Regular Meeting with Public Hearing Agenda
Thursday, November 10, 2022
LEO Conference Center
300 S. West Dr.
Leander, TX 78641
6:15 PM

REVISED

During meetings of the Board of Trustees, we want to give our public access while providing a safe and secure environment. If you're planning to attend the meeting, please review the meeting protocols designed to help manage health, safety, decorum and citizen comments. The Board meeting protocols are available at **https://bit.ly/3DHAR4v**.

Note, the district has instituted a clear bag policy for members of the public at all Board meetings (see the link above for details).

Doors will open to the public at 5:30 PM.
Members of the public may access this meeting via live stream at **https://live.myvrspot.com/st?cid=MmVlZD**. Please note, this link will not be active until approximately 5 minutes before the scheduled meeting time.

Citizens wishing to address the Board of Trustees may do so in person at the meeting location noted on the agenda. In order to address the Board, individuals must sign up online at **https://bit.ly/3N4blMx**, between noon the day prior to the meeting and noon the day of the meeting. Citizens who need special accommodations or assistance with sign-up should contact the office of the Superintendent (512-570-0000) during regular business hours.

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on November 4, 2022, at 3:03 PM.
A revised notice of this meeting was posted in compliance with the Texas Open Meetings Act on November 7, 2022, at 3:57 PM.

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

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
   - A. Pledge of Allegiance
   - B. Moment of Silence
3. **RECOGNITION**
   - A. Spotlight on Learning: Cedar Park High School
   - B. Recognition of:
     - Instructional Coach Appreciation Week (Oct. 31 - Nov. 4)
     - Maintenance Appreciation Week (Nov. 7 - 11)
     - National School Psychology Week (Nov. 7 - 11)
     - Texas Association of Supervision and Curriculum Development (TASCD) T.E.A.C.H. Award - Sara Farag - Rutledge Elementary School
4. **COMMUNICATIONS / ANNOUNCEMENTS**
   - A. Superintendent Remarks
   - B. Board Member Remarks
     1. Committee Updates
5. **CITIZEN COMMENTS** ***(See the notes at the top of the agenda for instructions on how to***

sign up and details regarding speaking.)

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Elementary and Secondary School Emergency Relief (ESSER) Plan and Return to In-Person Instruction and Continuity of Services (RIPICS) Plan Public Hearing
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Kendra Winans, Darla Humes
Attachments:	Elementary and Secondary School Emergency Relief Plan and Return to In-Person Instruction and Continuity of Services Plan Public Hearing Presentation

Background Information:

The American Rescue Plan (ARP) signed into law by President Biden included $122 billion in Elementary and Secondary School Emergency Relief (ESSER) funds for school districts across the country. All ESSER funds are to address the impact that COVID-19 has had, and continues to have, on elementary and secondary schools. The funds that Leander ISD has received have been released under four main funds: ESSER I, ESSER II, ESSER III and ESSER III Supplemental. Each of these grants have specific targeted uses and requirements. ESSER III includes a specific requirement to give the public an opportunity to provide input in the development of, and adjustments to the plan every six months. The plan continues to be posted on the district's website in an easy to locate and understandable format. The district developed the plan in consultation with stakeholders that included listening sessions throughout the COVID-19 pandemic.

In addition, the Texas Education Association (TEA) requires the district to have a Return to In-person Instruction and Continuity of Services (RIPICS) Plan and allow for public input of this plan every six months.

In this presentation, information about the ESSER III and RIPICS plans will be provided and public input is sought to adjust the plans as needed.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Elementary and Secondary School Emergency Relief Plan and Return to In-Person Instruction & Continuity of Services Plan Public Hearing

November 10, 2022

PURPOSE

The purpose of this presentation is to provide the Board of Trustees information about the Elementary and Secondary Relief (ESSER) and Return to In-Person Instruction and Continuity of Services (RIPICS) Plans and seek public input.

5

Elementary Secondary Emergency Relief (ESSER) Overview

ESSER I, II, III and III-Supplemental

Intent of all ESSER grants is to prevent, prepare for, or respond to the COVID-19 pandemic, including its impact on the social, emotional, mental health, and academic needs of students

6

*Plan and details can be found at ESSER Plan

What is our Comprehensive ESSER Plan?

Leander ISD's ESSER plan addresses students' needs and accelerates progress toward our 2023 goals through the following strategies:

- The **Healthy Students, Healthy Schools, Healthy Community** strategy focuses on physical, mental and emotional health.

7

- The **Equitable Access to Learning & Enrichment** strategy focuses on ensuring every student can fully engage with learning while also having access to outstanding enrichment opportunities.

- The **Learning Recovery & Acceleration** strategy will help mitigate learning loss caused by the pandemic.

- The **Maintenance of Operation and Continuity of Services** strategy will allow the district to continue with employment of high-quality staff.

Return to In-Person Instruction and Continuity of Services (RIPICS)

- COVID-19 booster shot clinic hosted on October 24th
- COVID-19 testing site: Gupton Stadium through the end of the year
- Clinics are normal operations with state required reporting of known COVID-19 cases
- COVID-19 Dashboard is current and available on district website

RIPICS Link: [COVID 19 Safe Return to In-Person Instruction and Continuity of Services](#).

DISCUSSION and PUBLIC HEARING

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Consider Approval of Minutes of Regular and Called Board Meetings
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Bruce Gearing
Attachments:	10-13-22 Regular Meeting Minutes 10-27-22 Regular Meeting Minutes

Background Information:
Board meeting minutes are attached for your review.

Administrative Recommendation:
Administration recommends approval of minutes as presented.

Sample Motion:
I move that the Board approve the minutes for Oct. 13th and Oct. 27th meetings as presented.

Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, October 13, 2022, beginning at 6:17 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode, Gloria Gonzales-Dholakia, Elexis Grimes, Sade Fashokun, and Christine Mauer. The following members were absent: Aaron Johnson and Anna Smith.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
   A. Pledge of Allegiance
   B. Moment of Silence
3. **RECOGNITION**
   A. Spotlight on Learning: Mason Elementary School
   B. Custodian Appreciation Week and Child Nutrition Services Staff Appreciation Week
4. **COMMUNICATIONS / ANNOUNCEMENTS**
   A. Superintendent Remarks
   B. Board Member Remarks
      1. Committee Updates
5. **CITIZEN COMMENTS**

   Eight Citizens addressed the Board of Trustees
6. **CONSENT AGENDA**

   I move the Consent Agenda items be approved as presented. This motion made by Christine Mauer and seconded by Elexis Grimes passed unanimously.
   A. Consider Approval of LISD Educational Specification
   B. Consider Approval of School Health Advisory Committee (SHAC) Members
   C. Consider Approval of District of Innovation Plan Renewal
7. **SUPERINTENDENT'S REPORT**
   A. Safe and Innovative Learning Environments
   B. Empowered Student Learning

8. **DISCUSSION/ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Career & Technical Education Update
2. Long Range Planning: Schools of Choice Survey Results

B. GOVERNANCE

1. TASA/TASB Convention Debrief

C. OPERATIONS

1. Consider Approval of Raider Way Right of Way

I move that the Board approve the Resolution Authorizing Convenyance of the Right of Way and the Special Warranty Deed-Dedication of Right of Way for Raider Way as presented. This motion made by Elexis Grimes and seconded by Christine Mauer passed unanimously.

9. **CLOSED SESSION**

The Board of Trustees went into closed session at 8:12 PM after the Board President announced the right to do so under:

A. Texas Government Code 551.071: consultation with attorney regarding, pending or contemplated litigation, and/or attorney client privileged matter

B. Texas Government Code 551.074: deliberation regarding resignations, terminations, employment, reassignments, duties, and evaluation of personnel and public officers

C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

The Board of Trustees returned to open session at 8:24 PM.

10. **ACTION PURSUANT TO CLOSED SESSION**

A. Consider Approval of Teacher and Administrator Contracts

I move that the Board of Trustees accept the recommendation(s) for administrator probationary employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion made by Sade Fashokun and seconded by Christine Mauer passed unanimously.

I move that the Board of Trustees accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion made by Sade Fashokun and seconded by Christine Mauer passed unanimously.

11. **BOARD MEETING DEBRIEF**

12. **ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING.

Time: 8:26 PM, October 13, 2022

These minutes were read and approved by the Board of Trustees on the _____ day of _____, 2022.

_____ _____

President Secretary

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

Minutes of Regular Meeting

The Board of Trustees
Leander Independent School District

STATE OF TEXAS
COUNTY OF WILLIAMSON

A meeting of the Board of Trustees of the Leander Independent School District was held on Thursday, October 27, 2022, beginning at 6:16 PM in the LEO Conference Center, 300 S. West Dr., Leander, TX 78641. The following members were present: Trish Bode, Gloria Gonzales-Dholakia, Elexis Grimes, Sade Fashokun, Aaron Johnson, Christine Mauer and Anna Smith.

1. **CALL TO ORDER AND DECLARATION OF QUORUM**
2. **OPENING CEREMONY**
   A. Pledge of Allegiance
   B. Moment of Silence
3. **RECOGNITION**
   A. Spotlight on Learning: Danielson Middle School
   B. Transportation Appreciation Week, Oct 17 - 21
4. **COMMUNICATIONS / ANNOUNCEMENTS**
   A. Superintendent Remarks
   B. Board Member Remarks
5. **CITIZEN COMMENTS**
   12 Citizens addressed the Board of Trustees.
6. **CONSENT AGENDA**

   I move the Board approve the Consent Agenda items as presented. This motion, made by Anna Smith and seconded by Christine Mauer, passed unanimously.

   A. Consider Approval of Minutes of Regular and Called Board Meetings
   B. Consider Approval of Remote Homebound Waiver
   C. Consider Approval of Budget Amendments
7. **SUPERINTENDENT'S REPORT**
   A. Safe and Innovative Learning Environments
   B. Empowered Student Learning
8. **DISCUSSION/ACTION ITEMS**

A. STUDENT EXPERIENCE

1. Discussion of the District and Campus Improvement Plans Report
2. Academic Data Update: House Bill 3, Early Reading Instruments, IStation Indicator of Progress & Measures of Academic Progress
3. 2023-2024 Academic Calendar Discussion

B. GOVERNANCE

1. Discussion of School Finance, Recapture, Attendance Credit Elections and Potential TEA Actions
2. Legislative Update
3. Discuss Leander Educational Excellence Foundation (LEEF) Memorandum of Understanding
4. Annual Announcement Regarding Continuing Education of Board Members

C. OPERATIONS

1. Discussion of Districtwide Intruder Detection Audit Report Findings
2. Update on Transportation Services
3. Review Guaranteed Maximum Price #1 for Elementary #30
4. Consider Approval of Purchase of Attendance Credits and Delegation of Authority to Obligate the District

   I move that for the 2022-2023 school year, the Leander ISD Board of Trustees delegates contractual authority to obligate the school district under Texas Education Code section 11.1511c4 to the Superintendent, solely for the purpose of obligating the district under TEC section 48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the Commissioner of Education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance Credits. This motion, made by Aaron Johnson and seconded by Anna Smith, passed unanimously.

5. Consider Approval of Appointment of Investment Officer and Amend Investment Pool Resolutions

   I move that Leander ISD appoint Pete Pape as an Investment Officer. This motion, made by Elexis Grimes and seconded by Anna Smith passed unanimously.

   I move that the authorized representatives with TexPool and Lonestar be amended to include Pete Pape. This motion, made by Anna Smith and seconded by Christine Mauer passed unanimously.

6. Business and Finance Monthly Report
   a. Monthly Bond Status Report
   b. Monthly Financial Report
   c. Monthly Investment Report
   d. Monthly Tax Collection Report

9. **CLOSED SESSION**

The Board of Trustees went into closed session at 11:47 PM after the Board President announced the right to do so under:

A. Texas Government Code 551.071: Consultation with attorney regarding pending or contemplated litigation, and/or attorney client privileged matter

B. Texas Government Code 551.074: Personnel - deliberate the appointment, employment, evaluation, reassignment, duties of a public officer or employee

C. Texas Government Code 551.0821: deliberation regarding matters whereby personally identifiable information regarding one or more students will be disclosed

D. Texas Government Code 551.074: Superintendent Summative Evaluation

E. Texas Government Code 551.089: Discussion of Districtwide Intruder Detection Audit Report Findings

The Board of Trustees returned to open session at 12:12 AM on the 28th day of October, 2022.

10. **ACTION PURSUANT TO CLOSED SESSION**

A. Consider Approval of Teacher and Administrator Contracts

I move that the Board of Trustees accept the recommendation(s) for teacher employment contract for personnel addition(s) as presented, in accordance with the salary scale, policies and contract of Leander Independent School District for the 2022-23 school year. This motion, made by Christine Mauer and seconded by Anna Smith, passed unanimously.

11. **BOARD MEETING DEBRIEF**

12. **ADJOURNMENT**

THE BOARD OF TRUSTEES, HAVING NO FURTHER BUSINESS, ADJOURNED THE MEETING. at 12:13 AM on the 28th day of October, 2022.

These minutes were read and approved by the Board of Trustees on the 10th day of November, 2022.

_____ _____

President Secretary

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

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Consider Approval of Leander Educational Excellence Foundation (LEEF) MOU Renewal 2022-2025
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Action Requested (future meeting):	November 10, 2022
Administrator Responsible:	Shawn Swisher & Dr. Bruce Gearing
Attachments:	LEEF MOU Renewal 2022-2025

Background Information:

District administration, along with two representatives from the Board met in a continuous improvement process with Leander Educational Excellence Foundation (LEEF) representatives in order to collaboratively work toward common understandings on our working relationship. The work resulted in a newly updated MOU that captures all of the agreements between the parties in one comprehensive document. Administration believes this new, comprehensive agreement will be easier to interpret and implement and provides a foundation for stable operations for both parties.

Administrative Recommendation:

Board of Trustees approve the MOU between Leander ISD and Leander Educational Excellence Foundation.

Sample Motion:

I move that the Board of Trustees approve the MOU between Leander ISD and Leander Educational Excellence Foundation.

Memorandum of Understanding

Between the Leander Educational Excellence Foundation and the Leander Independent School District ("LISD-LEEF MOU")

This Memorandum of Understanding ("MOU") is entered into by and between the Leander Independent School Board ("School Board") of the Leander Independent School District ("the District") and the Leander Educational Excellence Foundation Board of Directors ("Foundation Board") of the Leander Educational Excellence Foundation ("the Foundation"), to be effective November 10, 2022. This MOU is intended to memorialize the nature of the relationship between the District and the Foundation, as well as to ratify and approve past activities and mutually acknowledge the respective obligations and rights of the parties.

Whereas, the District is a public school system located in Texas; and

Whereas, the Foundation is an independent nonprofit corporation organized under the Texas Non-Profit Corporation Act, and exempt from taxation pursuant to the Internal Revenue Code 501(c)(3); and

Whereas, the District has the authority to enter into contracts as are necessary for the efficient management of the District; and

Whereas, the Foundation was organized and incorporated and operates exclusively for the purpose of stimulating the voluntary private support from alumni, parents, friends, corporations, foundations and others for the benefit of the District; and

Whereas, the School Board and the Foundation recognize the assistance and contribution to be made by the Foundation and desire to formalize their relationship to achieve an efficient coordination between them to advance the District's public purposes and to foster the educational and cultural programs and services of the District;

Now, therefore, in consideration of the mutual benefits and valuable consideration herein contained, the District and the Foundation agree as follows:

A. Foundation Name, Seal and Logotype: The Foundation will operate under its own name, seal, and logotype except in those instances where the Superintendent of the District, as described in Texas Education Code, Sec. 11.201, specifically approves the Foundation's use of the District's name or service marks.

B. Public Purposes: The School Board has identified the following educational public purposes for the District's support of the Foundation:

1. Because of the uncertainty and limitations inherent to the public school finance system, it is in the best interests of the District to seek alternative sources of support and resources in order to continue and/or enhance its quality education programs.
2. Increase community support of the District and its programs, both financially and educationally.

3. Solicitations of additional support by the Foundation relieves the Superintendent, administrators, teachers and staff of the additional burden of such activities, leaving them free to focus on the District's educational mission.
4. Support from the Foundation will strengthen the District's educational programs, student opportunities, and academic outcomes.

C. Term: This agreement shall commence on November 10, 2022 and extend until June 30, 2025. The parties agree to meet in April of each agreement year to review this MOU and determine any mutually agreed amendments to the MOU. Either party may terminate this agreement without cause at any time by providing thirty (30) days prior written notice to the other party. The parties agree to meet by December 2024 to begin negotiating a successor agreement.

D. Assignment: No party shall voluntarily or by operation of law, assign or otherwise transfer its rights or obligations under this MOU without the other party's prior written consent. Any purported assignment in violation of this paragraph shall be void.

E. Severability: The provisions of this MOU are severable and the enforceability of any provision of this MOU shall not affect the enforceability of any other provisions hereof.

F. Integration: This MOU is the entire agreement between the parties, and supersedes any previous agreements or MOU between the parties. No other agreements, oral or written, have been entered into with respect to the subject matter of this MOU.

G. Dispute Resolution: The parties will attempt to settle any dispute internally through good faith negotiations. If Informal negotiations fail, the Foundation will submit its grievance to the District through the School Board's Policy GF(LOCAL).

H. Legal Compliance: Both parties warrant and certify that in the performance of this MOU, they will comply with all Federal, State, County, and City Laws, ordinances, regulations, and standards applicable to the provisions of services described herein and the performance of all obligations undertaken pursuant to this MOU.

I. District Commitment: The School Board agrees to provide the following to the Foundation, provided that the public purposes continue to be met and the controls continue to be implemented, and subject to the School Board's continuing right to refuse to appropriate the necessary funds in any budget year. Any and all devotion of District funds or resources under this MOU shall be within the sole discretion of the School Board.

1. The Superintendent of the District or his/her designee, and a member of the Board of Trustees shall serve as ex-officio Directors of the Foundation with no voting rights. Neither of these individuals shall receive compensation for their respective service in such position.

2. The District shall share annually with the Foundation its strategic plan, institutional priorities and projects, and resource requirements, so that the Foundation may represent the

direction and needs of the District to donor prospects and align its programs and campaigns consistent with the strategic objectives of the District.

3. The District shall promptly alert the Foundation to prospective gifts, so that each opportunity for enhancing gift potential and donor relations is fully utilized.

4. The District, with adequate oversight by the School Board to assure a public purpose is being served with adequate consideration flowing to the public, will provide to the Foundation:

   (i) Office space, facilities and utilities for use by the Foundation team, composed of up to three individuals.

   (ii) All or a portion of the general office and technology equipment for use by the Foundation team.

   (iii) For each year of this agreement, the District will provide a contribution of $40,000 to the Foundation, to be paid in the amount of $3,333.33 each month.

   (iv) Assignment of a District employee to assist the Executive Director on a part-time basis for each year of this agreement. The assistant will be an at-will employee of the District under the direct control and supervision of the District. The employee will not be engaged in fundraising while on duty.

   (v) An exclusive, non-assignable, and non-sublicensable license to sell anchor (top, non-digital corners of the scoreboard with any digital advertising that may be associated with the package) and foundation (bottom, non-digital row of the scoreboard with any digital advertising that may be associated with the package) advertisement packages and/or units, and a non-exclusive, non-assignable, and non-sublicensable license to sell all other advertisement packages and/or units on three (3) electronic scoreboards owned and operated by the District, specifically at A.C. Bible, Jr. Memorial Stadium, John Gupton Stadium, and Ed W. Monroe Memorial Stadium pursuant to the following terms:

      a. The license granted shall only be effective during the active term of this MOU.

      b. Fifteen percent (15%) of all proceeds realized from the Foundation's sale of advertisement packages and/or units must be tendered to the District within thirty (30) days of receipt of funds.

      c. The Foundation shall keep a descriptive accounting reflecting each sale of advertisement packages and/or units and provide an updated accounting to the District once per quarter as directed by the District.

d. The Foundation acknowledges that all rights, title, and interest in the advertising space on the District's electronic scoreboards are owned and controlled by the District. The Foundation agrees to not dispute or challenge, or assist any person or entity in disputing or challenging, the District's rights in and to the advertising space on the District's electronic scoreboards. Nothing in this MOU prohibits the Foundation from making adjustments to its fee arrangements with ad patrons in the event an ad does not run, appear as agreed upon with the patron, or is otherwise not properly displayed. The Foundation may sell advertisements to individuals and entities so long as the merchandise or services to be advertised do not conflict with the following prohibited uses and restrictions: The District shall retain final editorial authority to accept or reject submitted advertisements in a manner consistent with the First Amendment. The Foundation may not market or sell advertisement packages and/or units to advertisers of merchandise or services promoting or depicting alcoholic beverages; tobacco and smoking-related products; CBD; inherently dangerous products such as firearms, knives, and explosives; nudity or sexual activity; products related to gambling; controlled substances and paraphernalia; advertisements that would prevent the District from maintaining a position of neutrality on political and religious issues or would create an appearance of favoritism on said issues; and any other activity that the District determines to be inappropriate in accordance with relevant School Board policies, including School Board Policy GKB(LOCAL). Additionally, the Foundation may not sell advertisement packages and/or units in a manner that discriminates against any person or group based on race, color, sex, age, national origin, disability, or religion.

e. In the event that the scoreboards are damaged or otherwise unavailable for display of advertisements, the Foundation assumes all responsibility for contract amendments with purchasers who have not received purchased advertising that would have otherwise been displayed or projected during the time that the scoreboard is damaged or unavailable for display of advertisements. The District will communicate to the Foundation of such damage in writing within five (5) business days of the District's actual knowledge of the damage.

J. Responsibilities of the Foundation:

1. The Foundation agrees that during the term of this MOU, the Foundation will use its best efforts to solicit, collect, invest and administer funds for the Foundation, which shall be used to enrich the educational environment of the District.

2. The Foundation agrees that in each of the Foundation's fiscal years, the Foundation shall contribute more to the District than the value of the District's contribution to the Foundation or funding may, in the School Board's discretion, either cease or be decreased for the coming fiscal year. For the purposes of this MOU, amounts contributed to the District in any fiscal year shall include all grants to teachers, educational programs, and all payments to an endowment fund for the benefit of the district made in that fiscal year, but

shall not include monies deposited into retained earnings until those retained earnings are spent for the benefit of the District through a teacher grant, educational program or endowment payment.

3. The Foundation agrees that it will require its personnel and the District personnel providing services to the Foundation to follow all policies and procedures of the District when representing the District or the Foundation in any capacity.

4. The Foundation agrees that it will continue to recognize the District as the sole beneficiary of its solicitation program.

5. The Foundation has fiduciary responsibility for the operation of the Foundation and the authorization of the expenditures of the Foundation's funds. The Foundation is responsible for providing to any assisting District employee any necessary training, guidance, or other information regarding the business, operations, or any special needs of the Foundation.

6. The Foundation shall collect and authorize such funds to be used for educational projects in alignment with the District's strategic plan and institutional priorities.

7. The Foundation shall conduct its activities in such a manner to maintain its status as a tax exempt, charitable organization under state and federal laws.

8. The Foundation shall consult with the District before accepting any gift for the benefit of the District that contains restrictive terms or conditions. The Foundation understands that the School Board has the final authority to accept or reject any donation.

9. The Foundation shall be solely responsible for obtaining financial and legal advice independent of the District.

K. Controls: The School Board and the Foundation Board agree on the following controls, to ensure that a proper public educational purpose is served by this arrangement:

1. The Foundation shall provide the School Board with an annual report, which shall be presented to the School Board at a public School Board meeting. The Foundation shall provide a cost-benefit evaluation to the District regarding the District's Investment in the Foundation and the Foundation's use of this investment for educational or public purposes.

2. The Foundation shall provide an IRS Form 990 annually to the School Board, which shall reflect the District's contributions to the Foundation and which shall be reviewed against the District's accounting records to ensure accuracy.

3. The Foundation shall abide by all policies and procedures of the District related to facility and equipment use, personnel, public information, and all other applicable policies.

4. The District shall determine each year, at the time of development of the District's budget, whether adequate consideration has been received from the Foundation in the previous fiscal year and will likely be received in the following fiscal year, to assist the Foundation Board in determining funding for the coming fiscal year.

5. Any District employees assigned to assist the Foundation shall be at-will employees of the District, under the direct supervision and control of the District. The Foundation may consult with the Superintendent regarding the job performance of assigned employees.

6. The Foundation understands that as a result of the District's investment in the Foundation, the documents of the Foundation may be subject to the Texas Public Information Act, absent any specific exemption, and the Foundation agrees to abide by the Texas Public Information Act.

7. Employment and termination decisions regarding the Foundation's Executive Director are at the discretion of the Foundation Board, but will consider input from an ad hoc committee consisting of at least one District representative.

8. As noted in Section C, above, this MOU may be terminated by either party by giving the other party prior written notice, thirty (30) days prior to the termination date.

9. As noted in Section C, above, the parties shall review the terms of this MOU on an annual basis in the month of April.

10. Any amendment to this MOU must be in writing and by mutual agreement of the parties.

L. Execution: Each individual signing this MOU below warrants that he or she has the power and authority to bind the party for which he or she signs to all the terms and conditions of this MOU.

For the District

By_____
Trish Bode, Board President

Date_____

For the Foundation

By_____
Crystal Smith, Foundation President

Date_____

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Consider Approval of the District and Campus Improvement Plans
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Laurelyn Arterbury and Sarah Grissom
Attachments:	Consider Approval of the District and Campus Improvement Plans Presentation Consider Approval of the District and Campus Goals and HB3 Performance Objectives Attachment

Background Information:

Each year the administrative team provides the Board of Trustees a presentation on the District Improvement Plan (DIP) and Campus Improvement Plans (CIPs).

In addition to the presentation, a document containing the district and campus plans, and HB3 performance objectives is attached. The complete Proposed District Improvement Plan and Campus Improvement Plans are available for viewing here.

Administrative Recommendation:

The Administration recommends that the Board approve the district and campus goals, and HB3 performance objectives as presented.

Sample Motion:

I move that the Board approve the district and campus goals, and HB3 performance objectives as presented.

District and Campus Improvement Plans

October 27, 2022

PURPOSE

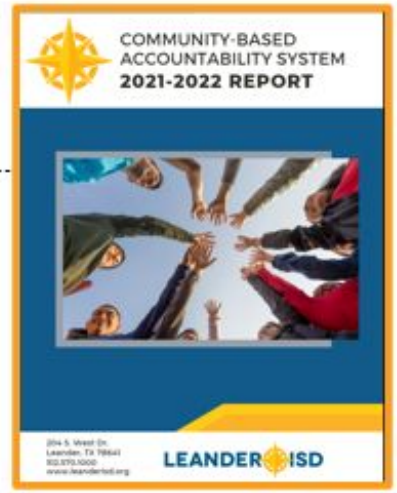
The purpose of this presentation is to provide an overview of the improvement process and the alignment of the strategic plan, district improvement plan, and the campus improvement plans.

26

System Alignment

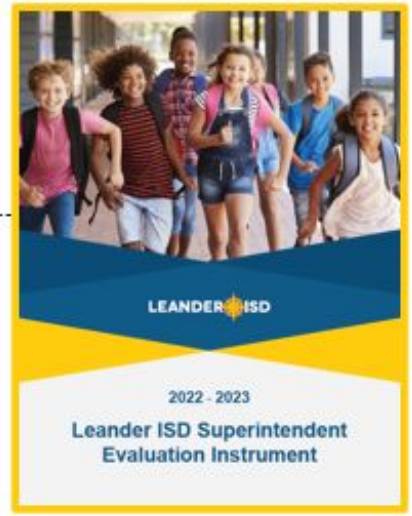
LISD 5-Year Strategic Plan

Community-Based Accountability

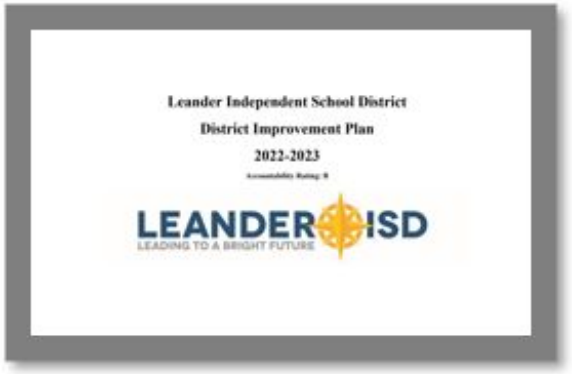


27

Superintendent Evaluation



District and Campus Improvement Plans



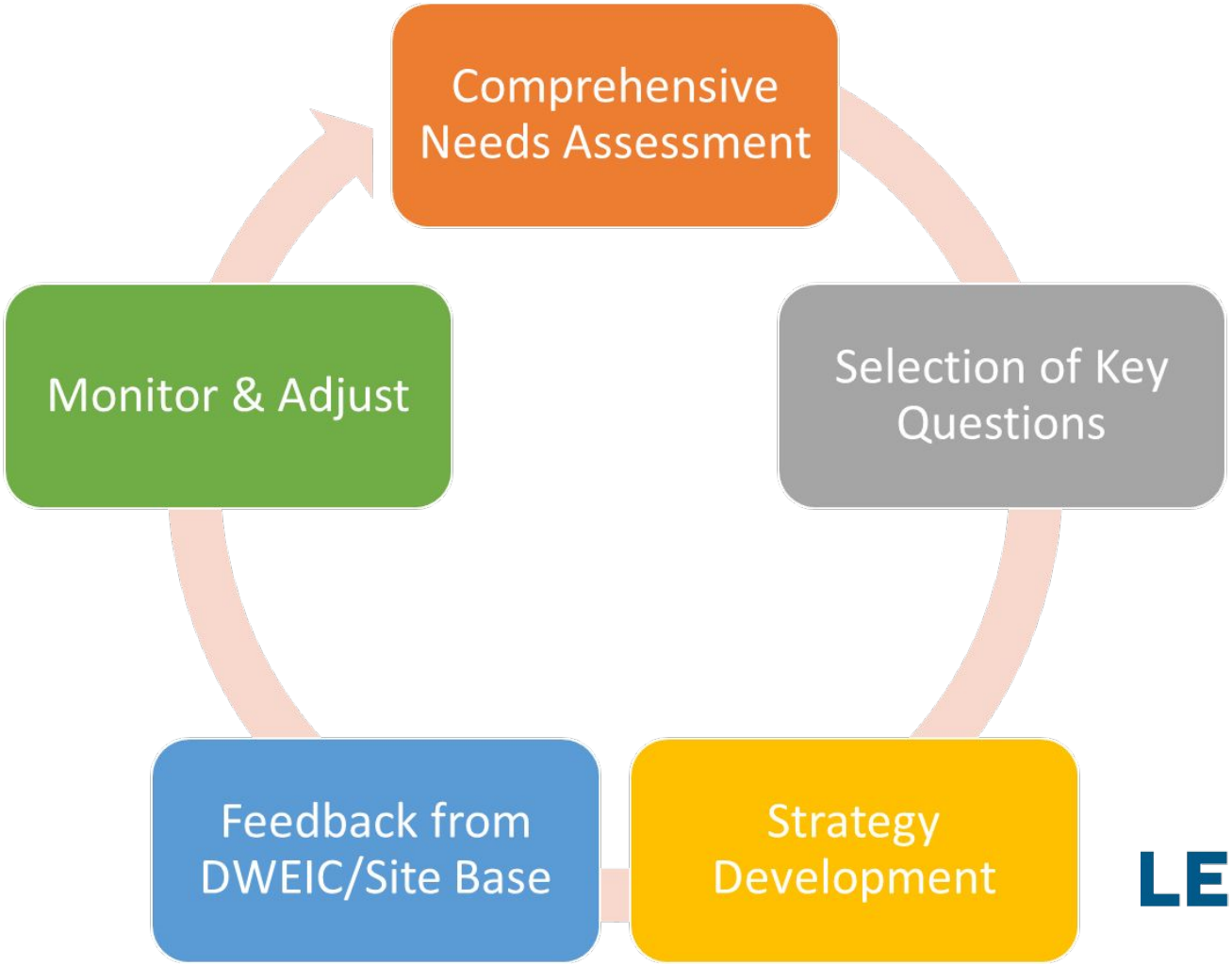
SYSTEM ALIGNMENT ACTIVITY

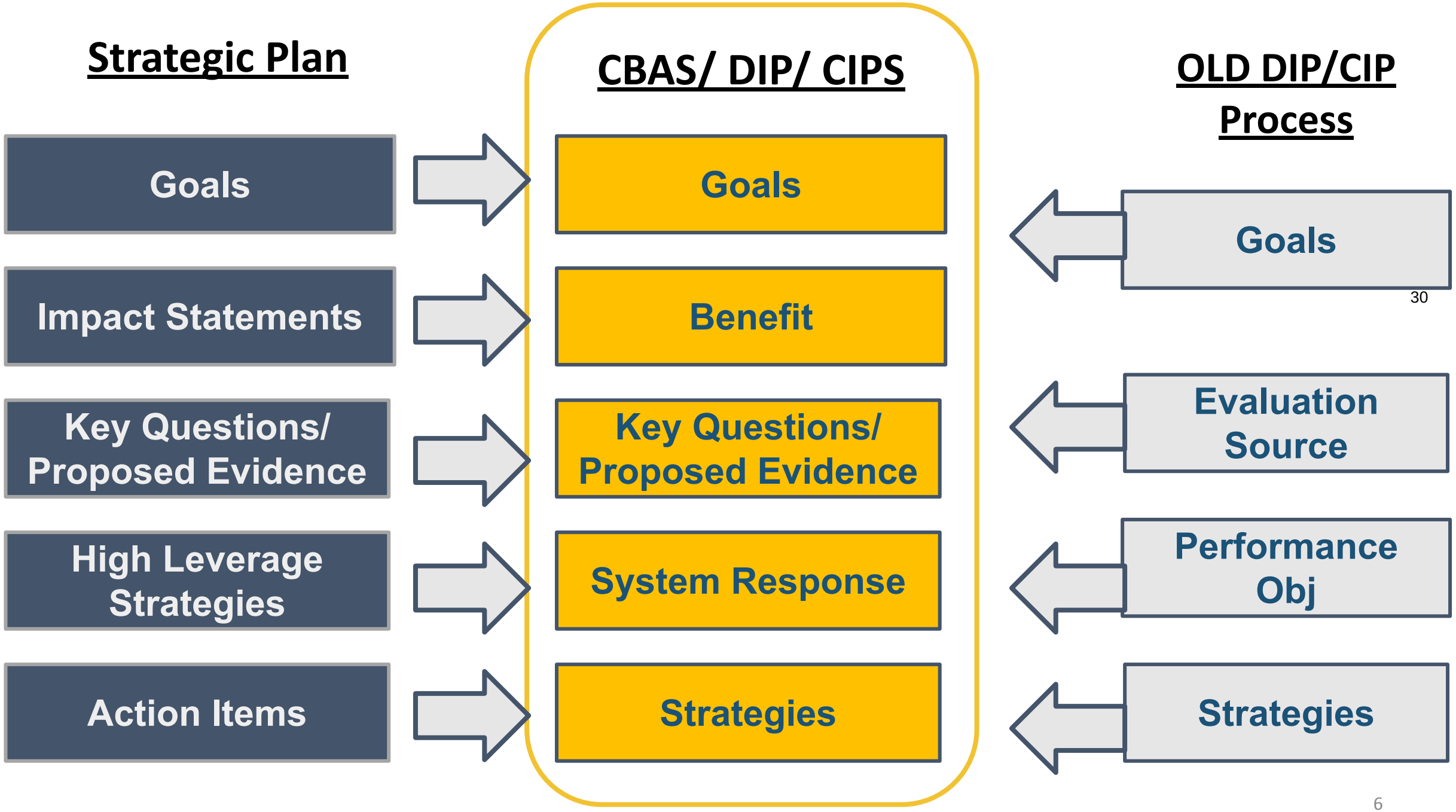
Board Agenda Planning Calendar	Campus Improvement Plans
Community-Based Accountability System	District Improvement Plan
Formative Reviews	Leading Measures Update
Strategic Plan	Superintendent Evaluation

28

LEANDER ISD

IMPROVEMENT PROCESS




Strategic Plan
Goals
Impact Statements
Key Questions/ Proposed Evidence
High Leverage Strategies
Action Items
CBAS/ DIP/ CIPS
Goals
Benefit
Key Questions/ Proposed Evidence
System Response
Strategies
OLD DIP/CIP Process
Goals
30
Evaluation Source
Performance Obj
Strategies

DISTRICT AND CAMPUS IMPROVEMENT PLANS

- Goals
- Key Questions
- System Responses
- Strategies

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Signal: Minor Change

31

System Response 1 Details	Reviews			
System Response 1: Promote Student Ownership of Learning	Formative			Summative
Evidence of Success: Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Chief Academic Officer **Opportunity Statements:** Demographics 1 - Student Learning 2	Nov	Jan	Mar	May

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue

Strategy 1: Expand the use of a universal screener to identify individual student academic growth, strengths, and needs.

Intended Audience: Campus principals, ICs, and Teachers

Date(s) / Timeframe: BOY, MOY, and EOY Assessments in 2022-23

Provider / Presenter / Person Responsible: Teaching and Learning

Collaborating Departments: Teaching and Learning, Area Superintendents, Campus Administration & Instructional Coaches

Delivery Method: System-wide adoption of MAP

Evidence of Success: Team meeting notes, Final report/ recommendations from team, creation of resources

Staff Responsible: Chief Academic Officer

TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools

Funding Sources: Professional learning and software - 281- ESSER II - $354,850

DISCUSSION

Leander Independent School District

District Improvement Plan

2022-2023 Goals

33

Accountability Rating: B

Mission Statement

We will cultivate each individual student by:

- Knowing and appreciating them
- Creating a safe and supportive environment to nurture their personal growth
- Partnering with each family

Vision

The #1LISD community cultivates each student individually to produce the most sought after creators of our future world. 34

Core Beliefs

As a public school organization, we hold these truths as our core beliefs:

- Each and every student is at the heart of our decisions. This requires a focus on students and all elements that impact their overall student experience in order for them to reach their maximum potential.
- LISD life-changers (each and every staff member) should be empowered so they can inspire our students to own their learning.
- Our LISD family, which includes our students and their families, life-changers, board, and community members, thrives when we ensure a welcoming, safe, and caring environment in which we treat one another with integrity, respect, fairness, and acceptance while appreciating our differences.
- A deliberate and intentional focus on relevant and deeper learning for each student will optimize individual outcomes and personal growth.
- Developing and maintaining meaningful, collaborative relationships between all our LISD family is vital for a whole child, student-driven experience.

Table of Contents

36

District Improvement Plan

Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

37

Initial Status: Minor Change

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ continued positive trend in the perceptual survey of students and parents related to overall well-being, level of engagement, and student empowerment (baseline in Spring 2022) Baseline Level of Engagement (Elementary Students - 85%; Secondary Students- 71%, Parents - 80%) Empowered Student Learning Dimension (Elementary Student - 54%; Secondary Student - 54%; Parent 63%) Meaningful Learning Dimension (Secondary Student - 41%, Parent 54%) Student Experience Dimension (Elementary Student - 54%; Secondary Student- 51%; Parent 57%) 2) Improvement in Bright Bytes survey data related to the 5 Cs. **Staff Responsible:** Chief Academic Officer, Teaching and Learning Team, Campus Principals **Opportunity Statements:** Student Learning 2

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness System-wide adoption of MAP assessments **Staff Responsible:** Chief Academic Officer **Opportunity Statements:** Demographics 1 - Student Learning 2	38

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details	
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** 1) Positive trends in student, teacher, and parent survey questions related to acquiring the LISD Graduate Profile attributes. Baseline scores: Baseline Awareness Score (Elementary- 27% ; Secondary- 32%; Parent - 29%) Baseline Skilled Communicator and Collaborator (Elementary- 61% ; Secondary- 73%; Parent - 75%) Baseline Critical and Creative Thinker (Elementary- 53% ; Secondary- 75%; Parent - 76%) Baseline Compassionate Community Contributor (Elementary- 59% ; Secondary- 65%; Parent - 67%) Baseline Adaptable and Reflective Individual (Secondary- 73%; Parent - 73%) 2) Campus-based artifacts related to the LISD Graduate Profile. **Opportunity Statements:** Demographics 1 - Student Learning 2	39

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

Key Question 1: To what degree are we attracting, growing, and retaining first-rate employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Continue to expand and enrich recruitment and retention efforts to attract and retain high-quality candidates and identify campus-specific needs. **Evidence of Success:** Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff Pay scale market data **Staff Responsible:** All hiring agents (district and campus administration) **Opportunity Statements:** District Processes & Programs 1	40

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Recognize and Support Staff **Evidence of Success:** Positive trends in staff retention data and Employee Engagement Survey especially in areas related to: Supervisors promote work-life balance, supervisors assign reasonable workloads, empower employees to do their best work, and encourage open and honest communication **Staff Responsible:** Chief Human Resources Officer 41 **Opportunity Statements:** District Processes & Programs 1

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Major Change

System Response 1 Details	
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved climate survey data from parents, students, and staff on the Family Engagement Dimension (parents), the Acceptance and Belonging Dimension (students, parents), and the Community Dimension for the UT Employee Engagement Survey Successful VATRE and ACE elections **Staff Responsible:** Chief Communications Officer, Superintendent, Board of Trustees, Campus and District Administration, Teachers and Staff **Opportunity Statements:** Perceptions 1	42

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Improve processes for reciprocal communication at all levels and to all audiences. **Evidence of Success:** Improvement in the Parent Climate Survey on the Family Involvement Dimension and Student Climate Survey **Opportunity Statements:** Perceptions 1

43

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Reduction in any gaps in representative participation in academic and extra-curricular opportunities **Staff Responsible:** Chief of Diversity, Equity, and Inclusion, Chief Academic Officer, Chief of Schools, Director of Campus Activities, Executive Director of Special Programs 44 **Opportunity Statements:** Student Learning 1

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey **Opportunity Statements:** Demographics 1 - Student Learning 2	45

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

Key Question 2: To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

Initial Status: Major Change

System Response 1 Details
System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND Implement flexible structures and strategies that focus on student engagement in meaningful learning. **Evidence of Success:** Completed long-range facilities plan, staff and student surveys **Staff Responsible:** Chief Facilities Officer, Teaching and Learning **Opportunity Statements:** Demographics 2 - District Processes & Programs 2 46

Akin Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

47

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Analysis of data and student goal setting to achieve an increase in performance and growth utilizing MAP, ISIP, and graduate profile indicators. **Staff Responsible:** Administration, Instructional Coach, Teachers, Support Staff, Sped. Staff, Curriculum Support Specialist **Opportunity Statements:** Demographics 1 - Student Learning 2, 3 - School Processes & Programs 2

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff to promote a sense of belonging and create an atmosphere of instructional support for staff. **Evidence of Success:** Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff **Staff Responsible:** All hiring agents (district and campus administration) **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1, 3 - Perceptions 1, 2	48

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey, DEI surveys **Staff Responsible:** DEI Director, Administration, all campus staff **Opportunity Statements:** School Processes & Programs 1 - Perceptions 2	49

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Akin Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Akin Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

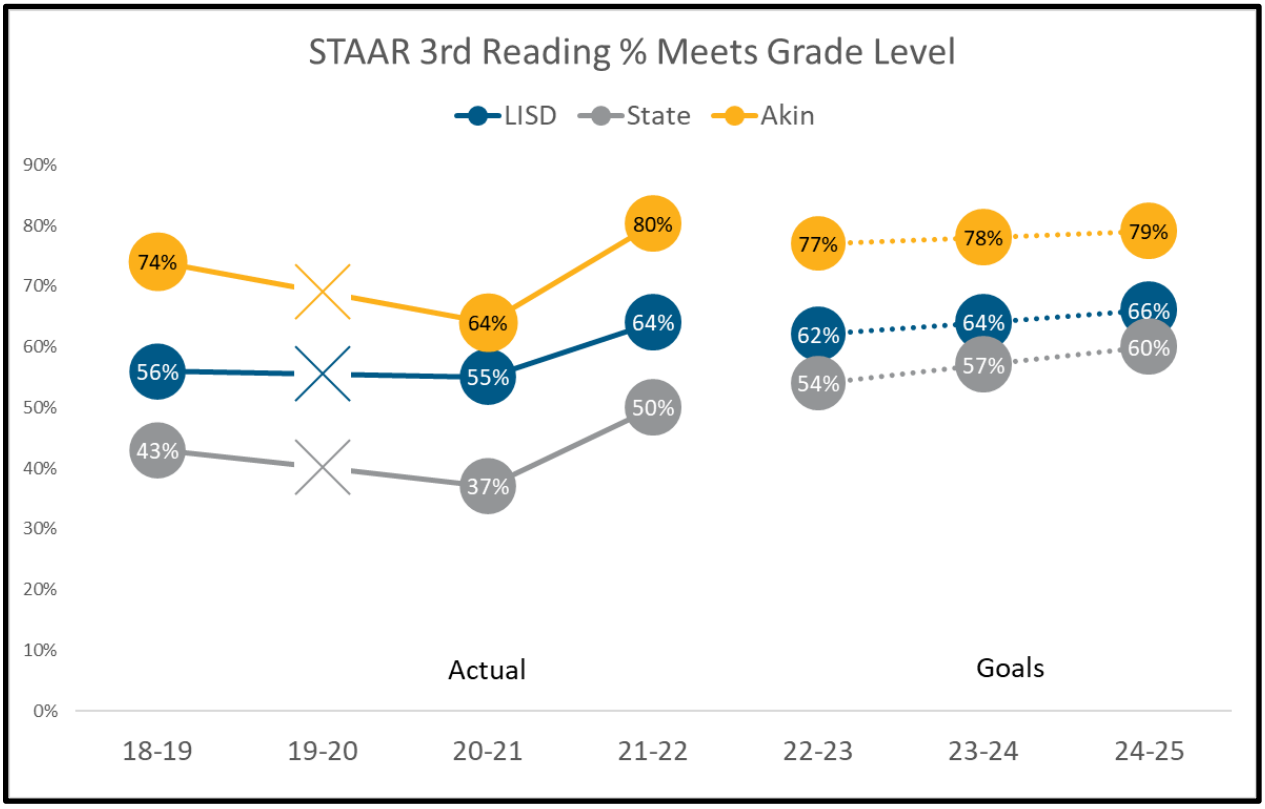
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				
~~2019-20~~	~~75%~~		~~65%~~	~~75%~~	~~86%~~				
2020-21	75%		65%	75%	86%				
2021-22	76%		66%	76%	87%				
2022-23	77%		67%	77%	88%				
2023-24	78%		68%	78%	89%				
2024-25	79%		69%	79%	90%				

Akin *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%		64%	74%	85%				

~~2019-20~~	~~X~~		~~X~~	~~X~~	~~X~~				
2020-21	64%		63%	62%	76%		27%		57%
2021-22	80%		72%	83%	86%	78%	67%		90%

Akin Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Akin Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

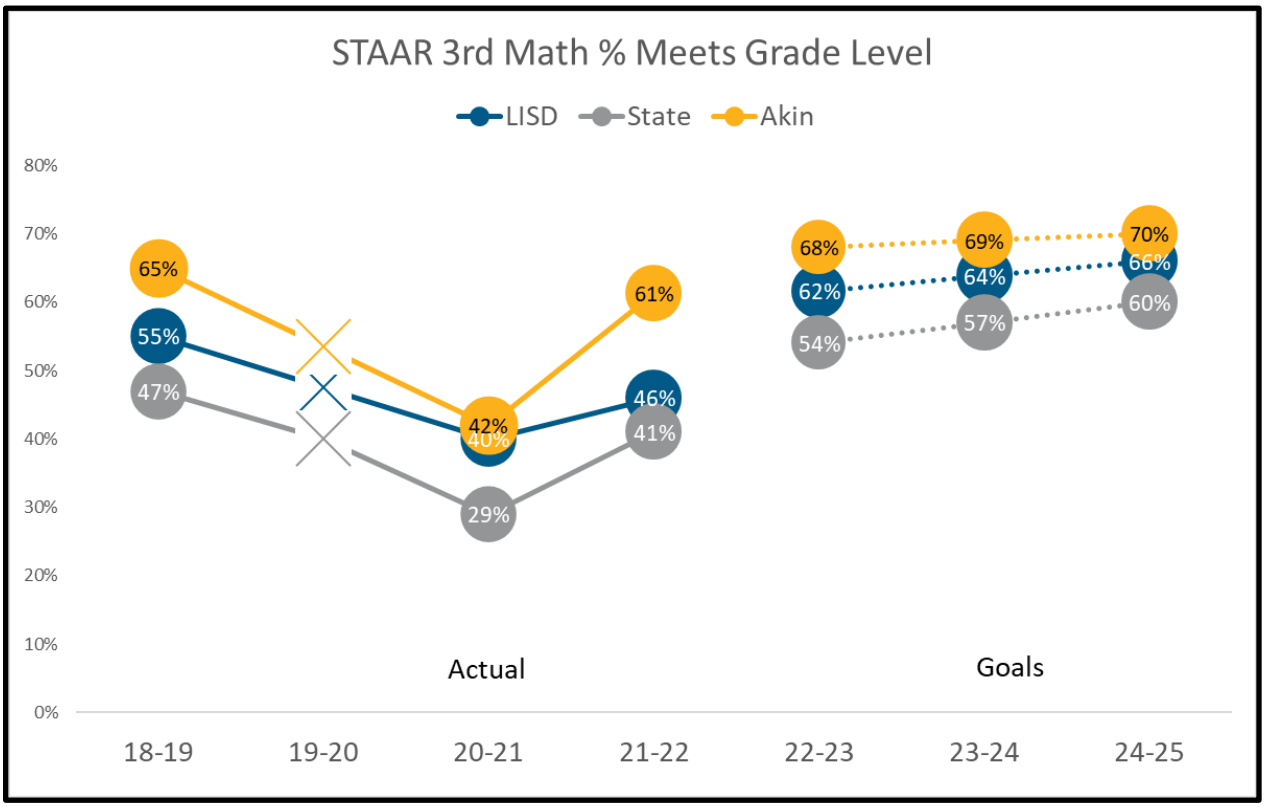
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
~~2019-20~~	~~66%~~		~~61%~~	~~63%~~	~~86%~~				
2020-21	66%		61%	63%	86%				
2021-22	67%		62%	64%	87%				

2022-23	68%		63%	65%	88%				
2023-24	69%		64%	66%	89%				
2024-25	70%		65%	67%	90%				

Akin *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	62%	85%				
~~2019-20~~	~~X~~		~~X~~	~~X~~	~~X~~				
2020-21	42%		37%	42%	50%		27%		40%
2021-22	61%		24%	66%	82%	50%	33%		68%

Akin Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Bagdad Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Major Change

57

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students: 65% students state school helps them know what skills need work **Staff Responsible:** Bagdad Campus Leadership, District Staff from Teaching and Learning, Teachers **Opportunity Statements:** Student Learning 1, 2 - School Processes & Programs 1 - Perceptions 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Major Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Increase the % of students responding favorably to Student Survey questions/statements i.e. I have the opportunity to set personal goals. (56% in 2022); I have the opportunity to set academic goals. (49%); I have the opportunity to learn about things that interest me. (46% in 2022); I use feedback to improve my grades/performance. (39% in 2022); and I know what I am expected to learn in class each day. (40% in 2022). Increase in ISIP, MAP, and STAAR scores. **Staff Responsible:** Campus Leadership Team (Admin and ICs), Teachers, Students **Opportunity Statements:** Student Learning 2 - School Processes & Programs 1	58

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Major Change

System Response 1 Details	
System Response 1: Increase in positive trends regarding staff recruitment and retention data. **Evidence of Success:** Positive trends in staff recruitment and retention data Increase in staff satisfaction survey Increased diversity of LISD staff **Staff Responsible:** All hiring agents (district and campus administration) **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1	59

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Student perception data: Increase in favorable responses within the student perceptual survey data. For example, "Generally I like school" is 40% Yes for 2022 and "I feel what I learn in school helps me become a better person." is 44% Yes for 2022. We will also examine the 2022 Diversity and Equity Data. **Staff Responsible:** Campus Leadership, Teachers 60 **Opportunity Statements:** Student Learning 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Bagdad Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	**56%**	**22%**	**46%**	**60%**	**75%**	**59%**	**26%**	**35%**	**36%**
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Bagdad Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

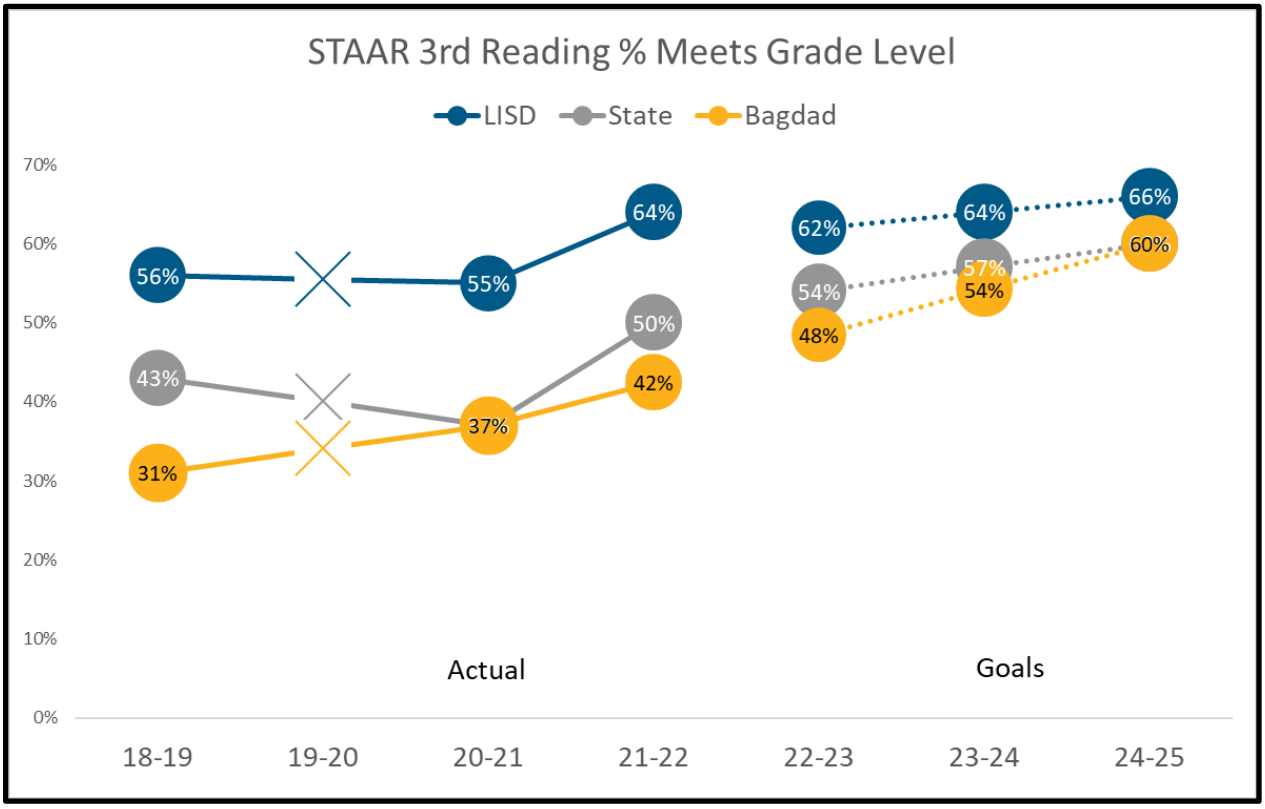
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	**31%**		**40%**	**16%**				**32%**	
~~2019-20~~	~~36%~~		~~44%~~	~~24%~~				~~37%~~	
2020-21	36%		44%	24%				37%	
2021-22	43%		48%	33%				43%	
2022-23	48%		52%	42%				49%	
2023-24	54%		56%	51%				55%	
2024-25	60%		60%	60%				60%	

Bagdad *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	31%		40%	16%				32%	

~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	37%		30%	50%			0%	34%	35%
2021-22	42%		28%	62%			27%	33%	18%

Bagdad *Actual* Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	**55%**	**21%**	**45%**	**57%**	**83%**	**59%**	**28%**	**35%**	**41%**
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Bagdad Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	**44%**		**39%**	**40%**				**47%**	
~~2019-20~~	~~47%~~		~~43%~~	~~44%~~				~~49%~~	
2020-21	47%		43%	44%				49%	
2021-22	50%		47%	48%				51%	

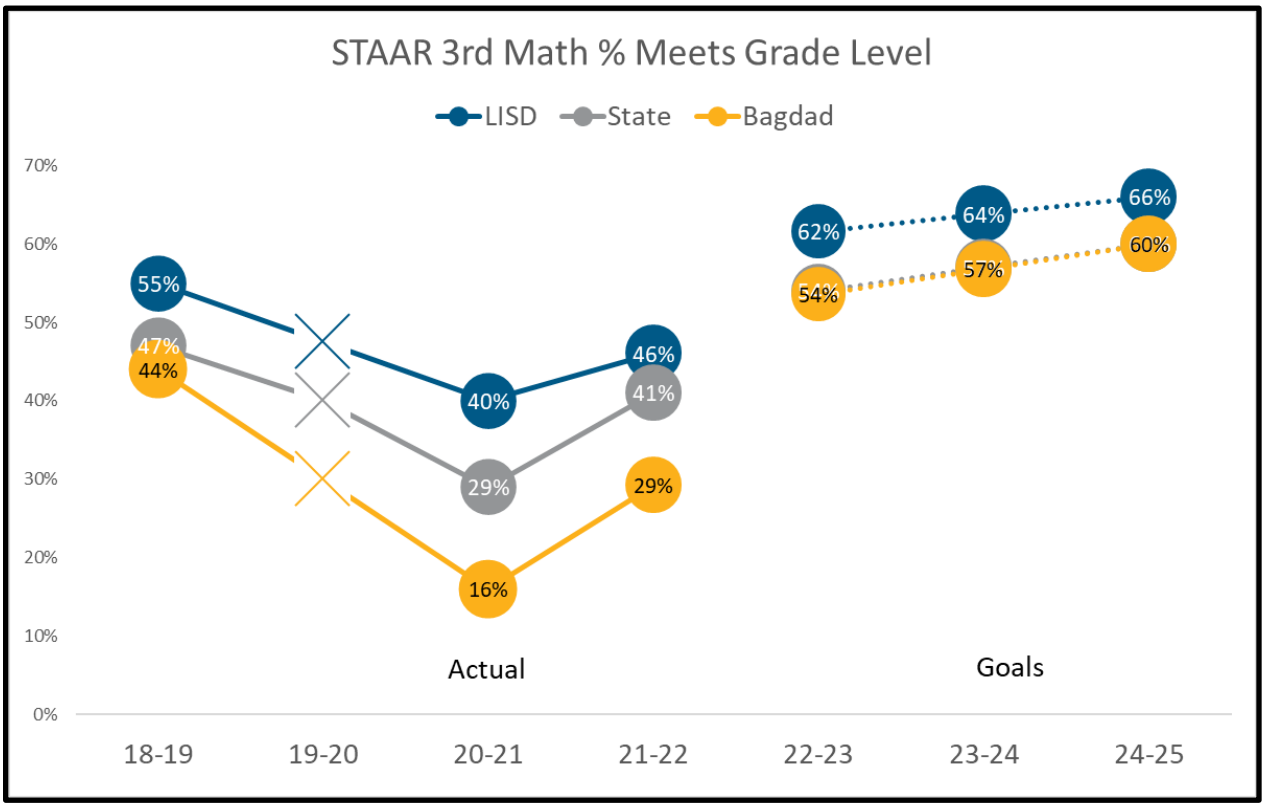
2022-23	54%		51%	52%				54%	
2023-24	57%		55%	56%				57%	
2024-25	60%		60%	60%				60%	

Bagdad *Actual* Data - Math

% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		39%	40%				47%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	16%		13%	22%			0%	20%	10%
2021-22	29%		17%	46%			27%	15%	10%

Bagdad *Actual* Reading Data through 2022 and future goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR



Block House Creek Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain

68

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** At least 92% of students will show at least a year's growth in reading. (21-22 Campus Average=90%) **Staff Responsible:** Teachers **Opportunity Statements:** Demographics 1 - Student Learning 1, 3 - School Processes & Programs 3

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** At least 70% of students will respond positively to survey question "I know what I am expected to learn each day." (Spring student survey 2022= 65%) **Staff Responsible:** Teachers **Opportunity Statements:** Student Learning 1 - School Processes & Programs 3	69

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Maintain

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff. **Evidence of Success:** Increase the employee engagement construct score from employee survey by at least 10 points (Spring 2022=413) **Staff Responsible:** Administration **Opportunity Statements:** Demographics 2, 3 - Student Learning 4 - School Processes & Programs 1, 2 - Perceptions 1, 2	70

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Block House Creek Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

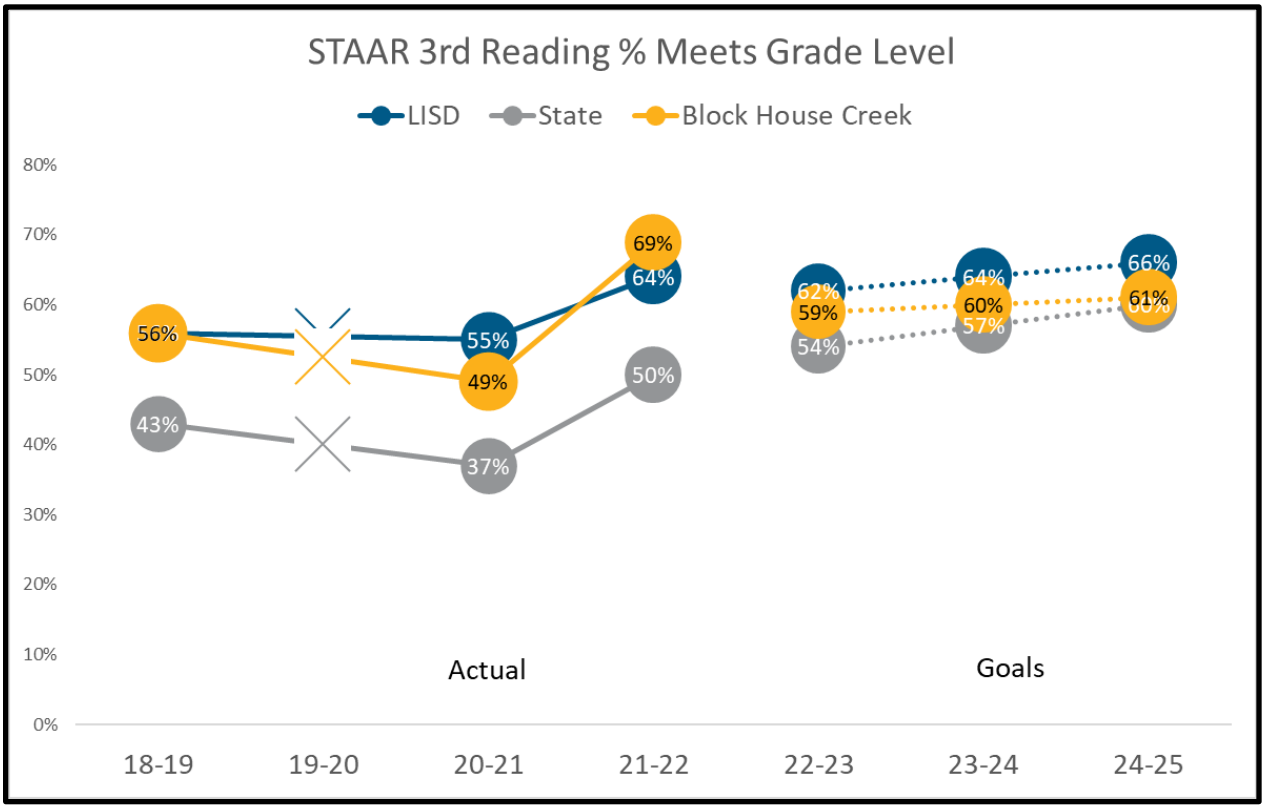
Block House Creek Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%			51%					
~~2019-20~~	~~57%~~			~~53%~~					
2020-21	57%			53%					
2021-22	58%			54%					
2022-23	59%			56%					
2023-24	60%			58%					
2024-25	61%			60%					

Block House Creek *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%			51%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	49%			56%			33%	25%	
2021-22	69%		59%	70%			33%	71%	

Block House Creek *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Block House Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

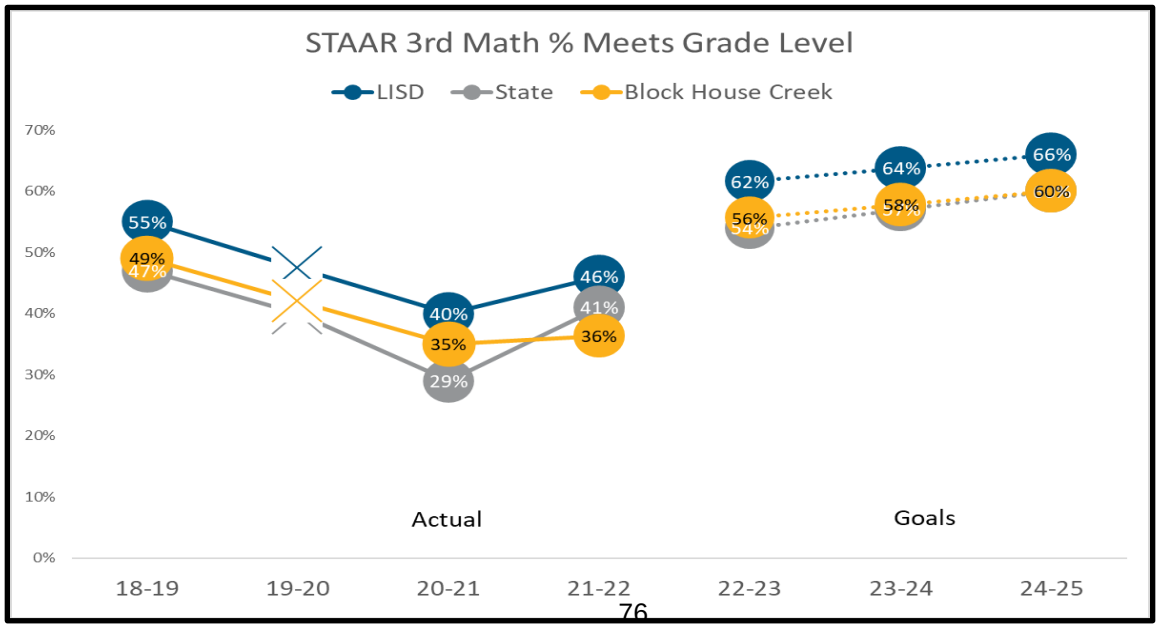
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%			49%					
~~2019-20~~	~~51%~~			~~51%~~					
2020-21	51%			51%					
2021-22	53%			53%					

2022-23	56%			56%					
2023-24	58%			58%					
2024-25	60%			60%					

Block House Creek *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%			49%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	35%			38%			20%	13%	
2021-22	36%		22%	49%			27%	41%	

Block House Creek *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Camacho ElementaryGoals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

77

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Promote student growth and success. **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. A year's worth of growth for all students in reading and math (ISIP, NWEA MAP, etc. will be used to determine growth) **Staff Responsible:** Teachers, Administrators, Instructional Coach **Opportunity Statements:** Student Learning 1, 2

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details	78

System Response 1: Build retention of staff through recognition and support.

Evidence of Success: UT Engagement Survey - Staff favorable responses
PLC Rubric to reflect high functioning teams
Campus Celebrations -Staff Shout-Outs, FriYAY huddle, Wellness Wednesday, etc.

Staff Responsible: Administration

Opportunity Statements: Demographics 1 - Student Learning 1

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Minor Change

System Response 1 Details	79
System Response 1: Build collaborative processes to improve trust, mutual respect, and shared responsibility within the system. **Evidence of Success:** Improved parent and student climate survey **Staff Responsible:** Principal, Assistant Principal, Staff **Opportunity Statements:** Perceptions 1	

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Increase in responses for Student & parent surveys specifically related to safe schools. **Opportunity Statements:** Student Learning 2 - School Processes & Programs 1 - Perceptions 1	80

HOUSE BILL 3 LEGISLATION
Sec.A11.185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Camacho Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

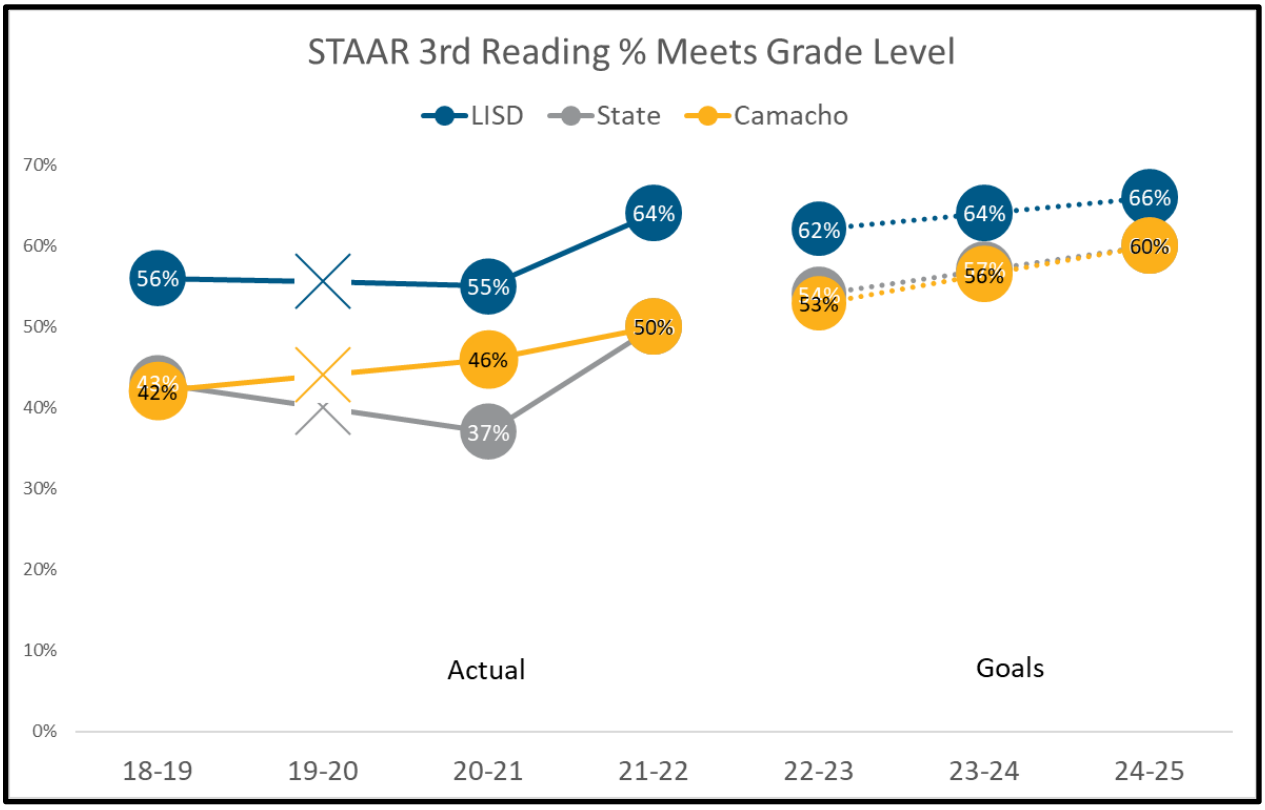
Camacho Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		32%	46%				35%	
~~2019-20~~	~~45%~~		~~37%~~	~~48%~~				~~40%~~	
2020-21	49%		54%	46%			38%	33%	
2021-22	49%		42%	51%				45%	
2022-23	53%		48%	54%				50%	
2023-24	56%		54%	57%				55%	
2024-25	60%		60%	60%				60%	

Camacho *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		32%	46%				35%	
~~2019-20~~	~~45%~~		~~37%~~	~~48%~~				~~40%~~	
2020-21	46%		54%	46%			38%	33%	
2021-22	50%		42%	55%			22%	41%	

Camacho Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

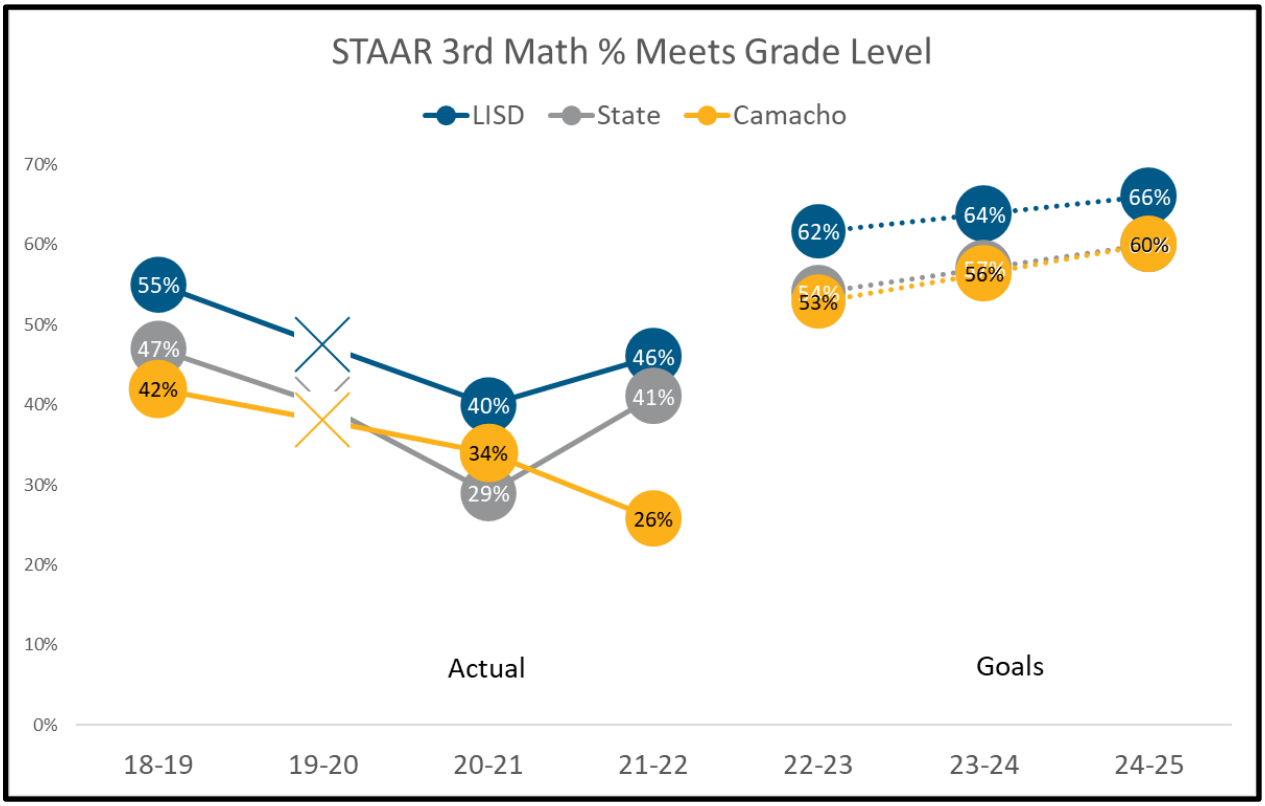
Camacho Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
~~2019-20~~	~~45%~~		~~44%~~	~~48%~~				~~45%~~	
2020-21	37%		35%	43%			38%	33%	
2021-22	49%		48%	51%				48%	
2022-23	53%		52%	54%				52%	
2023-24	56%		56%	57%				56%	
2024-25	60%		60%	60%				60%	

% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	42%		41%	45%				42%	
~~2019-20~~	~~45%~~		~~44%~~	~~48%~~				~~45%~~	
2020-21	34%		35%	43%			38%	33%	
2021-22	26%		18%	33%			17%	22%	

Camacho Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Canyon Ridge Middle School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 87

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I receive support when I am struggling to learn in class" by 3% (2022 student response was 74%). Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "Classroom activities keep me actively engaged in my learning." by 3% (2022 student response was 66%). Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My teachers encourage me to take charge of my own education" by 3% (2022 student response was 57%). **Staff Responsible:** Campus Administration, Instructional Coach & Teachers **Opportunity Statements:** Student Learning 1, 2

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Maintain but Consider a Change

System Response 1 Details 88

System Response 1: Recognize and support staff.

Evidence of Success: Staff Survey: Increase the overall percentage of staff answering as Highly Engaged or Engaged by 3% (2022 staff overall level of engagement was 69%).

Increase the percentage of staff answering 'Strongly Agree' or 'Agree' on the Employee Engagement Survey to the question, "Learning Opportunities/staff development is made available to me for personal growth and development" by 3% (2022 student response was 73%).

Increase the percentage of staff answering 'Strongly Agree' or 'Agree' on the Employee Engagement Survey to the question, "I feel a strong sense of personal belonging while at work" by 3% (2022 student response was 78%).

Staff Responsible: Campus Administration, Instructional Coach & Teachers

Opportunity Statements: Demographics 1

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Maintain but Consider a Change

System Response 1 Details	89

System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.

Evidence of Success: Improved parent climate survey:
Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "The campus encourages parent and community involvement." by 3% (2022 parent response was 62%).

Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "The campus makes me feel informed, included, and welcome." by 3% (2022 parent response was 73%).

Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I feel like I am a part of a community at my school." by 3% (2022 student response was 53%).

Staff Responsible: Campus Administration, Instructional Coach & Teachers

Opportunity Statements: Perceptions 1

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent surveys: Increase the percentage of parents answering 'Almost Always/Always' or 'Often' on the LISD Parent Climate Survey to the question, "My child feels like they are a part of a community at their school." by 3% (2022 parent response was 65%). 90 Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to pursue my passions, strengths, and aspirations during the school day." by 3% (2022 student response was 48%). **Staff Responsible:** Campus Administration, Instructional Coach & Teachers **Opportunity Statements:** Demographics 2 - School Processes & Programs 2

Cedar Park High School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 91

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for career, and military readiness. Positive student outcomes based on instructional data aligned to the graduate profile. System-wide adoption of MAP assessments **Staff Responsible:** CPHS Admin Team **Opportunity Statements:** Student Learning 4 - Perceptions 1, 2

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details	92

System Response 1: Recognize and support staff.

