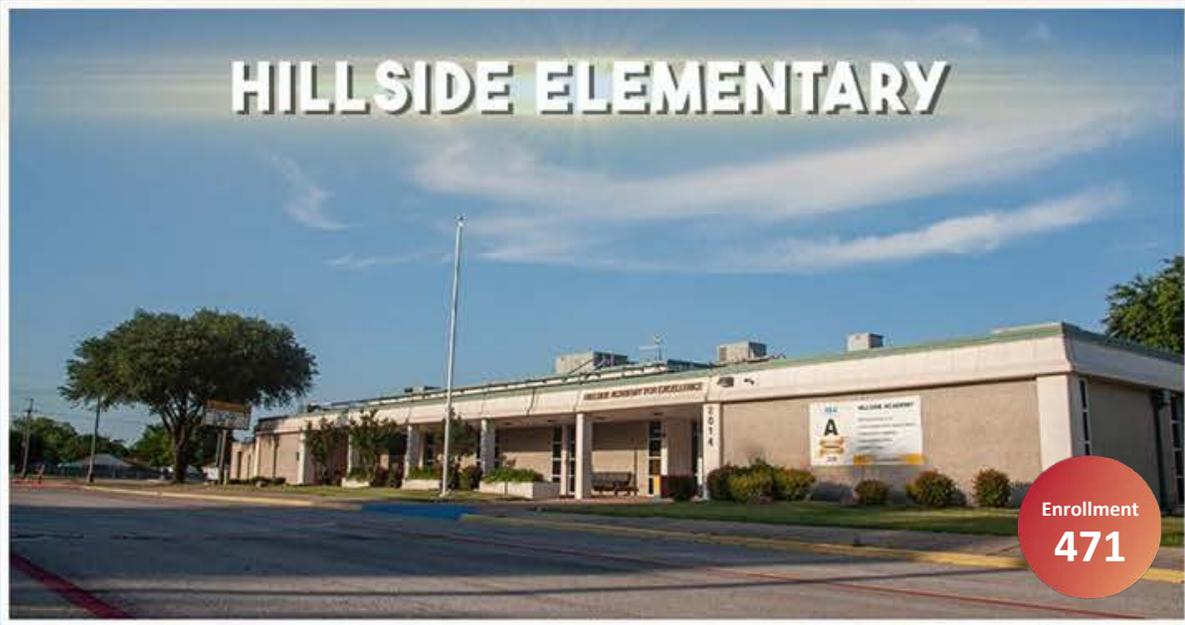


SITE LOCATION

**PARK CREST
ELEMENTARY**

ENROLLMENT = 580

STAGE 1 GISD CONSOLIDATION



SITE LOCATION

CENTERVILLE ELEMENTARY

(SWING CAMPUS)

A red rectangular box with a blue border contains the text "CENTERVILLE ELEMENTARY" in white. Above the box, the text "SITE LOCATION" is written in white, with two white curved arrows pointing to the box. Below the box, the text "(SWING CAMPUS)" is written in blue. The background features several faint red star outlines.

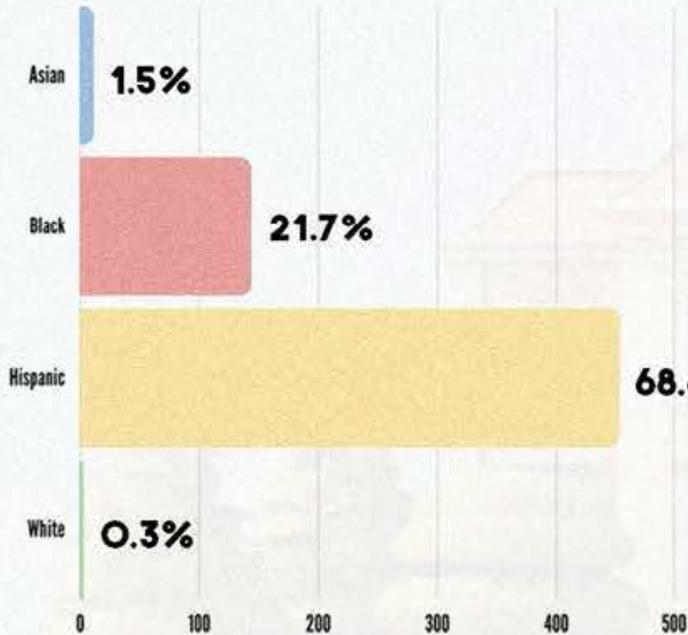


NEW SCHOOL ENROLLMENT & DEMOGRAPHICS

Case 3:07-cv-00400-K Document 884 Filed 12/15/23 Page 123 of 233 PageID 16925

HANDLEY STEM ELEMENTARY

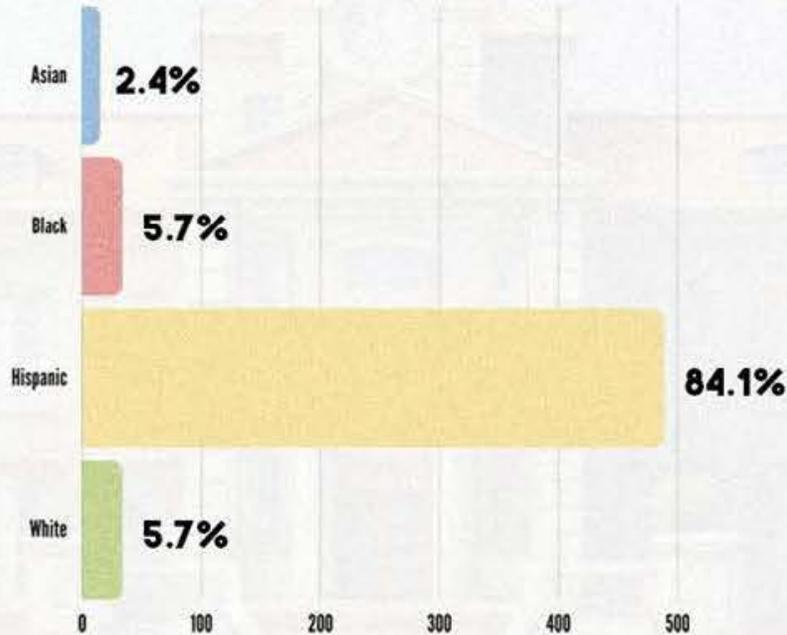
"CENTERVILLE ELEMENTARY"



ENROLLMENT = 660

WILLIAMS ELEMENTARY

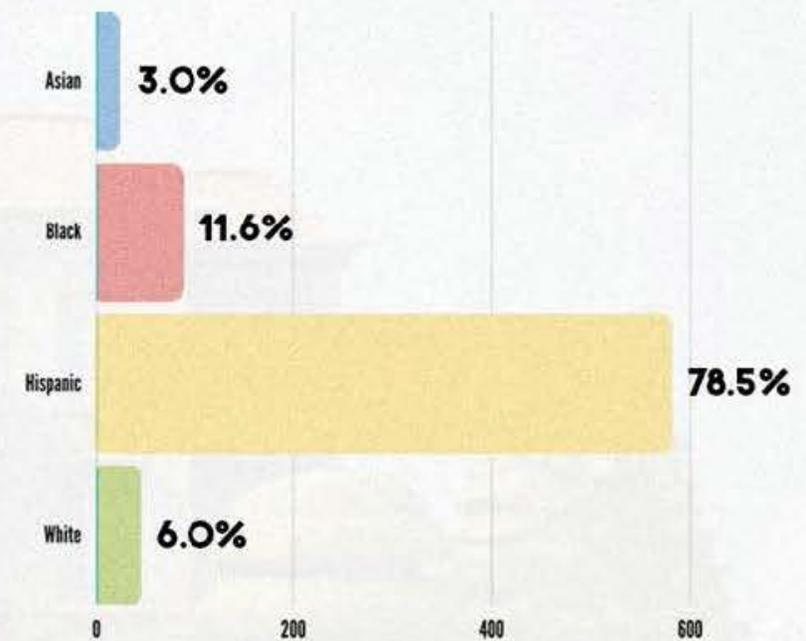
"PARK CREST ELEMENTARY"



ENROLLMENT = 580

FREEMAN ELEMENTARY

"GOLDEN MEADOWS ELEMENTARY"

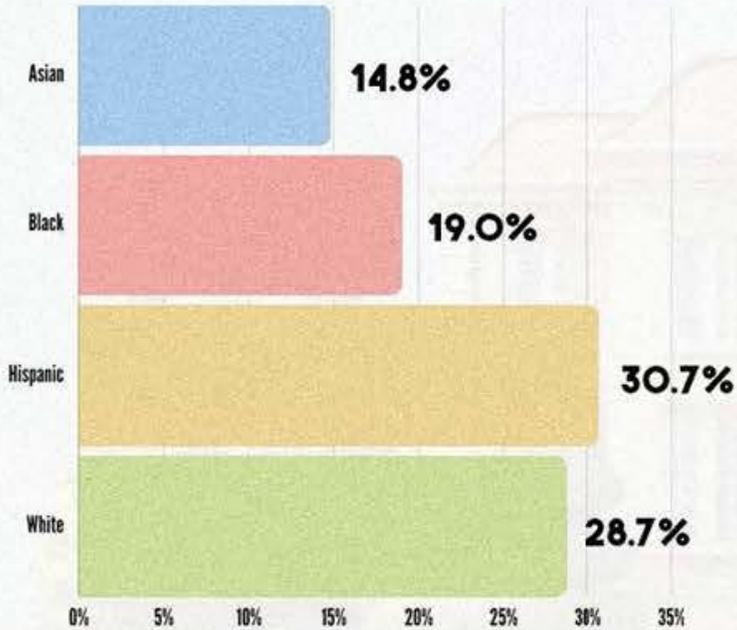


ENROLLMENT = 739

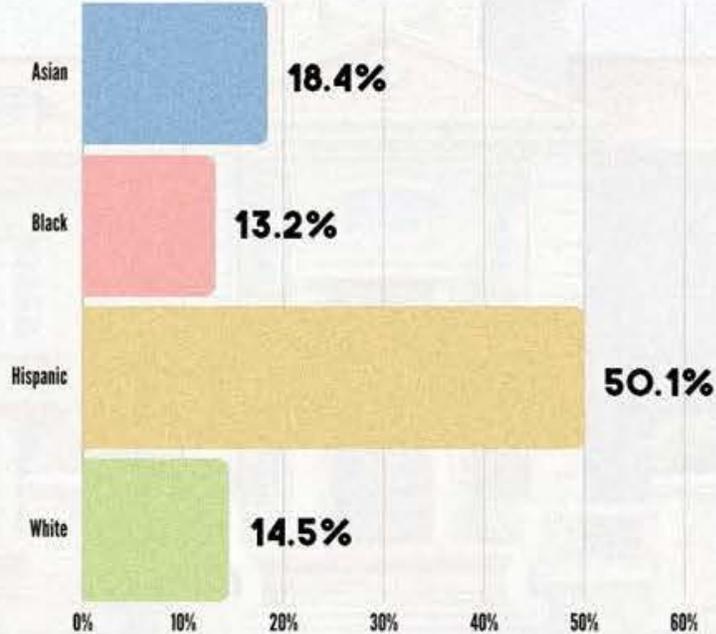
NEW SCHOOL DEMOGRAPHICS

Case 3:20-cv-01009-K Document 884 Filed 12/15/23 Page 124 of 233 PageID 166936

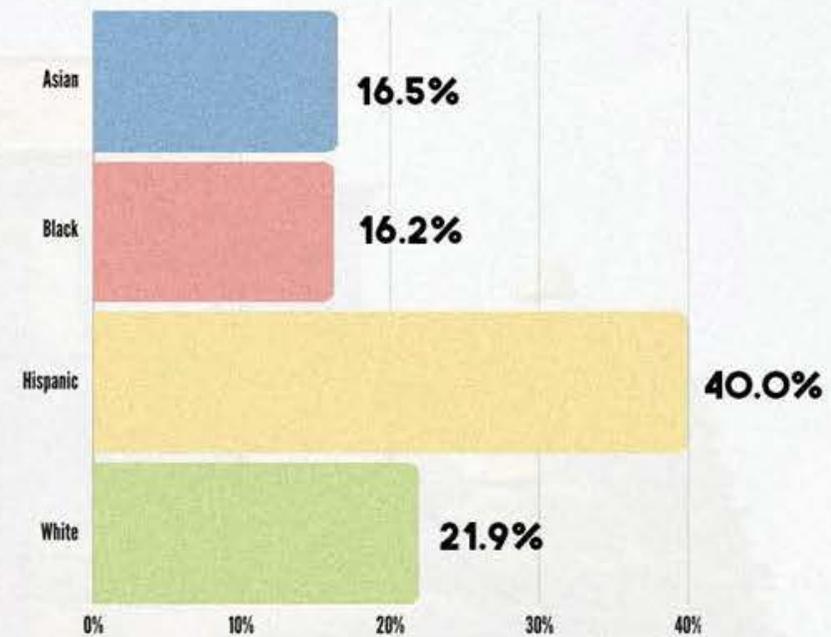
KIMBERLIN ELEMENTARY

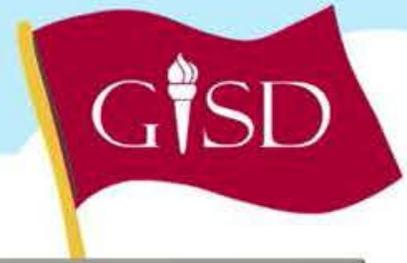


HILLSIDE ELEMENTARY



COMBINED CAMPUSES





PORTABLES TO ACCOMMODATE THE MOVES





MINIMAL IMPACT ON TRANSPORTATION

STAFF TIMELINES FOR ASSIGNMENT



ADMINISTRATORS
JANUARY



TEACHERS
MARCH



SUPPORT STAFF
APRIL

TEACHER ASSIGNMENTS FOR CONSOLIDATION

- ★ SURVEY FOR PREFERENCES
- ★ TRANSFER OPPORTUNITIES
- ★ ASSIGN POSITIONS
- ★ HOLISTIC ASSIGNMENT RUBRIC
 - Student enrollment
 - Certification
 - Teaching assignments
 - Tenure



| | |
|-------------------------|--|
| Week of October 30..... | Staff Meetings |
| November 14..... | Special Called Meeting - Possible Board Vote |
| November 16..... | Special Called MEC Meeting for Feedback |
| November 28..... | Regular Board Meeting - Possible Board Vote Motion to Judge |
| December 15..... | Kinkeade Report Submission |
| January 2024..... | Administrator Assignments |
| January 8..... | Choice of School: 1st-12th Starts |
| February 16..... | Choice of School Ends |
| End of March..... | Teacher Assignments |
| End of April..... | Support Staff Assignments |
| May 31..... | Begin Moving |



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GISD CONSOLIDATION COMMUNITY MEETINGS

CENTERVILLE & HANDLEY FAMILIES

SOUTH GARLAND AUDITORIUM

December 4 6:30- 7:30 PM

HILLSIDE FAMILIES

HILLSIDE CAFETERIA

December 5 6:30- 7:30 PM

WILLIAMS & PARK CREST FAMILIES

SAM HOUSTON CAFETERIA

December 5 6:30- 7:30 PM

FREEMAN & GOLDEN MEADOWS FAMILIES

BUSSEY CAFETERIA

December 7 6:30- 7:30 PM



FEEDBACK?

Enrollment by Race/Ethnicity

| Campus Name | Enrollment (10/6/2023) | American Indian or Alaska Native | | Asian | | Black or African American | | Hispanic/Latino | | Native Hawaiian or Other Pacific Islander | | Two or More Races | | White | |
|-----------------------|---------------------------|-------------------------------------|------|-------|------|------------------------------|-------|-----------------|-------|---|------|----------------------|------|-------|------|
| | | N | % | N | % | N | % | N | % | N | % | N | % | N | N |
| <i>Handley</i> | 660 | 3 | 0.5% | 10 | 1.5% | 143 | 21.7% | 453 | 68.6% | - | - | 22 | 3.3% | 2 | 0.3% |
| Centerville | 278 | 2 | 0.7% | 5 | 1.8% | 24 | 8.6% | 227 | 81.7% | - | - | 4 | 1.4% | 16 | 5.8% |
| Handley | 382 | 1 | 0.3% | 5 | 1.3% | 119 | 31.2% | 226 | 59.2% | - | - | 18 | 4.7% | 13 | 3.4% |
| <i>Park Crest</i> | 580 | - | - | 14 | 2.4% | 33 | 5.7% | 488 | 84.1% | - | - | 12 | 2.1% | 33 | 5.7% |
| Park Crest | 335 | - | - | 13 | 3.9% | 21 | 6.3% | 278 | 83.0% | - | - | 5 | 1.5% | 18 | 5.4% |
| Williams | 245 | - | - | 1 | 0.4% | 12 | 4.9% | 210 | 85.7% | - | - | 7 | 2.9% | 15 | 6.1% |
| <i>Golden Meadows</i> | 739 | 2 | 0.3% | 22 | 3.0% | 86 | 11.6% | 580 | 78.5% | 2 | 0.3% | 3 | 0.4% | 44 | 6.0% |
| Freeman | 287 | 2 | 0.7% | 5 | 1.7% | 28 | 9.8% | 231 | 80.5% | - | - | 2 | 0.7% | 19 | 6.6% |
| Golden Meadows | 452 | - | - | 17 | 3.8% | 58 | 12.8% | 349 | 77.2% | 2 | 0.4% | 1 | 0.2% | 25 | 5.5% |

IN THE UNITED STATES DISTRICT COURT
FOR THE NORTHERN DISTRICT OF TEXAS
DALLAS DIVISION

UNITED STATES OF AMERICA,

§

Plaintiff,

§

§

v.

§

Civil No. 3:70-CV-04100-K

§

§

THE TEXAS EDUCATION

§

AGENCY et al.,

§

§

Defendants.

§

ORDER

Before the Court is Defendant Garland Independent School District’s Unopposed Motion for Approval of Consolidation Plan (the “Motion”). Doc. No. 84. Having carefully considered the Motion, the associated brief and exhibit, and the record in this case, the Court **GRANTS** the Motion.