Evidence of Success: 10% Increase on the "Job Satisfaction" construct from the 2022 Employee Engagement Survey.
Baseline = 362 Target = 398

Staff Responsible: Campus Leadership Team

Opportunity Statements: School Processes & Programs 2 - Perceptions 3

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** 10% Increase in students feeling of acceptance/ sense of belonging based on the following survey prompt: "I feel good about myself at school" Baseline=31% often 17% Almost always/ always **Staff Responsible:** Campus leadership team 93 **Opportunity Statements:** Demographics 1, 2, 3 - Student Learning 1, 2, 3 - Perceptions 1

HOUSE BILL 3 LEGISLATION

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

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

Cedar Park High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
    - Student recruitment, participation and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.95

- College Entrance Exam Opportunities
  - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Cedar Park HS 2018-19 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

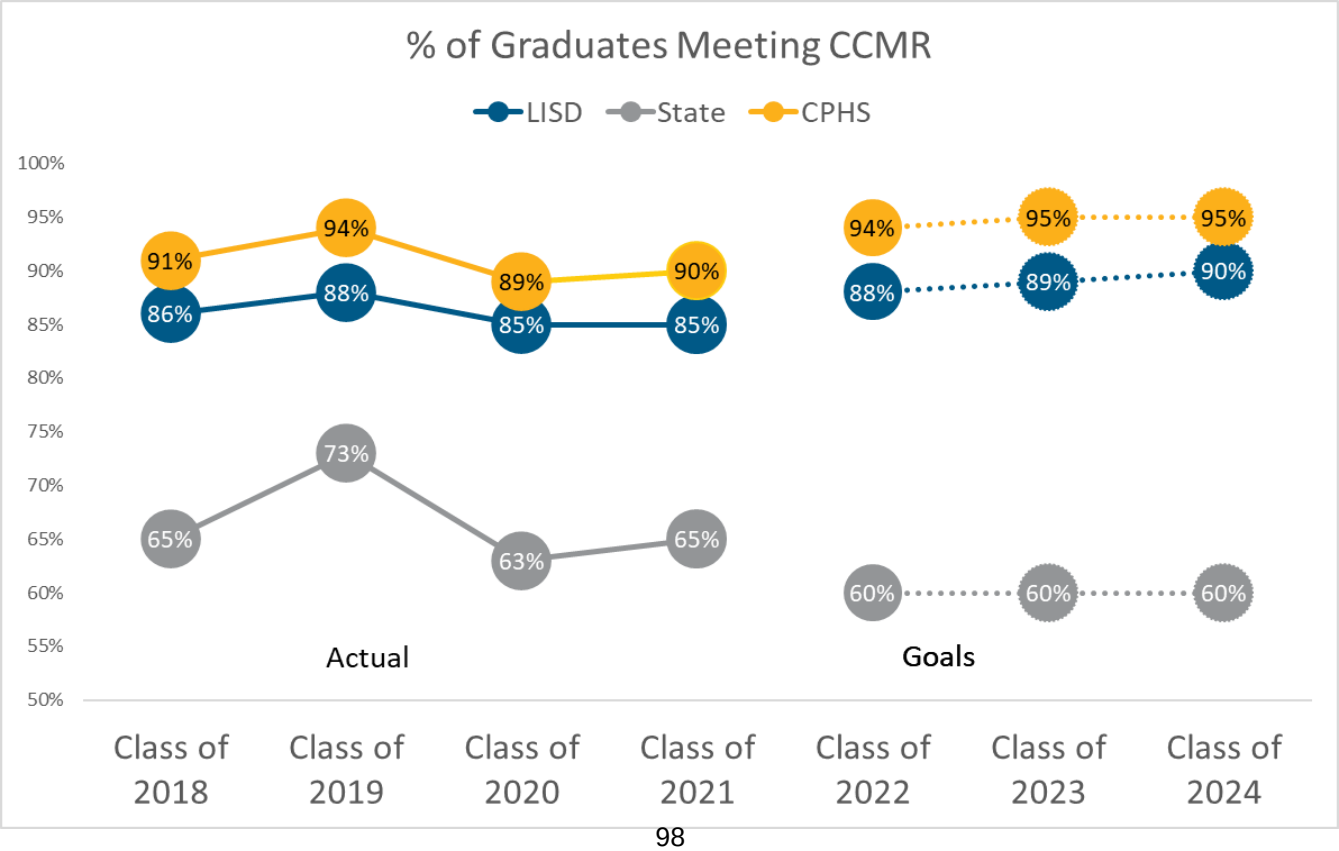
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Goal	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2021 Goal	93%	82%	85%	95%	98%	87%	97%	77%	
Class of 2022 Goal	94%	83%	86%	95%	98%	88%	97%	78%	
Class of 2023 Goal	95%	84%	87%	95%	98%	89%	97%	79%	
Class of 2024 Goal	95%	85%	88%	95%	98%	90%	97%	80%	

Cedar Park HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	91%	80%	83%	94%	98%	85%	97%	75%	
Class of 2019 Actual	92%	81%	84%	95%	98%	86%	97%	76%	
Class of 2020 Actual	89%	75%	88%	89%	97%	100%	90%	76%	
Class of 2021 Actual	90%	58%	83%	93%	98%	93%	96%	82%	

Cedar Park HS Actual Data & Proposed Annual Goals



Cedar Park Middle School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 99

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress on student survey question asking "classroom activities keep me actively engaged in my learning." 2021-22 baseline score was 58% of students reporting often or always. **Staff Responsible:** Administration, teachers, and staff. **Opportunity Statements:** Student Learning 1 - Perceptions 1

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff through a foundation of authentic PLCs. **Evidence of Success:** Staff satisfaction survey - increase overall engagement level from baseline of 55%. Increased diversity of campus staff PLC Collaborative survey - increase results in commitments 1.3 and 1.4 by providing intervention and enrichment Positive trends in staff recruitment and retention data **Staff Responsible:** Administration and Campus Leadership Team **Opportunity Statements:** School Processes & Programs 1	100

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions through proactive campus systems. **Evidence of Success:** Positive progress on student & parent survey question " I/my child feel a part of the community at my school." 2021-22 baseline scores were 55% for students and 62% for parents responding as often or always. **Staff Responsible:** Administration, Teachers, and Staff 101 **Opportunity Statements:** Demographics 1

Cox Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 102

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Walkthrough data, PLC agenda and action plans, lesson plans, student write and articulate goals and tracking progress **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Teachers, Students. **Opportunity Statements:** School Processes & Programs 1

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Major Change

System Response 1 Details	103

System Response 1: Recognize and support staff.

Evidence of Success: Positive/favorable results in the UT staff survey, formative reflection practices throughout the year (i.e., Glows and Grows).

Staff Responsible: Principal, Assistant Principal, Instructional Coach

Opportunity Statements: Demographics 1

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

Key Question 2: To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

Initial Status: Major Change

System Response 1 Details
System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND implement flexible structures and strategies that focus on student engagement in meaningful learning. 104 **Evidence of Success:** Student engagement survey, use of collaborative areas **Staff Responsible:** Assistant Principal, Instructional Coach, Principal **Opportunity Statements:** School Processes & Programs 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Cox Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8 part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

~~106~~

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

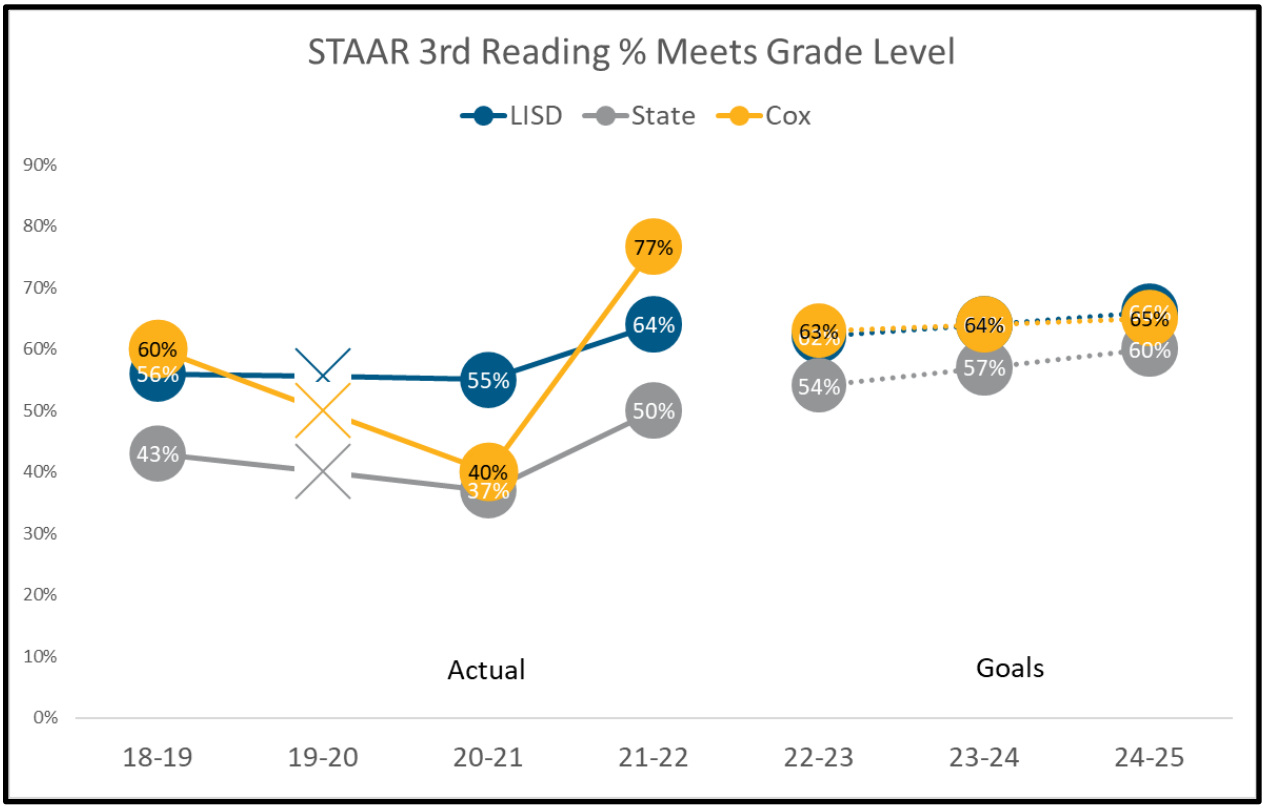
Cox Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	60%			61%					
~~2019-20~~	~~61%~~			~~62%~~					
2020-21	61%			62%					
2021-22	62%			63%					
2022-23	63%			64%					
2023-24	64%			65%					
2024-25	65%			66%					

Cox *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	60%			61%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	40%		29%	43%	73%			15%	
2021-22	77%		71%	80%	77%			46%	

Cox Actual Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Cox Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

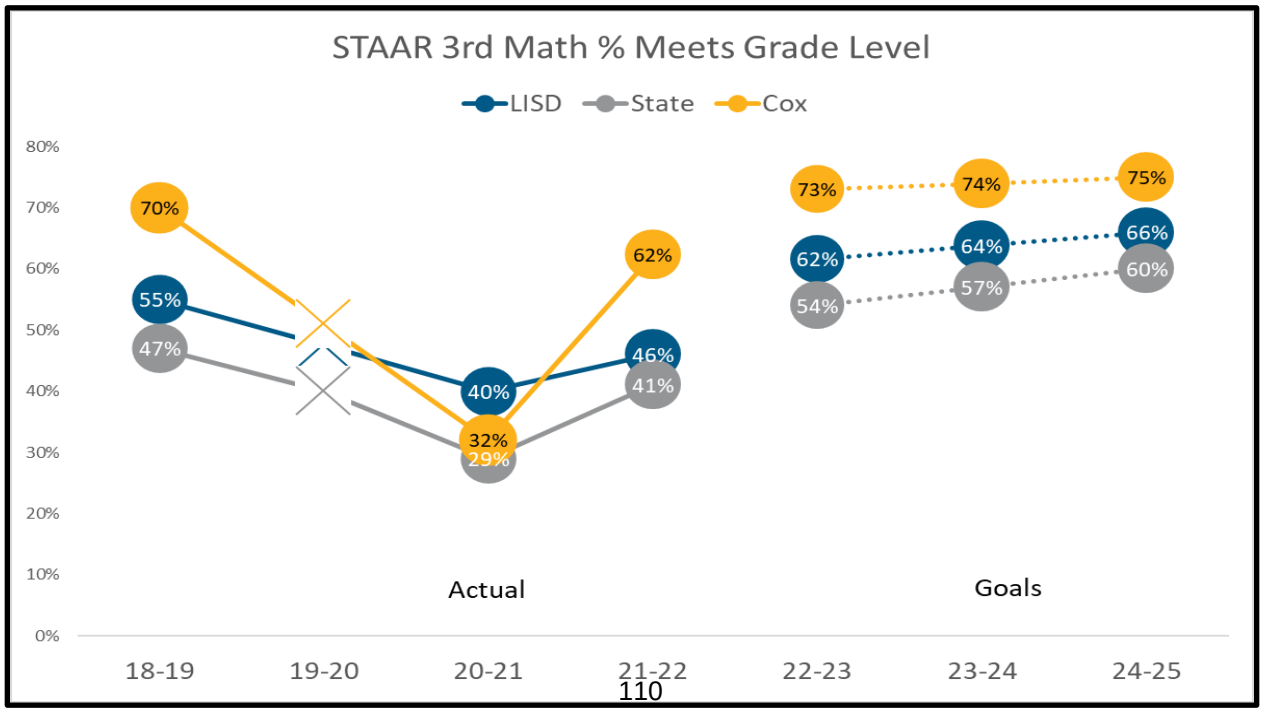
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
~~2019-20~~	~~71%~~			~~75%~~					
2020-21	71%			75%					
2021-22	72%			76%					

2022-23	73%			77%					
2023-24	74%			78%					
2024-25	75%			79%					

Cox *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	70%			74%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	32%		19%	40%	46%			14%	
2021-22	62%		41%	67%	73%			39%	

Cox Actual Reading Data through 2022 and Future Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR



Cypress Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 111

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Refine existing and develop new systems to promote Student Ownership of Learning **Evidence of Success:** Perceptual survey of students will increase- "My teachers ask me what I want to learn."- Yes 14%/43% Sometimes "I have the opportunity to set academic Goals" 50%Yes/ 13%No "Classroom activities keep me engaged in my learning" (Yes 59%/35% Sometimes) "Classroom activities keep me challenged in my learning" (Yes 49%/41%Sometimes) Academic data will increase- Economically Disadvantaged in 3rd and 4th grades did not hit Academic Achievement Status Target in Reading or Math data gathered from the 2022 STAAR assessment. Grade level cohorts will maintain or improve in ISIP data (BOY-EOY). Our 4th graders (21-22 3rd graders) will maintain or improve to 80% at EOY. Our 5th graders (21-22 4th graders) will maintain or improve to 88% at EOY. Our 4th graders (21-22 3rd graders) will improve their Academic Achievement Status Target in Reading and Math in the 2023 STAAR assessment. Our 5th graders (21-22 4th graders) will improve their Academic Achievement Status Target in Reading and Math in the 2023 STAAR assessment. **Staff Responsible:** Teachers, Administration, Instructional Coach **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 2

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details	112

System Response 1: Processes to recognize and support staff.

Evidence of Success: Improvement in perceptual surveys of staff.
Baseline- Overall Job Satisfaction listed at 347 that is -3 lower than the whole organization

Staff Responsible: Principal, Assistant Principal, Instructional Coach

Opportunity Statements: School Processes & Programs 1 - Perceptions 1

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Minor Change

System Response 1 Details	113

System Response 1: Build systems to improve trust, mutual respect, and shared responsibility.

Evidence of Success: Perceptual survey of parents and students will increase or maintain-
I have the opportunity to build positive relationships with my
child's teachers.- 51% Almost Always
The campus encourages parent and community involvement.- 47% Almost Always
The campus keeps me informed about my child's academic progress.- 39% Almost Always
The campus makes me feel informed, included, and welcome.- 59% Almost Always

Staff Responsible: Teachers, Principal, Assistant Principal

Opportunity Statements: Perceptions 2, 3

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Cypress Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

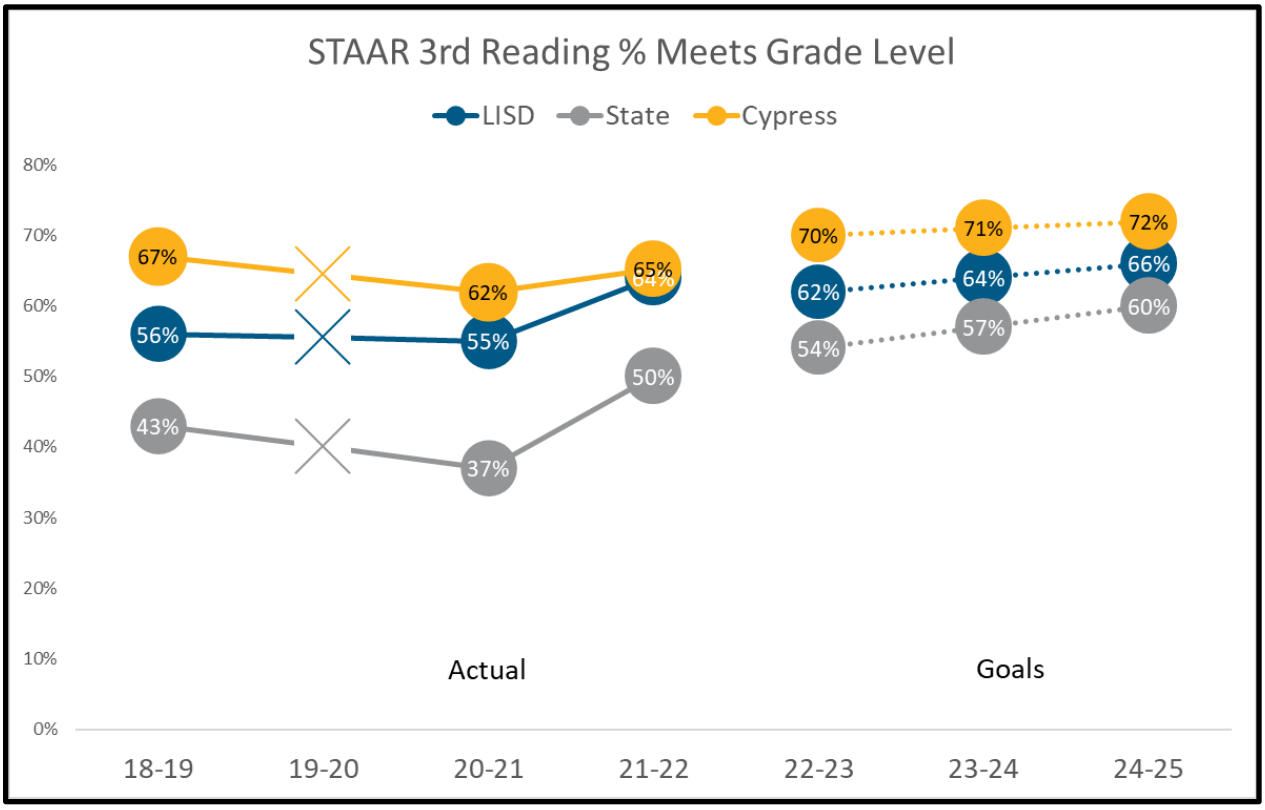
Cypress Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			70%					
~~2019-20~~	~~68%~~			~~71%~~					
2020-21	68%			71%					
2021-22	69%			72%					
2022-23	70%			73%					
2023-24	71%			74%					
2024-25	72%			75%					

Cypress *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			70%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	62%		50%	67%			60%	20%	
2021-22	65%		69%	67%			27%	38%	

Cypress *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

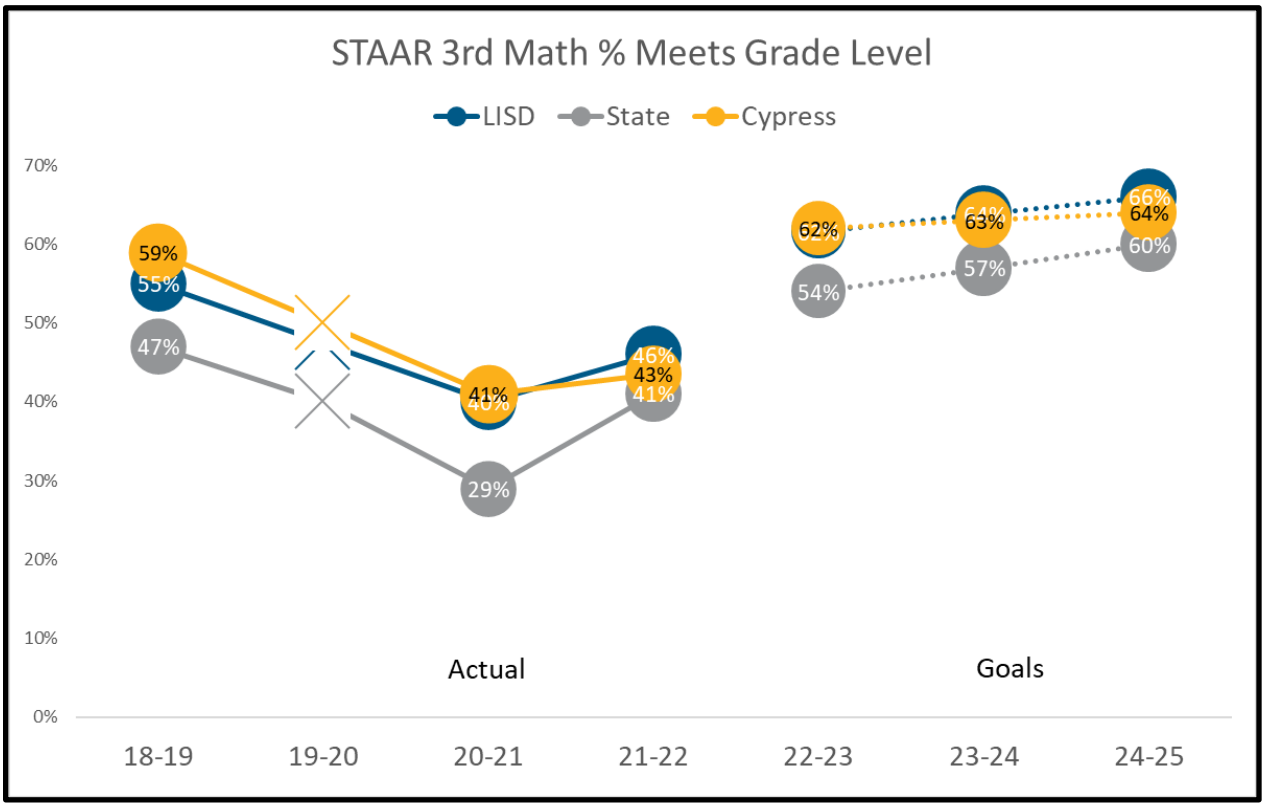
Cypress Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	59%			60%					
~~2019-20~~	~~60%~~			~~61%~~					
2020-21	60%			61%					
2021-22	61%			62%					
2022-23	62%			63%					
2023-24	63%			64%					
2024-25	64%			65%					

Cypress *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	59%			60%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	41%		33%	45%			30%	10%	
2021-22	43%		38%	45%			18%	0%	

Cypress *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Danielson Middle School
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

120

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/positive trend in the perceptual survey of students for classroom activities challenge me in my learning and I have the opportunity to set academic goals to track my progress.(baseline in Spring & Fall 2022) **Staff Responsible:** Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff **Opportunity Statements:** Demographics 4 - Student Learning 4 - School Processes & Programs 4 - Perceptions 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards the adoption of Outcomes-Based Grading as well as measured success improving overall student growth on MAP and ISIP assessments. **Staff Responsible:** Principal, Assistant Principals, Instructional Coaches, Counselors, and Teaching Staff **Opportunity Statements:** Demographics 1, 2, 3 - Student Learning 1, 2 - School Processes & Programs 1, 2, 3 - Perceptions 4	121

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved climate survey data from parents, students, and staff. **Staff Responsible:** Principal, Assistant Principals, Counselors, Instructional Coaches, Teaching Staff **Opportunity Statements:** Demographics 3, 4 - Student Learning 4 - School Processes & Programs 1, 4 - Perceptions 1, 4	122

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Increase in student & parent survey data. **Staff Responsible:** Principal, Assistant Principals, Instructional Coaches, Counselors, Teaching Staff 123 **Opportunity Statements:** Demographics 3 - School Processes & Programs 1 - Perceptions 4

Deer Creek Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

124

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students and parents related to opportunities and supports for deeper learning: (Student survey: "I see connections between what I am doing in school and the LISD Graduate Profile" [Baseline: 35% Agree]; Parent Survey: "My child's teachers encourage my child to take charge of his/her own education" [Baseline: 32% Agree]; "My child has the opportunity to engage in learning that is relevant to his/her interests, passions, or goals" [Baseline 32% Agree] 80% of students in grades 3-5 have a digital portfolio with evidence of Graduate Profile, Personal Interest, and reflection connections; 50% of students in grades K-2 have a portfolio with evidence of self-reflection. UDL Look Fors data will show positive trend in expert learner environments. **Staff Responsible:** Principal, Assistant Principal, Grade Level Team, Campus ILT **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics indicated by gains of students from low growth to high growth quadrants (math) and tiers (reading) at each grade level from 2022 BOY to EOY. (Baseline EOY 2021-22 MAP: Kindergarten 50th%, 1st 43%, 2nd 44%, 3rd 74%, 4th 58% Overall for school medium growth 58% and medium achievement 70% Baseline 2021-22 ISIP Tiers 1 and 2: Kindergarten 21%, 1st 21%, 2nd 14%, 3rd 13%, 4th 17%) 125 **Staff Responsible:** Instructional Leadership Team Principal Assistant Principal **Opportunity Statements:** Student Learning 1 - Perceptions 1

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Gains/Positive trends in student & parent perception survey data (Baseline Acceptance and Belonging dimension 92%) with decrease in negative responses to "feeling respected at school" (baseline 11% "No") and "feeling safe to be themselves at school" (baseline 10% "No" and 29% "Sometime"). Evidence of Kagan Structures in classroom Look Fors, SST Agendas and academic growth of identified SST students 126 **Staff Responsible:** Instructional Leadership Team Classroom Management Vertical Team Principal

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Deer Creek Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

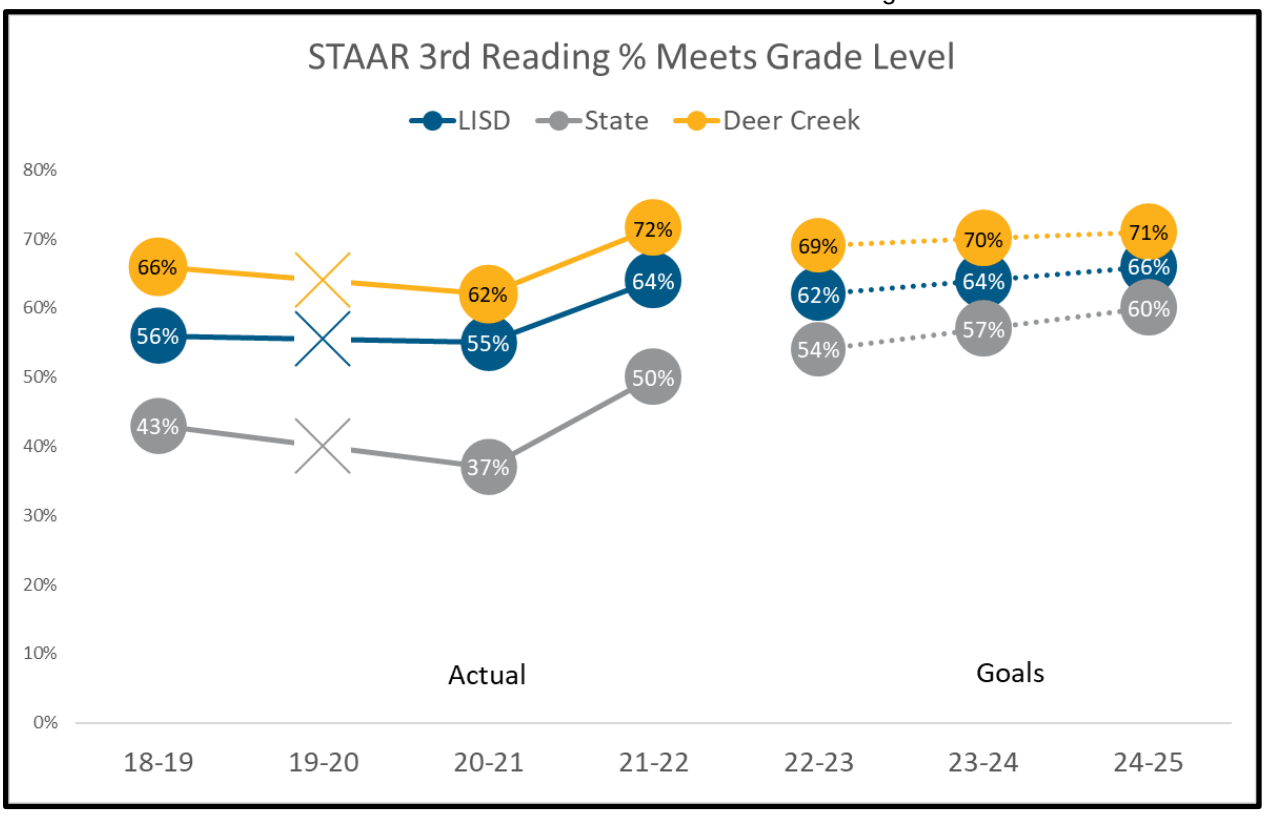
Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	66%			66%					
~~2019-20~~	~~67%~~			~~67%~~					
2020-21	67%			67%					
2021-22	68%			68%					
2022-23	69%			69%					
2023-24	70%			70%					
2024-25	71%			71%					

Deer Creek *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	66%			66%					
~~2019-20~~	~~67%~~			~~67%~~					
2020-21	62%		50%	64%	42%				
2021-22	72%		61%	76%	55%		39%		60%

Deer Creek Actual Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Deer Creek Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

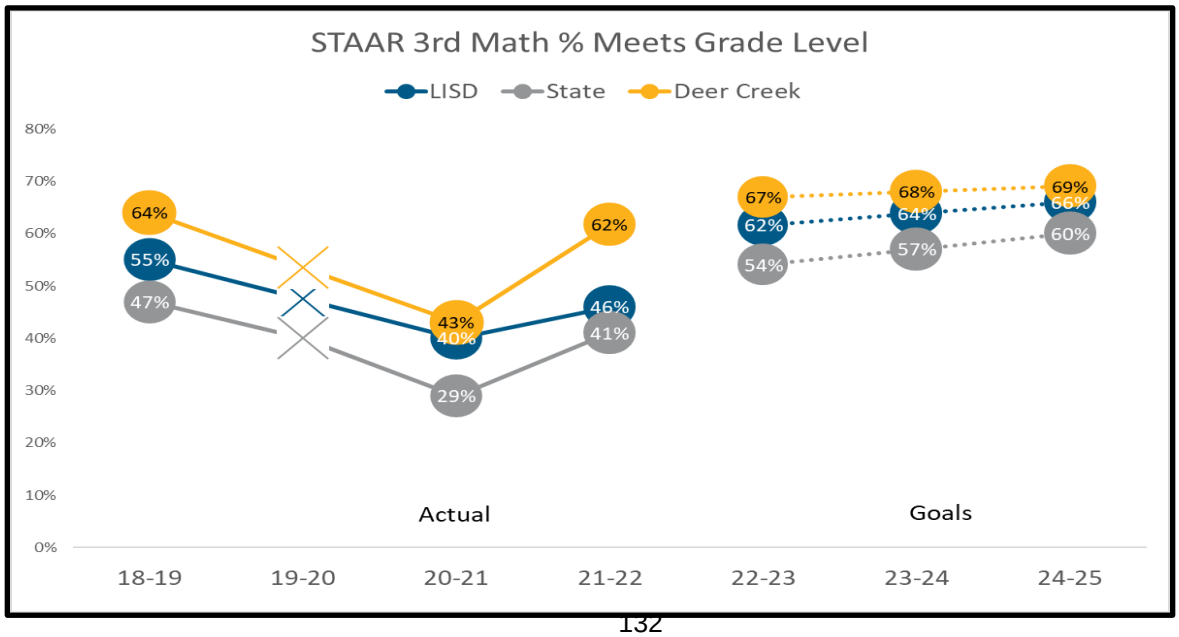
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
~~2019-20~~	~~65%~~			~~66%~~					
2020-21	65%			66%					

2021-22	66%			67%					
2022-23	67%			68%					
2023-24	68%			69%					
2024-25	69%			70%					

Deer Creek *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	64%			65%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	43%		43%	38%	50%				
2021-22	62%		50%	66%	73%		15%		47%

Deer Creek Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Early College High School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

133

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Chief Academic Officer

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile.

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Major Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access.

Faubion Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Major Change

136

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022); walkthrough/observation data; PLC Agendas **Staff Responsible:** Campus Admin, Instructional Coach, Classroom Teachers **Opportunity Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 - Perceptions 2

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Students will set and track goals, students participating in campus-wide leadership opportunities, evidence of student voice and choice in classroom walk through data **Staff Responsible:** Campus Admin, Instructional Coach, Classroom Teachers **Opportunity Statements:** Student Learning 1, 2 - School Processes & Programs 2

137

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Major Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access through collective efficacy **Evidence of Success:** Perceptual survey data, student performance data on various assessments, Response to Intervention data **Opportunity Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1 138

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Faubion Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

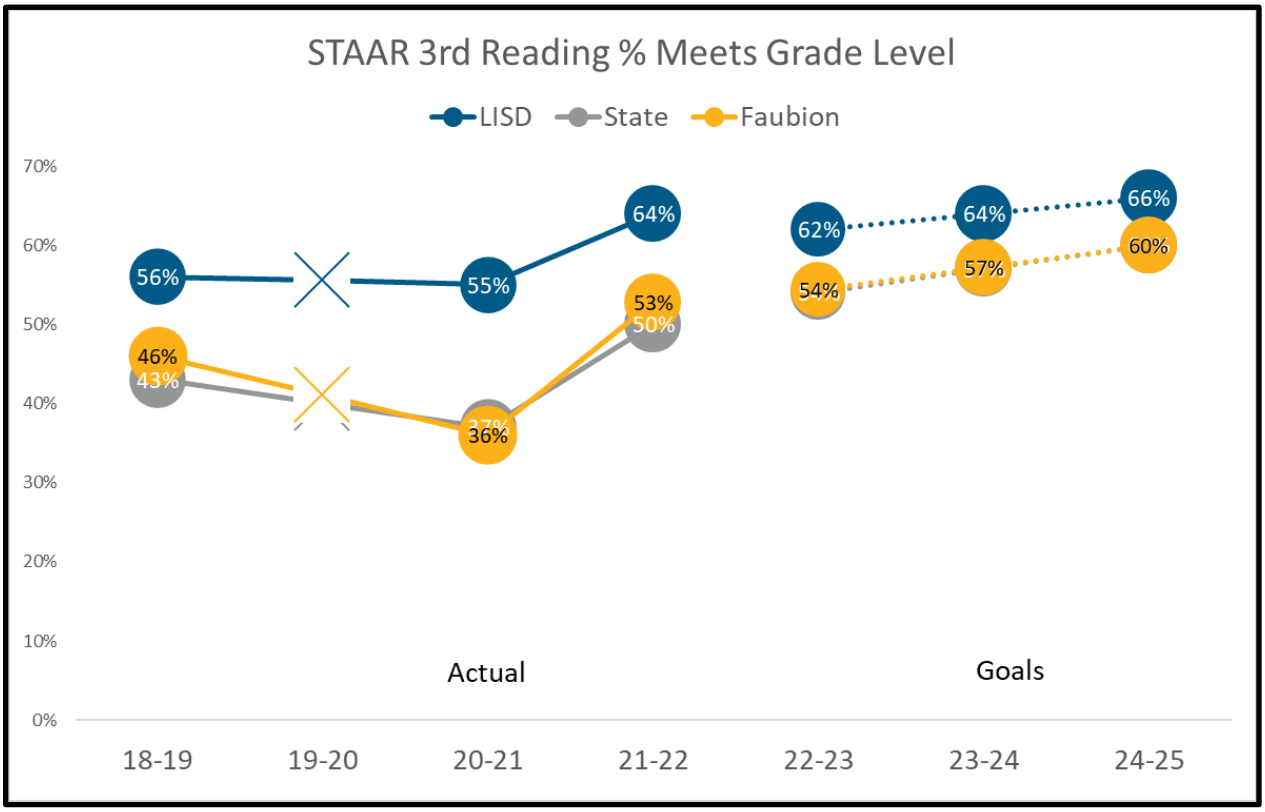
Faubion Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			55%					
~~2019-20~~	~~48%~~			~~56%~~					
2020-21	48%			56%					
2021-22	52%			57%					
2022-23	54%			58%					
2023-24	57%			59%					
2024-25	60%			60%					

Faubion *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			55%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	36%		31%	50%				20%	
2021-22	53%		35%	74%			33%	36%	

Faubion *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

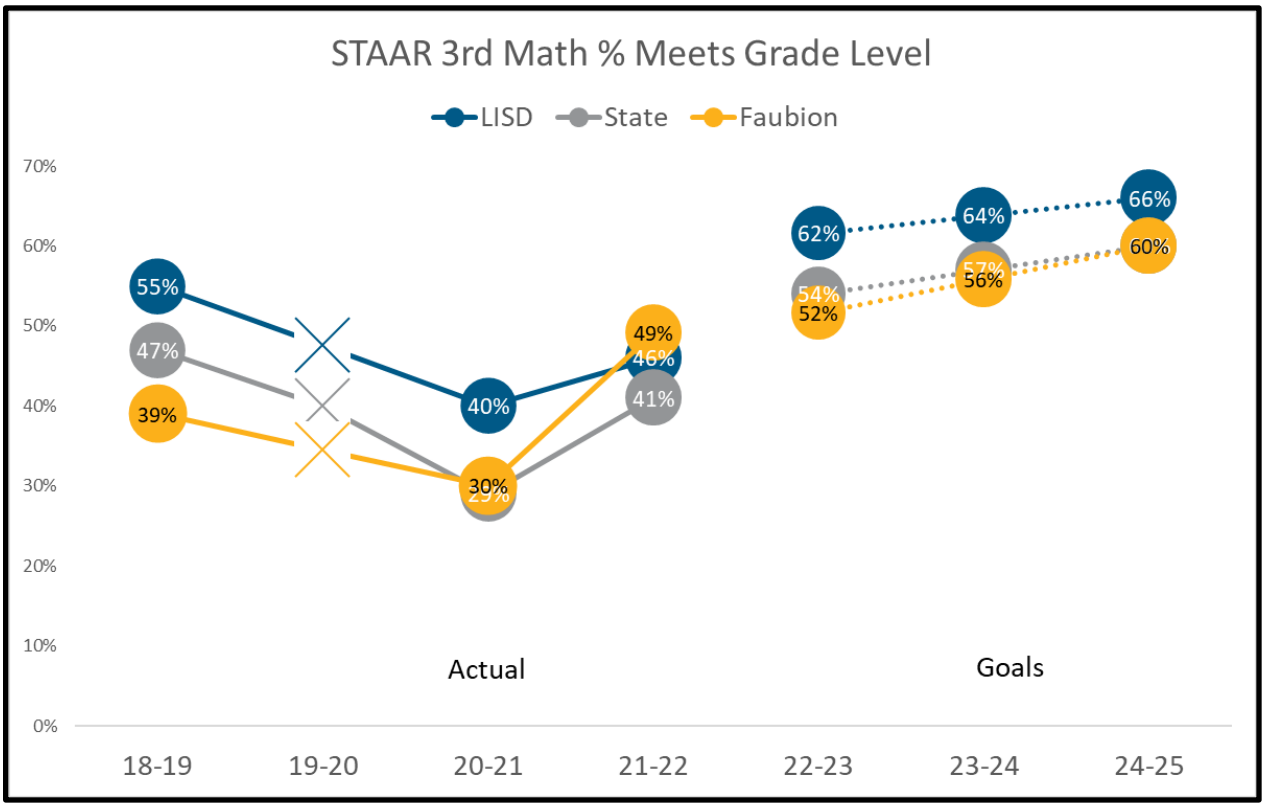
Faubion Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	39%			48%					
~~2019-20~~	~~43%~~			~~50%~~					
2020-21	43%			50%					
2021-22	47%			53%					
2022-23	52%			56%					
2023-24	56%			58%					
2024-25	60%			60%					

Faubion *Actual* Data -Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	39%			48%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	30%		15%	50%				20%	
2021-22	49%		40%	65%			33%	29%	

Faubion *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Four Points Middle School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

145

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022) **Staff Responsible:** Principal, Assistant Principals, Instructional Coach, Student Success Facilitators **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2

System Response 2 Details
System Response 2: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness as measured by Student Data Trackers and Teacher Failure Rate Reports. **Staff Responsible:** Teachers, Instructional Coach, Student Success Facilitators **Opportunity Statements:** Demographics 1

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved climate survey data from parents, students, and staff. 146 **Opportunity Statements:** Perceptions 1

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved parent climate survey

147

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Major Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** All Language Arts, Social Studies, and Science classes having a heterogeneously grouped class make up and the elimination of Advanced Placement vs. On-Level Classes. **Staff Responsible:** Principal 148 **Opportunity Statements:** Demographics 1 - School Processes & Programs 2

Giddens Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

149

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Refine systems to focus on student academic growth in Reading and Math. **Evidence of Success:** Increase in scores from Beginning of the Year to End of Year in ISIP and MAP. Current BOY ISIP scores for combined levels 3, 4 and 5 (On track for Reading Success Tier 1): K= 59% 1= 58% 2= 38% 3= 54% 4= 50% 5= 53% Current BOY MAP scores (% on Level 1, 2, or 3 out of 5): K= 80% 1= 73% 2= 55% 3= 41% 4= 58% 5= 50% **Staff Responsible:** Teachers, Administrators, and Instructional Coach **Opportunity Statements:** Student Learning 1, 2 - Perceptions 1

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details	
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** 1) Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. 2) MRA survey results from Parents, Teachers, and Students through The Leader in Me. Our End of Year Parent Survey results from Parents and Students indicate: *Awareness of Graduate Profile- Students (23% yes), Parents (19% strongly agree/agree) *Skilled Communicator and Collaborator- Students (52% yes), Parents (67% Strongly agree/agree) *Critical and Creative Thinker- Students (55% yes), Parents (72% Strongly Agree/Agree) *Compassionate Community Contributor- Students (52% yes), Parents (72% Strongly Agree/Agree) *Adaptable and Reflective Individual- Parents (67% strongly agree/Agree) **Staff Responsible:** Teachers, Administrators, and Instructional Coach **Opportunity Statements:** School Processes & Programs 1	150

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Students in all demographic identifiers will show growth in Reading and Math. **Staff Responsible:** Teachers, Instructional Coach, and Administration **Opportunity Statements:** Demographics 1 151

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Giddens Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

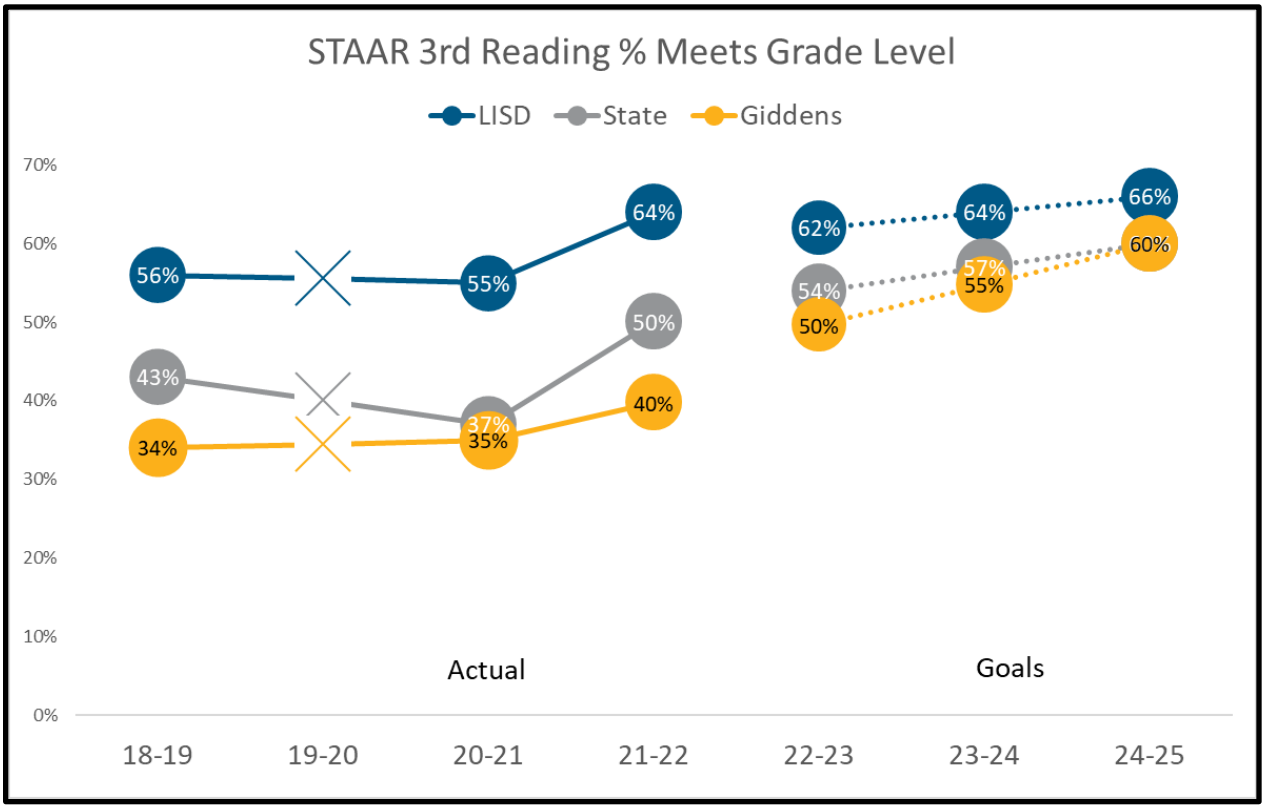
Giddens Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		25%	44%				29%	
~~2019-20~~	~~39%~~		~~32%~~	~~47%~~				~~35%~~	
2020-21	35%		37%	35%				21%	
2021-22	44%		39%	50%				41%	
2022-23	50%		46%	53%				47%	
2023-24	55%		53%	57%				53%	
2024-25	60%		60%	60%				60%	

Giddens *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		25%	44%				29%	
~~2019-20~~	~~39%~~		~~32%~~	~~47%~~				~~35%~~	
2020-21	35%		37%	35%			20%	21%	
2021-22	40%		34%	50%			14%	27%	

Giddens *Actual* Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Giddens Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	28%		29%	31%				29%	
~~2019-20~~	~~34%~~		~~35%~~	~~36%~~				~~35%~~	
2020-21	34%		35%	36%				35%	
2021-22	41%		42%	42%				42%	

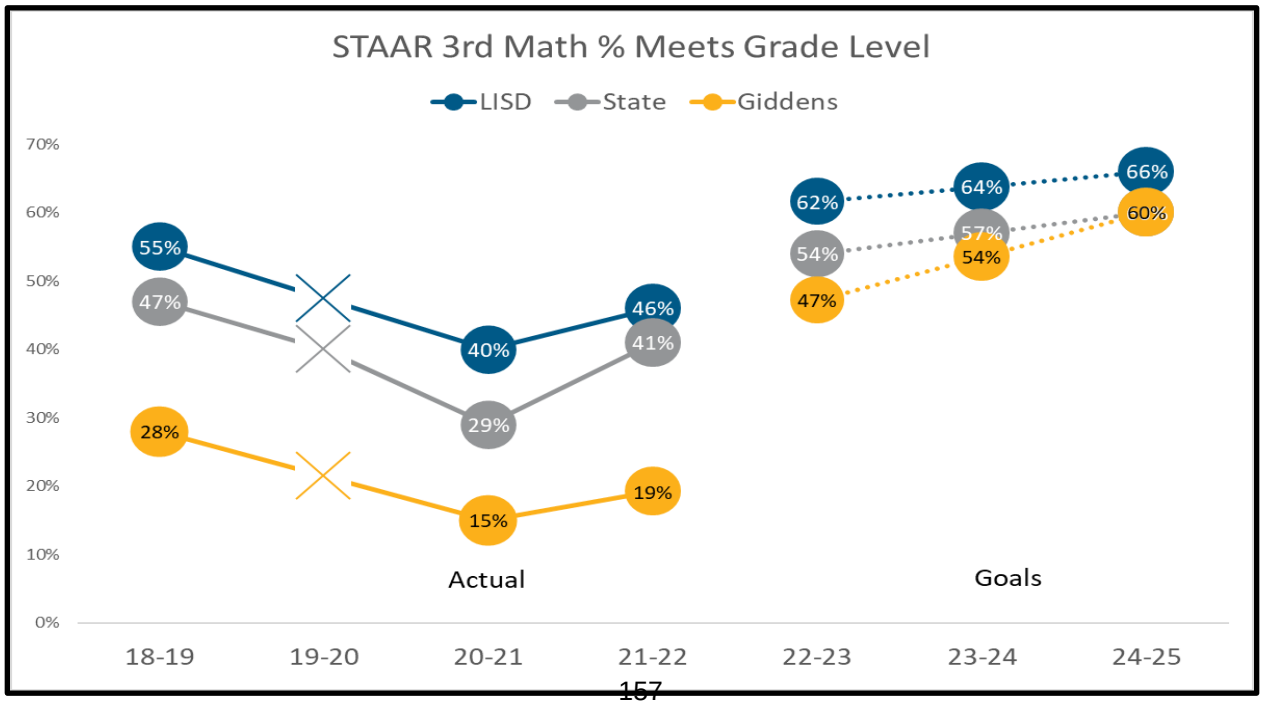
~~156~~

2022-23	47%		48%	48%				48%	
2023-24	54%		54%	54%				54%	
2024-25	60%		60%	60%				60%	

Giddens *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	28%		29%	31%				29%	
~~2019-20~~	~~34%~~		~~35%~~	~~36%~~				~~35%~~	
2020-21	15%		15%	19%			0%	5%	
2021-22	19%		10%	33%			7%	6%	

Giddens *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



~~157~~

Glenn High School
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

158

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** 1) Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022) 2) 42% of campus leadership teams completing Deeper Learning Institute **Staff Responsible:** Campus Leadership **Opportunity Statements:** Demographics 1 - Student Learning 1, 3, 4, 5 - School Processes & Programs 2, 3 - Perceptions 2, 3

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Campus Administration Transition Coordinator Teachers **Opportunity Statements:** Student Learning 1, 2, 3, 5 - School Processes & Programs 3	159

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff by maintaining market competitiveness and implementing a variety of options for workplace structures. **Evidence of Success:** Positive trends in staff recruitment and retention data Positive trends in staff satisfaction survey data Increased in diversity of GHS staff in the following groups (Hispanic, African American, and Asian) Positive trends in PLC survey data **Staff Responsible:** District and campus administration **Opportunity Statements:** Student Learning 4, 5 - School Processes & Programs 1, 2, 3 - Perceptions 1	160

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Recognize and support staff. **Evidence of Success:** Positive trends in staff survey (Employee Engagement) **Staff Responsible:** Campus Leadership and IC **Opportunity Statements:** Student Learning 4 - School Processes & Programs 1, 2 - Perceptions 1, 2

HOUSE BILL 3 LEGISLATION

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

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

Glenn High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning, and program implementation.
    - Student recruitment, participation, and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.

- College Entrance Exam Opportunities
  - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation, and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%

Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Glenn HS 2018-19 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

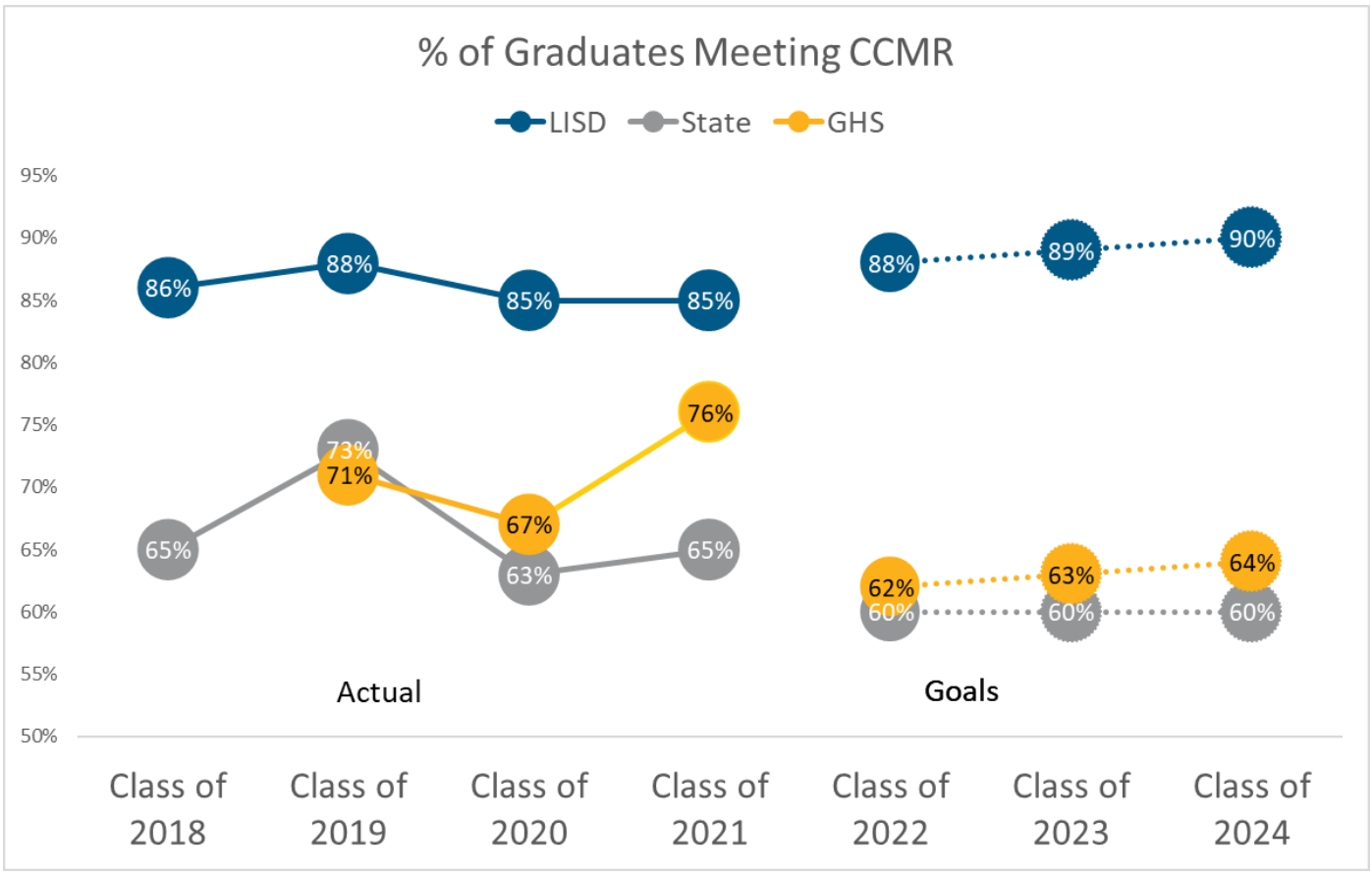
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Goal	59%	46%	49%	66%	89%	71%	88%	51%	38%
Class of 2020 Goal	60%	47%	50%	67%	90%	72%	89%	52%	39%
Class of 2021 Goal	61%	48%	51%	68%	91%	73%	90%	53%	40%
Class of 2022 Goal	62%	49%	52%	69%	92%	74%	91%	54%	41%
Class of 2023 Goal	63%	50%	53%	70%	93%	75%	92%	55%	42%
Class of 2024 Goal	64%	51%	54%	71%	94%	76%	93%	56%	43%

Glenn High School Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	No 2018 Graduates								
Class of 2019 Actual	71%	54%	63%	78%	89%	79%	85%	64%	62%
Class of 2020 Actual	67%	58%	63%	71%		79%	86%	66%	46%
Class of 2021 Actual	76%	76%	72%	80%	50%	68%	96%	70%	

Glenn High School Actual Data and Proposed Goals



Grandview Hills Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Minor Change

167

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022) **Staff Responsible:** Chief Academic Officer, Teaching and Learning Team, Campus Principals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Empower students through meaningful learning experiences inlaid in each IB planner to optimize growth and embody the Leander ISD Graduate Profile. **Evidence of Success:** Increase the number of students making moderate to high levels of growth in reading from 71% (EOY 2022) to 85% (EOY 2023) as measured by ISIP. 168 Increase the number of students making average to high levels of growth in mathematics from 48% (EOY 2022) to 70% (EOY 2023) as measured by MAP. Walk through data that shows evidence of students tracking their data and growth. **Staff Responsible:** GHE Empowered Student Learning Vertical Cadre GHE Admin GHE Teachers **Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit, grow, and retain high-quality staff. **Evidence of Success:** Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff **Staff Responsible:** All hiring agents (district and campus administration) **Opportunity Statements:** School Processes & Programs 1 - Perceptions 2	169

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue their interests, and their passions. **Evidence of Success:** Increase in the percent of students who say that discipline is enforced fairly (baseline is 55% yes) Evidence as seen in classroom walkthroughs 170 Percentage of staff trained in Mindfulness and Restorative Practices (baseline is 75% staffed trained) **Staff Responsible:** Safe & Innovative Learning Environments Vertical Cadre GHE Admin GHE Teachers **Opportunity Statements:** Perceptions 3

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Grandview Hills Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

~~172~~

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

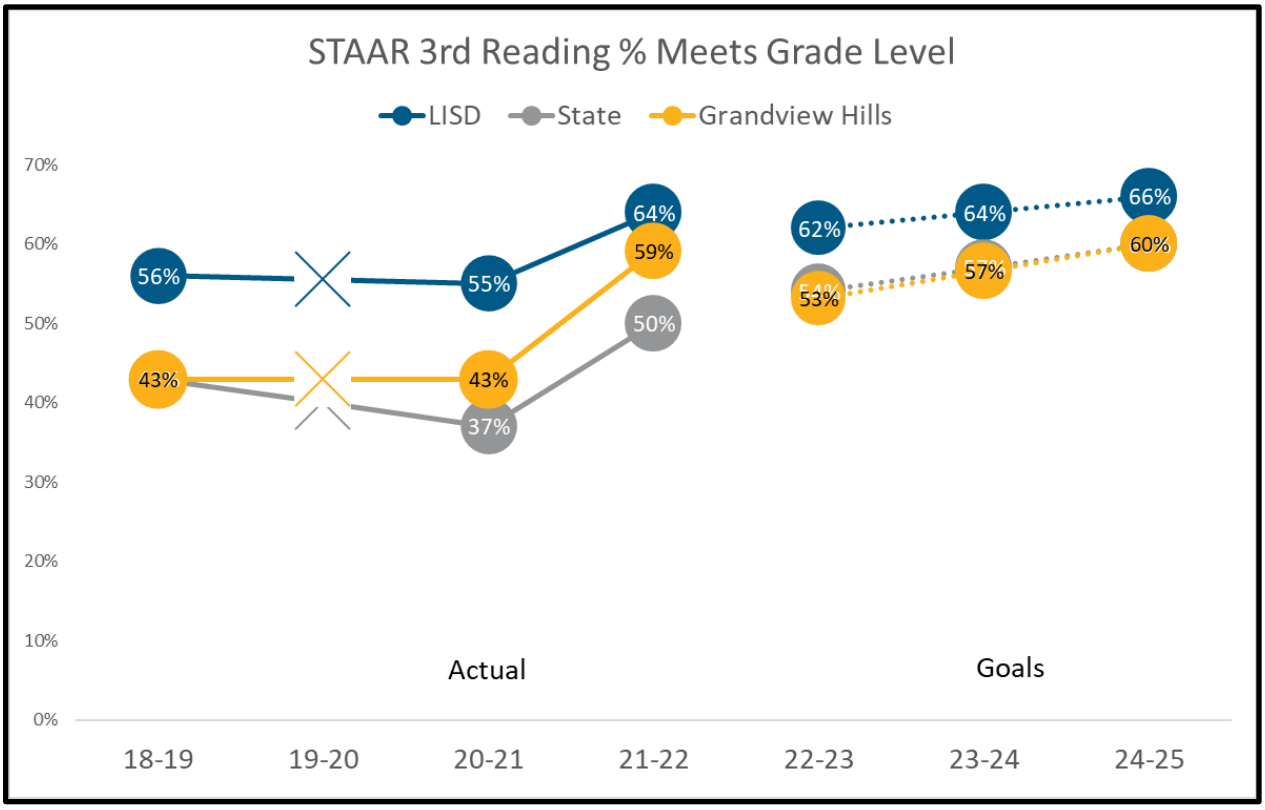
Grandview Hills Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%			49%					
~~2019-20~~	~~47%~~			~~51%~~					
2020-21	47%			51%					
2021-22	50%			53%					
2022-23	53%			55%					
2023-24	57%			57%					
2024-25	60%			60%					

Grandview Hills *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%			49%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	43%		33%	67%			27%	6%	
2021-22	59%	64%	47%	55%			33%	59%	

Grandview Hills Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Grandview Hills Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

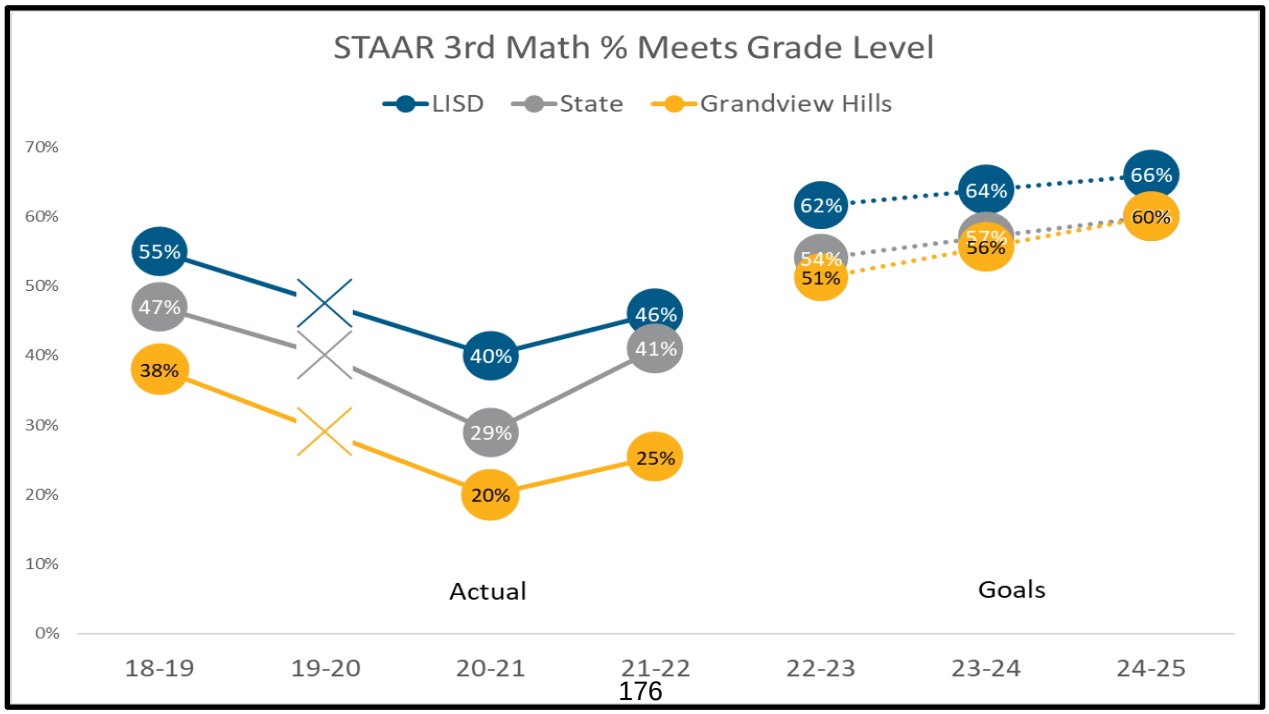
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
~~2019-20~~	~~42%~~			~~44%~~					
2020-21	42%			44%					
2021-22	47%			48%					

2022-23	51%			52%					
2023-24	56%			56%					
2024-25	60%			60%					

Grandview Hills Actual Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%			40%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	20%		13%	28%			27%	6%	
2021-22	25%	0%	12%	29%			8%	14%	

Grandview Hills Actual Math Data through 2021 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Henry Middle School
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

177

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Increase the percentage of students answering 'Excellent' or 'Good' on the LISD Student Climate Survey to the question, "How would you rate your overall engagement in school" by 5% (2022 student response was 76%). **Staff Responsible:** Campus Administration, Instructional Coach, & Classroom Teachers **Opportunity Statements:** School Processes & Programs 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "My teachers encourage me to take charge of my own education" by 5% (2022 student response was 53%). Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I have the opportunity to set academic goals to track my progress" by 5% (2022 student response was 52%). Increase the percentage of students answering 'Almost Always/Always' or 'Often' on the LISD Student Climate Survey to the question, "I receive support when I am struggling to learn in class" by 5% (2022 student response was 60%). **Staff Responsible:** Campus Administration, Instructional Coach, & Classroom Teachers **Opportunity Statements:** Student Learning 1, 2

178

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Agendas of forums held with the HMS community and the feedback gathered on the HMS Essential Skills Matrix (5Cs). **Staff Responsible:** Campus Administration **Opportunity Statements:** Perceptions 1 179

Knowles Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 180

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Improve student academic growth and promote Student Ownership of Learning **Evidence of Success:** -Student dialogue about their goals and progress as evidenced in student conferencing. -Evidence of student leadership opportunities within the classroom. -Development and implementation of interactive student portfolios in 4th and 5th grade. -Increase percentage of student achievement in ISIP, MAP Growth, and STAAR Scores. **Staff Responsible:** Campus Administrators, Instructional Coaches, Teachers, and students **Opportunity Statements:** Student Learning 1 - Perceptions 2

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Awareness of Graduate Profile: Students - 21% (Yes) Parents - 30% (Strongly Agree/Agree) Skilled Communicator and Collaborator - Students - 61% (Yes) Parents - 79% (Strongly Agree/Agree) Critical and Creative Thinker Students - 61% (Yes) Parents - 81% (Strongly Agree/Agree) Compassionate Community Contributor - Students - 63% (Yes) Parents - 77% (Strongly Agree/Agree) Adaptable & Reflective Individual - Parents - 78% (Strongly Agree/Agree) **Staff Responsible:** Campus Principal & Leadership Team **Opportunity Statements:** Perceptions 1	181

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Major Change

System Response 1 Details	
System Response 1: Build the learning capacity and instructional strategy efficacy of my teachers and staff. **Evidence of Success:** -Informal and formal observations -LEADS conversations -PLC knowledge & process improvement **Staff Responsible:** Campus Administrators and Instructional Coaches **Opportunity Statements:** School Processes & Programs 1, 2	182

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Knowles Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

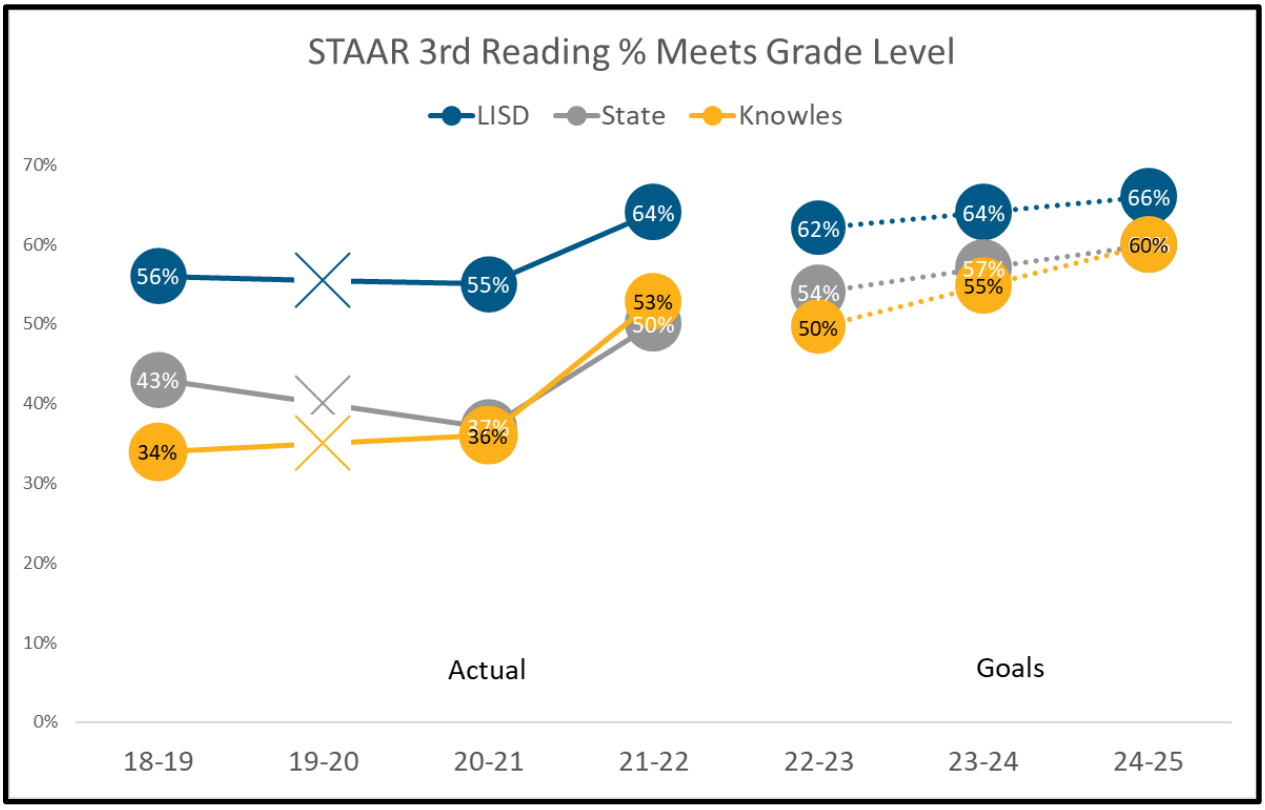
Knowles Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		28%	41%				29%	25%
~~2019-20~~	~~39%~~		~~34%~~	~~44%~~				~~35%~~	~~32%~~
2020-21	39%		34%	44%				35%	32%
2021-22	44%		40%	48%				41%	39%
2022-23	50%		47%	52%				47%	46%
2023-24	55%		54%	56%				53%	53%
2024-25	60%		60%	60%				60%	60%

Knowles *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		28%	41%				29%	25%
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	~~X~~
2020-21	36%		32%	46%				25%	16%
2021-22	53%		42%	73%			14%	46%	32%

Knowles Actual Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

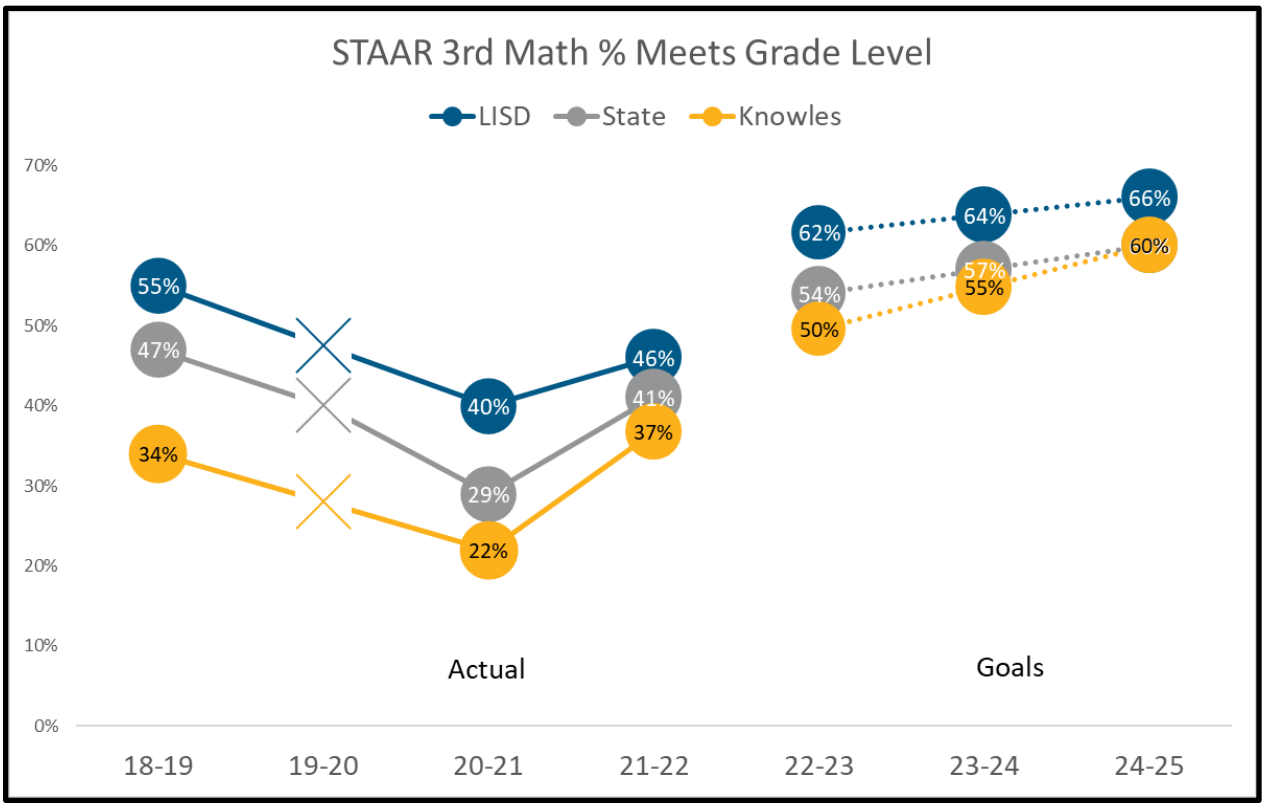
Knowles Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		33%	28%				25%	29%
~~2019-20~~	~~39%~~		~~38%~~	~~34%~~				~~32%~~	~~35%~~
2020-21	39%		38%	34%				32%	35%
2021-22	44%		43%	40%				39%	41%
2022-23	50%		49%	47%				46%	47%
2023-24	55%		55%	53%				53%	53%
2024-25	60%		60%	60%				60%	60%

Knowles *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		33%	28%				25%	29%
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	~~X~~
2020-21	22%		19%	31%				25%	17%
2021-22	37%		38%	38%			7%	39%	23%

Knowles Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Larkspur Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Minor Change

189

System Response 1 Details
System Response 1: We will build capacity among our staff regarding instructional practice using the Fundamental Five book. **Evidence of Success:** Professional Learning trainings aligned to the Fundamental Five Walk through/observation data of the Fundamental Five being implemented in classrooms **Staff Responsible:** Campus Admin/Leadership Team **Opportunity Statements:** Student Learning 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	
System Response 1: We will promote Student Ownership of Learning through building student portfolios. **Evidence of Success:** All students in grades Pre-K - 5th grade will create a student portfolio that will include student individual goals, tracking progress, and showcase individual celebrations during the 22-23 school year. **Staff Responsible:** Campus Leaders & Grade Level Teachers **Opportunity Statements:** School Processes & Programs 1	190

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Major Change

System Response 1 Details
System Response 1: Eliminate barriers and silos to equitable pathways through collective responsibility. **Evidence of Success:** Evidence of students making individual progress/growth through teacher data trackers. **Staff Responsible:** Classroom teachers **Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1 191

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Larkspur Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

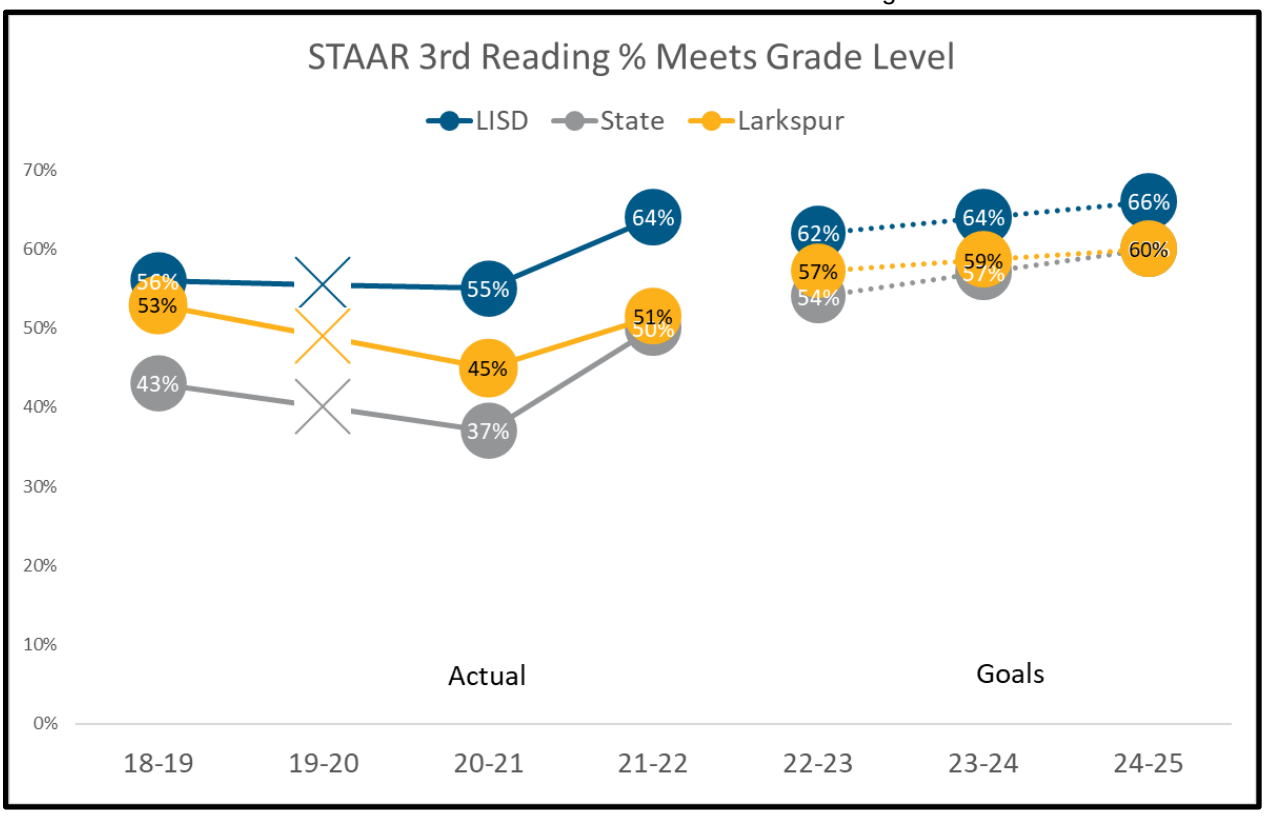
Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
~~2019-20~~	~~54%~~		~~47%~~	~~60%~~				~~43%~~	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	62%				47%	
2022-23	57%		53%	63%				51%	
2023-24	59%		56%	64%				55%	
2024-25	60%		60%	65%				60%	