SO ORDERED.

Signed December 13th, 2023.



ED KINKEADE

UNITED STATES DISTRICT JUDGE



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Trustees' Report

Discussion Item

Executive Summary:

Trustees report to other trustees, the administrative staff and the public of activities that impact the Board's governance of the District. Trustees may report on the following subjects:

1. Trustee attendance at recent district and community events.
2. Announcement of upcoming district and community events.
3. Recognition of outstanding performance by district staff and students.
4. Recognition of new programs and special activities.
5. Message from Board President.

Administrative Recommendations:

Provided for your information and discussion.

January 22, 2024 - January 28, 2024

| January 2024 | | | | | | | February 2024 | | | | | | |
|--------------|----|----|----|----|----|----|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | 1 | 2 | 3 | 4 | 5 | 6 | | | | | 1 | 2 | 3 |
| 7 | 8 | 9 | 10 | 11 | 12 | 13 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 14 | 15 | 16 | 17 | 18 | 19 | 20 | 11 | 12 | 13 | 14 | 15 | 16 | 17 |
| 21 | 22 | 23 | 24 | 25 | 26 | 27 | 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 28 | 29 | 30 | 31 | | | | 25 | 26 | 27 | 28 | 29 | | |

Monday, January 22

Tuesday, January 23

5:00pm - 8:00pm Board Meeting-Leadership Garland (Board Room)

Wednesday, January 24

6:00pm - 9:00pm TASB Grassroots Meeting (Region 10 Service Center)

Thursday, January 25

4:00pm - 5:00pm Dr. Russell's Retirement Celebration (GRCTC Lecture Hall) - Jenny Graves

6:00pm - 8:00pm Rowlett Chamber Banquet (Rowlett Community Center) - Mechelle Hogan

Friday, January 26

Saturday, January 27

11:00am - 3:00pm 2024 Lunar New Year Celebration (Cali Saigon Mall) - Ricardo Lopez

Sunday, January 28

January 29, 2024 - February 4, 2024

January 2024

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | 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 2024

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 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 | | |

Monday, January 29

10:30am - 12:00pm 92nd Annual Garland Chamber Meeting
(Granville Arts Center)

Tuesday, January 30

Wednesday, January 31

Thursday, February 1

Friday, February 2

Groundhog Day (United States)

Saturday, February 3

Sunday, February 4

February 5, 2024 - February 11, 2024

| February 2024 | | | | | | |
|---------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 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 | | |

| March 2024 | | | | | | |
|------------|----|----|----|----|----|-----|
| Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | | | 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 | | | | | | |

Monday, February 5

Tuesday, February 6

Wednesday, February 7

9:00am - 10:00am Copy: Council of PTAs Delegate Meeting (HH Annex - Garland Room) - Ricardo Lopez

Thursday, February 8

Friday, February 9

Saturday, February 10

Sunday, February 11

February 12, 2024 - February 18, 2024

| February 2024 | | | | | | | March 2024 | | | | | | |
|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 | | | | | | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | | 31 | | | | | | |

Monday, February 12

Tuesday, February 13

11:30am - 1:00pm Sachse Chamber of Commerce Luncheon (Chase Oaks Church, 5434 S. State Hwy 78, Sachse, TX) - Ricardo Lopez

3:00pm - 5:00pm Finance, Facilities and Operations Committee Meeting (Board Room)

4:30pm - 6:00pm Board Bond Committee (Boardroom) - GISD Board of Trustees

6:00pm - 8:00pm Academic and District Affairs Committee Meeting (Board Room) - Mechelle Hogan

Wednesday, February 14

Valentine's Day (United States)

11:30am - 1:00pm Rowlett Chamber of Commerce (Rowlett Community Center) - Ricardo Lopez

Thursday, February 15

Friday, February 16

Saturday, February 17

Sunday, February 18

February 19, 2024 - February 25, 2024

February 2024

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | 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 | | |

March 2024

| Su | Mo | Tu | We | Th | Fr | Sa |
|----|----|----|----|----|----|----|
| | | | | | 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 | | | | | | |

Monday, February 19

- Presidents' Day (United States)
- Staff Development

Tuesday, February 20

Wednesday, February 21

Thursday, February 22

Friday, February 23

6:30pm - 8:30pm Garland ISD FACE Dept. Black History Month Celebration - SAVE THE DATE (Granville Arts Center 300 N. 5th Street Garland, Texas 75040)

Saturday, February 24

Sunday, February 25

5:00pm - 9:00pm Greater Dallas Taiwanese Chamber of Commerce Lunar New Year Gala (Renaissance Dallas Addison Hotel) - Mechelle Hogan

February 26, 2024 - March 3, 2024

| February 2024 | | | | | | | March 2024 | | | | | | |
|---------------|----|----|----|----|----|----|------------|----|----|----|----|----|----|
| Su | Mo | Tu | We | Th | Fr | Sa | Su | Mo | Tu | We | Th | Fr | Sa |
| | | | | 1 | 2 | 3 | | | | | | 1 | 2 |
| 4 | 5 | 6 | 7 | 8 | 9 | 10 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 11 | 12 | 13 | 14 | 15 | 16 | 17 | 10 | 11 | 12 | 13 | 14 | 15 | 16 |
| 18 | 19 | 20 | 21 | 22 | 23 | 24 | 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 25 | 26 | 27 | 28 | 29 | | | 24 | 25 | 26 | 27 | 28 | 29 | 30 |
| | | | | | | | 31 | | | | | | |

Monday, February 26

6:30pm - 7:30pm Copy: MEC Meeting (Student Services) - Ricardo Lopez

Tuesday, February 27

5:00pm - 8:00pm Board Meeting (Board Room)

Wednesday, February 28

Thursday, February 29

8:00am - 1:00pm Special Olympics Basketball Competition
(Naaman Forest High School) - Ricardo Lopez

Friday, March 1

Saturday, March 2

Sunday, March 3



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Superintendent's Report

Discussion Item

Executive Summary:

Dr. López will provide an update on District and community events.

Administrative Recommendations:

Provided for your information and discussion.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Ricardo López, Superintendent

Subject: Future Agenda Items

Discussion Item

Executive Summary:

Trustees may submit items to be placed on future Board Meeting agendas.

Administrative Recommendations:

For discussion.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of Human Resources Report

Consent Agenda

Executive Summary:

Please see attached recommendations for new personnel, terminations, leaves of absence, and resignations for the 2023-2024 school year.

Administrative Recommendations:

Administration recommends approval.

Financial Impact and Funding Source:

N/A

Administrative New Hires
January 2024

Administrative New Hires to Date: 19

Current: 1

Total: 20

Administrative New Hires

| School/Dept. | Last Name | First Name | Exp | College | Degree | Job Title | Effective Date |
|--------------|------------|------------|-----|------------|--------|----------------------------|----------------|
| Finance Dept | Valenzuela | Arturo | 9 | UT-El Paso | MS | Executive Director Finance | 1/16/24 |

Administrative - Transfers to Date: 35

Current:

Total:

Administrative Appointments/Transfers

| Job Title | Last Name | First Name | Exp | Current Position | Degree | New Campus/Department | Effective Date |
|-----------|-----------|------------|-----|------------------|--------|-----------------------|----------------|
|-----------|-----------|------------|-----|------------------|--------|-----------------------|----------------|

Professional New Hires
January 2024

New Hires to Date: 550

Current: 14

Total: 564

| School/Dept. | Last Name | First Name | Exp | College | Degree | Job Title | Effective Date |
|---------------------|-------------|------------|-----|---|--------|---------------------------|----------------|
| Abbett Elem | Salazar | Natalie | 0 | TWU | BS | Teacher | 1/4/24 |
| Abbett Elem | Wright | James | 18 | Troy University | BS | Teacher | 1/4/24 |
| | | | | Texas A&M Commerce | M.ED | | |
| Back Elem | Anthony | Mariah | 0 | DCCCD | B.A.S. | Teacher | 1/16/24 |
| Communications Dept | Bartholomew | Typhanie | 7 | Arkansas St Univ | MA | Communications Coordinato | 1/4/24 |
| | | | | UNT | BA | | |
| Coyle MS | Page | Jordan | 0 | DCCCD | BA | Teacher | 1/8/24 |
| Davis Elem | Del Rosario | Giovanna | 24 | Universidad Interamericana De Puerto Rico | BA | Teacher | 1/4/24 |
| Davis Elem | Spencer | Leatrice | 0 | UT Austin | BS | Teacher | 1/16/24 |
| Garland HS | Ditty | Theodore | 13 | UT Dallas | BA | Teacher | 1/4/24 |
| Naaman Forest HS | Dimarco | Rebecca | 0 | Penn St Univ | MS | Teacher | 1/4/24 |
| | | | | Univ of Dallas | BSS | | |
| Northlake Elem | Alexander | Nicholas | 0 | Univ of Houston | BS | Teacher | 1/4/24 |
| Pearson Elem | Jones | Alicia | 1 | SMU | BSS | Teacher | 1/4/24 |
| Pearson Elem | Lambert | Tori | 3 | Sam Houston | BS | Teacher | 1/4/24 |
| Steadham Elem | Martinez | Ashli | 0 | TWU | BS | Teacher | 1/9/24 |
| Webb MS | Brown | Vincent | 7 | McMurry University | BA | Teacher | 1/8/24 |

Paraprofessional
Resignations Retirements
January 2024

ParaProfessional Resignation/Retirements:
January 2024

Approved to Date: 147
Current: 24
Total: 171

| <u>School/Dept.</u> | <u>Name</u> | <u>Job Title</u> | <u>Experience</u> | <u>Reasons</u> | <u>Effective Date</u> |
|---|--------------------------|---------------------------------------|-----------------------------|--------------------------------------|-----------------------|
| Armstrong Elementary School | Green, Kimberly | Aide/SPED ECSE | 20 years with GISD | Resignation/Health Reasons | 12/31/2023 |
| Austin Academy for Excellence | Camp, Carson | Aide/SPED ALE | 2 years/0 years with GISD | Resignation/Professional Development | 12/31/2023 |
| Beaver Technology Center for Math & Science | Armenta Polanco, Rufina | Aide/SPED ABC | 0 years with GISD | Resignation/Personal | 1/15/2024 |
| Bradfield Elementary School | Moran, Stephanie | Aide/Library | 2 years with GISD | Resignation/Personal | 1/19/2024 |
| Bullock Elementary School | Guardiola, Elsa | Aide/SPED CBSE IDEA B | 15 years/12 years with GISD | Retirement/TRS | 1/31/2024 |
| Carver Elementary School | Moreno, Bianca | Aide/PE | 0 years with GISD | Resignation/Career Change | 11/27/2023 |
| Couch Elementary School | Heras, Xitlalic | Aide/Instructional Emergent Bilingual | 2 years with GISD | Resignation/Personal | 1/3/2024 |
| Daugherty Elementary School | Rodriguez, Jacqueline | Aide/SPED ABC | 0 years with GISD | Resignation/Personal | 11/27/2023 |
| Freeman Elementary School | Kilpatrick, Ferne | Aide/SPED ECSE Inclusion | 22 years with GISD | Retirement/TRS | 12/31/2023 |
| Golden Meadows Elementary School | Alexander, Kathryn | Aide/SPED ALE | 9 years with GISD | Resignation/Personal | 1/2/2024 |
| Harris Hill Building | Calderon Portillo, Lidia | Aide/Clinic Floater | 2 years with GISD | Resignation/Career Change | 12/29/2023 |
| Heather Glen Elementary School | Parker, Grace | Aide/Prekindergarten | 0 years with GISD | Resignation/Personal | 1/12/2024 |
| Hudson Middle School | White, Teresita | Aide/SPED ALE | 5 years with GISD | Resignation/Personal | 1/10/2024 |
| Montclair Elementary School | Santamaria, Leslie | Aide/Bilingual ESL Pre-K | 2 years with GISD | Resignation/Personal | 12/15/2023 |
| North Garland High School | Contreras, Genesis | Accounting Clerk | 4 years with GISD | Resignation/Personal | 1/1/2024 |
| Parsons Prekindergarten School | Chinn, Kristen | Aide/Prekindergarten | 5 years with GISD | Resignation/Finish Year Only | 5/31/2024 |
| Rowlett Elementary School | Anya, Vernice | Aide/SPED ABC | 16 years/13 years with GISD | Resignation/Health Reasons | 1/4/2024 |
| Rowlett Elementary School | Ruvalcaba, Roxane | Aide/SPED ABC | 2 years with GISD | Resignation/Career Change | 1/4/2024 |
| Sachse High School | Wynn, Kyle | Aide/SPED FBE | 5 years with GISD | Resignation/Career Change | 1/19/2024 |
| Sewell Elementary School | Zarrag, Nyla | Aide/PE | 0 years with GISD | Resignation/Personal | 12/15/2023 |
| Spring Creek Elementary School | Koh, Hannah | Aide/Prekindergarten | 0 years with GISD | Resignation/Personal | 1/12/2024 |
| Weaver Elementary School | Villarreal, Laura | Aide/Instructional Emergent Bilingual | 2 years/0 years with GISD | Resignation/Other | 12/15/2023 |
| Webb Middle School | Hobbs, Angela | Assistant Manager Intern | 5 years with GISD | Resignation/Personal | 12/8/2023 |
| Williams Elementary School | Aceves, Patricia | Aide/SPED ALE | 18 years/0 years with GISD | Resignation/Relocation | 12/15/2023 |

Professional
Resignations Retirements
January 2024

Professional Resignation/Retirements:
January 2024

Approved to Date: 103

Current: 43

Total: 146

| School/Dept. | Name | Job Title | Experience | Reasons | Effective Date |
|---|-------------------------|--|-----------------------------|---------------------------------|----------------|
| Back Elementary School | Espino, Maricela | Teacher/5th Gr. | 0 years with GISD | Resignation/Health Reasons | 12/15/2023 |
| Bullock Elementary School | Sawers, Geraldina | Teacher/Bilingual 1st Gr. | 22 years/10 years with GISD | Retirement/TRS | 12/31/2023 |
| Carver Elementary School | Kruger, Silvina | Teacher/Bilingual 2nd Gr. | 1 year with GISD | Resignation/Finish Year Only | 5/31/2024 |
| Classical Center at Brandenburg Middle School | Britton, Lauren | Teacher/ESL | 2 years with GISD | Resignation/Career Change | 12/26/2023 |
| Cooper Elementary School | Penning, Brooke | Teacher/Kindergarten | 1 year with GISD | Resignation/Health Reasons | 2/2/2024 |
| Coyle Middle School | House, Karen | Librarian | 22 years/6 years with GISD | Resignation/Career Change | 1/8/2024 |
| Coyle Middle School | Catherine Noble Miller | Teacher/Reading 6 | 8 years/1 years with GISD | Resignation/Personal | 12/15/2023 |
| Coyle Middle School | Noble Miller, Catherine | Teacher/Reading 6th Gr. | 8 years/5 years with GISD | Resignation/Career Change | 1/26/2024 |
| Daugherty Elementary School | Cross, SarahLyn | Teacher/Art | 4 years with GISD | Resignation/Other | 1/1/2024 |
| Daugherty Elementary School | Fields, Sydney | Teacher/SPED ABC | 4 years/0 years with GISD | Resignation/Relocation | 1/12/2024 |
| Golden Meadows Elementary School | Reza, Rafael | Teacher/SPED CBSE Bilingual | 0 years with GISD | Resignation/Health Reasons | 2/1/2024 |
| Harris Hill Building | Garcia, Kelly | Extended Learning Program Administrator TCLAD | 23 years with GISD | Resignation/Other Texas School | 1/19/2024 |
| Harris Hill Building | Russell, Susanna | Chief Leadership Officer | 38 years/8 years with GISD | Retirement/TRS | 1/31/2024 |
| Harris Hill Building | Aguilar, Cynthia | Administrator Title IX Coordinator | 20 years/0 years with GISD | Resignation/Relocation | 1/5/2024 |
| Harris Hill Building | Jackson, Shannon | Curriculum Support Teacher TCLAS | 10 years/8 years with GISD | Resignation/Moving out of State | 1/19/2024 |
| Harris Hill Building | Querin, Gregory | Curriculum Support Teacher TCLAS | 6 years/4 years with GISD | Resignation/Career Change | 1/5/2024 |
| Harris Hill Building | Stowe, Melody | Nurse Early College Northlake | 9 years/1 year with GISD | Resignation/Career Change | 1/12/2024 |
| Harris Hill Building | Woods, Tori | Hum Res Temp Dis Susp (Prof) Pool | 14 years/1 year with GISD | Resignation/Other | 3/31/2024 |
| Hillside Academy for Excellence | Palmer, Sonya | Principal | 31 years/11 years with GISD | Retirement/TRS | 6/27/2024 |
| Lakeview Centennial High School | Singleton, Shirlene | Campus Facilitator Idea B | 28 years/20 years with GISD | Retirement/TRS | 5/31/2024 |
| Lister Elementary School | Skinner, Claire | Teacher/4th Gr. | 1 year with GISD | Resignation/Relocation | 1/2/2024 |
| Memorial Pathway Academy | Russo, Nicholas | Teacher/Newcomer ESL English | 0 years with GISD | Resignation/Health Reasons | 11/24/2023 |
| Montclair Elementary School | Edwards, Lauren Ashley | Teacher/3rd Gr. | 0 years with GISD | Resignation/Personal | 12/15/2023 |
| Northlake Elementary School | Crocker, Kaley | Teacher/1st Gr. | 0 years with GISD | Resignation/Career Change | 12/15/2023 |
| O'Banion Middle School | Garcia, Adam | Teacher/Theater Arts | 1 year/0 years with GISD | Resignation/Career Change | 11/17/2023 |
| Park Crest Elementary School | Pope, Renee | Teacher/5th Gr. | 9 years/0 years with GISD | Resignation/Personal | 12/31/2023 |
| Park Crest Elementary School | Zubia, Amanda | Teacher 4th Gr. | 0 years with GISD | Resignation/Career Change | 1/8/2024 |
| Pearson Elementary School | Baag, Melissa | Counselor | 18 years with GISD | Resignation/Personal | 2/16/2024 |
| Pearson Elementary School | Varndell, Kayla | Teacher/Art | 5 years/1 year with GISD | Resignation/Moving out of State | 1/1/2024 |
| Pearson Elementary School | Jones, Alicia | Teacher/Art | 2 years with GISD | Resignation/Finish Year Only | 5/31/2024 |
| Roach Elementary School | Johnson, Ekyrah | Teacher/1st Gr. | 0 years with GISD | Resignation/Personal | 11/29/2023 |
| Rowlett High School | Clegg, Diane | Teacher/Art | 18 years with GISD | Retirement/TRS | 5/31/2024 |
| Rowlett High School | Gambill, Cody | Teacher/Social Studies Coach | 11 years/2 years with GISD | Resignation/Career Change | 1/26/2024 |
| Sellers Middle School | Crockett, Ashley | Teacher/PE Coach | 0 years with GISD | Resignation/Personal | 5/31/2024 |
| Shugart Elementary School | Robinson, Latricia | Teacher/5th Gr. | 0 years with GISD | Resignation/Personal | 11/10/2023 |
| South Garland High School | Byrd, Christopher | Teacher/Social Studies | 2 years/0 years with GISD | Resignation/Health Reasons | 1/8/2024 |
| South Garland High School | Green, Carl | Teacher/Science | 3 years with GISD | Resignation/Personal | 2/8/2024 |
| Southgate Elementary School | James, Brittany | Teacher/SPED CBSE IDEA B | 0 years with GISD | Resignation/Personal | 12/4/2023 |
| Southgate Elementary School | Munoz, Jasmine | Teacher/Bilingual 4th Gr. | 2 years/1 year with GISD | Resignation/Personal | 1/5/2024 |
| Valle Student Services Center | Briones, Daisy | Student Services Coordinator | 5 years/3 years with GISD | Resignation/Other | 1/19/2024 |
| Valle Student Services Center | Culpepper, Derrick | Director Student Retention and Recovery Specialist ESSER III | 3 years with GISD | Resignation/Career Change | 1/8/2024 |
| Webb Middle School | Meyer, Delana | Teacher/Math | 0 years with GISD | Resignation/Relocation | 1/1/2024 |
| Webb Middle School | Vaden, Jason | Teacher/SPED ALE | 0 years with GISD | Terminated | 12/12/2023 |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Lisa Ray
Subject: Update 122 – Local Policies