Plain 2018-19 Data & Larkspur 2019-2022 *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	45%		46%	46%			27%	18%	
2021-22	51%	58%	60%	49%			18%	50%	58%

Plain (18-19) and Larkspur (19-20, 20-21, 21-22) Actual Reading Data and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Plain 2018-19 Baseline Data & Larkspur Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

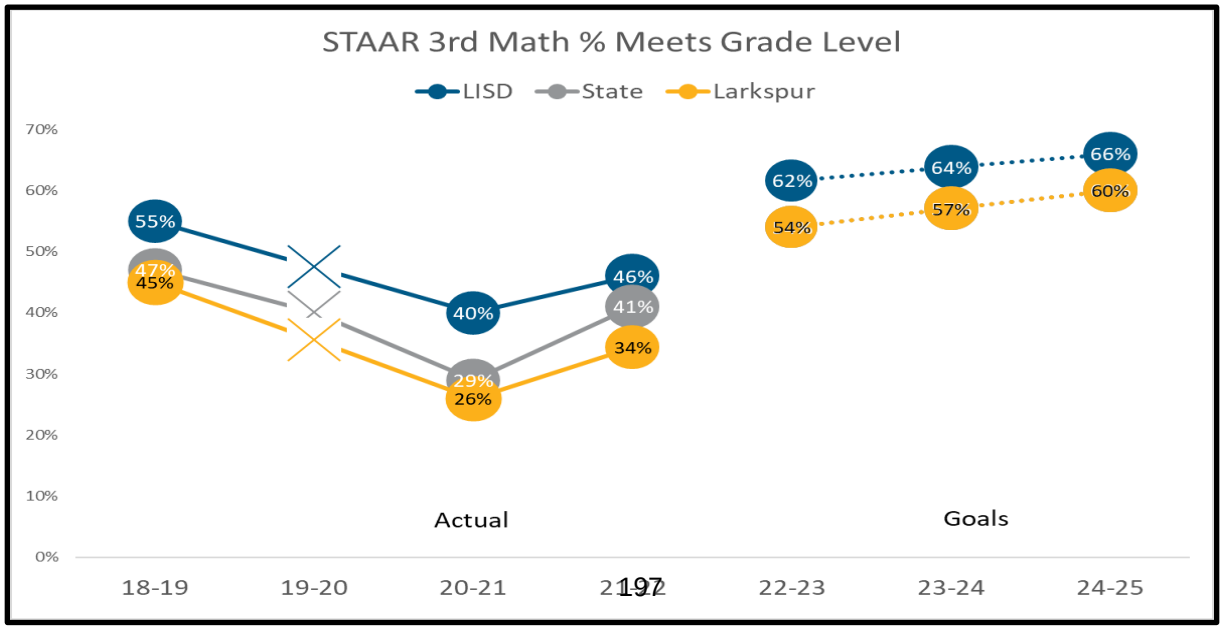
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
~~2019-20~~	~~48%~~		~~39%~~	~~52%~~				~~37%~~	
2020-21	48%		39%	52%				37%	

2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	

Plain 2018-19 Data & Larkspur 2019-2022 Actual Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	26%		26%	31%			9%	6%	
2021-22	34%	25%	33%	37%			23%	27%	25%

Plain (18-19) and Larkspur (19-20, 20-21, 21-22) Actual Math Data and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Laura Welch Bush Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

198

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** 85% of students will have leadership opportunities either inside of the classroom or schoolwide. 100% of students will have the opportunity to participate in service projects throughout the year. **Staff Responsible:** Classroom Teachers Instructional Coach Principal Assistant Principal **Opportunity Statements:** Student Learning 1, 2

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Minor Change

System Response 1 Details
199
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved parent climate survey **Staff Responsible:** Classroom Teachers Instructional Coach Principal Assistant Principal Counselor **Opportunity Statements:** Demographics 1

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Support safe, inclusive spaces for students to ensure they are engaged and feel accepted. **Evidence of Success:** Student & parent survey **Staff Responsible:** Classroom Teachers Instructional Coach Principal Assistant Principal **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1	200

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Bush Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%

2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

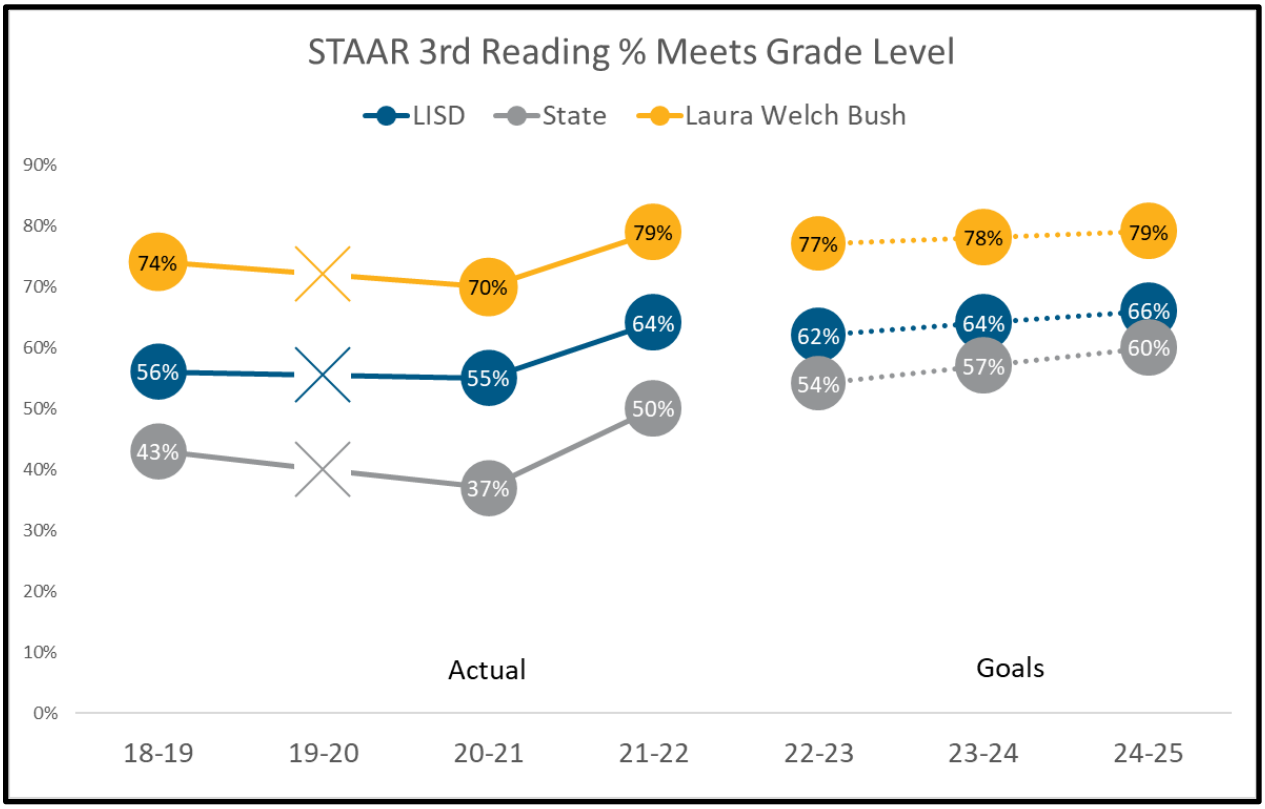
Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
~~2019-20~~	~~75%~~			~~80%~~					
2020-21	75%			80%					
2021-22	76%			81%					
2022-23	77%			82%					
2023-24	78%			83%					
2024-25	79%			84%					

Laura Welch Bush *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	74%			79%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	70%		80%	64%	92%		46%		
2021-22	79%		74%	80%	100%				

Laura Welch Bush Actual Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Laura Welch Bush Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

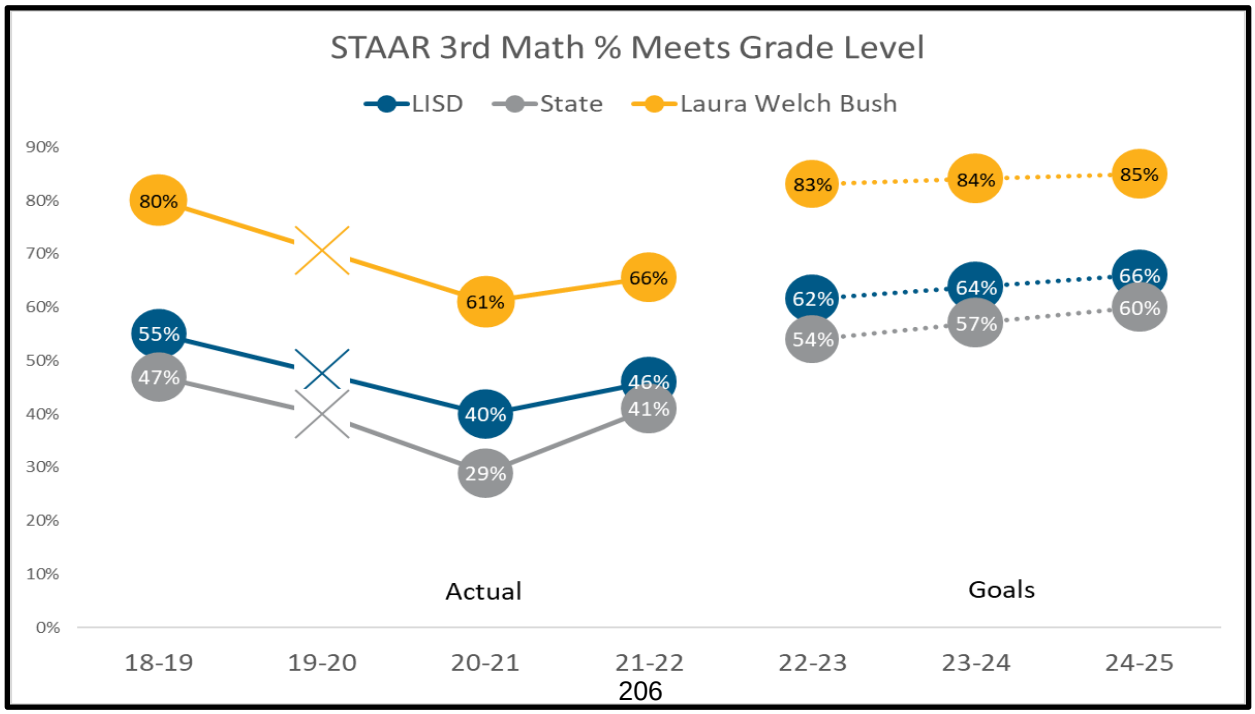
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
~~2019-20~~	~~81%~~			~~85%~~					
2020-21	62%		70%	56%	93%		31%		
2021-22	82%			86%					

2022-23	83%			87%					
2023-24	84%			88%					
2024-25	85%			89%					

Laura Welch Bush Actual Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	80%			84%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	61%		70%	56%	93%		31%		
2021-22	66%		68%	61%	87%				

Laura Welch Bush Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Leander Extended Opportunity Center (LEO)

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

207

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Academic and Social/Emotional Learning **Evidence of Success:** Marked improvement in grades, and compared entry and exit resilience surveys. Continued monitoring of student success in recovered courses and continuing courses transitioned back to home campuses **Staff Responsible:** Administrators, counselors, teachers and credit recovery staff **Opportunity Statements:** Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 3, 4

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile for all students while focusing on students identified at-risk. This focus will be specifically on the students identified that receive Special Education services and how we incorporate the graduate profile attributes into their lessons and targeted interventions. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. **Staff Responsible:** All 208 **Opportunity Statements:** Demographics 1, 2 - Student Learning 2, 3 - School Processes & Programs 3, 4

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: LEO staff will identify students who do not feel they have a positive connection with a staff member both at LEO and on their home campus. They will then seek to help the student build a connection with our staff to ensure positive outcomes academically, socially, and emotionally while at LEO. Their LEO connection will help them identify and connect with someone on their home campus. **Evidence of Success:** Student & parent survey 209 **Staff Responsible:** All staff

Leander High School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

210

HB3 Goal

Initial Status: Maintain

System Response 1 Details

System Response 1: Promote Student Ownership of Learning

Evidence of Success: System-wide adoption of MAP assessments & Positive Growth with HB 3

Leander HS has already met and exceeded HB 3 Goals and we will continue to strive to make positive growth through the Class of 2024 Cohort.

LHS HB 3 Baseline data:
All Students 79% (Class of 2019: 87%, Class of 2020: 90%; Class of 2021: 82%)
African American 69% (Class of 2019: 74%, Class of 2020: 81%; Class of 2021: 70%)
Hispanic 71% (Class of 2019: 86%, Class of 2020: 85%; Class of 2021: 79%)
White 84% (Class of 2019: 89%, Class of 2020: 93%, Class of 2021: 83%)
Asian 84% (Class of 2019: 82%, Class of 2020: 96%, Class of 2021: 96%)
Two or more races 80% (Class of 2019: 86%, Class of 2020: 87%, Class of 2021: 85%)
Special Education 93% (Class of 2019: 96%, Class of 2020: 87%, Class of 2021: 100%)
Economical Disadvantage 71% (Class of 2019: 81%, Class of 2020: 82%, Class of 2021: 70%)
English Language Learners 57% (Class of 2019: 81%, Class of 2020: no data, Class of 2021: 81%)

211

Class of 2022 Goals (actual data not yet received):
All students 82%
African American 72%
Hispanic 74%
White 87%
Asian 87%
Two or more races 83%
Special Education 94%
Economically Disadvantage 74%
English Language Learners 60%

Staff Responsible: Administrative Team, Instructional Coach, Transition Coordinator

Opportunity Statements: Demographics 1, 2 - Student Learning 1, 2, 3

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Maintain

System Response 1 Details	
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved climate survey data from parents, students, and staff. **Staff Responsible:** Administrative Team **Opportunity Statements:** Perceptions 1, 2	212

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Maintain

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Increased participation in all student groups in advanced programming and/or Career & Technical education courses **Staff Responsible:** Transition Coordinator, Administrative Team, Counseling Team **Opportunity Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 2 213

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** In the student and parent survey data, we would like to maintain and/or increase the 92% of responses indicating they feel safe on campus. **Staff Responsible:** Administration Team 214 **Opportunity Statements:** Student Learning 1, 3 - School Processes & Programs 1, 2

HOUSE BILL 3 LEGISLATION

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

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

Leander High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning, and program implementation.
    - Student recruitment, participation, and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.

- College Entrance Exam Opportunities
  - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
  - Eleventh grade LISD students take the SAT school day at no cost to students or families.
  - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
  - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
  - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
  - Student recruitment, participation, and performance in Dual Credit.
    - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
    - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
    - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
    - Promote participation by communicating Dual Credit success district wide.
    - Promote participation by communicating course transferability, cost-savings, and student preparation.
  - Data analysis and action planning
    - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
    - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
    - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%

Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Leander HS 2020-21 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

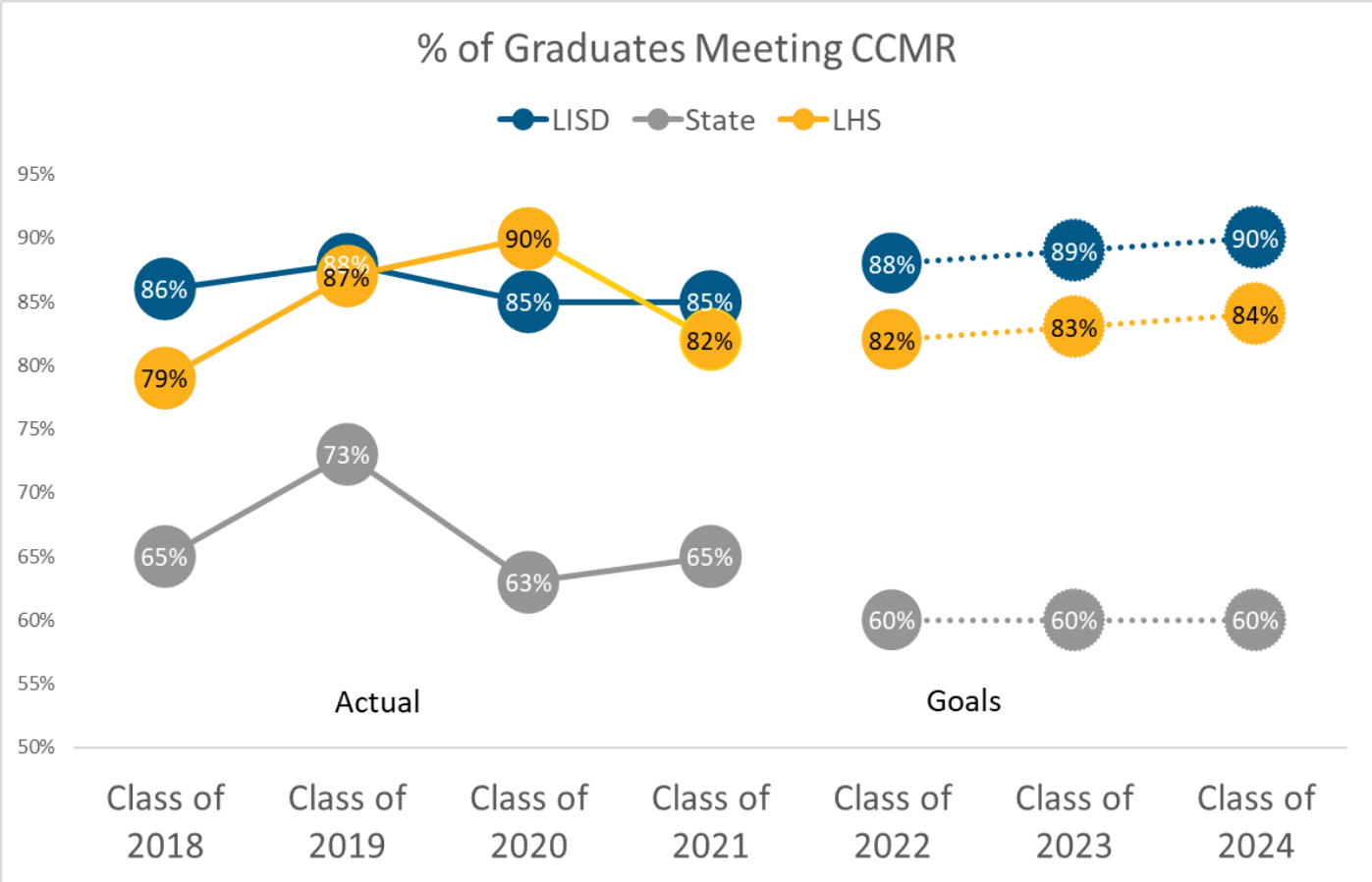
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2020 Goal	80%	70%	72%	85%	85%	81%	93%	72%	58%
Class of 2021 Goal	81%	71%	73%	86%	86%	82%	94%	73%	59%
Class of 2022 Goal	82%	72%	74%	87%	87%	83%	94%	74%	60%
Class of 2023 Goal	83%	73%	75%	88%	88%	84%	95%	75%	61%
Class of 2024 Goal	84%	74%	76%	89%	89%	85%	95%	76%	62%

Leander HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	79%	69%	71%	84%	84%	80%	93%	71%	57%
Class of 2019 Actual	87%	74%	86%	89%	82%	86%	96%	81%	81%
Class of 2020 Actual	90%	81%	85%	93%	96%	87%	100%	82%	
Class of 2021 Actual	82%	70%	79%	83%	96%	85%	100%	70%	81%

Leander High School Actual Data and Proposed Goals



Leander Middle School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

220

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support the differentiated needs of ALL learners. **Evidence of Success:** Improvement/Positive Trend in ISIP/MAP Data across all three grade levels. Increase in the percentage of students approaching grade level standard on Reading. Increase in STAAR assessments campus wide. **Staff Responsible:** Teachers, Student Success Facilitators, Instructional Coach, Instructional Assistants, Special Education Staff, and Campus Administration. **Opportunity Statements:** Demographics 1 - School Processes & Programs 1

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details
System Response 1: Promote Collective Efficacy and Shared Ownership of attributes connected to the Graduate Profile. **Evidence of Success:** Positive trends in student responses to survey questions related to student embodiment of the Leander ISD Graduate Profile, such as: "I have heard of the Leander ISD Graduate Profile." Positive trends in parent responses to survey questions related to Empowered Student Learning, such as: "My child's teachers include my child in classroom decisions." 221 Positive trends in student responses to survey questions related to Empowered Student Learning, such as: "My teacher asks me what I want to learn about." **Staff Responsible:** Administration, Teachers, and Support Staff at LMS **Opportunity Statements:** Perceptions 1

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Positive trends in student & parent survey data reflecting they feel safe and included at school. Improvement in survey data related to students feeling respected and accepted at school. 222 Utilization of Relational/Restorative practices in order to decrease the # of student referrals across the campus. **Staff Responsible:** Principal, Assistant Principals, Instructional Coach, Teachers, Coaches, Elective teachers, Club Sponsors **Opportunity Statements:** Student Learning 1

Mason Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Minor Change

223

System Response 1 Details
System Response 1: Create a culture of curiosity and connection that permeates our environment and results in students and adults taking applicable action aligned to the interests and passions. **Evidence of Success:** Survey data from students, staff and parents (2023); Walk through data; Reflections in IB planners; PLC planning and discussion; IB PYP Exhibition data (5th gr) **Staff Responsible:** Campus staff, Campus administrative leadership, Campus Community (staff, students, parents) **Opportunity Statements:** Student Learning 2

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Create a culture of growth mindset in which students and adults are reflective, set individual goals and make adjustments in their pursuit of attaining those goals. 224 **Evidence of Success:** Survey data from students, staff and parents (2023); Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data specifically related to goal setting; Student Portfolios; LEADS (to measure adult growth) **Staff Responsible:** Campus staff, Campus administrative leadership, Campus Community (staff, students, parents) **Opportunity Statements:** Student Learning 2

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Major Change

System Response 1 Details
System Response 1: All students have access to a broad, balanced, and connected curriculum that serves the changing needs of the individual. **Evidence of Success:** Evidence of individual student growth as measured by ISIP, MAP and STAAR;Walk through data; Reflections in IB planners; PLC planning and discussion; Complete Program of Inquiry (grade levels with 6 completed and revised planners with exception of Kinder with 4) **Staff Responsible:** Campus staff, Campus administrative leadership, Campus Community (staff, students, parents) 225 **Opportunity Statements:** Student Learning 1, 2

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning, pursue interests and passions and collaborate with others. **Evidence of Success:** Survey data from students, staff and parents (2023); Evidence of individual student growth as measured by ISIP, MAP and STAAR; Walk through data specifically related to goal setting; Student Portfolios; LEADS (to measure adult growth); Reflections in IB planners; PLC planning and discussion **Staff Responsible:** IB Coordinator 226 Instructional Coach Campus Administration **Opportunity Statements:** Student Learning 2

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Mason Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

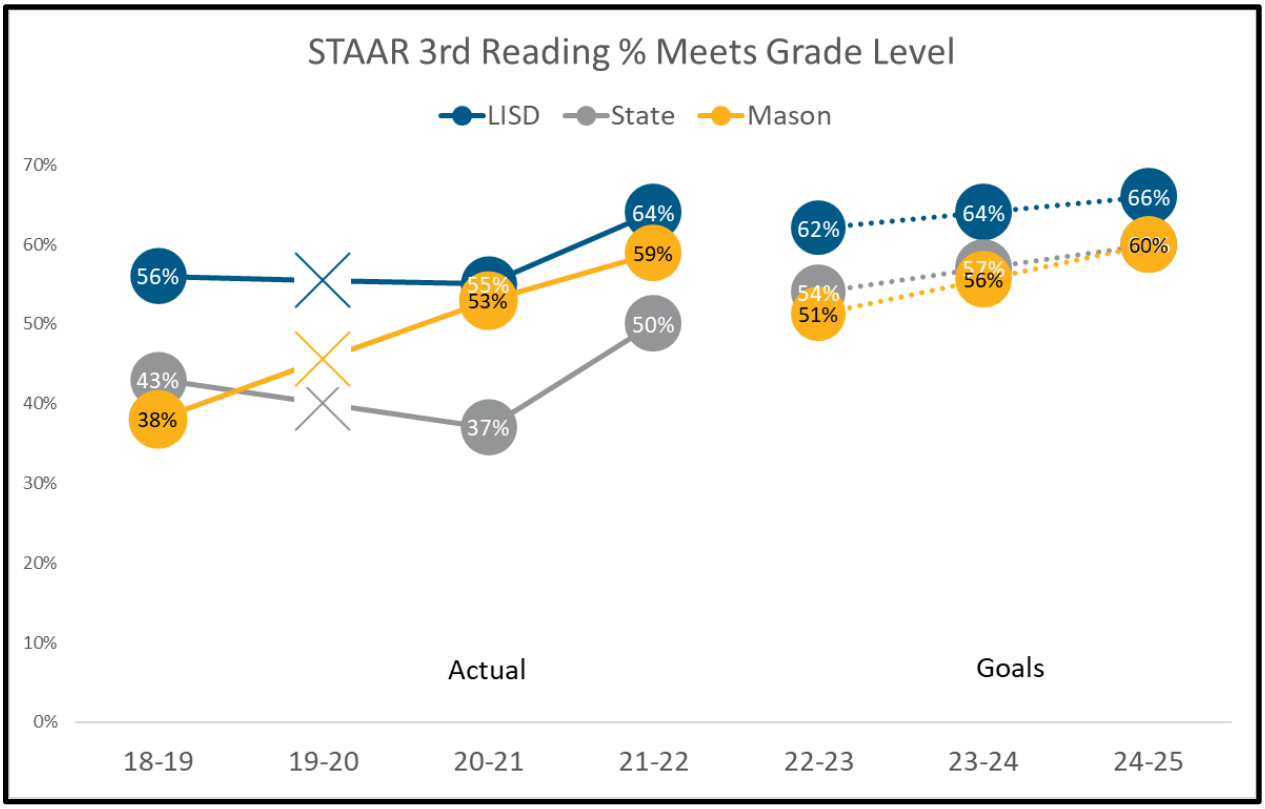
CC Mason Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		26%	41%				23%	
~~2019-20~~	~~42%~~		~~32%~~	~~44%~~				~~30%~~	
2020-21	42%		32%	44%				30%	
2021-22	47%		39%	48%				37%	
2022-23	51%		46%	52%				44%	
2023-24	56%		53%	56%				52%	
2024-25	60%		60%	60%				60%	

CC Mason *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		26%	41%				23%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	53%		70%	57%			25%	40%	
2021-22	59%		57%	61%	73%		12%	35%	

CC Mason *Actual* Reading Data through 2022 and future goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

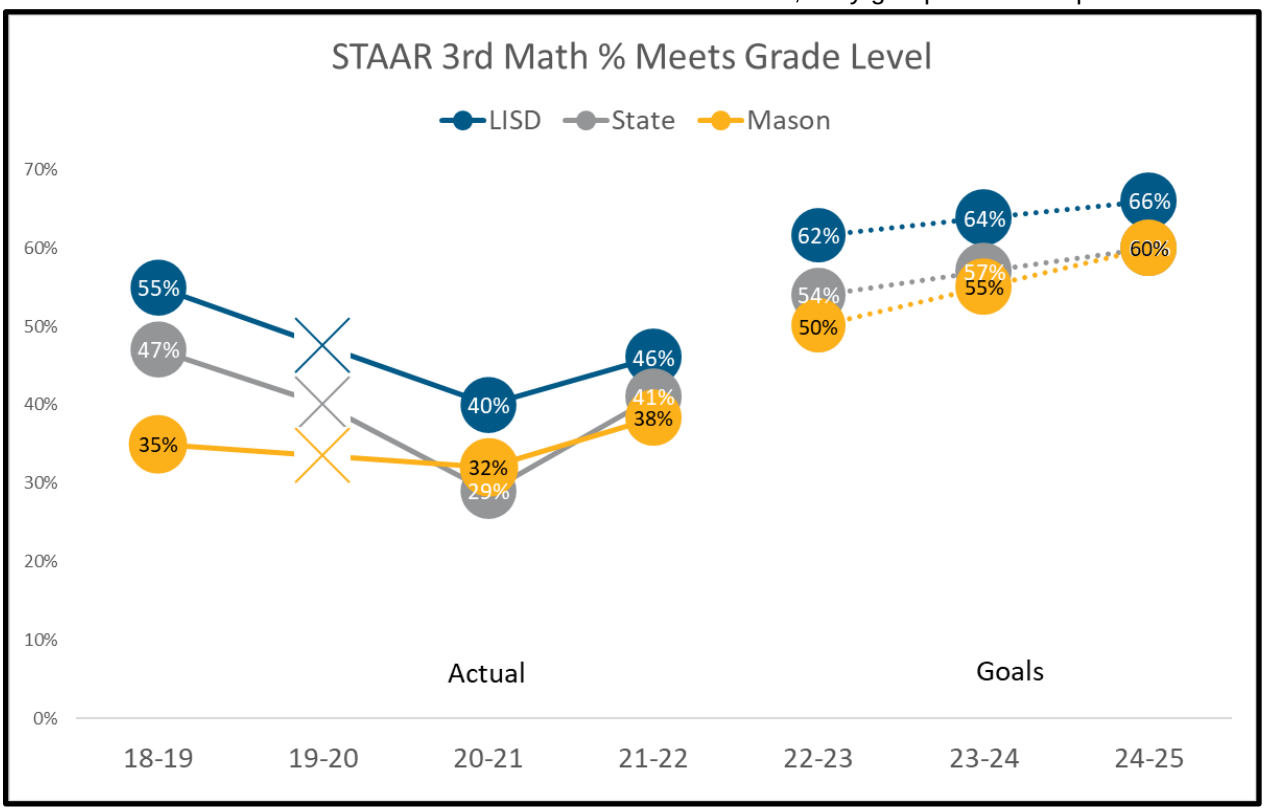
CC Mason Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	35%		30%	35%				11%	
~~2019-20~~	~~40%~~		~~36%~~	~~40%~~				~~20%~~	
2020-21	40%		36%	40%				20%	
2021-22	45%		42%	45%				30%	
2022-23	50%		48%	50%				40%	
2023-24	55%		54%	55%				50%	
2024-25	60%		60%	60%				60%	

CC Mason *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	35%		30%	35%				11%	
~~2019-20~~	~~40%~~		~~36%~~	~~40%~~				~~20%~~	
2020-21	32%		33%	36%			19%	27%	
2021-22	38%		30%	39%	55%		4%	15%	

CC Mason *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported



Naumann Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

233

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards a year's growth in reading and math. Students will be able to self-reflect on their academic progress. **Staff Responsible:** Teachers, Administrators, Instructional Coach **Opportunity Statements:** Student Learning 1, 2

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details	234

System Response 1: Recognize and support staff.

Evidence of Success: UT Engagement Staff Survey increase in the number of staff that respond positively to the statement, "My supervisor recognizes outstanding work."

Staff Responsible: Administration

Opportunity Statements: Demographics 1

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Maintain but Consider a Change

System Response 1 Details	235
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved parent climate survey **Staff Responsible:** All teachers, staff, administrators	

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Naumann Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

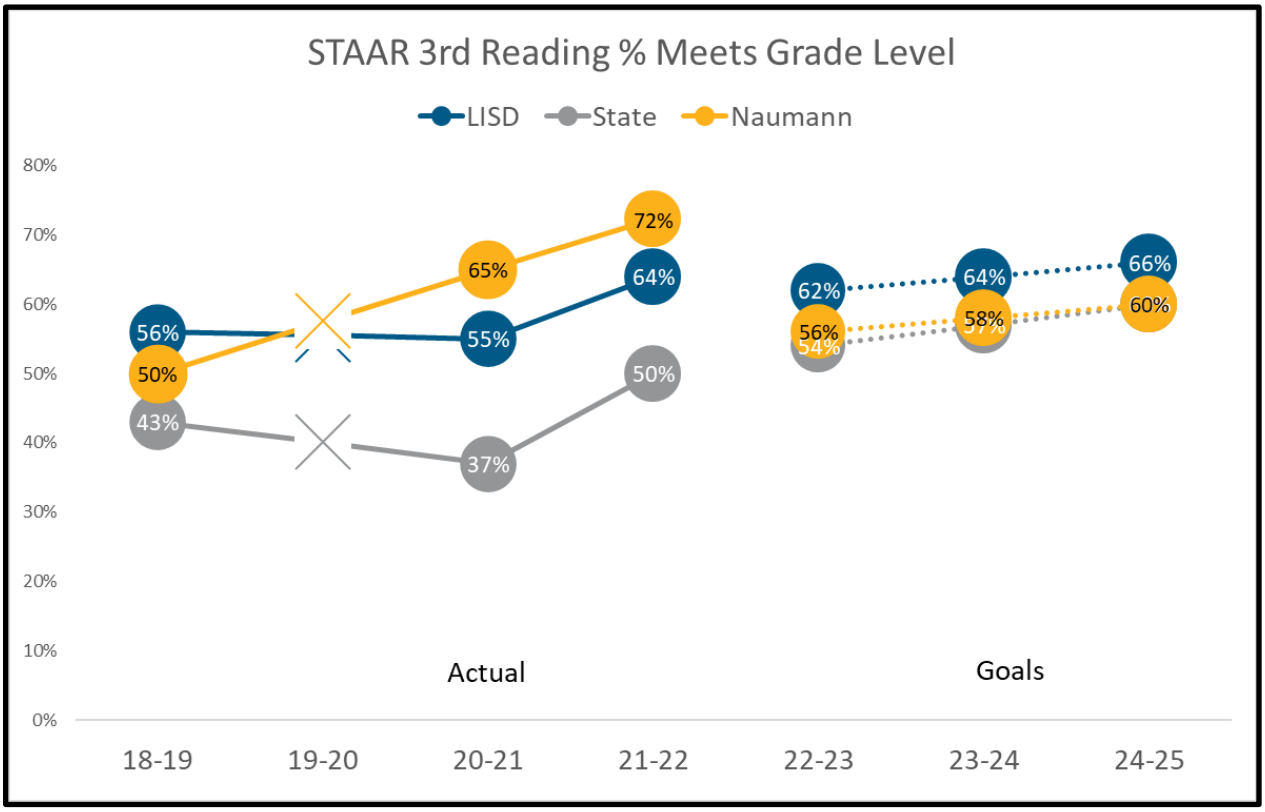
Naumann Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
~~2019-20~~	~~52%~~			~~56%~~					
2020-21	52%			56%					
2021-22	54%			57%					
2022-23	56%			58%					
2023-24	58%			59%					
2024-25	60%			60%					

Naumann *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	50%			55%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	65%		54%	73%				36%	
2021-22	72%		65%	82%			40%	50%	

Naumann *Actual* Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

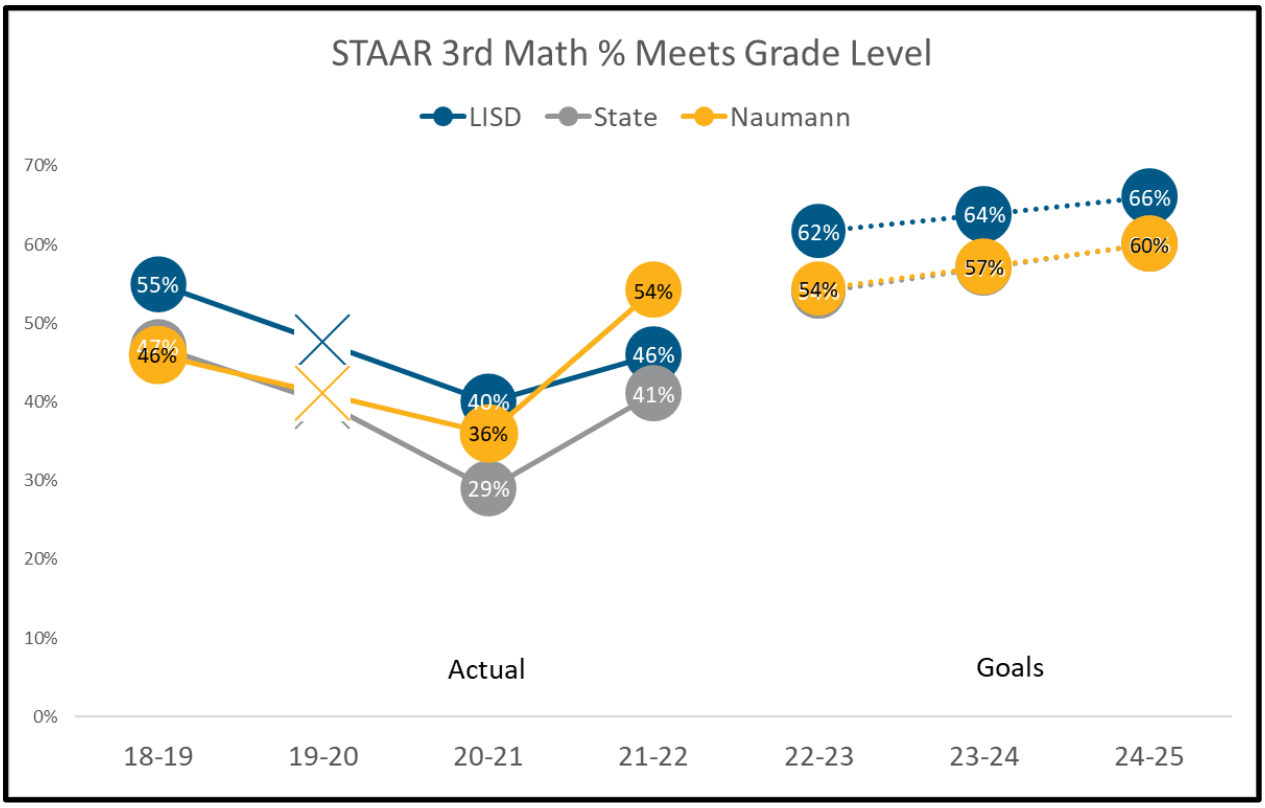
Naumann Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
~~2019-20~~	~~48%~~			~~52%~~					
2020-21	48%			52%					
2021-22	52%			54%					
2022-23	54%			56%					
2023-24	57%			58%					
2024-25	60%			60%					

Naumann *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	46%			51%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	36%		31%	45%				18%	
2021-22	54%		47%	68%			30%	42%	

Naumann *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



New Hope High School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

242

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Chief Academic Officer

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Maintain

System Response 1 Details	243
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved parent climate survey	

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey

244

North Elementary School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

245

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: To promote students reading at or above grade level. **Evidence of Success:** Literacy: Increase the percent of students reading on grade level (Levels 3-5) as evidenced by the May ISIP to at least 80%. **Staff Responsible:** Instructional Staff **Opportunity Statements:** Student Learning 1
System Response 2 Details
System Response 2: To promote students ability to solve problems by applying mathematics concepts. **Evidence of Success:** Math: Increase the percent of students who gain typical RIT score growth from BOY to EOY as compared to their peers nationally. Students with lower starting achievement will grow at a rate greater than what is typical. (Incoming: 46% of students met expected or above RIT score growth in 21-22) **Staff Responsible:** Instructional Staff
System Response 3 Details
System Response 3: To promote student growth and achievement in academics. **Evidence of Success:** STAAR: Increase the percent of students achieving at the meets level to at least 60% as evidenced on STAAR. **Staff Responsible:** Instructional Staff

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Major Change

System Response 1 Details	246
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** At least 80% of students and parents report that they agree or strongly agree with feeling welcome and belonging to our school community. **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1	

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Major Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** 80% of parents and students mark agree or strongly agree with students being provided choice in their learning **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1 247

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

North Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
~~2019-20~~	~~54%~~		~~47%~~	~~60%~~				~~43%~~	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	62%				47%	
2022-23	57%		53%	63%				51%	
2023-24	59%		56%	64%				55%	
2024-25	60%		60%	65%				60%	

Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Plain/Larkspur 2018-19 Baseline Data & North Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
~~2019-20~~	~~48%~~		~~39%~~	~~52%~~				~~37%~~	
2020-21	48%		39%	52%				37%	

2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	

Parkside Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain

253

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022) **Staff Responsible:** Campus administrators, Instructional Coach **Opportunity Statements:** Demographics 1 - Student Learning 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Improvement in/positive trend in perceptual survey of students, staff, and parents related to opportunities and supports for student ownership of learning (baseline in Spring & Fall 2022). **Staff Responsible:** Campus administrators, Instructional Coach, Classroom teachers & Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1	254

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved climate survey data from parents, students, and staff. 255 **Opportunity Statements:** Perceptions 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Parkside Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

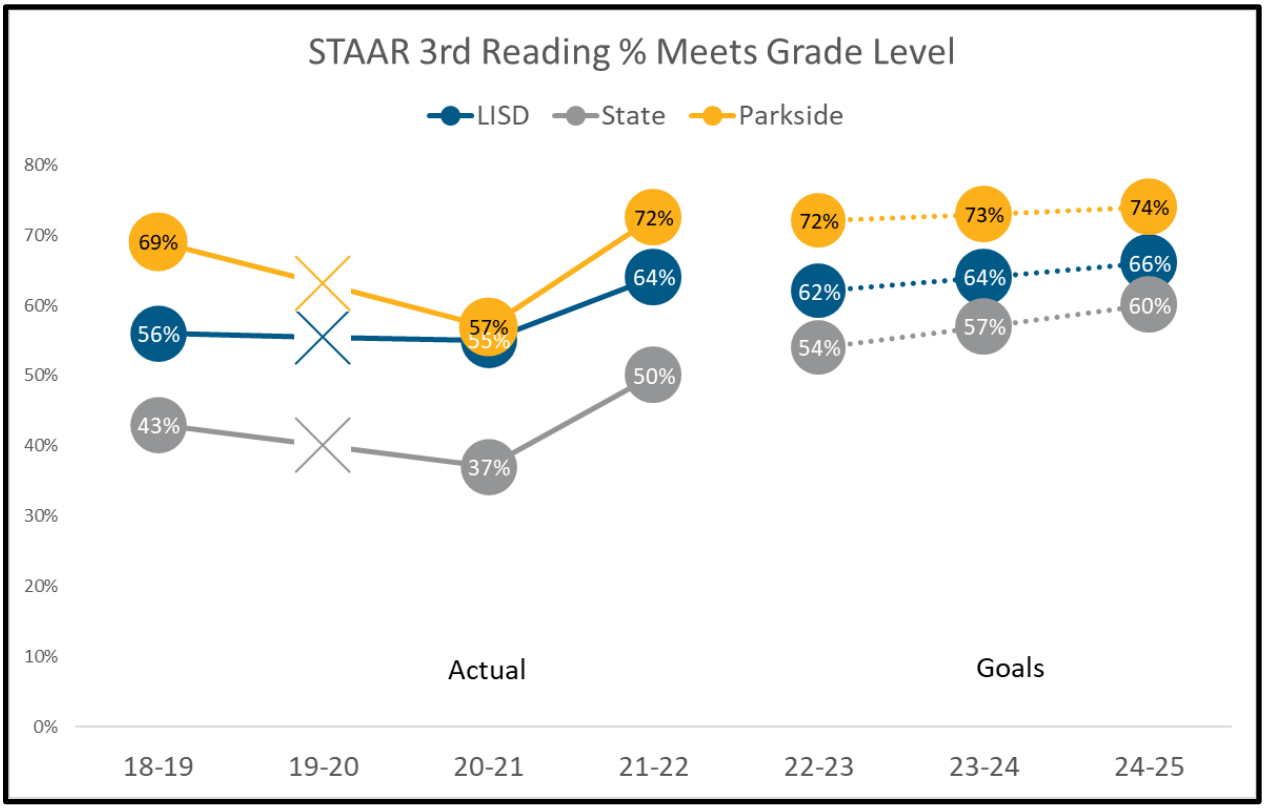
Parkside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
~~2019-20~~	~~70%~~			~~70%~~	~~86%~~				
2020-21	70%			70%	86%				
2021-22	71%			71%	87%				
2022-23	72%			72%	88%				
2023-24	73%			73%	89%				
2024-25	74%			74%	90%				

Parkside *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
~~2019-20~~	~~X~~			~~X~~	~~X~~				
2020-21	57%			53%	69%		36%		50%
2021-22	72%		85%	63%	81%		63%		78%

Parkside Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Parkside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

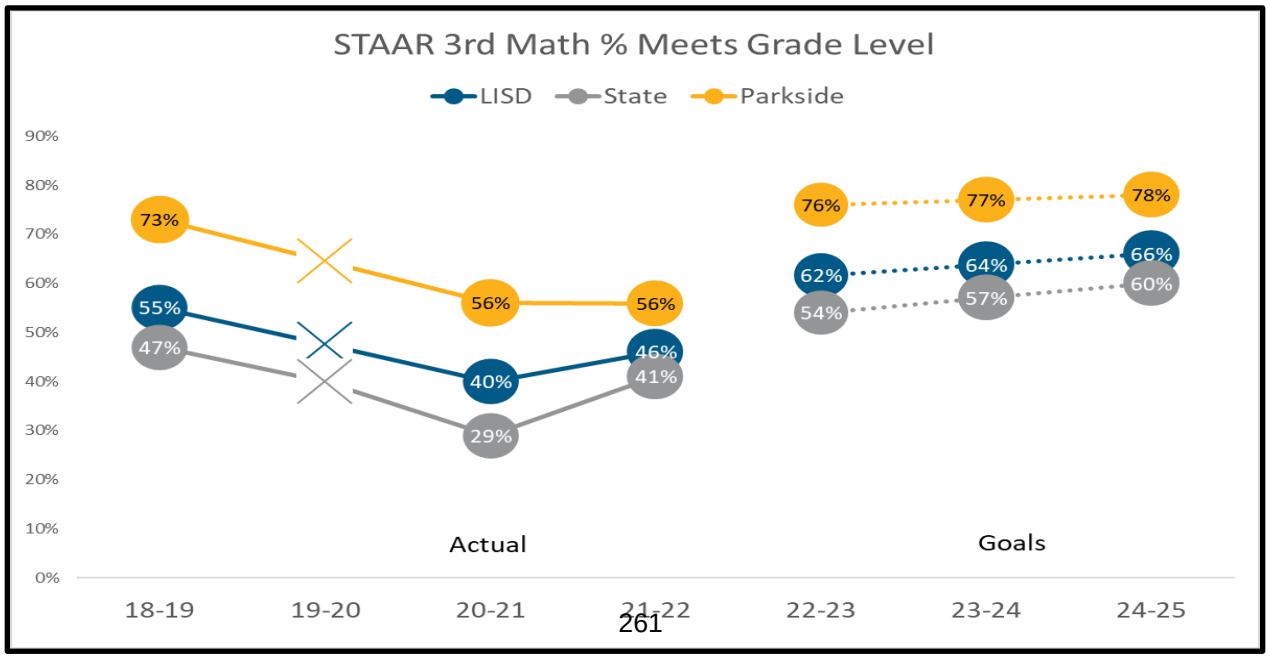
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
~~2019-20~~	~~74%~~			~~71%~~	~~95%~~				
2020-21	74%			71%	95%				

2021-22	75%			72%	95%				
2022-23	76%			73%	95%				
2023-24	77%			74%	95%				
2024-25	78%			75%	95%				

Parkside *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
~~2019-20~~	~~X~~			~~X~~	~~X~~				
2020-21	56%			53%	62%		42%		50%
2021-22	56%		46%	39%	72%		25%		65%

Parkside Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Plain Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

262

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Students and staff will demonstrate understanding of Graduate Profile indicators and will apply "I can" statements increasingly throughout the school year. **Staff Responsible:** Principal, Assistant Principals, Instructional Coach **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Students and staff will demonstrate understanding of Graduate Profile indicators and will apply "I can" statements increasingly throughout the school year. **Staff Responsible:** Principal, Assistant Principals, Instructional Coach **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1	263

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Maintain but Consider a Change

System Response 1 Details	264
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. Increase collaboration with PTA. **Evidence of Success:** Improved parent climate survey, increase in number of parent volunteers and community involvement **Staff Responsible:** Principal and Assistant Principals **Opportunity Statements:** Demographics 1	

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Plain Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

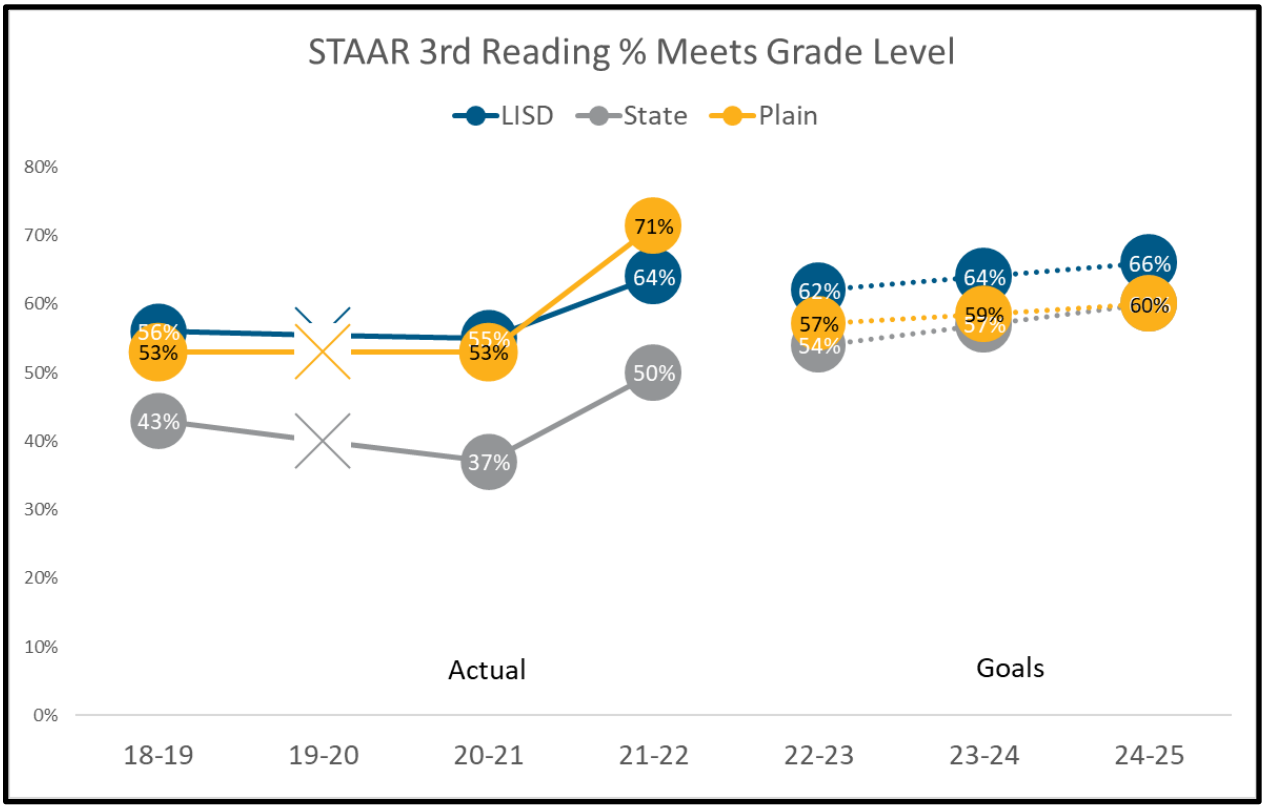
Plain Baseline Data & Proposed Annual Goals- Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
~~2019-20~~	~~54%~~		~~47%~~	~~60%~~				~~43%~~	
2020-21	54%		47%	60%				43%	
2021-22	56%		50%	61%				47%	
2022-23	57%		53%	62%				51%	
2023-24	59%		56%	63%				55%	
2024-25	60%		60%	64%				60%	

Plain *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	53%		44%	59%				39%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	53%	39%	36%	69%			25%	43%	
2021-22	71%		50%	74%	100%		18%	44%	77%

Plain Actual Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

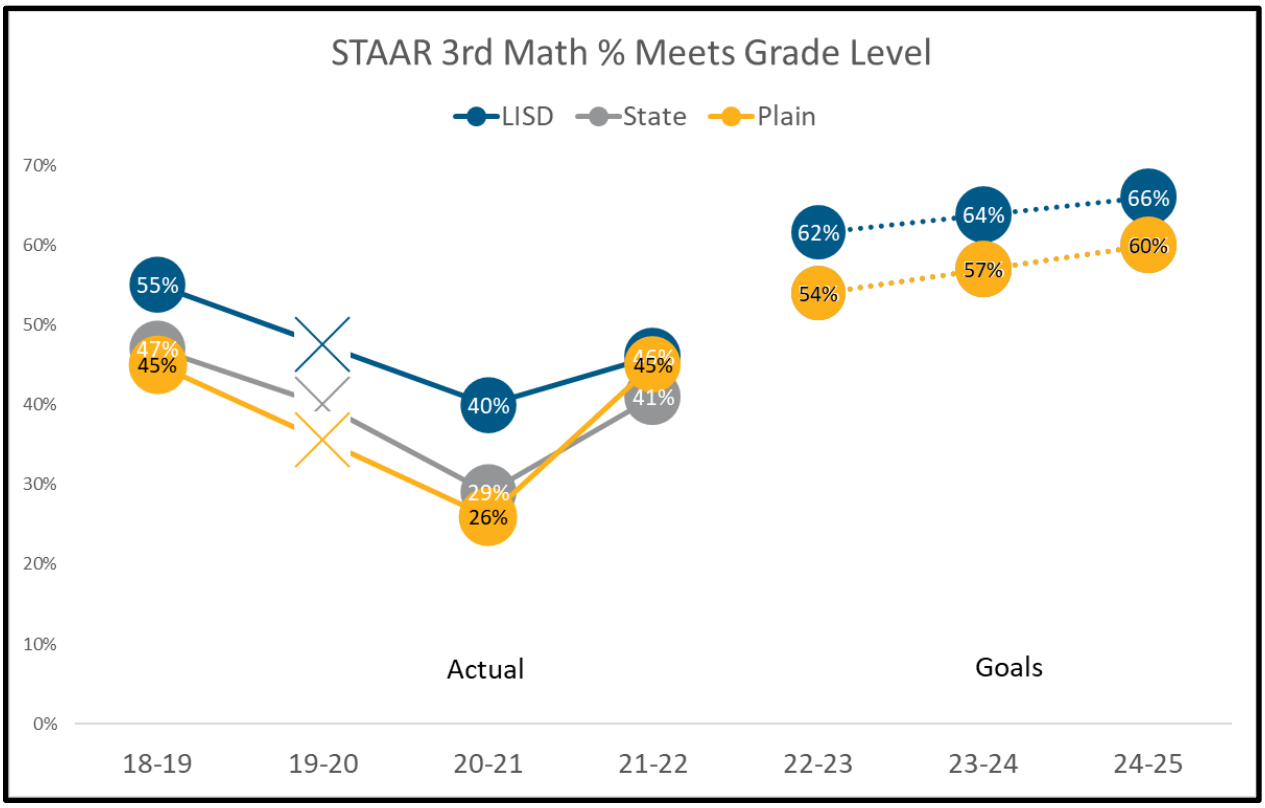
Plain Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
~~2019-20~~	~~48%~~		~~39%~~	~~52%~~				~~37%~~	
2020-21	48%		39%	52%				37%	
2021-22	51%		44%	54%				43%	
2022-23	54%		49%	56%				49%	
2023-24	57%		54%	58%				55%	
2024-25	60%		60%	60%				60%	

Plain *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	45%		34%	50%				32%	
~~2019-20~~	~~48%~~		~~39%~~	~~52%~~				~~37%~~	
2020-21	26%	8%	23%	37%			12%	14%	
2021-22	45%		30%	46%	69%		6%	19%	69%

Plain Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Pleasant Hill Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

271

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Chief Academic Officer **Opportunity Statements:** School Processes & Programs 1, 2 - Perceptions 2, 3

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 2, 3 272

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 3

273

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey

274

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Pleasant Hill Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

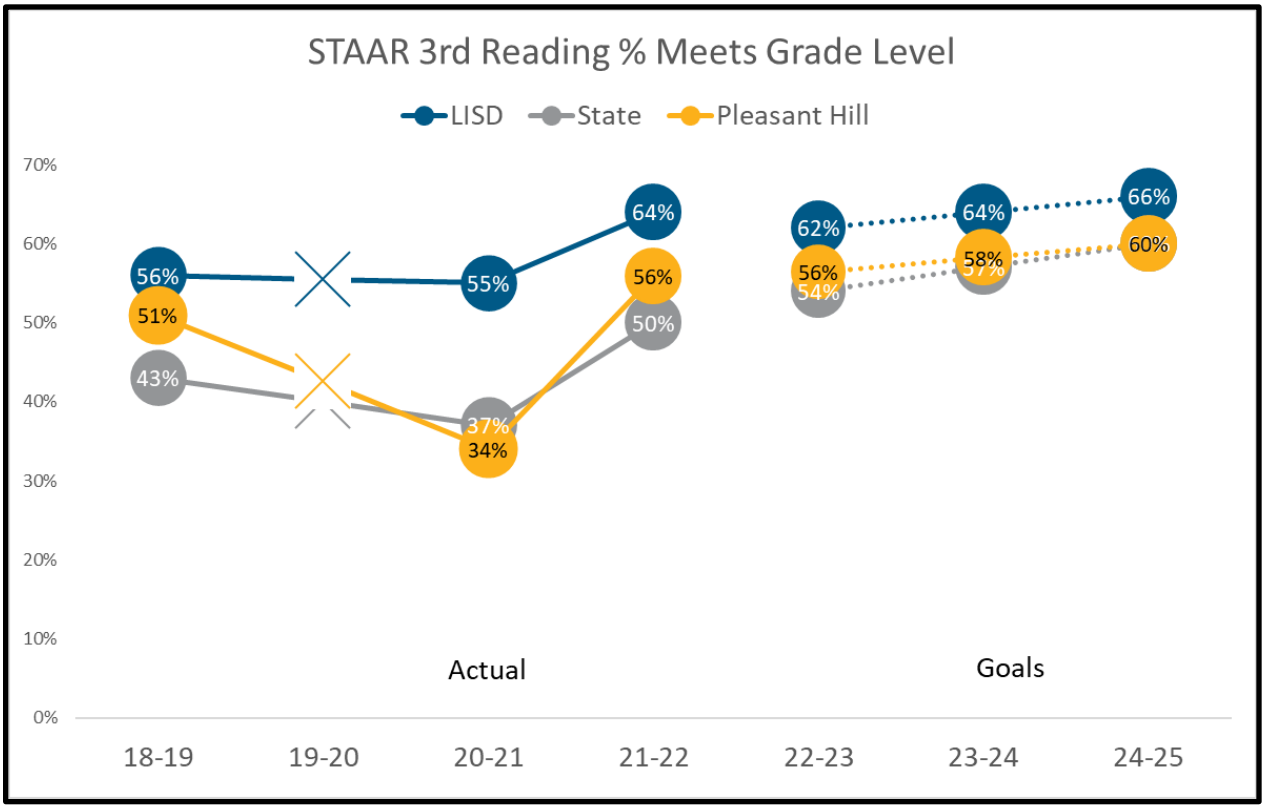
Pleasant Hill Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
~~2019-20~~	~~52%~~		~~47%~~	~~52%~~				~~43%~~	
2020-21	52%		47%	52%				43%	
2021-22	55%		50%	54%				47%	
2022-23	56%		53%	56%				51%	
2023-24	58%		56%	58%				55%	
2024-25	60%		60%	60%				60%	

Pleasant Hill *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	51%		44%	50%				39%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	34%		26%	38%			11%	19%	
2021-22	56%		33%	65%		50%	31%	48%	

Pleasant Hill Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

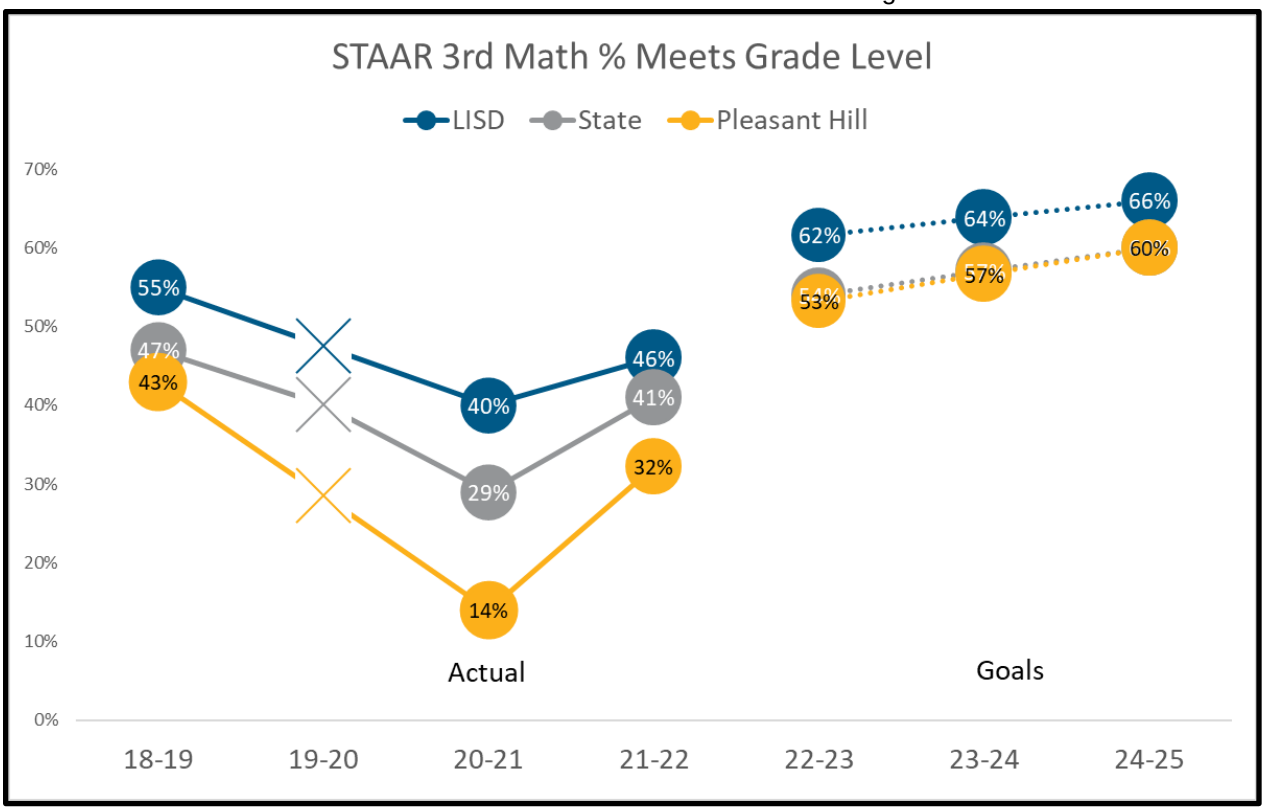
Pleasant Hill Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
~~2019-20~~	~~46%~~		~~38%~~	~~46%~~				~~36%~~	
2020-21	16%		16%	14%			17%	19%	
2021-22	50%		43%	49%				42%	
2022-23	53%		48%	52%				48%	
2023-24	57%		54%	56%				54%	
2024-25	60%		60%	60%				60%	

% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	43%		33%	43%				31%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	14%		16%	14%			17%	19%	
2021-22	32%		21%	37%		20%	25%	26%	

Pleasant Hill Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Reagan Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

HB3 Goal

281

Initial Status: Maintain

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022) **Staff Responsible:** Principal, Assistant Principal, Instructional Coach **Opportunity Statements:** Demographics 1 - Student Learning 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Principal, Assistant Principal, Instructional Coach **Opportunity Statements:** Perceptions 1	282

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved climate survey data from parents, students, and staff. **Staff Responsible:** Principal, Assistant Principal, Counselor **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1	283

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** Improved campus survey data. **Staff Responsible:** Principal, Assistant Principal, Counselor, instructional Coach, Parents and Students **Opportunity Statements:** School Processes & Programs 1 284

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey **Staff Responsible:** Principal, Assistant Principal, Classroom Teacher 285 **Opportunity Statements:** Student Learning 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Reagan Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8 part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

Reagan Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		60%	68%					
~~2019-20~~	~~66%~~		~~61%~~	~~69%~~					
2020-21	66%		61%	69%					
2021-22	67%		62%	70%					
2022-23	68%		63%	71%					
2023-24	69%		64%	72%					
2024-25	70%		65%	73%					

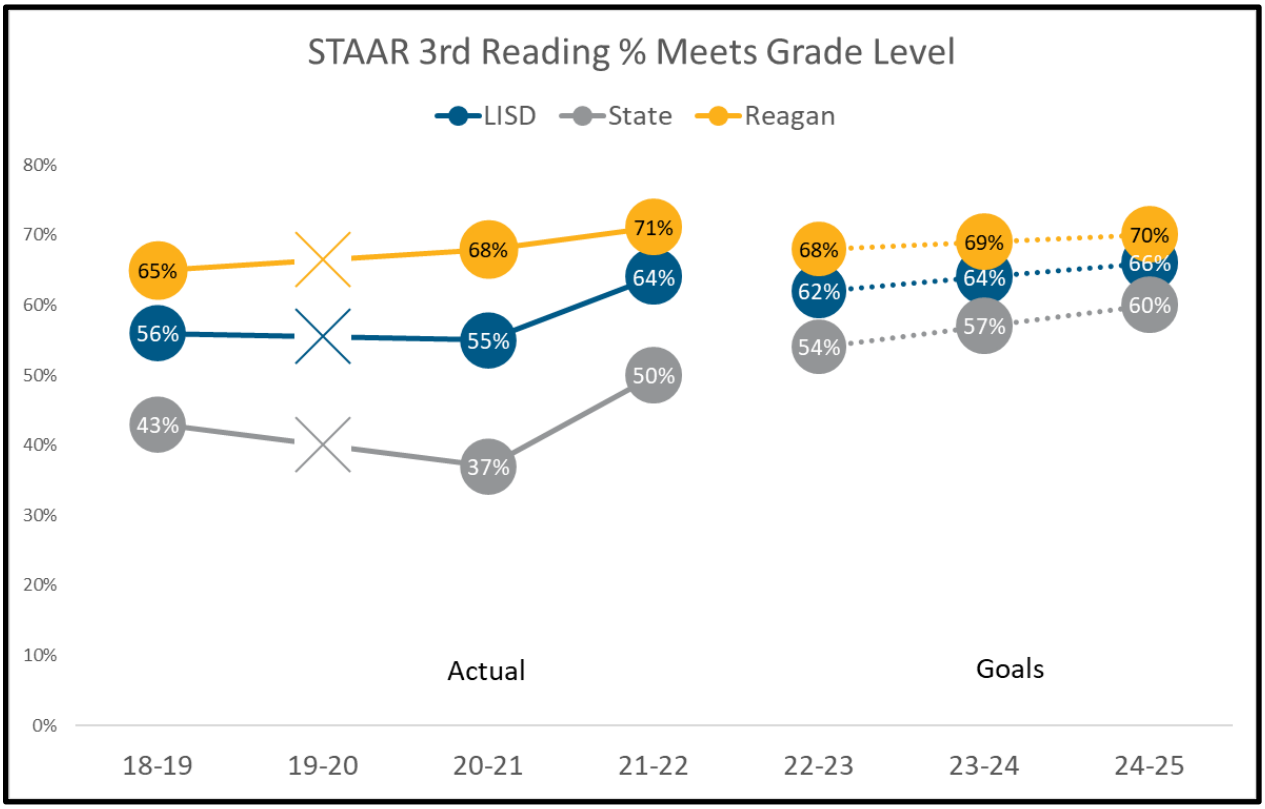
Reagan *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL

~~288~~

2018-19	65%		60%	68%					
~~2019-20~~	~~66%~~		~~61%~~	~~69%~~					
2020-21	68%		61%	76%	70%		62%	67%	41%
2021-22	71%		76%	67%	78%	77%	17%	42%	65%

Reagan Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Reagan Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
~~2019-20~~	~~66%~~		~~67%~~	~~63%~~					
2020-21	66%		67%	63%					
2021-22	67%		68%	64%					
2022-23	68%		69%	65%					

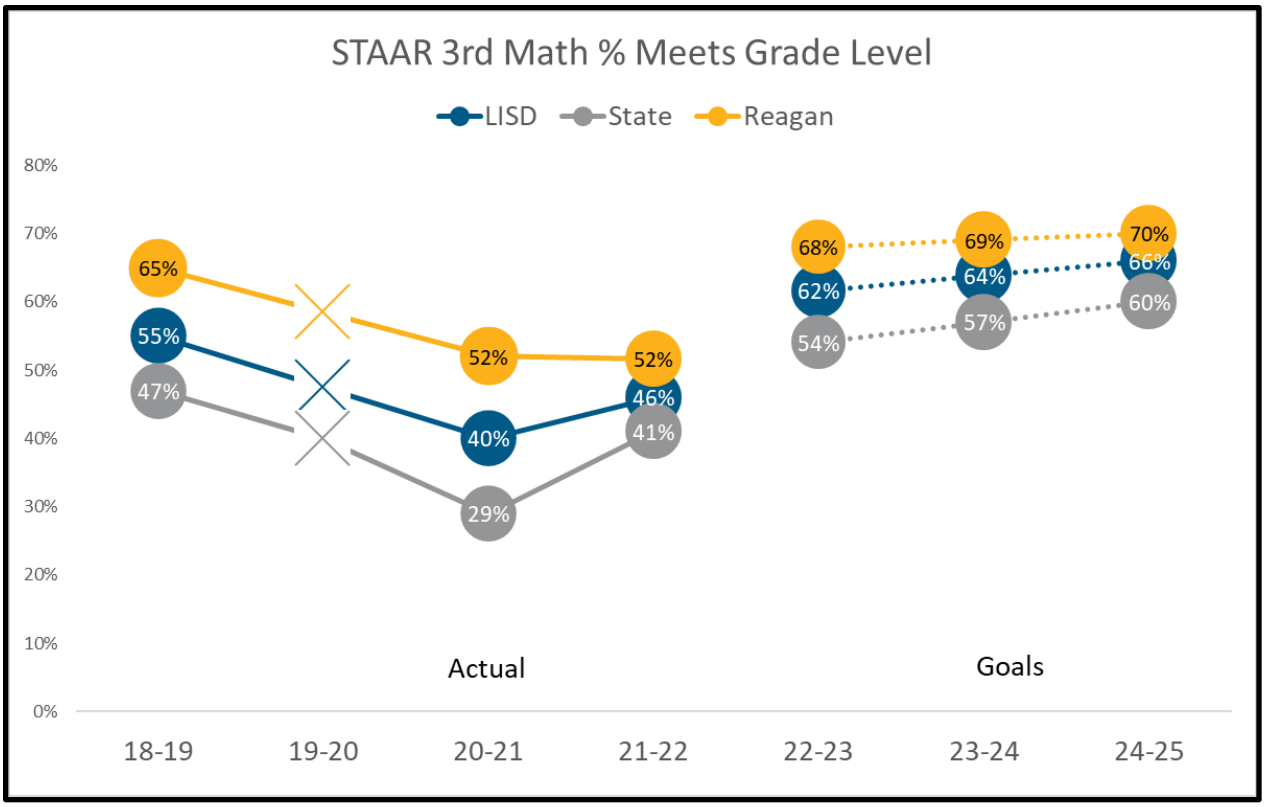
290

2023-24	69%		70%	66%					
2024-25	70%		71%	67%					

Reagan *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	65%		66%	62%					
~~2019-20~~	~~X~~		~~X~~	~~X~~					
2020-21	52%		35%	59%	67%		31%	22%	55%
2021-22	52%		41%	43%	78%	31%	17%	33%	70%

Reagan Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR


STAAR 3rd Math % Meets Grade Level
LISD
State
Reagan
80%
70%
60%
50%
40%
30%
20%
10%
0%
65%
55%
47%
52%
40%
29%
52%
46%
41%
68%
62%
54%
69%
64%
57%
70%
66%
60%
Actual
Goals
18-19
19-20
20-21
21-22
22-23
23-24
24-25

Reed Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

293

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Focus school-wide on improving student experiences. **Evidence of Success:** Reed students will increase their opportunities to set academic goals, from 60% (baseline-yes) to 70% or more. Reed 3rd grade students will increase STAAR Math passing rates from 54% (baseline-approaches) to 64% or more. Reed 4th grade students will increase STAAR Math passing rates from 70% (baseline-approaches) to 75% or more. Reed 5th grade students will increase STAAR Math passing rates from 71% (baseline-approaches) to 75% or more. Reed 3rd grade students will increase STAAR Reading passing rates from 71% (baseline-approaches) to 75% or more. Reed 4th grade students will increase STAAR Reading passing rates from 70% (baseline-approaches) to 75% or more. Reed 5th grade students will increase STAAR Reading passing rates from 81% (baseline-approaches) to 85% or more. **Staff Responsible:** Teachers and Administrators **Opportunity Statements:** Student Learning 1, 2 - School Processes & Programs 1, 2

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details	
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Reed students will gain awareness of the graduate profile from 26% (baseline-yes) to 60% or more. Reed parents will gain awareness of the graduate profile from 27% (baseline- agree/strongly agree) to 50% or more. **Staff Responsible:** Teachers and Administrators	294

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student survey Reed students will report an increased feeling from 48% (baseline-yes) to 60% or more of being respected in school. Reed students will report increased opportunities to learn about things that interest them from 51% (baseline-yes) to 60% or more. 295 100% of Reed students will complete a student leadership conference by May 2023. **Staff Responsible:** Teachers and Administrators **Opportunity Statements:** Perceptions 2

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Reed Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA/SLA team with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

Mathematics Action Plans

Promote student ownership of learning

- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

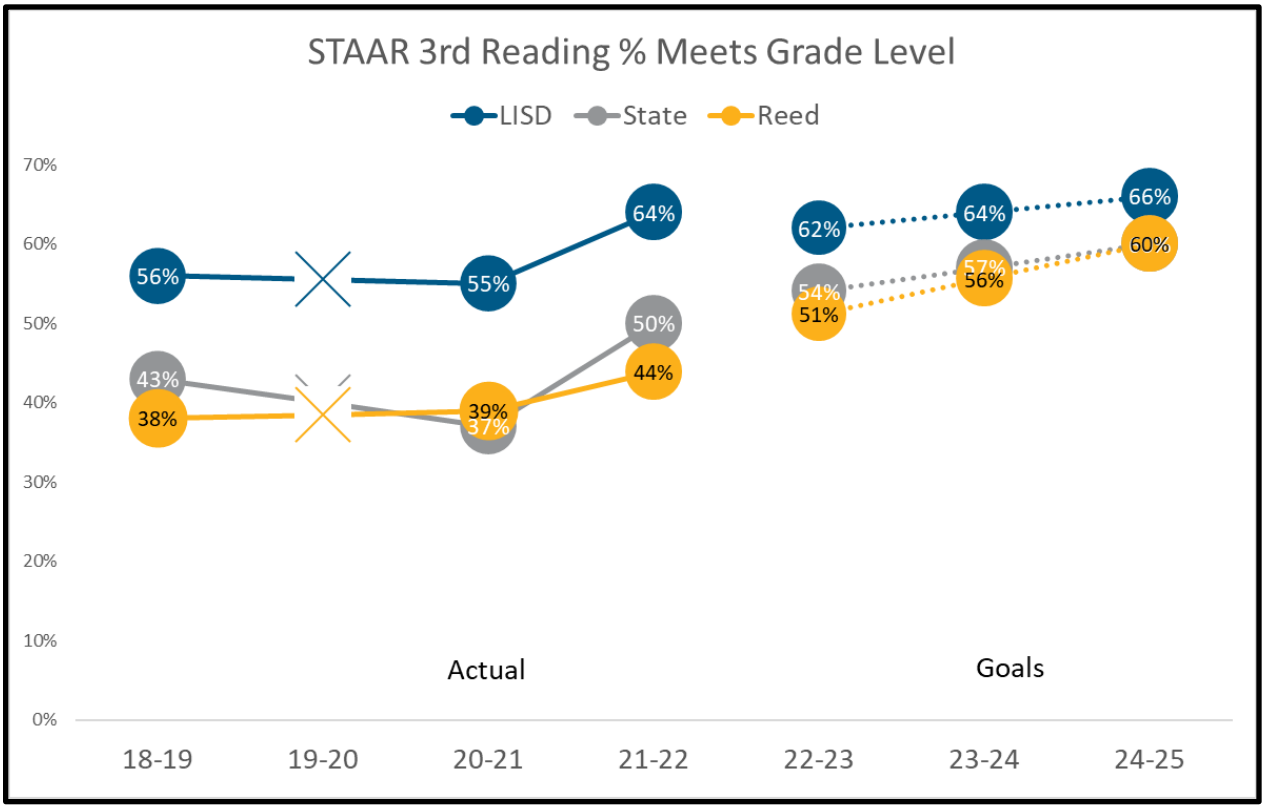
Reed Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		21%	55%				15%	21%
~~2019-20~~	~~42%~~		~~28%~~	~~56%~~				~~24%~~	~~28%~~
2020-21	42%		28%	56%				24%	28%
2021-22	47%		36%	57%				33%	36%
2022-23	51%		44%	58%				42%	44%
2023-24	56%		52%	59%				51%	52%
2024-25	60%		60%	60%				60%	60%

Reed *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	38%		21%	55%				15%	21%
~~2019-20~~	~~42%~~		~~28%~~	~~56%~~				~~24%~~	~~28%~~
2020-21	39%		32%	47%			38%	22%	24%
2021-22	44%	27%	39%	65%			15%	31%	26%

Reed Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

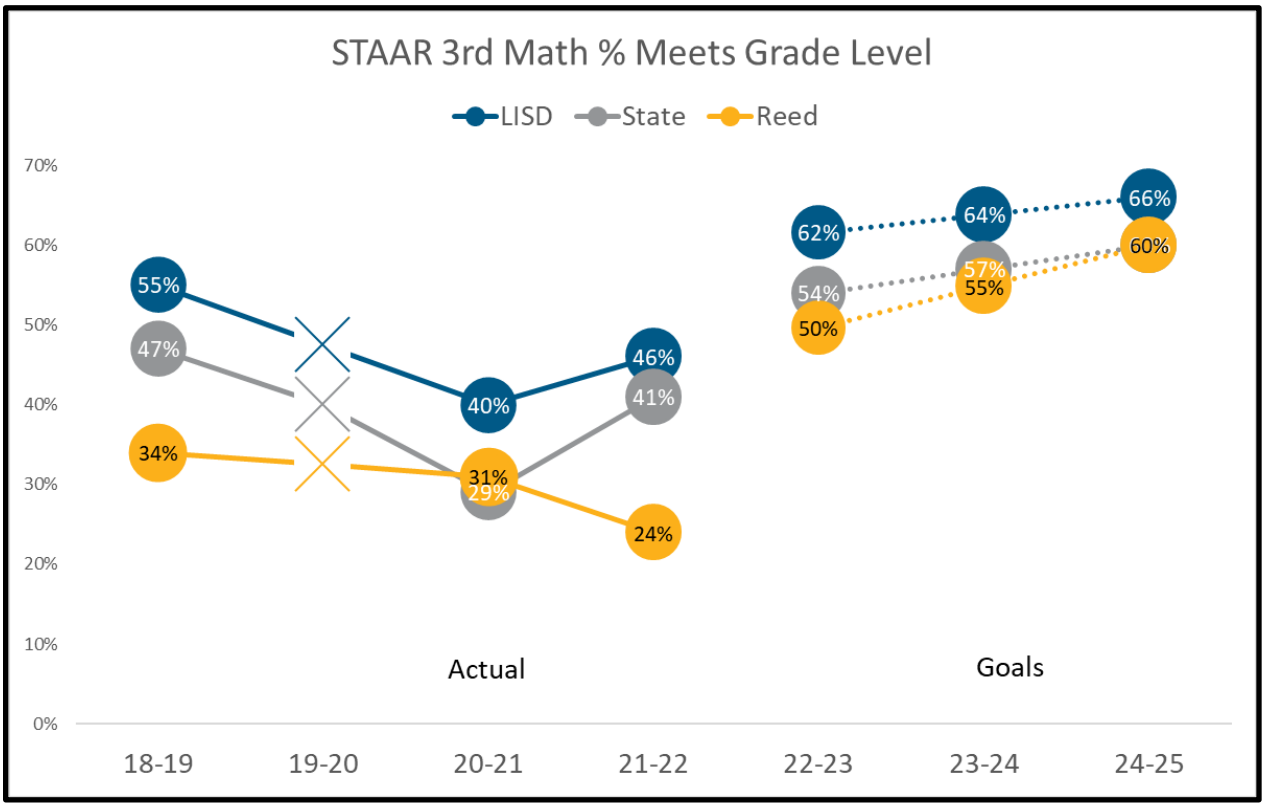
Reed Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		18%	58%				7%	15%
~~2019-20~~	~~39%~~		~~26%~~	~~59%~~				~~17%~~	~~24%~~
2020-21	39%		26%	59%				17%	24%
2021-22	44%		34%	60%				28%	33%
2022-23	50%		43%	61%				39%	42%
2023-24	55%		52%	62%				50%	51%
2024-25	60%		60%	63%				60%	60%

Reed *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	34%		18%	58%				7%	15%
~~2019-20~~	~~39%~~		~~26%~~	~~59%~~				~~17%~~	~~24%~~
2020-21	31%		19%	53%			25%	15%	19%
2021-22	24%	18%	11%	55%			25%	11%	7%

Reed Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



River Place Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

302

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Educators will enhance student engagement in (at minimum) all math learning experiences by addressing barriers that are present before, during, and after instruction. **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. **Staff Responsible:** Educators

System Response 2 Details
System Response 2: Students will set goals and track their learning as appropriate throughout the year in the core content area of math (at minimum) by collaborating with life changers throughout the year. **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. **Staff Responsible:** Life Changers

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Throughout the school year, life changers will be recognized and celebrated in collaboration with the parent teacher association (PTA) and/or by campus administration and the campus community. **Evidence of Success:** Staff Survey **Staff Responsible:** Educators - specifically administration and office team

303

System Response 2 Details
System Response 2: Campus and Grade/ Department Level Professional Learning Communities (PLCs) Implementation and Campus Committee involvement with campus and district support will empower staff to feel valued and connected to their campus/department throughout the district. **Evidence of Success:** Staff Survey **Staff Responsible:** Life Changers- specifically administration and office team

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Through various volunteer and committee opportunities provided by the district and campus, the Titan Community will feel welcome and gain a sense of belonging by partnering with our life changers. **Evidence of Success:** Parent climate survey **Staff Responsible:** Life Changers

System Response 2 Details
System Response 2: Friday's Titan Time and Daily Announcements will allow avenues for students to feel welcome and grow a sense of belonging throughout the school year because these are times of celebration and communication of campus values and culture. **Evidence of Success:** Improved parent climate survey **Staff Responsible:** Life Changers

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

River Place Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics
- Allocated campus budget funds for a tutor to pull small groups of students once a week in grades 3-5

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

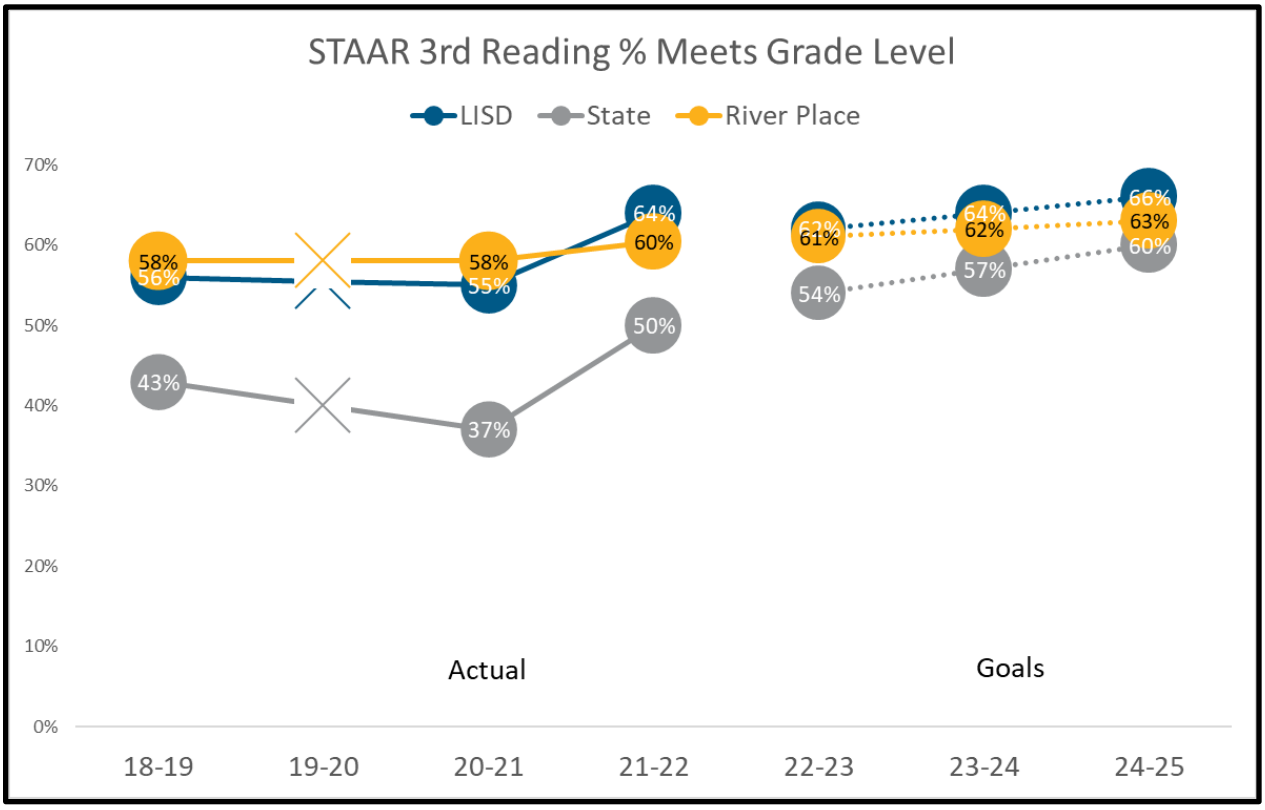
River Place Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
~~2019-20~~	~~59%~~		~~67%~~	~~64%~~				~~34%~~	
2020-21	59%		67%	64%				34%	
2021-22	60%		68%	65%				40%	
2022-23	61%		69%	66%				47%	
2023-24	62%		70%	67%				53%	
2024-25	63%		71%	68%				60%	

River Place *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	58%		66%	63%				28%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	58%		36%	64%	50%	91%	40%	35%	
2021-22	60%	36%	44%	70%			30%	52%	46%

River Place *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

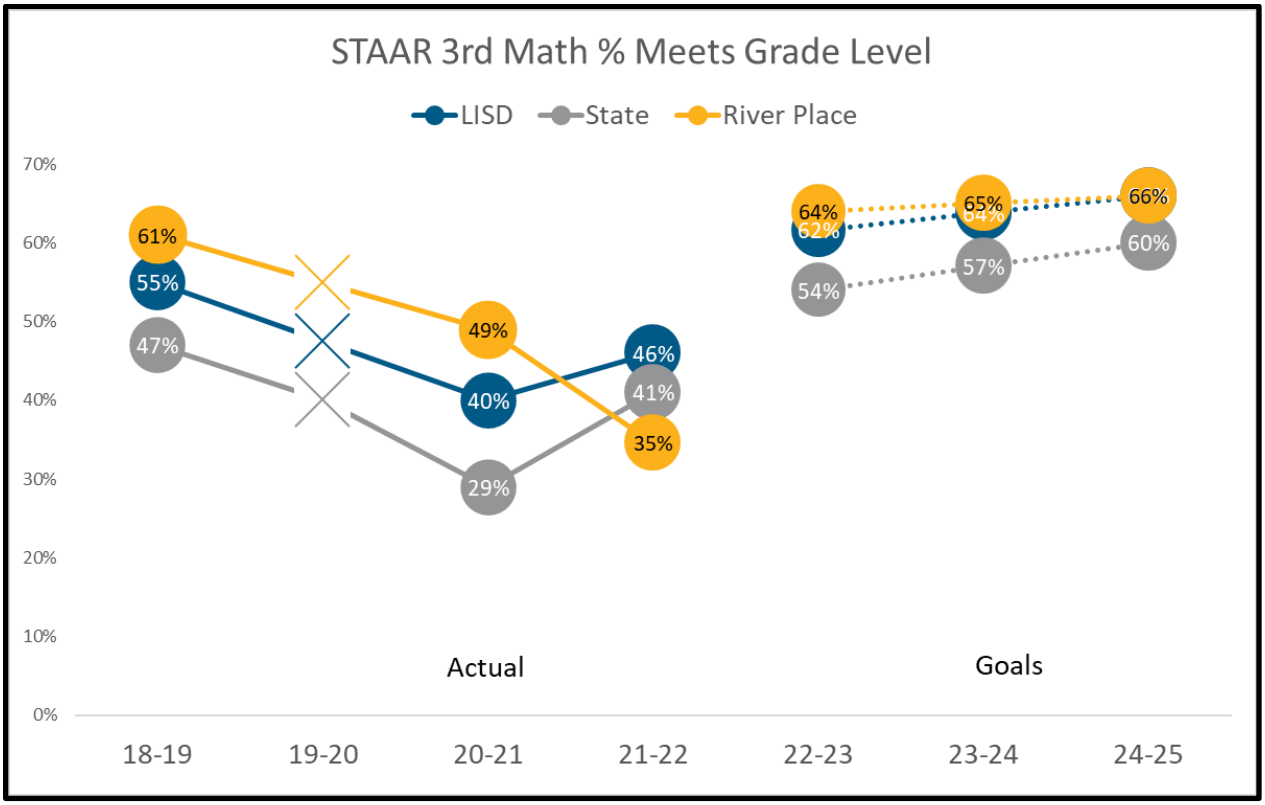
River Place Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
~~2019-20~~	~~62%~~		~~60%~~	~~64%~~				~~36%~~	
2020-21	62%		60%	64%				36%	
2021-22	63%		61%	65%				42%	
2022-23	64%		62%	66%				48%	
2023-24	65%		63%	67%				54%	
2024-25	66%		64%	68%				60%	

River Place *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		59%	63%				31%	
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	
2020-21	49%		32%	57%	42%	73%	40%	35%	
2021-22	35%	0%	16%	50%			20%	8%	8%

River Place *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



River Ridge Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Major Change

311

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Greater than 5% increase of the overall average rate of students that answer yes to the "Empowered Student Learning" and "Enhanced Student Experiences" portions of the student perceptual survey (respective baselines of 83% and 85% from the Spring 2022 student survey). **Staff Responsible:** All instructional staff, campus administration, and instructional coach. **Opportunity Statements:** Demographics 1 - School Processes & Programs 2 - Perceptions 2

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy and mathematics. **Staff Responsible:** All Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1, 2	312

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Create and ensure safe and inclusive spaces for all students. **Evidence of Success:** Greater than 10% increase of the overall average rate of students that answer yes to the question "I feel accepted in this school" on the student perceptual survey (baseline of 65% from the Spring 2022 student survey). **Staff Responsible:** All staff 313 **Opportunity Statements:** Perceptions 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

River Ridge Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

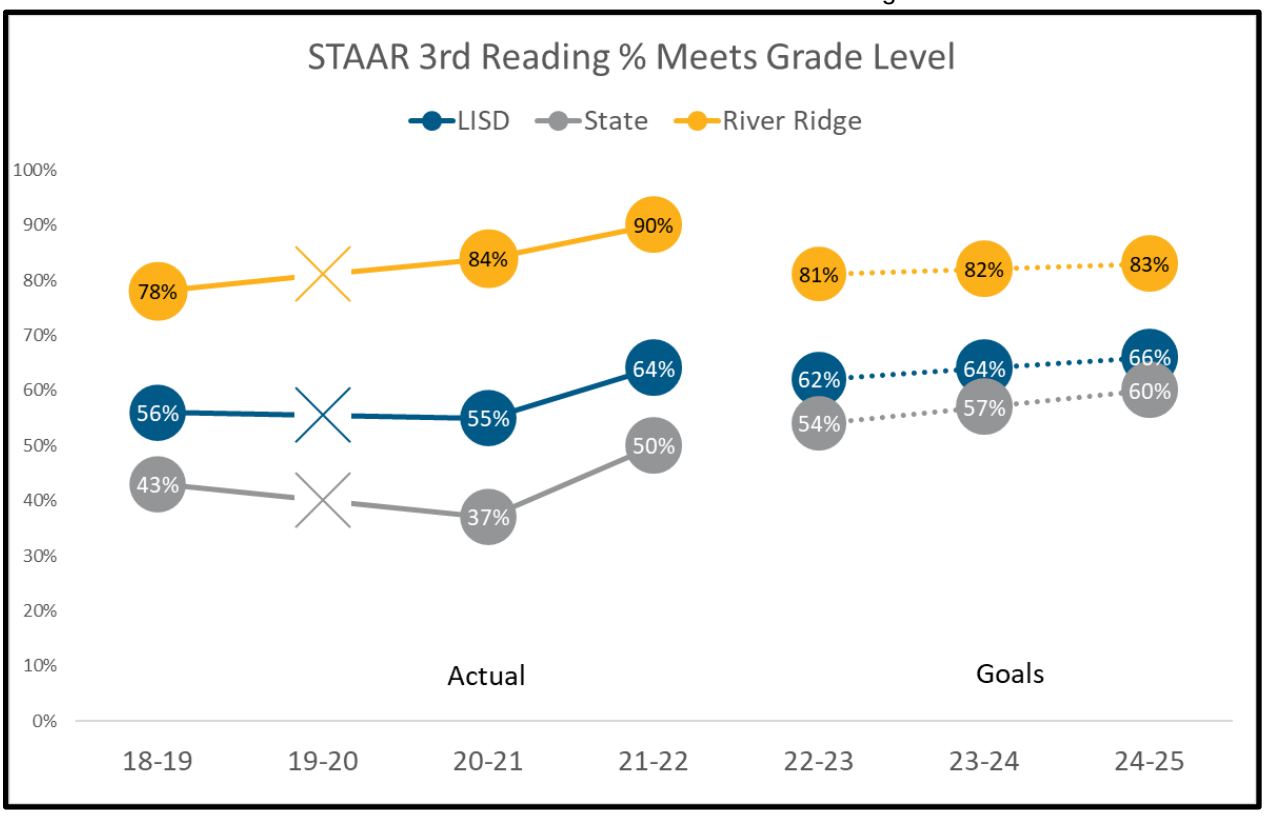
River Ridge Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
~~2019-20~~	~~79%~~			~~78%~~					
2020-21	79%			78%					
2021-22	80%			79%					
2022-23	81%			80%					
2023-24	82%			81%					
2024-25	83%			82%					

River Ridge *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	78%			77%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	84%		100%	78%					
2021-22	90%		100%	86%	86%	100%	73%		

River Ridge Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

River Ridge Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

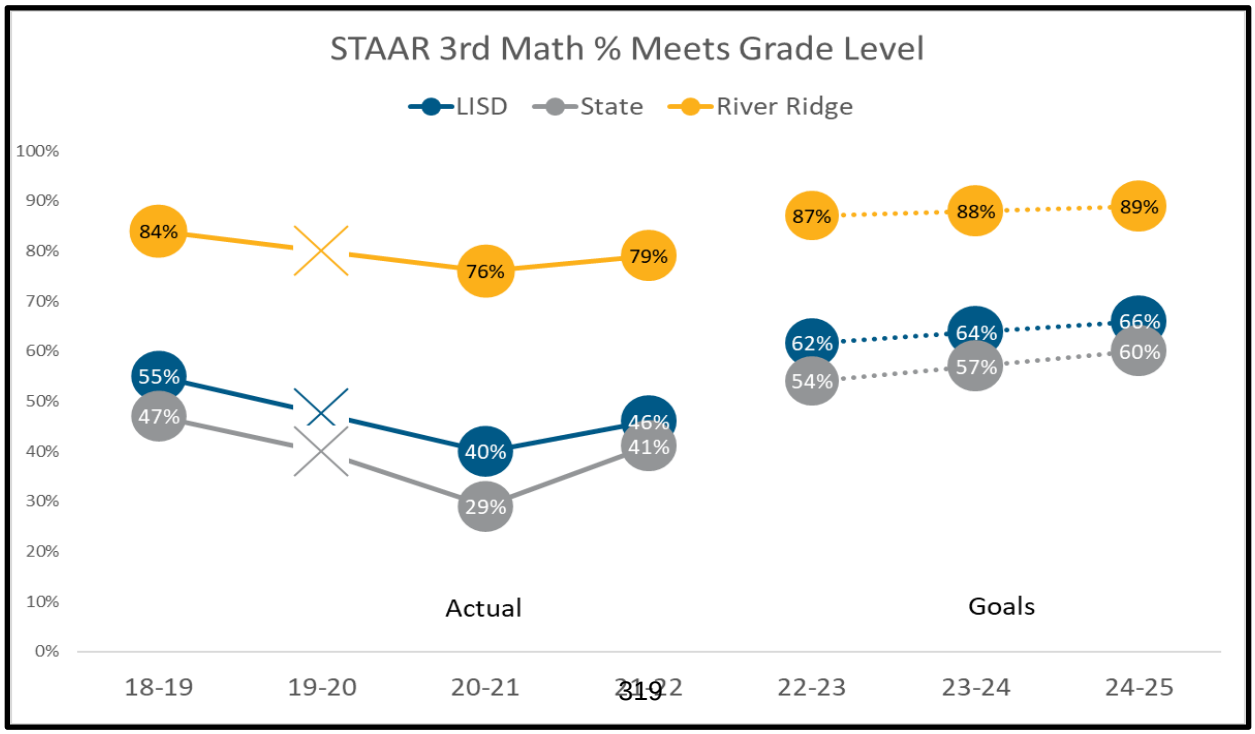
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
~~2019-20~~	~~85%~~			~~79%~~					
2020-21	76%		60%	77%					
2021-22	86%			80%					

2022-23	87%			81%					
2023-24	88%			82%					
2024-25	89%			83%					

River Ridge *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	84%			78%					
~~2019-20~~	~~85%~~			~~79%~~					
2020-21	76%		60%	77%					
2021-22	79%		63%	80%	86%	91%	55%		

River Ridge Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Rouse High School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 320

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards increasing the rate of the meet standard on EOCs, MAP growth data over time and TSI completion. **Staff Responsible:** RHS Administration, RHS Teachers, SSFs **Opportunity Statements:** Demographics 3 - Student Learning 1, 3, 5 - School Processes & Programs 1, 3, 5 - Perceptions 1, 5

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Minor Change

System Response 1 Details	321
System Response 1: Ensuring PLC process is leveraged to promote collective efficacy and reflective practices. **Evidence of Success:** Staff Survey, PLC Artifacts, Observations **Staff Responsible:** RHS Administration, RHS Teachers, **Opportunity Statements:** Perceptions 3, 4	

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Eliminate barriers to equitable access. **Evidence of Success:** EOC Data, Map Growth Data, AP Participation, and Performance Data **Staff Responsible:** RHS Administration, RHS Teachers **Opportunity Statements:** Demographics 1 - Student Learning 2, 4, 5 - School Processes & Programs 1, 4	322

HOUSE BILL 3 LEGISLATION

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

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

Rouse High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.
        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.

        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
    - Student recruitment, participation and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
    - College Entrance Exam Opportunities
        - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
        - Eleventh grade LISD students take the SAT school day at no cost to students or families.

        - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
        - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
        - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
    - Student recruitment, participation and performance in Dual Credit.
        - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
        - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
        - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
        - Promote participation by communicating Dual Credit success district wide.
        - Promote participation by communicating course transferability, cost-savings, and student preparation.
    - Data analysis and action planning
        - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
        - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
        - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Rouse HS 2018-19 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

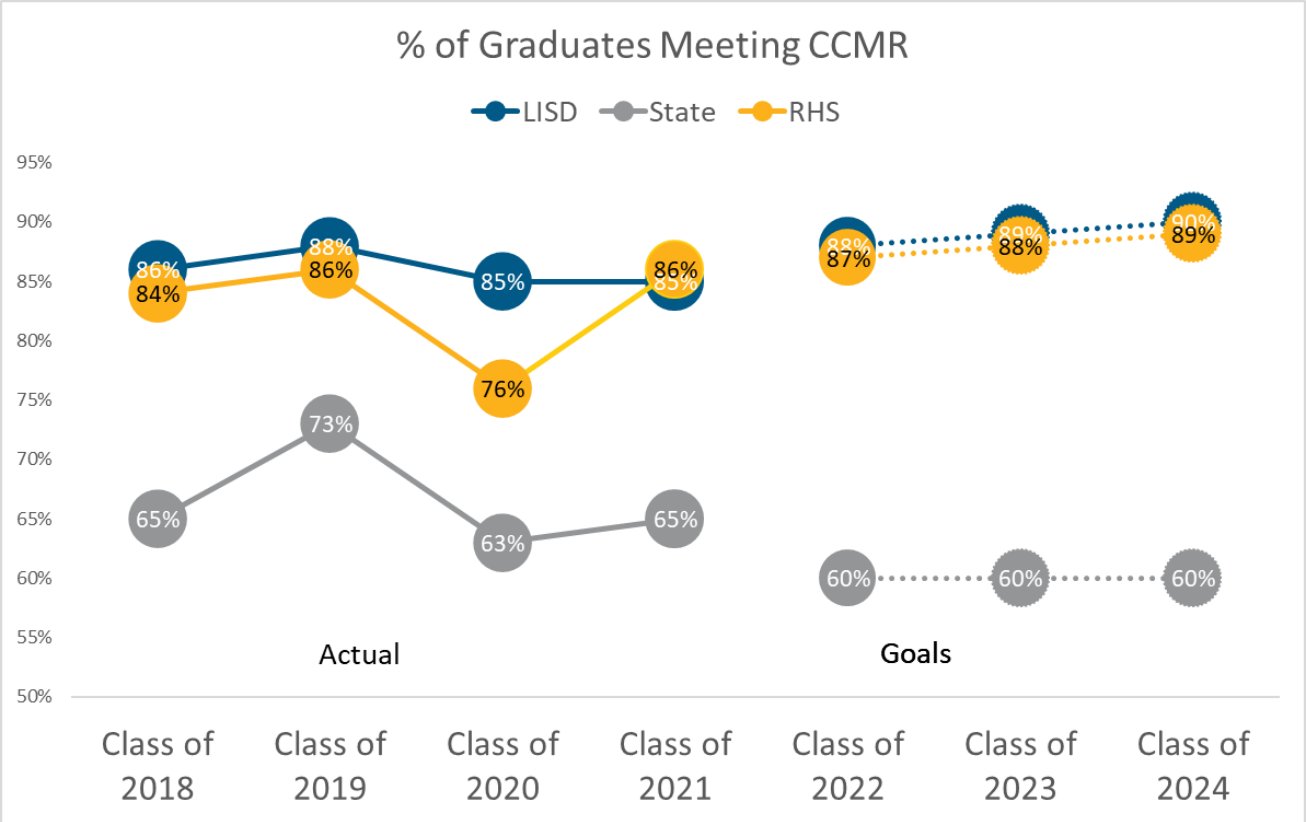
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Goal	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2021 Goal	86%	83%	78%	88%	100%	95%	98%	81%	42%
Class of 2022 Goal	87%	84%	79%	89%	100%	95%	98%	82%	43%
Class of 2023 Goal	88%	85%	80%	90%	100%	95%	98%	83%	44%
Class of 2024 Goal	89%	86%	81%	91%	100%	95%	98%	84%	45%

Rouse HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	84%	81%	76%	86%	100%	94%	98%	79%	40%
Class of 2019 Actual	85%	82%	77%	87%	100%	95%	98%	80%	41%
Class of 2020 Actual	76%	72%	69%	79%	94%	75%	64%	57%	62%
Class of 2021 Actual	86%	81%	87%	86%	100%	86%	94%	70%	

Rouse High School Actual Data with Proposed Goals



Running Brushy Middle School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school? 328

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** RBMS will increase the Overall Rating in the State Accountability Ratings by at least 3%. 21-22 Overall Rating: 85% RBMS will increase the course passing rates each semester (as compared to the previous year) by 2% annually. 21-22 S-1: ELA 95%, Math 95%, Science 96%, SS 92% 21-22 S-2: ELA 94%, Math 94%, Science 97%, SS 92% RBMS will show a presence of observed graduate profile skills and small group instruction in classroom walk-through data (22-23 will be baseline year). **Staff Responsible:** Campus Administration, Instructional Coach, Teachers **Opportunity Statements:** Student Learning 1 - Perceptions 1

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile. Baseline data-22% of students agree or strongly agree that they have heard of the LIDS Graduate Profile. **Staff Responsible:** Campus Administration, Instructional Coach, Teachers 329 **Opportunity Statements:** Student Learning 1 - Perceptions 1

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff. **Evidence of Success:** Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff Baseline data - 38% of staff believe the amount of work they are asked to do is reasonable. **Staff Responsible:** Campus Administration, Instructional Coach, Teachers **Opportunity Statements:** Student Learning 1	330

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey Baseline Data - 75% of Students report "always or often" feeling safe in their classroom while 69% report "always or often" feeling safe at school. Parents - 77% and 71% of parents report "always or often" to the same questions as students. 331 **Staff Responsible:** Campus Administration, Instructional Coach, Teachers

Rutledge Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain

332

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall empowered student learning dimension score will increase from a baseline of 74 on spring 2022 Parent School Experience Survey to 76 or higher. **Staff Responsible:** Principal and Instructional Coach and Lighthouse Facilitator **Opportunity Statements:** Demographics 1 - Perceptions 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall empowered student learning dimension score will increase from a baseline of 88 on spring 2022 Student School Experience Survey to 90 or higher. Reading: Using ISIP data, the percentage of students K-5 who demonstrate moderate or high growth will increase from an average of 76% to 80%. Math: Increase the percent of students who gain typical RIT score growth from BOY to EOY as compared to their peers nationally. (Incoming: 51% of students met expected or above RIT score growth in 21-22) **Staff Responsible:** Principal **Opportunity Statements:** Student Learning 1, 2 - Perceptions 1	333

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Maintain

System Response 1 Details
System Response 1: Recruit and retain high-quality staff. **Evidence of Success:** Positive trends in student, teacher, and parent survey questions related to the acquisition of the LISD Graduate Profile and the Culture of Leadership. The student response score on the LiM Measurable Results Assessment in the area of Culture: Supportive Staff Environment will increase from 72 to 74. 334 **Staff Responsible:** Principal **Opportunity Statements:** Demographics 1 - School Processes & Programs 1 - Perceptions 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Rutledge Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

Mathematics Action Plans

Promote student ownership of learning

- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

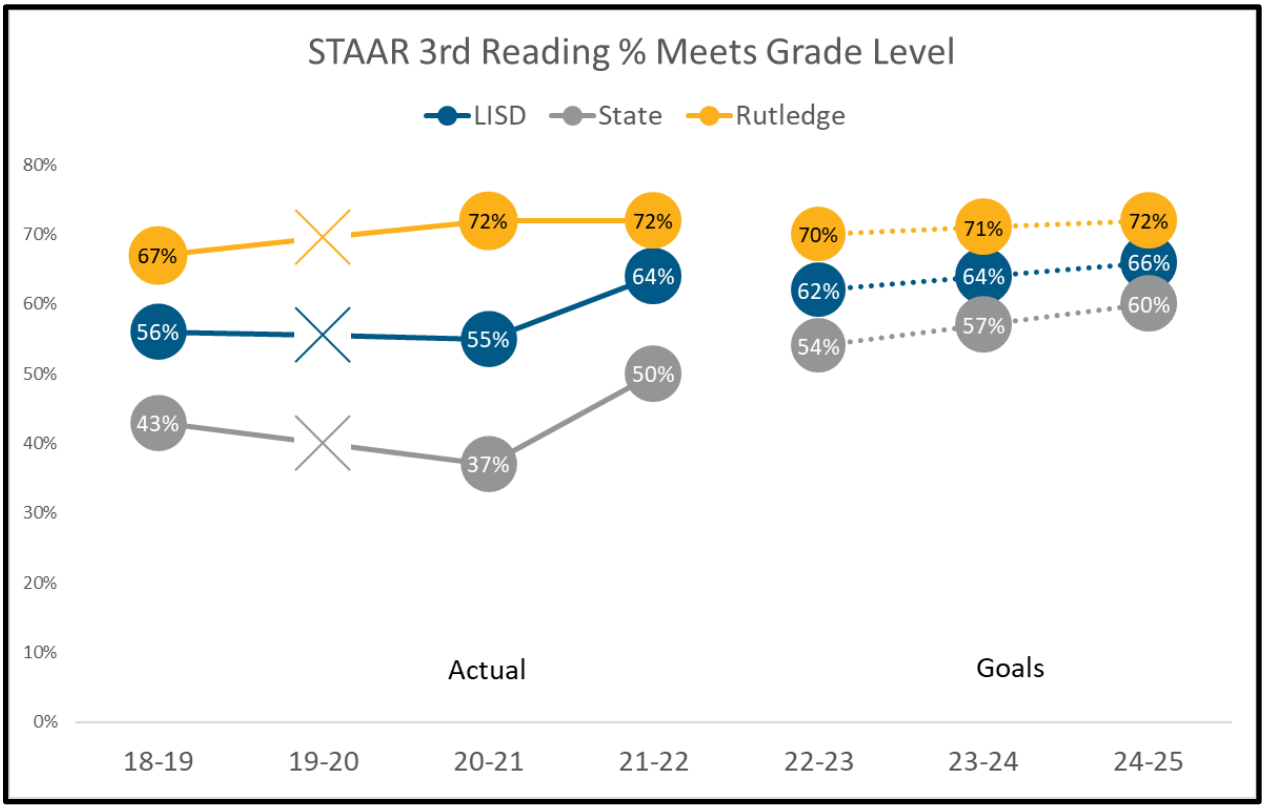
Rutledge Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			66%	78%		32%		
~~2019-20~~	~~68%~~			~~67%~~	~~79%~~		~~37%~~		
2020-21	68%			67%	79%		37%		
2021-22	69%			68%	80%		42%		
2022-23	70%			69%	81%		45%		
2023-24	71%			70%	82%		54%		
2024-25	72%			71%	83%		60%		

Rutledge *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			66%	78%		32%		
~~2019-20~~	~~68%~~			~~67%~~	~~79%~~		~~37%~~		
2020-21	72%		56%	79%	77%		43%		56%
2021-22	72%		76%	71%	71%	71%	57%	56%	63%

Rutledge Actual Reading Data through 2022 and Future Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

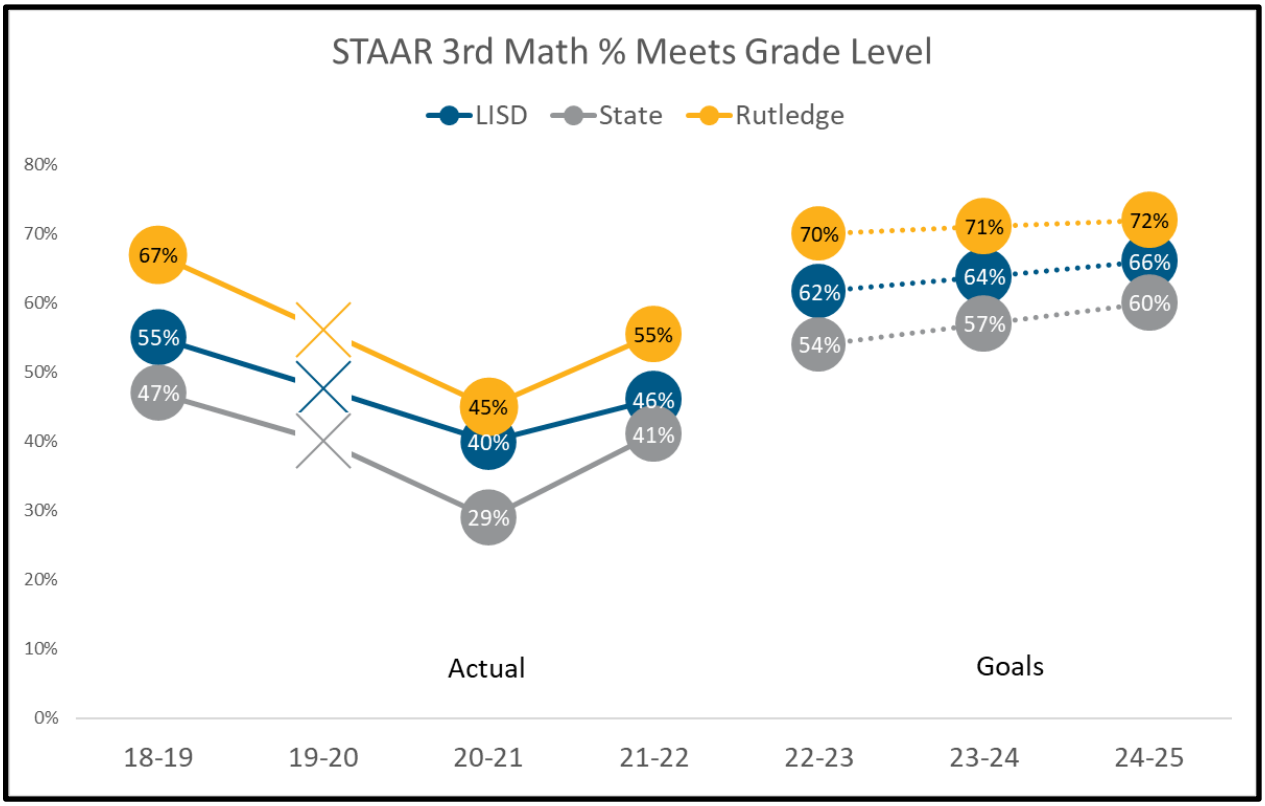
Rutledge Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			62%	81%		32%		
~~2019-20~~	~~68%~~			~~63%~~	~~82%~~		~~37%~~		
2020-21	68%			63%	82%		37%		
2021-22	69%			64%	83%		43%		
2022-23	70%			65%	84%		49%		
2023-24	71%			66%	85%		54%		
2024-25	72%			67%	86%		60%		

% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	67%			62%	81%		32%		
~~2019-20~~	~~68%~~			~~63%~~	~~82%~~		~~37%~~		
2020-21	45%		25%	40%	76%		21%		32%
2021-22	55%		49%	54%	66%	36%	29%	28%	58%

Rutledge Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Steiner Ranch Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Major Change

341

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022) **Staff Responsible:** Principal, Assistant Principal, Instructional Coach, Instructional Design Cadre, Empowered Student Learning Cadre **Opportunity Statements:** School Processes & Programs 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy as indicated by ISIP and mathematics as indicated by MAP and other measures. 342 **Staff Responsible:** Principal, Assistant Principal, Empowered Student Learning Cadre **Opportunity Statements:** Demographics 1 - Student Learning 1

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent perception survey, Campus student survey **Staff Responsible:** Principal, Assistant Principal, Counselor, Librarian, Quest Teacher, Inclusive Learning Environments Cadre, Innovative Learning Environments Cadre 343 **Opportunity Statements:** Perceptions 1

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Steiner Ranch Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Key Question: To what extent are Leander ISD 3rd grade students proficient in literacy performance?

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%
2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

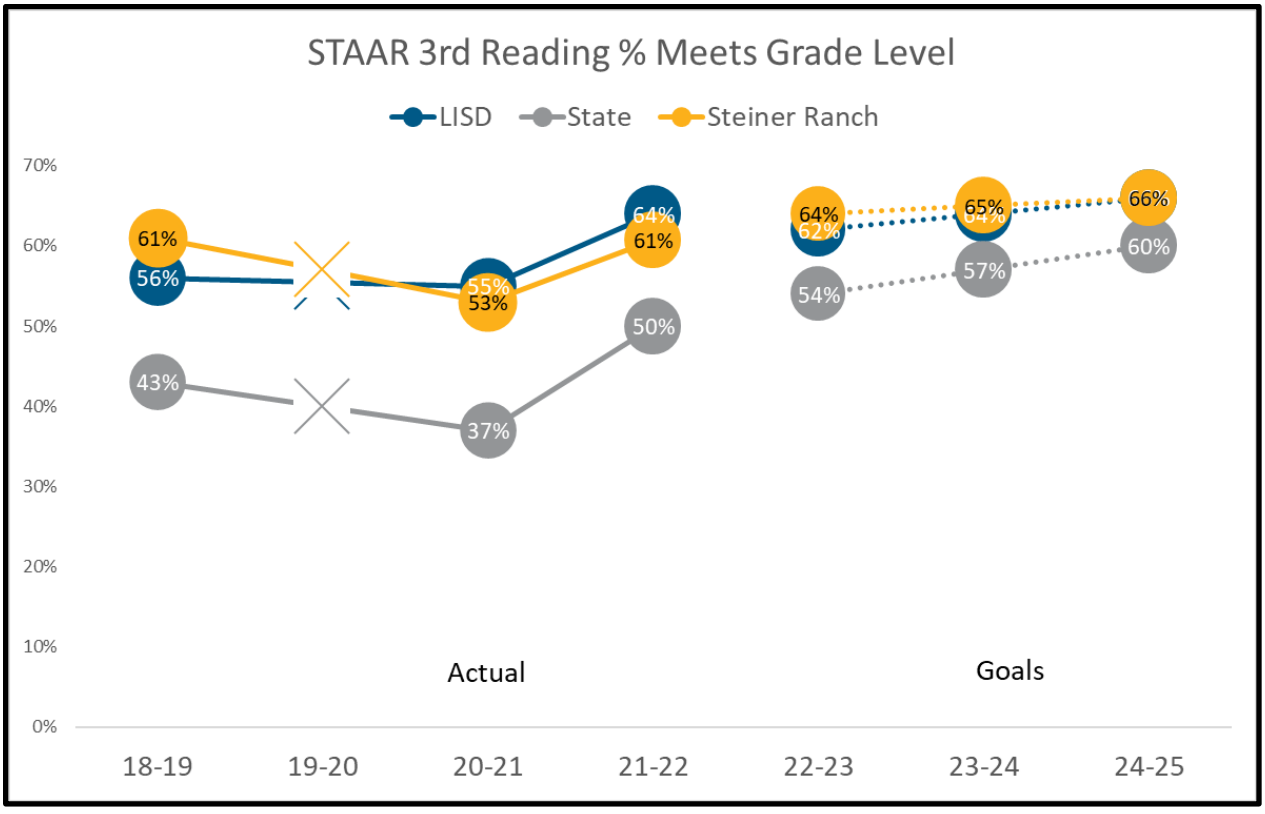
Steiner Ranch Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		56%	69%					
~~2019-20~~	~~62%~~		~~57%~~	~~70%~~					
2020-21	62%		57%	70%					
2021-22	63%		58%	71%					
2022-23	64%		59%	72%					
2023-24	65%		60%	73%					
2024-25	66%		61%	74%					

Steiner Ranch *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%		56%	69%					
~~2019-20~~	~~X~~		~~X~~	~~X~~					
2020-21	53%		50%	56%					46%
2021-22	61%		44%	61%	91%	67%	42%		

Steiner Ranch *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

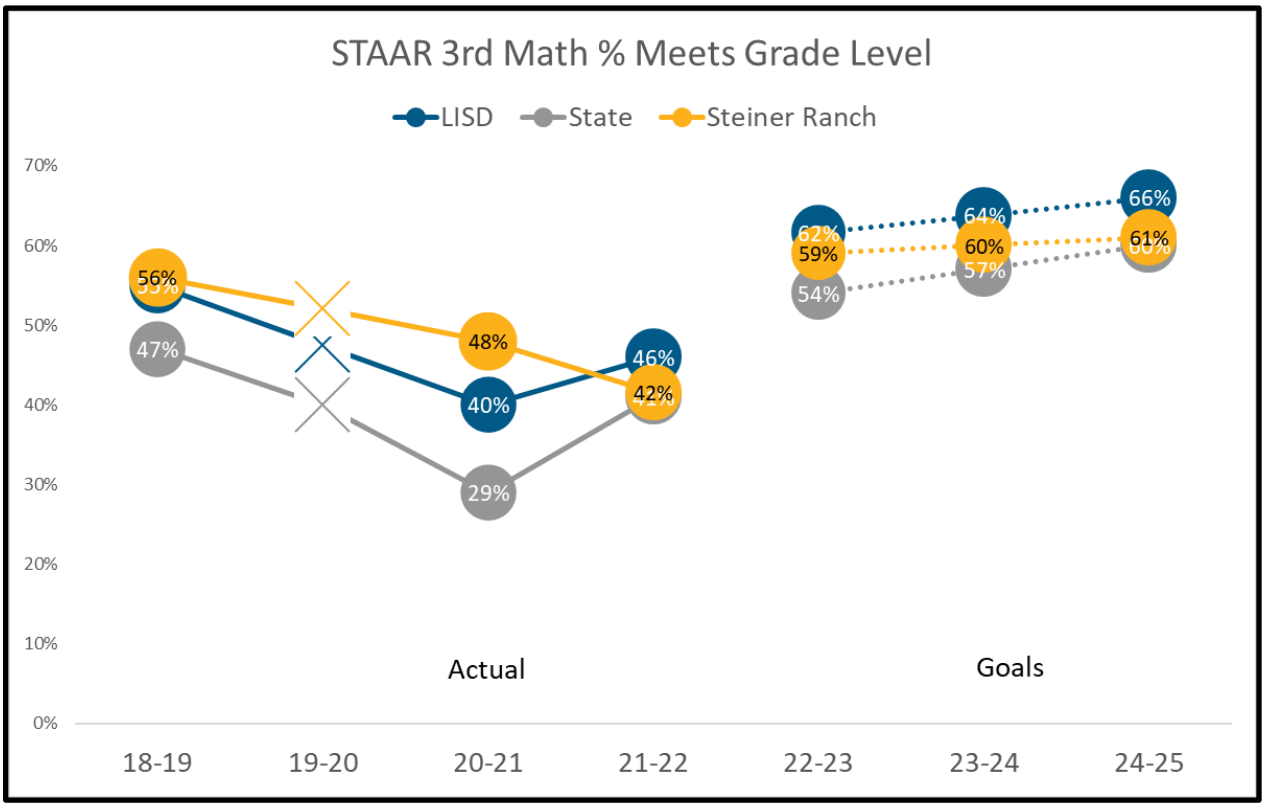
Steiner Ranch Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%		44%	59%					
~~2019-20~~	~~57%~~		~~47%~~	~~60%~~					
2020-21	57%		47%	60%					
2021-22	58%		50%	61%					
2022-23	59%		53%	62%					
2023-24	60%		57%	63%					
2024-25	61%		60%	64%					

Steiner Ranch *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%		44%	59%					
~~2019-20~~	~~X~~		~~X~~	~~X~~					
2020-21	48%		45%	47%					62%
2021-22	42%		31%	33%	91%	58%	17%		

Steiner Ranch *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Stiles Middle School
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

350

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in ISIP/MAP Data across all three grade levels. Improvement/ positive trend in overall student growth and progress score on the state standardized assessment (STAAR). PLC Unit Planning documents will illustrate instructional planning for enrichment and higher level questioning. Administrative walk-throughs and collaborative learning walks will show evidence of higher order thinking and increased active student engagement. **Staff Responsible:** Classroom teachers Instructional coach Instructional leaders Campus Administration **Opportunity Statements:** Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Major Change

System Response 1 Details	
System Response 1: Empower students to develop academic and executive functioning behavior skills to build student agency. **Evidence of Success:** Annual student survey results (i.e. Classroom activities keep me challenged in my learning 61%) Advisory observations data **Staff Responsible:** Classroom teachers Instructional coach Instructional leaders Campus Administration **Opportunity Statements:** School Processes & Programs 1	351

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

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Major Change

System Response 1 Details	352

System Response 1: Staff will be empowered to leverage their individual strengths to lead and facilitate growth and progress among self, colleagues and students.

Evidence of Success: End of Year LEADs summative conferences and staff evaluations will reflect a common strengths language.

Staff Responsible: Campus Staff
Administrative Team
Instructional Coach
Teaching and Learning Campus Support Staff

Opportunity Statements: School Processes & Programs 2 - Perceptions 1

Tarvin Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

353

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Students will show evidence of questioning and researching based on data collected through walk-through forms. **Staff Responsible:** Campus Principal, Assistant Principal, and Instructional Coach, teachers **Opportunity Statements:** School Processes & Programs 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Focus school-wide on improving student experiences and ownership of learning. **Evidence of Success:** Positive school trend in math. Positive school trend in reading Positive school trend in student surveys. **Staff Responsible:** Campus leaders, instructional coach, and grade level teachers. **Opportunity Statements:** Demographics 1 - Student Learning 1 - Perceptions 1	354

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. Tarvin students will focus on 6 traits: creators, communicators, collaborators, curious learners, problem solvers, and advocators. **Evidence of Success:** Students will highlight at least one attribute in their portfolio. Additional evidence will be collected with walkthroughs and observations. **Staff Responsible:** Campus administration and all staff 355

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Tarvin Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

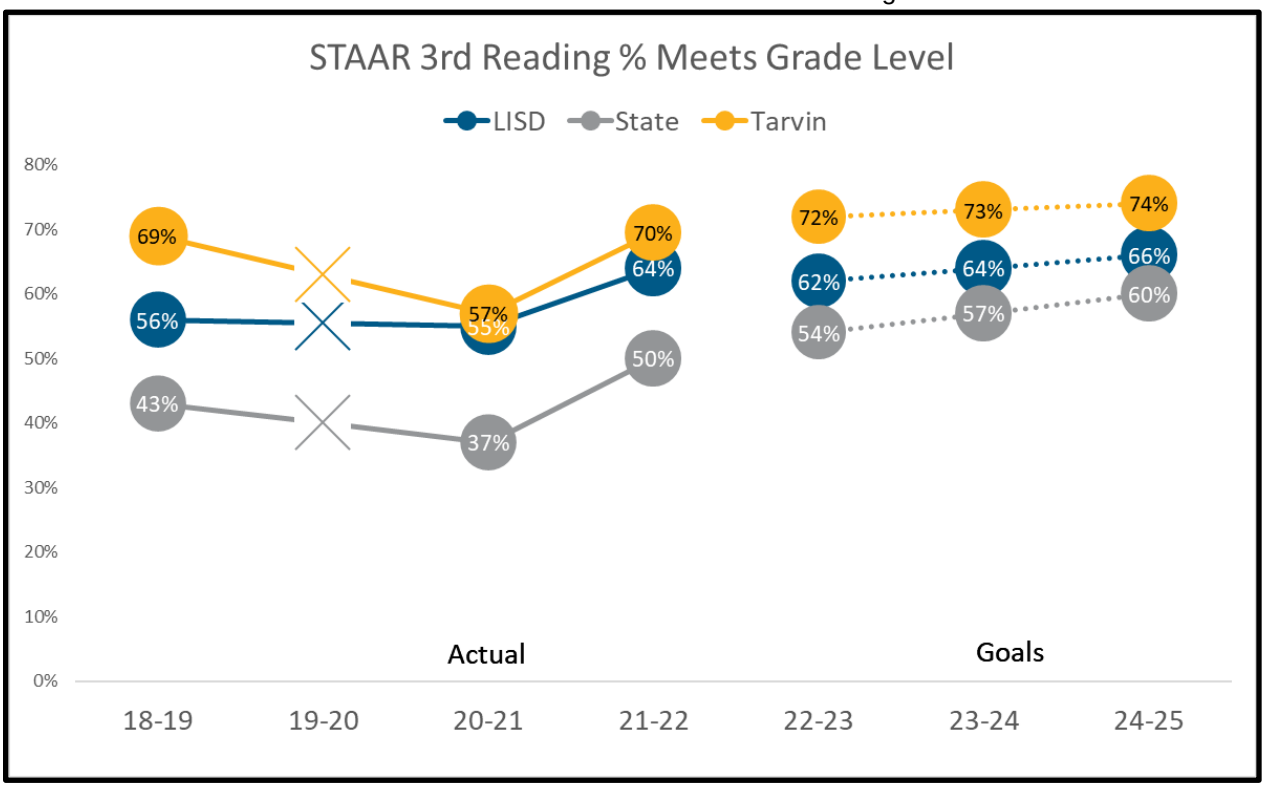
Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
~~2019-20~~	~~70%~~			~~70%~~	~~86%~~				
2020-21	70%			70%	86%				
2021-22	71%			71%	87%				
2022-23	72%			72%	88%				
2023-24	73%			73%	89%				
2024-25	74%			74%	90%				

Parkside 2018-19 & 2020-21 Data & Tarvin 2021-2022 *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	69%			69%	85%				
~~2019-20~~	~~X~~			~~X~~	~~X~~				
2020-21	57%			53%	69%		36%		50%
2021-22	70%		55%	71%	81%				70%

Parkside (18-21) and Tarvin (21-22) Actual Reading Data and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Parkside 2018-19 Baseline Data & Tarvin Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

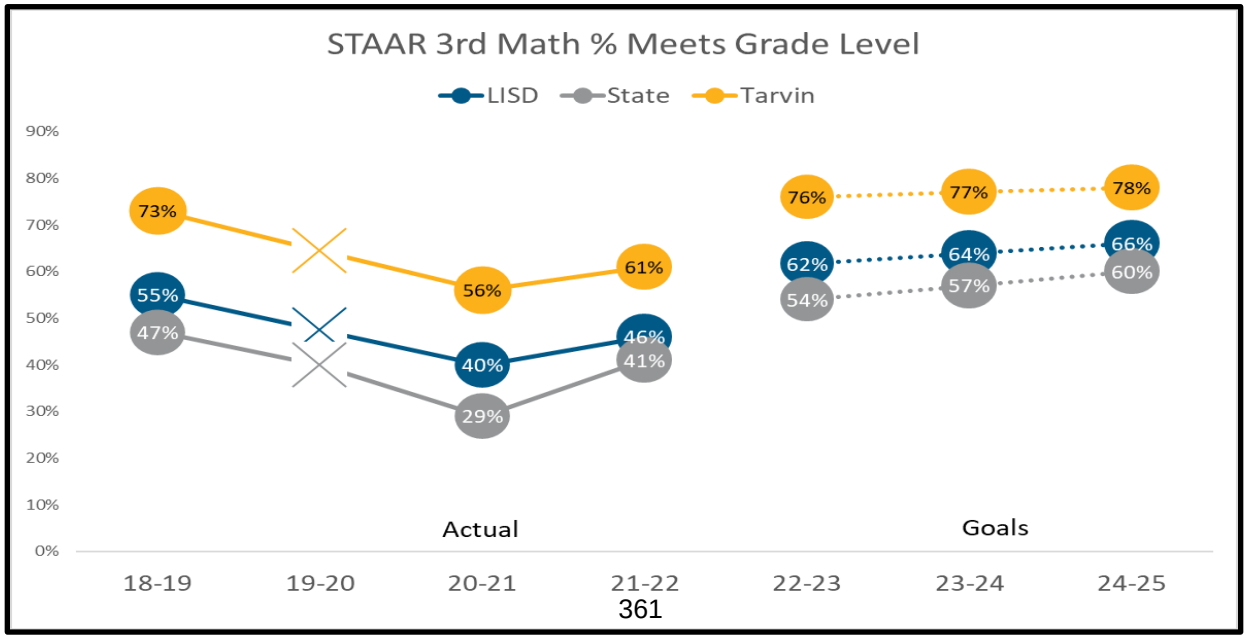
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
~~2019-20~~	~~74%~~			~~71%~~	~~95%~~				
2020-21	74%			71%	95%				
2021-22	75%			72%	95%				

2022-23	76%			73%	95%				
2023-24	77%			74%	95%				
2024-25	78%			75%	95%				

Parkside 2018-19 & 2020-21 Data & Tarvin 2021-2022 *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	73%			70%	94%				
~~2019-20~~	~~X~~			~~X~~	~~X~~				
2020-21	56%			53%	62%		42%		50%
2021-22	61%		55%	50%	77%				80%

Parkside (18-21) and Tarvin (21-22) Actual Reading Data and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



361

Vandegrift High School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

363

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Dean of Instruction **Opportunity Statements:** Student Learning 1, 2, 3 - School Processes & Programs 1

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff. **Evidence of Success:** Positive trends in staff recruitment and retention data Staff satisfaction survey Increased diversity of LISD staff **Staff Responsible:** All hiring agents (district and campus administration) **Opportunity Statements:** Perceptions 1	364

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Recognize and support staff. **Evidence of Success:** Staff Survey **Opportunity Statements:** Perceptions 1

365

HOUSE BILL 3 LEGISLATION

Sec.A11. 186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

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

Vandegrift High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.
        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.

        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
    - Student recruitment, participation and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
    - College Entrance Exam Opportunities
        - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
        - Eleventh grade LISD students take the SAT school day at no cost to students or families.

        - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
        - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
        - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
    - Student recruitment, participation and performance in Dual Credit.
        - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
        - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
        - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
        - Promote participation by communicating Dual Credit success district wide.
        - Promote participation by communicating course transferability, cost-savings, and student preparation.
    - Data analysis and action planning
        - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
        - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
        - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Vandegrift HS 2018-19 Baseline Data & Proposed Annual Goals

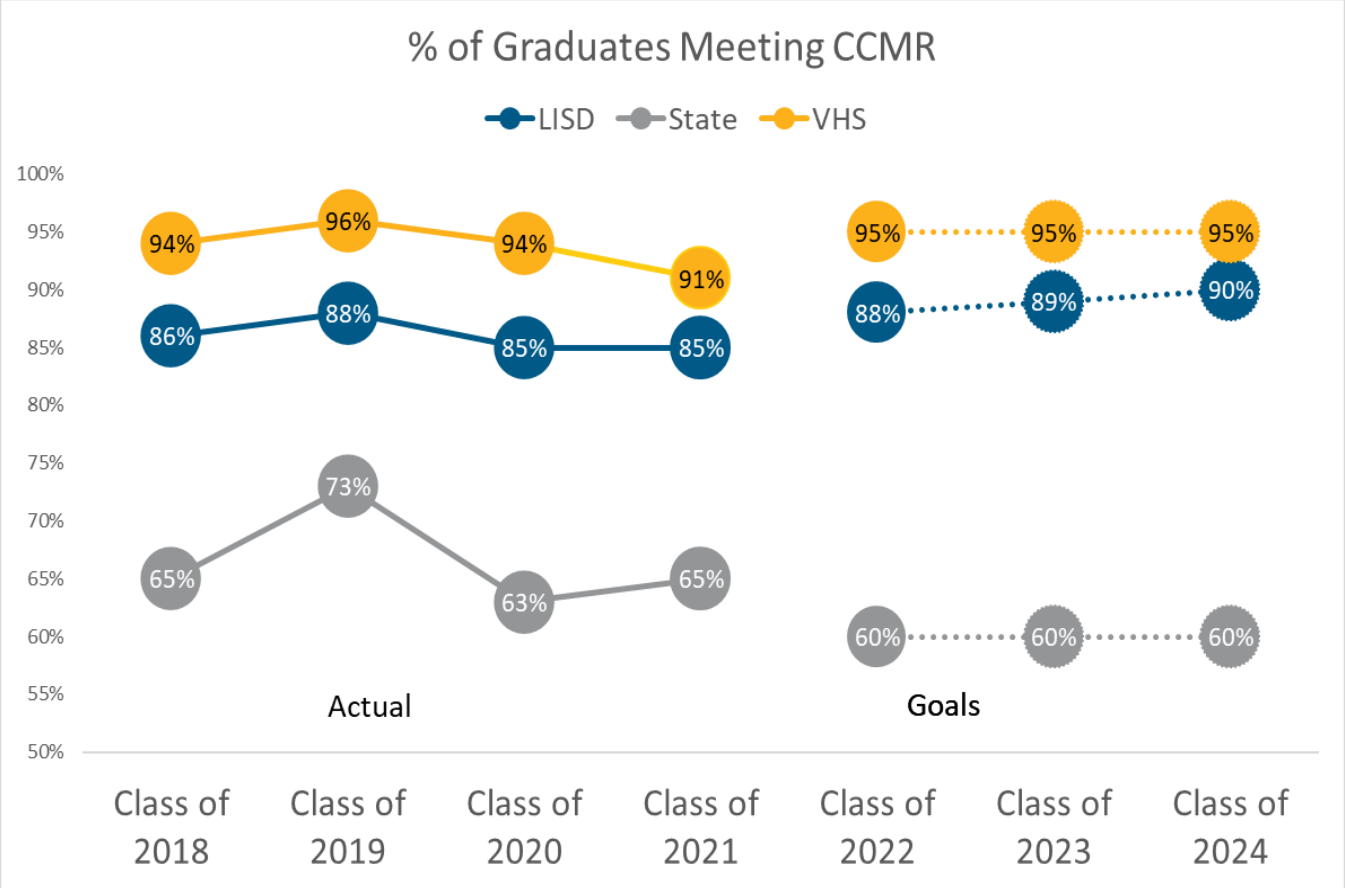
% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	94%	46%	87%	96%	98%	100%	91%	68%	40%
Class of 2019 Goal	95%	47%	88%	96%	98%	100%	92%	69%	41%
Class of 2020 Goal	95%	47%	88%	96%	98%	100%	92%	69%	41%
Class of 2021 Goal	95%	48%	89%	96%	98%	100%	93%	70%	42%
Class of 2022 Goal	95%	49%	90%	96%	98%	100%	94%	71%	43%
Class of 2023 Goal	95%	50%	91%	96%	98%	100%	95%	72%	44%
Class of 2024 Goal	95%	51%	92%	96%	98%	100%	95%	73%	45%

Vandegrift HS Actual Data Proposed Goals

% Meets College, Career, & Military Readiness Accountability Data, Only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	94%	46%	87%	96%	98%	100%	91%	68%	40%
Class of 2019 Actual	96%	77%	94%	97%	99%	96%	88%	80%	98%
Class of 2020 Actual	94%	88%	87%	96%	100	92%	74%	71%	57%
Class of 2021 Actual	91%	70%	82%	93%	98%	92%	90%	74%	



Virtual Learning Academy
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Major Change

371

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment. **Staff Responsible:** AP, Counselor, Teachers, IC

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Major Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards meeting HB 3 Goals for early literacy, mathematics and college, career, and military readiness. System-wide adoption of MAP assessments **Staff Responsible:** Chief Academic Officer	372

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

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Major Change

System Response 1 Details	373
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved parent climate survey	

Vista Ridge High School
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain

374

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Increase the number of students who complete a coherent sequence of CTE classes from 53% to 57% in three years. Walkthroughs data, PLC minutes, observations, and Instructional Rounds. **Staff Responsible:** Principal, Assistant Principal for CTE, Transition Coordinator, Counselors, CTE department chair, CTE teachers

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Algebra 1-maintain 74% approaches rate on STAAR. MAP data and PLC collaborative assessments. **Staff Responsible:** AP, PLCs, DOI, Instructional Coach **Opportunity Statements:** Student Learning 1 - School Processes & Programs 1 - Perceptions 1	375

System Response 2 Details
System Response 2: Promote Student Ownership of Learning **Evidence of Success:** English 1-maintain 85% approaches rate MAP data and PLC collaborative assessments. **Staff Responsible:** AP, PLCs, DOI, Instructional Coach **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1

System Response 3 Details
System Response 3: Promote Student Ownership of Learning **Evidence of Success:** lower the % of students enrolled in AP courses who are NOT taking the AP exam from 18% to 15% **Staff Responsible:** AP, PLCs, DOI, Instructional Coach

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

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

Key Question 2: To what degree do our students and families feel welcome and have a sense of belonging in our school community?

Initial Status: Maintain but Consider a Change

System Response 1 Details	376
System Response 1: Build systems to improve trust, mutual respect, and shared responsibility. **Evidence of Success:** Improved parent climate survey **Staff Responsible:** All VRHS Faculty **Opportunity Statements:** Perceptions 1	

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

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

Key Question 2: To what degree do we design the physical learning environment, including technology and tools, to promote student and teacher success?

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Update the long-range facilities plan to meet the changing needs of LISD's growing populations for safe, inclusive, and innovative learning environments AND Implement flexible structures and strategies that focus on student engagement in meaningful learning. 377 **Evidence of Success:** A safe and secure campus, demonstrated by: -Complete initial security audits and exterior door audits by August 16th. -Complete weekly exterior door audits with 100% fidelity throughout the year. -Conduct interior door checks every other week on random doors with 15 out of 18 checks being 100% successful. -Create and distribute teacher and student safety training modules to by completed by August 26th. **Staff Responsible:** Assistant Principals and teachers

HOUSE BILL 3 LEGISLATION

Sec.A11.186.AA COLLEGE, CAREER, AND MILITARY READINESS PLANS. (a) The board of trustees of each school district shall adopt college, career, and military readiness plans that set specific annual goals for the following five school years to reach quantifiable goals for measures of student college, career, and military readiness at each campus.

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

Vista Ridge High School

CCMR Action Plans

- **Earn an Industry-Based Certifications (IBCs):** A graduate earning an industry-based certification under 19 TAC §74.1003.
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Continue the focus on curriculum writing and instructional resource alignment with new state Career and Technical Education Programs of Study.
        - Ensure that industry-based certifications are embedded in each Program of Study where appropriate.
        - Review specific instructional resources aligned to Industry-Based Certifications (IBC) along with professional development to ensure implementation.
        - Collaboration between district CTE staff and campus staff to ensure appropriate equipment and technology resources are available for successful implementation
        - Work with an appropriate IBC mentor to support student preparation of knowledge and skills for successful attainment.
        - Offer work-based learning opportunities for student experiences to apply knowledge and skills aligned to IBCs
    - Completion of Career and Technical Education Programs of Study
        - Meet with District CTE staff and campus to determine appropriate Program of Study capacity at the campus level along with staffing and facility needs.
        - Work with District CTE staff and campus to adapt Program of Study student recruitment and retainment plans including branding and marketing initiatives.
        - Implement achievement recognitions for IBC earners and Program of Study completers.
    - Data analysis and action planning
        - District CTE staff provides data to principals and campus personnel at the end of each school year in order to facilitate their data conversations with teachers and teams.
        - District CTE curriculum staff meets with campus leaders regarding specific areas of concern identified in the data.
        - District CTE staff along with campus staff facilitates district CTE PLC times to work on opportunities for improvement.

- **Meet criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination:** A graduate meeting the criterion score on an AP or IB examination in any subject area. Criterion score is 3 or more for AP and 4 or more for IB. (Data source: College Board or IB)
    - Curriculum revisions, professional learning, and instructional resource alignment
        - Ensure implemented curriculum and pacing aligns to AP CED or IB standards, revising and refining as course updates occur.
        - Connect AP and IB teachers, counselors, and administrators to appropriate professional learning opportunities to support implementation of advanced instructional strategies including AVID instructional strategies.

        - Engage in monthly collaboration between the District Director of Advanced Programs and Deans of Instruction to plan professional learning, alignment of resources and AP/IB program coordination.
        - Engage in quarterly LISD District IB meetings to support campus needs and system-wide alignment of resources, professional learning and program implementation.
    - Student recruitment, participation and performance in AP/IB.
        - Provide targeted communication to students not traditionally accessing advanced programs based on student performance data.
        - Support engagement and student success in AP and IB using AVID instructional support system.
        - Promote participation by communicating AP/IB program success district wide.
        - Provide stakeholders guidance on AP and IB program offerings and benefits to postsecondary success.
        - Provide reduced AP and IB Exam registration fees as well as exam scholarships.
    - Data analysis and action planning
        - Provide guidance to Principals, Deans of Instruction and IB Coordinators related to student enrollment and both formative and summative performance data.
        - Monitor and communicate legislative AP/IB program changes to campuses.
        - Partner with College Board Representatives and Texas IB organization to support campus initiatives and program implementation.

- **Texas Success Initiative (TSI) Criteria:** A graduate meeting the TSI college readiness standards in both ELA/reading and mathematics; specifically, meeting the college-ready criteria on the TSI assessment, SAT, ACT, or by successfully completing and earning credit for a college prep course as defined in TEC §28.014, in both ELA and mathematics.
    - Curriculum Implementation for College Prep Mathematics (CPM) and the College Prep English/EIV (CPE)
        - Continue focus on curriculum development/revision and instructional resource alignment for both the CPM and CPE
        - Communicate and coordinate course enrollment eligibility and recommendations to counselors, students, and parents.
        - Provide cross-district professional learning opportunities for CPM/CPE teachers.
        - Develop a communication plan to inform entering high school students and families of the importance and implications of students becoming TSI complete.
    - Professional Learning
        - Coordinate College Board SAT Workshops for teachers.
        - Provide professional learning opportunities for counselors and administrators related to TSI.
        - Attend annual, regional PK-12 + IHE (Institution of Higher Ed) partnership professional learning
    - Student Performance and Action Planning
        - Monitor TSI completion rate monthly.
        - Engage in district-wide collaboration to share best practices for ensuring all students meet TSI.
        - Engage in data analysis of student performance on SAT/ACT and TSI-A and create a plan for students who have not met TSI.
        - Continue review and honoring of MOU considerations pertaining to student assessment and enrollment at IHE
        - Analyze MAP Growth data in relation to TSI readiness.
        - Develop district wide communication and plan to identify and support junior students after school day SAT in March.
    - College Entrance Exam Opportunities 379

        - Develop professional learning to ensure teachers understand the role SAT and ACT play into students being TSI complete so that they can best prepare students.
        - Eleventh grade LISD students take the SAT school day at no cost to students or families.
        - Provide district-wide communication related to why SAT School Day is administered and how it relates to TSI.
        - Provide district-wide communication related to students connecting PSAT scores to Khan Academy in order to improve scores in needed areas.
        - Coordinate district wide PSAT/NMSQT for grades 10-11 to allow for baseline data and practice for College Entrance assessments.

- **Earn Dual Course Credits:** A graduate completing nine or more hours of postsecondary credit in any subject or three or more hours of ELA or math.
    - Student recruitment, participation and performance in Dual Credit.
        - Effectively communicate Dual Credit eligibility to counselors, students, and parents.
        - Provide suggested coursework and plans for students at each grade level for use in planning for Dual Credit participation and alignment with four-year plans.
        - Offer multiple opportunities for free, on-campus TSI Assessment testing opportunities for students needing to meet TSI.
        - Promote participation by communicating Dual Credit success district wide.
        - Promote participation by communicating course transferability, cost-savings, and student preparation.
    - Data analysis and action planning
        - Evaluate data to monitor success in recruitment, participation, and performance within the Dual Credit program.
        - Assess need/demand for course offerings to expand opportunities, considering curriculum areas not met through traditional high school programs.
        - Evaluate current staff qualifications or consider hiring staff who meet adjunct professor requirements in order to expand offerings.

Leander ISD Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	86%	69%	76%	90%	95%	87%	92%	73%	55%
Class of 2019 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2020 Goal	87%	70%	77%	91%	95%	88%	93%	74%	56%
Class of 2021 Goal	88%	71%	78%	92%	95%	89%	93%	75%	57%
Class of 2022 Goal	88%	72%	79%	93%	95%	90%	94%	76%	58%
Class of 2023 Goal	89%	73%	80%	94%	95%	91%	94%	77%	59%
Class of 2024 Goal	90%	74%	81%	95%	95%	92%	95%	78%	60%

Vista Ridge HS 2018-19 Baseline Data & Proposed Annual Goals

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

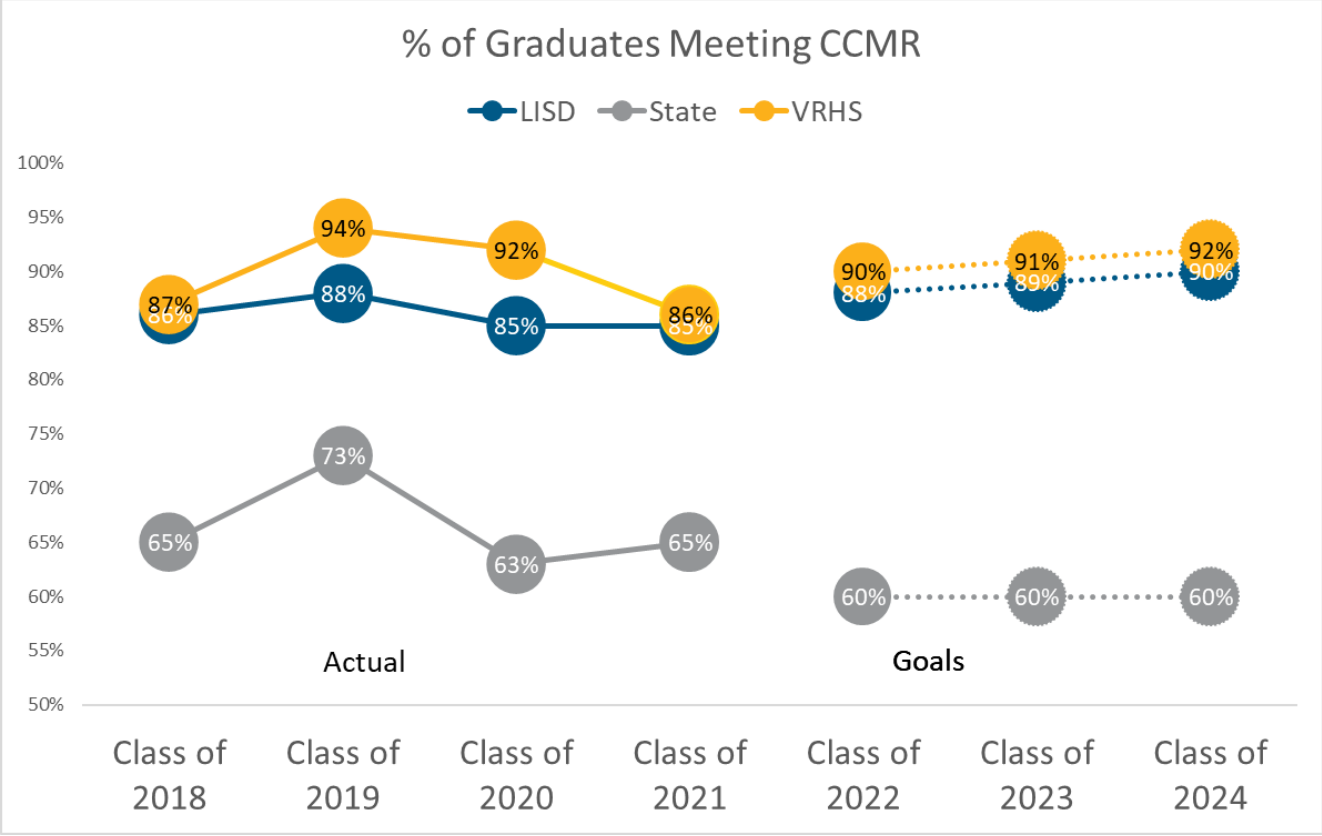
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Goal	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2021 Goal	89%	67%	84%	93%	93%	89%	88%	76%	58%
Class of 2022 Goal	90%	68%	85%	94%	94%	90%	89%	77%	59%
Class of 2023 Goal	91%	69%	86%	95%	95%	91%	90%	78%	60%
Class of 2024 Goal	92%	70%	87%	95%	95%	92%	91%	79%	61%

Vista Ridge HS Actual Data

% Meets College, Career, & Military Readiness Accountability Data, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
Class of 2018 Baseline	87%	65%	82%	91%	91%	87%	86%	74%	56%
Class of 2019 Actual	88%	66%	83%	92%	92%	88%	87%	75%	57%
Class of 2020 Actual	92%	81%	92%	91%	99%	95%	84%	82%	89%
Class of 2021 Actual	86%	67%	80%	88%	92%	95%	98%	73%	70%

Vista Ridge HS Actual Data and Proposed Goals



Westside Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Major Change

383

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Positive growth in our Leader in Me Measurable Results Assessment Student Survey in the category Academics Goal Achievement (Spring 2022: Setting Goal 44%, Making a Plan 28%, Following Plan 17%, Tracking Plan 25%) Positive growth on MAPs Growth Quadrant Graph (Baseline: Spring 2022 High Achieving, Low Growth). Improvement in perceptual survey of students related to opportunities and supports for Student Experience in the Empowered Student Learning section (Summer 2022 51%). Positive growth in instructional practices centered around differentiation, Instructional Rounds (Baseline October 2022). **Staff Responsible:** Instructional Leadership Team, All Staff **Opportunity Statements:** Student Learning 3 - School Processes & Programs 3 - Perceptions 1, 2, 3

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Positive progress towards a year's growth in reading for each student (Spring 2022 84%). Positive progress towards student access to leadership opportunities that reflect their individual gifts and talents (Spring 2022 78%). All students will be able to self-reflect on their academic progress, individual gifts and talents, and impact on their classroom, school and community using a Leadership Notebook/Digital Portfolio. **Staff Responsible:** All Staff **Opportunity Statements:** Student Learning 1 - School Processes & Programs 2, 3 - Perceptions 1, 2	384

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

Key Question 3: To what degree are Leander ISD students demonstrating the Graduate Profile attributes?