Action Item

Executive Summary:

Update 122 encompasses changes in law from the 88th Regular Legislative Session that have an immediate effect on the governance and management of the District. See the explanatory notes for a full listing of the legal policies affected. Changes to local policies offered for consideration address the following topics:

- Cybersecurity
- Employment of bus drivers
- Dyslexia and related disorders
- Accelerated instruction
- Career investigation days
- Opioid antagonists
- Threat assessments
- Student records
- Safety and security

Administrative Recommendations:

For approval

Recommended Motion for Action Items:

I move that we approve the Local policies from TASB Update 122

Financial Impact and Funding Source:

N/A if does not apply



(LOCAL) Policies Packet

For your convenience, this file contains *only* **the** local policies from your school district's TASB update packet.

What is in this packet?

- Instruction sheet for recommended (LOCAL) policies
- Explanatory Notes for recommended (LOCAL) policies
- Clean copies of recommended (LOCAL) policies
- Annotated (redlined) copies of recommended (LOCAL) policy changes

This is not the full update packet.

To retrieve your district's full update packet, log in to Policy Online® and visit My Policy Manual > Local Manual Updates > Numbered Updates.

What is in the full update packet?

The full update packet contains:

- A summary of the overall policy update
- (LEGAL) policies and (EXHIBIT) documents that describe the statutory framework in which your local policies must operate
- Instructions and Explanatory Notes for every policy change, not just the (LOCAL) policies
- Guidance on how to:
 - Present recommended policy changes to the board
 - Keep minutes
 - Notify TASB of board action
 - Maintain your historical record
 - Update your administrative regulations

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Instruction Sheet
TASB Localized Policy Manual Update 122

Garland ISD

| Code | Type | Action To Be Taken | Note |
|-------------|-------------|---------------------------|----------------------|
| ATTN | (NOTE) | No policy enclosed | See explanatory note |
| CKC | (LOCAL) | Replace policy | Revised policy |
| CQB | (LOCAL) | Replace policy | Revised policy |
| CSA | (LOCAL) | ADD policy | See explanatory note |
| DC | (LOCAL) | Replace policy | Revised policy |
| DP | (LOCAL) | No policy enclosed | See explanatory note |
| EHB | (LOCAL) | Replace policy | Revised policy |
| EHBC | (LOCAL) | DELETE policy | See explanatory note |
| EHBCA | (LOCAL) | ADD policy | See explanatory note |
| EIC | (LOCAL) | No policy enclosed | See explanatory note |
| FEA | (LOCAL) | Replace policy | Revised policy |
| FFAC | (LOCAL) | Replace policy | Revised policy |
| FFB | (LOCAL) | Replace policy | Revised policy |
| FL | (LOCAL) | Replace policy | Revised policy |

Explanatory Notes

TASB Localized Policy Manual Update 122

Garland ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 122 are based almost exclusively on legislation from the 88th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

Each regular legislative session, legislation is passed that makes nonsubstantive additions, revisions, or corrections to existing statutes. HB 4595 was passed for this purpose in the 88th Regular Legislative Session. Minor nonsubstantive changes throughout Update 122 result from HB 4595 and are not otherwise mentioned in the explanatory notes.

For more information about the bills mentioned throughout and other changes from the 88th Legislative Session, download the free [2023 Legislative Summary for TASB Members](#) PDF from the TASB store.

The *Local Policy Overview* for Update 122, available with your Update 122 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

Changes to the policy manual based on bills from the special called sessions will be included in Update 123.

CKC(LOCAL)

SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Based on discussion with the district's legal counsel, we have deleted the text regarding firearms at this code since the district authorizes district employees to carry firearms at CKED(LOCAL).

CQB(LOCAL)

TECHNOLOGY RESOURCES: CYBERSECURITY

Based on the new notification requirements imposed by SB 271, the security breach notification provisions have been revised to include security incidents.

CSA(LOCAL)

FACILITY STANDARDS: SAFETY AND SECURITY

This new local policy on facility safety and security includes recommended provisions addressing audits of building access control to comply with the commissioner's new school safety rules for facilities, effective May 31, 2023.

DC(LOCAL)

EMPLOYMENT PRACTICES

HB 1789 creates a nepotism exception for hiring bus drivers, regardless of county population, if the *board* approves employment. We recommend adding a note referring to DBE(LEGAL) (concerning nepotism) to this policy that delegates hiring authority for noncontractual employees to the superintendent as a reminder of the special requirements related to this nepotism exception for bus drivers.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

DP(LOCAL)

PERSONNEL POSITIONS

SB 763 authorizes districts to employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students as assigned by the board. These provisions apply beginning with the 2023-24 school year. While your district currently may allow chaplains along with other visitors or volun-

Explanatory Notes

TASB Localized Policy Manual Update 122

Garland ISD

teers on campus, SB 763 requires each board to take a record vote not later than six months after the effective date, September 1, 2023, on whether to adopt a policy authorizing a campus to employ or accept as a volunteer a chaplain. To facilitate this record vote, TASB Policy Service sent a draft resolution with the [2023 Post-Legislative Policy Changes Policy Alert](#), available in the Policy Online® Governance and Management Library (TASB login required), for consideration by the board between September 1, 2023, and March 1, 2024. If the board approves the option to adopt a policy to authorize district campuses to employ or accept as a volunteer a chaplain, send your TASB policy consultant a copy of the resolution for TASB to update the district's DP(LOCAL) policy to reflect the board's decision. If the board would prefer only to accept chaplains as volunteers like other district or campus volunteers, contact your policy consultant for assistance with language at GKG(LOCAL).

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions are recommended to comply with HB 3928, which requires the board to adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE and guidance published by the commissioner to implement the program to test students for dyslexia and related disorders.

EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

This local policy containing provisions on accelerated instruction has been moved to EHBCA(LOCAL) (see below) to align with the legal policy created at that code in Update 121.

EHBCA(LOCAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

This local policy has been recoded from EHBC(LOCAL) to align with EHBCA(LEGAL) created in Update 121. HB 1416 made several changes to the requirements for accelerated instruction. Recommended changes to this local policy reflect that a parent's ability to request a particular teacher after a student fails to perform satisfactorily on a state assessment is no longer limited to students in grades 3, 5, and 8. Other changes delete references to the accelerated learning committee, which has been eliminated. A district now must develop an accelerated learning plan for certain students, and parents still may file a complaint about the plan in accordance with FNG.

EIC(LOCAL) ACADEMIC ACHIEVEMENT: CLASS RANKING

HB 3803 permits parents to elect to have their student repeat a high school course in which the student was enrolled during the previous school year unless the district determines the student has met all requirements for graduation. Absent local policy, TEA guidance provides that the original passing grade must be retained.

Contact your policy consultant for assistance with policy language that reflects the district's option regarding the use of grades from retaken courses in the calculation of class rank and on the transcript.

FEA(LOCAL) ATTENDANCE: COMPULSORY ATTENDANCE

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. Districts that choose to excuse students for absences to visit a professional's workplace to explore a career in that professional's field must adopt a policy to determine when an absence will be excused for this purpose and a procedure to verify the visit. A new provision offered for the board's consideration at Career Investigation permits such absences for the maximum amount allowed in law — up to two days during a student's junior year and up to two days during the student's se-

Explanatory Notes

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Garland ISD

nior year. Contact your policy consultant for revisions if the district will allow fewer excused absences or will not allow any excused absences for this purpose.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Recommended revisions to the provisions on opioid antagonists are based on SB 629, which requires a district to have at least one person who is authorized and trained to administer the medication present during regular school hours on each campus that serves grades 6 through 12.

The grade levels to which this policy will apply are based on information recently received from the district.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

Recommended revisions to this local policy on crisis intervention include the following:

- In accordance with HB 3, provisions have been added at Student Reports to require each campus to establish a clear procedure for students to report concerning behavior by another student.
- Revisions at Employee Confidentiality are based on SB 1720 and allow employees who report a potential threat to elect to keep their identities confidential.

FL(LOCAL) STUDENT RECORDS

HB 1416 repeals provisions related to accelerated learning committees. The references to the accelerated learning committee have been replaced with references to the accelerated education plan that now must be created for certain students who fail to perform satisfactorily on state assessments.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

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| Personnel Duties | The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors. |
| Posting Vacancies | The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications. |
| Applications | <p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p> |
| Recommending Relatives for Employment | A District employee with responsibilities within the District's hiring process shall be prohibited from recommending for hire any person related to that employee within the third degree by blood or marriage. |
| Employment of Contractual Personnel | <p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.</p> <p>The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]</p> |
| Employment of Noncontractual Personnel | <hr/> <p>Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).</p> <hr/> <p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]</p> |
| Employment Assistance Prohibited | No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.] |

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent 10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Performing Special Nursing Procedures and Treatments

A written request from the parent shall be on file requesting that school personnel perform any special nursing procedure or treatment. A written order from the prescribing physician shall be on file requesting that school personnel perform a special nursing procedure or treatment and shall include specific directions for the procedure or treatment. The physician's written order and parental written request shall be valid for only one school year and must be renewed at the beginning of each school year to remain in effect.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication provided by the parent in accordance with legal requirements and prescribed by a physician or dentist licensed in Texas. [See FFAC(LEGAL)]
2. Nonprescription medication provided by the parent if properly labeled in the original container, and with a written order from the prescribing physician or dentist licensed in Texas. For an overnight field trip, the District shall make an exception to the requirement for a written order from the prescribing physician or dentist, so long as the nonprescription medication is provided by the parent, is properly labeled in the original container, and the parent has completed a District permission form for this purpose.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities, and with a written order from the prescribing physician or dentist licensed in Texas. These substances shall be administered only by employees authorized by the Superintendent or designee. [See DG]

A written order from the prescribing physician on the form provided by the District shall be on file requesting that school personnel administer parenteral or enteral (excluding oral) medications. The physician's written order shall include specific directions for the administration of the medication. The physician's written order is valid only for one school year and must be renewed at the beginning of each school year to remain in effect.

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| Medication Provided by District | Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student. |
| Athletic Injuries | Nonprescription medication provided by the District athletic department trainers for athletic injuries and consistent with: <ol style="list-style-type: none">1. A standing order provided by the District's team physician who must be licensed to practice medicine in the state of Texas; and2. Parental consent given on the appropriate treatment form. |
| Epinephrine | The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis. |
| <i>On Campus</i> | Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus. The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities. |
| <i>Off Campus</i> | Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available. |
| <i>Maintenance, Availability, and Training</i> | The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, availability of unassigned epinephrine auto-injectors at each campus, at off-campus events, and while in transit to and from a school event. |
| <i>Notice to Parents</i> | In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program. |
| Opioid Antagonist | This provision shall be applicable to each campus that serves students in kindergarten through grade 12. |

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

**Prevention and
Intervention
Programs**

The District shall implement programs for mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention for students, which shall include training for appropriate District staff on early warning signs and the possible need for intervention.

School Counselors

The school counselors assigned to each campus shall serve as the primary caregivers for the purpose of identifying students who may be in need of mental health or substance abuse intervention or who may be at risk of committing suicide. The school counselors shall follow all District protocols and contact parents or guardians, as appropriate. School counselors shall conduct mental health and crisis training for staff. Services for students may include individual counseling, small group counseling, classroom guidance, and schoolwide initiatives.

**Light Counselors
and Social Workers**

The LIGHT counselors/social workers shall provide targeted services to students in crisis or with specific needs. Services may include individual counseling, small group counseling, District-wide initiatives, and/or referrals to mental health agencies.

The District shall publish the names and contact information of the LIGHT counselors/social workers in the student handbook and on the District website.

**Social Work
Administrator**

The social work administrator in the guidance and counseling department shall serve as the District liaison for the purpose of coordinating mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, including training, and maintaining data.

Making A Report

In accordance with the District's programs, District staff shall report to the appropriate school counselor a student who displays early warning signs indicating a possible need for early mental health or substance abuse intervention or who may be at risk of committing suicide.

**Employee
Confidentiality**

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LOCAL)

- Notice to Parent When a school counselor receives information regarding a student who is possibly in need of mental health or substance abuse intervention or is at risk of committing suicide or violent acts against himself/herself or others, the school counselor shall complete the suicide protocol and shall notify the student's parent and provide information about appropriate counseling options.
- Medical Screenings Only a student's parent may consent to a medical screening. Unless a student's parent has provided prior consent, no medical screening shall be used as part of the process of identifying whether a student is possibly in need of intervention or at risk of committing suicide.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The executive director of student services is custodian of all records for currently enrolled students. The executive director of student services is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any accelerated education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
 - c. Immunization records. [See FFAB]

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the

ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The executive director of student services shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at each campus and in the special education department.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

The District has designated the following categories of information as directory information: student name, address, telephone listing, photograph, place of birth, honors and awards received, dates of attendance, grade level, enrollment status, most recent educational institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Unless a parent directs otherwise on a form provided by the District, the District shall release designated directory information to organizations or individuals who request the information and meet the specific purpose or group definition outlined below. Additionally, the District is required by law to release designated directory information to military recruiters and institutions of higher education for secondary students, unless a parent directs otherwise on a form provided by the District.

The District shall only release directory information:

1. To military recruiters and institutions of higher education, as required by law; and
2. For school/District-sponsored purposes as defined below.

Under the Elementary and Secondary Education Act of 1965 (ESEA), the District shall provide, on a request made by a military recruiter or an institution of higher education, secondary school students' names, addresses, and telephone listings unless a student's parent has opted out of such disclosures.

For purposes of this policy, "school/District-sponsored purposes" shall include all official District and campus publications, including yearbooks, newsletters, directories, graduation-related documents, as well as announcements related to school/District activities, honors, and awards.

All Other
Purposes/Third-
Party Requesters

For all other purposes, including third-party requesters, directory information shall include student's name only.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

| | | |
|-----------------|--|--|
| Contact: | School Districts and Education Service Centers | Community Colleges |
| | policy.service@tasb.org | colleges@tasb.org |
| | 800.580.7529 | 800.580.1488 |

**Emergency
Operations Plan**

The Superintendent shall ensure updating of the District's emergency operations plan and ongoing staff training.

As required by law, the emergency operations plan shall include the District's procedures addressing:

1. Reasonable security measures when District property is used as a polling place;
2. Response to an active shooter emergency;
3. Response to a nearby train derailment, as applicable; and
4. Access to campus buildings and materials necessary for a substitute teacher to carry out the duties of a District employee during an emergency or an emergency drill.