Initial Status: Major Change

System Response 1 Details
System Response 1: Support the acquisition of the Leander ISD Graduate Profile. **Evidence of Success:** Positive trends in Student Experience perceptual survey of students related to the acquisition of the LISD Graduate Profile (Spring 2022: 52% of students have heard of Graduate Profile, 62% see connections between learning and the Graduate Profile) **Staff Responsible:** Instructional Leadership Team and All Staff 385 **Opportunity Statements:** Perceptions 4

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff. **Evidence of Success:** Positive growth on the Leander ISD's Collaborative Team PLC Reflection Tool (Spring 2022: Implementing Level 4.0). **Staff Responsible:** All Staff **Opportunity Statements:** Demographics 1 - Student Learning 2 - School Processes & Programs 1	386

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Westside Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
  - incorporating mathematical experiences throughout the day, and
  - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
  - say where they are going,
  - reflect and identify missteps,
  - set a new course, and
  - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

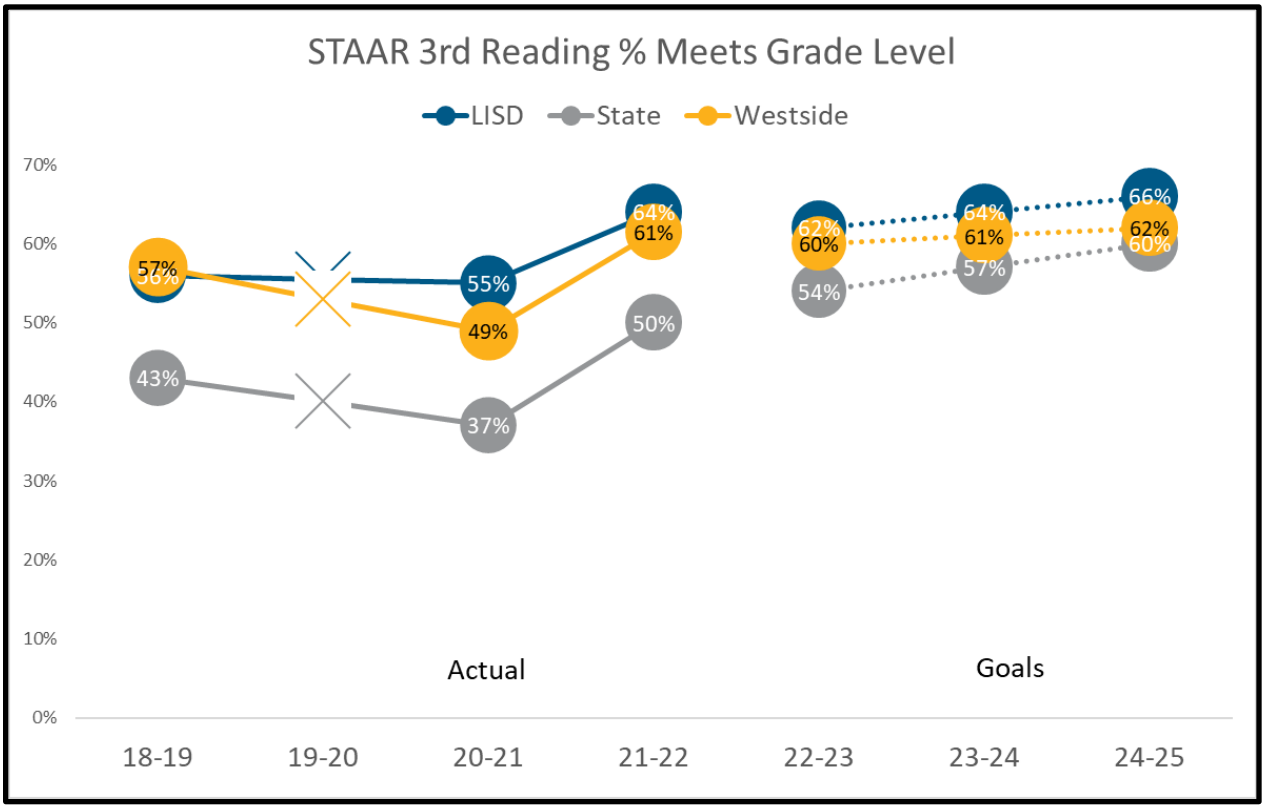
Westside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	57%			60%					
~~2019-20~~	~~58%~~			~~61%~~					
2020-21	58%			61%					
2021-22	59%			62%					
2022-23	60%			63%					
2023-24	61%			64%					
2024-25	62%			65%					

Westside *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	57%			60%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	49%			48%			21%		
2021-22	61%		44%	66%			33%		

Westside Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

Westside Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

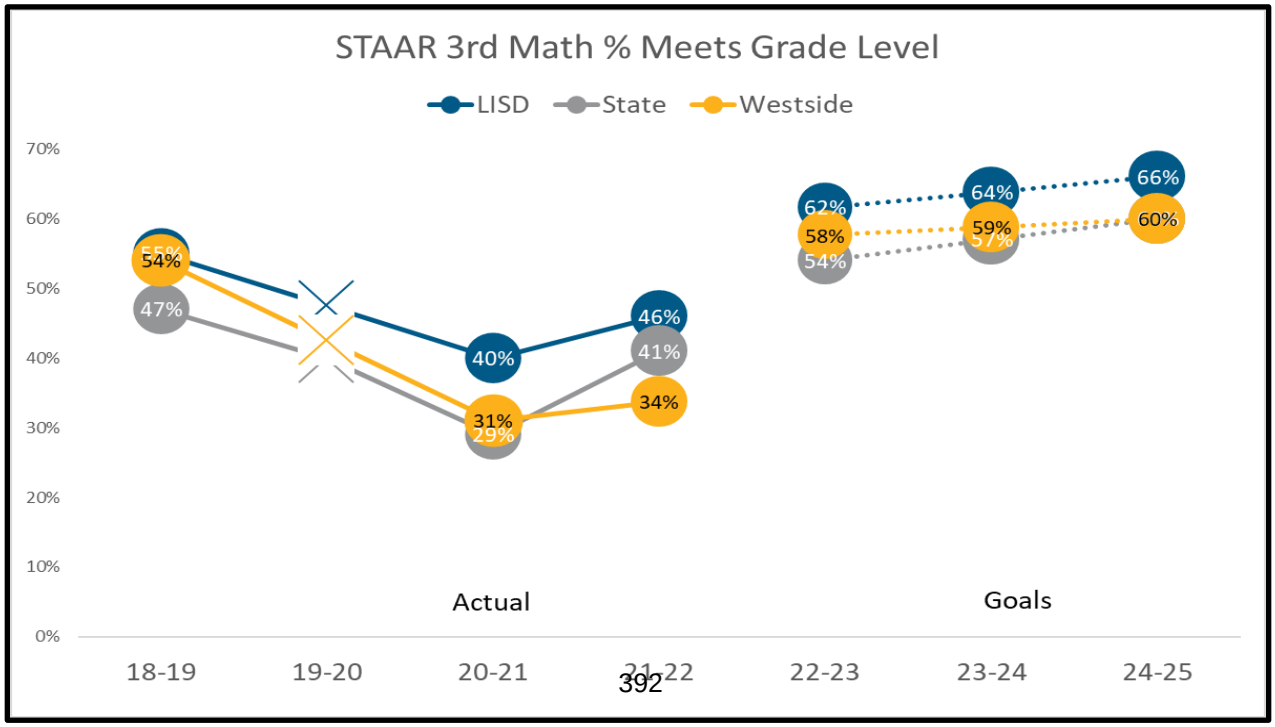
	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
~~2019-20~~	~~55%~~			~~54%~~					
2020-21	55%			54%					
2021-22	56%			55%					

2022-23	58%			56%					
2023-24	59%			58%					
2024-25	60%			60%					

Westside *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	54%			53%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	31%		10%	34%			21%		
2021-22	34%		25%	34%			25%		

Westside Actual Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Whitestone Elementary

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

393

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Empower each child's literacy skills including language to access learning. **Evidence of Success:** LITERACY PHONICS/WORD STUDY Istation Kindergarten Letter Knowledge Subtest: 17% May 2022 scored as Level 1 & 2 1st Grade Alphabetic Decoding Subtest.: 42% in May 2022 scored as Level 1 & 2 2nd Grade Alphabetic Spelling Subtest: 44% in May 2022 scored as Level 1 & 2 3rd Grade Alphabetic Spelling Subtest: 38% in May 2022 scored as Level 1 & 2 4th Grade Alphabetic Spelling Subtest: 38% in May 2022 scored as Level 1 & 2 5th Grade Alphabetic Spelling Subtest: 39% in May 2022 scored as Level 1 & 2 MATH and SCIENCE STAAR Data 3rd Grade Math Meets Standard 56% 4th Grade Math Meets Standard 49% 5th Grade Math Meets Standard 49% 5th Grade Science Meets Standard 43% **Staff Responsible:** Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 1, 2

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

Key Question 1: To what degree are we attracting, growing, and retaining world-class employees committed to the Leander ISD values, principles, and culture?

Initial Status: Minor Change

System Response 1 Details	
System Response 1: Recruit and retain high-quality staff. **Evidence of Success:** PLC Campus Feedback from Instructional Staff Campus Instructional Walks LEADS Domain 1 Instructional Planning: % Scoring Proficient **Staff Responsible:** Campus Administration **Opportunity Statements:** School Processes & Programs 1	394

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Maintain

System Response 1 Details	
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Spring 2022 Student Survey 61% of students report that "My experiences this year in school have helped me become a better communicator." % of staff trained Kagan Collaborative Day 1 and Day 2 **Staff Responsible:** Campus Administration **Opportunity Statements:** Perceptions 1	395

HOUSE BILL 3 LEGISLATION

Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Whitestone Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Key Question: To what extent are Leander ISD 3rd grade students proficient in literacy performance?

Leander ISD Baseline Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

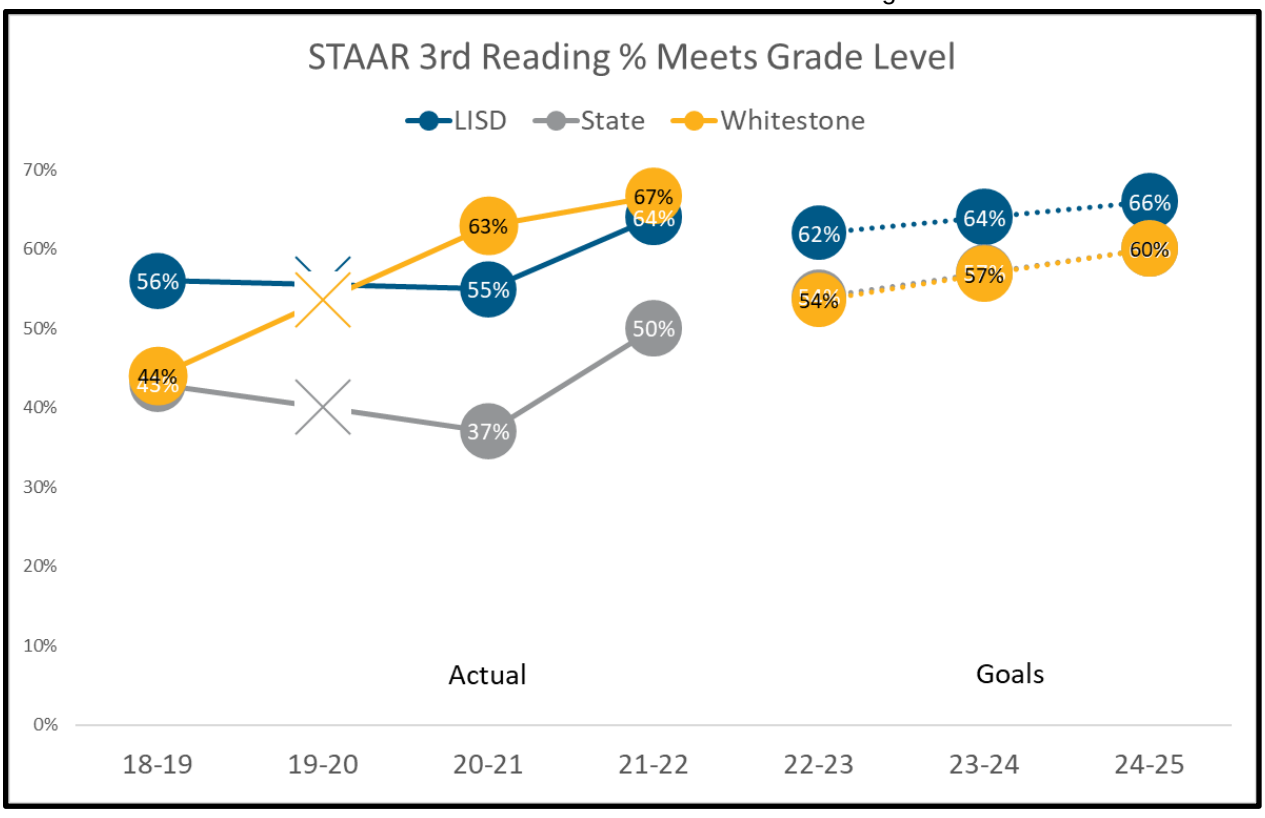
Whitestone *Baseline* Data & Proposed Annual Goals - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
~~2019-20~~	~~47%~~		~~50%~~	~~46%~~				~~37%~~	~~41%~~
2020-21	47%		50%	46%				37%	41%
2021-22	50%		52%	50%				43%	46%
2022-23	54%		55%	53%				48%	50%
2023-24	57%		57%	57%				54%	55%
2024-25	60%		60%	60%				60%	60%

Whitestone *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	44%		47%	43%				31%	36%
~~2019-20~~	~~X~~		~~X~~	~~X~~				~~X~~	~~X~~
2020-21	63%		55%	66%			25%	41%	47%
2021-22	67%		52%	73%	85%	80%	44%	31%	32%

Whitestone *Actual* Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Leander ISD Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

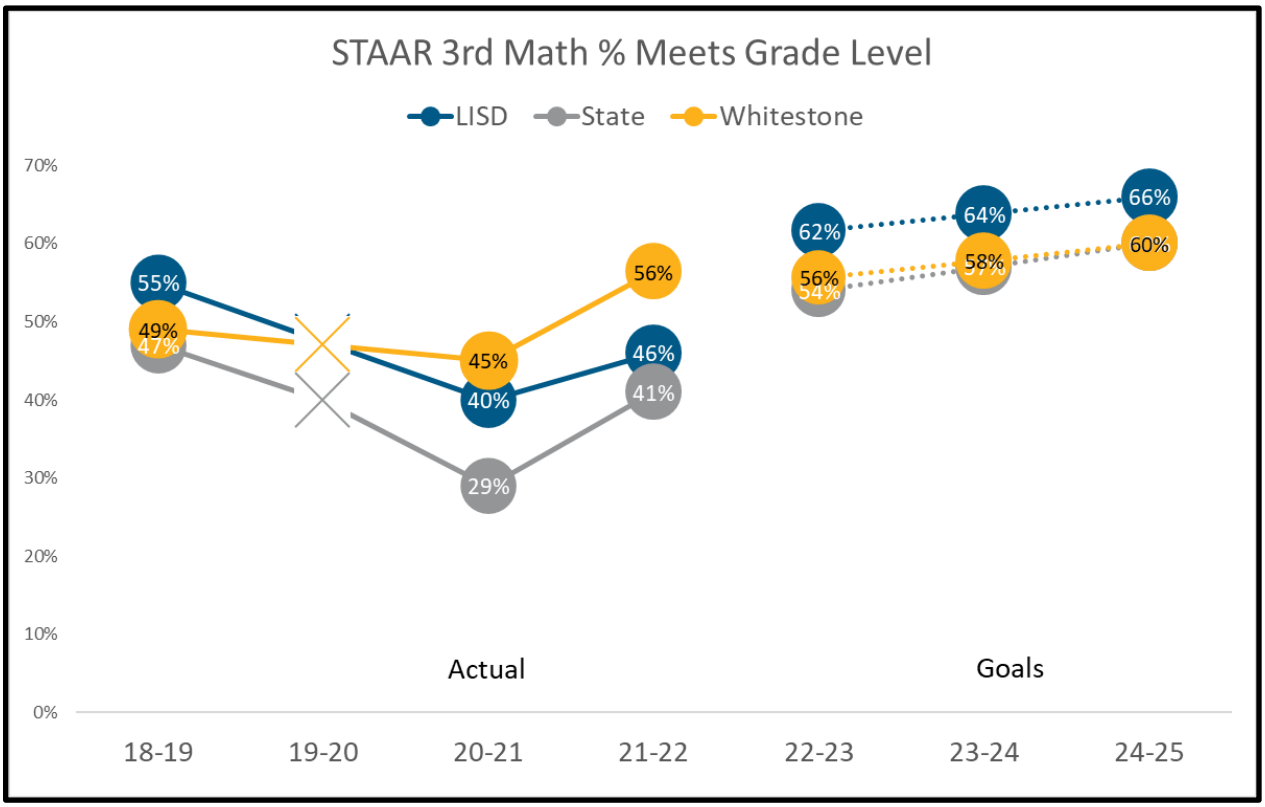
Whitestone Baseline Data & Proposed Annual Goals - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%		47%	49%				38%	36%
~~2019-20~~	~~51%~~		~~50%~~	~~51%~~				~~42%~~	~~41%~~
2020-21	51%		50%	51%				42%	41%
2021-22	53%		52%	53%				47%	46%
2022-23	56%		55%	56%				51%	50%
2023-24	58%		57%	58%				56%	55%
2024-25	60%		60%	60%				60%	60%

Whitestone *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	49%		47%	49%				38%	36%
~~2019-20~~	~~51%~~		~~50%~~	~~51%~~				~~42%~~	~~41%~~
2020-21	45%		49%	39%			12%	40%	56%
2021-22	56%		52%	56%	83%	70%	17%	41%	50%

Whitestone *Actual* Math Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Wiley Middle School

Goals

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

402

HB3 Goal

Initial Status: Major Change

System Response 1 Details
System Response 1: Support student learning through intentional interventions for individual needs **Evidence of Success:** Increase percentage of students who score at or above grade level on the MAP and ISIP assessments and/or approaches on Reading STAAR in 6th, 7th, and 8th grade. **Staff Responsible:** Teachers Instructional Coach SSFs Assistant Principals Principal

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

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

Key Question 2: To what degree do Leander ISD staff feel valued and connected to their campus/department and the district?

Initial Status: Maintain

System Response 1 Details	403
System Response 1: Recognize and support staff by providing campus and district professional development, time with instructional support staff and opportunities for growth. **Evidence of Success:** Staff Surveys Retention of Staff **Staff Responsible:** Administrative Team	

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

Key Question 1: To what extent are we identifying, measuring, and responding to the barriers to access within programs?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Increase student access to different programs and activities through recruitment and a creation of groups. **Evidence of Success:** Increase in student representation and participation in rigorous classes and programs based on their current level of mastery, involvement in at least one extracurricular activity, campus group, or programming. **Staff Responsible:** Principal, leadership team, teachers 404

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

Key Question 1: To what degree do our learning environments promote a sense of belonging and ensure each learner feels included, accepted, and safe to be their individual self in our classrooms and schools?

Initial Status: Minor Change

System Response 1 Details
System Response 1: Support safe, inclusive spaces for students to own their learning and pursue interests and passions. **Evidence of Success:** Student & parent survey, campus walkthroughs, and focus groups. **Staff Responsible:** Administrators, Teachers, Support Staff. 405

Winkley Elementary
Goals

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

Key Question 1: To what degree do students have the opportunity to engage in meaningful learning experiences to deeply explore and investigate areas of aptitude and interest and build real-life skills for their future?

Initial Status: Maintain but Consider a Change

406

System Response 1 Details
System Response 1: Create a culture of Deeper Learning for all students and staff. **Evidence of Success:** Improvement in/ positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for deeper learning, overall well-being, level of engagement, and student empowerment (baseline in Spring & Fall 2022). We will utilize data gathered during instructional walkthroughs as well. **Staff Responsible:** Campus Administrators and Instructional Coach **Opportunity Statements:** Demographics 1 - Student Learning 1 - School Processes & Programs 1

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

Key Question 2: To what degree are students equipped with the skills and opportunities needed for academic and personal growth that will serve them outside of and well beyond school?

HB3 Goal

Initial Status: Maintain but Consider a Change

System Response 1 Details
System Response 1: Promote Student Ownership of Learning **Evidence of Success:** Improvement in/positive trend in the perceptual survey of students, staff, and parents related to opportunities and supports for student ownership of learning (baseline in Spring & Fall 2022). We will also use observational data from the Learner Portfolios created by 3rd-5th grade students. **Staff Responsible:** Campus Administrators, Instructional Coach, Classroom Teachers, Instructional Staff **Opportunity Statements:** Demographics 1 - Student Learning 1

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

Key Question 1: To what degree do we foster positive relationships by demonstrating mutual respect for the diverse perspectives of all Leander ISD stakeholders?

Initial Status: Maintain but Consider a Change

System Response 1 Details	
System Response 1: Build systems to improve trust, mutual respect, and open lines of communication. **Evidence of Success:** Improved climate survey data from parents, students, and staff. **Staff Responsible:** Campus Administrators, Classroom Teachers, Instructional Coach **Opportunity Statements:** School Processes & Programs 1 - Perceptions 1	408

HOUSE BILL 3 LEGISLATION
Sec.A11. 185.AA EARLY CHILDHOOD LITERACY AND MATHEMATICS PROFICIENCY PLANS. (a) The board of trustees of each school district shall adopt and post on the district's Internet website early childhood literacy and mathematics proficiency plans that set specific annual goals for the following five school years to reach quantifiable goals for student performance in reading and mathematics at each campus.

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

Winkley Elementary

Literacy Action Plans

1. *Engage in ongoing K-5 curriculum enhancements to clarify and strengthen the written curriculum.*
    a. Complete the PWS Alignment across the year
    b. Add components to enhance student agency in the written curriculum

2. *Provide ongoing campus support to support the implementation of the K-5 written curriculum.*
    a. Campus Visits
        i. Campus Walks as a K-5 ELA team, a K-12 ELA Team and with ICs evaluating evidence of curriculum implementation
        ii. Participate in campus School Improvement Visits through a lens of curriculum implementation
    b. Support campus PLCs to promote and support:
        i. best instructional practices and implementation of written curriculum
        ii. use of adopted curriculum resources within a workshop framework
        iii. use of collaborative structures, increased opportunities for student discourse, high level questioning to promote critical thinking, opportunities for choice and creativity
        iv. Support the utilization of ISIP data with campus leadership teams and teachers to include growth and instructional area data
        v. Provide targeted literacy support at campuses through monitoring ISIP and running record data
        vi. Grow capacity in instructional coaches' curriculum knowledge through professional learning opportunities
    c. Connect K-3 teachers Reading Academies learning to our curriculum through ongoing professional development.

3. *Provide ongoing support for Early Childhood through Professional Learning*
    a. Support use of curriculum documents and resources with fidelity to eliminate barriers to equitable access to high quality learning experiences for all students.
    b. Support for the utilization student portfolios to increase student ownership of learning
    c. Participate in and support Professional Learning Communities
    d. promote developmentally appropriate literacy practices across all early childhood programs

4. *Provide ongoing support for Early Childhood through curriculum implementation with fidelity*
    a. Support curriculum implementation with fidelity through PLCs and campus walks
    b. Provide support for integrating reading and writing experiences throughout the day
    c. Provide support for creating cross disciplinary deeper learning experiences to increase use of reading and writing during creative and critical thinking activities

Mathematics Action Plans

Promote student ownership of learning

- Early Childhood Professional learning focused on:
    - incorporating mathematical experiences throughout the day, and
    - Utilizing student portfolios to increase student ownership of learning
- Collaborating across content areas and utilizing teacher leader teams to design and create student data and tracking pieces
- Professional learning focused on “Putting Students in the Driver’s Seat” to promote tangible moves teachers can take to empower students to:
    - say where they are going,
    - reflect and identify missteps,
    - set a new course, and
    - self-assess along the way
- Processing, creating, and sharing ways to utilize NWEA MAP and classroom assessment data with students

Support the acquisition of the Leander ISD Graduate Profile

- Early Childhood: Professional learning on creating cross disciplinary deeper learning experiences to increase creative and critical mathematical thinking
- Refocus and promotion of Tier 1, core instruction
- Implementation of *Eight Effective Practices in Mathematics*, professional learning opportunity, 8-part series
- Monthly math walks on specific campuses to collect teacher and student anecdotal data connected to implementation of Tier 1, with feedback loops

Eliminate barriers to equitable access

- Early Childhood: Participate in campus PLCs to promote developmentally appropriate math instruction across all early childhood programs
- Using NWEA MAP student data to support scaffolding for access and extension
- Supporting teacher teams with learning opportunities and resources that will help challenge any student appropriately in the area of mathematics

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	56%	22%	46%	60%	75%	59%	26%	35%	36%
~~2019-20~~	~~58%~~	~~30%~~	~~49%~~	~~61%~~	~~76%~~	~~60%~~	~~33%~~	~~40%~~	~~41%~~
2020-21	58%	30%	49%	61%	76%	60%	33%	40%	41%

2021-22	60%	37%	52%	62%	77%	61%	40%	45%	46%
2022-23	62%	45%	54%	63%	78%	62%	46%	50%	50%
2023-24	64%	52%	57%	64%	79%	63%	53%	55%	55%
2024-25	66%	60%	60%	65%	80%	64%	60%	60%	60%

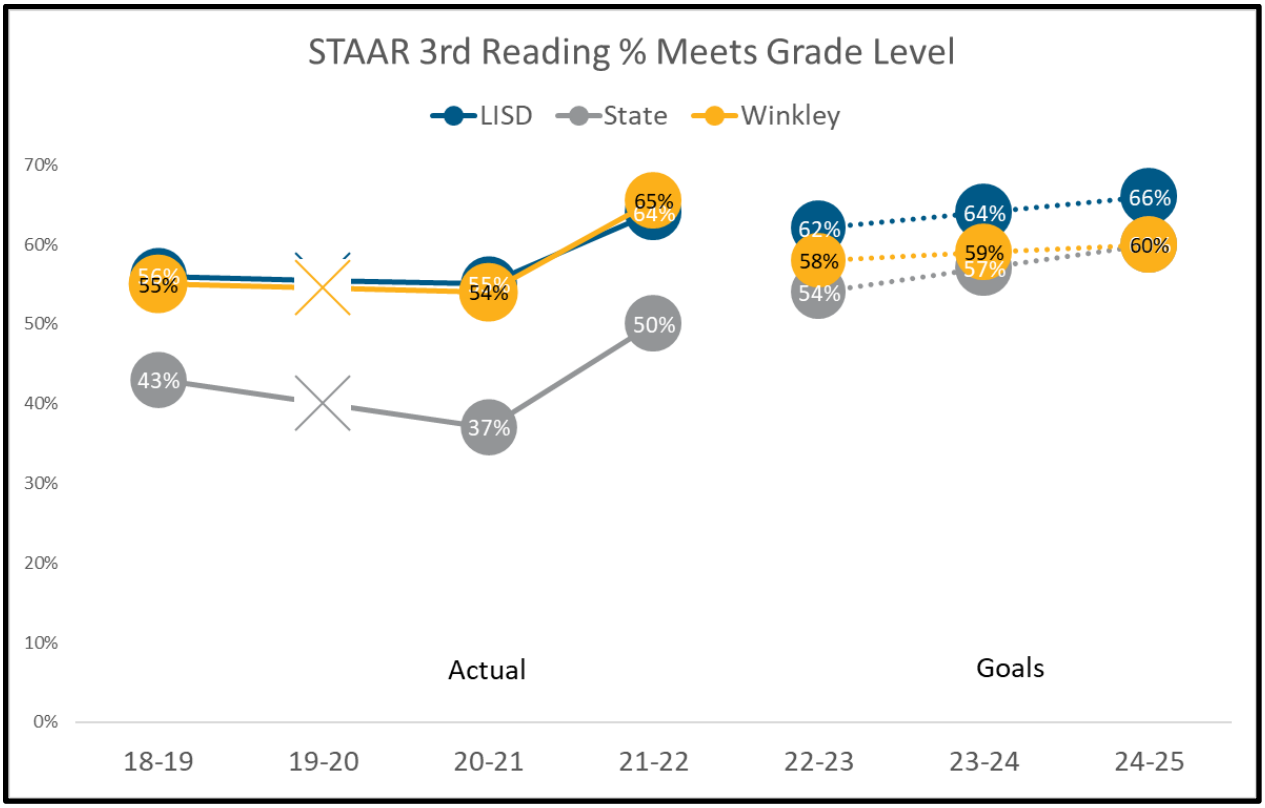
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
~~2019-20~~	~~56%~~			~~58%~~					
2020-21	56%			58%					
2021-22	57%			59%					
2022-23	58%			60%					
2023-24	59%			61%					
2024-25	60%			62%					

Winkley *Actual* Data - Reading
% Meets Grade Level or Better on 3rd Grade Reading STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%			57%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	54%		32%	57%	64%				
2021-22	66%		59%	63%	71%	90%	28%	40%	

Winkley Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Reading STAAR



Key Question: To what extent are Leander ISD 3rd grade students proficient in mathematics performance?

Leander ISD Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	55%	21%	45%	57%	83%	59%	28%	35%	41%
~~2019-20~~	~~57%~~	~~29%~~	~~48%~~	~~58%~~	~~84%~~	~~60%~~	~~34%~~	~~40%~~	~~45%~~
2020-21	57%	29%	48%	58%	84%	60%	34%	40%	45%
2021-22	59%	37%	51%	59%	85%	61%	41%	45%	49%
2022-23	61%	44%	54%	60%	86%	62%	47%	50%	52%
2023-24	63%	52%	57%	61%	87%	63%	54%	55%	56%
2024-25	65%	60%	60%	62%	88%	64%	60%	60%	60%

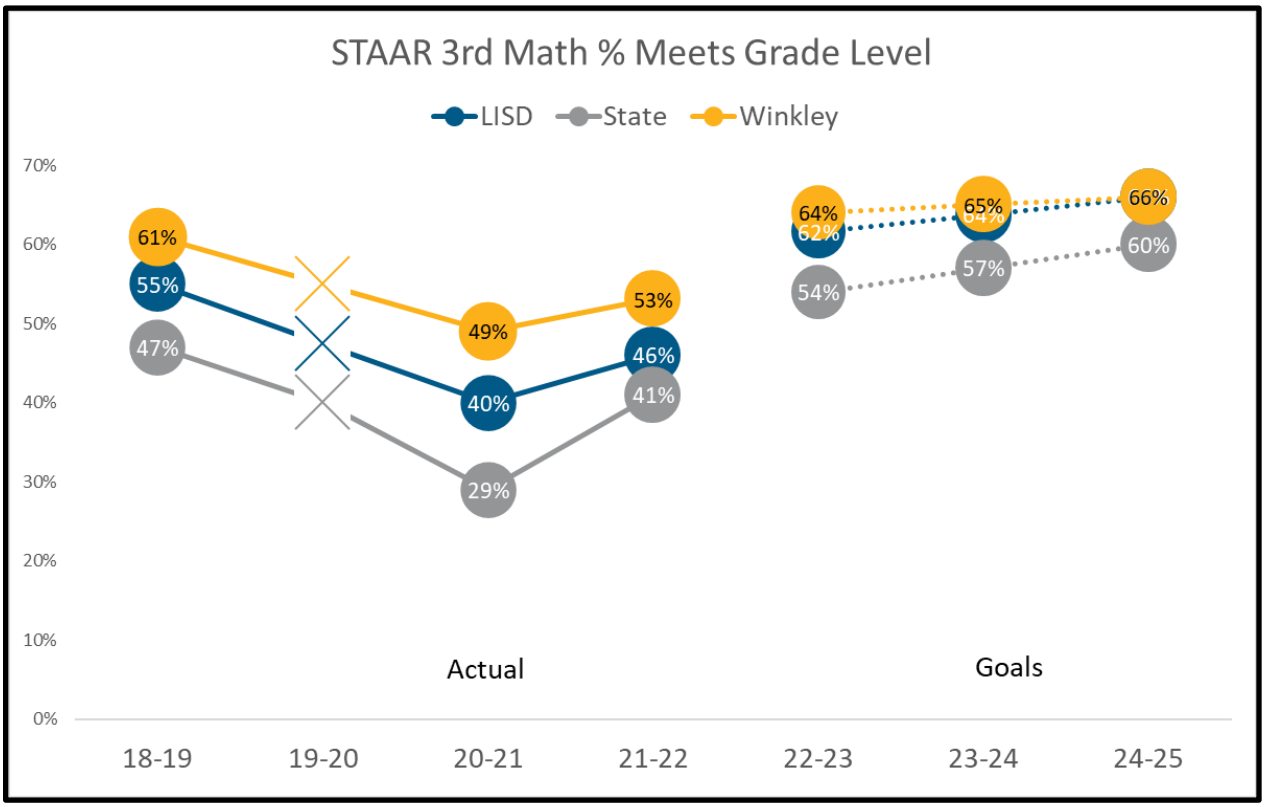
Winkley Baseline Data & Proposed Annual Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
~~2019-20~~	~~62%~~			~~58%~~					
2020-21	50%		42%	55%	45%				
2021-22	63%			59%					
2022-23	64%			60%					
2023-24	65%			61%					
2024-25	66%			62%					

Winkley *Actual* Data - Math
% Meets Grade Level or Better on 3rd Grade Math STAAR, only groups of 25+ Reported

	All Students	African American	Hispanic	White	Asian	Two or More Races	Special Ed	Eco. Disadv.	EL
2018-19	61%			57%					
~~2019-20~~	~~X~~			~~X~~					
2020-21	49%		42%	55%	45%				
2021-22	53%		37%	54%	76%	70%	39%	40%	

Winkley Actual Reading Data through 2022 and Future Goals
% Meets Grade Level or Better on 3rd Grade Math STAAR



Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Consider Approval of Guaranteed Maximum Price #1 for Elementary #30
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Jimmy Disler
Attachments:	Consider Approval of Guaranteed Maximum Price #1 for Elementary #30

Background Information:

The Long Range Facility Plan was presented to the Board at the June 13, 2022 Board meeting. The plan called for elementary school #30 to open in 2024-2025. Due to supply chain issues, electrical switchgear, mechanical items, roofing items, plumbing materials, and structural steel items had to be bid and awarded far in advance of the construction starting in order to meet our schedule.

At the June 23, 2022 meeting, the Board approved the selection of American Constructors as the Construction Manager at Risk for Elementary #30. The campus is expected to open for the 2024-2025 school year.

Inflation has had an impact on the cost of materials. North Elementary (Elementary #29) opened in August 2022 and Elementary #30 is scheduled to open in 2024. Looking at some of the main materials in the construction of a school, we have listed some of the price increases we have seen compared to North Elementary (Elementary #29):

- Mechanical (HVAC) – Increase 49%
- Electrical – Increase 48%
- Plumbing – Increase 38%

GMP #1, $19,878,228, will be for long lead procurement items and early project startup needs. This GMP will be funded by project savings from the 2007 and 2017 Bond Authorizations.

Please let Jimmy Disler know if you have any questions.

Administrative Recommendation:

Administration recommends that the Board approve the guaranteed maximum price #1 for Elementary #30.

Sample Motion:

I move that the Board of Trustees approve the guaranteed maximum price #1 for Elementary #30 as presented.

American Constructors

Leander ISD Elementary 30

GMP #1

October 14, 2022

Div	Description	GMP-1
03	**Concrete**	**$600,000**
05	**Structural Steel**	**$1,875,000**
07	**Thermal & Moisture Protection**	**$1,762,000**
21	**Fire Suppression**	**$400,500**
22	**Plumbing**	**$2,163,892**
23	**HVAC**	**$5,799,826**
26	**Electrical**	**$3,666,750**
31	**Earthwork**	**$2,022,950**
32	**Exterior Improvements**	**$33,600**
50	**Project Supervision**	**$148,234**
51	**Allowances**	
	City Comments/Permit Fees	**$275,000**
	Fire Pump	**$65,000**
	Irrigation Pump	**$45,000**
	Bonds & Insurance	$470,106
	Fee	$475,370
	Construction Contingency	$75,000
	TOTAL	**$19,878,228**

GMP Schedule/Summary

GMP #1 - Nov 2022		$19,878,228
GMP #2 - May 2023		TBD
	GMP Total	$19,878,228

Superintendent's Report

November 10, 2022 | Board of Trustees Meeting

Unofficial Election Results

- Prop A: ACE - Pass
- Prop B: VATRE - Pass
- Two new board members
- Friday, November 18 - Canvass Election
  - Backup date, Tuesday, November 22
- Thursday, December 1
  - Thank outgoing board members
  - Swear in new board members

Celebrations!

420

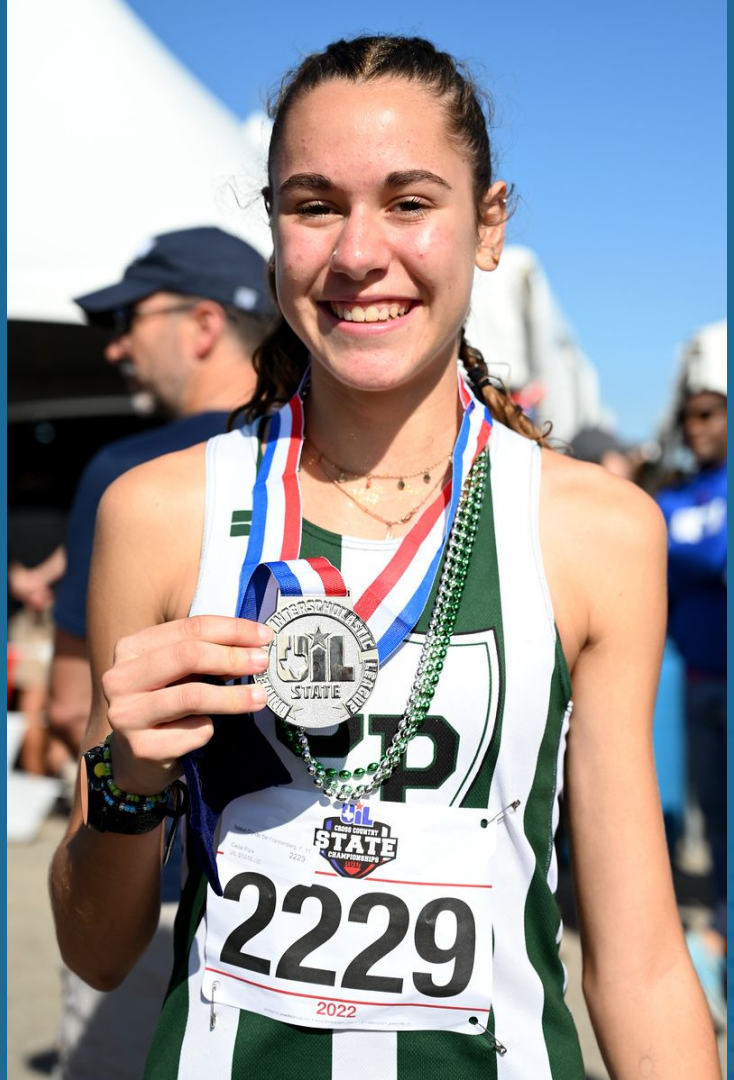
421

422

423


424
ISTA
2626
2530
512

425



426


MARCHING BAND
STATE CHAMPIONSHIPS
6A FINALISTS
TUESDAY, NOVEMBER 8, 2022
427
PEARLAND - 2:00 PM
WAXAHACHIE - 2:15 PM
ROUND ROCK - 2:30 PM
COPPELL - 2:45 PM
SAN ANTONIO JOHNSON - 3:00 PM
KELLER - 3:15 PM
LEWISVILLE MARCUS - 3:30 PM
SAN ANTONIO REAGAN - 4:00 PM
AUSTIN VANDEGRIFT - 4:15 PM
ROUND ROCK CEDAR RIDGE - 4:30 PM
CONROE THE WOODLANDS - 4:45 PM
LEWISVILLE FLOWER MOUND - 5:00 PM
CEDAR PARK VISTA RIDGE - 5:15 PM
LEWISVILLE HEBRON - 5:30 PM


428

429

430

431

Impactful Family Engagement

433

Empowered Student Learning

435

436

437

Empowered Staff

438

439


THE BAD SEED
SI LE DAS UNA GALLETITA A UN RATÓN
Laura Joffe Numeroff

440

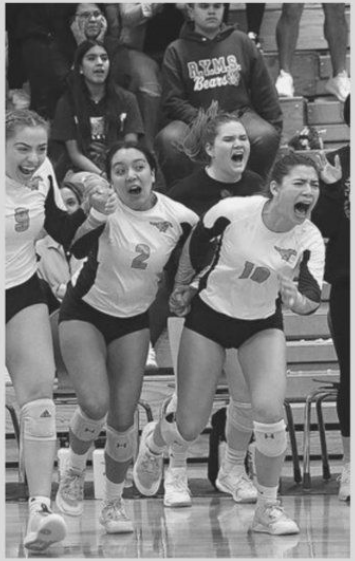
441

Coming Up

442

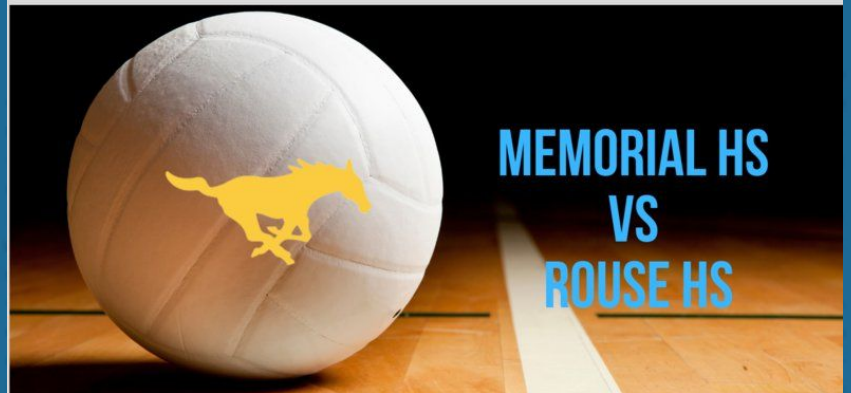

2016 REGIONAL FINALIST
2016 DISTRICT CHAMPS
2017 DISTRICT CHAMPS
2017 REGIONAL CHAMPS
2017 STATE RUNNER-UP
2018 DISTRICT CHAMPS
2018 REGIONAL FINALIST
2019 DISTRICT CHAMPS
2019 REGIONAL FINALIST
2020 DISTRICT CHAMPS
2021 DISTRICT CHAMPS
RAIDERS VOLLEYBALL
443

SWEET 16 TOURNAMENT
GO LADY MUSTANGS



GAME DAY

FRIDAY, NOVEMBER 11
7PM
NORTHSIDE SPORTS GYM
SAN ANTONIO, TX



445

Cedar Park	4-6	7p
Smithson Valley	9-1	

Ranger Stadium in Smithson Valley

Crockett	6-4	7:30p
Rouse	5-5	

Bible Stadium

446

Bowie	7-2	7p
(#18) Vandegrift	9-1	

Monroe Stadium

Discussion

LEANDER ISD

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Empowered Student Learning Formative Review
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Angela Hodges, Matt Bentz
Attachments:	Empowered Student Learning Formative Review Presentation

Background Information:
The purpose of this presentation is to update the Board of Trustees on the progress of efforts aligned to the district improvement plan and five-year strategic plan. The focus of the presentation is Empowered Student Learning.

Administrative Recommendation:
N/A

Sample Motion:
N/A

Strategic Plan/ District Improvement Plan Formative Review

Presentation to the LISD Board of Trustees

November 10, 2022

Purpose

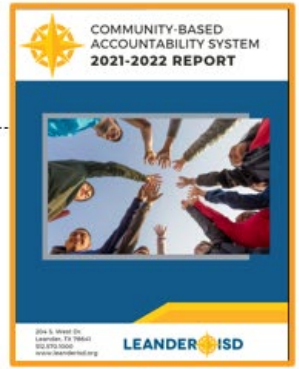
The purpose of this presentation is to update the Board of Trustees on the progress of efforts aligned to the district improvement plan and five-year strategic plan. Tonight's presentation will focus on Empowered Student Learning.

450

System Alignment

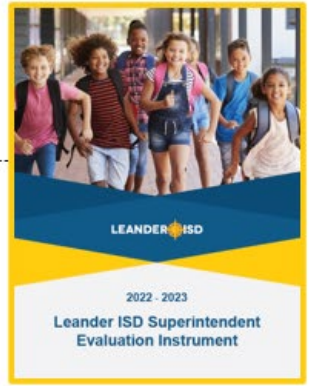
LISD 5-Year Strategic Plan

Community-Based Accountability

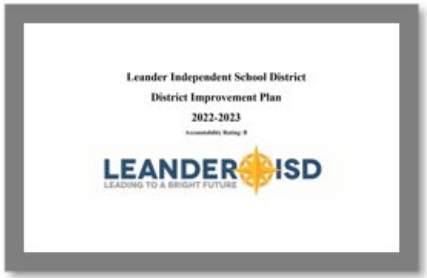


451

Superintendent Evaluation



District and Campus Improvement Plans



EMPOWERED STUDENT LEARNING

452

Empowered Student Learning

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

Impact: Students will have agency over their learning, build a growth-centered mindset, and feel empowered to pursue their dreams.

453

System Responses

1. Create and support a culture of deeper learning for all students and staff - **Area of focus for 22 campuses**
2. Refine existing and develop new systems to promote student ownership of learning - **Area of focus for all 48 campuses**
3. Align processes to support students and staff in the acquisition of the LISD Graduate Profile - **Area of focus for 11 campuses**

454

Empowered Student Learning

All campuses compile their own arrows to build one giant collective arrow

Setting the Stage

Leadership Retreat 455

School Improvement Visits

Professional Learning

Continuous Improvement Conference

System Response:

Create and support a culture of deeper learning for all students and staff.

456

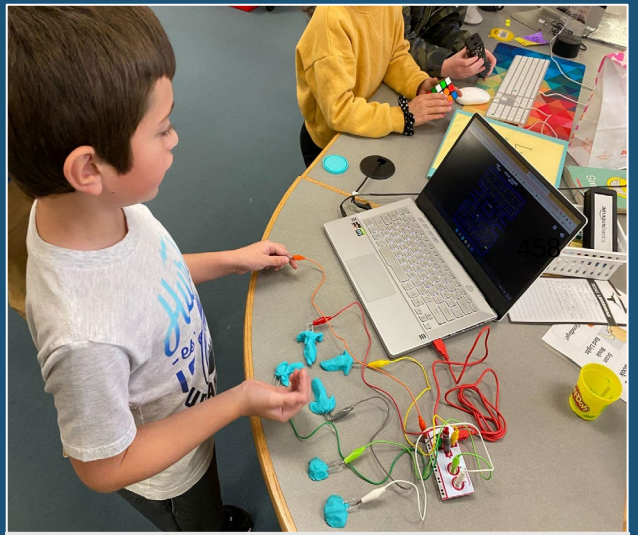
Systems

- Deeper Learning Trainings
  - Deeper Leading Institutes
  - Deeper Learning Workshops
  - New Science TEKS – Inquiry

Evidence

Project-Based Learning

Inquiry



STEM

Evidence

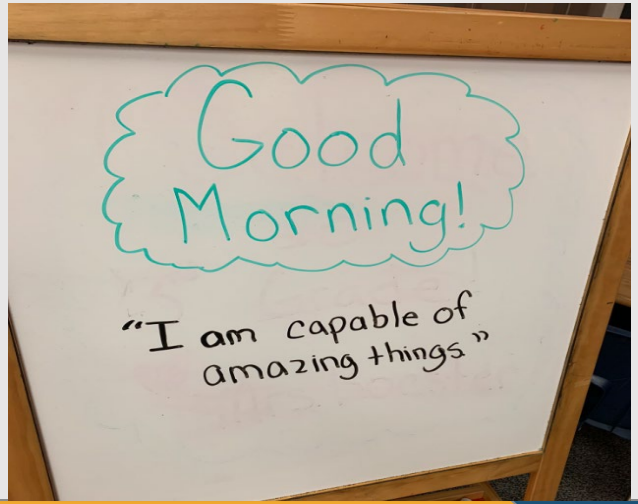
Inquiry in High School

459

STEM in Middle School

System Response:

Refine existing and develop new systems to promote student ownership of learning.



460

Systems

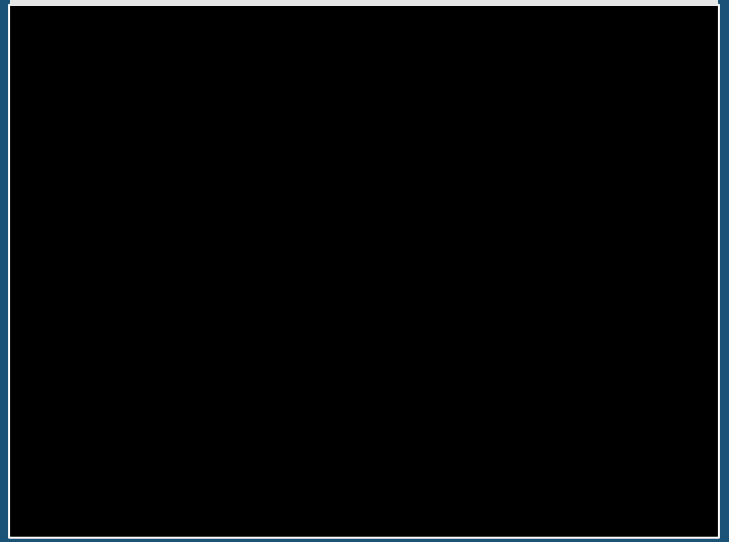
- Systemwide Assessments: Student-level focus
- Math Training K-12:
  "Putting Students in the Driver's Seat"
- Empowered Learning Institute
- Student Participation – ARD & 504 meetings
- Superintendent's Student Advisory Council
- Early College High School
- Virtual Learning Academy

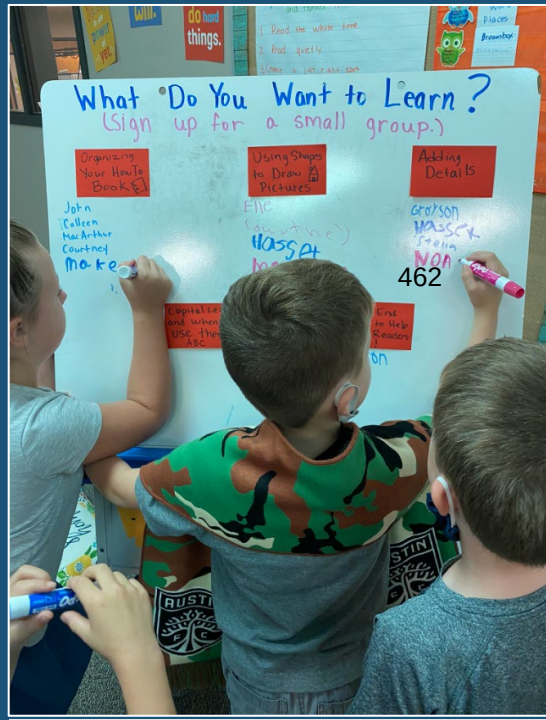
461

Evidence

Continuous Improvement Tools

Showcasing Personal Goals





Voice/Choice

System Response:

Align processes to support students and staff in the acquisition of the LISD Graduate Profile.

463

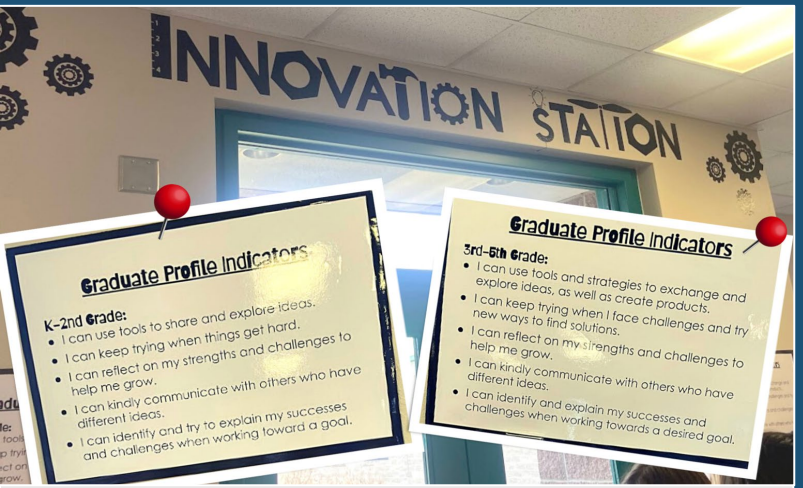
Systems

- Systemwide Alignment to Graduate Profile established
- Graduate Profile Website
- “I can” Statements
- Cooperative Learning Structures
- Campus Affirmation Walks

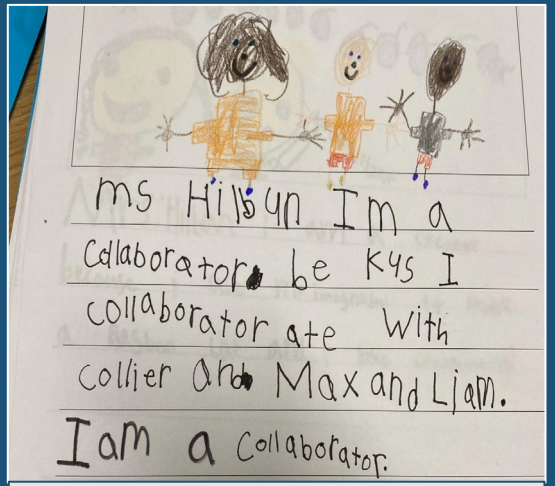
464

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Evidence



Innovation lessons designed to require skills from the Graduate Profile



Learner profiles based on the Graduate Profile

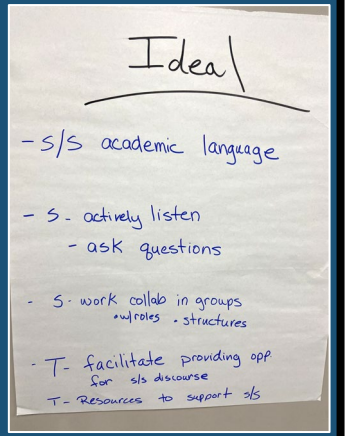
Focus on Communication & Collaboration

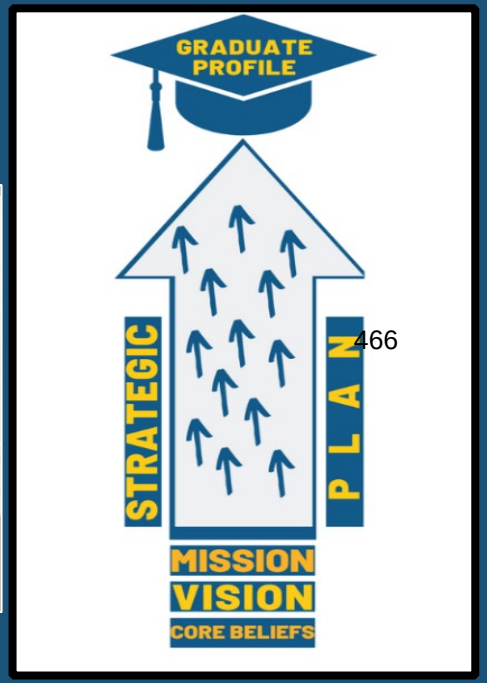
LEANDER ISD
LEADING TO A BRIGHT FUTURE

Looking Forward

- **Deeper Learning:**
  - Student discourse
  - Collaborative structures

- **Student ownership:**
  - Personal learning plans
  - Goal-setting & tracking
  - Portfolio curation
  - Student-led conferences





Empowered Student Learning

Discussion

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Annual Counseling Services Update
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Chrysta Carlin, Steve Clark
Attachments:	Annual Counseling Services Update Presentation

Background Information:

The purpose of this presentation is to provide the board with an annual update and overview of Leander ISD counseling services. The Counseling Services Team consists of campus counselors as well as licensed clinical social workers and licensed professional counselors who are members of the Student and Family Support Team (SFST). The counseling services provided are essential in supporting the whole child and creating a unique student experience.

The Counseling Services Team provides a comprehensive counseling program outlined by the Texas Model and the American School Counselor Association. In addition, the team members also assist with the implementation of the Second Step resources on the elementary campuses and work with our secondary students to discover pathways of interest. The SFST team partners with students and families to provide mental health and wellness support.

Administrative Recommendation:

N/A

Sample Motion:

N/A

COUNSELING SERVICES UPDATE

November 10, 2022

PURPOSE

The purpose of this presentation is to provide the Board of Trustees with the annual update on the work of the Counseling Services Department.

470

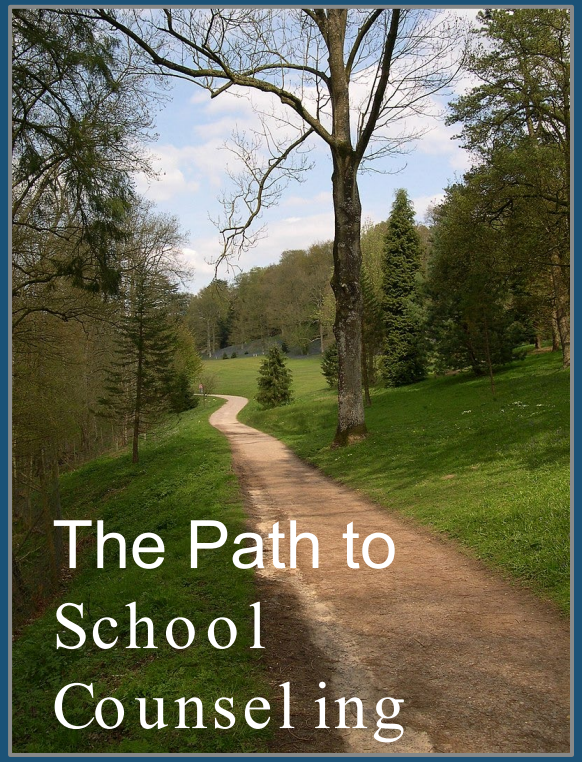
School Counselor Ratios

Level	Students	Counselors	Ratio
EC-12 (Staffed)	42,332	102	415.02
EC-12 (Current)	42,332	98	431.96
Elementary (Staffed)	18,743	37	506.37
Elementary (Current)	18,743	34	551.26
Middle School	9786	25	391.44
High School (Staffed)	13,665	38	359.6
High School (Current)	13,665	37	369.37

471

Ratios based on enrollment as of Oct. 12, 2022
LEO and VLA are only included in the PK-12 ratios

Aspiring School Counselors



472

Use of Time

Focus on measurement of domains included in comprehensive counseling programs from the

- Texas Model
- American School Counseling Association

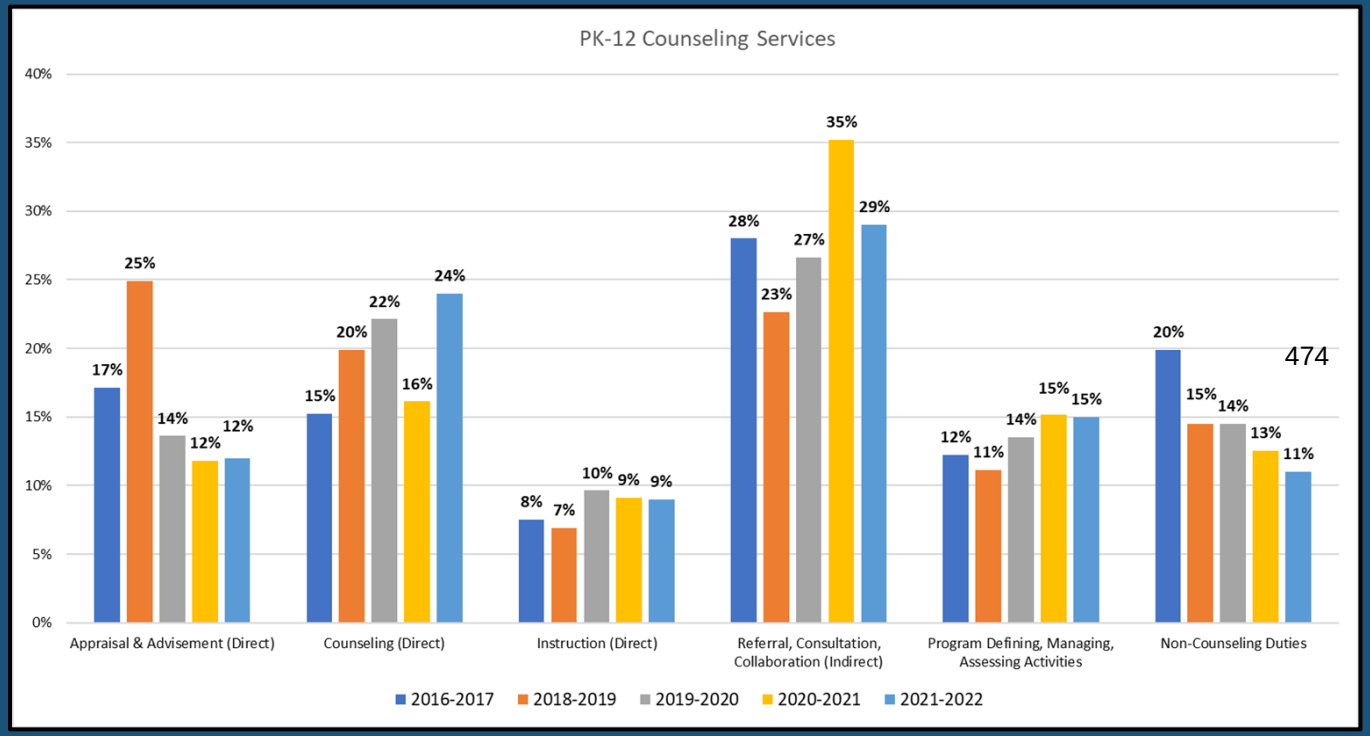
Program Domains

- Appraisal and Advisement
- Counseling
- Instruction
- Referral, Consultation and Collaboration
- Program Management

473

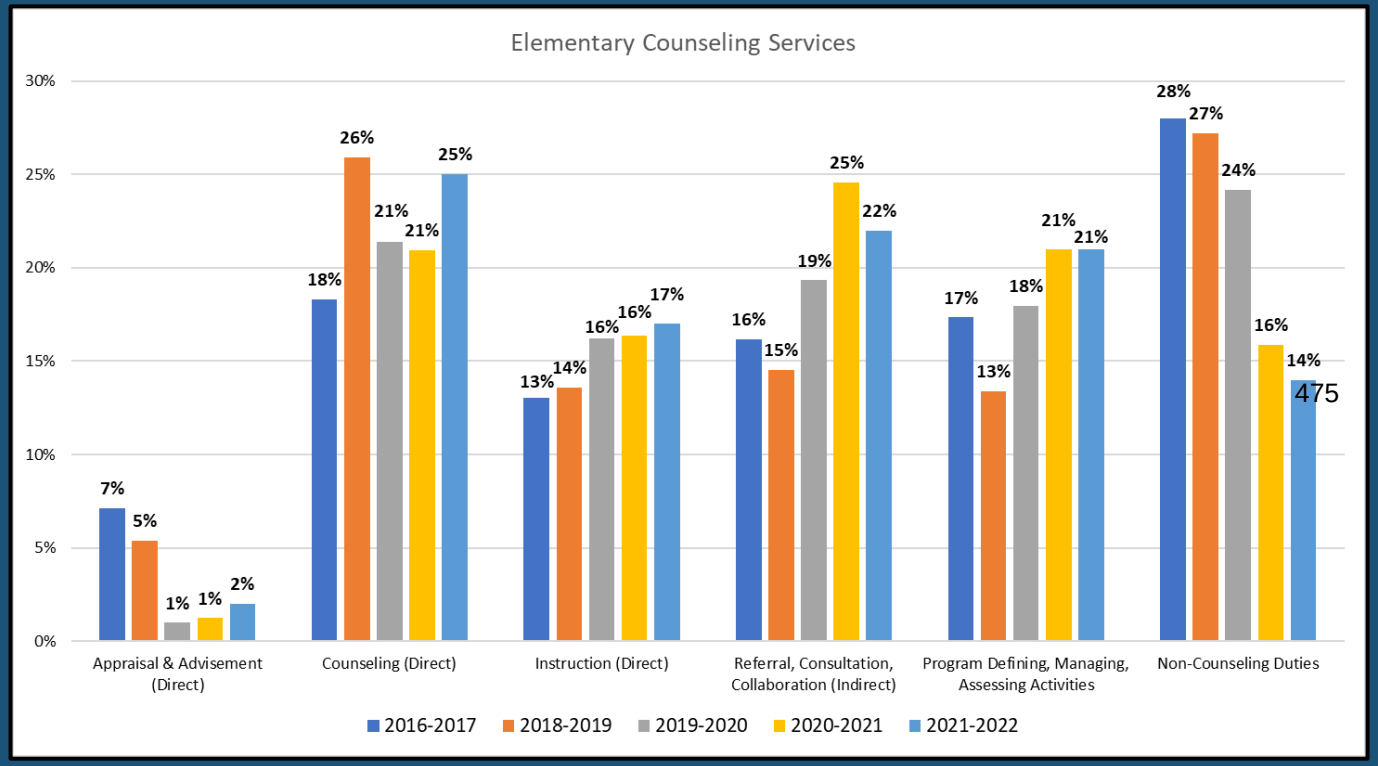
Counselor Use of Time

2021-2022



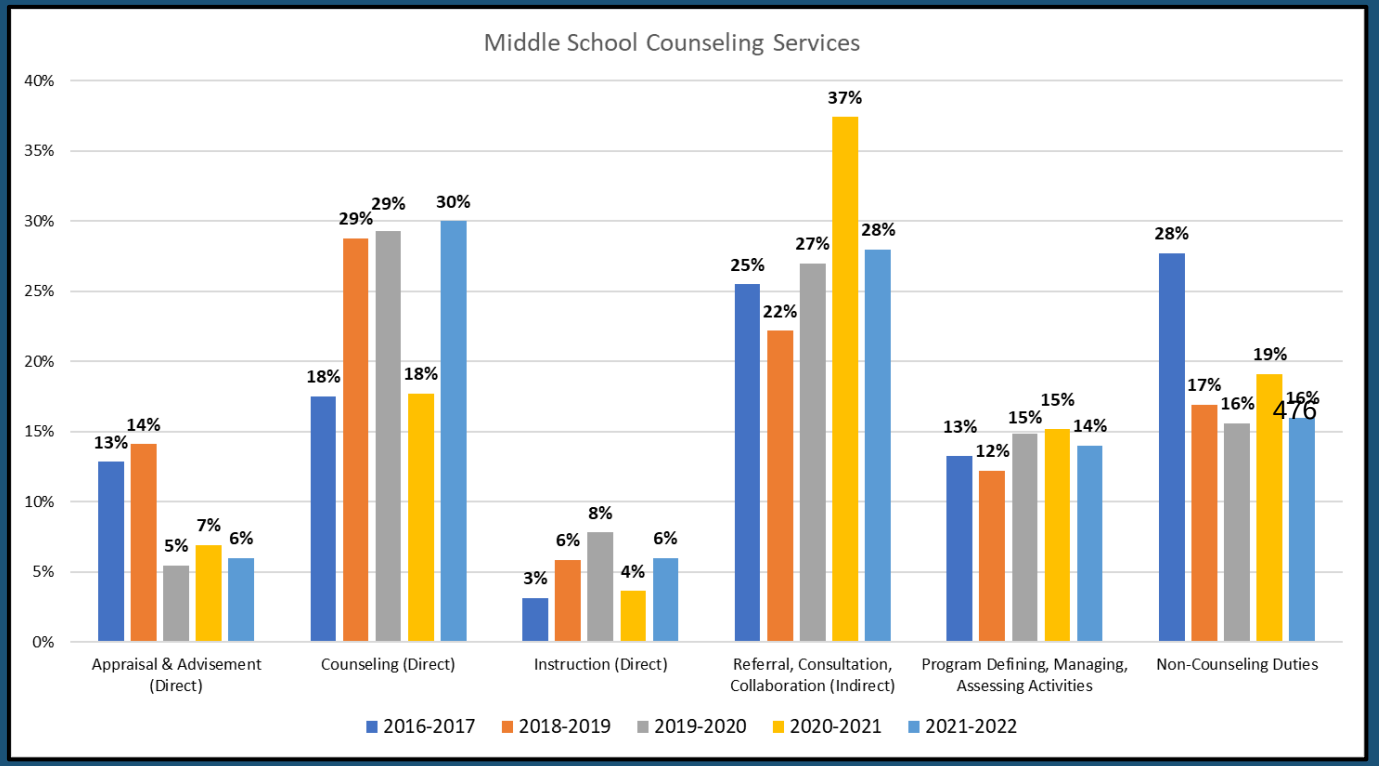
Elementary Counselor Use of Time

2021-2022



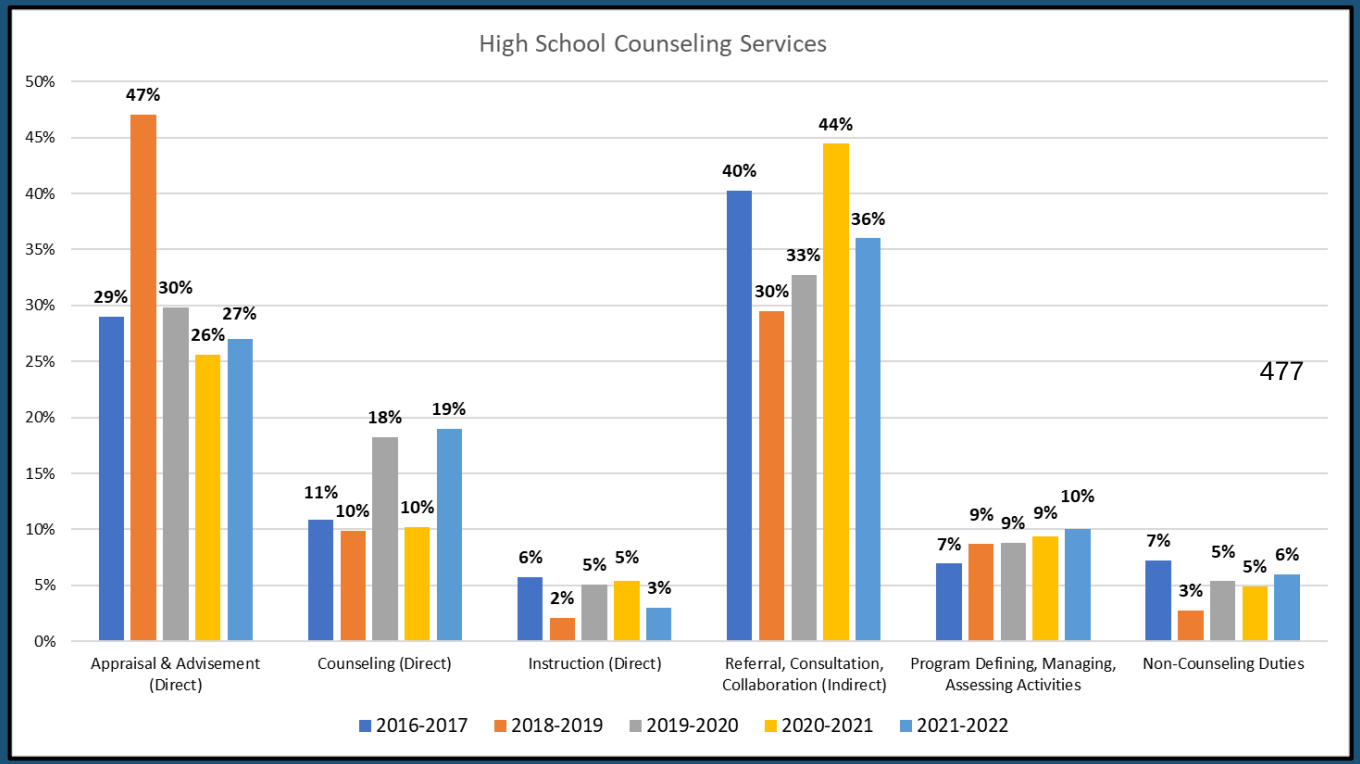
Middle School Counselor Use of Time

2021-2022



High School Counselor Use of Time

2021-2022



Use of Time - SB 179

Requires a school counselor to spend at least 80 percent of total work time on duties that are components of a counseling program developed under Section 33.005

Effective September 1st, 2021

The board of trustees of each school district shall adopt policy.

478

Use of Time - SB 179

January 2022 began weekly non-counseling use of time data collection. After one semester of data collection district averages are:

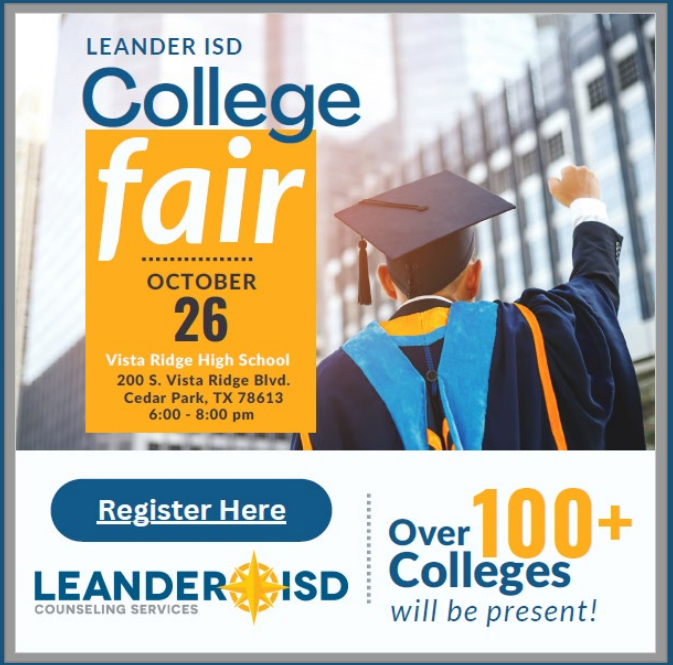
479

- EC-12 Average: 11%
- Elementary Average: 12%
- Middle School Average: 20%
- High School Average: 3%

Weekly data collection continues during 2022-2023 school year.

AP/Counselor Partnership

480


LEANDER ISD
College
fair
OCTOBER
26
Vista Ridge High School
200 S. Vista Ridge Blvd.
Cedar Park, TX 78613
6:00 - 8:00 pm
Register Here
LEANDER ISD
COUNSELING SERVICES
Over 100+
Colleges
will be present!


WHO: VANDY
WHERE: MONROE

Student and Family Support Team

- Individual Counseling/Therapy
- Case Management
- Assessment & Referral to Community Agencies
- Parenting Education & Support
- Collaboration
- Crisis Response

Licensed Clinical Social Workers: 8

Licensed Master Social Workers: 1

482

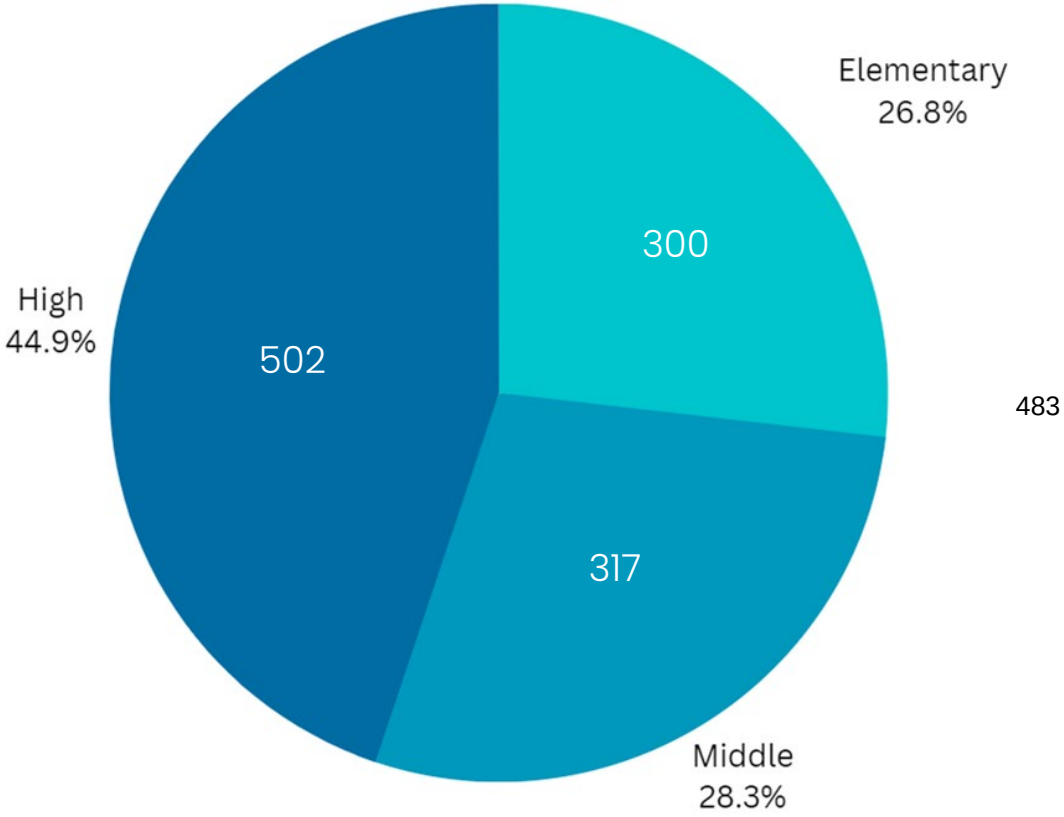
Licensed Professional Counselors: 6

Licensed Chemical Dependency Counselor: 1

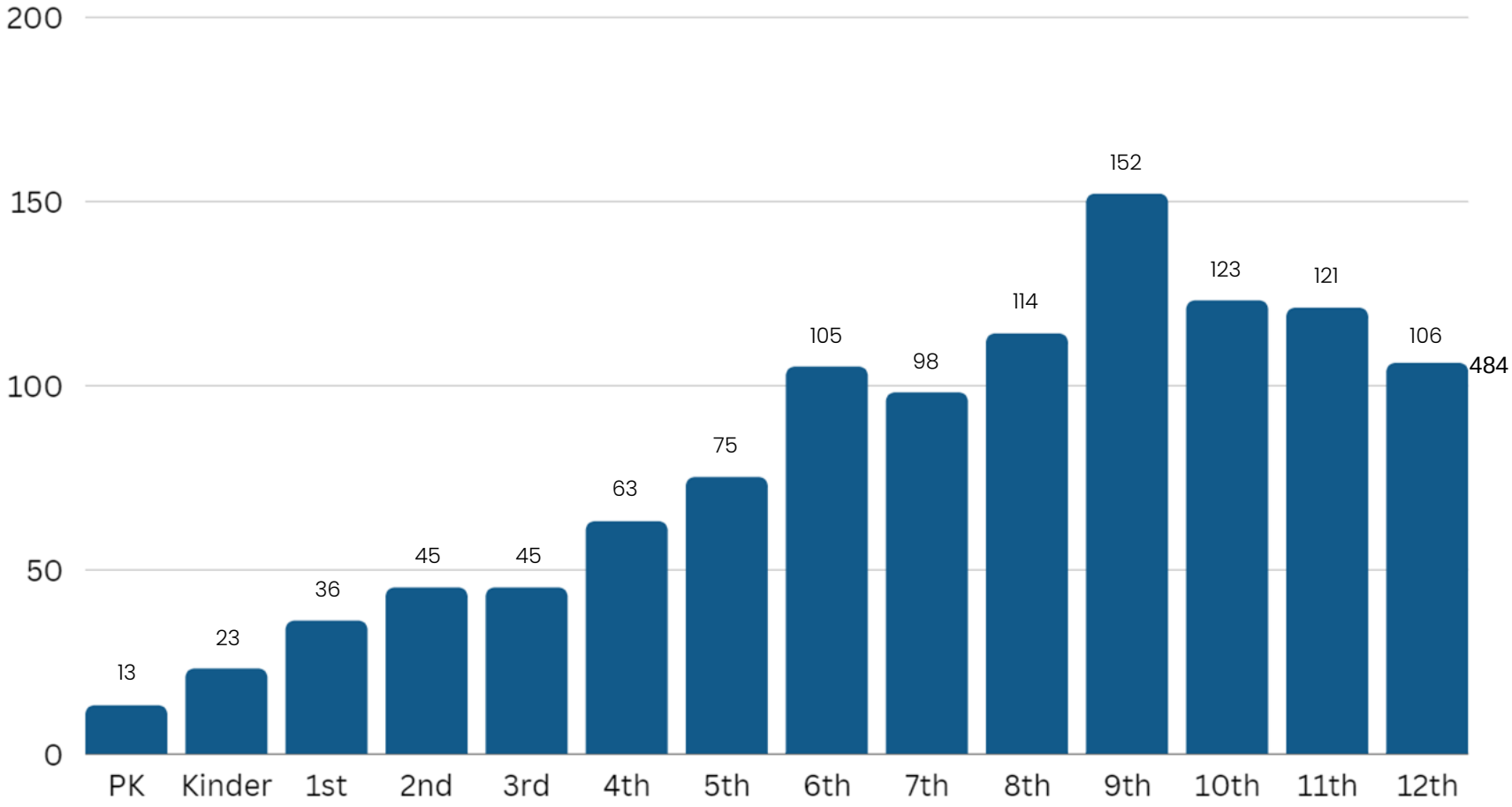
- Licensed and governed by the Texas Behavioral Health Executive Council
- Parents/guardians must consent to services

SFST Referrals by Level

Total Referrals for 2021-2022: 1119



SFST Referrals by Grade Level: 2021-2022



SFST Referrals by Federal Race		
Hispanic or Latino of Any Race	383	34.23%
American Indian or Alaska Native	3	0.27%
Asian	42	3.75%
Black or African American	72	6.43%
White	553	49.42%
Two or More Races	63	5.63%
Native Hawaiian or Other PI	3	0.27%

Economically Disadvantaged: 34.23%

485

SFST Presenting Concerns

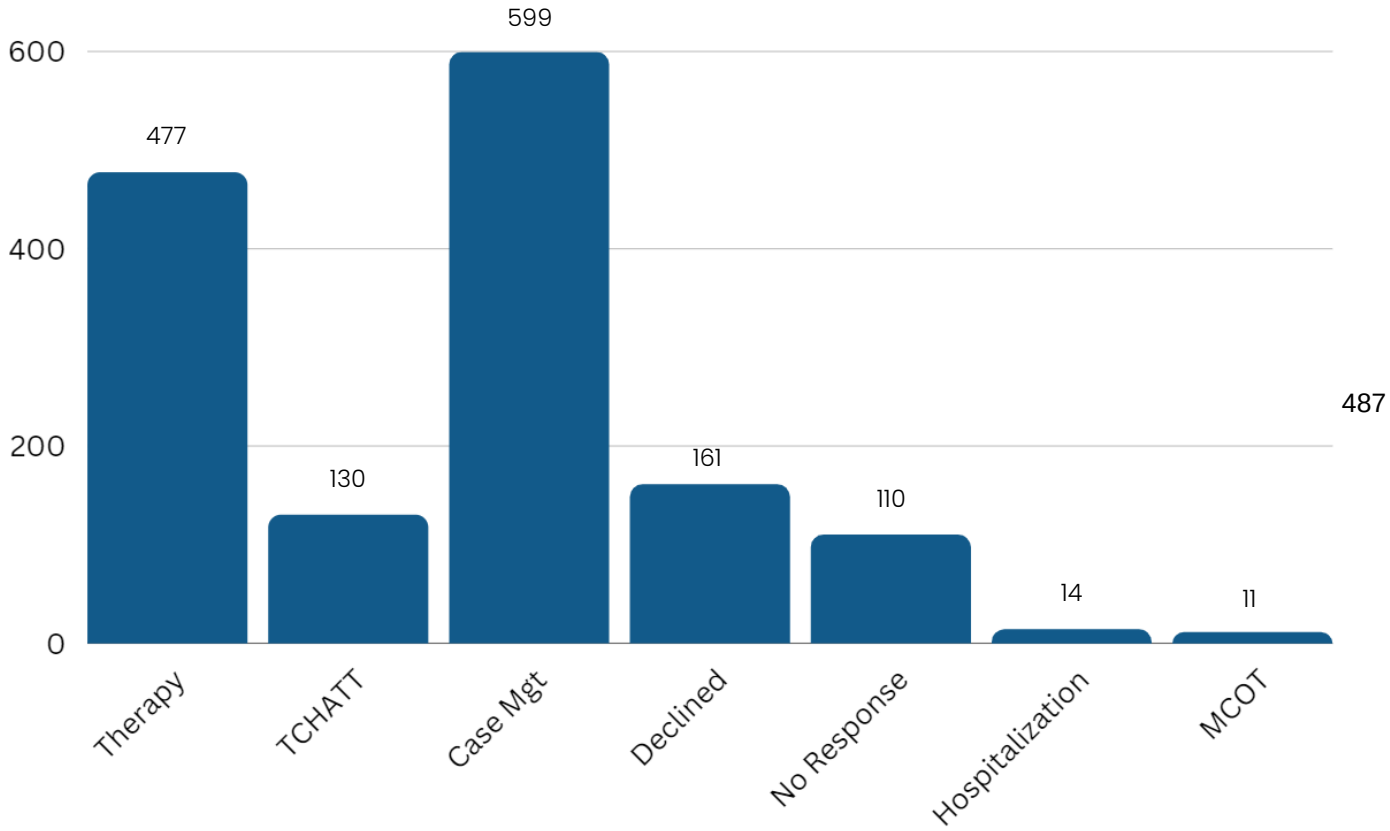
Depression	441
Anxiety	471
Suicidal Outcry	171
Family Transition	243
Other Family Concern	339
McKinney Vento	12

Grief/Loss	108
Behavior/Classroom	268
Gender Sexuality	40
Self Harm	67
All Other	287

486

Parents/guardians must consent to services

SFST Services Provided



SFST Goal

Increase the number of school day therapy sessions provided to students

- **Average sessions during the 2021-2022 School year: 8.65 direct therapy sessions**
- **Goal: Average at least 10 sessions per student**

488

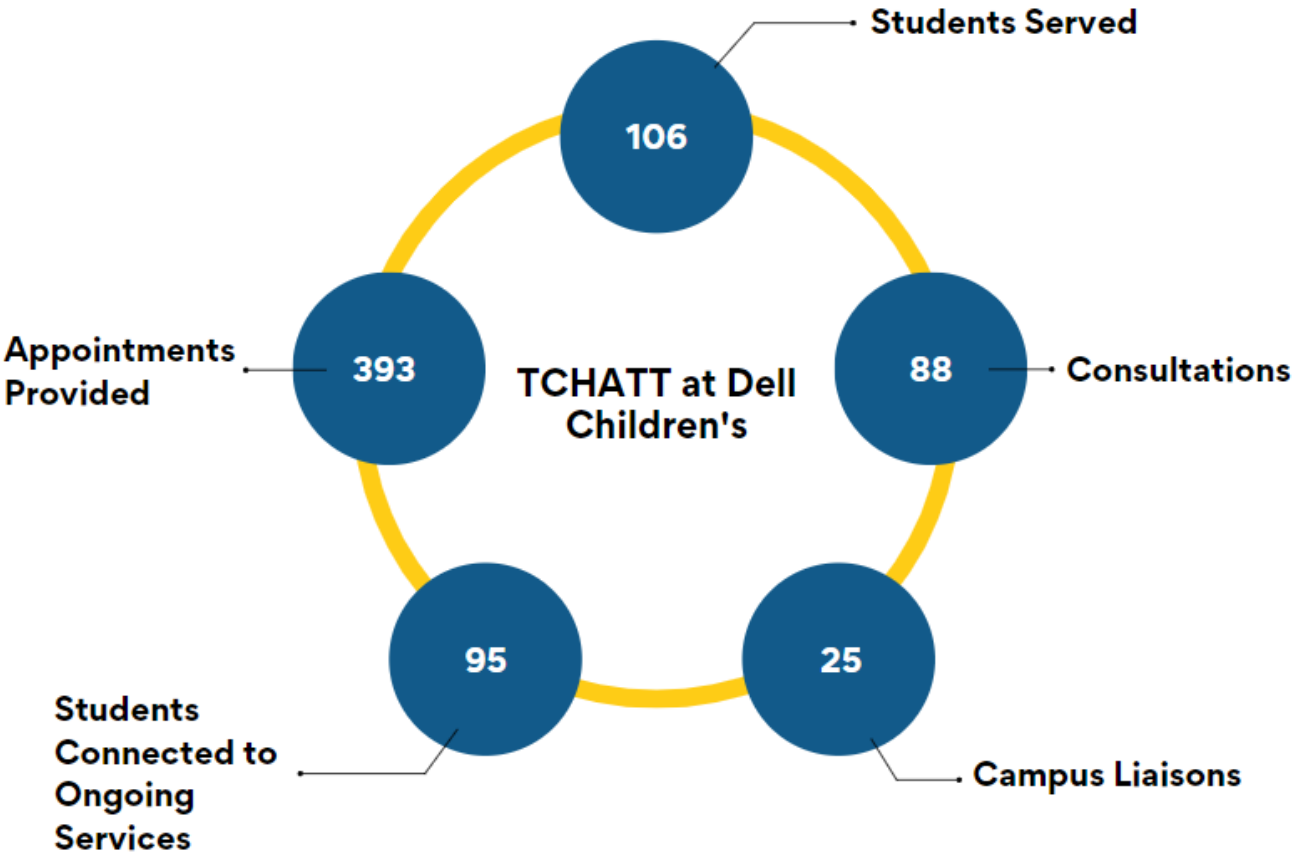
LEANDER ISD

TCHATT

Texas Child Health Access Through Telemedicine or, TCHATT, is a legislatively funded telemedicine program that partners with schools across Texas to increase equity and access to mental health services for students. All TCHATT services are offered free of charge to school districts and their students.

489

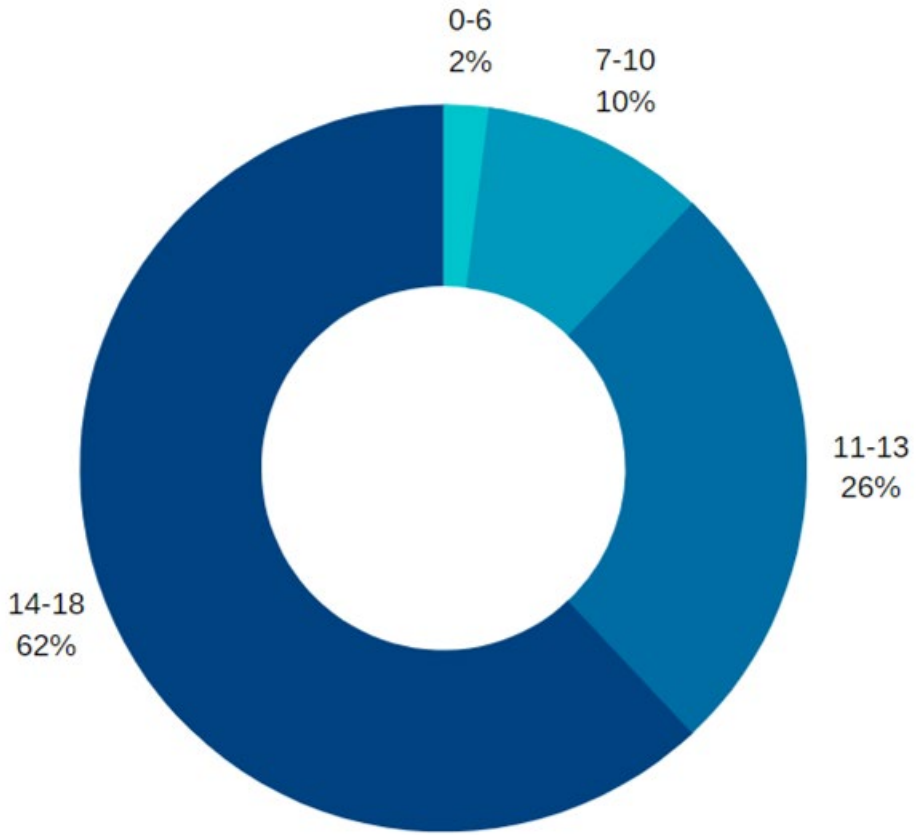
Data on the following slides is provided by TCHATT.


Students Served
106
Appointments Provided
393
TCHATT at Dell Children's
88
Consultations
95
Students Connected to Ongoing Services
25
Campus Liaisons

490

2021-2022 TCHATT Referral Data:

Students Referred by Age

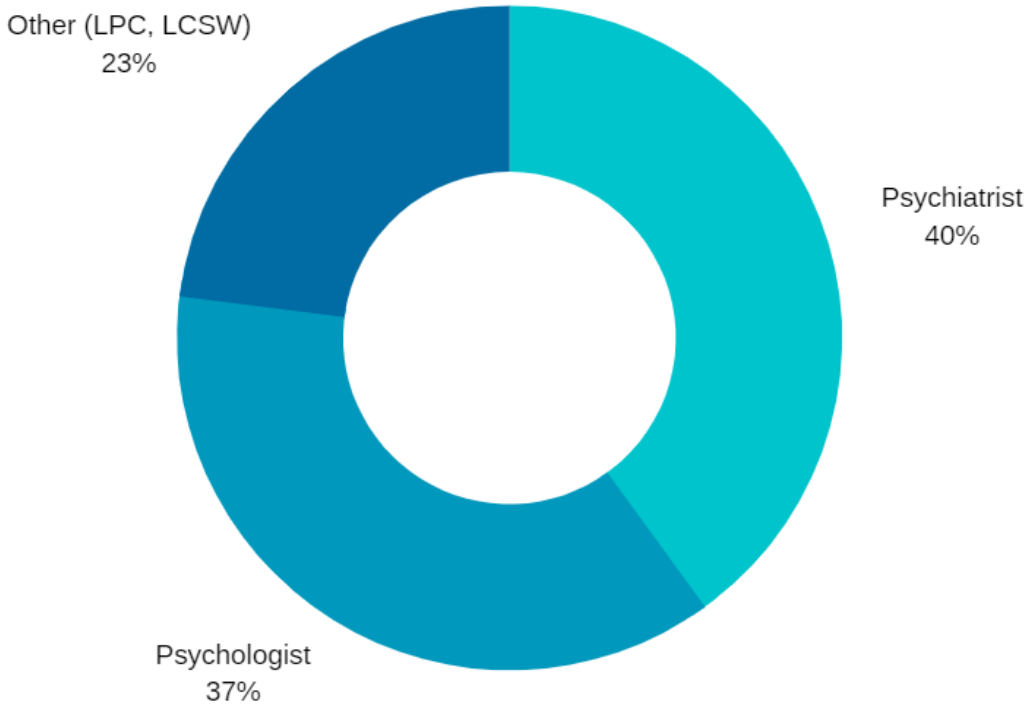


491

Data provided by TCHATT

2021-2022 TCHATT Referral Data:

Appointment Providers

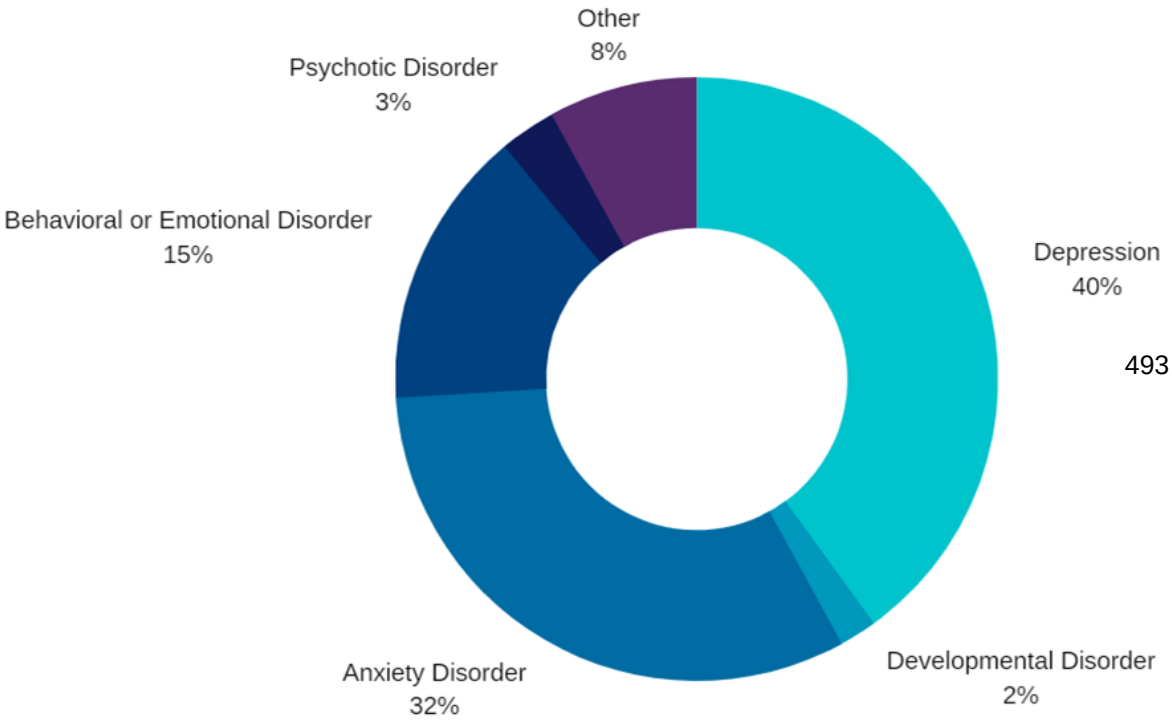


492

Data provided by TCHATT

2021-2022 TCHATT Referral Data:

Student Diagnosis



Data provided by TCHATT

2021-2022 SHAC Recommendations

- Increase staff at campus level to support the social emotional and mental health needs of Leander ISD students.
- Increase awareness of mental health needs to reduce the stigma of seeking help and promote self care for students.
- Increase efforts to provide students with knowledge regarding the prevention of youth suicide and provide them with healthy coping skills.

494

DISCUSSION

"Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Consider Casting a Ballot for the Travis Central Appraisal District (TCAD) Board of Directors Election
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Gina Mitschke
Attachments:	TCAD Board of Directors Ballot TCAD Board of Directors Nominee Bios

Background Information:

The Travis Central Appraisal District (TCAD) advised Leander ISD of its voting entitlement for this year's biennial elections for members of the TCAD Board of Directors in August. The District then submitted its nomination for the TCAD Board to the Chief Appraiser, Marya Crigler, prior to the October 21, 2022 deadline. On or before November 4, 2022, the Chief Appraiser will prepare a ballot listing all candidates nominated and deliver a copy of such ballot to the District.

The District must submit its ballot by December 5, 2022; therefore, action needs to be taken at the November 10, 2022 Board meeting. The nominee with the most votes will serve a two-year term beginning January 1, 2023. The District gets one vote and should allocate that vote to a nominee reflected on the ballot.

Administrative Recommendation:

The administration recommends the Board of Trustees cast a ballot for a nominee to be elected to the TCAD Board of Directors.

Sample Motion:

I move the Board of Trustees cast a ballot for _____ to be elected to the Travis Central Appraisal District Board of Directors.

TRAVIS CENTRAL APPRAISAL DISTRICT

LEANDER ISD
TRISH BODE, PRESIDENT
C/O SUPERINTENDENTS OFFICE
PO BOX 218
LEANDER, TX 78646

November 2, 2022

The deadline has passed for the jurisdictions in the western part of Travis County to make nominations for their representative member of the Board of Directors of the Travis Central Appraisal District. The term for the prospective member's service will be two years, starting on January 1, 2023. The following are the nominations and sponsoring jurisdictions for the Western Travis County member for our Board:

BALLOT

_____ **Tom Buckle** **City of Jonestown, Leander ISD**

_____ **Bob Lawrence** **City of Lago Vista**

This letter serves as a ballot, and is being sent to the presiding officer of each city and school district in Western Travis County. **On or before December 5, 2022 your jurisdiction should vote and return the ballot to the Chief Appraiser of the appraisal district at the following mailing address or email address**:

Marya Crigler
Travis Central Appraisal District
P.O. Box 149012
Austin, TX 78714-9012
mcrigler@tcadcentral.org

On or before December 16, 2021, I will inform you of the results of the election and send you a complete list of the Board members. If you have any questions, please feel free to call me at (512) 834-9317 ext. 337.

Sincerely,

Marya Crigler
Chief Appraiser
Travis Central Appraisal District

P.O. BOX 149012 8314 CROSS PARK DRIVE AUSTIN, TEXAS 78714-9012 (512) 834 9317 TDD (512) 836-3328
WWW.TRAVISCAD.ORG

W.THOMAS BUCKLE

EXPERIENCE

2022-present **Law Office of William Thomas Buckle** **Austin, TX**

- Primary Areas of Practice: Commercial and Residential Real Estate, including all aspects of land use controls; Wills, Trusts and Estate Planning, Probate and Guardianship and the creation and representation of various business entities.

2019-2022 **Scanlan, Buckle & Young, P.C** **Austin, TX**

Of Counsel

- Primary Areas of Practice: Commercial and Residential Real Estate, including all aspects of land use controls; Wills, Trusts and Estate Planning, Probate and Guardianship and the creation and representation of various business entities.

1995-2019 **Scanlan Buckle and Young, P.C.** Austin, TX

Principal

- Primary Areas of Practice: Litigation, Municipal Law, Commercial and Residential Real Estate, including all aspects of land use controls; Wills, Trusts and Estate Planning, Probate and Guardianship and the creation and representation of various business entities.

1988-1995 **Scanlan & Buckle, P.C.**

Principal

- Primary Areas of Practice: Litigation, Commercial and Residential Real Estate; Muncipal Law; and Wills, Trusts and Estate Planning; Probate and Guardianship; and, the creation and representation of various business entities.

1978-1987 **Scanlan, Buckle & Fleckman** Austin, TX

Partner

- Primary Areas of Practice: Litigation, Environmental law, Commercial and Residential Real Estate. Highly active in the State Bar's Environmental Law Section and also lecturing at a number of continuing legal education seminars concerning environmental matters.

1975–1978 **Office of the Attorney General** Austin, TX

Assistant Attorney General

- Primary Areas of Practice: Environmental Protection Division of the Attorney General's office representing the state's environmental agencies advising them on air pollution matters. Litigated cases throughout the

State of Texas and was directly involved with the congressional revisions to the Clean Air Act. Worked closely with Senator Lloyd Bentsen's staff and various congressmen from Houston's area.

1973-1975 **Texas Air Control Board** Austin, TX

Staff Attorney

- Primary Areas of Practice: Staff attorney for agency responsible for controlling air pollution in the State of Texas.

1970–1973 **Legal Aid Society of Travis County** Austin, TX

Staff Attorney/Executive Director

- Primary Areas of Practice: Staff Attorney from 1970-1972 before serving on the Board of Directors. As Acting Director in 1971-1972, supervised 20 employees and was responsible for administering six grants which funded the Legal Aid program.

EDUCATION

1970 **University of Texas School of Law** Austin, TX

- Doctor of Juriprudence degree.

1967 **Rice University** Houston, TX

- B. A., Political Science

LICENSES/ADMISSIONS/MEMBERSHIPS

Licenses: State Bar License for State of Texas (1970)

Admissions: United States District Court, Western District of Texas, (1980); Southern District of Texas, (1985)

Professional Memberships: State Bar of Texas, 1970 to present; Travis County Bar Association, 1972 to present; Texas Bar Foundation, 1987 to present; Austin Bar Foundation, 2004 to present.

Memberships: State Bar District 9 Grievance Committee Member 1986 to 1993; City of Jonestown Planning & Zoning Commission Member 1998 to 2005; City of Jonestown City Council Member 2005-2006; 2007 to 2013; 2015 to present.

Board of Directors: State Bar of Texas, Environmental Law Section, 1979 to 1982; Chair 1981-1982; Legal Aid Society of Central Texas, 1974-1978, President, 1978; Travis County Bar Association 1974; Twilight Concerts, 2005 to present, Family Eldercare, 2006 to 2012; Travis Central Appraisal District, 2010 to present.

Officer: Treasurer, State Bar of Texas, Environmental Law Section, 1982 to 1983; Vice Chair, Environmental Section of State Bar, 1984; Chair Elect, Environmental Section of State Bar, 1985; Chair, Environmental Section of State Bar, 1986; Chair, State Bar District 9 Grievance Committee, January 1992 to June 1993; Chair, City of Jonestown Planning & Zoning Commission 2000 to 2005; Mayor Pro Tem, City of Jonestown,

2007 to 2013; 2015 to present; Treasurer, Family Eldercare 2008 and 2009; Chair Travis Central Apprasil District 2019.

Assistant City Attorney: City of Westlake Hills, Texas, 1979 to 1985; City of Lakeway, Texas, 1981 to 1990; City of Sunset Valley, Texas 1982 to 1990.

City Attorney: City of Jonestown, Texas, 1985 to 1995; City of Lakeway, Texas, 1990 to 2007; City of Sunset Valley, Texas, 1990 to 2020; Village of Volente, Texas, 2004 to 2017.

ROBERT LAWRENCE

Lago Vista, TX 78645
bob-lawrence@sbcglobal.net
714-814-6225

EXECUTIVE PROFILE

Seasoned senior executive with success in growing organizations, developing long and short term growth strategies. Engaging and articulate communicator with forty plus years of accomplishment with large and small companies and volunteer and charitable organizations. Expertise in planning, revenue development, change management and personnel development. Forward thinking offering experience in overseeing operations, business creation, and distribution networks.

SKILL HIGHLIGHTS

- Public relations understanding
- Market trend expertise
- Market access and expansion
- Recruiting and hiring top talent
- Controls systems enhancement
- Relationship management
- Strategic planning
- Project management
- Employee training

PROFESSIONAL EXPERIENCE

CEO
TEMECULA OLIVE OIL CO. TEMECULA, CA
March 2016 to May 2018
Consolidated operations into single modern facility, increased bottling capacity, expanded vendor support, created operational infrastructure, set up credit facility for consumer purchases, improved e-commerce exposure and design.

PRESIDENT/CEO
AVB/BRANDSOURCE TUSTIN, CA
January 1994 to December 2015
Increased revenue from $800M to $14B, expanded locations from 1200 to over 8,000. Developed distribution agreements in Europe, Australia, New Zealand, Canada and Mexico. Created a wholesale finance facility with $800M in receivables, Created a private label retail finance program financing $500M in consumer purchases. Expanded product offerings to furniture, high end electronics, custom integrators, cabinets and floor covering. Created the industry first common store identity program.

DIVISION/BRANCH MANAGER
MAYTAG CO. NEWTON, IA
August 1978 to March 1991
Consistently expanded distribution exceeding goals and projections, Developed personnel for management positions, developed a number of industry first programs, implemented training programs that were adopted by company. Oversaw region/division budget and growth goals working closely with corporate and financial departments.

EDUCATION

MARKETING BBA
NMSU LAS CRUCES, NM - MAY 1978

LAW
WESTERN STATE COLLEGE OF LAW ANAHEIM, CA

BOARDS & AWARDS

Global trustee for Ronald McDonald Charities, EcoRebox, Expert Global Satellite Industry of Consumer Electronics Industry, Shelter Cove HOA President Couer Du Lac HOA President, Shavano Park Tree Committee

Dealerscope Hall of Fame. , City of Hope industry honoree
ADL Pioneers award , TWICE Retailer of the Year

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Internal Audit Department Quarterly Report
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Administrator Responsible:	Hélène O'Neal
Attachments:	Audit Observation Status Report as of September 30, 2022 Internal Audit Department Quarterly Management Report

Background Information:

Enclosed is the Internal Audit Quarterly Management Report that documents audit work performed over this past quarter, any audit observations identified during the audits, current listing of audits in progress, and audits deferred to the following year due to time constraints (if applicable).

Enclosed is the Audit Observation Status Report that reflects all open Management Achievement Plans, the tasks in those plans and the status of these tasks as of September 30, 2022.

Administrative Recommendation:

N/A

Sample Motion:

N/A

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

16A001 Elementary Campus Audits (Group A)

Audit Report Issued 11/30/2016

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
1	Pete Pape Sarah Grissom Christine Simpson Angela Hodges Kristen Alex	**Improve Compliance with Business Operating Guidelines (BOG)**				
			1.1	At least annually, the district shall provide comprehensive BOG training for campus management and require signed BOG compliance statements. Interim Principal hires will be trained within 90 days of starting assignment.	Complete	12/1/2017/ **6/30/2018**
			1.2	The district shall develop, in conjunction with any changes impacted by the new ERP and the potential of an online venue for fundraising and receipting of funds, and an Administrative BOG with key topics related to internal controls and potential areas of deficiencies.	Affirmed	12/1/2017/ **12/1/2020**
			1.3	The district shall define and develop, a tool to measure and monitor systematic processes which may be deficient. The frequency of the reviews and reporting will take place in an Executive meeting 1-2 times per year.	Complete	7/1/2017/

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

16A004 Secondary School Campus audit (Group A & B)

Audit Report Issued 4/24/2018

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
1	Pete Pape Christine Simpson Sarah Grissom KarieLynn Eggeling Angela Hodges Kristen Alex	**District evaluate current business processes to identify and make improvements in areas where internal controls are weak or are being circumvented.The evaluation should include responsibility and accountability. See audit report for expanded version.**				
			1.1	Finance, Human Resources, and Area Superintendents will review the Business Operating Guidelines and job responsibilities for each person required to handle monies, approve/disapprove fundraisers, and manage budgets to determine the correct placement of responsibility and accountability within the district and campus administration and staff.	Complete	2/1/2019/
			1.2	Review and refine the training of campus and district staff. Responsible staff will properly document the communication with all persons who are currently part of the business processes.	Affirmed	2/1/2019/

504

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

16A004 Secondary School Campus audit (Group A & B) Audit Report Issued 4/24/2018

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
2	Pete Pape Sarah Grissom Christine Simpson Angela Hodges Kristen Alex	**District evaluate the feasibility and implementation of a district requirement to use an online system for fundraisers and receipt of funds. Campus administration should be included in this evaluation process. See audit report for expanded version.**				
			2.1	Finance will create a group consisting of representative from ITS, Athletics, and campus staff to determine the feasibility of an online system for fundraisers and receipts. After the study, the committee will make a recommendation to the CFO to move or not move forward with the online system. Documentation of the process will be provided to determine if the use of the new software.	Complete	2/1/2019/
			2.2	After implementation of the new online fundraiser software, finance shall work with key stakeholders to train staff on the mandatory use of the software and work toward moving cash out of the classroom unless execption approved in writing by the CFO.	Complete	2/1/2019/ **12/31/2020**
			2.3	A process and procedures manual will be created for staff, and one of the written processes will require the campuses and district to have processes to follow and document the accountability/monitoring of the online process and each campus will designate an administrator to monitor and document the process.	Affirmed	2/1/2019/ **12/31/2020**

505

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

16A004 Secondary School Campus audit (Group A & B) Audit Report Issued 4/24/2018

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
3	Pete Pape Sarah Grissom Christine Simpson Angela Hodges Kristen Alex	**District collaborate with campus administration to develop, document, and implement a consistent Procedures Manual regarding the receipt and expenditure of activity and budgeted funds. Also, a process for timely updates and communication of the manual.**				
			3.1	District staff will partner with campus bookkeepers and administrative assistants to develop, document, and implement a procedures manual regarding the receipt and expenditures of activity and budgeted funds.	Affirmed	2/1/2019/ **12/31/2020**
			3.2	A section of the manual will include processes for ensuring that timely updates are made and communicated.	Affirmed	2/1/2019/ **12/31/2020**

506

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

16A004 Secondary School Campus audit (Group A & B)

Audit Report Issued 4/24/2018

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
4	Pete Pape Sarah Grissom KarieLynn Eggeling Christine Simpson Angela Hodges Kristen Alex	**District partner with campus administration to evaluate and improve the workload distribution of admin assist and bookkeepers. Include the current methodology the District uses for determining the # of bookkeepers on campus. Evaluate continued turnover.**				
			4.1	Area Superintendents, Human Resources, Finance, and campus administration will partner together to review and refine job responsibilities for campus bookkeepers and administrative assistants responsible for financial work. Input will be gathered from all persons who job responsibiilities are being reviewed to received input prior to refining job responsibilities.	Complete	2/1/2019/
			4.2	Area Superintendents and Human Resources are currently in the process of reviewing staffing allocations at the elementary and secondary level, and Finance will provide input on the staffing allocation for bookkeepers at the campus level. After the review is completed, documentation will be provided of the methodology used for determining staffing allocations.	Affirmed	2/1/2019/ **8/31/2020**

507

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

18A001 Travel Expense Audit — Audit Report Issued 6/11/2020

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
4	Pete Pape Dana Paulson	**Evaluate the need for additional staff with travel expense reimbursement responsibilities as workload increases.**				
			4.1	From the budget perspective, additional staff is not always a viable option, so other processes need to be studied, including: * use of the State of Texas Travel Management Program's travel agency services for student/teacher/admin group travel * review of mileage reimbursements and whether monthly stipends are an option in lieu of monthly mileage reports * potential implementation of an electronic travel system The migration to Munis will also lead to changes in the workflow for travel requests and reimbursements. Whether or not these changes will result in the need for additional staff are yet to be determined.	Affirmed	12/31/2020/
5	Pete Pape Dana Paulson	**Ensure that record retention requirements for all types of travel records be retained as required by statute and IRS. In addition, the district should ensure that stored bond records are separated from other district records to ensure compliance with**				
			5.1	Corrective action for this recommendation will be implemented which includes all bond payments filed in a separate storage cabinet. Accounts payable staff will review prior years records to ensure bond items are separated as necessary.	Affirmed	12/31/2020/
6	Pete Pape	**Address tax implications for employees who previously submitted mileage/travel reports more than 60 days after the mileage/travel occurred.**				
			6.1	Effective March 1, 2020, no employee reimbursements will be processed 60 days after travel occurs. Any reimbursements previously processed will not be retroactively corrected. District will accept risk of these instances.	Risk Accepted	8/31/2020/

508

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

18A002	Facility Rentals Process Audit	Audit Report Issued	12/8/2020

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
2	Jimmy Disler	**Document the process used to calculate facility rental rates charged for use of the district facilities by non-school users. The process should include documentation which shows the actual calculation of facility rental rates, so that if requested by the**				
			2.1	Update Board Policy GKD (local) to reflect the District's current operation, tiered system of facility rental rates. Section G is scheduled to be updated and reviewed by the Board at a future date.	Complete	7/31/2021/ **1/31/2022**
			2.2	Create a process on how to calculate the rental rates.	Affirmed	7/31/2021/
3	Michelle Wilson Jimmy Disler	**Eliminate, wherever possible, manual processes that could be handled electronically.**				
			3.1	Contact SchoolDude to look at their process to accept electronic payments. If this is possible and works for LISD, then will discuss with Finance on how this would work.	Affirmed	6/30/2021/
			3.2	If it is vetted through Finance, then a procedure will be written to document the electronic payment process.	Affirmed	6/30/2021/ **10/31/2021**
			3.3	Michelle Wilson will reach out to the Central Texas Facility Users Group (CTFUG) to explore what other Districts are doing to eliminate manual processes where possible.	Affirmed	6/30/2021/

509

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

18A002 Facility Rentals Process Audit — Audit Report Issued 12/8/2020

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
4	Pete Pape	**Evaluate the need for a centralized Accounts Receivable (A/R) process that includes all departments within the district that receive payments for goods and/or services by the District.**				
			4.1	A/R for facility rentals: Finance staff will run report from SchoolDude to verify receipt of amounts due. This report will show events for which a facility rental fee is due. Deposits are currently sent to Finance. The additional procedure will be to verify the receipt of a deposit for funds due.	In Process	6/30/2021/ **6/30/2023**
			4.2	Centralized A/R: The need for a centralized accounts receivable process for all departments within the district will be researched further.	In Process	6/30/2021/ **6/30/2023**
6	Jimmy Disler Michelle Wilson	**Require individuals and for-profit organizations to disclose and provide evidence on whether use of district facilities results in financial gain to help ensure adherence to the For-Profit Use section of Board Policy GKD (local).**				
			6.1	When board policy GKD is reviewed at a future board meeting, there will be discussion whether to allow for-profit groups to rent LISD facilities.	Complete	7/31/2021/ **1/31/2022**
			6.2	In the meantime, individuals and for-profit organizations will sign a form stating that the use of district facilities does not result in a financial gain and are subject to verification if the District has a concern.	Affirmed	7/31/2021/

510

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

20A001 School Comm Relations — Audit Report Issued 5/28/2021

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
1	Jason Miller	**Develop, document, and implement a process to ensure that staff cannot use or purchase digital resources prior to completing the Digital Resource Request process and receiving documented approval by Information Technology Services.**				
			1.1	With the implementation of MUNIS, the visibility into software purchases has become easier to scrutinize with ITS being directly in the middle of the purchase order process. Two loopholes remain - 1) procard purchases and 2) free resources teachers download	Affirmed	12/31/2021/
			1.2	Update the Employee Handbook to reflect the following, "Staff cannot use or purchase digital resources prior to completing the digital resource request process and receiving prior documented approval by Information Technology Services."	Complete	12/31/2021/
2	Crestina Hardie	**Use the digital resource request process for current digital resources that are in use in the department and that have not been approved by ITS. Follow ITS' final recommendation regarding continued use of the resource.**				
			2.1	Submit all technology, even items not tied to student information or connected to Leander ISD internal data systems, through the Technology [digital resource] Request form.	Affirmed	12/31/2021/
			2.2	Work retroactively to submit technology in use to meet this need.	Affirmed	12/31/2021/

511

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

20A001 School Comm Relations — Audit Report Issued 5/28/2021

Obs.No.	Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
3	Jason Miller		**Develop, document, and implement a process to provide reasonable assurance that vendors are adhering to the data sharing agreements. Consideration should be given as to whether additional staff is necessary to handle the responsibilities.**		
		3.1	Going forward, the Texas Data Privacy Agreement (TXDPA) form will be used for all vendors which will include a schedule of specific data collected.	Affirmed	12/31/2021/
		3.2	Annual verification will be sent out to vendors to reacknowledge the TXDPA.	Affirmed	12/31/2021/
		3.3	With the additional step of annual verification acknowledgement, ITS will need one additional FTE to "ensure" that vendors are adhering to the TXDPA.	Affirmed	12/31/2021/

512

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

Internal Audit Department

Audit Observation Status Report
As of September 30, 2022

EXHIBIT II

20A001 School Comm Relations — Audit Report Issued 5/28/2021

Obs.No.		Observation	Task#	Brief Description of Task	Task Status	Completion Dates Estimated / Revised
4	Crestina Hardie Pete Pape	**Evaluate the need for a centralized Accounts Receivable process that includes all departments within the district that receive payment for goods and/or services provided by the district.**				
			4.1	Copy the Finance Office when issuing an invoice with a contracted vendor for sponsorships, who will then accept responsibility for tracking and following up on payment.	Affirmed	8/1/2021/
			4.2	New invoice will read that payment is due to the Finance Office: Attn: Dana Paulson	Affirmed	8/1/2021/
			4.3	Accounts Receivable process (1of 6) - The department generating invoices sends a copy of the invoice to Finance.	In Process	8/1/2021/ **6/30/2023**
			4.4	Accounts Receivable process (2 of 6) - For Facility Rentals, Finance can run reports from SchoolDude to track invoices issued.	In Process	8/1/2021/ **6/30/2023**
			4.5	Accounts Receivable process (3 of 6) - All invoices will include information directing payment be sent to Leander ISD, Finance Dept. 204 W. South Street, Leander, TX 78640.	In Process	8/2/2021/ **6/30/2023**
			4.6	Accounts Receivable process (4 of 6) - Within the Finance Dept. an Accounting Tech would receive and deposit the checks.	In Process	8/1/2021/ **6/30/2023**
			4.7	Accounts Receivable process (5 of 6) - A report of deposits including account codes and amounts would be given to the Department of Treasury and Debt Management for posting to the [general ledger] GL.	In Process	8/1/2021/ **6/30/2023**
			4.8	Accounts Receivable process (6 of 6) - Finance/Treasury would monitor outstanding invoices and notify the responsible department to initiate collection efforts on past due invoices (45 days).	In Process	8/1/2021/ **6/30/2023**

513

In Process: District/Campus implemented/resolution in process; Internal Audit follow-up later.
Not On Track: Task estimated completion date has lapsed; District/Campus is currently not in process of resolution.
Affirmed: Management declares task resolved; Internal Audit will verify during follow-up.
Complete: Task is fully resolved and closed at this time.
Risk Accepted: District has accepted residual risk of task.

LEANDER ISD
LEADING TO A BRIGHT FUTURE

To: LISD Board of Trustees

From: Hélène O'Neal, Chief Audit Executive, Internal Audit

Subject: Internal Audit Quarterly Report – September 2022

Date: November 10, 2022

AUDITS/PROJECTS CLOSED

Learning Management System review (22P004) – report issued October 19, 2022

AUDITS/PROJECTS COMPLETED

- Learning Management System review (22P004) – report issued October 19, 2022
- Disaster Recovery/Business Continuity Audit (16A003S) Follow-up – report issued October 21, 2022

WORK IN PROGRESS

PLANNING PHASE:

- Elementary Campus Audits (22A001)
- SPED Department Audit (23A001)

FIELDWORK PHASE:

- Procard Process audit (21A003)
- Secondary Campus Audit (16A004 & 16A005) Follow-up
- Secondary Campus Audits (22A002) – 15 campus audits conducted
  (LMS, WMS, HMS, SMS, DMS, CPMS, CRMS, FPMS, RBMS)
  (RHS, CPHS, VRHS, VHS, LHS, GHS)

REPORT PHASE:

- Construction QAR Process audit (17A006)
- Record Retention Process audit (20A003)
- Human Resources audit (21A001)

OTHER:

- Report conversions – Linq to Munis, ongoing
- mLISD Process Review - ongoing

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Consider Approval of 2021-2022 Annual Comprehensive Financial Report (ACFR)
Purpose (this meeting):	☐ Discussion Item/Report Only ☒ Action Requested
Administrator Responsible:	Pete Pape, Lupe Garcia, Whitley Penn
Attachments:	2021-2022 Annual Comprehensive Financial Report *(to be loaded to BoardBook prior to the meeting)* Auditor's Presentation The attachments below were uploaded to BoardBook on 11/10/22 11-10-22 Consider Approval of the 2021-2022 Annual Comprehensive Financial Report (ACFR) Attch 11-10-22 Consider Approval of the 2021-2022 Annual Comprehensive Financial Report (ACFR) Pres

Background Information:

Texas Education Code, paragraph 44.008(a), requires an audit of each Texas school district's financial records. The audit must be performed by a Texas certified or public accountant holding a permit from the Texas State Board of Public Accountancy and be completed following the close of the fiscal year. The Board of Trustees shall approve or disapprove the audit report. Reasons for disapproval must be provided. Whether approved or not, a copy of the audit report shall be filed with the Texas Education Agency within 150 days of the close of the fiscal year (November 27) for which the audit was conducted.

The audit of the fiscal year 2021-2022 records was performed by Whitley Penn, L.L.P. The audit resulted in an unmodified opinion, meaning the financial statements fairly present the district's financial position. Lupe Garcia, Audit Partner from Whitley Penn L.L.P., will be at the meeting to present the report.

The district prepares and submits an expanded audit in the form of an Annual Comprehensive Financial Report. At the time of posting the agenda for November 10th, the auditors were still finalizing the report. The ACFR will be posted as an extra prior to the meeting. The preliminary report indicates the district is ending the 2021-22 fiscal year with a General Fund fund balance of approximately $178,846,817. Board approval of the audit is requested in order to comply with TEA's November 27, 2022, submission deadline. If the audit is not filed with TEA by this date, the district will receive an "F" 2022-2023 FIRST rating.

Upon Board approval, the final copy of audited financials will be submitted to various entities including:
•Texas Education Agency Audit Division
•Association of Business Officials International (ASBO)
•Government Finance Officers Association (GFOA)
•Municipal Advisory Council of Texas (MAC)
•Federal Audit Clearinghouse (FAC)

Administrative Recommendation:

The administration recommends the Board of Trustees approve the 2021-2022 annual comprehensive financial report as presented.

Sample Motion:

I move that the Board of Trustees approve the 2021-2022 annual comprehensive financial report as presented.

Leander Independent School District

Annual Comprehensive Financial Report

For the Fiscal Year Ended June 30, 2022

LEANDER ISD
LEADING TO A BRIGHT FUTURE

Leander, Texas

LEANDER INDEPENDENT SCHOOL DISTRICT

ANNUAL COMPREHENSIVE FINANCIAL REPORT

For the Fiscal Year Ended June 30, 2022

Issued By:

Leander Independent School District
Division of Finance

Pete Pape, CPA
Chief Financial Officer

Leander, Texas

LEANDER INDEPENDENT SCHOOL DISTRICT

TABLE OF CONTENTS

LEANDER INDEPENDENT SCHOOL DISTRICT

Principal Officials and Advisors

Board of Trustees

Trustee	Office	Term Expires
Trish Bode	President	2022
Gloria Gonzales-Dholakia	Vice President	2022
Elexis Grimes	Secretary	2022
Aaron Johnson	Trustee	2022
Sade Fashokun	Trustee	2022
Christine Mauer	Trustee	2024
Anna Smith	Trustee	2024

Administrative Staff

Official	Position
Bruce Gearing, Ed. D.	Superintendent of Schools

Chief Officers

Laurelyn Arterbury, Ed. D.	Staff
Matt Bentz, Ed. D.	Academics
Sarah Grissom, Ed.D.	Schools & Strategic Initiatives
DeWayne Street	Diversity, Equity & Inclusion
Karie Lynn Eggeling	Human Resources
Crestina Hardie	Communications
Pete Pape, CPA	Financial
Shawn Swisher, J.D.	General Counsel
Jimmy Disler	Facilities
Jason Miller	Technology

CERTIFICATE OF THE BOARD

Leander Independent School District	Williamson	246-913
Name of School District	County	Co. - Dist. No.

We, the undersigned, certify that the attached annual financial reports of the above named school district were reviewed and approved for the fiscal year ended June 30, 2022, at a meeting of the Board of Trustees of such school district on November 10, 2022.

_____ _____

President of the Board Secretary of the Board

LEANDER ISD
LEADING TO A BRIGHT FUTURE

November 10, 2022

Ms. Trish Bode, President, and
Members of the Board of Trustees, and Citizens of
Leander Independent School District
P.O. Box 218
Leander, Texas 78646-0218

Dear Ms. Bode and Board Members,

The Financial Services Division is pleased to submit the Annual Comprehensive Financial Report ("ACFR") for Leander Independent School District (the "District" or "LISD"), Leander, Texas, for the fiscal year ended June 30, 2022.

This report is published to provide the Board of Trustees (the "Board"), citizens of the District, bondholders, staff, and other interested parties with detailed information concerning the financial condition and activities of the District. Responsibility for the accuracy of the data, and the completeness and fairness of the presentation, including all disclosures, rests with the District. To the best of our knowledge and belief, the enclosed data is accurate in all material respects and is reported in a manner designed to present fairly the financial position and results of operations of the various funds of the District. All disclosures necessary to enable the reader to gain an understanding of the District's financial activities have been included.

The ACFR is comprised of an introductory, financial, and statistical section. The introductory section includes this transmittal letter, a listing of the District's Board members, and an organizational chart of the District. The financial section includes Management's Discussion and Analysis ("MD&A"), basic financial statements and combining and individual fund statements and schedules, and other supplementary information. Also included in the financial section is the independent auditors' report on these financial statements. The MD&A is a narrative introduction, overview, and analysis to accompany the basic financial statements. This letter of transmittal is designed to complement the MD&A and should be read in conjunction with it. The District's MD&A can be found immediately following the report of the independent auditor. The statistical section includes selected financial and demographic information, generally presented on a multi-year basis relevant to a financial statement reader.

The ACFR for the fiscal year ended June 30, 2022, is prepared in accordance with generally accepted accounting principles and in conformance with standards of financial reporting established by the Governmental Accounting Standards Board ("GASB"), and other professional associations, as applicable.

PROFILE OF THE GOVERNMENT

The District is an independent reporting entity under the criteria established in section 2100 of the GASB codification. Policymaking and supervisory functions are the responsibility of, and are vested in, a seven (7) member elected Board. Based on legislative authority codified in the Texas Education Code (TEC), the trustees:

1. Have the exclusive power to govern the District
2. Can acquire and hold real and personal property, sue and be sued, and hold all rights and titles to the school property
3. Have the power to levy and collect taxes, and to issue bonds
4. Can contract for appointed officers, teachers, and other personnel as well as for goods and services
5. Have the right of eminent domain to acquire real property necessary for the District.

As an independent reporting entity, the District, through its Board, exercises control over all the activities related to public school education within its boundaries. This report includes all funds that are controlled by, or dependent upon, the Board.

The District is not included in any other governmental "reporting entity" since the Board is elected by the public and has decision-making authority.

The purpose and responsibility of the District is to provide a sound and effective educational system, offering early childhood education, pre-kindergarten, and full day kindergarten through grade twelve, for approximately 42,000 children enrolled in the public schools within its boundaries, and whereby each child has access to programs and services that are appropriate to the learner's needs. In addition to the regular education program, the District offers comprehensive programs in the areas of gifted and talented education, vocational education, special programs for individuals with disabilities, English as a Second Language, Bilingual Education, compensatory education programs, International Baccalaureate, and Primary Years Programmes, as well as an alternative high school program for drop-out intervention. A broad range of elective and extracurricular programs is also offered. Finally, support departments of the District ensure that student needs for transportation, nutrition, guidance, counseling, and facilities maintenance are addressed.

ECONOMIC CONDITION

The District is located northwest of Austin, Texas, in the southwestern portion of Williamson County, with a portion of its boundaries extending into Travis County to the South. The District covers nearly 200 square miles and includes all or part of nine municipalities (Austin, Cedar Park, Georgetown, Jonestown, Lago Vista, Leander, Liberty Hill, Round Rock, and Volente). The District has forty-five instructional campuses – six high schools, nine middle schools, twenty-eight elementary schools and two alternative learning centers. Construction of the District's twenty-eighth elementary campus, Nancy Tarvin Elementary School, was completed and opened for the 2021-22 school year. Elementary #29, Carol North Elementary, opens in the Fall of 2022 along with the Early College High School. Elementary# 30 is scheduled to open in 2024-25 and Elementary 31 is slated to open in 2025-26.

The District is located within a coveted suburban area with desirable esthetics and quality residential neighborhoods. The City of Leander has experienced exponential growth over the past two decades evolving from a small, hill country community to a thriving suburban destination in Central Texas that was recently named the fastest growing city in the state. Leander's quality of life, affordability of housing, proximity to Austin, Lake Travis (a large recreational area) and the Texas hill country, and a school system with an excellent academic reputation, have been the historical drivers for the community's growth. In addition, location, climate, strong government and economic development, transportation and low taxes contribute to the city's popularity and give it a competitive advantage for attracting new residential and commercial growth. The total tax rate during 2021-22 was $1.3370 ($.872 to be used for maintenance and operations (M&O) and $0.4650 to be use for debt service payment of bonds (I&S). Aggregate property value in the District has increased approximately 85% over the past 5 fiscal periods and 203% over the past 10 fiscal periods. Certified taxable value as of July 2022 was $42,216,098,773. The top ten taxpayers, for tax year 2021, represent $922,346,715 of total property value, of which G&I VII River Place LP, is the largest at $182,170,000; the next largest is IVT Parke Cedar Park, LLC at $112,511,794. The District benefits by having stable employers within a commutable distance of district boundaries and the District's high academic reputation drives residency. The Austin

metro region is a destination for migrating talent, offers a favorable business climate, major employers, and a workforce representing one of the most educated talent pools in the country. The region boasts diversity among business leaders across industries, from federal and state governmental entities to its large number of health services and higher educational institutions (including the University of Texas at Austin with enrollment exceeding 51,000 and over 25,000 employees), tourism, financial services, and a prominent high-tech presence, including Apple, Ebay, Amazon, Google, Facebook, Indeed, IBM, Oracle and Tesla. Both Leander and Cedar Park have been ranked top places to live, and both areas continue to increase in housing. 2021 Homes.com ranked Leander as the 5th best suburb to move to in the United States and Niche gives Leander an "A", citing public schools, jobs, and diversity as part of its rating criteria. The growth rate in Leander is over 13%. Niche ranked Cedar Park as one of #1 Places with the Best Public Schools in Williamson County, and #1 Best Suburbs for Young Professionals in Williamson County. Cedar Park is also ranked by Niche as one of the Best Places to Live, Best Places to Raise a Family, and Best Suburbs in Williamson County. Upcoming projects in Leander include a $142.5 million St. David's Hospital facility, H-E-B to open an e-commerce fulfillment center in Leander, and a proposed mixed-use project. Cedar Park also has upcoming projects including Indigo Ridge, a $1.5 billion development, anchored by the United States Tennis Association and The Presidio, a 100-acre mixed use development, with future phases that will add over 1 million square feet of office space. Also, Bell Boulevard is an ongoing project that will offer a blend of shops and restaurants that are local to Cedar Park.

Leander Independent School District to be one of the fastest growing districts in the State of Texas as well as the Austin area, adding approximately 1,000 students each year. District enrollment has increased approximately 21.93% over the last ten fiscal years, 2012-13 through 2021-22. LISD served more than 41,780 students in the 2021-22 school year and anticipates over 42,300 students in 2022-23. The District's demographic consultant has forecasted future enrollment at 47,540 students by 2028 and 50,841 students by 2032. The Demographer, Population & Survey Analysts (PASA), projects 2.3% growth annually beyond 2024. The annually adopted budgets serve as the foundation for the District's financial planning and control. Enrollment is one of the largest drivers in developing the general fund, child nutrition fund, and debt service budgets. Additionally, enrollment drives the need for additional campuses, ancillary facilities, and technology. For the 2021-22 school year, the combined budgeted expenditures of the General fund, the Debt Service fund, and the Food Service fund totaled $559,780,750. The 2021-2022 General Fund budgeted expenditure per pupil was $8,942.

Of other financial reporting significance, was the change in the District's fiscal year end, moving from September 1 – August 31, to July 1 – June 30 beginning July 1, 2020. During the 1999 state legislative session, a law was enacted that permitted school districts in the State of Texas to opt for a fiscal year ending June 30th, rather than August 31st. Leander ISD chose to exercise this option effective July 1, 2020, which resulted in a 10-month fiscal year for September 1, 2019 to June 30, 2020. Advantages to changing the fiscal year included enabling campuses and teachers have access to their budget allocations prior to school starting and to provide a one-time increase in the 2019-2020 fund balance by forgoing certain costs incurred in July and August. The current annual financial report accounts for a full 12-month reporting cycle for the July 1, 2021 to June 30, 2022 period. Future financial reports will be issued on a July to June reporting period.

The Leander ISD community values education programs and the District continues to strive to meet those expectations and provide additional opportunities to its students. In November of 2017, Leander ISD passed a bond election to address the needs of growth and safety, totaling $454.4 million. Major projects included in the bond package consisted of additions and renovations to various campuses, HVAC construction, funds for land and construction of additional campuses, construction of a transportation facility, and campus security upgrades. In the Spring of 2021, a Citizens' Facility Advisory Committee (CFAC) was formed as an advisory committee to the Board of Trustees, to identify and prioritize the district's needs over the next three years. The Board of Trustees approved a bond election to keep up with growth, take care of existing schools and impact every student, and replace equipment and technology. As a result, three propositions were on the November 2021 election ballot for voters to consider. Proposition A included $727.2 million worth of new construction, renovation, and equipment replacement projects. Proposition B included $33.3 million to replace existing technology devices, including student and staff laptops, over the next three years. Proposition C included $11.7 million in renovation and lighting/sound upgrades to our high school and district performing arts centers. Of the three propositions, voters approved only one of three propositions (Prop B, which focused on technology replacement), which allowed the District to replace laptops, tablets, printers, and other technology devices used by students and staff once they reach the end of their replacement cycle. The proposition also funded the replacement of projectors with interactive television panels, but the necessary classroom renovation to install the new technology existed in the rejected proposition A. Proposition A would have funded the

construction of five new schools, starting with Elementary School #30 in 2023. There were capital renewal and renovation projects at 13 schools, new playgrounds, technology infrastructure updates and instrument replacements for high school bands. A Citizens' Facility Advisory Committee (CFAC) will again be utilized to develop a three- to five-year facility plan to meet the needs of our fast-growth school district which could include a recommendation for a future bond election package, which will ultimately go to the Board of Trustees for final approval before being presented to voters. Active volunteerism continues to be a hallmark of the LISD community coupled with the support of several community partnerships including the Leander Educational Excellence Foundation (LEEF), Concordia University, Parent Teacher Associations, Booster Clubs, and many notable district committees.

The Texas Education Agency (TEA) uses an accountability system to evaluate the academic performance of Texas public schools. Educators, school board members, business and community representatives, professional organizations, and legislative representatives from across the state have been instrumental in developing the current accountability system. House Bill (HB) 2804, passed by the 84th Texas Legislature in 2015, created changes to the state accountability system switching from a pass/fail system to an A-F system of grading schools and districts. House Bill (HB) 22, passed by the 85th Texas Legislature in 2017, edited HB 2804 ratings, assigning each district and campus an overall performance rating, as well as a rating for each domain:

1. Student Achievement evaluates performance across all subjects for all students, on both general and alternate assessments, College, Career, and Military Readiness (CCMR) indicators, and graduation rates.

2. School Progress measures district and campus outcomes in two areas: the number of students that grew at least one year academically (or are on track) as measured by STAAR results and the achievement of all students relative to districts or campuses with similar economically disadvantaged percentages.

3. Closing the Gaps uses disaggregated data to demonstrate differentials among racial/ethnic groups, socioeconomic backgrounds, and other factors. The indicators included in this domain, as well as the domain's construction, align the state accountability system with the Every Student Succeeds Act (ESSA).

As part of Senate Bill (SB) 1365, 87th legislative session (2021), districts and campuses received a label of A=Exemplary Performance, B=Recognized Performance, C=Acceptable Performance, or Not Rated: Senate Bill 1365 for 2021-22. Leander ISD earned a "B" rating with a scaled score of 89. Further information regarding campus and district performance may be viewed at TXschools.gov.

The Texas School Finance System, established in 1993 as a court-ordered effort to promote equitable access to educational resources for students of rich and poor districts alike, provides state aid as a function of property wealth per student as well as average daily attendance. In a special session of the 79th Legislature in May 2006, the legislature passed House bill 1 (HB1), which significantly changed the school finance system. HB1 lowered the cap on school district M & O tax rates from $1.50 to $1.00 over a two-year period. The HB1 system is a "hold harmless" system designed to ensure that districts maintain funding equivalent to the "old law" revenue formula (target revenue per student). In essence, schools are frozen at 2005/2006 or 2006/2007 spending levels per pupil (a calculation determines which year the district is frozen - for LISD it is 2006/2007). The only "new" funding in HB1 was specifically targeted at the mandated educator salary increase ($2,500 approved in the 79th Legislative session). In spring 2009, the 81st Legislature passed HB 3646 which maintained target revenue formulas but added a guaranteed additional $120 per WADA and mandated half of the funding be spent on pay increases for specifically defined educator positions. The 82nd Legislative session passed Senate Bill 1 (SB1) during the special session in June 2011, reducing target revenue by approximately 10% through the 2012-13 school year, and repealing target revenue as of September 1, 2017. With the adoption of SB1, Texas lawmakers infused additional money into the Foundation School Program, increasing funding to the District by approximately $4.5 million in 2013-2014. This bill did not restore the $22 million state funding cuts suffered by the District in 2012-13. The restorations were implemented as an increase to target revenue by less than half of one percent and an increase in the basic allotment through fiscal year 2014-15. Several lawsuits emerged because of the funding reductions, which resulted in a ruling in 2014 that the Texas school finance system is unconstitutional. In the Spring of 2016, the Texas Supreme Court effectively ruled that the finance system, despite deep budget cuts and inequity, is not problematic enough to be deemed unconstitutional. The 84th legislative session passed

House Bill 1 (HB1), which increased the basic allotment (5,140 per student in 2015-16, up from $5,040 in 2014-15) and the Austin yield, as well as institutes changes to fractional funding. While HB1 results in approximately $2.4 million of additional funding for 2015-16, it continues to be well below the funding level in place prior to the 12-13 biennium. In January 2019, the 86th session of the Texas Legislature convened with school finance reform as a critical priority. House Bill 3 (HB 3), passed by the 86th Texas Legislature, was of one of the most transformative Texas education bills in recent history infusing more than $11 billion into the public school system. HB 3 provided more money for Texas classrooms through an increase in the basic allotment for each student from $5,140 to $6,160, increased teacher compensation, funds free full-day Pre-K for eligible 4-year-olds, reduced the amount of money wealthy districts must spend to subsidize poor districts through the state's recapture program, known as "Robin Hood", and cut local property taxes for Texas taxpayers. In summary the bill focused on four major policy areas: teacher support, improving student outcomes, increasing funding and reduction and reform of property taxes and recapture. The 87th Legislative session, which began January 12, 2021, was one of the toughest state lawmakers had seen in years. The state was forecasting billions of dollars in shortfalls to the state budget, because of the recession that accompanied coronavirus pandemic, and concerns were looming as to the potential disruption on public education funding for the next biennium. However, lawmakers knew there were some adjustments that needed to be made to school finance formulas to better serve Texas students. HB 1525, known as the "HB 3 cleanup bill," passed the 87th Legislature and corrected some of the unintended consequences of implementing the significant changes in HB 3 including: updating the career and technical education allotment; changing the fast growth allotment to a tiered system; restoring the gifted and talented funding, subject to a statewide appropriation and 5% cap on average daily attendance (ADA); and adding flexibility in spending state compensatory education funds. The 88th Legislative Session will begin in January of 2023.

Planning

The district's Strategic Plan, approved February 2022, sets out a five-year plan to help guide the district on its journey of continuous improvement and to realize its vision of cultivating each student individually to produce the most sought-after creators of our future world. The Mission states, "We will cultivate each individual student by: Knowing and appreciating them; Creating a safe and supportive environment to nurture their personal growth; Partnering with each family".

The strategic plan, grounded in the district's core beliefs, vision, mission and graduate profile, illustrates the most important aspirations for our students into a clear plan that reflects our diverse community. The plan is divided into five focus areas:

- Empowered Student Learning
- Empowered Staff
- Impactful Family Engagement
- Equitable Access
- Safe and innovative learning Environments

The District uses a systems approach in developing its plans and related budget. Strategic objectives and academic excellence indicators are used to weigh the relative value of budget items. The budget is developed collaboratively and based on District-wide planning and strategy.

During 2022, a Long-Range Planning Committee was formed to discuss and develop recommendations regarding how to move forward in Leander ISD as student enrollment continues to grow. Discussions have centered around rezoning of the District in order to maximize utilization of facilities and/or to consider another bond election. The Board approved a Citizen's Facility Advisory Committee (CFAC) Process Timeline and Charter, with growing interest in holding a bond election in May of 2023. The purpose of the CFAC is to develop a three to five-year facility plan to meet the needs of our fast-growth school district in conjunction with the work conducted to create the district's Long Range Plan. The proceeds from bond sales, interest earnings, and capital expenditures are the core of the revenues and expenditures that are reviewed annually when preparing the capital projects fund budget. The District does not have a construction fund balance reserve policy but utilizes all principal bond proceeds and related interest earnings in a manner acceptable with law, the community, and Board of Trustees. Other capital improvements and repairs, commonly referred to as major maintenance, have been funded by the general fund budget in the past by committing 2 pennies from the estimated levy. These funds are for replacement/repair of building components, equipment and site features. LISD has a 10-year major maintenance plan, which is updated annually and presented to the Board for approval.

Accounting Systems and Budgetary Control

Every school district in Texas is required, by law, to prepare and file a budget with TEA (Texas Education Agency). The General Fund, Food Service Fund, and Debt Service Fund are included in the District's formally adopted budget and are adopted at the fund and function level. The academic goals of the District serve as the foundation for a well-balanced and appropriate education. The annual budget process is designed to efficiently allocate resources based upon the needs of students and to support the District's goals. Budgetary control is maintained at the function level by organizational units through the encumbrance of estimated purchase amounts and other expenditures prior to the execution of contracts, approval of personnel transactions, or release of purchase orders to vendors. Purchase commitments, personnel actions, or their obligations, which would result in an overrun of appropriated funds, are not released until additional appropriations are made available. Open encumbrances at year end June 30, 2021, were appropriated by the Board into the 2021-22 budget.

Section 44.007 ACCOUNTING SYSTEM; REPORT. (a) A standard school fiscal accounting system must be adopted and installed by the Board of Trustees of each independent school district. The accounting system must conform to generally accepted accounting principles. (b) The accounting system must meet at least the minimum requirements prescribed by the State Board of Education and approved by the state auditor. (c) Records must be kept of all expenditures made and all income received during the fiscal year for which a budget is adopted. A report of the disbursements and receipts for the preceding fiscal year shall be filed with the agency on or before a date set by the State Board of Education.

In developing, evaluating, and improving the District's accounting system, consideration is given to the adequacy of internal controls. Internal controls are designed to provide management with reasonable, but not absolute, assurance that assets are safeguarded against loss from unauthorized use or disposition, and that transactions are executed in accordance with management's authorization and recorded properly to permit the preparation of financial statements in accordance with generally accepted accounting principles. The concept of reasonable assurance recognizes that the cost of a control should not exceed the benefits likely to be derived and the evaluation of costs and benefits requires estimates and judgments by management.

All internal control evaluations occur within the above framework. We believe that the District's internal controls adequately safeguard assets and provide reasonable assurance of proper recording of financial transactions.

As a recipient of federal, state, and local grants, the District is also responsible for ensuring that adequate internal controls are in place to ensure compliance with applicable laws and regulations related to these grants. Internal control is subject to periodic reviews by management. As a part of the District's Single Audit, tests are conducted to determine the adequacy of the internal controls as related to federal financial assistance programs as well as compliance with applicable laws and regulations. The results of the District's Single Audit for the fiscal year ended June 30, 2022, indicated no instances of material weaknesses in internal control or significant violations of applicable laws and regulations.

Information related to this Single Audit, including the schedule of expenditures of federal awards, findings and questioned costs, and the independent auditors' reports on compliance and internal control over financial reporting and compliance with requirements applicable to each major federal program and internal control over compliance are included in the federal awards section.

Major Initiatives

Spirit Cultural Exchange Program - The Spirit Cultural Exchange program allows teachers to gain one to three years of professional educational experience outside of their home country. It also provides students with the opportunity to learn about a different culture. The 2021-22 school year was the first year that LISD participated in Spirit Cultural Exchange, with two international teachers coming to the district to teach**.**

mLISD - The Leander Mobile Learning Initiative, also known as mLISD, is an initiative to help students learn digitally by providing them with devices such as tablets, laptops, and desktop computers. In spring 2014, trustees approved the sale of existing bonds to fund capital needs in the district, including approximately $17.8 million for technology replacement. In

January of 2015 the pilot program began with deployment of over 1600 devices to sixth graders at Henry and Canyon Ridge middle schools as well as ninth graders at Leander High School. Starting in school year 2016-17, every middle school and high school student had the opportunity to check out a tablet through the District program.

Advanced Programs - LISD has worked diligently to develop and coordinate a full range of academic programs providing challenging instruction leading to advanced learning opportunities including: PACE (Programs for Advancement, Challenge and Enrichment) Language Arts and Math at elementary and middle school campuses; Advanced Placement (AP); International Baccalaureate (IB) classes at high school; IB Primary Years program; and the QUEST Program for identified gifted students. Camacho Elementary is designed to be focused on STEM (science, technology, engineering, and math) and encourages collaborative projects among students. Leander ISD implements two aspects of International Baccalaureate (IB): Primary Years Programme for students at the elementary school level and Diploma Programme for students at the high school level. The IB Program is a comprehensive, internationally recognized, two-year advanced academic studies program that begins in a student's junior year of high school. The program covers curriculum in six subject areas including English, Mathematics, Social Studies, Science, Foreign Language, and the Electives. Students who pursue the IB diploma program (IB DP) have taken courses equivalent to first year college courses and may receive advanced standing and/or college credit for their work. Leander High School has been an IB World School since 1999. Vandegrift High School recently earned the IB designation and will graduate its first IB Diploma class in 2020. LISD also has two IB Primary Years Programme campuses — Grandview and Mason elementary schools, authorized in 2012 and 2013 respectively.

Leadership Development/Perspective Principal Program (P3) – The District recognizes that school leadership has a direct impact on student achievement. Thus, it is imperative that campus administrators continue to grow and develop in all facets of leadership. LISD has developed several new programs for Leadership Development. The Aspiring Leader Program is a partnership between LISD and Concordia University. The LISD Aspiring Leader program allows high potential LISD teachers the opportunity to earn their Master of Education degree with a specialization in Educational Administration. The Aspiring Administrator Academy is designed for current Leander ISD staff committed to developing their leadership skills in preparation of becoming an Assistant Principal. Participants must attend the monthly academy meetings focused on leadership development skills, engage in learning outside of the monthly academy meetings including, an action research project and implementing campus professional learning. The goal of the academy is to develop campus leaders within the LISD system. The Prospective Principal Program (P3) is designed to prepare a select cohort of experienced Leander ISD campus and district administrators to successfully enter the principalship. By providing members the opportunity to gain targeted, timely, and personalized professional learning with a focus on the qualities and skills needed to lead a Leander ISD campus.

Professional Learning Communities (PLC) – Strengthening of PLCs at all levels of the organization has been a key initiative of the District, focusing on developing strong leaders, improving the written, assessed, and implemented curriculum through the execution of recommendations from the Curriculum Management Audit, the development of the district's Assessment Framework, and the development of a new teacher evaluation system (LEADS).

Debt Management – The Board continues to review the outstanding debt of the District and authorize refunding sales, when market conditions are optimal, to take advantage of debt service savings. The District now carries "AA" ratings from two of the major credit rating agencies, S&P and Fitch Ratings. The "AA" rating is the third-highest attainable bond rating that a school district can achieve.

In September 2022, both Fitch and S&P affirmed the District's "AA" rating with a stable outlook in preparation for a new money sale from the 2017 and 2021 voter approved bond authorizations. Fitch described the District's operating performance as one with "strong revenue growth, conservative budgeting, and solid expenditure control [which] have allowed the district to maintain positive financial operations and growth in reserves over the last several fiscal years...". S&P offered that the District's strong financial performance is a result of its strong financial management policies and practices

In its Sept. 9, 2021 rating report announcing the upgrade, Fitch cited the district's "significant decline in the district's long-term liability [debt]", "marked improvement in debt management practices" including the continued transition away from capital appreciation bonds, and "historically conservative budgeting practices" as key factors for the rating upgrade. The rating agency also noted the district's financial resilience and sound reserve levels as positive factors.

Fitch upgraded the district's credit rating to "AA" from "AA–", where it had been rated since 2012. This marks the second time in the past five years that the district's bond rating has been upgraded.

On Sept. 23, 2016, Leander ISD received an upgraded underlying bond rating from Standard and Poor's (S&P) moving from an "AA-" with a stable outlook to "AA" with a stable outlook. S&P stated in their press release: "The rating … reflects our view that the district will continue to maintain strong and consistent budgetary performance, which will support its very strong budget reserves and enhance the district's flexibility to address its growth-related needs or sustain operations if the tax base were to stagnate or decrease significantly. In April 2018, S&P affirmed Leander ISD's high-quality bond rating in preparation for the new money sales from the 2017 bond election approved by the LISD community.

Relevant Financial Policies

The District's cash and investment policy is to minimize credit and market risks while maintaining a competitive yield on its portfolio. As evidenced by the diversity of its investment portfolio, the District is continuing to take advantage of all investment opportunities available to it. Safety of principal will continue to be foremost in the District's investment decisions. J.P. Morgan Chase bank, N.A. was the official depository of the District, by contract, for the fiscal year ended June 30, 2022. The district maintains temporary investments in local government investment pools, including: TexPool, Local Government Investment Cooperative (LOGIC), TexStar, Texas Term, Texas Class, Texas Fit, and Lone Star. Purchases of US Treasury and Agency securities, certificates of deposit, municipal bonds, and commercial paper, are competitively bid, and match maturities to cash flow projections. The investments purchased as well as investment pools used by the District, are authorized under the Texas Public Funds Investment Act, Section 2256.016.

Employees' Retirement Plan

The District's employees participate in the Teacher Retirement System of Texas (TRS), a public employee retirement system (PERS). It is a cost-sharing multiple-employer defined benefit pension plan with one exception: all risks and costs are not shared by the District but are the liability of the State of Texas. The system covers approximately 1,330 school systems and more than 1.7 million public education employees and retirees.

Under provisions in State law, plan members are required to contribute 8.0% of their annual covered salary and the State of Texas contributes an amount equal to 7.75% of the District's covered payroll. Additionally, TRS eligible employees have .65% of annual salary deducted toward TRS insurance for the benefit of the retiree's health insurance program, TRS-Care. The District's employees' contributions to the System for the years ended June 30, 2022, 2021, and August 31, 2020, were approximately $22,263,000, $20,490,000, and $16,894,000, respectively, which were equal to the required contributions for the years. Required contributions made from federal grants, District contribution for TRS insurance, new member contribution for the first 90 days of employment, retiree surcharge and insurance, and from the District for salaries above the Texas statutory minimum teacher salary scale for the year ended June 30, 2022, were approximately $7,139,000.

Independent Audit

Texas Education Code Section 44.008 requires an annual audit of the District's financial statements by an independent certified public accountant selected by the Board of Trustees. The independent auditors' report on the basic financial statements and the combining and individual fund statements and other supplemental schedules are included in the financial section of this report.

AWARDS AND ACKNOWLEDGEMENTS

GFOA Certificate of Achievement for Excellence

The District continues to earn recognition for strong financial management and to receive awards for financial reporting and budget presentation.

The Government Finance Officers' Association of the United States and Canada (GFOA) awarded its Certificate of Achievement for Excellence in Financial Reporting to the District for its ACFR for the fiscal year ended June 30, 2021. This was the twenty-four consecutive year that the District has achieved this prestigious award. To be awarded the Certificate of Achievement, a government must publish an easily readable and efficiently organized ACFR. This report must satisfy both generally accepted accounting principles and applicable legal requirements.

A Certificate of Achievement is valid for a period of one year only. We believe that our current ACFR continues to meet the Certificate of Achievement Program's requirements and we are submitting it to the GFOA to determine its eligibility for another certificate.

ASBO Certificate of Excellence in Financial Reporting

The Association of School Business Officials International (ASBO) awarded its Certificate of Excellence in Financial Reporting to the District for its ACFR for the fiscal year ended June 30, 2021. This award certifies that the report substantially conforms to the principles and standards of financial reporting as recommended and adopted by ASBO. The award is granted only after an intensive review of financial reports by an expert panel of certified public accountants and practicing school business officials. This was the twenty-four consecutive year that the District has achieved this prestigious award.

A Certificate of Excellence is valid for a period of one year only. We believe that our current ACFR continues to meet the Certificate of Excellence in Financial Reporting program requirements and we are submitting it to the ASBO to determine its eligibility for another certificate.

The District has received a Platinum Award for the Texas Comptroller Leadership Circle designation for financial transparency. The Leadership Circle awards program recognizes local governments across Texas that are striving to meet a high standard for financial transparency by opening their books to the public, providing clear and consistent pictures of spending, and sharing information in a user-friendly format that helps taxpayers understand how their dollars are spent. has received a Platinum Award for the Texas Comptroller Leadership Circle designation for financial transparency. The Leadership Circle awards program recognizes local governments across Texas that are striving to meet a high standard for financial transparency by opening their books to the public, providing clear and consistent pictures of spending, and sharing information in a user-friendly format that helps taxpayers understand how their dollars are spent.

ASBO Meritorious Budget Awards

The Meritorious Budget Awards (MBA) program promotes and recognizes school districts that demonstrate excellence in school budget presentation, setting a high standard for transparent budget development. The Association of School Business Officials (ASBO) International has awarded Leander Independent School District its Meritorious Budget Award (MBA) for excellence in budget presentation for the current fiscal year 2022-2023. The district has received the award seven times since first submitting it for consideration. The district did not submit for the award for the 2020-2021 budget due to the conversion of its financial software and pandemic-related time constraints.

Acknowledgments

The preparation of the ACFR on a timely basis was made possible by the dedicated service and help of our staff and we are most grateful to them. The LISD Financial Services Department, and our Sr. Director of Financial Services, Dana Paulson, devoted tremendous effort to the completion of this report. We also wish to express our sincere appreciation to the audit firm of Whitley Penn for its meticulously high standards of review and expertise. As the District's audit firm, it has our respect and admiration. Its commitment to excellence has enabled the District staff to complete the ACFR in a timely manner. Community, Board, parent, and staff commitment to student achievement and academic excellence is the hallmark of the District. It is an honor to report the results of those efforts.

Bruce Gearing, Ed.D.
Superintendent of Schools

Pete Pape, CPA
Chief Financial Officer

Government Finance Officers Association

Certificate of Achievement for Excellence in Financial Reporting

Presented to

Leander Independent School District
Texas

For its Annual Comprehensive
Financial Report
For the Fiscal Year Ended

June 30, 2021

Christopher P. Morrill

Executive Director/CEO

v

ASSOCIATION OF SCHOOL BUSINESS OFFICIALS INTERNATIONAL

The Certificate of Excellence in Financial Reporting is presented to

Leander Independent School District

for its Annual Comprehensive Financial Report for the Fiscal Year Ended June 30, 2021.

The district report meets the criteria established for ASBO International's Certificate of Excellence in Financial Reporting.

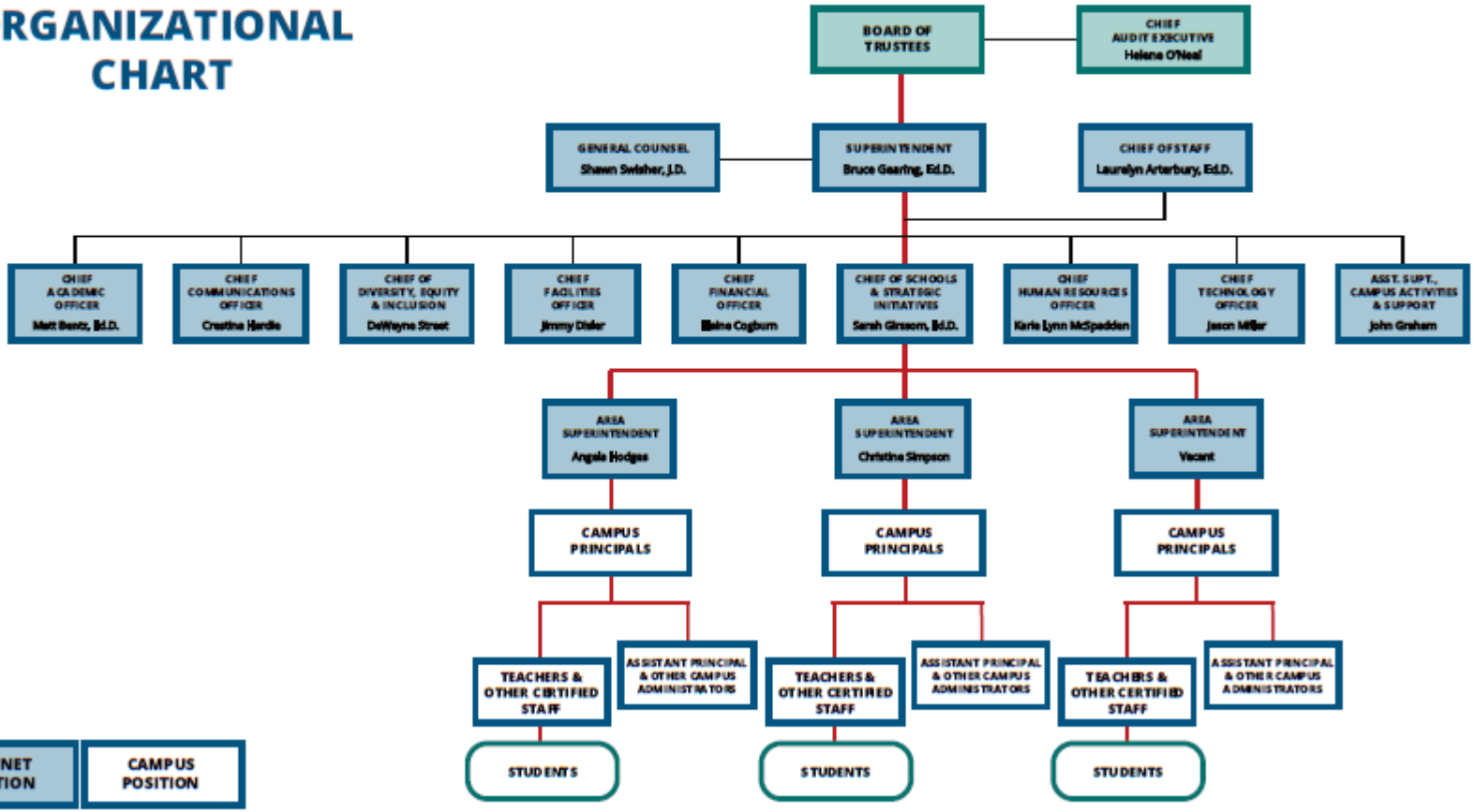
CERTIFICATE OF EXCELLENCE IN FINANCIAL REPORTING

William A. Sutter
President

David J. Lewis
Executive Director

LEANDER ISD
LEADING TO A BRIGHT FUTURE

ORGANIZATIONAL CHART




LEANDER ISD
LEADING TO A BRIGHT FUTURE

FINANCIAL SECTION


LEANDER ISD
LEADING TO A BRIGHT FUTURE

INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees
Leander Independent School District
Leander, Texas

Report on the Audit of the Financial Statements

Opinions

We have audited the accompanying financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Leander Independent School District as of and for the fiscal year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position of the governmental activities, each major fund, and the aggregate remaining fund information of the District, as of June 30, 2022, and the respective changes in financial position, and, where applicable, cash flows thereof for the year then ended in accordance with accounting principles generally accepted in the United States of America.