Firearms

Purpose

~~The Board has adopted these provisions regarding firearms to address concerns about effective and timely response to emergency situations on District property, including invasion of a school by an armed outsider; a hostage situation; actions of a student or employee who is armed and poses a direct threat of physical harm to himself, herself, or others; and similar circumstances.~~

Authorization

~~Pursuant to its authority under state law, the Board may authorize specific District employees and Board members to possess certain firearms in schools, at Board meetings, and at school-sponsored or school-related events on District property, to the extent allowed by law.~~

~~Each specifically authorized employee and Board member shall be approved by action of the Board. The Superintendent shall issue written authorization to each approved employee and Board member.~~

~~Participation in this safety program shall be strictly voluntary and shall not be a requirement of any employee or Board member position.~~

Revocation

~~The Superintendent, as well as the Board, shall have the authority to revoke at any time a specific employee's authorization to possess a firearm under this policy. The Board may revoke a Board member's authorization at any time.~~

~~However, authorization for a specific employee or Board member to possess a firearm under this policy shall be automatically revoked if the employee is placed on administrative leave or separates from employment with the District, regardless of the reason, or if the Board member resigns or otherwise no longer holds office as a Board member, regardless of the reason.~~

SAFETY PROGRAM/RISK MANAGEMENT
EMERGENCY PLANS

CKC
(LOCAL)

- ~~Handgun Licensees~~ ~~Only a District employee or Board member who maintains a current license to carry a handgun in accordance with state law shall be eligible for authorization to possess a firearm on District property under this policy and in accordance with the District's emergency operations plan.~~
- ~~A District employee who is a handgun license holder but who has not been specifically authorized by Board action under this policy shall not be permitted to possess a firearm on school property except in accordance with the limited provisions of DH(LOCAL).~~
- ~~Training~~ ~~The District shall provide to each District employee or Board member who is authorized to possess a firearm on District property specialized training in crisis intervention, management of hostage situations, and other topics the Board may determine necessary or appropriate.~~
- ~~Permitted Weapons and Ammunition~~ ~~Only District approved firearms and ammunition shall be authorized for possession and use under this policy and the District's emergency operations procedures.~~
- ~~Implementation~~ ~~4. The Superintendent shall ensure that procedures to implement this security program are detailed in the District's emergency operations plan.~~

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

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| Personnel Duties | The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors. |
| Posting Vacancies | The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications. |
| Applications | <p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p> |
| Recommending Relatives for Employment | A District employee with responsibilities within the District's hiring process shall be prohibited from recommending for hire any person related to that employee within the third degree by blood or marriage. |
| Employment of Contractual Personnel | <p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel.</p> <p>The Board retains final authority for employment of contractual personnel. [See DCA, DCB, DCC, and DCE as appropriate]</p> |
| Employment of Noncontractual Personnel | <hr/> <p>Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).</p> <hr/> |
| | <p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]</p> |
| Employment Assistance Prohibited | No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.] |

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

~~SPECIAL PROGRAMS
COMPENSATORY SERVICES AND INTENSIVE PROGRAMS~~

~~EHBC
(LOCAL)~~

~~Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.~~

~~**Accelerated
Instruction**~~

~~The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.~~

~~**Accelerated
Learning Committee**~~

~~When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.~~

~~A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.~~

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ~~ten~~10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Performing Special Nursing Procedures and Treatments

A written request from the parent shall be on file requesting that school personnel perform any special nursing procedure or treatment. A written order from the prescribing physician shall be on file requesting that school personnel perform a special nursing procedure or treatment and shall include specific directions for the procedure or treatment. The physician's written order and parental written request shall be valid for only one school year and must be renewed at the beginning of each school year to remain in effect.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication provided by the parent in accordance with legal requirements and prescribed by a physician or dentist licensed in Texas. [See FFAC(LEGAL)]
2. Nonprescription medication provided by the parent if properly labeled in the original container, and with a written order from the prescribing physician or dentist licensed in Texas. For an overnight field trip, the District shall make an exception to the requirement for a written order from the prescribing physician or dentist, so long as the nonprescription medication is provided by the parent, is properly labeled in the original container, and the parent has completed a District permission form for this purpose.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan of a student with disabilities, and with a written order from the prescribing physician or dentist licensed in Texas. These substances shall be administered only by employees authorized by the Superintendent or designee. [See DG]

A written order from the prescribing physician on the form provided by the District shall be on file requesting that school personnel administer parenteral or enteral (excluding oral) medications. The physician's written order shall include specific directions for the administration of the medication. The physician's written order is valid only for one school year and must be renewed at the beginning of each school year to remain in effect.

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| Medication Provided by District | Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student. |
| Athletic Injuries | Nonprescription medication provided by the District athletic department trainers for athletic injuries and consistent with: <ol style="list-style-type: none">1. A standing order provided by the District's team physician who must be licensed to practice medicine in the state of Texas; and2. Parental consent given on the appropriate treatment form. |
| Epinephrine | The District authorizes school personnel school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis. |
| <i>On Campus</i> | Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus. The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities. |
| <i>Off Campus</i> | Authorized and trained individuals may administer an unassigned epinephrine auto-injector to a person experiencing anaphylaxis at an off-campus school event or while in transit to or from a school event when an unassigned epinephrine auto-injector is available. |
| <i>Maintenance, Availability, and Training</i> | The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, availability of unassigned epinephrine auto-injectors at each campus, at off-campus events, and while in transit to and from a school event. |
| <i>Notice to Parents</i> | In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program. |
| Opioid Antagonist | This provision shall be applicable to each campus that serves students in kindergarten through grade 12. |

On Campus

The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.

Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.

*Maintenance,
Availability,
Training, and
Reporting*

Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.

All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.

The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.

Psychotropics

Except as permitted by law, an employee shall not:

1. Recommend to a student or a parent that the student use a psychotropic drug;
2. Suggest a particular diagnosis; or
3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.

Medical Treatment

A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.

The District shall seek appropriate emergency care for a student as required or deemed necessary.

Prevention and Intervention Programs

The District shall implement programs for mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention for students, which shall include training for appropriate District staff on early warning signs and the possible need for intervention.

School Counselors

The school counselors assigned to each campus shall serve as the primary caregivers for the purpose of identifying students who may be in need of mental health or substance abuse intervention or who may be at risk of committing suicide. The school counselors shall follow all District protocols and contact parents or guardians, as appropriate. School counselors shall conduct mental health and crisis training for staff. Services for students may include individual counseling, small group counseling, classroom guidance, and schoolwide initiatives.

Light Counselors and Social Workers

The LIGHT counselors/social workers shall provide targeted services to students in crisis or with specific needs. Services may include individual counseling, small group counseling, District-wide initiatives, and/or referrals to mental health agencies.

The District shall publish the names and contact information of the LIGHT counselors/social workers in the student handbook and on the District website.

Social Work Administrator

The social work administrator in the guidance and counseling department shall serve as the District liaison for the purpose of coordinating mental health promotion and intervention, substance abuse prevention and intervention, and suicide prevention, including training, and maintaining data.

Making A Report

In accordance with the District's programs, District staff shall report to the appropriate school counselor a student who displays early warning signs indicating a possible need for early mental health or substance abuse intervention or who may be at risk of committing suicide.

Employee Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

STUDENT WELFARE
CRISIS INTERVENTION

FFB
(LOCAL)

- Notice to Parent When a school counselor receives information regarding a student who is possibly in need of mental health or substance abuse intervention or is at risk of committing suicide or violent acts against himself/herself or others, the school counselor shall complete the suicide protocol and shall notify the student's parent and provide information about appropriate counseling options.
- Medical Screenings Only a student's parent may consent to a medical screening. Unless a student's parent has provided prior consent, no medical screening shall be used as part of the process of identifying whether a student is possibly in need of intervention or at risk of committing suicide.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The executive director of student services is custodian of all records for currently enrolled students. The executive director of student services is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any ~~documentation of discussion or action by an accelerated learning committee convened~~ education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The executive director of student services shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at each campus and in the special education department.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ~~ten~~10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ~~ten~~10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

The District has designated the following categories of information as directory information: student name, address, telephone listing, photograph, place of birth, honors and awards received, dates of attendance, grade level, enrollment status, most recent educational

institution attended, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

Unless a parent directs otherwise on a form provided by the District, the District shall release designated directory information to organizations or individuals who request the information and meet the specific purpose or group definition outlined below. Additionally, the District is required by law to release designated directory information to military recruiters and institutions of higher education for secondary students, unless a parent directs otherwise on a form provided by the District.

The District shall only release directory information:

1. To military recruiters and institutions of higher education, as required by law; and
2. For school/District-sponsored purposes as defined below.

Under the Elementary and Secondary Education Act of 1965 (ESEA), the District shall provide, on a request made by a military recruiter or an institution of higher education, secondary school students' names, addresses, and telephone listings unless a student's parent has opted out of such disclosures.

For purposes of this policy, "school/District-sponsored purposes" shall include all official District and campus publications, including yearbooks, newsletters, directories, graduation-related documents, as well as announcements related to school/District activities, honors, and awards.

All Other
Purposes/Third-
Party Requesters

For all other purposes, including third-party requesters, directory information shall include student's name only.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Lisa Ray
Subject: EHBAF Local – Second read

Action Item

Executive Summary:

This minor change notes the new department of Employee Relations rather than Human Resources.

Administrative Recommendations:

For approval

Recommended Motion for Action Items:

I move to approve the policy revisions to EHBAF Local as recommended by Administration.

Financial Impact and Funding Source:

N/A

Note: Unless otherwise noted, the terms “video recording,” “video surveillance,” and “video monitoring” shall also include any associated audio recordings. In addition, the term “classroom” shall also include other special education settings subject to video and audio recording required by law.

To promote student safety, the District shall comply with requests for video and audio monitoring of certain self-contained special education classrooms as required by law. Regular or continual monitoring of video recordings shall be prohibited. Video recordings shall not be used for teacher evaluation or monitoring or for any purpose other than the promotion of student safety.

The Superintendent is responsible for coordinating the provision of equipment to campuses in compliance with the law.

The Superintendent shall ensure that administrative regulations are developed to implement this policy.

Requests

For Following Year

A parent of a student receiving special education services and whose placement for the following school year will be in a self-contained classroom eligible for video surveillance may request in writing that a video camera be placed in the classroom by the end of the current school year or by the tenth business day after the student’s admission, review, and dismissal (ARD) committee determines the student’s placement, whichever is later. If such a request is made, the campus shall begin operation of the camera by the deadlines in law.

For Current Year

Written requests from a parent, assistant principal, principal, staff member, or the Board shall be submitted and processed in accordance with the procedures in law.

Response

As required by law, the District shall provide a response to the requester not later than the seventh business day after receipt of the request.

Notice

Before a camera is activated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be conducted in the classroom.

Installation and Operation

The classroom subject to the request shall begin operation of video surveillance not later than the time frames required in law, except when the District is granted an extension of time.

When the District has installed video cameras in a classroom as required by law, the District shall operate the cameras during the

instructional day at all times when one or more students are in the classroom. For purposes of this policy, the instructional day shall be defined as the portion of a school day during which instruction is taking place in the classroom.

For the school year in which a campus receives a request for video and audio surveillance, the campus shall continue to operate and maintain any video cameras placed in the classroom for as long as the classroom continues to satisfy the requirements in Education Code 29.022(a). However, the campus may discontinue operation of the video camera during the year if the requester withdraws the request in writing and no request is submitted to continue the surveillance. Before a camera is deactivated, the principal shall provide advance written notice to staff on the campus and to parents of the students assigned to or engaging in school activities in the classroom that video and audio surveillance will be discontinued in the classroom and of the opportunity to request continued video and audio surveillance.

Video cameras must be capable of recording video and audio of all areas of the classroom, including a room attached to the classroom used for time out as defined by law. No visual monitoring, other than incidental coverage, shall be conducted of the inside of a bathroom or other area used for changing a student's clothes.

The District shall post notice at the entrance to a classroom in which video cameras are placed stating that video and audio surveillance is conducted in that classroom.

Retention of Recordings

Video recordings shall be retained for at least three months after the date of the recording but may be retained for a longer period in accordance with the District's records management program, or as required by law. [See CPC]

Confidentiality of Recordings

Video recordings made in accordance with this policy shall be confidential and shall only be released or viewed by the individuals and in the limited circumstances permitted by law. The following individuals shall have authority to view video recordings to the extent permitted by the Family Educational Rights and Privacy Act (FERPA):

1. A District employee or a parent of a student who is involved in an alleged incident documented by a recording and reported to the District;
2. Appropriate Department of Family and Protective Services (DFPS) personnel as part of an investigation of alleged abuse or neglect of a child;

3. A peace officer, school nurse, District administrator trained in de-escalation and restraint techniques, or human resource staff member in response to a report of an alleged incident or an investigation of an employee or a report of alleged abuse committed by a student; and
4. Appropriate Texas Education Agency or State Board for Educator Certification personnel or their agents as part of an investigation.

For purposes of this policy, the term “human resource staff member” shall include the Superintendent, a principal, an assistant principal or other campus administrator, and designated employees within the District’s Employee Relations department. If an individual listed in items 2–4, above, believes that a recording shows a violation of District policy or campus procedures, the individual may allow access to the recording by appropriate legal and human resources personnel designated by the District for the purpose of determining whether a policy or procedure has been violated.

Any person who suspects that child abuse or neglect has occurred shall report this suspicion as required by law and District policy.
[See FFG]

Reporting an Incident

A person alleging that an incident, as defined by law, has occurred in a classroom in which video surveillance is conducted shall file a report on the form provided by the District with the principal as soon as possible after the person suspects the alleged incident. If possible, an incident report form shall be filed within 48 hours of the facts giving rise to the allegation. The principal shall promptly view, or direct an authorized individual to view, the video surveillance footage to identify the relevant portion of the recording. No later than ten District business days after the report is filed, the principal or designee shall respond by notifying the person whether the alleged incident was recorded in the District’s video surveillance footage and shall initiate other steps as required by law, District policy, or local procedures.

Complaints

Complaints related to video and audio recordings under this policy shall be filed in accordance with DGBA, FNG, or GF, as applicable. A complainant who is dissatisfied with the outcome of the District’s complaint process may appeal in writing to the commissioner of education in accordance with Education Code 7.057 and 19 Administrative Code 103.1303. A parent, staff member, or District administrator may request an expedited review in accordance with 19 Administrative Code 103.1303.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Lisa Ray
Subject: EIC Local – Second read

Action Item

Executive Summary:

HB3803 allows districts the option to determine whether it uses grades from retaken courses in the class rank calculation. Since statute allows a student to retake a high school course, it is important for the district to clearly indicate in policy whether the grade from the retaken course will be used in the class rank calculation.

Garland ISD's proposed change is to note that class rank calculation shall not include semester grades from a course that is retaken after a passing grade has been earned, and the new grade shall not be recorded on the transcript.

Administrative Recommendations:

For approval

Recommended Motion for Action Items:

I move to approve policy revisions to EIC Local as recommended by the Administration

Financial Impact and Funding Source:

N/A

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

Honor Awards

Valedictorian and
Salutatorian

A valedictorian and a salutatorian shall be selected from each graduating class in each high school. The following provisions shall govern the selection of the valedictorian and salutatorian.

All courses that earn high school credit and grade points, including those taken in middle school or elementary school, shall be used to calculate the final class ranking. The student with the highest grade point average (GPA) shall be the valedictorian, and the student with the second-highest GPA shall be the salutatorian.

To be eligible for valedictory or salutatory honors, the student shall have attended the same high school for four consecutive semesters with the exception of summer school immediately prior to graduation. The student must also complete the foundation program with the distinguished level of achievement with one endorsement.

For the purpose of applications to institutions of higher education, the District shall also calculate class rank as required by state law. The District's eligibility criteria for local graduation honors shall apply only for local recognitions and shall not restrict class rank for the purpose of automatic admission under state law. [See EIC(LEGAL)]

GPA Calculation

A student's GPA shall be calculated at the end of the student's senior year to determine class ranking for local honors purposes and for the graduation ceremony.

Grades received in May for dual credit courses shall also be included in the calculation.

Grade points earned by a student in spring 2020, during the COVID-19 emergency closure, shall be excluded from a student's GPA.

Exclusions

Duplicate courses, which are courses that a student repeats after having already earned credit, shall be converted to local credit. Local credits are not calculated into class rank determinations.

**Early Graduates and
Transfer Students**

Early graduates and transfer students shall be included in the class ranking. A student's class ranking shall be determined within the graduating class of the school year in which the student completes all requirements for a diploma, regardless of the number of years the student is enrolled in high school. For ranking purposes, a school year begins on the first day of school and ends on the last day of summer school.

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

A student who transfers into a District high school with higher-level course credits such as International Baccalaureate (IB), Advanced Placement (AP), dual credit, International Honors (IntH), or Pre-AP/Honors, shall receive similar credits counted toward his or her GPA, in accordance with the list of higher-level courses offered to other students in the same graduating class at that District high school and the grade point scale used for credit earned in the District.

Grade points for IntH and IB grade point scale shall be used qualified campuses and grade points for Accelerated Math and Science (AMS) College courses (Calculus III, Discrete Math, Differential Equations and Linear Algebra) shall be used at qualifying campuses. If a student transfers from a qualified campus to another District school that is not an IB or AMS-qualified campus, the IntH, IB, or AMS college course grade points shall not be transferred; they will, however, be converted to Level 4 course grade points and transferred accordingly.

Grade Point Table

Students in middle school who take high school courses shall be awarded grade points for those courses. The list of designated courses that earn grade points for class rank as set out below may be found on the District's website. Not all high school courses earn grade points.

The following grade point table indicates the grade point system used for all high school courses:

| Semester Grade | Level 1 | Level 2 | Level 3 | Level 4 | Level 4a With passing AP Exam | Level 5 | Level 5a With passing IB Exam |
|----------------|---------|---------|---------|---------|--|---------|--|
| 97–100 | 9 | 12 | 13.5 | 15 | 16.5 | 18 | 19.5 |
| 94–96 | 8 | 11 | 12.5 | 14 | 15.5 | 17 | 18.5 |
| 90–93 | 7 | 10 | 11.5 | 13 | 14.5 | 16 | 17.5 |
| 87–89 | 6 | 9 | 10.5 | 12 | 13.5 | 15 | 16.5 |
| 84–86 | 5 | 8 | 9.5 | 11 | 12.5 | 14 | 15.5 |
| 80–83 | 4 | 7 | 8.5 | 10 | 11.5 | 13 | 14.5 |
| 77–79 | 3 | 6 | 7.5 | 9 | 10.5 | 12 | 13.5 |
| 74–76 | 2 | 5 | 6.5 | 8 | 9.5 | 11 | 12.5 |
| 70–73 | 1 | 4 | 5.5 | 7 | 8.5 | 10 | 11.5 |

Course Levels

The District shall categorize and weight eligible courses in accordance with provisions of this policy and as designated in appropriate District

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
(LOCAL)

publications. All courses that lead to college credit, a professional credential, or specialized program of study are considered Level 4 or Level 5 courses.