Basis for Opinions

We conducted our audit in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the District, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with accounting principles generally accepted in the United States of America, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is required to evaluate whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for twelve months beyond the financial statement date, including any currently known information that may raise substantial doubt shortly thereafter.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about the District's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

Required Supplementary Information

Accounting principles generally accepted in the United States of America require that management's discussion and analysis, budgetary comparison information, pension information, and other-post employment benefit information, as listed in the table of contents, be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

Supplementary Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's basic financial statements. The combining and individual nonmajor fund financial statements, required Texas Education Agency (TEA) schedules, and schedule of expenditures of federal awards, as required by Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* are presented for purposes of additional analysis and are not a required part of the basic financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the combining and individual nonmajor fund financial statements, required TEA schedules, and schedule of expenditures of federal awards are fairly stated, in all material respects, in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the introductory section, statistical section, and Schedule L-1 but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated November 10, 2022 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the District's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

Austin, Texas
November 10, 2022


LEANDER ISD
LEADING TO A BRIGHT FUTURE

As management of the Leander Independent School District, we offer readers of the District's financial statements this narrative overview and analysis of the financial activities of the District for the fiscal year ended June 30, 2022.

Financial Highlights

The liabilities and deferred inflows of the District exceeded its assets and deferred outflows as of June 30, 2022 by $209,567,822 (net deficit). The main cause of the deficit is the net pension liability and net other post-employment benefits liabilities. The liabilities do not affect the financial stability of the District nor do they change how the District conducts its financial decision-making. Rather, the District is reflecting its portion of the liabilities that the State of Texas manages and operates on-behalf of all school districts in Texas.

- The District's total net deficit was decreased by $17,731,552 including a prior period adjustment.
- As of June 30, 2022June 30, 2022, the District's governmental funds reported combined ending fund balances of $331,234,737, a decrease of $43,392,780 in comparison with the prior year primarily due to a decrease in the fund balance of the capital projects fund of 52,616,146 due to construction project expenditures.
- As of the close of the current fiscal year, unassigned fund balance for the general fund is 37 percent of total general fund expenditures.
- The District's total bonded debt (general obligations, premiums and accretion payable) decreased by $58.3 million (3.2 percent) during the fiscal year ended. The decrease is primarily related to payment of bond liabilities.
- The District's proportionate share of the Teacher's Retirement System ("TRS") net pension and OPEB liabilities totaled $150,199,117 a decrease of in comparison to the prior year during mainly to market conditions.

Overview of the Financial Statements

This discussion and analysis is intended to serve as an introduction to the District's basic financial statements. The District's basic financial statements are comprised of three components: 1) government-wide financial statements, 2) fund financial statements, and 3) notes to the financial statements. This report also contains required supplementary information and other supplementary information in addition to the basic financial statements.

Government-wide Financial Statements

The *government-wide financial statements* are designed to provide readers with a broad overview of the District's finances, in a manner similar to a private-sector business.

The *Statement of Net Position* presents information on all of the District's assets, deferred outflows of resources, liabilities, and deferred inflows of resources with the difference reported as *net position*. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the District is improving or deteriorating.

The *Statement of Activities* presents information showing how the District's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, *regardless of the timing of related cash flows.* Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g., uncollected taxes).

The *government-wide financial statements* of the District are principally supported by taxes and intergovernmental revenues *(governmental activities)*. The governmental activities of the District include Instruction, Instructional Resources and Media Services, Curriculum and Instructional Staff Development, Instructional Leadership, School Leadership, Guidance, Counseling, and Evaluation Services, Social Work Services, Health Services, Student Transportation, Food Services, Cocurricular/ Extracurricular Activities, General Administration, Facilities Maintenance and Operations, Security and Monitoring Services, Data Processing Services, Community Services, Interest on Long-term Debt, Bond Issuance Costs and Fees, Facilities Repairs and Maintenance, and Other Intergovernmental Charges.

Fund Financial Statements

A *fund* is a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. All of the funds of the District can be divided into three categories: governmental funds, proprietary funds, and fiduciary funds.

Governmental Funds

Governmental funds are used to account for essentially the same functions reported as *governmental activities* in the government-wide financial statements. However, unlike the government-wide financial statements, governmental fund financial statements focus on near-term inflows and outflows of spendable resources, as well as on *balances of spendable resources* available at the end of the fiscal year. Such information may be useful in evaluating a District's near-term financing requirements.

Because the focus of governmental funds is narrower than that of the government-wide financial statements, it is useful to compare the information presented for *governmental funds* with similar information presented for *governmental activities* in the government-wide financial statements. By doing so, readers may better understand the long-term impact of the District's near-term financing decisions. Both the governmental fund balance sheet and the governmental fund statement of revenues, expenditures, and changes in fund balances provide a reconciliation to facilitate this comparison between *governmental funds* and *governmental activities*.

The District maintains individual governmental funds for general, debt service, and capital projects funds. Information is presented separately in the governmental fund balance sheet and in the governmental fund statement of revenues, expenditures, and changes in fund balances for the general fund, debt service fund and capital projects fund, all of which are considered to be major funds. Data from the other governmental funds are combined into a single, aggregated presentation. Individual fund data for each of these non-major governmental funds is provided in the form of combining statements elsewhere in the financial statements. The District adopts an annual appropriated budget for its general fund, debt service fund, and child nutrition special revenue fund.

Proprietary Fund

The District maintains four individual internal service funds for worker's compensation, property and casualty, health insurance and repairs. *Internal service funds*, one type of proprietary fund, are an accounting device used to accumulate and allocate costs internally among the District's various funds and functions. Because this service predominantly benefits governmental functions, it has been included within *governmental activities* in the government-wide financial statements.

The District does not maintain any enterprise funds, which is a second type of proprietary fund. Proprietary fund statements provide the same type of information as the government-wide financial statements, only in more detail.

Fiduciary Fund

The fiduciary funds are used to account for resources held for the benefit of students and employees. The District's *custodial fund* is used to account for resources held in a custodial capacity by the District and consists of funds that are the property of students or others. All of the District's fiduciary activities are reported in separate Statements of Fiduciary Net Position and Changes in Fiduciary Net Position. The fiduciary funds are *not* reflected in the government-wide financial statement because the resources of those funds are *not* available to support the District's own programs.

Notes to the Financial Statements

The notes provide additional information that is essential to a full understanding of the data provided in the government-wide and fund financial statements.

Required Supplementary Information

In addition to the basic financial statements and accompanying notes, this report also presents certain required supplementary information that further explains and supports the information in the financial statements. The required supplementary information relates to comparison of the original adopted budget, the final amended budget, and the actual amounts for the fiscal year. This is required supplementary information for the general fund and any major special revenue funds. The general fund and child nutrition funds are presented as required supplementary information.

Other Information

The combining and individual fund statements and schedules and other supplementary information are presented immediately following the required supplementary information.

Government-wide Financial Analysis

As noted earlier, net position may serve over time as a useful indicator of a District's financial position. In the case of the District, liabilities and deferred inflows of resources exceeded assets and deferred outflows by$209,567,822 at the close of the most recent fiscal year.

One of the largest portions of the District's net position, $218,763,600 , reflects its investment in capital assets (e.g., land, buildings and improvements, furniture and equipment, construction in progress and right to use assets), less any outstanding related debt used to acquire those assets. The District uses these capital assets to provide services to students; consequently, these assets are *not* available for future spending. Although the District's investment in its capital assets is reported net of related debt, it should be noted that the resources needed to repay this debt must be provided from other sources, since the capital assets themselves cannot be used to liquidate these liabilities.

As of June 30, 2022 the District's net position included the following:

	Governmental Activities	
	2022	**2021**
Current and other assets	$ 432,242,163	$ 458,549,741
Noncurrent Assets:		
Capital assets net of depreciation	1,266,609,087	1,249,886,488
Total Assets	1,698,851,250	1,708,436,229
Deferred outflows of resources	166,105,460	184,820,644
Current liabilities	124,695,931	98,188,226
Long term liabilities	1,824,359,195	1,930,448,312
Total Liabilities	1,949,055,126	2,028,636,538
Deferred inflows of resources	125,469,406	91,919,709
Net Position:		
Net investment in capital assets	218,763,600	209,579,358
Restricted	106,867,695	100,642,740
Unrestricted	(535,199,117)	(537,521,472)
Total Net Position	$ (209,567,822)	$ (227,299,374)

Net position is restricted for various purposes as follows:

	Governmental Activities	
	2022	**2021**
Food service	$ 11,591,451	$ 3,522,865
Debt service	93,103,657	93,519,193
Endowments	20,509	20,509
Federal/State Grants	2,152,078	3,580,173
	$ 106,867,695	$ 100,642,740

The balance of unrestricted net position is a negative $535,199,117. This balance includes the net pension and OPEB liabilities as well as accretion payable. The District had a positive change to fund balance in that it decreased the overall net deficit by $17,731,552.

Comparative Schedule of Changes in Net Position

	Governmental Activities	
	2022	**2021**
Program Revenues		
Charges for services	$ 9,102,162	$ 7,613,890
Operating grants and contributions	58,011,772	73,046,804
General Revenues		
Property taxes	432,989,969	401,522,667
State Aid - Formula Grants	51,823,295	67,049,871
Grants and contributions not restricted	-	12,640
Interest earnings	1,270,733	1,219,173
Miscellaneous	81,848	1,436,365
Total Revenues	553,279,779	551,901,410
Expenses		
Instruction	256,091,647	281,784,112
Instructional resources and media services	5,646,369	5,446,954
Curriculum and staff development	8,638,635	9,177,726
Instructional leadership	3,478,618	3,996,939
School leadership	21,284,630	23,953,779
Guidance, counseling, and evaluation services	20,914,516	22,557,465
Social work services	1,461,273	1,600,123
Health services	3,569,383	4,419,896
Student transportation	14,937,044	13,834,464
Food service	14,308,790	11,588,929
Extracurricular activities	15,069,588	13,955,301
General administration	8,574,613	8,810,590
Facilities maintenance and operations	37,244,209	35,186,664
Security and monitoring services	3,747,379	2,772,798
Data processing services	10,627,985	11,952,503
Community services	2,340,136	2,455,677
Interest and fees on long-term debt	104,842,157	75,753,724
Facilities repairs and maintenance	390,299	4,345,087
Payments related to shared services arrangements	112,562	140,034
Payments to Juvenile Justice Alternative Education Programs	236,899	243,397
Other intergovernmental charges	2,027,406	2,051,063
Total Expenses	535,544,138	536,027,225
Increase (decrease) in net position	17,735,641	15,874,185
Beginning Net Position	(227,299,374)	(244,178,198)
Prior Period Adjustment	(4,089)	1,004,639
Ending Net Position	$ (209,567,822)	$ (227,299,374)

Governmental Activities

Governmental activities increased the District's net position (or decreased its net deficit) by $17,731,552, including the prior period adjustment. Revenues are generated primarily from three sources. Property taxes, state-aid formula grants, and operating grants and contributions represent 98 percent of total revenues. The remaining two percent is generated from charges for services, investment earnings, and miscellaneous revenues. Property taxes increased by $31.5 million due to the increase in property values. State Aid decreased by $15.2 million. Operating grants and contributions decreased by $15.0 million, mainly due to decreased COVID-19 related funding.

	Total Revenues	% of Total Revenues
Property taxes	$ 432,989,969	78%
State Aid - Formula Grants	51,823,295	9%
Operating grants and contributions	58,011,772	10%
Charges for services	9,102,162	2%
Other revenue	1,352,581	
Total Revenues	$ 553,279,779	100%

The primary functional expenses of the District are instruction, facilities maintenance and operations and interest expense, which represent 74 percent of total expenses. The remaining individual functional categories of expenses are each less than 4 percent of total expenses. The District's overall expenses decreased by $500 thousand. Instructional expenses decreased by approximately $25.7 million, which was offset by an increase of interest expense of $29.1 million.

	Total Expenses	% of Total Expenses
Instruction	$ 256,091,647	48%
Facilities maintenance and operations	37,244,209	7%
Interest expense	104,842,157	20%
Other expenses	137,366,125	26%
Total Expenses	$ 535,544,138	100%

Financial Analysis of the Government's Funds

As noted earlier, the District uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements.

Governmental Funds

The focus of the District's *governmental funds* is to provide information on near-term inflows, outflows, and balances of *spendable* resources. Such information is useful in assessing the District's financing requirements. In particular, *unassigned fund balance* may serve as a useful measure of a District's net resources available for spending at the end of the fiscal year.

As of the end of the current fiscal year, the District's governmental funds reported combined ending fund balances of $331,234,737, a decrease of $43,392,780 in comparison with the prior year primarily due to the increase in the capital project fund's expenditures for projects. In addition, property tax revenues increased by $32.4 million due to the increase in property values of $3.2 billion.

The *general fund* is the chief operating fund of the District. At the end of the current fiscal year, unassigned fund balance of the general fund was $134,850,415, while total fund balance reached $178,846,817. As a measure of the general fund's liquidity, it may be useful to compare both unassigned fund balance and total fund balance to total fund expenditures. Unassigned fund balance represents 37 percent of total general fund expenditures, while total fund balance represents 48 percent of that same amount. The fund balance of the District's general fund decreased by $2,172,160 during the current fiscal year. As noted above, even though the District's property values increased by $3.2 billion, and property tax revenues increased by $13.2 million in the General Fund. This was offset by State Aid Per Capita and Foundation School Allotment decreased by $15.6 million.

The *debt service fund* has a total fund balance of $135,256,115, all of which is restricted for the retirement of funded indebtedness. The net increase in fund balance during 2022 was $3,995,925, which is a result of an increases in assessed property values. The *capital projects fund* has a total fund balance of $3,367,767, all of which is restricted for construction. The net decrease in Capital Projects' fund balance during the fiscal year of $52,616,146 is due to ongoing construction projects.

General Fund Budgetary Highlights

Consistent with its budget development procedures, the Board appropriates funds for expected enrollment estimates. Over the course of the year, the District revised its budget several times. All other variances between the General Fund original budget and final amended budget are due to amending the budget to more closely estimate actual revenues and expenditures.

	2022 Budget	
	Original	Final Amended
Total revenues	$ 368,537,019	$ 367,572,897
Total expenditures	387,565,625	397,122,729
	$ (19,028,606)	$ (29,549,832)

Capital Assets and Long-term Liabilities

Capital Assets

The District's investment in capital assets for its governmental type activities as of June 30, 2022, includes land, buildings and improvements, furniture and equipment, construction in progress and right to use assets. The investment in capital assets for the current fiscal year was $1.3 billion. The following table summarizes the investment in capital assets as of June 30, 2022 and 2021.

	2022	2021
Land	$ 197,807,595	$ 193,340,734
Buildings and improvements	1,349,263,928	1,299,346,551
Vehicles/Furniture and Equipment	77,662,690	75,750,997
Construction in progress	32,823,536	42,505,014
Right to use assets	2,580,934	-
Total	1,660,138,683	1,610,943,296
Accumulated depreciation\amortization	(393,529,596)	(361,056,808)
Net capital assets	$ 1,266,609,087	$ 1,249,886,488

Additional information on the District's capital assets can be found in Note 4 to the financial statements.

Long-term Liabilities

At the end of the current fiscal year, the District had $1.7 billion in bonded debt (including accretion payable) outstanding, a decrease of $56.6 million from the previous year. The District's bonds are sold with an "AAA" rating and are guaranteed through the Texas Permanent School Fund Guarantee Program. The underlying rating of the bonds from Standard and Poor's is "AA".

Changes in general obligation bonds, for the fiscal year ended June 30, 2022, are as follows:

	Restated Balance July 1, 2021	Additions	Retirements	Balance June 30, 2022
General obligation bonds	$ 1,115,580,055	$ -	$ (50,942,167)	$ 1,064,637,888
For issuance premiums/discounts	102,473,920	-	(5,922,644)	96,551,276
Accretion payable	509,447,486	23,613,546	(25,050,795)	508,010,237
Lease payable	387,718	2,193,217	(486,232)	2,094,703
	$ 1,727,889,179	$ 25,806,763	$ (82,401,838)	$ 1,671,294,104

Additional information on the District's long-term liabilities can be found in the Note 7 to the financial statements.

Economic Factors and Next Year's Budgets and Rates

The 2022-2023 General Fund Budget was adopted on June 23, 2022, following the culmination of months of planning and work to present a plan that provides the resources necessary to support the district's mission while maintaining accountability to its stakeholders. The General Fund budget was prepared to support 43,720 students, which represents 4.69% growth over October 2021 enrollment numbers, and includes revenues of $446,495,685, expenditures of $444,364,805, and other uses/transfers of $7,510,000, resulting in an overall deficit of $5,379,120. The District has continued to be fiscally conservative, allowing for recognition of healthier financial outcomes than originally budgeted. A total tax rate of $1.2746 was adopted in August 2022 and reflects a 6.24 cent decrease from the prior year, assuming passage of a Voter-Approval Tax Ratification Election (VATRE) to be held November 8, 2022. The M&O tax rate used when adopting the 2022-23 budget was $0.9446 (estimated compressed rate) per $100 of valuation.

Revenues were prepared under the following assumptions:

- Student enrollment of 43,720
- A Tier I MCR of $0.8046
- 5 golden pennies
- 3 additional golden pennies
- 6 additional copper pennies
- Conservative estimates for other local revenues

Expenditures proposed include:

- 5% salary increase for teachers, nurses, and counselors on midpoint of the applicable pay grade
- 4% salary increase for all other employees on midpoint of the applicable pay grade
- $15/hour minimum hourly wage
- Opening costs for North Elementary and Early College High School
- No funding for Major Maintenance or portables (moved to bond savings)

Through the planning & development process, the three-year budget forecast Administration provided to the Board of Trustees reflected the need for LISD to pursue avenues to increase revenues and decrease expenditures to balance the budget and avoid future use of fund balance. From January through May, the District held discussions regarding the financial health of the District with the Board regarding how to achieve these goals, without negatively impacting programs. Due to a historic increase in property values, 30% over 2021 values, LISD could generate additional revenue by increasing the Maintenance & Operations (M&O) tax rate and reducing the Interest & Sinking (I&S) rate 13 cents, from $0.4650 to $0.3300.

The total tax rate adopted, of $1.2746, exceeds the Voter-Approval Tax Rate of $1.1846 which requires a Voter-Approval Tax Ratification Election (VATRE) to be held. Voter approval of the VATRE would ratify the tax rate adopted by the Board of Trustees and the district would raise $32 million to fund pay raises for teachers and other employees approved by the Board in May 2022, assist with adopting balanced budgets, and provide a tax rate reduction. If the VATRE fails, the M&O rate reverts to the maximum allowed under state law of $1.1846 for Leander ISD, the district loses any additional revenue, and will utilize fund balance to address a budget deficit, of nearly $35 million, for the 2022–23 school year.

Requests for Information

This financial report is designed to provide our citizens, taxpayers, customers, and investors and creditors with a general overview of the District's finances and to demonstrate the District's accountability for the money it receives. If you have questions about this report or need additional financial information, contact the Office of the Chief Financial Officer, Leander Independent School District, P.O. Box 218, Leander, TX 78646-0218.


LEANDER ISD
LEADING TO A BRIGHT FUTURE

BASIC FINANCIAL STATEMENTS

STATEMENT OF NET POSITION

June 30, 2022

Data Control Codes		Governmental Activities
	Assets	
1110	Cash and cash equivalents	$ 19,903,693
1120	Current investments	390,755,722
1225	Property taxes receivables, net	4,737,095
1240	Due from other governments	15,087,116
1250	Accrued interest	95,733
1290	Other receivables, net	394,178
1300	Inventories	628,661
1410	Prepaid items	614,051
	Capital assets not subject to depreciation:	
1510	Land	197,807,595
1580	Construction in progress	32,823,536
	Capital assets net of depreciation:	
1520	Buildings and improvements, net	1,006,838,928
1530	Furniture and Equipment, net	11,777,894
1531	Vehicles, net	15,261,183
1550	Right to use assets, net	2,099,951
1810	Restricted Cash	25,914
1000	**Total Assets**	1,698,851,250
	Deferred Outflows of Resources	
	Deferred charge on refunding	112,067,584
	Deferred outflows - pension	26,448,768
	Deferred outflows - OPEB	27,589,108
1700	**Total Deferred Outflows of Resources**	166,105,460
	Liabilities	
2110	Accounts payable	9,853,285
2140	Interest payable	43,799,989
2150	Payroll deductions and withholdings	6,212,147
2160	Accrued wages payable	33,475,115
2180	Due to other governments	372,668
2200	Accrued expenses	703,022
2300	Unearned revenue	30,279,705
	Noncurrent Liabilities:	
2501	Due within one year	72,055,167
2502	Due in more than one year	1,601,988,462
2540	Net pension liability	46,157,746
2545	Net other post-employment benefits (OPEB) liability	104,157,820
2000	**Total Liabilities**	1,949,055,126
	Deferred Inflows of Resources	
	Deferred inflows - pension	52,442,679
	Deferred inflows - OPEB	73,026,727
2600	**Deferred Inflows of Resources**	125,469,406
	Net Position	
3200	Net investment in capital assets	218,763,600
	Restricted for:	
3820	Federal and state programs	2,152,078
3820	Food service	11,591,451
3850	Debt service	93,103,657
3880	Scholarships - nonexpendable	20,509
3900	Unrestricted	(535,199,117)
3000	**Total Net Position**	$ (209,567,822)

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit B-1

STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2022

Data Control Codes	Functions/Programs	Expenses	Program Revenue: Charges for Services	Program Revenue: Operating Grants and Contributions	Net (Expense) Revenue and Changes in Net Position: Primary Government: Governmental Activities
	Governmental activities:				
11	Instruction	$ 256,091,647	$ 5,082,293	$ 20,897,916	$ (230,111,438)
12	Instructional resources and media services	5,646,369	103,305	212,592	(5,330,472)
13	Curriculum and staff development	8,638,635	51,596	569,764	(8,017,275)
21	Instructional leadership	3,478,618	-	124,523	(3,354,095)
23	School leadership	21,284,630	47,898	(79,678)	(21,316,410)
31	Guidance, counseling, and evaluation services	20,914,516	22,858	2,113,929	(18,777,729)
32	Social work services	1,461,273	-	57,502	(1,403,771)
33	Health services	3,569,383	290	5,793,986	2,224,893
34	Student transportation	14,937,044	-	398,652	(14,538,392)
35	Food service	14,308,790	770,224	22,001,010	8,462,444
36	Extracurricular activities	15,069,588	1,630,156	2,145,466	(11,293,966)
41	General administration	8,574,613	68,559	(77,869)	(8,583,923)
51	Facilities maintenance and operations	37,244,209	1,318,984	1,437,934	(34,487,291)
52	Security and monitoring services	3,747,379	2,958	1,937,413	(1,807,008)
53	Data processing services	10,627,985	-	(47,883)	(10,675,868)
61	Community services	2,340,136	3,041	413,953	(1,923,142)
72	Interest on long-term debt	104,842,157	-	-	(104,842,157)
81	Facilities planning	390,299	-	-	(390,299)
93	Payments related to shared services arrangements	112,562	-	112,562	-
95	Payments to Juvenile Justice Alternative Education Programs	236,899	-	-	(236,899)
99	Other intergovernmental charges	2,027,406	-	-	(2,027,406)
TG	**Total Governmental Activities**	$ 535,544,138	$ 9,102,162	$ 58,011,772	(468,430,204)
	General Revenues:				
	Taxes:				
MT	Property taxes, levied for general purposes				282,415,436
DT	Property taxes, levied for debt service				150,574,533
SF	State-aid formula grants				51,823,295
IE	Investment earnings				1,270,733
MI	Miscellaneous				81,848
TR	**Total General Revenues**				486,165,845
CN	Change in net position				17,735,641
NB	**Net Position - Beginning**				(227,299,374)
PA	Prior period adjustments				(4,089)
NE	**Net Position - Ending**				$ (209,567,822)

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit C-1

BALANCE SHEET
GOVERNMENTAL FUNDS
June 30, 2022

Data Control Codes		General Fund	Debt Service	Total Nonmajor Funds	Total Governmental Funds
	Assets				
1110	Cash and temporary investments	$ 12,311,855	$ 134,755	$ 5,711,104	$ 18,157,714
1120	Investments	217,202,616	135,079,316	24,396,155	376,678,087
	Receivables:				
1220	Property taxes - delinquent	3,727,562	1,987,748	-	5,715,310
1230	Allowance for uncollectible taxes (credit)	(637,998)	(340,217)	-	(978,215)
1240	Receivables from other governments	6,906,660	36,013	8,144,443	15,087,116
1250	Accrued interest	48,025	47,708	-	95,733
1260	Due from other funds	11,408,777	50,001	1,008,190	12,466,968
1290	Other receivables	138,766	-	231,535	370,301
1300	Inventories, at cost	627,538	-	1,123	628,661
1410	Prepaid items	544,036	-	60,052	604,088
1810	Restricted cash	-	-	25,914	25,914
1000	**Total Assets**	$ 252,277,837	$ 136,995,324	$ 39,578,516	$ 428,851,677
	Liabilities, Deferred Inflows of Resources, and Fund Balance				
	Liabilities:				
2110	Accounts payable	$ 2,484,954	$ 1,839	$ 7,366,492	$ 9,853,285
2150	Payroll deduction and withholdings	6,212,147	-	-	6,212,147
2160	Accrued wages payable	31,176,926	-	2,298,189	33,475,115
2170	Due to other funds	194,333	-	12,331,416	12,525,749
2180	Payable to other governments	283,966	89,839	-	373,805
2190	Due to student and employee groups	4,527	-	9,532	14,059
2200	Accrued expenditures	13,775	-	132,205	145,980
2300	Unearned revenues	29,970,828	-	308,877	30,279,705
2000	**Total Liabilities**	70,341,456	91,678	22,446,711	92,879,845
	Deferred Inflows of Resources				
	Unavailable revenues - property taxes	3,089,564	1,647,531	-	4,737,095
2600	**Total Deferred Inflows of Resources**	3,089,564	1,647,531	-	4,737,095
	Fund Balance				
	Non-Spendable:				
3410	Inventories	627,538	-	-	627,538
3430	Prepaid items	544,036	-	-	544,036
	Restricted:				
3450	Federal/State grant funds	-	-	11,623,820	11,623,820
3470	Capital acquisitions and contractual obligations	-	-	3,367,767	3,367,767
3480	Debt service	-	135,256,115	-	135,256,115
3490	Other purposes	-	-	20,515	20,515
	Committed:				
3545	Other purposes	2,000,000	-	2,119,703	4,119,703
	Assigned:				
3590	Other purposes	40,824,828	-	-	40,824,828
3600	**Unassigned**	134,850,415	-	-	134,850,415
3000	**Total Fund Balances**	178,846,817	135,256,115	17,131,805	331,234,737
4000	**Total Liabilities, Deferred Inflows of Resources, and Fund Balances**	$ 252,277,837	$ 136,995,324	$ 39,578,516	$ 428,851,677

RECONCILIATION OF BALANCE SHEET FOR GOVERNMENTAL FUNDS TO STATEMENT OF NET POSITION

June 30, 2022

Data Control Codes			
	Total Fund Balance, Governmental Funds	$	331,234,737
	Amounts reported for governmental activities in the statement of net position are different because:		
1	Capital assets used in governmental activities are not financial resources and therefore are not reported as assets in governmental funds. Capital assets at historical cost, net of accumulated depreciation, where applicable		1,266,355,479
2	Property taxes receivable have been levied and are due this year, but are not available soon enough to pay for the current period's expenditures, these property taxes and related penalty and interest amounts (net of allowance for uncollectible accounts).		4,737,095
3	Deferred loss on refunding		112,067,584
4	Deferred outflows related to TRS pension and OPEB		54,037,876
	Long-term liabilities, including bonds payable, are not due and payable in the current period, and therefore are not reported as liabilities in the funds. Long-term liabilities at year end consist of:		
5	General obligation bonds		(1,064,637,888)
6	Premiums on issuance		(96,548,247)
7	Leases payable		(2,094,703)
8	Accrued interest payable		(43,799,989)
9	Accretion payable - capital appreciation bonds		(508,010,237)
10	Net pension liability		(46,157,746)
11	Net OPEB liability		(104,157,820)
12	Deferred inflows related to TRS pension and OPEB		(125,469,406)
13	Addition of Internal Service fund net position		12,875,443
19	**Total Net Position-Governmental Activities**	$	(209,567,822)

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit C-3

STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE - GOVERNMENTAL FUNDS

For the Year Ended June 30, 2022

Data Control Codes		General Fund	Debt Service	Total Nonmajor Funds	Total Governmental Funds
	Revenues				
5700	Local, intermediate, and out-of-state	$ 290,107,731	$ 151,130,536	$ 7,173,269	$ 448,411,536
5800	State program revenues	72,289,566	1,614,496	3,471,565	77,375,627
5900	Federal program revenues	7,218,057	-	47,691,721	54,909,778
5020	**Total Revenues**	369,615,354	152,745,032	58,336,555	580,696,941
	Expenditures				
	Current:				
0011	Instruction	227,218,857	-	27,574,344	254,793,201
0012	Instruction resources and media services	4,600,167	-	289,950	4,890,117
0013	Curriculum and instructional staff development	8,352,640	-	666,419	9,019,059
0021	Instructional leadership	3,484,908	-	165,998	3,650,906
0023	School leadership	21,930,564	-	218,236	22,148,800
0031	Guidance, counseling and evaluation services	19,772,132	-	2,355,870	22,128,002
0032	Social work services	1,489,275	-	76,969	1,566,244
0033	Health services	3,717,903	-	72,093	3,789,996
0034	Student transportation	12,751,267	-	494,997	13,246,264
0035	Food services	83,688	-	15,752,406	15,836,094
0036	Extracurricular activities	10,930,920	-	2,210,659	13,141,579
0041	General administration	8,865,574	-	4,003	8,869,577
0051	Facilities maintenance and operations	31,147,925	-	4,990,139	36,138,064
0052	Security and monitoring services	1,670,928	-	1,943,670	3,614,598
0053	Data processing services	8,017,595	-	917,846	8,935,441
0061	Community services	2,103,787	-	448,268	2,552,055
	Debt Service:				
0071	Principal on long-term debt	486,231	36,622,153	-	37,108,384
0072	Interest on long-term debt	23,320	73,859,113	-	73,882,433
0073	Debt issuance costs and fees	3,607	38,267,841	-	38,271,448
	Capital Outlay:				
0081	Facilities acquisition and construction	-	-	45,216,129	45,216,129
	Intergovernmental:				
0093	Payments related to shared services arrangements	-	-	112,562	112,562
0095	Payments to Juvenile Justice Alt. Ed. Prgm.	236,899	-	-	236,899
0099	Other intergovernmental charges	2,027,406	-	-	2,027,406
6030	**Total Expenditures**	368,915,593	148,749,107	103,510,558	621,175,258
1100	Excess (deficiency) of revenues over expenditures	699,761	3,995,925	(45,174,003)	(40,478,317)
	Other Financing Sources (Uses)				
7912	Sale of real or personal property	81,848	-	-	81,848
7913	Proceeds from leases	248,073	-	-	248,073
7915	Transfers in	2,582,802	-	-	2,582,802
8911	Transfers out	(5,784,644)	-	(42,542)	(5,827,186)
7080	**Total Other Financing Sources (Uses)**	(2,871,921)	-	(42,542)	(2,914,463)
1200	Net change in fund balances	(2,172,160)	3,995,925	(45,216,545)	(43,392,780)
0100	**Fund Balance - Beginning**	181,018,977	131,260,190	62,348,350	374,627,517
3000	**Fund Balance - Ending**	$ 178,846,817	$ 135,256,115	$ 17,131,805	$ 331,234,737

RECONCILIATION OF THE STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE OF GOVERNMENTAL FUNDS TO THE STATEMENT OF ACTIVITIES

For the Year Ended June 30, 2022

Data Control Codes		
	Net change in fund balances - total governmental funds (from C-3)	$ (43,392,780)
	Amounts reported for *governmental activities* in the statement of activities (B-1) are different because:	
	Governmental funds report capital outlays as expenditures. However, in the statement of activities, the cost of those assets is allocated over their estimated useful lives as depreciation expense.	
1	Capital expenditures reclassified to assets	50,930,865
2	Depreciation\Amortization expenses charged to each function in the Statement of Activities	(34,079,947)
3	Net effect of other retirements and adjustments to capitalized assets	(114,759)
4	Property tax revenues in the statement of activities that do not provide current financial resources are not reported as revenues in the funds.	(693,583)
5	Repayment of bond principal is an expenditure in the governmental fund, but the repayment reduces long-term liabilities in the statement of net position.	50,942,167
6	Repayment of lease principal is an expenditure in the governmental fund, but the repayment reduces long-term liabilities in the statement of net position.	486,231
	Proceeds from issuance of long-term debt is reported as an other financing source in the governmental funds. In the government-wide financial statements, proceeds are treated as an increase in long-term liabilities and amounts paid to refunding agents are treated as a decrease in long-term liabilities.	
7	Accretion payable retirements	25,050,795
8	Accretion payable additions	(23,613,546)
9	Proceeds from lease payable	(2,171,552)
	Some expenses reported in the statement of activities do not require the use of current financial resources and these are not reported as expenditures in governmental funds:	
10	Increase in interest payable not recognized in fund statements	(4,278,630)
11	Amortization of deferred charges on refunding and premiums	(4,166,909)
12	Changes in net pension liabilities and related deferred outflows and inflows of resources	3,650,846
13	Changes in net OPEB liabilities and related deferred outflows and inflows of resources	4,010,566
14	Internal service funds are used by management to charge the costs of certain activities, such as insurance and telecommunications to individual funds. The net revenue (expense) of the internal service funds is reported with governmental activities (see D-2).	(4,824,123)
	Change in Net Position of Governmental Activities (see B-1)	$ 17,735,641

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit D-1*

STATEMENT OF NET POSITION
PROPRIETARY FUNDS
June 30, 2022

	Governmental Activities - Internal Service Funds
Assets	
Current Assets:	
Cash and cash equivalents	$ 15,823,614
Receivables:	
Due from other funds	58,781
Other receivables	23,877
Prepared items	9,963
Total Current Assets	15,916,235
Non-Current Assets:	
Furniture and equipment, net of depreciation	271,702
Capital lease assets	37,921
Accumulated depreciation - Buildings	(12,869)
Accumulated depreciation - Furniture and Equipment	(43,146)
Total Non-Current Assets	253,608
Total Assets	16,169,843
Liabilities	
Current Liabilities:	
Accounts payable	21,656
Claims and judgments	2,752,554
Accrued expenses	520,190
Total Current Liabilities	3,294,400
Total Liabilities	3,294,400
Net Position	
Investment in capital assets	253,608
Unrestricted net position	12,621,835
Total Net Position	$ 12,875,443

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit D-2*

STATEMENT OF REVENUES, EXPENSES AND CHANGES IN NET POSITION
PROPRIETARY FUNDS
For the Year Ended June 30, 2022

	Governmental Activities - Internal Service Funds
Operating Revenues	
Miscellaneous revenue from local sources	$ 29,694,250
Total Operating Revenues	29,694,250
Operating Expenses	
Payroll costs	452,189
Purchased and contracted services	149,040
Supplies and materials	14,920
Claims expense and other operating expenses	37,165,566
Depreciation	21,619
Total Operating Expenses	37,803,334
Operating Income	(8,109,084)
Non-Operating Revenues (Expenses)	
Investment earnings	40,577
Total Non-Operating Revenues (Expenses)	40,577
Income before Transfers	(8,068,507)
Transfers	
Transfers in	5,784,644
Transfers out	(2,540,260)
Total Transfers	3,244,384
Change in net position	(4,824,123)
Net Position - Beginning	17,699,566
Net Position - Ending	$ 12,875,443

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit D-3

STATEMENT OF CASH FLOWS
PROPRIETARY FUNDS
For the Year Ended June 30, 2022

	Governmental Activities - Internal Service Funds
Cash Flows from Operating Activities:	
Cash received from user charges	$ 29,670,373
Cash payments for insurance claims	(37,315,178)
Cash payments to suppliers for goods and services	(163,960)
Cash payments to employees	(452,189)
Net Cash Provided by (Used for) Operating Activities	(8,260,954)
Cash Flows from Non-Capital Financing Activities:	
Advances from other funds	3,453,105
Advances to other funds	(97,227)
Net Cash Provided by (Used for) Non-Capital Financing Activities	3,355,878
Cash Flows from Investing Activities:	
Interest on investments	40,577
Net Cash Provided by (Used For) Investing Activities	40,577
Net Increase in Cash and Cash Equivalents	(4,864,499)
Cash and Cash Equivalents at Beginning of Year	20,688,113
Cash and Cash Equivalents at End of Year	$ 15,823,614
Reconciliation to Balance Sheet	
Cash and cash equivalents per cash flow	$ 15,823,614
Cash and cash equivalents per balance sheet	$ 15,823,614
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:	
Operating income (loss)	$ (8,109,084)
Adjustments to reconcile operating income to net cash provided by operating activities:	
Depreciation	21,619
Change in assets and liabilities:	
Decrease (increase) in Receivables	(23,877)
Decrease (increase) in Prepaid Items	(9,963)
Increase (decrease) in accounts payable	(479,225)
Increase (decrease) in claims payable	339,576
Net Cash Provided by (Used for) Operating Activities	$ (8,260,954)

STATEMENT OF FIDUCIARY NET POSITION

June 30, 2022

	Custodial Fund
Assets	
Current Assets:	
Cash and cash equivalents	$ 1,480,577
Total Assets	$ 1,480,577
Liabilities	
Current Liabilities:	
Due to others	$ 994,989
Total Liabilities	$ 994,989
Net Position	
Restricted for student activities	$ 485,588

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit E-2*

STATEMENT OF CHANGES IN FIDUCIARY NET POSITION

For the Year Ended June 30, 2021

	Custodial Fund
Additions	
Gifts and contributions	$ 463,225
Total Additions	463,225
Deductions	
Community service	409,657
Total Deductions	409,657
Change in net position	53,568
Net Position, Beginning of Year	432,020
Net Position, End of Year	$ 485,588

Note 1 - Summary of Significant Accounting Policies

A. Reporting Entity

The Leander Independent School District (District) is governed by a seven-member Board of Trustees (Board), which has governance responsibilities over all activities related to public elementary and secondary education within the District. Because members of the Board are elected by the public; have authority to make decisions; appoint management and significantly influence operations; and have primary accountability for fiscal matters; the District is not included in any other governmental reporting entity. There are no component units included within the reporting entity.

The accounting policies of the District comply with the rules prescribed by the Texas Education Agency's (TEA) Financial Accountability System Resource Guide. These accounting policies conform to generally accepted accounting principles applicable to state and local governments.

B. Government-wide and Fund Financial Statements

The government-wide financial statements (i.e., the statement of net position and the statement of activities) report information on all of the non-fiduciary activities of the District. For the most part, the effect of interfund activity has been removed from these statements. *Governmental activities* normally are supported by taxes and intergovernmental revenues.

The statement of activities demonstrates the degree to which the direct expenses of a given function or segment, are offset by program revenues. *Direct expenses* are those that are clearly identifiable with a specific function or segment. *Program revenues* include 1) charges to students or users who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and 2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program revenues are reported instead as *general revenues.*

Separate financial statements are provided for governmental funds, proprietary funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements.

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation

The government-wide financial statements are reported using the *economic resources measurement focus* and the *accrual basis of accounting,* as are the proprietary fund financial statements. Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of related cash flows. Property taxes are recognized as revenues in the year for which they are levied. Grants and similar items are recognized as revenue as soon as all eligibility requirements imposed by the provider have been met.

The fiduciary fund financial statements reflect the District's custodial fund, reporting assets and liabilities, and a statement of change and are reported on the accrual basis of accounting.

Governmental fund financial statements are reported using the *current financial resources measurement focus* and the *modified accrual basis of accounting.* Revenues are recognized as soon as they are both measurable and available. Revenues are considered to be *available* when they are collectible within the current period or soon enough thereafter to pay liabilities of the current period. For this purpose, the District considers revenues to be available if they are collected within 60 days of the end of the current fiscal period. Expenditures generally are recorded when a liability is incurred, as under accrual accounting. However, debt service expenditures, as well as expenditures related to compensated absences and claims and judgments, are recorded only when payment is due.

Note 1 - Summary of Significant Accounting Policies (continued)

C. Measurement Focus, Basis of Accounting, and Financial Statement Presentation (continued)

Grant revenues and interest associated with the current fiscal period are all considered to be susceptible to accrual and so have been recognized as revenues of the current fiscal period. All other revenue items are considered to be measurable and available only when cash is received by the District.

The District reports the following major governmental funds:

- The *general fund* is the District's primary operating fund. It accounts for all financial resources of the general government, except those required to be accounted for in another fund.
- The *debt service fund* accounts for the resources accumulated and payments made for principal and interest on long-term general obligation debt of governmental funds.

The District reports the following nonmajor governmental funds:

- The *special revenue funds* are used to account for resources restricted to, or designated for specific purposes by a grantor. Federal and state financial assistance generally is accounted for in a special revenue fund. Generally, unused balances are returned to the grantor at the close of the specified project periods.
- The *capital projects fund* is used to account for proceeds from sales of bonds and other revenues to be used for authorized construction and technology projects/enhancements.
- The *permanent fund* is used to account for resources that are legally restricted to the extent that only earnings, and not principal, may be used to pay scholarships.

Additionally, the District reports the following fund types:

- The *custodial fund* is used to account for assets held by the District as an agent for student organizations.
- The *internal service funds* accounts for worker's compensation, property and casualty insurance, health services and repairs provided to employees of the District on a cost reimbursement basis.

As a general rule, the effect of interfund activity has been eliminated from the government-wide financial statements. The governmental funds and internal service funds are incorporated into the governmental activities.

Amounts reported as *program revenues* include 1) charges to students or users for goods, services, or privileges provided and 2) operating grants and contributions. Internally dedicated resources are reported as *general revenues* rather than as program revenues. Likewise, general revenues include all taxes and investment income.

Proprietary funds distinguish *operating* revenues and expenses from *non-operating* items. Operating revenues and expenses generally result from providing services and producing and delivering goods in connection with a proprietary fund's principal ongoing operations. The principal operating revenues of the District's internal service fund are charges to the funds and/or employees for self-funded health services. Operating expenses for the internal service fund include the cost of services and administrative expenses. All revenues and expenses not meeting this definition are reported as non-operating revenues and expenses.

When both restricted and unrestricted resources are available for use, it is the District's policy to use restricted resources first, then unrestricted resources as they are needed.

Note 1 - Summary of Significant Accounting Policies (continued)

D. Deposits and Investments

The District's cash and cash equivalents are considered to be cash on hand, demand deposits, certificates of deposit, investment pools, and short-term investments with original maturities of three months or less from the date of acquisition.

Investments for the District are reported at fair value. The funds of the District must be deposited and invested under the terms of a depository contract, the contents of which are set out in the Depository Contract Law. The depository bank may either place approved pledged securities for safekeeping and trust with the District's agent bank or file a corporate surety bond in an amount sufficient to protect district funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of FDIC insurance. The depository cash balances were covered by FDIC insurance and by collateral held by the District's agent in the District's name.

Fair Value Measurements

The District categorizes its fair value measurements within the fair value hierarchy established by GASB Statement No. 72, Fair Value Measurement and Application. Fair value is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. GASB-72 focuses on the exit price in the principal or most advantageous market for the asset or liability in an orderly transaction between market participants. GASB establishes a fair value reporting hierarchy to maximize the use of observable inputs when measuring fair value and defines the three levels of inputs as noted below:

- Level 1 - Assets or liabilities for which the identical item is traded on an active exchange, such as publicly traded instruments or futures contracts.
- Level 2 - Assets and liabilities valued based on observable market data for similar instruments. Fair value is estimated using inputs other than quoted prices included within Level 1 that are observable for assets and liabilities, either directly or indirectly.
- Level 3 - Assets or liabilities for which significant valuation assumptions are not readily observable in the market and instruments, which are valued based on the best available data. Fair value is estimated using unobservable inputs that are significant to the fair value of the assets or liabilities. Level 3 assets may include instruments for which the determination of fair value requires significant management judgment or estimation.

The hierarchy is based on the valuation inputs used to measure the fair value of the asset. Level 1 inputs are quoted prices in active markets for identical assets; Level 2 inputs are significant other observable inputs; Level 3 inputs are significant unobservable inputs. Investments that are measured at fair value using the net asset value per share (or its equivalent) as a practical expedient are not classified in the fair value hierarchy. In instances where inputs used to measure fair value fall into different levels in the fair value hierarchy, fair value measurements in their entirety are categorized based on the lowest level input that is significant to the valuation. The District's assessment of the significance of particular inputs to these fair value measurements requires judgment and considers factors specific to each asset or liability. The District's local government investment pools are recorded at amortized costs as permitted by GASB Statement No. 79 Certain Investment Pools and Pool Participants.

Note 1 - Summary of Significant Accounting Policies (continued)

E. Receivables and Payables

Activity between funds that are representative of lending/borrowing arrangements outstanding at the end of the ten months are referred to as either "due to/from other funds" (i.e., the current portion of interfund loans) or "advances to/from other funds" (i.e., the non-current portion of interfund loans). All other outstanding balances between funds are reported as "due to/from other funds."

Property tax receivables include unpaid property taxes at year-end and are shown net of an allowance for uncollectibles. Allowances for uncollectible taxes receivable are based on the District's historical experience in collecting property taxes. Revenues from property taxes are recognized when levied to the extent they are available. The District considers property taxes as available when collected. However, not all outstanding property taxes are expected to be collected within one year of the date of the financial statements.

Property values are determined by the Williamson County Central Appraisal District as of January 1 of each year. The amount of net assessed values for fiscal year 2022 (tax year 2021) were $29.1 billion. Prior to July 1 of each year, the District must adopt its annual budget and as soon thereafter as practicable, shall adopt a tax rate thus creating the tax levy.

The District's combined tax rate for current fiscal year was $1.3370 which included $0.8720 for maintenance and operations and $0.4650 for debt service. Property taxes for the current calendar year are levied on approximately October 1 of each year and are payable by January 31 of the following year. The total levy for the 2022 was $432.4 million. Property tax receivables are recorded as of the date levied. Unpaid taxes become delinquent on February 1 and a tax lien on real property is created as of July 1 of each year.

F. Inventories and Prepaid Items

Inventories consisting of supplies and materials are valued at weighted average cost and they include maintenance, transportation, office and instructional supplies, and food service commodities. Inventories of governmental funds are recorded as expenditures when consumed rather than when purchased. Food service commodity inventory is recorded at fair market value on the date received. Commodities are recognized as revenues in the period received when all the eligibility requirements are met. Commodity inventory items are recorded as expenditures when distributed to user locations. A portion of fund balance is classified as non-spendable to reflect minimum inventory quantities considered necessary for the District's continuing operations.

Certain payments to vendors reflect costs applicable to future accounting periods and are recorded as prepaid items in both government-wide and fund financial statements.

G. Capital Assets

Capital assets, which include land, construction in progress, buildings and improvements, furniture and equipment, infrastructure assets (e.g., roads, bridges, sidewalks and similar items) and right to use assets, are reported in the governmental column in the government-wide financial statements. Capital assets are defined by the District as assets with an initial, individual cost that equals or exceeds $5,000 and an estimated useful life in excess of one year. Such assets are recorded at historical cost or estimated historical cost if purchased or constructed (except for intangible right to use assets). Donated capital assets are recorded at acquisition value at the date of donation.

The costs of normal maintenance and repairs that do not add to the value of the asset or materially extend assets lives are not capitalized. Major outlays for capital assets and improvements are capitalized as projects are constructed.

Note 1 - Summary of Significant Accounting Policies (continued)

G. Capital Assets (continued)

Buildings and improvements, and furniture and equipment of the District are depreciated using the straight-line method over the following estimated useful lives:

Assets	Years
Buildings	50
Building improvements	20
Vehicles	5-15
Furniture and equipment	5
Right to use assets	5-20

H. Compensated Absences

Compensated absences are absences for which employees will be paid, such as sick and vacation leave. Per the District's employee handbook, accrued leave are a benefit that is available to the employee while in the employment of the District is terminated with the district, the employee does not receive any compensation for accrued local leave days or for accrued state leave days. However, accrued state leave days may be transferred between districts. As such, there is no liability recorded at the fund or government-wide financial statements.

I. Long-term Obligations

The District's long-term obligations consist of bonded indebtedness, health insurance, compensated absences, net pension other post employment benefit liabilities and lease payables. In the government-wide financial statements, and proprietary fund types in the fund financial statements, long-term debt and other long-term obligations are reported as liabilities in the applicable governmental activities and proprietary fund type statement of net position. Bond premiums and discounts are deferred and amortized over the life of the bonds using the bonds outstanding method, which approximates the effective interest method. Bonds payable are reported net of the applicable bond premium or discount.

In the fund financial statements, governmental fund types recognize bond premiums and discounts, as well as bond issuance costs, during the current period. The face amount of debt issued is reported as other financing sources. Premiums received on debt issuances are reported as other financing sources while discounts on debt issuances are reported as other financing uses. Issuance costs, whether or not withheld from the actual debt proceeds received, are reported as debt service expenditures. The current requirements for general obligation bonds principal and interest expenditures are accounted for in the debt service fund.

The current requirements for compensated absences are accounted for in the general fund. The requirements for health insurance are accounted for in the internal service fund.

J. Deferred Outflows/Inflows of Resources

In addition to assets, the statement of financial position will sometimes report a separate section for deferred outflows of resources. This separate financial statement element, deferred outflows of resources, represents a consumption of net assets that applies to future periods and so will not be recognized as an outflow of resources (expense/expenditure) until then. The District has three items that qualify for reporting in this category:

- Deferred outflows of resources for refunding - Reported in the government-wide statement of net position, this deferred charge on refunding results from the difference in the carrying value of refunded debt and its reacquisition price. This amount is deferred and amortized over the shorter of the life of the refunded or refunding debt.

Note 1 - Summary of Significant Accounting Policies (continued)

J. Deferred Outflows/Inflows of Resources (continued)

- Deferred outflows of resources for pension – Reported in the government-wide statement of net position, this deferred outflow results from pension plan contributions made after the measurement date of the net pension liability and the results of 1) differences between projected and actual earnings on pension plan investments; 2) changes in actuarial assumptions; 3) differences between expected and actual actuarial experiences and 4) changes in the District's proportional share of pension liabilities. The deferred outflows of resources related to pensions resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net pension liability in the next fiscal year. The deferred outflows resulting from differences between projected and actual earnings on pension plan investments will be amortized over a closed five year period. The remaining pension related deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan.

- Deferred outflows of resources for other post-employment benefits (OPEB) – Reported in the government-wide financial statement of net position, this deferred outflow results from OPEB plan contributions made after the measurement date of the net OPEB liability and the results of 1) differences between projected and actual earnings on pension plan investments and 2) changes in the District's proportional share of pension liabilities. The deferred outflows of resources related to other post-employment benefits resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the next fiscal year. The deferred outflows resulting from differences between projected and actual earnings on OPEB plan investments will be amortized over a closed five-year period. The remaining deferred outflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with post-employment benefits through the OPEB plan.

In addition to liabilities, the statement of financial position will sometimes report a separate section for deferred inflows of resources. This separate financial statement element, deferred inflows of resources, represents an acquisition of net assets that applies to future periods and so will not be recognized as an inflow of resources (revenue) until that time. The District has three items that qualify for reporting in this category:

- Deferred inflows of resources for unavailable revenues - Reported only in the governmental funds balance sheet, unavailable revenues from property taxes arise under the modified accrual basis of accounting. These amounts are deferred and recognized as an inflow of resources in the period that the amounts become available.

- Deferred inflows of resources for pension - Reported in the government wide financial statement of net position, these deferred inflows result primarily from 1) changes in actuarial assumptions; 2) differences between expected and actual actuarial experiences and 3) changes in the District's proportional share of pension liabilities. These pension related deferred inflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with pensions through the pension plan.

- Deferred inflows of resources for OPEB – Reported in the government wide financial statement of net position, these deferred inflows result primarily from 1) changes in actuarial assumptions and 2) differences between expected and actual actuarial experiences. These OPEB related deferred inflows will be amortized over the expected remaining service lives of all employees (active and inactive employees) that are provided with OPEB through the OPEB plan.

Note 1 - Summary of Significant Accounting Policies (continued)

K. Pensions

The fiduciary net position of the Teacher Retirement System ("TRS") has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, pension expense, and information about assets, liabilities and additions to/deductions from TRS's fiduciary net position. Benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

L. Other Post-Employment Benefits.

The fiduciary net position of the Teacher Retirement System of Texas (TRS) TRS Care Plan has been determined using the flow of economic resources measurement focus and full accrual basis of accounting. This includes for purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to other post-employment benefits, OPEB expense, and information about assets, liabilities and additions to/deductions from TRS Care's fiduciary net position. Benefit payments are recognized when due and payable in accordance with the benefit terms. There are no investments as this is a pay-as you-go plan and all cash is held in a cash account.

M. Leases

A lease liability and an intangible right-to-use lease asset (lease asset) in the government-wide financial statements. The District recognizes lease liabilities with an initial, individual value of $5,000 or more.

At the commencement of a lease, the District measures the lease liability at the present value of payments expected to be made during the lease term. Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the amount of the lease liability, adjusted for lease payments made at or before the lease commencement date, plus certain initial direct costs. Subsequently, the lease asset is amortized on a straight-line basis over its useful life.

Key estimates and judgments related to leases include how the District determines (1) the discount rate it uses to discount the expected lease payments to present value, (2) lease term, and (3) lease payments.

- The District uses the interest rate charged by the lessor as the discount rate. When the interest rate charged by the lessor is not provided, the District uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease payments included in the measurement of the lease liability are composed of fixed payments and purchase option price that the District is reasonably certain to exercise.

The District monitors changes in circumstances that would require re-measurement of its lease and will remeasure the lease asset and liability if certain changes occur that are expected to significantly affect the amount of the lease liability.

Lease assets are reported with other capital assets and lease liabilities are reported with long-term debt on the statement of net position.

Note 1 - Summary of Significant Accounting Policies (continued)

M. Leases (continued)

For lease receivables, at the commencement of a lease, the District initially measures the lease receivable at the present value of payments expected to be received during the lease term. Subsequently, the lease receivable is reduced by the principal portion of lease payments received. The deferred inflow of resources is initially measured as the initial amount of the lease receivable, adjusted for lease payments received at or before the lease commencement date. Subsequently, the deferred inflow of resources is recognized as revenue over the life of the lease term. Currently the District does not have lease receivables.

Key estimates and judgments include how the District determines (1) the discount rate it uses to discount the expected lease receipts to present value, (2) lease term, and (3) lease receipts.

- The District uses its estimated incremental borrowing rate as the discount rate for leases.
- The lease term includes the noncancellable period of the lease. Lease receipts included in the measurement of the lease receivable is composed of fixed payments from the lessee.

The District monitors changes in circumstances that would require a remeasurement of its lease and will remeasure the lease receivable and deferred inflows of resources if certain changes occur that are expected to significantly affect the amount of the lease receivable.

N. Fund Equity

The following classifications describe the relative strength of the spending constraints:

Nonspendable fund balance – amounts that are not in spendable form or are required to be maintained intact. As such, the inventory and prepaid items have been properly classified in the Governmental Funds Balance Sheet (Exhibit C-1).

Restricted fund balance – amounts that can be spent only for specific purposes because of local, state or federal laws, or externally imposed conditions by grantors or creditors. The fund balances for the Debt Service Fund, Capital Projects Fund, Child Nutrition Fund, Permanent Fund and other grant funds are classified as restricted.

Committed fund balance – amounts constrained to specific purposes by the District itself, using its highest level of decision-making authority (i.e. the Board of Trustees). To be reported as committed, amounts cannot be used for any other purposes unless the District takes the same highest level of action to remove or change the constraint. The District establishes (and modifies or rescinds) fund balance commitments by passage of a resolution. A fund balance commitment is further indicated in the budget document as a commitment of the fund. Note 9 provides more detail on the District's commitments of fund balance.

Assigned fund balance – amounts the District intends to use for a specific purpose. Intent can be expressed by the District or by an official or body to which the Board of Trustees delegates the authority. Per Policy CE local, assigned fund balance amounts are established by the Superintendent or his designee. Note 9 provides more detail on the District's assignments of fund balance. Unassigned fund balance – amounts that are available for any purpose. Positive numbers are reported only in the general fund.

When an expenditure is incurred for purposes for which both restricted and unrestricted fund balance is available, the District considers restricted funds to have been spent first. When an expenditure is incurred for which committed, assigned, or unassigned fund balances are available, the District considers amounts to have been spent first out of committed funds, then assigned funds, and finally unassigned funds.

Note 1 - Summary of Significant Accounting Policies (continued)

O. Net Position

Net Position on the Statement of Net Position includes the following:

- Net investment in capital assets - this component of net position consists of capital assets, net accumulated depreciation\amortization, reduced by the outstanding balances of bonds, mortgages, notes, leases or other borrowings that are attributable to the acquisition, construction or improvement of those assets. Deferred outflows of resources and deferred inflows of resources that are attributable to the acquisition, construction, or improvement of those assets or related debt will be included in this component of net position. Unspent bond proceeds issued for capital assets are also included in this component.

- Restricted for federal and state programs - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets, which are restricted by federal and state granting agencies.

- Restricted for Debt Service - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets. The assets arise from bond issuances which have constraints placed on them by the bond covenants for the purpose of future debt service payments.

- Restricted for Scholarships-Nonexpendable - this component of net position consists of restricted assets reduced by liabilities and deferred inflows of resources related to those assets, which are restricted for local grants and for scholarships.

- Unrestricted net position - this component of net position is the net amount of assets, deferred outflows of resources, liabilities, and deferred inflows of resources that are not included in the determination of net investment in capital assets or the restricted components of net position.

P. Data Control Codes

The Data Control Codes refer to the account code structure prescribed by the Texas Education Agency (TEA) in the Financial Accountability System Resource Guide. TEA requires school districts to display these codes in the financial statements filed with the Agency in order to ensure accuracy in building a statewide database for policy development and funding plans.

Q. Use of Estimates

The presentation of financial statements, in conformity with generally accepted accounting principles, requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, disclosure of contingent assets and liabilities at the date of the financial statements, and the reported amounts of revenues and expenditures during the reporting period. Actual results could differ from those estimates.

R. Implementation of New Accounting Standards

GASB Statement No. 87, *Leases*, was issued to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement increases the usefulness of governments' financial statements by requiring recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and recognized as inflows of resources or outflows of resources based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. Under this Statement, a lessee is required to recognize a lease liability and an intangible right-to-use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources, thereby enhancing the relevance and consistency of information about governments' leasing activities.

Note 2 - Deposits and Investments

Cash Deposits: The District's funds are required to be deposited and invested under the terms of a depository contract pursuant to the Texas School Depository Act. The depository bank pledges securities which comply with state law and these securities are held for safekeeping and trust with the District's and the depository banks' agent bank. The pledged securities are approved by the Texas Education Agency and shall be in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation (FDIC) insurance. At June 30, 2022, the carrying value of the District's cash deposits was $21,366,263, while the bank balance was $22,152,160. The District's cash deposits at June 30, 2022, were entirely covered by FDIC insurance and pledged collateral held by the District's agent in the name of the District.

Investments: The District's investment policy is in accordance with the Public Funds Investment Act, the Public Funds Collateral Act, and federal and state laws. The District further limits its investments to obligations of the U.S. Treasury or the State of Texas, certain U.S. Agencies, certificates of deposit, collateralized mortgage obligations, no-load money market mutual funds, certain municipal securities, qualified commercial paper, repurchase agreements, or investment pools.

Local Government Investment Pools

For the year ended June 30, 2022, the District invested in the Texas Association of School Board's Lone Star Investment Pool (LSIP), TexPool and Texas TERM (Daily), Texas CLASS, Texas Ranger, TexSTAR, Texas Fit and LOGIC.

LSIP is a Texas public investment pool sponsored by the Texas Association of School Boards (TASB) for investment of funds by state and local government entities, primarily local school districts. The Board has entered into an agreement with First Public, LLC (First Public), a Texas limited liability company and a member of the National Association of Securities Dealers, Securities Investor Protection Corporation, and Municipal Securities Rulemaking Board, pursuant to which First Public serves as administrator of LSIP's operations. American Beacon Advisors, Fort Worth, Texas, and Standish Mellon Asset Management Company, LLC, Pittsburgh, Pennsylvania, provide investment management services to LSIP regarding the investment and reinvestment of the pool's assets. The fund's credit quality is excellent as its portfolio is composed of U. S. government and U. S. agency securities. Investments in LSIP provide for investment in securities with maturities and returns generally greater than money market instruments. LSIP is marked-to market daily to maintain an accurate net asset value. The District's amortized cost in LSIP is the same as the value of the pool shares.

The Texas Range Investment Program ("Texas Range" or the "Program") was created by and for Texas local governments. the Program provides investment options tailored to the needs of Texas cities, counties, school districts and other public investors. The Texas Range portfolios seek to provide these investors with safety, flexibility and competitive yields. Range is managed by PFM Assets management as well as Texas Term and Texas Daily

The Texas Cooperative Liquid Assets Securities System Trust (Texas CLASS) was created as a local government investment pool (LGIP) pursuant to Section 2256.016 of the Public Funds Investment Act, Texas Government Code (PFIA). Per State Code, entities may pool any of their funds, or funds under their control, to preserve principal, maintain the liquidity of the funds, and maximize yield. The Texas CLASS Trust Agreement is an agreement of indefinite term regarding the investment, reinvestment, and withdrawal of local government funds. The parties to the Trust Agreement are Texas local government entities that choose to participate in the Trust (the Participants), Public Trust Advisors, LLC (Public Trust) as Program Administrator, and Wells Fargo Bank Texas, N.A. as Custodian.

Texas Short Term Asset Reserve Program ("TexSTAR") has been organized in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and the Public Funds Investment Act, Chapter 2256 of the Texas Government Code (the "PFIA").

Note 2 - Deposits and Investments (continued)

Local Government Investment Pools (continued)

These two acts provide for the creation of public funds investment pools (including TexSTAR) and authorize eligible governmental entities ("Participants") to invest their public funds and funds under their control through the investment pools. J.P. Morgan Investment Management Inc. ("JPMIM" or the "investment manager") and Hilltop Securities Inc. ("HTS") serve as co-administrators for TexSTAR under an agreement with the TexSTAR board of directors (the "Board"). JPMIM provides investment management services, and FirstSouthwest, a Division of HTS, provides participant services and marketing. Custodial, fund accounting and depository services are provided by JPMorgan Chase Bank, N.A. and/or its subsidiary J.P. Morgan Investor Services Co. Transfer agency services are provided by Boston Financial Data Services, Inc. ("BFDS" or the "Transfer Agent"). Each of JPMIM, HTS, BFDS, and JPMorgan Chase Bank, N.A. may provide certain services, including those described herein, through the use of subcontractors or delegates.

The TX-FIT Government Pool provides Texas' public entities a conservatively managed, PFIA compliant, investment option with no corporate exposure. The TX-FIT Government Pool seeks preservation of principal, a competitive yield and a stable NAV, while also providing same day liquidity to its participants.

Local Government Investment Cooperative (LOGIC) (the "Pool") was organized in conformity with the Interlocal Cooperation Act, Chapter 791 of the Texas Government Code, and the Public Funds Investment Act, Chapter 2256 of the Texas Government Code, and operates as a public funds investment pool under the Public Funds Investment Act. LOGIC is organized and existing as a business trust under the laws of the State of Texas with all Participant funds and all investment assets held and managed in trust by a Board of Trustees for the benefit of the Participants.

The Board of Trustees is LOGIC's governing body and is comprised of employees, officers or elected officials of Participant Government Entities or individuals who do not have a business relationship with the Pool and are qualified to advise it. A maximum of two advisory board members represent the Co-Administrators of the Pool.

Note 2 - Deposits and Investments (continued)

At June 30, 2022, the District's cash and investment balances and the weighted average maturity of these investments were as follows:

	Carrying Value	Weighted Average Maturity (Days)
Governmental Activities		
Cash and Deposits	$ 19,929,607	N/A
Investments		
Local Government Investment Pools:		
LOGIC	70,972,982	35
Texas CLASS	12,192,234	32
Texas Range	22,828,392	23
Texas Fit	2,076	16
Lone Star	1,628,277	62
Total Local Government Investment Pools	107,623,961	
Investment Securities:		
U.S. Government Agency Securities	15,614,295	127
U.S. Treasury Securities	6,946,407	27
Commercial Paper	244,571,983	63
Municipal Bonds	15,855,155	3
Total Investment Securities	282,987,840	
Total Investments	390,611,801	54
Total Governmental Activities	410,541,408	
Fiduciary Funds		
Cash and Deposits	1,480,577	N/A
Total Fiduciary Funds	1,480,577	
Total	$ 412,021,985	

Note 2 - Deposits and Investments (continued)

Interest Rate Risk: Interest rate risk is the risk that changes in interest rates may adversely affect the value of the investments. The District monitors interest rate risk utilizing weighted average maturity analysis. In accordance with its investment policy, the District reduces its exposure to declines in fair values by limiting the weighted average maturity of its investment portfolio as a whole to no more than 360 days.

The District's investments all have maturities less than one year.

Credit Risk: State law and the District's investment policy limits investments in all categories to top ratings issued by nationally recognized statistical rating organizations. Lone Star, Texas Ranger, Texas CLASS, Texas Fit, and LOGIC are currently rated AAAm by Standard and Poor's. Texas Term and Texas Fit are rated AAAf by Standard and Poor's. These rating indicates excellent safety and a superior capacity to maintain principal value and limit exposure to loss.

Concentration of Credit Risk: The District's investment policy does not require the investment portfolio to be diversified in terms of investment instruments, maturity scheduling, and financial institutions in order to reduce the risk of loss resulting from over-concentration of assets in a specific class of investments, specific maturity, or specific issuer. The District's investments in Commercial Paper, Texas Term, and LOGIC make up 25 percent, 20 percent and 16 percent, respectively. All other investments are less than 9 percent of the total District's investment portfolio.

The investments securities are reported by the District at fair value, while the investment pools are reported at amortized cost. The amount of investment earnings during the year ended June 30, 2022 was $1,270,733 million

The District reports its local government investment pools at amortized cost as permitted by GASB Statement No. 79 *Certain External Investment Pools and Pool Participants.* In addition, all of the local government investment pools do not have any limitations and restrictions on withdrawals such as notice periods or maximum transaction amounts. The pools do not impose any liquidity fees or redemption gates.

The District's U.S. Municipal Bonds, Commercial Paper, and U.S Agency Government Securities are classified in Level 2 of the fair value hierarchy and are valued using a matrix pricing technique. Matrix pricing is used to value securities based on the securities' relationship to benchmark quoted prices.

Note 3 - Receivables and Unearned Revenue

Receivables as of June 30, 2022, for the District's individual major and non-major funds in the aggregate, including the applicable allowances for uncollectible accounts, are as follows:

	General Fund	Debt Service	Nonmajor Governmental Funds	Internal Service Funds	Total
Property taxes	$ 3,727,562	$ 1,987,748	$ -	$ -	$ 5,715,310
Due from other governments	6,906,660	36,013	8,144,443	-	15,087,116
Interest	48,025	47,708	-	-	95,733
Other	138,766	-	231,535	23,877	394,178
Gross receivables	10,821,013	2,071,469	8,375,978	23,877	21,292,337
Less allowance for doubtful accounts	(637,998)	(340,217)	-	-	(978,215)
Net Total Receivables	$ 10,183,015	$ 1,731,252	$ 8,375,978	$ 23,877	$ 20,314,122

Note 3 - Receivables and Unearned Revenue (continued)

Governmental funds report unearned revenue in connection with resources that have been received, but not yet earned. At the end of 2022, the various components of unearned revenues reported in the governmental funds were as follows:

	Unearned
Instructional materials allotment	$ 57,095
Unearned state and local revenue	30,222,610
	$ 30,279,705

Note 4 - Capital Assets

Capital asset activity for the fiscal year ended June 30, 2022, was as follows:

	Restated Balance July 1, 2021	Additions	(Retirements) and Transfers	Balance June 30, 2022
Capital Assets, Not Being Depreciated\Amortized				
Land	$ 193,340,734	$ 4,466,861	$ -	$ 197,807,595
Construction in progress	42,505,014	30,468,508	(40,149,986)	32,823,536
Total Capital Assets, Not Being Depreciated\Amortizaed	235,845,748	34,935,369	(40,149,986)	230,631,131
Capital Assets, Being Depreciated\Amortizated				
Buildings and improvements	1,299,346,551	9,767,391	40,149,986	1,349,263,928
Vehicles	33,433,286	366,307	(160,617)	33,638,976
Furniture and equipment	41,910,276	3,668,627	(1,555,189)	44,023,714
Right to use assets	2,332,861	248,073	-	2,580,934
Total Capital Assets, Being Depreciated\Amortized	1,377,022,974	14,050,398	38,434,180	1,429,507,552
Less accumulated depreciation\amortization for:				
Buildings and improvements	(314,719,066)	(27,705,934)	-	(342,425,000)
Vehicles	(16,126,836)	(2,307,551)	56,594	(18,377,793)
Furniture and equipment	(30,204,794)	(3,585,479)	1,544,453	(32,245,820)
Right to use assets	-	(480,983)	-	(480,983)
Total Accumulated depreciation\amortization	(361,050,696)	(34,079,947)	1,601,047	(393,529,596)
Governmental Capital Assets	$1,251,818,026	$ 14,905,820	$ (114,759)	$ 1,266,609,087

Depreciation\amortization expense was charged to functions/programs of the District as follows:

Function	Amortization Expense
Instruction	$ 19,323,936
Instructional resources and media services	981,678
Instructional leadership	50,053
School leadership	687,229
Guidance, counseling and evaluation services	83,987
Health services	74,877
Student transportation	2,554,895
Food Services	1,532,606
Extracurricular activities	2,452,637
General administration	127,352
Plant maintenance and operations	3,927,884
Security and monitoring services	180,847
Data processing services	2,101,966
Total	$ 34,079,947

Note 4 - Capital Assets (continued)

The District has active construction projects and as of June 30, 2022, the District's commitments for capital assets are as follows:

Project	Construction in Progress	Remaining Commitment
OSB	$ 1,094,068	$ 2,005,932
Elementary #29	31,729,468	10,767,475
	$ 32,823,536	$ 12,773,407

Note 5 - Other Assets

In fiscal year 2018, the District made an initial deposit of $963,089 to its food service management company to pay vendors on behalf of the District. The initial deposit of $963,089 was returned to the District during the fiscal year.

Note 6 - Interfund Receivables, Payables, and Transfers

Interfund balances consist of short-term lending/borrowing arrangements that result primarily from payroll, warehouse ordering and other regularly occurring charges that are paid by the general fund and then charged back to the appropriate other fund. Additionally, some lending/borrowing may occur between two or more nonmajor governmental funds.

The composition of interfund balances as of June 30, 2022 is as follows:

	Payable Funds		
	General	Other Nonmajor	Totals
Receivable Funds			
General	$ -	$ 11,408,777	$ 11,408,777
Debt service	-	50,001	50,001
Nonmajor governmental	135,552	872,638	1,008,190
Internal service	58,781	-	58,781
Total Governmental Activities	$ 194,333	$ 12,331,416	$ 12,525,749

Interfund transfers are defined as "flows of assets without equivalent flow of assets in return and without a requirement for repayment." For the fiscal year ended June 30, 2022, Interfund transfers in the amount of $8,367,446 were made as summarized below:

Transfer Out Funds	Transfer In Funds	Amount
General	Internal service	$ 5,784,644
Non-major governmental	General Fund	42,542
Internal service	General Fund	2,540,260
		$ 8,367,446

Note 6 - Interfund Receivables, Payables, and Transfers (continued)

The transfer of $5.7 million was made from the General Fund to the District's Self-Funded Health Insurance Fund to further assist in covering claims. The Internal Service fund transferred $2.5 million to the General Fund to cover amendments to the 2021-2022 Compensation Plan supporting staff retention and enhancing recruitment efforts.

Note 7 - Long-term Liabilities

The District has entered into a continuing disclosure undertaking to provide annual reports and material event notices to the State Information Depository of Texas through the Municipal Advisory Council. This information is required under SEC Rule 15c2-12 to enable investors to analyze the financial condition and operations of Leander Independent School District.

Changes in Long-term Liabilities

Long-term liability activity for the fiscal year ended June 30, 2022, was as follows:

	Balance July 1, 2021	Additions	Retirements	Balance June 30, 2022	Due Within One Year
General obligation bonds	$ 1,115,580,055	$ -	$ (50,942,167)	$ 1,064,637,888	$ 29,792,399
Issuance premiums/discounts	102,473,920	-	(5,925,673)	96,548,247	-
Accretion on capital appreciation bonds	509,447,486	23,613,546	(25,050,795)	508,010,237	38,993,992
Total bonds payable	1,727,501,461	23,613,546	(81,918,635)	1,669,196,372	68,786,391
Leases payable	2,332,861	248,073	(486,231)	2,094,703	516,222
Self-insurance claims and judgments	2,400,340	37,074,372	(36,722,158)	2,752,554	2,752,554
	$ 1,732,234,662	$ 60,935,991	$ (119,127,024)	$ 1,674,043,629	$ 72,055,167

General Obligation Bonds

General obligation bonds are direct obligations and pledge the full faith and credit of the District. These are issued as current interest bonds and term bonds with various amounts of principal maturing each year.

General obligation bonds currently outstanding are as follows:

Series	Original Issuance Amount	Interest Rate (%)	Maturity Date	Debt Outstanding
2003	$ 75,234,391	2.50 - 5.17	2022	$ 2,989,388
2013B	45,379,854	3.41 - 3.59	2024	24,004,854
2014D	129,389,999	0.30 - 4.89	2043	49,930,437
2015A	252,802,885	0.76 - 5.00	2042	243,821,015
2015B	39,799,201	1.83 - 5.00	2034	39,225,817
2016	88,534,239	1.43 - 5.00	2040	68,093,889
2016A	190,508,363	1.00 - 4.06	2049	160,460,756
2017A	53,725,000	3.50 - 5.00	2045	27,270,000
2018A	73,270,000	4.00 - 5.00	2048	62,060,000
2019A	9,165,000	5.00	2040	6,435,000
2019B	4,945,000	3.90	2040	4,945,000
2019C	85,360,000	5.00	2041	75,995,000
2020A	86,595,000	3.00 - 5.00	2040	86,595,000
2020B	33,407,438	4.00	2045	34,407,437
2020C	46,507,244	1.449 - 5.00	2044	46,507,244
2021A	22,790,000	3.00	2034	22,790,000
2021B	109,107,081	1.892 - 2.062	2034	109,107,051
				$ 1,064,637,888

Note 7 - Long-term Liabilities (continued)

General Obligation Bonds (continued)

General obligation bonds debt service requirements to maturity are as follows:

Year Ending June 30,	Principal	Interest	Totals
2023	$ 29,792,399	$ 79,276,783	$ 109,069,182
2024	33,469,959	75,578,848	109,048,807
2025	33,592,135	75,458,797	109,050,932
2026	22,806,152	86,235,405	109,041,557
2027	30,269,635	78,774,547	109,044,182
2028	34,581,551	74,465,131	109,046,682
2029	27,217,082	81,819,600	109,036,682
2030	37,663,007	71,378,175	109,041,182
2031	33,425,894	75,615,162	109,041,056
2032	33,844,081	75,294,559	109,138,640
2033	66,557,672	41,931,644	108,489,316
2034	73,217,422	27,118,309	100,335,731
2035	64,789,114	38,998,473	103,787,587
2036	8,870,017	64,336,427	73,206,444
2037	9,221,582	64,135,638	73,357,220
2038	44,384,795	24,999,550	69,384,345
2039	46,223,451	22,571,244	68,794,695
2040	46,233,915	19,904,055	66,137,970
2041	54,490,694	17,047,974	71,538,668
2042	72,352,266	17,731,084	90,083,350
2043	10,248,092	60,089,218	70,337,310
2044	5,709,229	73,978,381	79,687,610
2045	14,927,744	67,514,957	82,442,701
2046	40,785,000	8,938,750	49,723,750
2047	43,790,000	7,171,175	50,961,175
2048	45,685,000	5,242,875	50,927,875
2049	47,660,000	3,229,325	50,889,325
2050	47,695,000	1,177,425	48,872,425
2051	5,135,000	77,025	5,212,025
	$ 1,064,637,888	$ 1,340,090,536	$ 2,404,728,424

Note 7 - Long-term Liabilities (continued)

Capital Appreciation Bonds

Certain bond series included capital appreciation bonds and are listed below. The bonds' maturity dates vary through fiscal year 2045.