- Level 1 Eligible Basic courses shall be categorized and weighted as Level 1 courses.
- Level 2 Eligible Regular courses shall be categorized and weighted as Level 2 courses.
- Level 3 Eligible International Honors (IntH), Pre-Advanced Placement (Pre-AP), and Honors (H) courses shall be weighted as Level 3 courses.
- Level 4 Eligible Advanced Placement (AP), Dual Credit (DC), Math Science Technology (MST), Accelerated Math & Science (AMS), and Advanced Career & Technical Education (CTE) courses shall be categorized and weighted as Level 4 courses.
- Level 4a One- and one-half weighted points shall be added to the numerical grade average calculation for a score of 3 or higher on the College Board AP exam, provided students completed the corresponding college credit course. No additional points for the AP examination shall be added for AP tests taken in a student's senior year.
- Level 5 Eligible International Baccalaureate (IB) courses and AMS college courses (Calculus III, Discrete Math, Differential Equations and Linear Algebra) shall be categorized and weighted as Level 5 courses.
- Level 5a One- and one-half weighted points shall be added to the numerical grade average calculation for a score of 4 or higher on the International Baccalaureate (IB) exam, provided students completed the IB course. No additional points for the IB examination shall be added for IB tests taken in a student's senior year.

Grade Point Average The total grade points shall be divided by three, and the resulting number shall be divided by the total number of semester courses attempted that receive grade points. These calculations are designed to reflect differences in grouping levels and to determine student GPAs.

Breaking Ties In case of a tie after the calculation to the sixth decimal place, the District shall determine recognition for valedictorian, salutatorian, or a position in the top ten percent of the graduating class for the student that has the higher/highest GPA for the last term for which the student received grade

Garland ISD
057909

ACADEMIC ACHIEVEMENT
CLASS RANKING

EIC
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points. If a tie still exists, the District shall continue to evaluate each previous term's GPA until the tie is broken.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Lisa Ray
Subject: Board Policy GKG Local – Second Read

Action Item

Executive Summary:

The Office of the General Counsel, in collaboration with the Student Services and the Guidance and Counseling departments, recommend this **NEW** policy. This new local policy aligns with existing District practice to require that all mentors and volunteers submit an application and be subject to a criminal background check to determine their eligibility to work with District students. The policy language also meets the requirements of Senate Bill 763, which requires school boards to vote on whether chaplains may serve as volunteers. The District's practice has always been non-discriminatory and allows any interested individuals who meet the eligibility criteria, including criminal background screening, to serve as volunteers and mentors. This policy affirms the District's current practice by specifying that all eligible individuals may serve as volunteers and/or mentors, including chaplains and other faith-based leaders.

Administrative Recommendations:

First approval

Recommended Motion for Action Items:

I move to approve this new policy as recommended by TASB and administration.

Financial Impact and Funding Source:

N/A

—DRAFT—12.1.2023

The District shall use volunteers to provide assistance in areas that:

1. Support and enhance teaching and learning;
2. Support the welfare of the students and/or staff; and
3. Support the District in other areas of need.

Application

All prospective volunteers shall submit an application form as provided by the District.

Criminal History
Record Check

The District shall obtain the criminal history record for prospective volunteers when required by law or the District. Once received, the District shall determine the person's eligibility and inform approved volunteers when their services are to begin.

Authority

District volunteers shall work directly under the supervision of the campus principal or a District employee in accordance with administrative regulations.

Administrative regulations shall be established regarding the volunteer application process, qualifications, training, duties, and other relevant information about the District's volunteer program.

Training

Volunteers shall complete District training requirements prior to participating in the District's volunteer program.

Through this policy, the Board of Trustees affirms the District's current practice of permitting all eligible, qualified, and trained individuals to serve as volunteers and/or mentors through the District's volunteer and mentorship programs, including chaplains and other faith-based leaders.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of General Trustee Election Order

Action Item

Executive Summary:

Saturday, May 4, 2024 is designated as the date for the 2024 Trustee Election. For the General Election: Place 6, currently held by Mr. Robert Selders Jr and Place 7, currently held by Mr. Wesley “Wes” Johnson will be open for filing. The filing period for the General Election is from Wednesday, January 17, 2024 through 5:00 p.m., Friday, February 16, 2024.

Drawing for position on the General ballot will be held 10:00 a.m., Monday, February 26, 2024.

Administrative Recommendations:

Administration recommends approval of the May 2024 Election Order.

Recommended Motion for Action Items:

I move to approve the May 2024 General Trustee Election Order.

Financial Impact and Funding Source:

199 - General Funds

ELECTION ORDER

THE STATE OF TEXAS §
 § GARLAND INDEPENDENT
 § SCHOOL DISTRICT
COUNTY OF DALLAS §

On this the 23rd day of January, 2024, the Board of Trustees of the GARLAND INDEPENDENT SCHOOL DISTRICT convened in regular session with the following members present, to-wit:

- Linda L. Griffin, President
- Robert Selders Jr, Vice President
- Johnny Beach, Secretary
- Daphne Stanley, Assistant Secretary
- Larry Glick, Member
- James Miller, Member
- Wesley Johnson, President

constituting a quorum, and among other proceedings had by said Board of Trustees were the following:

WHEREAS, the terms of the office of Robert Selders Jr, Place 6 and Wesley “Wes” Johnson, Place 7 members of the Board of Trustees of this School District will expire on May 4, 2024, or when their successors are duly elected and qualified; and

WHEREAS, on the 4th day of May 2024, a Trustee Election will be held in said School District; and

WHEREAS, it is necessary for this Board to pass an order establishing the procedure for filing for and conducting said Trustee Election;

NOW, THEREFORE, BE IT ORDERED BY THE BOARD OF TRUSTEES OF THE GARLAND INDEPENDENT SCHOOL DISTRICT:

1. That an election be held in said School District on May 4, 2024, for the purpose of electing two members to the Board of Trustees of said School District, one member in Place 6 and one member in Place 7.
2. That all requests by candidates to have their names placed upon the ballot for the above mentioned Trustee election for Places 6 and 7 shall be timely made in accordance with the law and shall be in writing, shall state the number of the position

(place) for which such person is filing as a candidate, shall be signed by the candidate and filed with the Board Service Manager, Harris Hill Administration Building, 501 S. Jupiter Road, Garland, Texas 75042, not earlier than January 17, 2024 (108th day before Election Day) and not later than 5:00 p.m. on February 16, 2024 (78th day before Election Day). The deadline for write-in candidates is 5:00 p.m. on Tuesday, February 20, 2024.

All candidates shall file with said application the loyalty affidavit required by Section 141.031(a)(4)(K) of the Election Code.

The Secretary of the Board of Trustees shall post on the District website <https://garlandisd.net/about/board-trustees-elections> and in the building where the Board of Trustees meets, the names of all candidates that have filed their applications in accordance with the terms and provisions of this Order.

3. That all annual applications ballot by mail (ABBM) for voters that are voting by mail due to being over the age of 65 due to disability will still be valid for the May 4, 2024.

4. That the voter registration deadline for the May 4, 2024 election is April 4, 2024, the deadline to submit an ABBM is April 23, 2024, and the dates for early voting are Monday, April 22, 2024 through Tuesday, April 30, 2024.

5. The Election Judges will be appointed by the Dallas County Elections Department and the vote centers may be combined for some precincts, pursuant to decisions by the Dallas County Elections Department.

6. The polls at the above designated polling places shall on Election Day be open from 7:00 a.m. to 7:00 p.m.

7. Heider Garcia is hereby appointed Early Voting Clerk. The early voting for the above designated election shall be at Vietnamese Community Center 3221 Beltline Rd. Garland, Texas 75044; Dallas College-Garland Center Conference Room A/B 675 W. Walnut St. Garland, Texas 75040; Rowlett City Hall Annex-Conference Room 4004 Main St. Rowlett, Texas 75088; Sachse City Hall Courtroom 3815-B Sachse Road Sachse, Texas 75048; South Garland Branch Library-Program Room 4845 Broadway Boulevard Garland, Texas 75043 and other early voting locations as designated by the Dallas County Elections Department (**EXHIBIT A**). Said places of early voting shall remain open from 8:00 a.m. to 5:00 p.m. Monday, April 22, 2024 to Friday, April 26, 2024; Saturday, April 27, 2024, from 7:00 a.m. to 7:00 p.m.; Sunday, April 28, 2024, from 12:00 p.m. to 6:00 p.m.; Monday, April 29, 2024 and Tuesday, April 30, 2024, from 7:00 a.m. to 7:00 p.m. The Early Voting Clerk's mailing address to which ballot

applications shall be sent and where persons voting by mail shall deliver their voted ballots is Heider Garcia, Early Voting Clerk, Dallas County Elections Department, 1520 Round Table Drive, Dallas, Texas 75247. Emailed applications for Ballots may also be sent to the Early Voting Clerk at evapplications@dallascounty.org; or DCECommunications@dallascounty.org with a copy send to heider.garcia@dallascounty.org. Applications must be scanned and contain the voter's original signature.

This election is being conducted as a joint election with the Dallas County Elections Department and other participating entities. The early voting locations are subject to change, based on participating entities.

8. Dr. Ricardo López, Superintendent, is authorized to contract with the County of Dallas and the Commissioners Court, or any other agency, on behalf of the School District for the carrying out of this election by the office of the Dallas County Elections Administrator in a joint election with other Dallas County government entities.

9. This Board of Trustees has determined that ES&S ExpressVote Universal Voting System (Ballot Marking Device), EVS 6.0.2.0, Firmware 2.4.0.0; the ES&S DS200 Digital Precinct Scanner, EVS 6.0.2.0, Firmware 2.17.0.0.; and ES&S' Model DS850 High-Speed Scanner and Tabulator, Version 1, EVS 6.0.2.0., to use in all Dallas County polling places, and to mark and tabulate in-person ballots, absentee ballots, and provisional ballots for Early Voting and on Election Day for all elections, including but not limited to any Special Called Election and any related subsequent runoff elections and hereby adopts this system for use in this election.

10. The manner of holding said election shall be governed, as nearly as may be, by the Election Code of this State, and the office of the Dallas County Elections Administrator shall furnish all necessary ballots and other election supplies requisite to said election.

11. The early voting ballots shall be processed by the Joint Election Early Voting Ballot Board appointed by Dallas County.

12. The Board of Trustees shall give notice of said election. The Board President, as the presiding officer of the Board of Trustees, is hereby authorized to execute the notice of election. The Secretary of the Board of Trustees is hereby authorized and instructed to post or cause to be posted said notice on the bulletin board used for posting notices of the meetings of the Board of Trustees. Said posting shall be made at least 22 days (Friday, April 12, 2024) before the date of said election.

The Secretary shall also cause a copy of the election notice to be published one time in a newspaper of general circulation in the County where the School District is located. Said publication shall be not more than 30 days (Thursday, April 4, 2024), nor less than 10 days (Wednesday, April 24, 2024) before the date of said election.

It is further found and determined that written notice of the date, place and subject of this meeting was posted on the bulletin board located in the central administrative office in this School District, in a place convenient and readily accessible to the general public, and said notice, having been so posted, remained posted for the time required by law to precede the scheduled time of said meeting.

The above order being read, it was moved and seconded that the same does pass. Thereupon, the question being called for, the following members of the Board voted "AYE": Larry Glick, Johnny Beach, Linda L. Griffin, Daphne Stanley, James Miller, Robert Selders, Jr., and Wesley Johnson with no persons voting "NO."

LINDA GRIFFIN, PRESIDENT
BOARD OF TRUSTEES
GARLAND INDEPENDENT SCHOOL DISTRICT

ATTEST:

JOHNNY BEACH, SECRETARY
BOARD OF TRUSTEES
GARLAND INDEPENDENT SCHOOL DISTRICT



DALLAS COUNTY ELECTIONS DEPARTMENT
Early Vote Center Locations 2024 Joint Election
May 4, 2024

| VC# | Location Edificio | Voting Area Lugar De Votación | Address Dirección | City Ciudad | ZIP Codigo Postal |
|------------|------------------------------------|--|------------------------------|------------------------|------------------------------|
| E0001 | MLK Jr Recreation Center | Hallway | 2901 Pennsylvania Ave | DALLAS | 75215 |
| E0004 | Elections Training / Warehouse | Vote Center | 1460 Round Table Dr | DALLAS | 75247 |
| E0008 | First Baptist Richardson | Activity Center | 1001 N Central Expy | RICHARDSON | 75080 |
| E0012 | Glenn Heights Family Center | Multipurpose Room | 1932 S Hampton Rd | GLENN HEIGHTS | 75154 |
| E0021 | Islamic Association of North Texas | | 840 Abrams Rd | RICHARDSON | 75081 |
| E0022 | Vietnamese Community Center | | 3221 Belt Line Rd | GARLAND | 75044 |
| E0023 | For Oak Cliff | Kids Room | 907 E Ledbetter Dr | DALLAS | 75216 |
| E0024 | North Garland Branch Library | | 3845 N Garland Ave | GARLAND | 75040 |
| E0025 | Kiest Recreation Center | | 3081 S Hampton Rd | DALLAS | 75224 |
| E0026 | Cedar Hill High School | | 1 Longhorn Blvd | CEDAR HILL | 75104 |
| E0036 | Addison Conference Centre | Lobby | 15650 Addison Rd | ADDISON | 75001 |
| E1022 | Oak Lawn Branch Library | Auditorium | 4100 Cedar Springs Rd | DALLAS | 75219 |
| E1029 | Richland Campus-Dallas College | G100 Guadalupe Hallway | 12800 Abrams Rd | DALLAS | 75243 |
| E1052 | Lochwood Branch Library | Classroom 1/2 | 11221 Lochwood Blvd | DALLAS | 75218 |
| E1074 | Samuell Grand Recreation Center | Game Room 112 | 6200 E Grand Ave | DALLAS | 75223 |
| E1088 | Skyline Branch Library | Auditorium | 6006 Everglade Rd | DALLAS | 75227 |
| E1096 | Pleasant Grove Ctr-Dallas College | PG 108/109 | 802 S Buckner Blvd | DALLAS | 75217 |
| E1116 | Harry Stone Recreation Center | Half of Multi-Purpose Room | 2403 Millmar Dr | DALLAS | 75228 |
| E1301 | Florence Recreation Center | Event Room | 2501 Whitson Way | MESQUITE | 75150 |
| E1303 | Eastfield Campus-Dallas College | G Building, Lobby | 3737 Motley Dr | MESQUITE | 75150 |
| E1708 | Garland Center-Dallas College | Conference Room A&B | 675 W Walnut St | GARLAND | 75040 |
| E1723 | South Garland Branch Library | Program Room | 4845 Broadway Blvd | GARLAND | 75043 |
| E2005 | Marsh Lane Baptist Church | Fellowship Hall | 10716 Marsh Ln | DALLAS | 75229 |
| E2027 | Our Redeemer Lutheran Church | Parlor Room | 7611 Park Ln | DALLAS | 75225 |



DALLAS COUNTY ELECTIONS DEPARTMENT
Early Vote Center Locations 2024 Joint Election
May 4, 2024

| VC# | Location Edificio | Voting Area Lugar De Votación | Address Dirección | City Ciudad | ZIP Codigo Postal |
|------------|-------------------------------------|--|------------------------------|------------------------|------------------------------|
| E2052 | Fretz Park Library | Black Box Theater | 6990 Belt Line Rd | DALLAS | 75254 |
| E2060 | Audelia Road Branch Library | Auditorium | 10045 Audelia Rd | DALLAS | 75238 |
| E2220 | University Park UMC | Parlor Room 101 | 4024 Caruth Blvd | DALLAS | 75225 |
| E2305 | Farmers Branch Manske Library | Meeting Room | 13613 Webb Chapel Rd | FARMERS | 75234 |
| E2307 | Brookhaven Campus-Dallas College | H129 | 3939 Valley View Ln | FARMERS | 75244 |
| E2407 | Josey Ranch Lake Library | Meeting Room 150 | 1700 Keller Springs Rd | CARROLLTON | 75006 |
| E2604 | Valley Ranch Library | Meeting Room | 401 Cimarron Trl | IRVING | 75063 |
| E2805 | Coppell Town Center | Atrium | 255 E Parkway Blvd | COPPELL | 75019 |
| E2924 | Rowlett City Hall - Annex | Conference Room | 4004 Main St | ROWLETT | 75088 |
| E2941 | Sachse City Hall | Courtroom | 3815-B Sachse Rd | SACHSE | 75048 |
| E3007 | El Centro Campus-Dallas College | Elb-Student Center Main Area | 801 Main St | DALLAS | 75202 |
| E3008 | George L Allen Sr Court Building | Main Lobby | 600 Commerce St | DALLAS | 75202 |
| E3043 | Paul L Dunbar Library | Auditorium | 2008 E Kiest Blvd | DALLAS | 75216 |
| E3064 | Friendship West Baptist Church | Banquet Hall Foyer | 2020 W Wheatland Rd | DALLAS | 75232 |
| E3072 | Cedar Valley Campus-Dallas College | Rm M105 | 3030 N Dallas Ave | LANCASTER | 75134 |
| E3073 | Highland Hills Library | Auditorium | 6200 Bonnie View Rd | DALLAS | 75241 |
| E3106 | A E Sims Cedar Hill Rec Center | Lobby | 310 E Parkerville Rd | CEDAR HILL | 75104 |
| E3202 | Duncanville Library | Meeting Rms 1-3 | 201 James Collins Blvd | DUNCANVILLE | 75116 |
| E3309 | Lakeside Activity Center | Large Room | 101 Holley Park Dr | MESQUITE | 75149 |
| E3400 | Balch Springs Civic Center | Big Room Area | 12400 Elam Rd | BALCH SPRINGS | 75180 |
| E3500 | Sunnyvale Town Hall | Council Chambers | 127 N Collins Rd | SUNNYVALE | 75182 |
| E3605 | Disciple Central Comm Church | DC3 - Youth Room | 901 N Polk St | DESOTO | 75115 |
| E3809 | Lancaster Veterans Memorial Library | Meeting Room | 1600 Veterans Memorial Pkwy | LANCASTER | 75134 |



DALLAS COUNTY ELECTIONS DEPARTMENT
Early Vote Center Locations 2024 Joint Election
May 4, 2024

| VC# | Location Edificio | Voting Area Lugar De Votación | Address Dirección | City Ciudad | ZIP Codigo Postal |
|------------|-----------------------------------|--|------------------------------|------------------------|------------------------------|
| E3921 | Seagoville City Hall | Front Foyer | 702 N Hwy 175 | SEAGOVILLE | 75159 |
| E3940 | Wilmer Community Center | Main Room | 101 Davidson Plz | WILMER | 75172 |
| E3950 | Hutchins City Hall | Council Chambers | 321 N Main Street | HUTCHINS | 75141 |
| E4029 | West Dallas Center-Dallas College | Main Lobby | 3330 N Hampton Rd | DALLAS | 75212 |
| E4050 | Mountain Creek Library | Auditorium | 6102 Mountain Creek Pkwy | DALLAS | 75249 |
| E4064 | Martin Weiss Recreation Center | Large Room | 1111 Martindell Ave | DALLAS | 75211 |
| E4071 | Oak Cliff Government Center | Main Lobby | 702 E Jefferson Blvd | DALLAS | 75203 |
| E4081 | Jaycee Zaragoza Recreation Center | Area in Lobby/Hallway | 3114 Clymer Street | DALLAS | 75212 |
| E4086 | Grauwlyer Park Recreation Center | Room A | 7780 Harry Hines Blvd | DALLAS | 75235 |
| E4113 | Mountain View Campus-Dallas | E. Bldg., East Foyer | 4849 W Illinois Ave | DALLAS | 75211 |
| E4502 | Betty Warmack Library | Empower Room | 760 Bardin Rd | GRAND PRAIRIE | 75052 |
| E4514 | The Summit | Aerobic Room | 2975 Esplanade Dr | GRAND PRAIRIE | 75052 |
| E4516 | Crosswinds High School | Room 104 | 1100 N Carrier Pkwy | GRAND PRAIRIE | 75050 |
| E4528 | Our Redeemer Lutheran Church-GP | Fellowship Hall | 4729 S Carrier Pkwy | GRAND PRAIRIE | 75052 |
| E4607 | Irving City Hall | Main Lobby | 825 W Irving Blvd | IRVING | 75060 |
| E4629 | Bear Creek Community Church | Lobby Breezeway | 2700 Finley Rd | IRVING | 75062 |
| E4633 | North Lake Campus-Dallas College | L137 A/B | 5001 N Macarthur Blvd | IRVING | 75038 |
| E4642 | Irving Arts Center | Lab Room 1 | 3333 N Macarthur Blvd | IRVING | 75062 |

| Location Type | Count |
|----------------------|--------------|
| Early Voting | 65 |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Mechelle Hogan, Board Services Manager

Subject: Consider Approval of the Joint Election Contract submitted by the Dallas County Elections Department

Action Item

Executive Summary:

A copy of the near-final 2024 Joint Election Contract with the Dallas County Elections Department has been provided under separate cover. The estimate for Garland ISD's portion of the cost for the May 4, 2024 Joint Election is \$176,749.69 should all entities currently slated to have May 2024 elections participate in the Joint Election.

May 2023 election totals were estimated at \$252,246.25. Costs are governed by the number of vote centers, number of registered voters, increases in those numbers, entity withdrawal and costs associated with upgraded electronic voting system upgrades. By law, we must use all county designated voting centers (Election Code Sec. 501.103), some registered voters will be casting their votes at vote centers outside of the Garland ISD boundaries. The Administration seeks approval of the contract with permission for the Board Services Manager to sign the final contract.

Administrative Recommendations:

Administration recommends approval of the May 2024 Joint Election Contract.

Recommended Motion for Action Items:

I move to approve the May 2024 Joint Election Contract submitted by the Dallas County Elections Department.

Financial Impact and Funding Source:

199 - General Funds



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA



Dallas County Elections Department

1520 Round Table Drive
Dallas, Texas 75247

May 4, 2024 Joint Election

ESTIMATED COST INVOICE

Subject to Change

EXHIBIT - A

- 35 Entities
- 64 EV Locations
- 469 ED Vote Centers

| Registered Voter Split | Total | Garland ISD |
|-------------------------------------|----------------|--------------|
| Total Number of Registered Voters | 3,409,183 | 161,255 |
| Cost Per Registered Voter (w/o GSF) | \$1.00 | \$1.00 |
| Total Cost | \$3,397,059.14 | \$160,681.54 |
| % of Units | 100% | 4.73% |

| | Total | Garland ISD |
|------------------------------------|-----------------------|---------------------|
| Election Total | \$3,397,059.14 | \$160,681.54 |
| Special Request Fee | | |
| General Supervisory Fee (GSF) | \$339,705.91 | \$16,068.15 |
| Total Cost | \$3,736,765.06 | \$176,749.69 |
| Cost Per Registered Voter (w. GSF) | \$1.10 | \$1.10 |
| Amount of Deposit | | |
| (Overpaid)/Underpaid | \$3,736,765.06 | \$176,749.69 |

| Exp. Code | Early Voting | Units | Unit Cost | Estimated | Garland ISD |
|---|--|-------------------|------------|-----------------------|--------------------|
| POSTAGE | | | | | |
| 62175 | Mail Ballot Kits | 20,000 | \$2.62 | \$52,400.00 | \$2,478.53 |
| 62175 | Undeliverable / Resent Mail Kits | 600 | \$3.20 | \$1,920.00 | \$90.82 |
| 62170 | Postage for Ballots Mailed | 20,000 | \$0.63 | \$12,600.00 | \$595.98 |
| 62170 | Postage for Undeliverable / Resent Mails | 600 | \$0.63 | \$378.00 | \$17.88 |
| EQUIPMENT RENTAL | | | | | |
| 62025 | EV Model DS200 (Tabulator/Scanner) | 64 | \$464.10 | \$29,702.40 | \$1,404.93 |
| 62025 | EV ExpressVote Ballot Marking Device (BMD) | 512 | \$295.00 | \$151,040.00 | \$7,144.22 |
| 62025 | EV EPB Printer | 256 | \$62.00 | \$15,872.00 | \$750.75 |
| 62025 | EV Election Supply Cart | 128 | \$295.00 | \$37,760.00 | \$1,786.06 |
| 62021 | EV Mini-Van Rental | 8 | \$1,085.00 | \$4,340.00 | \$205.28 |
| 62021 | EV Truck Rental | 2 | \$1,927.00 | \$1,927.00 | \$91.15 |
| RENTAL BUILDINGS | | | | | |
| 62023 | EV Location Rental | Various Locations | | \$81,000.00 | \$3,831.32 |
| PERSONNEL | | | | | |
| 61050 | EV Election Department (OT) | Various | | \$15,000.00 | \$709.50 |
| 61050 | EV Clerks (OT) 24hrs | 256 | \$24.00 | \$147,456.00 | \$6,974.70 |
| 61050 | EV Judges (OT) 24hrs | 64 | \$27.33 | \$41,978.88 | \$1,985.61 |
| 61050 | EV Building Security (OT) | 4 | \$45.00 | \$4,320.00 | \$204.34 |
| 61050 | EV Inspectors (OT) | 8 | \$27.33 | \$5,247.36 | \$248.20 |
| 61050 | EV Training Trainers (OT) | 7 | \$28.37 | \$4,765.32 | \$225.40 |
| 61050 | EV Ballot Board Committee (OT) | 30 | \$30.90 | \$2,781.00 | \$131.54 |
| 61050 | EV Ballot Board Judge (OT) | 1 | \$30.90 | \$92.70 | \$4.38 |
| 61060 | EV Clerks (ST) | 256 | \$16.00 | \$270,336.00 | \$12,786.94 |
| 61060 | EV Judges (ST) | 64 | \$18.22 | \$76,961.28 | \$3,640.28 |
| 61060 | EV Inspectors (ST) | 8 | \$18.22 | \$9,620.16 | \$455.04 |
| 61060 | EV Training Trainers (ST) | 7 | \$18.91 | \$8,736.42 | \$413.23 |
| 61060 | EV Ballot Board Committee (ST) | 30 | \$20.60 | \$27,810.00 | \$1,315.42 |
| 61060 | EV Ballot Board Judge (ST) | 1 | \$20.60 | \$927.00 | \$43.85 |
| 61111 | EV FICA | 6.2% | | \$930.00 | \$43.99 |
| 61112 | EV Medicare | 1.45% | | \$8,932.47 | \$422.51 |
| 61113 | EV PARS | 1.3% | | \$7,813.42 | \$369.58 |
| 61150 | EV Retirement Chargeback | 13.23% | | \$1,984.50 | \$93.87 |
| 62225 | EV Temp. Employees | 50 | \$26.01 | \$156,060.00 | \$7,381.67 |
| SUPPLY EXPENSE | | | | | |
| 62175 | EV Official ExpressVote Ballots | 300,000 | \$0.14 | \$42,000.00 | \$1,986.61 |
| 62175 | EV Judges Kits | 64 | \$80.00 | \$5,120.00 | \$242.18 |
| SERVICE EXPENSE | | | | | |
| 62013 | Legal Notice | Legal Notice | | \$3,500.00 | \$165.55 |
| 62225 | EV GTS IT Services | 11 | \$35.00 | \$49,087.50 | \$2,321.85 |
| 62225 | EV ES&S Project Management | 17 | \$1,975.00 | \$33,575.00 | \$1,588.10 |
| 62225 | EV ES&S Audio | 70 | \$28.95 | \$3,356.50 | \$158.76 |
| PREPARATION AND TRANSPORTATION OF VOTING EQUIPMENT | | | | | |
| 62910 | EV Atlantic Delivery and Pick-up | 128 | \$100.00 | \$12,800.00 | \$605.44 |
| MILEAGE / FUEL | | | | | |
| 62285 | EV Fuel | Vans and Trucks | | \$1,200.00 | \$56.76 |
| EARLY VOTING TOTAL | | | | \$1,331,330.90 | \$62,972.20 |

| Exp. Code | Election Day | Units | Unit Cost | Estimated | Garland ISD |
|---|--|-------------------|------------|-----------------------|--------------------|
| EQUIPMENT RENTAL | | | | | |
| 62025 | ED Model DS200 (Tabulator/Scanner) | 469 | \$464.10 | \$217,662.90 | \$10,295.50 |
| 62025 | ED ExpressVote Ballot Marking Device (BMD) | 1,876 | \$295.00 | \$553,420.00 | \$26,176.87 |
| 62025 | ED EPB Printer | 1,876 | \$62.00 | \$116,312.00 | \$5,501.58 |
| 62025 | ED Election Supply Carts | 469 | \$295.00 | \$138,355.00 | \$6,544.22 |
| 62021 | ED Mini-Van Rental | 8 | \$1,085.00 | \$4,340.00 | \$205.28 |
| 62021 | ED Truck Rental | 2 | \$1,927.00 | \$1,927.00 | \$91.15 |
| RENTAL BUILDINGS | | | | | |
| 62023 | ED Location Rental | Various Locations | | \$100,500.00 | \$4,753.67 |
| PERSONNEL | | | | | |
| 61020 | ED Clerks (ST) | 1,876 | \$16.00 | \$450,240.00 | \$21,296.44 |
| 61020 | ED Judges (ST) | 469 | \$20.00 | \$140,700.00 | \$6,655.14 |
| 61020 | ED Judges Delivery (Can Money) | 469 | \$25.00 | \$11,725.00 | \$554.59 |
| 61020 | ED Emergency Response (ST) | 40 | \$25.00 | \$15,000.00 | \$709.50 |
| 61020 | ED Phone Bank (ST) | 35 | \$25.00 | \$13,125.00 | \$620.81 |
| 61020 | ED Regional Site Support (ST) | 60 | \$20.00 | \$6,000.00 | \$283.80 |
| 61020 | ED Inspectors (ST) | 40 | \$25.00 | \$15,000.00 | \$709.50 |
| 61050 | ED Sheriff Deputies (OT) | 32 | \$60.00 | \$28,800.00 | \$1,362.25 |
| 61050 | ED Building Security (OT) | 14 | \$50.00 | \$10,500.00 | \$496.65 |
| 61050 | ED Election Department (OT) | Various | | \$10,000.00 | \$473.00 |
| 61111 | ED FICA | 6.2% | | \$2,405.60 | \$113.79 |
| 61112 | ED Medicare | 1.45% | | \$145.00 | \$6.86 |
| 61113 | ED PARS | 1.3% | | \$130.00 | \$6.15 |
| 61150 | ED Retirement Chargeback | 13.23% | | \$5,133.24 | \$242.80 |
| 62225 | ED Temp. Employees | 50 | \$26.01 | \$26,010.00 | \$1,230.28 |
| SUPPLY EXPENSE | | | | | |
| 62175 | ED Official ExpressVote Ballots | 300,000 | \$0.140 | \$42,000.00 | \$1,986.61 |
| 62175 | ED Judge Kit | 469 | \$80.00 | \$37,520.00 | \$1,774.70 |
| SERVICE EXPENSE | | | | | |
| 62225 | ED ES&S Site Support | 1 | \$4,975.00 | \$4,975.00 | \$235.32 |
| 62225 | ED IT Services (GTS) | 11 | \$35.00 | \$15,400.00 | \$728.42 |
| PREPARATION & TRANSPORTATION OF VOTING EQUIPMENT | | | | | |
| 62910 | ED Atlantic Delivery and Pick-up | 938 | \$100.00 | \$93,800.00 | \$4,436.76 |
| MILEAGE / FUEL | | | | | |
| 61080 | Mileage for Deputies | 5,500 | \$0.655 | \$3,602.50 | \$170.40 |
| 62285 | ED Fuel | Vans and Trucks | | \$1,000.00 | \$47.30 |
| ELECTION DAY TOTAL | | | | \$2,065,728.24 | \$97,709.34 |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Dr. Babetta Hemphill
Subject: Garland ISD and ChildCareGroup Memorandum of Understanding

Action Item

Executive Summary:

The ChildCareGroup has partnered with Garland ISD to provide instruction for eligible students since Fall 2019.

This collaboration has allowed the district to create prototype innovations before implementing them districtwide. Full-day Pre-kindergarten for eligible students was first implemented through this partnership. We also implemented full-day Pre-K 3 for eligible students through our partnership and decided not to expand programming for eligible 3-year-old students on our campuses.

We are excited to work together to increase access to education for our youngest learners. We seek approval of the MOU for another five years.

Administrative Recommendations:

Approve MOU

Recommended Motion for Action Items:

Financial Impact and Funding Source:

N/A if does not apply

MEMORANDUM OF UNDERSTANDING

BETWEEN

ChildCareGroup and Garland Independent School District

ChildCareGroup (“CCG”) and Garland Independent School District (“District”) desire to enter into an agreement to engage in an early childhood initiative for preschool children at Florence Parsons Prekindergarten School (the “School”), located at 2202 Rich Oak Dr, Garland, TX 75044, and Gloria Cisneros Prekindergarten School (the “School”), located at 2826 S Fifth St, Garland, TX 75041. Through this agreement, CCG and the District (together the “Parties”) shall provide services to the community within the District’s boundaries, which serves a public purpose. The Parties enter into this Memorandum of Understanding (“MOU”) to outline the elements of their agreement, effective as of the date last executed below by CCG (the “Effective Date”).

The terms and conditions of this MOU are as follows:

1. **Purpose.** In order to meet and serve the community and promote a public purpose, the District and CCG shall engage in an initiative (the "Initiative"), whereby CCG and the District provide full-day early education to 80 four-year-olds as a Head Start program (the “Head Start Program”). The Initiative's purpose, among other things, is to promote the healthy cognitive, social, and emotional development of children, coordinate family engagement and pursue other activities that aim to build a strong school community relationship for families in the community.
2. **Term.** The term of this MOU shall commence on the Effective Date. The MOU shall terminate on the five (5) year anniversary date from the Effective Date. The parties may mutually extend the term of this MOU for an additional 5-year term. The extension shall be set forth in writing and executed by both parties. Notwithstanding the aforementioned, at any time following the date that is three (3) years following the Effective Date, the District may terminate this MOU by providing CCG with six (6) months written notice. In addition, CCG may terminate this MOU upon written notice to the District: (i) if needed due to lack of funding from the Office of Head Start, or (ii) if the Initiative cannot be filled due to changing demographics or other conditions impacting enrollment. Following the expiration or earlier termination of this MOU, CCG may remove from the School, and redistribute, equipment and materials purchased with federal dollars for use in other CCG programs.
3. **Duties of ChildCareGroup.** CCG shall perform the following:
 - a. Provide all required components of the Head Start Program as outlined in the Head Start Program Performance Standards.

- b. Provide a CCG Head Start Teacher (ISD definition of Teacher Assistant) in each dually enrolled Head Start/PreK classroom.
 - c. Provide a Teacher Assistant who will serve as a Teacher's Aide in every two classrooms.
 - d. Provide one Family Advocate per 40 children in the Head Start Program.
 - e. Provide the equipment and supplies for the implementation of the Head Start Program.
 - f. Assist in recruiting eligible children for the Head Start Program, ensuring that children are also qualified for the public PreK Program.
 - g. Comply with all federal, state and local laws, and District Board Policy affecting the services covered by this MOU. Such laws may include, but are not limited to, the following: (a) Family Educational Rights and Privacy Act (FERPA); (b) Protection of Pupil Rights Amendment (PPRA); (c) Texas Public Information Act (TPIA); and/or (d) Health Insurance Portability and Accountability Act of 1996 (HIPPA).
 - h. Carry insurance in such form, with such companies and in such amounts, unless otherwise specified, as the District may reasonably require.
 - i. CCG and its employees, volunteers and vendors shall comply with Texas Education Code 22.0834 and Education Commissioner's rules regarding criminal history record review and District Board Policy as it relates to criminal background checks, and felony conviction notices.
 - j. All CCG employees, volunteers and vendors shall undergo a criminal background check in accordance with District guidelines, at the sole expense of CCG.
 - k. The District reserves the right to remove any CCG employee, volunteer, or vendor who fails to comply with the law, District Board Policies, or District procedures. In addition, CCG shall remove and replace any employee, volunteer, or vendor upon request from the District for any legitimate, nondiscriminatory reason.
4. **Duties of Garland Independent School District.** The District shall perform the following:
- a. Provide classroom and office space and access to the playground area, library and other space as needed for CCG use as necessary for CCG to perform its obligations and support the Initiative hereunder.
 - b. Provide a certified EC-6th or qualified teacher for each dually enrolled Head Start/PreK classroom.
 - c. Partner with ChildCareGroup to provide services as required by the Head Start Program Performance Standards including hearing and vision screenings, parent education opportunities, parent conferences, child assessments and active supervision of children.

- d. Maintain the School in the same customary manner as it maintains other District facilities during the periods and hours as such services are normally furnished to other District facilities, and it shall be responsible for everyday costs associated with the operation of the School and any other District facility.
- e. Provide meals as required by the USDA CACFP program.
- f. Provide internet services/WI FI for use by CCG staff for work purposes.

5. Data Sharing. Because children will be dually enrolled in both the CCG Head Start program and the District PreK program, both entities will share child data with one another to track longitudinal student outcomes and provide appropriate health and family services as needed. CCG and the District have a legal obligation to maintain the confidentiality and privacy of student records in accordance with applicable law and regulations, specifically the Family Educational Rights and Privacy Act (FERPA). CCG and the District may only receive student Information In compliance with the requirements and exceptions outlined in FERPA.

6. Indemnification.

- a. CCG SHALL AND DOES AGREE TO INDEMNIFY, PROTECT, DEFEND, AND HOLD HARMLESS THE DISTRICT, ITS TRUSTEES, OFFICERS, DIRECTORS, OFFICIALS, VENDORS, VOLUNTEERS, EMPLOYEES, SUCCESSORS AND ASSIGNEES, (COLLECTIVELY, "THE INDEMNIFIED PARTIES") FROM AND AGAINST ALL CLAIMS, DAMAGES, LOSSES, LIABILITIES, LIENS, CAUSES OF ACTION, SUITS, JUDGMENTS, PENALTIES, AND EXPENSES, INCLUDING ATTORNEY FEES AND COURT COSTS, OF ANY NATURE, KIND OR DESCRIPTION ("LOSSES"), SOLELY TO THE EXTENT ARISING OUT OF, CAUSED BY, OR RESULTING FROM ANY NEGLIGENT, WRONGFUL OR TORTIOUS ACT OR OMISSION OF CCG, OR ITS EMPLOYEES, VOLUNTEERS, OFFICERS, OR CONTRACTORS .
- b. TO THE EXTENT PERMITTED UNDER TEXAS LAW, THE DISTRICT SHALL INDEMNIFY, DEFEND, AND HOLD HARMLESS CCG AND ITS OFFICERS, DIRECTORS, OFFICIALS, VOLUNTEERS AND EMPLOYEES (COLLECTIVELY, "THE CCG INDEMNIFIED PARTIES") FROM AND AGAINST ALL LOSSES INCURRED BY ANY CCG INDEMNIFIED PARTY, SOLELY TO THE EXTENT ARISING OUT OF, CAUSED BY, OR RESULTING FROM ANY NEGLIGENT, WRONGFUL OR TORTIOUS ACT OR OMISSION OF THE DISTRICT OR ITS EMPLOYEES, VOLUNTEERS, OFFICERS, OR CONTRACTORS.
- c. IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY OR TO ANY THIRD PARTY FOR ANY LOSS OF USE, REVENUE, OR PROFIT OR LOSS OF DATA OR DIMINUTION IN VALUE, OR FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS FORESEEABLE AND WHETHER OR NOT SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

7. **Governing Law and Venue.** This MOU and all the rights and obligations of the parties hereto and all the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas, and the parties hereto agree that venue shall be in Dallas County, Texas.
8. **Waivers.** No delay or omission by either of the parties in exercising any right or power accruing upon the non-compliance or failure of performance by the other party hereto of any of the provisions of this MOU shall impair any such right or power or be construed to be a waiver thereof. A waiver by either of the parties of any of the covenants, conditions or agreements hereof to be performed by the other party shall not be construed to be a waiver of any subsequent breach thereof or of any other covenant, condition or agreement herein contained.
9. **Binding Effect.** This MOU shall be binding upon and inure to the benefit of the parties hereto and their respective permitted assigns and successors.
10. **Severability.** In case any provision hereof shall, for any reason, be held invalid or unenforceable in any respect, such invalidity or unenforceability shall not affect any other provision hereof, and this MOU shall be construed as if such invalid or unenforceable provision had not been included herein.
11. **Nondiscriminatory Employment.** Neither Party will discriminate against any employee or applicant for employment of such Party because of race, age, color, religion, sex, national origin, ancestry, disability, or place of birth. The District and CCG will take action to ensure that all persons are employed and/or treated without regard to their race, age, color, religion, sex, national origin, ancestry, disability, or place of birth.
12. **Texas Tort Claims Act.** District does not waive any of its immunities from lawsuit or damages, or both, as provided by the Texas law, as a public institution, whether granted by constitution, common law or statute and nothing contained in this MOU, or any action required of the District by the MOU shall be interpreted to be such a waiver. NEITHER THIS MOU, NOR ANY PART THEREOF, NOR ANY DISPUTE ARISING HEREUNDER, IS SUBJECT TO ARBITRATION.
13. **Relationship of Parties.** The relationship between the Parties is that of independent contractors. Nothing contained in this MOU shall be construed as creating any agency, partnership, joint venture or other form of joint enterprise, employment or fiduciary relationship between the Parties, and neither Party shall have authority to contract for or bind the other Party in any manner whatsoever.
14. **Counterparts.** This MOU may be executed in counterparts, each of which is deemed an original, but all of which together are deemed to be one and the same agreement. A signed copy of this MOU delivered by facsimile, email, or other means of electronic transmission is deemed to have the same legal effect as delivery of an original signed copy of this MOU.

15. **Force Majeure.** No Party shall be liable or responsible to the other Party, or be deemed to have defaulted under or breached this MOU, for any failure or delay in fulfilling or performing any term of this MOU, when and to the extent such failure or delay is caused by or results from acts beyond the impacted party's ("Impacted Party") reasonable control, including, without limitation, the following force majeure events: (a) acts of God; (b) flood, fire, earthquake, pandemics, epidemics, or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (d) government order, law, or actions; (e) embargoes or blockades in effect on or after the date of this MOU; (f) national or regional emergency; (g) strikes, labor stoppages or slowdowns, or other industrial disturbances; (h) telecommunication breakdowns, power outages or shortages, lack of warehouse or storage space, inadequate transportation services, or inability or delay in obtaining supplies of adequate or suitable materials; and (i) other events beyond the reasonable control of the Impacted Party.
16. **Notices.** All notices, consents, approvals, demands, requests, or other communications provided for or permitted to be given under any of the provisions of this MOU shall be in writing and shall be deemed to have been duly given or served when delivered by hand delivery or when deposited in the U.S. mail by registered or certified mail, return receipt requested, postage prepaid, and addressed as follows:

If to District:

If to CCG:

Victoria T. Mannes, CEO/President
ChildCareGroup
3000 Pegasus Park Drive, Suite 800
Dallas, Texas 75247
214-905-2400
E-Mail: tmannes@ccgroup.org

Neither the execution of this MOU by the District nor any other conduct of any representative of the district relating to the MOU shall be considered a waiver of governmental immunities available to the district.

[SIGNATURE PAGES FOLLOW]

IN WITNESS WHEREOF, the Parties hereunto have executed this MOU on the dates(s) set forth below, to be effective as of the Effective Date.

ChildCareGroup

By: *Victoria T. Mannes*
Name: Victoria T. Mannes
Title: CEO/President
Date: 12.1.23

Garland Independent School District

By:
Name:
Title:
Date:



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Recommended Construction Manager at Risk (CMaR) for Bond 2023 Elementary School Replacement #1 B.H. Freeman Elementary

Action Item

Executive Summary:

On October 17, 2023, the Board of Trustees approved the use of Construction Manager at Risk (CMaR) procurement method for the Elementary School Replacement #1 B.H. Freeman Elementary. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Javier Fernandez, Director of Facilities Planning and Construction Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendation:

It is administration's recommendation to award the CMaR for Elementary School Replacement #1 B.H. Freeman Elementary to Lee Lewis Construction, Inc., which provides the best value to meet the goals of Garland Independent School District. Also, the recommendation by the administration is to authorize the Superintendent or his designee to enter into a contract.

Recommended Motion for Action Items:

Move to approve Lee Lewis Construction, Inc. as Manager at Risk (CMaR) for 2-Step CMaR Solicitation #510-01-1.3 Elementary School Replacement #1 B.H. Freeman Elementary as presented to the Board of Trustees.

Financial Impact and Funding Source:

683 Bond 2023



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Recommended Construction Manager at Risk (CMaR) for Bond 2023 Elementary School Replacement #2 Hillside Academy for Excellence

Action Item

Executive Summary:

On October 17, 2023, the Board of Trustees approved the use of Construction Manager at Risk (CMaR) procurement method for the Elementary School Replacement #2 Hillside Academy for Excellence. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Javier Fernandez, Director of Facilities Planning and Construction Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendation:

It is administration's recommendation to award the CMaR for Elementary School Replacement #2 Hillside Academy for Excellence to Lee Lewis Construction, Inc., which provides the best value to meet the goals of Garland Independent School District. Also, the recommendation by the administration is to authorize the Superintendent or his designee to enter into a contract.

Recommended Motion for Action Items:

Move to approve Lee Lewis Construction, Inc. as Manager at Risk (CMaR) for 2-Step CMaR Solicitation #510-01-1.4 Elementary School Replacement #2 Hillside Academy for Excellence as presented to the Board of Trustees.

Financial Impact and Funding Source:

683 Bond 2023



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Javier Fernandez, Director of Facilities Planning and Construction Services

Subject: Consider Approval of Recommended Construction Manager at Risk (CMaR) for Bond 2023 Lakeview Centennial HS and Naaman Forest HS Addition/Renovation

Action Item

Executive Summary:

On October 17, 2023, the Board of Trustees approved the use of Construction Manager at Risk (CMaR) procurement method for the Lakeview Centennial HS and Naaman Forest HS Addition/Renovation. Reviewed and approved by Paul Gonzales, Executive Director of Facilities and Maintenance, Javier Fernandez, Director of Facilities Planning and Construction Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendation:

It is administration's recommendation to award the CMaR for Lakeview Centennial HS and Naaman Forest HS Addition/Renovation to Lee Lewis Construction, Inc., which provides the best value to meet the goals of Garland Independent School District. Also, the recommendation by the administration is to authorize the Superintendent or his designee to enter into a contract.

Recommended Motion for Action Items:

Move to approve Lee Lewis Construction, Inc. as Manager at Risk (CMaR) for 2-Step CMaR Solicitation #510-01-1.5 Lakeview Centennial HS and Naaman Forest HS Addition/Renovation as presented to the Board of Trustees.

Financial Impact and Funding Source:

683 Bond 2023



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Matt Yeager, Assistant Superintendent of Technology

Subject: Consider Approval of Purchase of Local Area Network Equipment and Services (#510-23)

Action Item

Executive Summary:

The scope of work includes Local Area Network equipment, engineering, and installation support services for all facilities identified in the Bond Program.

This award covers the procurement of equipment and services as needed to support the new local area network solution. Garland ISD will apply for E-Rate reimbursement in accordance with the policies and procedures set forth by USAC. Reviewed and approved by Matt Yeager, Assistant Superintendent of Technology, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Local Area Network Equipment and Services from DISYS Solutions, Inc dba DSI Tech, provides the best value to the Garland Independent School District.

New Award - Replacement

Procurement Method: Request for Proposal

Contract Term: one (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#510-23 Local Area Network Equipment and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Confidential

683-Bond 2023 85%

282-ESSER III of ARP 2021 15%

Exhibit A

| RFP# 510-23 Local Area Network Equipment and Services-EVALUATION CRITERIA FORM-Option 2 | | | |
|---|--|----------------------|----------------|
| EVALUATION CRITERIA | FIRM | | FIRM |
| | DISYS Solutions, Inc dba DSI Tech | | NETSYNC |
| Parameters: | Max Points | *Confidential | |
| Proposed Price | | \$34,701,432 | |
| The purchase price 9.5.8 Pricing | 37 | 37 | 32 |
| The reputation of the vendor and the vendor's goods or services 9.1 Executive Summary 9.3 Company Profile and Qualifications 9.3.4 References | 10 | 10 | 10 |
| The quality of the vendor's goods or services 9.5.2 Damaged/Defective Claims Process 9.5.3 Manufacturer Warranty Process 9.5.4 Cisco Gold Certification or Equivalent Certification 9.5.5 Equivalent Training/Certification | 18 | 18 | 16 |
| The extent to which the goods or services meet the District's needs 9.4 Overview and Approach to Implementation 9.4.5 Detailed Project Plan 9.5.1 Authorized Reseller/Distributor List 9.5.6 Minimum Specifications Requirement 9.5.7 Shipment and Delivery Schedule 9.5.8 Value Added Products/Services 9.5.10 Catalog Price Discounts 10 Exceptions to RFP and Conflicts of Interest | 27 | 27 | 12 |
| The vendor's past relationship with the District or one similar in size | 3 | 2 | 2 |
| The impact on the ability of the District to comply with the laws and rules relating to historically under-utilized businesses (HUB) | 0 | 0 | 0 |
| The total long-term cost to the District to acquire the vendor's goods and services. | 0 | 0 | 0 |
| For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner: A. has its principal place of business in this state B. employs at least 500 persons in this state | 0 | 0 | 0 |
| VPAT (Refer to 3.26. UNIFORM INFORMATION AND COMMUNICATION TECHNOLOGIES ACCESSIBILITY) | 5 | 5 | 5 |
| Total Points | 100 | 98 | 77 |



GARLAND INDEPENDENT SCHOOL DISTRICT

BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Matt Yeager, Assistant Superintendent of Technology

Subject: Consider Approval of Purchase of Wide Area Network Equipment and Services (#510-23-03)

Action Item

Executive Summary:

The scope of work includes Wide Area Network equipment, engineering, and installation support services for all facilities identified in the Bond Program.

This award covers the procurement of equipment and services as needed to support the new wide area network solution. Garland ISD will apply for E-Rate reimbursement in accordance with the policies and procedures set forth by USAC. The district solicited 494 vendors of which 1 response was evaluated and is illustrated in Exhibit A providing the best value. Reviewed and approved by Matt Yeager, Assistant Superintendent of Technology, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Wide Area Network Equipment and Services from DISYS Solutions, Inc dba DSI Tech, provides the best value to the Garland Independent School District.

New Award

Procurement Method: Request for Proposal

Contract Term: one (1) year with five (5) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#510-23-03 Wide Area Network Equipment and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$5,657,261

| | |
|---------------------------|-----|
| 683 Bond 2023 | 91% |
| 282 ESSER III of ARP 2021 | 9% |

Exhibit A

RFP# 510-23-03 Wide Area Network Equipment and Services-EVALUATION CRITERIA FORM- Option 2

| EVALUATION CRITERIA | | FIRM DISYS Solutions, Inc dba DSI Tech |
|---|-------------------|---|
| Parameters: | Max Points | |
| Proposed Price | | \$5,657,261 |
| The purchase price | | |
| 9.5.8 Pricing | 37 | 37 |
| The reputation of the vendor and the vendor's goods or services | | |
| 9.1 Executive Summary | | |
| 9.3 Company Profile and Qualifications | 10 | 9.92 |
| 9.3.4 References | | |
| The quality of the vendor's goods or services | | |
| 9.5.2 Damaged/Defective Claims Process | | |
| 9.5.3 Manufacturer Warranty Process | 18 | 18 |
| 9.5.4 Cisco Gold Certification or Equivalent Certification | | |
| 9.5.5 Equivalent Training/Certification | | |
| The extent to which the goods or services meet the District's needs | | |
| 9.4 Overview and Approach to Implementation | | |
| 9.4.5 Detailed Project Plan | | |
| 9.5.1 Authorized Reseller/Distributor List | | |
| 9.5.6 Minimum Specifications Requirement | 27 | 27 |
| 9.5.7 Shipment and Delivery Schedule | | |
| 9.5.8 Value Added Products/Services | | |
| 9.5.10 Catalog Price Discounts | | |
| 10 Exceptions to RFP and Conflicts of Interest | | |
| The vendor's past relationship with the District or one similar in size | 3 | 2 |
| The impact on the ability of the District to comply with the laws and rules relating to historically under-utilized businesses (HUB) | 0 | 0 |
| The total long-term cost to the District to acquire the vendor's goods and services. | 0 | 0 |
| For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner: A. has its principal place of business in this state B. employs at least 500 persons in this state | 0 | 0 |
| VPAT (Refer to 3.26. UNIFORM INFORMATION AND COMMUNICATION TECHNOLOGIES ACCESSIBILITY) | 5 | 5 |
| Total Points | 100 | 98 |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024
Presented By: Mark Booker, Executive Director of Purchasing
Subject: Consider Approval of Purchase of District Furniture (#510-23-05)

Action Item

Executive Summary:

As part school consolidation, Park Crest Elementary and Handley Elementary will receive furniture replacement/addition for identified areas to support additional students, teachers and staff from Williams Elementary and Centerville Elementary respectively. Budget for expenditures is included as part of Bond 2023 funding. Reviewed and approved by Javier Fernandez, Director of Facilities Planning and Construction Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for District Furniture from Public Partners Group LLC, provides the best value to the Garland Independent School District.

New Award

Procurement Method: Cooperative Purchase Contract

Contract Term: one (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#510-23-05 District Furniture as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$2,100,000
683 Bond 2023



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of Board Resolution for a 4-Day Summer Work Schedule and Holiday Shutdown for 2024-2025 and 2025-2026

Action Item

Executive Summary:

The 4-Day summer work schedule for 2024-2025 will begin on June 3, 2024 and end July 11, 2024 and for 2025-2026, it will begin on June 2, 2025 and end on July 10, 2025. For 2024-25 entire district will be closed the week of July 1 – July 5, and in 2025-2026 offices will be closed June 30 - July 4 to observe the Fourth of July holiday and for summer shut down.

Employees will work extended hours Monday – Thursday and all facilities and departments (except maintenance) will be closed on Fridays during this time-period.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Board Resolution for a 4-Day Summer Work Schedule and Holiday Shutdown for 2024-2025 and 2025-2026 as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A

Exhibit A
Summer Work Schedule
2024-2025 and 2025-2026

The following work schedule for the summers of 2024 and 2025 provides guidelines for 12-month employees who normally follow the school calendar and do not work during school holidays. Those employees who do not follow the school calendar for their work schedule (such as trades and other auxiliary departments) will follow the work schedule outlined by their department directors or supervisors.

Central offices will follow the summer work schedule below.

Summer 2024

- The four-day week begins on Monday, June 3, 2024, and ends on Thursday, July 11, 2024, the district will operate on a four-day workweek (34 hours = 4 days x 8.5 hours per day).
- Central offices will be closed from July 1, 2024 through July 5, 2024.

Summer 2025

- The four-day week begins on Monday, June 2, 2025, and ending Thursday, July 10, 2025, the district will operate on a four-day workweek (34 hours = 4 days x 8.5 hours per day)
- Central offices will be closed from June 30, 2025 through July 4, 2025.

| | SUMMER 2024 | SUMMER 2025 |
|------------------------|--------------------|------------------------|
| Begin 4-Day Week | June 3, 2024 | June 2, 2025 |
| Central Offices Closed | July 1 – 5, 2024 | June 30 – July 4, 2025 |
| End 4-Day Week | July 11, 2024 | July 10, 2025 |

Each summer the work schedule will be Monday through Thursday, 7:30 a.m. – 5:00 p.m. with one hour for lunch. All facilities and departments will be closed on Fridays (with the exception of maintenance).

All employees will report for the next school year in accordance with the published dates for their specific number of days worked.

RESOLUTION REGARDING SUMMER WORK SCHEDULE

WHEREAS, the Garland Independent School District (“District”) operates on a four-day summer work week; and

WHEREAS, the four-day summer work week provides benefits to the District, including reduced utility costs, assistance to employee recruitment, and increased employee morale, performance, and retention; and

WHEREAS, the benefits of the four-day summer work week as outlined in Exhibit A serve a public-school purpose;

THEREFORE, BE IT RESOLVED by the Garland Independent School District Board of Trustees that the foregoing recitals are hereby found to be true and correct and are adopted and incorporated by reference;

BE IT FURTHER RESOLVED that the modified work schedule in Exhibit A is approved and adopted for implementation; and

BE IT FURTHER RESOLVED that no additional leave or salary deduction is required for District employees adhering to the work schedule in Exhibit A; and

BE IT FURTHER RESOLVED that the Superintendent of Schools or designee is authorized to take any such action required to implement the modified summer work schedule in Exhibit A.

PASSED AND ADOPTED this 23th day of January 2024.

GARLAND INDEPENDENT SCHOOL

DISTRICT BY: _____

Linda Griffin
President
Board of Trustees

ATTEST: _____

Johnny Beach
Secretary
Board of Trustees



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Dr. Gradyne Brown, Assistant Superintendent Human Resources

Subject: Consider Approval of Board Resolution Recognizing June 19, 2024 as a Garland ISD Staff Holiday

Action Item

Executive Summary:

This resolution proposes formal recognition of June 19, 2024, as a staff holiday for all Garland Independent School District (GISD) employees. This date, also known as Juneteenth, holds historical significance as the day commemorating the emancipation of enslaved African Americans in the United States.

Considering the importance of recognizing and honoring this pivotal moment in our nation's history, and in alignment with GISD's commitment to fostering an inclusive and respectful environment for all staff members, we propose designating June 19, 2024, as a paid holiday for our employees.

Juneteenth provides an opportunity for reflection, education, and celebration of the progress we have made as a society, as well as a reminder of the work that still needs to be done to achieve true equality and justice for all. By acknowledging Juneteenth as a staff holiday, GISD demonstrates its dedication to diversity, equity, and inclusion, while also allowing our employees to observe and celebrate this important historical event with their families and communities.

Adopting this resolution will contribute to the positive work environment within Garland ISD and reinforce our commitment to fostering an inclusive and respectful community.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Board Resolution Recognizing June 19, 2024 as a Garland ISD Staff Holiday as presented to the Board of Trustees.

Financial Impact and Funding Source:

Cost of one workday for staff members.

Resolution Recognizing June 19, 2024, as a Staff Holiday for Garland ISD Employees

WHEREAS, Juneteenth, also known as Emancipation Day or Freedom Day, commemorates the emancipation of enslaved African Americans in the United States;

WHEREAS, the recognition of Juneteenth is a meaningful way for Garland ISD to honor the historical significance of this day and demonstrate our commitment to our diverse community;

WHEREAS, designating June 19, 2024, as a staff holiday provides an opportunity for reflection, education, and celebration among GISD employees;

THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Garland Independent School District officially designates June 19, 2024, as a paid staff holiday for all GISD employees;

BE IT FURTHER RESOLVED, that all necessary measures be taken to ensure the implementation of this holiday, and that staff members are appropriately informed of this decision.

PASSED AND ADOPTED this 23rd day of January 2024.

GARLAND INDEPENDENT SCHOOL

DISTRICT BY: _____

Linda L. Griffin
President
Board of Trustees

ATTEST: _____

Johnny Beach
Secretary
Board of Trustees



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Elisa Cordova-Long, Executive Director of Budget

Subject: Consider Approval of Budget Transfers and Amendments to the 2023-2024 General Fund

Action Item

Executive Summary:

This report details the budget transfers and amendments proposed for approval and their respective impact on the General Fund. Section 44.006 of the Texas Education Code requires that the Board of Trustees authorize amendments to the General Operating Budget. Reviewed and approved by Elisa Cordova-Long, Executive Director of Budget, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

Provided for your consideration.

Recommended Motion for Action Items:

Move to approve the Budget Transfers and Amendments to the 2023-2024 General Fund as presented to the Board of Trustees.

Financial Impact and Funding Source:

N/A



**BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2023-2024
January 23, 2024**

REVENUES:

| | Original Budget | Revised Budget | Current Transfers Requested | Current Amendments Requested | Proposed Amended Budget |
|-----------------------|----------------------------|---------------------------|--|---|--|
| 57 Local Revenue | \$ 250,595,728 | \$ 191,574,258 | \$ - | | \$ 191,574,258 |
| 58 State Revenue | 249,979,254 | 312,388,465 | | | 312,388,465 |
| 59 Federal Revenue | 13,000,000 | 13,000,000 | | | 13,000,000 |
| Total Revenues | \$ 513,574,982 | \$ 516,962,723 | \$ - | \$ - | \$ 516,962,723 |

EXPENDITURES:

| | | | | | |
|---|------------------------|------------------------|-------------|-------------|------------------------|
| 11 Instruction | \$ 341,690,230 | \$ 340,901,903 | \$ (82,118) | | \$ 340,819,785 |
| 12 Instructional Resources and Media Services | 8,637,004 | 8,720,769 | 5,200 | | 8,725,969 |
| 13 Curriculum Development and Instructional Staff Development | 15,023,073 | 15,392,893 | (20,738) | | 15,372,155 |
| 21 Instructional Leadership | 9,398,556 | 9,613,643 | 32,700 | | 9,646,343 |
| 23 School Leadership | 34,656,420 | 34,834,987 | 73,406 | | 34,908,393 |
| 31 Guidance, Counseling and Evaluation | 28,145,340 | 27,946,135 | (2,700) | | 27,943,435 |
| 32 Social Work Services | 529,896 | 539,641 | - | | 539,641 |
| 33 Health Services | 8,905,602 | 9,219,758 | (5,200) | | 9,214,558 |
| 34 Student Transportation | 19,751,821 | 19,750,051 | (25,000) | | 19,725,051 |
| 35 Food Service | 300,000 | 300,000 | - | | 300,000 |
| 36 Extracurricular Activities | 13,334,703 | 13,269,919 | (350) | | 13,269,569 |
| 41 General Administration | 20,719,368 | 20,633,499 | (30,022) | | 20,603,477 |
| 51 Facilities Maintenance & Operations | 51,582,367 | 56,166,804 | 25,000 | | 56,191,804 |
| 52 Security and Monitoring Services | 11,364,841 | 11,660,227 | (200) | | 11,660,027 |
| 53 Data Processing Services | 15,704,807 | 15,655,092 | - | | 15,655,092 |
| 61 Community Services | 1,772,260 | 1,771,910 | 30,022 | | 1,801,932 |
| 71 Debt Service - Principal on Long-Term Debt | 751,097 | 751,097 | - | | 751,097 |
| 72 Debt Service Interest on Long-Term Debt | - | - | - | | - |
| 73 Bond Issuance Cost and Fees | - | - | - | | - |
| 81 Facilities Acquisition and Construction | - | - | - | | - |
| 95 Juvenile Justice Program | 36,000 | 36,000 | - | | 36,000 |
| 99 Other Intergovernmental Charges | 1,057,993 | 1,057,993 | - | | 1,057,993 |
| Total Expenditures | \$ 583,361,378 | \$ 588,222,321 | \$ - | \$ - | \$ 588,222,321 |
| Excess(Deficiency) Revenues Over(Under) Expenditures | \$ (69,786,396) | \$ (71,259,598) | \$ - | \$ - | \$ (71,259,598) |
| Other Financing Sources | \$ - | \$ - | \$ - | \$ - | \$ - |
| Other Financing Uses | \$ - | \$ (8,421,100) | \$ - | \$ - | \$ (8,421,100) |
| Net Change in Fund Balance | \$ (69,786,396) | \$ (79,680,698) | \$ - | \$ - | \$ (79,680,698) |



**DETAIL OF BUDGET TRANSFERS AND AMENDMENTS
FOR THE GENERAL FUND
FISCAL YEAR 2023-2024
January 23, 2024**

Budget Transfers

Expenditures

| | Increase | Decrease | Net |
|---|-------------------|-------------------|-------------|
| 11 Instruction | \$ 7,282 | \$ 89,400 | \$ (82,118) |
| 12 Instructional Resources and Media Services | 5,200 | | 5,200 |
| 13 Curriculum Development and Instructional Staff Development | 9,562 | 30,300 | (20,738) |
| 21 Instructional Leadership | 32,700 | | 32,700 |
| 23 School Leadership | 77,500 | 4,094 | 73,406 |
| 31 Guidance, Counseling and Evaluation | | 2,700 | (2,700) |
| 33 Health Services | | 5,200 | (5,200) |
| 34 Student Transportation | | 25,000 | (25,000) |
| 36 Extracurricular Activities | | 350 | (350) |
| 41 General Administration | | 30,022 | (30,022) |
| 51 Facilities Maintenance & Operations | 25,000 | | 25,000 |
| 52 Security and Monitoring Services | 300 | 500 | (200) |
| 61 Community Services | 30,022 | | 30,022 |
| Total Expenditures | \$ 187,566 | \$ 187,566 | \$ - |

Notes: Budget neutral transfers to realign expenditures.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Jeanine Boyett, Library and Media Services Coordinator

Subject: Consider Approval of Purchase of Library Books and Materials Catalog (#344-24-01)

Action Item

Executive Summary:

Library books and material for Garland ISD students, staff and patrons.

Library books purchased for district libraries support literacy by providing physical books and ebooks to teachers and students. Literacy is the cornerstone of successful students and staff. The Library department will choose the vendor with the lowest pricing. If the lowest-priced vendor is unavailable, the Library department will contact the second-lowest-priced vendor. Reviewed and approved by Jeanine Boyett, Coordinator Library Media Services, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Library Books and Material Catalog from the company or companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

New Award- Replacement

Procurement Method: Request for Proposal

Contract Term: (1) year with four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve contract#344-24-01 Library Books and Material Catalog as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$800,000

| | |
|---|-----|
| 199 General Fund | 85% |
| 461 Campus Activity Funds | 10% |
| 211 EDEA Title 1 Part A- Improving Basic Programs | 5% |

Exhibit A

AKJ Wholesale LLC
Barnes and Noble Booksellers Inc
Bertelsmann Publishing Group Inc
Children's Plus Inc
Complete Book and Media Supply Inc
Coughlan Companies LLC
Crabtree Publishing Company
Delaney Education Enterprises
Follett Content Solutions LLC
Hertzberg New Method Inc
Lectorum Publication, Inc.
Lerner Publishing Group
Junior Library Guild
Mackin Book Company
QEP Inc Professional Books
Rainbow Books Inc
Rosen Publishing
Schlager Group Inc
Scholastics Inc
Textbook Warehouse LLC
The Penworthy Company LLC



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Matt Yeager, Assistant Superintendent of Technology

Subject: Consider Approval of Purchase of Laptop Instructional Equipment and Related Accessories and Services (#327-21)

Action Item

Executive Summary:

Purchase of teacher laptop equipment and services.

The contract offers the entire district the ability to purchase teacher laptops and monitors for campuses and departments as needed. Reviewed and approved by Matt Yeager, Assistant Superintendent of Technology, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Fiber Optic Cabling Maintenance from Future Infrastructure LLC, formally Future Telecom, provides the best value to the Garland Independent School District.

Renewal

Procurement Method: Request for Proposal

Contract Term: Second of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve renewal of contract#327-21 Laptop Instructional Equipment and Related Accessories and Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: \$1,000,000

| | |
|------------------|-----|
| 199 General Fund | 65% |
| Federal Funds | 35% |



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Mark Booker, Executive Director of Purchasing

Subject: Consider Approval of Increase in Awarded Amount for Amazon Services LLC (#22-18)

Action Item

Executive Summary:

Purchase of a variety of materials.

This supplier offers a variety of materials for district wide use. This year has shown an estimated spend of \$150,000 each month from May 2023-November 2023. An increase of \$700,000 is needed to cover expenses for the remaining of this contract term. Reviewed and approved by Mark Booker, Executive Director of Purchasing and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Amazon Services from Amazon.com Sales Inc provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase

Contract Term: Third of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#22-18 Amazon Services LLC as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$1,100,000 Increase \$700,000 New Award \$1,800,000
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Mark Booker, Executive Director of Purchasing

Subject: Consider Approval of Increase in Awarded Amount for District Furniture (#34-20-02)

Action Item

Executive Summary:

District wide furniture for office areas, open areas and classroom furniture. All proposals are being awarded to meet District needs. Use of local funds will require quotes from competing vendors/manufacturers if the purchase price is \$5,000 or above. Use of federal funds will require quotes from competing vendors/manufacturers.

Based on contract spend between September and December the District projects an additional \$1,100,000 should be sufficient until the next renewal-September 2024. This contract has been reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for District Furniture from the company or companies listed on the Exhibit "A" below provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Third of four (4) annual renewal options

Recommended Motion for Action Items:

Move to approve increase to contract#34-20-02 District Furniture as presented to the Board of Trustees.

Financial Impact and Funding Source:

| | |
|---|-----|
| Not to Exceed Amount: Original Award \$1,150,000 Increase \$1,100,000 New Award \$2,250,000 | |
| 199 General Fund | 80% |
| 211 Title I Part A Improving Programs | 20% |

Exhibit "A"

Business Interiors DBA Facilitech, Inc.
C&C Distributing Co. Inc. DBA J&S Equipment Co.
Cascade School Supplies
CDW Government, LLC
ELB US Inc.
Hertz Furniture Systems, LLC
Indeco Sales
Kay Davis Associates, LLC
Lakeshore Learning Materials
Lone Star Furnishings, LLC
MeTEOR Education, LLC
OCOP Express
Reynolds Manufacturing Corporation
School Specialty Inc.
Staples Contract & Commercial, LLC
Texas Furniture Source
Virco Inc.
Wood Etc. Co.



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Joseph Figarelli, Director of Fine Arts

Subject: Consider Approval of Increase in Awarded Amount for Portable Staging (#44-22)

Action Item

Executive Summary:

Choir risers are used for daily rehearsals and preparation for UIL Competitions. Our Risers at Austin Academy are needing to be replaced due to years of wear and tear. Reviewed and approved by Joseph Figarelli, Director of Fine Arts, Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is the administration's recommendation that the offer(s) for Portable Staging from StageRight Corp provides the best value to the Garland Independent School District.

Increase

Procurement Method: Cooperative Purchase Contract-BuyBoard

Contract Term: Final of two (2) annual renewal options.

Recommended Motion for Action Items:

Move to approve increase to contract#44-22 Portable Staging as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Original Award \$74,999 Increase \$36,000 New Award \$110,999
199 General Fund



BOARD OF TRUSTEES AGENDA

Date: January 23, 2024

Presented By: Paul Gonzales, Executive Director of Facilities and Maintenance

Subject: Consider Approval of Increase in Awarded Amount for HVAC Maintenance and Related Services (#303-22)

Action Item

Executive Summary:

This agreement will assist with the HVAC related repairs and services district wide. With inflationary changes in the market for HVAC product and services, this increase will be necessary to allow the district access to additional resources for HVAC contract services, equipment and supplies. Reviewed and approved by Mark Booker, Executive Director of Purchasing, and Darrell Dodds, Chief Financial Officer.

Administrative Recommendations:

It is administration's recommendation that the offer(s) for HVAC Maintenance and Related Services from Preferred Mechanical Group, LLC, Entech Sales and Services, Inc., and Texas AirSystems, LLC provides the best value to the Garland Independent School District.

Increase

Procurement Method: Request for Proposal

Contract Term: Second Year of four (4) annual renewal options.

Recommended Motion for Action Items:

Move to approve increase to contract#303-22 HVAC Maintenance and Related Services as presented to the Board of Trustees.

Financial Impact and Funding Source:

Not to Exceed Amount: Awarded Amount \$1,000,000 Increase \$1,000,000 New Award \$2,000,000
199 General Fund