Series	Accreted Value as of June 30, 2022	Principal	Accretion as of June 30, 2022	Maturity Dates
2021B	$ 146,488,409	$ 127,081	$ 146,361,328	2022-2031
2020C	7,157,009	7,244	7,149,765	2024-2026
2020B	5,835,703	7,438	5,828,265	2026-2030
2016A	89,182,288	385,881	88,796,407	2021-2045
2016	105,394,451	21,118,889	84,275,562	2021-2030
2015A	90,140,038	3,821,015	86,319,023	2021-2037
2015B	24,992,774	225,817	24,766,957	2021-2030
2014D	103,386,218	49,930,437	53,455,781	2021-2044
2013B	8,652,714	2,524,854	6,127,860	2021-2023
2003	7,918,677	2,989,388	4,929,289	2023
	$ 589,148,281	$ 81,138,044	$ 508,010,237	

Cash Defeasance

During the year, the District had a cash defeasance of Unlimited Tax Refunding Bonds, Series 2014D (partial defeasance). The District placed cash from existing resources of $38,109,258 with an escrow agent in a qualifying trust for an in-substance defeasance of $14,320,241 of refunded bonds. As a result, the refunded bonds are considered to be defeased and the related liability for the bonds has been removed from the District's liabilities. The reacquisition price of the bonds was less than the net carrying amount of the old debt of $1,579,578 was recognized in the current period. The refunding resulted in an economic gain (difference between present values of the old and new debt service payment) of $29,455,742.

Prior Years' Refunding of Long-Term Debt

In prior years, the District defeased, certain general obligation debt by placing the proceeds of the new bonds in an irrevocable trust, to provide for all future debt service payments on the refunded debt. Accordingly, the trust account assets and the liability for the defeased debt are not included in the District's financial statements. At June 30, 2022, defeased debt outstanding totals $399.7 million. This amount includes a current year cash defeasance of $14,320,014 of the UnlimtedTax Refunding Bonds, Series 2014D.

Commercial Paper Debt

On July 1, 2018, the District issued Leander Independent School District Unlimited Tax Commercial Paper Notes, Series A (Direct Purchase Notes) authorized to be outstanding at any time in an aggregate principal amount not to exceed $64,400,000 (the "Notes") pursuant to an order adopted on June 21, 2018. The Notes will provide interim financing to pay project costs for eligible projects for the District. The short-term obligations to be issued will constitute obligations that the District intends to refund through the issuance of its unlimited tax bonds.

The District also entered into the Initial Credit Agreement with Wells Fargo Bank, National Association (the "Bank") for the purchase by the Bank of Direct Purchase Notes. The Notes are tax exempt and bear interest at the LIBOR Rate. The District renewed the commercial paper in May 2021 and will extend the agreement to September 30, 2022.

Note 7 - Long-term Liabilities (continued)

Leases

Amortization of the right to use (lease) assets are included in depreciation\amortization expense within the Governmental Activities.

During the current fiscal year, the District entered into various leases, the following table list lease payable and right to use assets as of fiscal year ended June 30, 2022.

				Lease Liability	
Description	Start Date	End Date	Interest Rate	Original Amount	Liability as of June 30, 2022
Xerox Multifunction Printers	7/24/2020	7/23/2026	1.06%	$ 1,945,143	$ 1,563,986
Enterprise 2021-02-02 - 5 Suburbans	2/5/2021	2/28/2026	1.06%	195,487	153,591
Enterprise 2021-02-05 - 5 Suburbans	2/5/2021	2/28/2026	1.06%	192,231	151,033
Enterprise 2021-08-27 - 2 Suburbans	8/27/2021	8/31/2026	0.98%	96,962	80,891
Enterprise 2022-04-11 - 2 Transit 350 Cargo	4/11/2022	4/30/2027	2.56%	114,313	109,509
Enterprise 2022-05-04 - 1 Cargo Van	5/4/2022	5/31/2027	2.67%	36,798	35,693
				$ 2,580,934	$ 2,094,703

				Right to Use Assets		
Description	Start Date	End Date	Interest Rate	Original Amount	Accumulated Amortization June 30, 2022	Net amount June 30, 2022
Xerox Multifunction Printers	7/1/2021	7/23/2026	1.06%	$ 1,945,143	$ (377,718)	$ 1,567,425
Enterprise 2021-02-02 - 5 Suburbans	2/5/2021	2/28/2026	1.06%	195,487	(41,442)	154,045
Enterprise 2021-02-05 - 5 Suburbans	2/5/2021	2/28/2026	1.06%	192,231	(40,678)	151,553
Enterprise 2021-08-27 - 2 Suburbans	8/27/2021	8/31/2026	0.98%	96,962	(15,802)	81,160
Enterprise 2022-04-11 - 2 Transit 350 Cargo	4/11/2022	4/30/2027	2.56%	114,313	(4,397)	109,916
Enterprise 2022-05-04 - 1 Cargo Van	5/4/2022	5/31/2027	2.67%	36,798	(946)	35,852
				$ 2,580,934	$ (480,983)	$ 2,099,951

Future principal and interest leases payments as of June 30, 2022, were as follows:

Fiscal Year	Principal	Interest	Total
2023	$ 516,222	$ 21,646	$ 537,868
2024	522,142	15,726	537,868
2025	528,136	9,731	537,867
2026	498,029	3,725	501,754
2027	30,174	332	30,506
Total	$ 2,094,703	$ 51,160	$ 2,145,863

Note 8 - Revenues from Local, Intermediate, and Out-of-State Sources

During the current year, revenues from local and intermediate sources consisted of the following:

	General Fund	Debt Service	Nonmajor Governmental Funds	Total
Property taxes	$ 282,051,267	$ 150,258,826	$ -	$ 432,310,093
Penalties, interest and other tax related revenue	924,921	448,538	-	1,373,459
Investment income	727,349	423,172	79,629	1,230,150
Co-curricular student activities	983,921	-	5,246,397	6,230,318
Tuition and fees	2,859,864	-	-	2,859,864
Rent	589,634	-	-	589,634
Food sales	-	-	770,224	770,224
Other	1,970,775	-	1,077,019	3,047,794
	$ 290,107,731	$ 151,130,536	$ 7,173,269	$ 448,411,536

Note 9 - Fund Balance Commitments and Assignments

The District has several commitments in the General Fund and nonmajor special revenue fund that have been approved through a board resolution and are listed below.

Commitments

Purpose	General Fund	Nonmajor Fund
Capital expenditures - equipment	$ 2,000,000	$ -
Campus activity fund	-	1,395,305
Other donations	-	724,398
	$ 2,000,000	$ 2,119,703

The General Fund is the only fund with assignments totaling $40,824,828. The details of such assignments are listed below:

Assignments

Purpose	General Fund
Instructional/Technology materials	$ 1,131,064
Additional staffing for growth	930,000
Revenue stabilization	30,424,350
Encumbrances - subsequent year expenditures	2,960,294
Next year's budget deficit	5,379,120
	$ 40,824,828

Note 10 - General Fund Federal Source Revenues

Program or Source	CFDA #	Amount
MAC	93.778	$ 108,341
School Health and Related Service (SHARS)	N/A	5,598,911
JROTC	N/A	170,423
National Wildlife Refuge Fund	15.659	68,024
Indirect Revenue:		
Title I, Part A	84.010	46,354
IDEA B Cluster	84.027/84.173	216,386
Career and Technical Education	84.048	7,807
Title II, Part A	84.367	24,288
Title III, Part A	84.365	13,764
Title IV, Part A	84.424	3,664
ESSER I, II and III	84.425	960,095
		$ 7,218,057

Note 11 - Pension Plan and Other Post-Employment Benefits

A. Plan Description

The District participates in a cost-sharing multiple-employer defined benefit pension that has a special funding situation. The plan is administered by the Teacher Retirement System of Texas (TRS). TRS's defined benefit pension plan is established and administered in accordance with the Texas Constitution, Article XVI, Section 67 and Texas Government Code, Title 8, Subtitle C. The pension trust fund is a qualified pension trust under Section 401(a) of the Internal Revenue Code. The Texas Legislature establishes benefits and contribution rates within the guidelines of the Texas Constitution. The pension's Board of Trustees does not have the authority to establish or amend benefit terms.

All employees of public, state-supported educational institutions in Texas who are employed for one-half or more of the standard work load and who are not exempted from membership under Texas Government Code, Title 8, Section 822.002 are covered by the system.

B. Pension Plan Fiduciary Net Position

Detailed information about the Teacher Retirement System's fiduciary net position is available in a separately-issued Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the internet at https://www.trs.texas.gov/TRS%20Documents/acfr-2021.pdf or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512) 542-6592.

C. Benefits Provided

TRS provides service and disability retirement, as well as death and survivor benefits, to eligible employees (and their beneficiaries) of public and higher education in Texas. The pension formula is calculated using 2.3 percent (multiplier) times the average of the five highest annual creditable salaries times years of credited service to arrive at the annual standard annuity except for members who are grandfathered, the three highest annual salaries are used. The normal service retirement is at age 65 with 5 years of credited service or when the sum of the member's age and years of credited service equals 80 or more years. Early retirement is at age 55 with 5 years of service credit or earlier than 55 with 30 years of service credit. There are additional provisions for early retirement if the sum of the member's age and years of service credit total at least 80, but the member is less than age 60 or 62 depending on date of employment, or if the member was grandfathered in under a previous rule. There are no automatic postemployment benefit changes; including automatic COLAs.

Note 11 - Pension Plan and Other Post-Employment Benefits (continued)

C. Benefits Provided (continued)

Ad hoc post-employment benefit changes, including ad hoc COLAs can be granted by the Texas Legislature as noted in the Plan description above.

Texas Government Code section 821.006 prohibits benefit improvements, if, as a result of the particular action, the time required to amortize TRS' unfunded actuarial liabilities would be increased to a period that exceeds 31 years, or, if the amortization period already exceeds 31 years, the period would be increased by such action. Actuarial implications of the funding provided in the manner are determined by the System's actuary.

In May 2019, the 86th Texas Legislature approved the TRS Pension Reform Bill (Senate Bill 12) that provides for gradual contribution increases from the state, participating employers, and active employees to make the pension fund actuarially sound. This action causing the pension fund to be actuarially sound, allowed the legislature to approve funding for a 13th check in September 2019. All eligible members retired as of December 31, 2018 received an extra annuity check in either the matching amount of their monthly annuity or $2,000, whichever was less.

D. Contributions

Contribution requirements are established or amended pursuant to Article 16, section 67 of the Texas Constitution which requires the Texas legislature to establish a member contribution rate of not less than 6% of the member's annual compensation and a state contribution rate of not less than 6% and not more than 10% of the aggregate annual compensation paid to members of the system during the fiscal year.

Employee contribution rates are set in state statute, Texas Government Code 825.402. The TRS Pension Reform Bill (Senate Bill 12) of the 86th Texas Legislature amended Texas Government Code 825.402 for member contributions and increased employee and employer contribution rates for fiscal years 2020 thru 2025.

	Contribution Rates	
	2022	**2021**
Member	8.00%	7.70%
Non-employer contributing entity	7.75%	7.50%
Employers	7.75%	7.50%

	Fiscal Year 2022 Contributions
Employer (District)	$ 8,830,862
Employee (Member)	22,281,242
Non-employer contributing entity	$ 17,401,277

Contributors to the plan include members, employers and the State of Texas as the only non-employer contributing entity. The State is the employer for senior colleges, medical schools and state agencies including TRS. In each respective role, the State contributes to the plan in accordance with state statutes and the General Appropriations Act (GAA).

Note 11 - Pension Plan and Other Post-Employment Benefits (continued)

D. Contributions (continued)

As the non-employer contributing entity for public education and junior colleges, the State of Texas contributes to the retirement system an amount equal to the current employer contribution rate, times the aggregate annual compensation of all participating members of the pension trust fund during that fiscal year, reduced by the amounts described below which are paid by the employers. Employers (public school, junior college, other entities, or the State of Texas as the employer for senior universities and medical schools) are required to pay the employer contribution rate in the following instances:

- On the portion of the member's salary that exceeds the statutory minimum for members entitled to the statutory minimum under Section 21.402 of the Texas Education Code.
- During a new member's first 90 days of employment.
- When any part or all of an employee's salary is paid by federal funding sources, a privately sponsored source, from non-educational and general, or local funds.
- When the employing district is a public junior college or junior college district, the employer shall contribute to the retirement system an amount equal to 50% of the state contribution rate for certain instructional or administrative employees; and 100% of the state contribution rate for all other employees.

In addition to the employer contributions listed above, there is an additional surcharge an employer is subject to.

- All public schools, charter schools, and regional educational service centers must contribute 1.5 percent of the member's salary beginning in fiscal year 2020, gradually increasing to 2 percent in fiscal year 2025.
- When employing a retiree of the Teacher Retirement System, the employer shall pay both the member contribution and the state contribution as an employment after retirement surcharge.

E. Actuarial Assumptions

The total pension liability in the August 31, 2021 actuarial valuation was determined using the following actuarial assumptions:

Component	Result
Valuation Date	August 31, 2020, rolled forward to August 31, 2021
Actuarial Cost Method	Individual Entry Age Normal
Asset Valuation Method	Fair Value
Single Discount Rate	7.25%
Long-term Expected Rate	7.25%
Municipal Bond Rate as of August 2020	1.95% - The source for the rate is the Fixed Income Market Data/Yield Curve/Data Municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds as reported in Fidelity Index's "20-Year Municipal GO AA Index"
Last year ending August 31 in Projection Period (100 years)	2120
Inflation	2.30%
Salary Increases	3.05% to 9.05% including inflation
Benefit changes during the year	None
Ad hoc post-employment benefit changes	None

The actuarial methods and assumptions are used in the determination of the total pension liability are the same assumptions used in the actuarial valuation as of August 31, 2020. These assumptions are further described the 2021 TRS ACFR.

Note 11 - Pension Plan and Other Post-Employment Benefits (continued)

F. Discount Rate

A single discount rate of 7.25 percent was used to measure the total pension liability. The single discount rate was based on the expected rate of return on pension plan investments of 7.25 percent. The projection of flows used to determine this single discount rate assumed that contributions from active members, employers and the non-employer contributing entity will be made at the rates set by the legislature during the 2019 session. It is assumed that future employer and state contributions will be 8.50 percent of payroll in fiscal year 2020 gradually increasing to 9.55 percent of payroll over the next several years. This includes all employer and state contributions for active and rehired retirees.

Based on those assumptions, the pension plan's fiduciary net position was projected to be available to make all projected future benefits payment of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

The long-term rate of return on pension plan investments is 7.25%. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimates ranges of expected future real rates of return (expected returns, net of pension plan investment expense and inflation) are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future real rates of return by the target asset allocation percentage and by adding expected inflation.

Note 11 - Pension Plan and Other Post-Employment Benefits (continued)

F. Discount Rate (continued)

Best estimates of geometric real rates of return for each major asset class included in the System's target asset allocation as of August 31, 2021 are summarized below:

Asset Class [1]	Target Allocation [2]	Long-Term Expected Geometric Real Rate of Return [3]	Expected Contribution to Long-Term Portfolio Returns
Global Equity			
USA	18.00%	3.60%	0.94%
Non-U.S. Developed	13.00%	4.40%	0.83%
Emerging Markets	9.00%	4.60%	0.74%
Private Equity	14.00%	6.30%	1.36%
Stable Value			
Government Bonds	16.00%	-0.20%	0.01%
Absolute Return	0.00%	1.10%	0.00%
Stable Value Hedge Funds	5.00%	2.20%	0.12%
Real Return			
Real Estate	15.00%	4.50%	1.00%
Energy and Natural Resources and Infrastructure	6.00%	4.70%	0.35%
Commodities	0.00%	1.70%	0.00%
Risk Parity			
Risk Parity	8.00%	2.80%	0.28%
Leverage			
Cash	2.00%	-0.70%	-0.01%
Asset Allocation Leverage	-6.00%	-0.50%	0.03%
Inflation Expectation			2.20%
Volatility Drag [4]			-0.95%
Total	100%		6.90%

[1] Absolute Return includes Credit Sensitive Investments.

[2] Target Allocation are based on the FY 2021 policy model.

[3] Capital Market Assumption from Aon Hewitt as of August 31, 2010.

[4] The volatility drag results from the conversion between arithmetic and geometric mean returns.

Note 11 - Pension Plan and Other Post-Employment Benefits (continued)

G. Discount Rate Sensitivity Analysis

The following table presents the Net Pension Liability of the plan using the discount rate of 7.25 percent, and what the net pension liability would be if it were calculated using a discount rate that is one percentage point lower (6.25 percent) or one percentage point higher (8.25 percent) than the current rate.

	Discount Rate		
	1% Decrease (6.25%)	Current Rate (7.25%)	1% Increase (8.25%)
District's proportional share of the net pension liability	$ 100,862,001	$ 46,157,746	$ 1,775,990

H. Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions

At June 30, 2022, the District reported a liability of $46,157,746 for its proportionate share of the TRS's net pension liability. This liability reflects a reduction for State pension support provided to the District. The amount recognized by the District as its proportionate share of the net pension liability, the related State support, and the total portion of the net pension liability that was associated with the District were as follows:

District proportionate of the net pension liability	0.1812%
District's proportionate share of the collective net pension liability	$ 46,157,746
State's proportionate share that is associated with the District	96,341,084
Total	$ 142,498,830

The net pension liability was measured as of August 31, 2020 and rolled forward to August 31, 2021 and the total pension lability used to calculate the net pension liability was determined by an actuarial valuation as of that date. The employer's proportion of the net pension liability was based on the employer's contributions to the pension plan relative to the contributions of all employers to the plan for the period September 1, 2020 thru August 31, 2021.

At August 31, 2021, the District's proportion of the collective net pension liability was 0.1812% which was a decrease of 0.0001% from its proportion measured as of August 31, 2021.

The General, Capital Projects and Special Revenue Funds are used to liquidate pension liabilities.

Note 11 - Pension Plan and Other Post-Employment Benefits (continued)

H. Pension Liabilities, Pension Expense, and Deferred Outflows/Inflows of Resources Related to Pensions (continued)

Change Since the Prior Actuarial Valuation

For the year ended June 30, 2022, the District recognized pension expense of $5,156,295. The District also recognized an additional on-behalf revenue and expense of $385,160 representing for support provided by the State.

At June 30, 2022, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources:

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual experience	$ 77,244	$ (3,249,542)
Changes of assumption	16,315,861	(7,112,316)
Net difference between projected and actual earnings on pension plan investments	-	(38,702,671)
Changes in proportion and differences between District contributions and proportionate share of contributions	2,486,950	(3,378,150)
District contributions subsequent to the measurement date	7,568,713	-
Total	$ 26,448,768	$ (52,442,679)

Deferred outflows of resources resulting from District contributions subsequent to the measurement date in the amount of $7,568,713 will be recognized as a reduction of the net pension liability in the year ended June 30, 2023. The net amounts of the District's balances of deferred outflows and inflows of resources related to pensions will be recognized in pension expense as follows:

Fiscal Year Ended	Pension Expense Amount
2023	$ (5,234,882)
2024	(5,763,585)
2025	(9,603,877)
2026	(12,354,077)
2027	(516,303)
Thereafter	(89,900)
	$ (33,562,624)

Note 12 - Defined Other Post-Employment Benefit Plans

A. Plan Description

The District participates in the Texas Public School Retired Employees Group Insurance Program (TRS- Care). It is a multiple-employer, cost-sharing defined Other Post-Employment Benefit (OPEB) plan that has a special funding situation. The TRS-Care program was established in 1986 by the Texas Legislature.

The TRS Board of Trustees administers the TRS-Care program and the related fund in accordance with Texas Insurance Code Chapter 1575. The Board of Trustees is granted the authority to establish basic and optional group insurance coverage for participants as well as to amend benefit terms as needed under Chapter 1575.052. The Board may adopt rules, plans, procedures, and orders reasonably necessary to administer the program, including minimum benefits and financing standards.

B. OPEB Plan Fiduciary Net Position

Detail information about the TRS-Care's fiduciary net position is available in the separately-issued TRS Comprehensive Annual Financial Report that includes financial statements and required supplementary information. That report may be obtained on the internet at https://www.trs.texas.gov/TRS%20Documents/acfr-2021.pdf or by writing to TRS at 1000 Red River Street, Austin, TX, 78701-2698, or by calling (512) 542-6592.

C. Benefits Provided

TRS-Care provides health insurance coverage to retirees from public schools, charter schools, regional education service centers and other educational districts who are members of the TRS pension plan. Optional dependent coverage is available for an additional fee.

Eligible non-Medicare retirees and their dependents may enroll in TRS-Care Standard, a high-deductible health plan. Eligible Medicare retirees and their dependents may enroll in the TRS-Care Medicare Advantage medical plan and the TRS-Care Medicare Rx prescription drug plan. To qualify for TRS-Care coverage, a retiree must have at least 10 years of service credit in the TRS pension system. There are no automatic post-employment benefit changes; including automatic COLAs.

The premium rates for retirees are reflected in the following table.

TRS-Care Monthly Premium rates

	Medicare	Non-Medicare
Retiree or Surviving Spouse	$ 135	$ 200
Retiree and Spouse	529	689
Retiree or Surviving Spouse and children	468	408
Surviving Children Only	1,020	999

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

D. Contributions

Contribution rates for the TRS-Care plan are established in state statute by the Texas Legislature, and there is no continuing obligation to provide benefits beyond each fiscal year. The TRS-Care plan is currently funded on a pay-as-you-go basis and is subject to change based on available funding. Funding for TRS-Care is provided by retiree premium contributions and contributions from the state, active employees, and school districts based upon public school district payroll. The TRS Board of trustees does not have the authority to set or amend contribution rates.

Texas Insurance Code, section 1575.202 establishes the state's contribution rate which is 1.25 percent of the employee's salary. Section 1575.203 establishes the active employee's rate which is .65 percent of pay. Section 1575.204 establishes an employer contribution rate of not less than 0.25 percent or not more than 0.75 percent of the salary of each active employee of the public or charter school. The actual employer contribution rate is prescribed by the Legislature in the General Appropriations Act. The following table shows contributions to the TRS-Care plan by type of contributor.

	Contribution Rates	
	2022	2021
Active employee	0.65%	0.65%
Non-employer contributing entity (state)	1.25%	1.25%
Employers	0.75%	0.75%
Federal/private funding remitted by employers	1.25%	1.25%

	Fiscal Year 2022 Contributions
	Contributions
Member (Employee)	$ 2,244,369
Non-employer contributing agency (State)	1,818,979
District	4,636,994

In addition to the employer contributions listed above, there is an additional surcharge all TRS employers are subject to (regardless of whether or not they participate in the TRS Care OPEB program). When employers hire a TRS retiree, they are required to pay to TRS Care, a monthly surcharge of $535 per retiree.

TRS-Care received supplemental appropriations from the State of Texas as the Non-Employer Contributing Entity in the amount of $230.8 million in fiscal year 2020 to maintain premiums and benefit levels in the 2020-2021 biennium.

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

E. Actuarial Assumptions

The actuarial valuation was performed as of August 31, 2021. Update procedures were used to roll forward the Total OPEB Liability to August 31, 2021. The actuarial valuation was determined using the following actuarial assumptions:

The actuarial valuation of the OPEB plan offered through TRS-Care is similar to the actuarial valuation performed for the pension plan, except that the OPEB valuation is more complex. All the demographic assumptions, including rates of retirement, termination, and disability, and most of the economic assumptions, including general inflation and salary increases, used in the OPEB valuation were identical to those used in the respective TRS pension valuation. The demographic assumptions were developed in the experience study performed for TRS for the period ending August 31, 2017.

The following assumptions and other inputs used for members of TRS-Care are based on an established pattern of practice and are identical to the assumptions used in the August 31, 2020 TRS pension actuarial valuation that was rolled forward to August 31, 2021: (a) Rates of Mortality, (b) Rates of Retirement, (c) Rates of Termination, (d) Rates of Disability, (e) General Inflation, (f) Wage Inflation, and (g) Expected Payroll Growth.

The active mortality rates were based on 90 percent of the RP-2014 Employee Mortality Tables for males and females, with full generational mortality using Scale BB. The post-retirement mortality rates for healthy lives were based on the 2018 TRS of Texas Healthy Pensioner Mortality Tables, with full generational projection using the ultimate improvement rates from the most recently published scale (U-MP).

Additional Actuarial Methods and Assumptions:

Valuation date	August 31, 2020, rolled forward to August 31, 2021
Actuarial Cost method	Individual Entry Age Normal
Inflation	2.30%
Single Discount Rate	1.95% as of August 31, 2021
Aging factors	Based on plan specific experience
Election rates	Normal Retirement: 65% participation prior to age 65 and 40% participation after age 65. 25% of pre-65 retirees are assumed to discontinue coverage at age 65
Expenses	Third-party administrative expenses related to the delivery of health care benefits are included in the age adjusted claims costs.
Salary increases	3.05% to 9.05% including inflation
Healthcare Trend Rates	The initial medical trend rates were 8.50 percent for Medicare retirees and 7.10 percent for non-Medicare retirees. There was an initial prescription drug trend rate of 8.50 percent for all retirees. The initial trend rates decrease to an ultimate trend rate of 4.25 percent over a period of 12 years
Ad hoc post-employment benefit changes	None

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

F. Discount Rate

A single discount rate of 1.95 percent was used to measure the Total OPEB Liability. There was a decrease of 0.38 percent in the discount rate since the previous year. Because the plan is essentially a "pay-as-you-go" plan, the single discount rate is equal to the prevailing municipal bond rate. The projection of cash flows used to determine the discount rate assumed that contributions from active members and those of the contributing employers and the nonemployer contributing entity are made at the statutorily required rates. Based on those assumptions, the OPEB plan's fiduciary net position was projected to not be able to make all future benefit payments of current plan members. Therefore, the municipal bond rate was used for the long-term rate of return and was applied to all periods of projected benefit payments to determine the total OPEB liability. The source of the municipal bond rate is the Fidelity "20-year Municipal GO AA Index" as of August 31, 2021 using the fixed-income municipal bonds with 20 years to maturity that include only federally tax-exempt municipal bonds

G. Discount Rate Sensitivity Analysis

Discount Rate – The following schedule shows the impact of the Net OPEB Liability if the discount rate used was 1% less than and 1% greater than the discount rate that was used (1.95%) in measuring the Net OPEB Liability.

	Discount Rate		
	1% Decrease (0.95%)	Current Rate (1.95%)	1% Increase (2.95%)
District's proportionate share of the Net OPEB Liability:	$ 125,638,331	$ 104,157,820	$ 87,251,958

H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs

At June 30, 2022, the District reported a liability of $104,157,820 for its proportionate share of the TRS's Net OPEB Liability. This liability reflects a reduction for State OPEB support provided to the District. The amount recognized by the District as its proportionate share of the net OPEB liability, the related State support, and the total portion of the net OPEB liability that was associated with the District were as follows:

District's proportionate share of the collective net OPEB liability	$ 104,157,820
State's proportionate share that is associated with District	139,548,266
Total	$ 243,706,086

The Net OPEB Liability was measured as of August 31, 2020 and rolled forward to August 31, 2021 and the Total OPEB Liability used to calculate the Net OPEB Liability was determined by an actuarial valuation as of that date. The District's proportion of the Net OPEB Liability was based on the District's contributions to the OPEB plan relative to the contributions of all employers to the plan for the period September 1, 2020 through August 31, 2021.

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs (continued)

At August 31, 2021, the District's proportion of the collective Net OPEB Liability was 0.2700% which was a decrease of 0.0011% from its proportion measured as of August 31, 2020.

The General, Capital Projects and Special Revenue Funds are used to liquidate pension liabilities.

Healthcare Cost Trend Rates – The following schedule shows the impact of the Net OPEB Liability if a healthcare trend rate that is 1% less than and 1% greater than the health trend rates assumed.

	Healthcare Cost Trend Rate		
	1% Decrease	Current	1% Increase
District's proportionate share of the net OPEB liability:	$ 84,364,382	$ 104,157,820	$ 130,715,696

Changes Since the Prior Actuarial Valuation

The following were changes to the actuarial assumptions or other inputs that affected measurement of the Total OPEB liability (TOL) since the prior measurement period:

- The discount rate changed from 2.33 percent as of August 31, 2020 to 1,95 percent as of August 31, 2021. This change increased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This changed lowered the Total OPEB Liability.

Changes of Benefit Terms Since the Prior Measurement Date – There were no changes in benefit terms since the prior measurement date.

For the year ended June 30, 2022, the District recognized negative OPEB expense of $1,779,569. The District also recognized a negative on-behalf expense and revenue of $5,150,397 for support provided by the State.

At June 30, 2022, the District reported its proportionate share of the TRS's deferred outflows of resources and deferred inflows of resources related to other post-employment benefits from the following sources:

Note 12 - Defined Other Post-Employment Benefit Plans (continued)

H. OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEBs (continued)

	Deferred Outflows of Resources	Deferred Inflows of Resources
Differences between expected and actual economic experience	$ 4,484,487	$ (50,419,671)
Changes in actuarial assumptions	11,536,702	(22,027,451)
Net difference between projected and actual investment earnings	113,082	-
Changes in proportion and difference between the employer's contributions and the proportionate share of contributions	9,560,693	(579,605)
Contributions paid to TRS subsequent to the measurement date	1,894,144	-
Total	$ 27,589,108	$ (73,026,727)

The $1,894,144 reported as deferred outflows of resources related to OPEB resulting from District contributions subsequent to the measurement date will be recognized as a reduction of the net OPEB liability in the year ending June 30, 2023. The net amounts of the District's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense as follows:

Fiscal Year Ended	OPEB Expense Amount
2023	$ (9,276,052)
2024	(9,278,602)
2025	(9,277,904)
2026	(6,536,186)
2027	(2,824,390)
Thereafter	(10,138,629)
	$ (47,331,763)

I. Medicare Part D

The Medicare Prescription Drug, Improvement, and Modernization Act of 2003, effective January 1, 2006, established prescription drug coverage for Medicare beneficiaries known as Medicare Part D. One of the provisions of Medicare Part D allows for the Texas Public School Retired Employee Group Insurance Program (TRS-Care) to receive retiree drug subsidy payments from the federal government to offset certain prescription drug expenditures for eligible TRS-Care participants. For the fiscal years ended June 30, 2022, 2021, and 2020, the subsidy payments received by TRS-Care on-behalf of the District were $1,162,484, $1,213,672, and $1,127,616, respectively. The information for the year ended June 30, 2022 is an estimate provided by the Teacher Retirement System. These payments are recorded as equal revenues and expenditures in the governmental funds financial statements of the District.

Note 13 - Risk Management

Property/Liability

The District is exposed to various risks of loss related to property/liability losses for which the District carries commercial insurance. Settled claims have not exceeded insurance limits for the past three years.

Health Insurance

The District operates a self-insured worker's compensation and health fund. Liabilities of the funds are reported when it is probable that a loss has occurred and the amount of the loss can be reasonably estimated. Liabilities also include an estimated amount for claims that have been incurred but not reported (IBNRs).

The result of the process to estimate the claims liability is based on the District's historical experience. There were no significant reductions in insurance coverage from the prior period.

The worker's compensation program's claim administrator, TASB, and the District use the historical/projected gross payroll to perform a loss analysis and thus determine the IBNR. The district had a loss limit of $550,000 for fiscal year 2022.

Changes in the balances of worker's compensation claims liabilities during the past two years are as follows:

Fiscal Year	Beginning of Year Accrual	Current Year Estimates	Claims Payments	End of Year Accrual
2022	$ 612,197	$ 491,504	$ 488,219	$ 615,482
2021	851,768	180,519	420,090	612,197

The District contracts with Blue Cross Blue Shield Texas for medical plan claims administration and Express Scripts for pharmacy claims administration.

Fiscal Year	Beginning of Year Accrual	Current Year Estimates	Claims Payments	End of Year Accrual
2022	$ 1,800,781	$ 37,086,770	$ 36,750,479	$ 2,137,072
2021	1,868,016	28,970,820	29,038,055	1,800,781

Note 14 - Contingent Liabilities

Amounts received or receivable from grant agencies are subject to audit and adjustment by grantor agencies, principally the federal government. Any disallowed claims, including amounts already collected, may constitute a liability of the applicable funds. The amount, if any, of expenditures that may be disallowed by the grantor cannot be determined at this time, although the District expects such amounts, if any, to be immaterial.

The District is a defendant in various lawsuits. Although the outcome of these lawsuits is not presently determinable, in the opinion of management and the District's counsel, the resolution of these matters will not have a material adverse effect on the financial condition of the District.

Note 15 - Arbitrage

In accordance with the provisions of Section 148(f) of the Internal Revenue Code of 1986, as amended, bonds must satisfy certain arbitrage rebate requirements. Positive arbitrage is the excess of (1) the amount earned on investments purchased with bond proceeds over (2) the amount that such investments would have earned had such investments been invested at a rate equal to the yield on the bond issue. In order to comply with the arbitrage rebate requirements, positive arbitrage must be paid to the U.S. Treasury at the end of each five-year anniversary date of the bond issue. The District has estimated that it has no arbitrage liability as of June 30, 2022.

Note 16 - Deferred Compensation Plan

The District offers its employees a deferred compensation plan established in accordance with Internal Revenue Code Section 457. Assets and income of the District's plan are held in annuity contracts with an independent trustee for the exclusive benefit of participants and their beneficiaries. Accordingly, the plan's assets and liabilities are not recorded in the District's basic financial statements.

Note 17 - Prior Period Adjustment

In the current fiscal year, the District implemented GASB Statement No. 87, Leases which resulted in a prior period adjustment in the $4,089 for government-wide activities.

Note 18 - Subsequent Events

Subsequent to year-end, the District’s Chief Financial Officer position came open and the position has been filled.


LEANDER ISD
LEADING TO A BRIGHT FUTURE

REQUIRED SUPPLEMENTARY INFORMATION

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit G-1*

BUDGETARY COMPARISON SCHEDULE
GENERAL FUND
For the Year Ended June 30, 2022

	Original Budget	Final Budget	Actual Amounts, GAAP Basis	Variance with Final Budget - Positive (Negative)
Revenues				
Local revenues	$ 289,960,319	$ 290,237,012	$ 290,107,731	$ (129,281)
State program revenues	75,311,700	71,435,644	72,289,566	853,922
Federal program revenues	3,265,000	5,900,241	7,218,057	1,317,816
Total Revenues	368,537,019	367,572,897	369,615,354	2,042,457
Expenditures				
Current:				
Instruction	241,472,095	242,205,097	227,218,857	14,986,240
Instruction resources and media services	4,708,224	5,037,579	4,600,167	437,412
Curriculum and instructional staff development	8,326,459	9,156,830	8,352,640	804,190
Instructional leadership	4,540,279	4,058,725	3,484,908	573,817
School leadership	21,818,497	22,393,476	21,930,564	462,912
Guidance, counseling and evaluation services	19,762,402	20,221,804	19,772,132	449,672
Social work services	1,385,752	1,796,353	1,489,275	307,078
Health services	3,669,546	3,932,865	3,717,903	214,962
Student transportation	13,640,335	14,576,003	12,751,267	1,824,736
Food services	49,517	84,386	83,688	698
Extracurricular activities	12,036,262	12,500,685	10,930,920	1,569,765
General administration	9,143,130	9,692,263	8,865,574	826,689
Facilities maintenance and operations	30,324,169	34,749,912	31,147,925	3,601,987
Security and monitoring services	3,783,798	2,643,939	1,670,928	973,011
Data processing services	8,264,103	8,534,487	8,017,595	516,892
Community services	1,932,591	2,124,859	2,103,787	21,072
Debt Service:				
Principal on long-term debt	90,000	784,073	486,231	297,842
Interest on long-term debt	10,000	23,320	23,320	-
Debt issuance costs and fees	-	3,607	3,607	-
Intergovernmental:				
Juvenile justice alternative education	245,000	239,000	236,899	2,101
Payments to appraisal district	2,363,466	2,363,466	2,027,406	336,060
Total Expenditures	387,565,625	397,122,729	368,915,593	28,207,136
Excess (deficiency) of revenues over expenditures	(19,028,606)	(29,549,832)	699,761	30,249,593
Other Financing Sources (Uses)				
Sale of property	20,000	139,661	81,848	(57,813)
Proceeds from capital lease	-	-	248,073	248,073
Transfers in	-	2,582,802	2,582,802	-
Transfers out	(6,350,000)	(6,350,000)	(5,784,644)	565,356
Other uses - settlements	(192,700)	(192,700)	-	192,700
Total Other Financing Sources (Uses)	(6,522,700)	(3,820,237)	(2,871,921)	948,316
Net change in fund balances	(25,551,306)	(33,370,069)	(2,172,160)	31,197,909
Fund Balances - Beginning	181,018,977	181,018,977	181,018,977	-
Fund Balances - Ending	$ 155,467,671	$ 147,648,908	$ 178,846,817	$ 31,197,909

LEANDER INDEPENDENT SCHOOL DISTRICT

NOTES TO REQUIRED SUPPLEMENTARY BUDGET TO ACTUAL INFORMATION

For the Year Ended June 30, 2022

Budgets are prepared annually for the General Fund, Debt Service Fund, and Food Service Fund (special revenue fund) on the modified accrual basis, which is consistent with generally accepted accounting principles.

The following procedures are followed in establishing the budgetary data reflected in the general-purpose financial statements:

- Prior to June 19th for a fiscal year start date of July 1, the District prepares a budget based on the incremental budgeting concept for the next succeeding fiscal year. The operating budget includes proposed expenditures and the means of financing them.

- After one or more budget workshops with the Board, a meeting is called for the purpose of adopting the proposed budget. At least ten days but not more than 30 days public notice of the meeting is required.

- Prior to June 30th for a fiscal year start date of July 1, the Board legally adopts the budget for the general fund, debt service fund, and food service fund.

- Amendments to the budget are required prior to expending amounts greater than the budgeted amounts at the function level. Budgets are controlled at the departmental or campus level, the same level at which responsibility for operations is assigned. The budget was amended by the Board as needed throughout the year.

- Encumbrances for goods or purchased services are documented by purchase orders or contracts. Under Texas law, appropriations lapse at June 30, and encumbrances outstanding at that time are to be either canceled or provided for in the subsequent year's budget.

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit G-2

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY
Teacher Retirement System of Texas
Last Nine Measurement Years**

	2021	2020	2019	2018	2017
District's proportion of the net pension liability	**0.1812%**	**0.1813%**	**0.1911%**	**0.1933%**	**0.1838%**
District's proportionate share of the net pension liability	$ 46,157,746	$ 97,101,548	$ 99,360,186	$ 106,413,139	$ 58,779,754
State's proportionate share of the net pension liability associated with the District	96,341,084	199,759,978	184,265,749	197,882,646	114,535,369
Total	$ 142,498,830	$ 296,861,526	$ 283,625,935	$ 304,295,785	$ 173,315,123
District's covered payroll (for Measurement Year)	$ 270,266,697	$ 219,402,433	$ 242,575,687	$ 234,781,692	$ 220,323,676
District's proportionate share of the net pension liability as a percentage of it's covered payroll	17.1%	44.3%	41.0%	45.3%	26.7%
Plan fiduciary net position as a percentage of the total pension liability *	88.79%	75.24%	75.24%	73.74%	82.17%
Plan's net pension liability as a percentage of covered payroll *	51.08%	110.36%	114.93%	126.11%	75.93%

	2016	2015	2014	2013
District's proportion of the net pension liability	**0.1729%**	**0.17842%**	**0.09821%**	**0.09525%**
District's proportionate share of the net pension liability	$ 65,322,070	$ 63,067,929	$ 26,233,303	$ 31,242,342
State's proportionate share of the net pension liability associated with the District	134,842,251	125,776,447	110,491,620	135,633,099
Total	$ 200,164,321	$ 188,844,376	$ 136,724,923	$ 166,875,441
District's covered payroll (for Measurement Year)	$ 206,543,377	$ 195,387,528	$ 188,747,330	$ 183,481,971
District's proportionate share of the net pension liability as a percentage of it's covered payroll	31.6%	32.3%	13.9%	17.03%
Plan fiduciary net position as a percentage of the total pension liability *	78.00%	78.43%	83.25%	78.17%
Plan's net pension liability as a percentage of covered payroll *	92.75%	91.94%	72.90%	93.10%

The amounts presented for each Plan year which ends the preceding August 31 of the District's fiscal year.
Net pension liability is calculated using an new methodology and will be presented prospectively in accordance with GASB 68.

* Per TRS' ACFR

** Ten year of data should be presented in this schedule, but data was unavailable prior to 2013
Net pension liability and related ratios will be presented as data becomes available.

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit G-3*

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF DISTRICT'S PENSION CONTRIBUTIONS
NET PENSION LIABILITY
Teacher Retirement System of Texas
Last Ten Fiscal Years

	2022	2021	2020[1]	2019	2018
Contractually required contributions	$ 8,830,862	$ 7,480,562	$ 6,265,153	$ 6,685,739	$ 6,507,654
Contributions in relation to the contractual required contributions	(8,830,862)	(7,480,562)	(6,265,153)	(6,685,739)	(6,507,654)
Contribution Deficiency (excess)	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 289,132,016	$ 268,136,529	$ 219,402,433	$ 242,575,687	$ 234,781,692
Contributions as a percentage of covered employee payroll	3.05%	2.79%	2.86%	2.76%	2.77%

	2017	2016	2015	2014	2013
Contractually required contributions	$ 6,024,959	$ 5,492,271	$ 5,227,756	$ 2,695,814	$ 2,451,103
Contributions in relation to the contractual required contributions	(6,024,959)	(5,492,271)	(5,227,756)	(2,695,814)	(2,451,103)
Contribution Deficiency (excess)	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 220,323,676	$ 206,543,314	$ 195,386,264	$ 188,747,330	$ 183,481,971
Contributions as a percentage of covered employee payroll	2.73%	2.66%	2.68%	1.43%	1.34%

[1]The District changed its fiscal year from August 31st to June 30th. As such, 2020 only reflects ten months of activity.

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit G-4*

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF THE DISTRICT'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY
Teacher Retirement System of Texas
Last Five Measurement Years *

	2021	2020	2019	2018	2017
District's proportion of the net OPEB liability	0.2700%	0.2711%	0.2675%	0.2663%	0.2450%
District's proportionate share of the net OPEB liability	$ 104,157,820	$ 103,047,729	$ 126,525,714	$ 132,970,344	$ 106,545,848
State's proportionate share of the net OPEB liability associated with the District	139,548,266	138,471,446	168,124,372	207,114,933	178,432,821
Total	$ 243,706,086	$ 241,519,175	$ 294,650,086	$ 340,085,277	$ 284,978,669
District's covered payroll (for Measurement Year)	$ 270,266,697	$ 219,402,433	$ 242,575,687	$ 234,781,692	$ 220,323,673
District's proportionate share of the net OPEB liability as a percentage of its covered payroll	38.54%	46.97%	52.20%	56.64%	48.36%
Plan fiduciary net position as a percentage of the total OPEB liability*	6.18%	4.99%	2.66%	1.57%	0.91%
Plan's net OPEB liability as a percentage of covered payroll*	100.13%	101.46%	135.21%	146.64%	132.55%

The amounts presented for each Plan year which ends the preceding August 31 of the District's fiscal year.

* Per Teacher Retirement System of Texas' annual comprehensive financial report.

** Ten year of data should be presented in this schedule, but data was unavailable prior to 2017
Net OPEB liability and related ratios will be presented as data becomes available.

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit G-5*

REQUIRED SUPPLEMENTARY INFORMATION
SCHEDULE OF DISTRICT'S OPEB CONTRIBUTIONS
NET OPEB LIABILITY
Teacher Retirement System of Texas
Last Eight Fiscal Years [1]

	2022	2021	2020[2]	2019	2018
Contractually required contributions	$ 2,244,369	$ 2,104,339	$ 1,723,219	$ 1,892,803	$ 1,834,053
Contributions in relation to the contractual required contributions	2,244,369	2,104,339	1,723,219	1,892,803	1,834,053
Contribution deficiency (excess)	$ -	$ -	$ -	$ -	$ -
District's covered payroll	$ 289,132,016	$ 268,136,529	$ 219,402,433	$ 242,575,687	$ 234,781,692
Contributions as a percentage of covered payroll	0.78%	0.78%	0.79%	0.78%	0.78%

	2017	2016	2015
Contractually required contributions	$ 1,273,812	$ 1,135,999	$ 1,074,607
Contributions in relation to the contractual required contributions	1,273,812	1,135,999	1,074,607
Contribution deficiency (excess)	$ -	$ -	$ -
District's covered payroll	$ 220,323,676	$ 206,543,314	$ 195,386,264
Contributions as a percentage of covered payroll	0.58%	0.55%	0.55%

[1] Ten year of data should be presented in this schedule, but data was unavailable prior to 2015
Net OPEB liability and related ratios will be presented as data becomes available.

[2]The District changed its fiscal year from August 31st to June 30th. As such, 2020 only reflects ten months of activity

Pension Information:

Notes to Required Supplementary Information

Effective September 1, 2014, employers who did not contribute Social Security for TRS-eligible employees were required to contribute an additional 1.5% of TRS-eligible compensation which nearly doubled the District's contributions into the Plan. Because the District's proportional share of the plan is determined by its proportional share of contributions, the District recognized a corresponding increase in its share of net pension liability.

Changes of Assumptions

There were no changes to the assumptions from the prior year actuary valuation.

Changes of Benefit Terms

There were no changes of benefit terms that affected measurement of the total pension liability during the measurement period.

OPEB Information:

Changes Since the Prior Actuarial Valuation

The following assumptions, methods and plan changes which are specific to TRS-Care were updated from the prior year's report:

- The discount rate changed from 2.33 percent as of August 31, 2020 to 1.95 percent, as of August 31,2021. This change increased the Total OPEB Liability.
- The participation rate for post-65 retirees was lowered from 50 percent to 40 percent. This change lowered the Total OPEB Liability.

Changes in Benefit Terms

There were no changes of benefit terms since the prior Measurement Date.

OTHER SUPPLEMENTARY INFORMATION


LEANDER ISD
LEADING TO A BRIGHT FUTURE

NON MAJOR GOVERNMENTAL FUNDS
FUND DESCRIPTIONS

These funds are used to account for the proceeds of specific revenue sources that are legally restricted to expenditures for specified purposes. The Special Revenue Funds account for all designated purpose monies received in the form of federal, state, or local grants. These grants, referred to as projects, are awarded to the District for the purpose of accomplishing specified educational tasks; therefore, revenue and expenditures are recorded by project or similar group of projects related by funding, to accomplish the purpose of accounting for each grant. Special Revenue Funds maintained by the District include the following:

Fund Number	Fund Name & Description
211	Title 1 Grants to Local Educational Agencies – This fund is used to account for funds allocated to provide opportunities for children served to acquire the knowledge and skills contained in the challenging State content standards and to meet the challenging State performance standards developed for all children.
220	Adult Education – Basic Grants to States - This fund is used to account for funds granted to provide or support programs for adult education and literacy services to adults who are beyond compulsory school age attendance, and do not have a high school diploma, or lack sufficient mastery of basic educational skills to function effectively in society, or are unable to speak, read or write the English language, and are not enrolled in school.
224	Special Education Grants to States – This fund is used to account for funds to operate educational programs for handicapped children.
225	Special Education Preschool Grants – This fund is used to account for funds for preschool handicapped children.
226	IDEA B - Discretionary – This code is used to account for funds used to support a regional education service center (ESC) special education component and also targeted support to districts, regional day school programs for the deaf, private residential placements, priority projects, and other emerging needs.
240	National School Breakfast and Lunch Program – This fund classification is to be used for programs using federal reimbursement revenues originating from the United States Department of Agriculture.
242	Summer Food Service Program for Children – This fund is used to account for funds received from the Texas Department of Agriculture that are awarded for meals provided to the community based on the average number of daily participants.
244	Career and Technical Education – Basic Grants to States – This fund is used to account for funds provided for vocational education programs not funded by the Foundation School Program Act.
255	Improving Teacher Quality State Grants – This fund is used to account for funds granted to school districts to increase student academic achievement through improving teacher and principal quality and increasing the number of highly qualified teachers in classrooms and highly qualified principals and assistant principals in schools.
263	ESEA Title III, A English Language Acquisition - Funds are used to provide additional services to students of limited English proficiency by assisting the children to learn English and meet challenging State academic content and student academic achievement standards. This program is authorized under P.L 107-110 (84.365A) (U.S. Department of Education)

Fund Number	Fund Name & Description
266	Elementary and Secondary School Emergency Relief Fund (ESSER) – This fund is used to account for federal funding passed through the State to respond to the COVID-19 pandemic.
276	Instructional Continuity – This fund is used to account for expenditures incurred with the development and deployment of curriculum and curricular resources for remote or at-home schools to support improved student outcomes on targeted support and improvement campuses affected by campus closures due to COVID-19
277	Coronavirus Relief Fund – The Coronavirus Aid, Relief, and Economic Security Act (CARES Act) established the Coronavirus Relief Fund (CRF) to assist States and certain local governments with expenditures incurred due to the public health emergency with respect to COVID–19.
279	Texas COVID Learning Acceleration Supports (TCLAS) – State ESSER III Funds - This code is used to account for funds granted for targeted supports to assist LEAs to accelerate student learning due to learning loss caused by the COVID-19 pandemic. (ALN 84.425U) (This grant is funded by the ARP Act of 2021.)
281	Elementary and Secondary School Emergency Relief Fund II (ESSER II) of the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - This used to account for federal stimulus ESSER II funds granted to LEAs through the CRRSA Act to support LEAs' ability to operate, instruct its students, address learning loss, prepare schools for reopening, test, repair, and upgrade projects to improve air quality in school buildings during the coronavirus pandemic.
282	ESSER III - This code is used to account for federal stimulus ESSER III funds granted to LEAs through the American Rescue Plan Act to address learning loss and the disproportionate impact of the coronavirus on certain student subgroups, identify and provide homeless children and youth.
283	ESSER Supplemental - - This code is used to account for federal discretionary COVID-19 funding from state discretionary ESSER III fund under the American Rescue Plan Act (ARP) of 2021 to pay for unreimbursed costs due to the coronavirus disease (COVID-19) pandemic and for intensive educational supports for students not performing satisfactory for each of the 2021–2022 and 2022–2023 school years.
284	IDEA – Part B, Formula – American Recuse Plan (ARP) - This code is used to account for federal stimulus funds granted under the ARP Act to operate educational programs for children with disabilities.
285	IDEA – Part B, Formula – American Recuse Plan (ARP) - This code is used to account for federal stimulus funds granted under the ARP Act for preschool children with disabilities.
287	Emergency Connectivity Fund-- This code is used to account for funds to help schools and libraries support remote learning and for the reasonable costs of eligible equipment and services that can be provided to students, teachers, and library patrons who lack connected devices, such as laptop or tablet computers, and/or lack broadband access during the pandemic funded by the American Rescue Plan Act of 2021.

NON MAJOR GOVERNMENTAL FUNDS
FUND DESCRIPTIONS (continued)

Fund Number	Fund Name & Description
288	Grants for State Assessments and Related Activities – This fund is used to account for funds for summer school programs for LEP students only if a bilingual program is part of the standard curriculum.
289	WIA Dislocated Worker Formula Grants – This fund is used to account for funds granted to reemploy dislocated workers, improve the quality of the workforce, and enhance the productivity and competitiveness of the nation's economy by providing workforce investment activities that increase the employment, retention, and earnings of participants, and increase occupational skill attainment by the participants.
385	Visually Impaired – This fund is used to account for State supplemental visually impaired monies.
397	Advanced Placement Initiative – This fund is used to account for funds awarded to school districts under the Texas Advance Placement Award Incentive Program.
410	Instructional Materials Allotment – This fund is used to account for funds awarded to school districts for the purchase of instructional materials, technological equipment, and technology-related services.
429	State Funded – This fund is used to account for funds that are received from the State that are not listed elsewhere.
459	Combination State Funded Special Revenue Fund
461	Campus Activity – This fund is used to account for transactions related to a principal's activity fund if the monies generated are not subject to recall by the board in the General Fund.
479	Scholarship – This fund is used to account for scholarships established to assist individual students in furthering the student's higher education.
499	Donation – This fund is used to account for donations made by individuals or businesses for use by the District for specific purposes.
699	Capital Projects Fund - The Capital Projects Fund is used to account for the expenditures of resources accumulated from sales of bonds and related interest earnings for the renovation, acquisition and construction of school facilities.
819	Permanent fund for scholarships where the corpus is not expendable

		211	220	224	225
Data Control Codes		**ESEA Title I, A - Improving Basic Ed.**	**Adult Basic Education (ABE)**	**IDEA B - Formula**	**IDEA B - Preschool**
	Assets				
1110	Cash and temporary investments	$ -	$ -	$ -	$ -
1120	Investments	-	-	-	-
	Receivables:				
1240	Receivables from other governments	318,486	7,303	1,038,071	12,554
1260	Due from other funds	-	3,413	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1410	Prepaid items	-	-	-	-
1810	Restricted cash	-	-	-	-
1000	**Total Assets**	$ 318,486	$ 10,716	$ 1,038,071	$ 12,554
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ -	$ -	$ 104,051	$ -
2160	Accrued wages payable	138,659	-	704,333	2,476
2170	Due to other funds	179,827	10,716	229,687	10,078
2190	Due to student and employee groups	-	-	-	-
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	-	-	-	-
2000	**Total Liabilities**	318,486	10,716	1,038,071	12,554
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
3470	Capital acquisitions and contractual obligations				
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	**Total Fund Balances**	-	-	-	-
4000	**Total Liabilities and Fund Balance**	$ 318,486	$ 10,716	$ 1,038,071	$ 12,554

		226	240	242	244
Data Control Codes		**IDEA B - Discretionary**	**National School Breakfast and Lunch**	**Summer Feeding Program**	**Vocational Ed. - Basic**
	Assets				
1110	Cash and temporary investments	$ -	$ 439	$ -	$ -
1120	Investments	-	17,790,816	-	-
	Receivables:				
1240	Receivables from other governments	512,224	-	19,558	58,926
1260	Due from other funds	-	-	997,458	-
1290	Other receivables	-	200,991	-	-
1310	Inventories, at cost	-	1,123	-	-
1410	Prepaid items	-	-	-	-
1810	Restricted cash	-	-	-	-
1000	**Total Assets**	$ 512,224	$ 17,993,369	$ 1,017,016	$ 58,926
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ -	$ 11	$ 136,575	$ 29,830
2160	Accrued wages payable	-	-	217,800	12,617
2170	Due to other funds	419,669	7,064,548	-	16,479
2190	Due to student and employee groups	-	-	-	-
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	92,555	-	-	-
2000	**Total Liabilities**	512,224	7,064,559	354,375	58,926
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	10,928,810	662,641	-
3470	Capital acquisitions and contractual obligations				
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	**Total Fund Balances**	-	10,928,810	662,641	-
4000	**Total Liabilities and Fund Balance**	$ 512,224	$ 17,993,369	$ 1,017,016	$ 58,926

		255	263	266	276
Data Control Codes		**ESEA Title II, A - Training and Recruiting**	**ESEA Title III, A - English Lang. Acquisition**	**ESSER**	**Instructional Continuity Grant**
	Assets				
1110	Cash and temporary investments	$ -	$ -	$ -	$ -
1120	Investments	-	-	-	-
	Receivables:				
1240	Receivables from other governments	126,820	163,809	21,161	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1410	Prepaid items	56,357	1,695	-	-
1810	Restricted cash	-	-	-	-
1000	**Total Assets**	$ 183,177	$ 165,504	$ 21,161	$ -
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ 1,231	$ 41,167	$ -	$ -
2160	Accrued wages payable	43,379	71,337	-	-
2170	Due to other funds	138,567	53,000	21,161	-
2190	Due to student and employee groups	-	-	-	-
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	-	-	-	-
2000	**Total Liabilities**	183,177	165,504	21,161	-
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
3470	Capital acquisitions and contractual obligations				
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	**Total Fund Balances**	-	-	-	-
4000	**Total Liabilities and Fund Balance**	$ 183,177	$ 165,504	$ 21,161	$ -

Data Control Codes		277 ESSER II - PPRP	279 Texas COVID Learning Acceleration Supports (TCLAS) - State ESSER III Funds	281 CRF - PPRP	282 ESSER II
	Assets				
1110	Cash and temporary investments	$ 44,974	$ -	$ -	$ -
1120	Investments	-	-	-	-
	Receivables:				
1240	Receivables from other governments	-	1,022	1,642,212	1,202,651
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1410	Prepaid items	-	-	-	-
1810	Restricted cash	-	-	-	-
1000	**Total Assets**	$ 44,974	$ 1,022	$ 1,642,212	$ 1,202,651
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ -	$ -	$ -	$ -
2160	Accrued wages payable	-	-	307,862	375,686
2170	Due to other funds	44,974	1,022	1,334,350	826,965
2190	Due to student and employee groups	-	-	-	-
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	-	-	-	-
2000	**Total Liabilities**	44,974	1,022	1,642,212	1,202,651
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
3470	Capital acquisitions and contractual obligations				
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	**Total Fund Balances**	-	-	-	-
4000	**Total Liabilities and Fund Balance**	$ 44,974	$ 1,022	$ 1,642,212	$ 1,202,651

Data Control Codes		283 ESSER III	284 IDEA - Part B, Formula - American Rescue Plan (ARP)	285 IDEA - Part B, Preschool - American Rescue Plan (ARP)	287 Emergency Connectivity Funding
	Assets				
1110	Cash and temporary investments	$ -	$ -	$ -	$ -
1120	Investments	-	-	-	-
	Receivables:				
1240	Receivables from other governments	2,091,416	901	10,218	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1410	Prepaid items	-	-	-	-
1810	Restricted cash	-	-	-	-
1000	**Total Assets**	$ 2,091,416	$ 901	$ 10,218	$ -
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ 134,915	$ -	$ -	$ -
2160	Accrued wages payable	307,800	870	9,862	-
2170	Due to other funds	1,648,701	31	356	-
2190	Due to student and employee groups	-	-	-	-
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	-	-	-	-
2000	**Total Liabilities**	2,091,416	901	10,218	-
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
3470	Capital acquisitions and contractual obligations				
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	**Total Fund Balances**	-	-	-	-
4000	**Total Liabilities and Fund Balance**	$ 2,091,416	$ 901	$ 10,218	$ -

Data Control Codes		288 Grants for State Assessments and Related Activities	289 WIA Dislocated Worker Formula Grants	385 State Supplemental Visually Impaired	397 Advanced Placement Incentive
	Assets				
1110	Cash and temporary investments	$ 1,037	$ 149,999	$ -	$ 31,332
1120	Investments	-	-	-	-
	Receivables:				
1240	Receivables from other governments	-	10,671	18,764	-
1260	Due from other funds	-	-	-	-
1290	Other receivables	-	-	-	-
1310	Inventories, at cost	-	-	-	-
1410	Prepaid items	-	2,000	-	-
1810	Restricted cash	-	-	-	-
1000	**Total Assets**	$ 1,037	$ 162,670	$ 18,764	$ 31,332
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ -	$ -	$ -	$ -
2160	Accrued wages payable	-	-	-	-
2170	Due to other funds	-	3,664	18,764	-
2190	Due to student and employee groups	-	-	-	-
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	-	159,006	-	-
2000	**Total Liabilities**	-	162,670	18,764	-
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	1,037	-	-	31,332
3470	Capital acquisitions and contractual obligations				-
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-	-	-	-
3000	**Total Fund Balances**	1,037	-	-	31,332
4000	**Total Liabilities and Fund Balance**	$ 1,037	$ 162,670	$ 18,764	$ 31,332

Data Control Codes		410 Instructional Materials Allotment	429 Combination State Funded Special Revenue Fund	459 SSA - State/Local Funded Educational Programs	461 Campus Activity Fund
	Assets				
1110	Cash and temporary investments	$ 55,133	$ -	$ -	$ 1,442,127
1120	Investments	-	-	-	-
	Receivables:				
1240	Receivables from other governments	534,906	352,770	-	-
1260	Due from other funds	432	-	6,887	-
1290	Other receivables	175	-	-	4,022
1310	Inventories, at cost	-	-	-	-
1410	Prepaid items	-	-	-	-
1810	Restricted cash				
1000	**Total Assets**	$ 590,646	$ 352,770	$ 6,887	$ 1,446,149
	Liabilities and Fund Balances				
	Liabilities:				
	Current Liabilities:				
2110	Accounts payable	$ 533,330	$ 4,213	$ -	$ 39,912
2160	Accrued wages payable	-	89,701	6,887	1,400
2170	Due to other funds	-	258,856	-	-
2190	Due to student and employee groups	-	-	-	9,532
2200	Accrued expenditures	-	-	-	-
2300	Unearned revenues	57,316	-	-	-
2000	**Total Liabilities**	590,646	352,770	6,887	50,844
	Fund Balance:				
	Restricted:				
3450	Federal/State funds grant restrictions	-	-	-	-
3470	Capital acquisitions and contractual obligations				
3480	Other purposes	-	-	-	-
	Committed:				
3545	Other purposes	-		-	1,395,305
3000	**Total Fund Balances**	-	-	-	1,395,305
4000	**Total Liabilities and Fund Balance**	$ 590,646	$ 352,770	$ 6,887	$ 1,446,149

Data Control Codes		479 Permanent Fund	499 Donations for Secondary School Activities/Clubs	699 Capital Projects	819 Scholarships	Total Nonmajor Governmental Funds
	Assets					
1110	Cash and temporary investments	$ -	$ 824,329	$ 3,161,734	$ -	$ 5,711,104
1120	Investments	-	-	6,605,339	-	24,396,155
	Receivables:					
1240	Receivables from other governments	-	-	-	-	8,144,443
1260	Due from other funds	-	-	-	-	1,008,190
1290	Other receivables	-	24,035	2,312	-	231,535
1310	Inventories, at cost	-	-	-	-	1,123
1410	Prepaid items	-	-	-	-	60,052
1810	Restricted cash	20,515	-	-	5,399	25,914
1000	**Total Assets**	$ 20,515	$ 848,364	$ 9,769,385	$ 5,399	$ 39,578,516
	Liabilities and Fund Balances					
	Liabilities:					
	Current Liabilities:					
2110	Accounts payable	$ -	$ 121,845	$ 6,219,412	$ -	$ 7,366,492
2160	Accrued wages payable	-	7,520	-	-	2,298,189
2170	Due to other funds	-	-	50,001	-	12,331,416
2190	Due to student and employee groups	-	-	-	-	9,532
2200	Accrued expenditures	-	-	132,205	-	132,205
2300	Unearned revenues	-	-	-	-	308,877
2000	**Total Liabilities**	-	129,365	6,401,618	-	22,446,711
	Fund Balance:					
	Restricted:					
3450	Federal/State funds grant restrictions	-	-	-	-	11,623,820
3470	Capital acquisitions and contractual obligations	-	-	3,367,767	-	3,367,767
3480	Other purposes	20,515	-	-		20,515
	Committed:					
3545	Other purposes	-	718,999	-	5,399	2,119,703
3000	**Total Fund Balances**	20,515	718,999	3,367,767	5,399	17,131,805
4000	**Total Liabilities and Fund Balance**	$ 20,515	$ 848,364	$ 9,769,385	$ 5,399	$ 39,578,516

Data Control Codes		211 ESEA Title I, A - Improving Basic Ed.	220 Adult Basic Education (ABE)	224 IDEA B - Formula	225 IDEA B - Preschool
	Revenues				
5700	Local, intermediate, and out-of-state	$ -	$ -	$ -	$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	1,285,477	21,297	6,125,110	73,403
5020	**Total Revenues**	1,285,477	21,297	6,125,110	73,403
	Expenditures				
	Current:				
0011	Instruction	1,169,329	-	5,233,635	40,230
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	242	-	43,308	11,245
0021	Instructional leadership	5,765	21,297	3,640	-
0023	School leadership	-	-	18,826	-
0031	Guidance, counseling and evaluation services	-	-	575,044	21,928
0032	Social work services	-	-	-	-
0033	Health services	-	-	19,141	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	110,141	-	118,954	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	112,562	-
6030	**Total Expenditures**	1,285,477	21,297	6,125,110	73,403
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	-	-	-
0100	**Fund Balance - Beginning**	-	-	-	-
3000	**Fund Balance - Ending**	$ -	$ -	$ -	$ -

Data Control Codes		226 IDEA B - Discretionary	240 National School Breakfast and Lunch	242 Summer Feeding Program	244 Vocational Ed. - Basic
	Revenues				
5700	Local, intermediate, and out-of-state	$ -	$ 809,651	$ -	$ -
5800	State program revenues	-	54,992	-	-
5900	Federal program revenues	547,044	21,908,141	191,595	231,206
5020	**Total Revenues**	547,044	22,772,784	191,595	231,206
	Expenditures				
	Current:				
0011	Instruction	547,044	-	-	91,998
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	-	-	13,348
0021	Instructional leadership	-	-	-	95,860
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	30,000
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	14,709,074	186,719	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	-	-
6030	**Total Expenditures**	547,044	14,709,074	186,719	231,206
1100	Excess (deficiency) of revenues over expenditures	-	8,063,710	4,876	-
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	8,063,710	4,876	-
0100	**Fund Balance - Beginning**	-	2,865,100	657,765	-
3000	**Fund Balance - Ending**	$ -	$ 10,928,810	$ 662,641	$ -

Data Control Codes		255 ESEA Title II, A - Training and Recruiting	263 ESEA Title III, A - English Lang. Acquisition	266 ESSER	276 Instructional Continuity Grant
	Revenues				
5700	Local, intermediate, and out-of-state	$ -	$ -	$ -	$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	673,553	410,095	18,708	13,699
5020	**Total Revenues**	673,553	410,095	18,708	13,699
	Expenditures				
	Current:				
0011	Instruction	189,169	213,301	-	13,699
0012	Instruction resources and media services	-	11,491	-	-
0013	Curriculum and instructional staff development	255,845	102,437	-	-
0021	Instructional leadership	26,125	13,311	-	-
0023	School leadership	-	11,426	-	-
0031	Guidance, counseling and evaluation services	-	57,859	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	87	-	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	18,708	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	202,414	183	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	-	-
6030	**Total Expenditures**	673,553	410,095	18,708	13,699
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	-	-	-
0100	**Fund Balance - Beginning**	-	-	-	-
3000	**Fund Balance - Ending**	$ -	$ -	$ -	$ -

Data Control Codes		277 ESSER II - PPRP	279 Texas COVID Learning Acceleration Supports (TCLAS) - State ESSER III Funds	281 CRF - PPRP	282 ESSER II
	Revenues				
5700	Local, intermediate, and out-of-state	$ -	$ -	$ -	$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	3,891,241	8,379	2,186,774	2,482,150
5020	**Total Revenues**	3,891,241	8,379	2,186,774	2,482,150
	Expenditures				
	Current:				
0011	Instruction	2,516,861	-	2,028,930	2,277,449
0012	Instruction resources and media services	3,889	-	-	21,300
0013	Curriculum and instructional staff development	-	8,379	5,354	38,460
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	69,263	12,117
0031	Guidance, counseling and evaluation services	262,977	-	79,624	120,370
0032	Social work services	-	-	-	-
0033	Health services	20,950	-	-	12,454
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	3,603	-
0051	Facilities maintenance and operations	626,426	-	-	-
0052	Security and monitoring services	458,821	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	1,317	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	-	-
6030	**Total Expenditures**	3,891,241	8,379	2,186,774	2,482,150
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	-	-	-
0100	**Fund Balance - Beginning**	-	-	-	-
3000	**Fund Balance - Ending**	$ -	$ -	$ -	$ -

Data Control Codes		283 ESSER III	284 IDEA - Part B, Formula - American Rescue Plan (ARP)	285 IDEA - Part B, Preschool - American Rescue Plan (ARP)	287 Emergency Connectivity Funding
	Revenues				
5700	Local, intermediate, and out-of-state	$ -	$ -	$ -	$ -
5800	State program revenues	-	-	-	-
5900	Federal program revenues	3,020,138	870	9,862	3,094,318
5020	**Total Revenues**	3,020,138	870	9,862	3,094,318
	Expenditures				
	Current:				
0011	Instruction	1,969,735	870	-	2,599,321
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	11,500	-	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	56,840	-	9,789	-
0032	Social work services	76,969	-	-	-
0033	Health services	14,285	-	73	-
0034	Student transportation	-	-	-	494,997
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	890,809	-	-	-
0052	Security and monitoring services	-	-	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	-	-
6030	**Total Expenditures**	3,020,138	870	9,862	3,094,318
1100	Excess (deficiency) of revenues over expenditures	-	-	-	-
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	-	-	-
0100	**Fund Balance - Beginning**	-	-	-	-
3000	**Fund Balance - Ending**	$ -	$ -	$ -	$ -

Data Control Codes		288 Grants for State Assessments and Related Activities	289 WIA Dislocated Worker Formula Grants	385 State Supplemental Visually Impaired	397 Advanced Placement Incentive
	Revenues				
5700	Local, intermediate, and out-of-state	$ -	$ -	$ -	$ -
5800	State program revenues	-	-	18,764	7,839
5900	Federal program revenues	-	1,498,661	-	-
5020	**Total Revenues**	-	1,498,661	18,764	7,839
	Expenditures				
	Current:				
0011	Instruction	-	82,599	14,739	-
0012	Instruction resources and media services	-	-	-	-
0013	Curriculum and instructional staff development	-	19,000	-	-
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	-
0031	Guidance, counseling and evaluation services	-	-	-	-
0032	Social work services	-	-	-	-
0033	Health services	-	-	4,025	-
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	-
0041	General administration	-	-	-	-
0051	Facilities maintenance and operations	-	-	-	-
0052	Security and monitoring services	-	1,397,062	-	-
0053	Data processing services	-	-	-	-
0061	Community services	-	-	-	-
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	-	-
6030	**Total Expenditures**	-	1,498,661	18,764	-
1100	Excess (deficiency) of revenues over expenditures	-	-	-	7,839
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	-	-	7,839
0100	**Fund Balance - Beginning**	1,037	-	-	23,493
3000	**Fund Balance - Ending**	$ 1,037	$ -	$ -	$ 31,332

Data Control Codes		410 Instructional Materials Allotment	429 Combination State Funded Special Revenue Fund	459 SSA - State/Local Funded Educational Programs	461 Campus Activity Fund
	Revenues				
5700	Local, intermediate, and out-of-state	$ 550	$ -	$ -	$ 2,931,405
5800	State program revenues	2,382,026	1,007,944	-	-
5900	Federal program revenues	-	-	-	-
5020	**Total Revenues**	2,382,576	1,007,944	-	2,931,405
	Expenditures				
	Current:				
0011	Instruction	2,382,576	548,613	-	2,984,988
0012	Instruction resources and media services	-	60	-	189,253
0013	Curriculum and instructional staff development	-	29,784	-	94,522
0021	Instructional leadership	-	-	-	-
0023	School leadership	-	-	-	87,749
0031	Guidance, counseling and evaluation services	-	383,460	-	41,875
0032	Social work services	-	-	-	-
0033	Health services	-	-	-	530
0034	Student transportation	-	-	-	-
0035	Food service	-	-	-	-
0036	Extracurricular activities	-	-	-	204,153
0041	General administration	-	-	-	400
0051	Facilities maintenance and operations	-	-	-	14,236
0052	Security and monitoring services	-	79,828	-	5,416
0053	Data processing services	-	-	-	-
0061	Community services	-	-	-	5,572
	Capital outlay:				
0081	Facilities acquisition and construction	-	-	-	-
	Intergovernmental:				
0093	Payments related to shared services arrangement	-	-	-	-
6030	**Total Expenditures**	2,382,576	1,041,745	-	3,628,694
1100	Excess (deficiency) of revenues over expenditures	-	(33,801)	-	(697,289)
	Other Financing Sources (Uses)				
8911	Transfers out	-	-	-	-
7080	**Total Other Financing Sources (Uses)**	-	-	-	-
1200	Net change in fund balances	-	(33,801)	-	(697,289)
0100	**Fund Balance - Beginning**	-	33,801	-	2,092,594
3000	**Fund Balance - Ending**	$ -	$ -	$ -	$ 1,395,305

		479	499	699	819	
Data Control Codes		Permanent Fund	Donations for Secondary School Activities/Clubs	Capital Projects	Scholarships	Total Nonmajor Governmental Funds
	Revenues					
5700	Local, intermediate, and out-of-state	$ 6	$ 3,391,412	$ 40,245	$ -	$ 7,173,269
5800	State program revenues	-	-	-	-	3,471,565
5900	Federal program revenues	-	-	-	-	47,691,721
5020	**Total Revenues**	6	3,391,412	40,245	-	58,336,555
	Expenditures					
	Current:					
0011	Instruction	-	432,401	2,236,857	-	27,574,344
0012	Instruction resources and media services	-	63,957	-	-	289,950
0013	Curriculum and instructional staff development	-	32,995	-	-	666,419
0021	Instructional leadership	-	-	-	-	165,998
0023	School leadership	-	18,855	-	-	218,236
0031	Guidance, counseling and evaluation services	-	716,104	-	-	2,355,870
0032	Social work services	-	-	-	-	76,969
0033	Health services	-	548	-	-	72,093
0034	Student transportation	-	-	-	-	494,997
0035	Food service	-	2,589	854,024	-	15,752,406
0036	Extracurricular activities	-	2,006,506	-	-	2,210,659
0041	General administration	-	-	-	-	4,003
0051	Facilities maintenance and operations	-	8,425	3,431,535	-	4,990,139
0052	Security and monitoring services	-	2,543	-	-	1,943,670
0053	Data processing services	-	-	917,846	-	917,846
0061	Community services	-	9,687	-	-	448,268
	Capital outlay:					
0081	Facilities acquisition and construction	-	-	45,216,129	-	45,216,129
	Intergovernmental:					
0093	Payments related to shared services arrangement	-	-	-	-	112,562
6030	**Total Expenditures**	-	3,294,610	52,656,391	-	103,510,558
1100	Excess (deficiency) of revenues over expenditures	6	96,802	(52,616,146)	-	(45,174,003)
	Other Financing Sources (Uses)					
8911	Transfers out	-	(42,542)	-	-	(42,542)
7080	**Total Other Financing Sources (Uses)**	-	(42,542)	-	-	(42,542)
1200	Net change in fund balances	6	54,260	(52,616,146)	-	(45,216,545)
0100	**Fund Balance - Beginning**	20,509	664,739	55,983,913	5,399	62,348,350
3000	**Fund Balance - Ending**	$ 20,515	$ 718,999	$ 3,367,767	$ 5,399	$ 17,131,805

	753	770	771
	Worker's Compensation	Property and Casualty	Self-Funded Health Insurance
Assets			
Current Assets:			
Cash and cash equivalents	$ 3,316,354	$ 207,811	$ 12,220,495
Receivables:			
Due from other funds	58,781	-	-
Other receivables	14,038	-	9,839
Prepaid items	-	-	9,963
Total Current Assets	3,389,173	207,811	12,240,297
Non-Current Assets			
Capital Assets:			
Furniture and equipment	-	271,702	-
Vehicles	-	37,921	-
Accumulated depreciation - Vehicles	-	(12,869)	-
Accumulated depreciation - Furniture and equipment	-	(43,146)	-
Total Non-Current Assets	-	253,608	-
Total Assets	3,389,173	461,419	12,240,297
Liabilities			
Current Liabilities:			
Accounts payable	21,656	-	-
Claims and judgments	615,482	-	2,137,072
Due to other funds	-	-	-
Accrued expenses	-	14,714	505,476
Total Current Liabilities	637,138	14,714	2,642,548
Total Liabilities	637,138	14,714	2,642,548
Net Position			
Investment in capital assets	-	253,608	-
Unrestricted net position	2,752,035	193,097	9,597,749
Total Net Position	$ 2,752,035	$ 446,705	$ 9,597,749

	772	
	Technology Repair Fund	Total
Assets		
Current Assets:		
Cash and cash equivalents	$ 78,954	$ 15,823,614
Receivables:		
Due from other funds	-	58,781
Other receivables	-	23,877
Prepaid items	-	9,963
Total Current Assets	78,954	15,916,235
Non-Current Assets		
Capital Assets:		
Furniture and equipment	-	271,702
Vehicles	-	37,921
Accumulated depreciation - Vehicles	-	(12,869)
Accumulated depreciation - Furniture and equipment	-	(43,146)
Total Non-Current Assets	-	253,608
Total Assets	78,954	16,169,843
Liabilities		
Current Liabilities:		
Accounts payable	-	21,656
Claims and judgments	-	2,752,554
Due to other funds	-	-
Accrued expenses	-	520,190
Total Current Liabilities	-	3,294,400
Total Liabilities	-	3,294,400
Net Position		
Investment in capital assets	-	253,608
Unrestricted net position	78,954	12,621,835
Total Net Position	$ 78,954	$ 12,875,443

LEANDER INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENT OF REVENUES, EXPENSES, AND CHANGES IN FUND BALANCE - INTERNAL SERVICE FUNDS
For the Year Ended June 30, 2022

	Worker's Compensation	Property and Casualty	Self-Funded Health Insurance
Operating Revenues			
Miscellaneous revenue from local sources	$ 2,000,000	$ 26,648	$ 27,655,748
Total Operating Revenues	2,000,000	26,648	27,655,748
Operating Expenses			
Payroll costs	452,189	-	-
Purchased and contracted services	2,719	135,140	-
Supplies and materials	1,261	786	-
Claims expense and other operating expenses	493,113	91,194	36,581,259
Depreciation	-	21,619	-
Total Operating Expenses	949,282	248,739	36,581,259
Operating Income (Loss)	1,050,718	(222,091)	(8,925,511)
Non-Operating Revenues (Expenses)			
Earnings - temporary deposits and investments	9,281	-	31,296
Total Nonoperating Revenues (Expenses)	9,281	-	31,296
Income (Loss) before Transfers	1,059,999	(222,091)	(8,894,215)
Transfers			
Transfers in	-	50,000	5,734,644
Transfers out	(2,500,000)	(40,260)	-
Total Transfers	(2,500,000)	9,740	5,734,644
Change in net position	(1,440,001)	(212,351)	(3,159,571)
Net Position - Beginning	4,192,036	659,056	12,757,320
Net Position - Ending	$ 2,752,035	$ 446,705	$ 9,597,749

	Technology Repair Fund	Total
Operating Revenues		
Miscellaneous revenue from local sources	$ 11,854	$ 29,694,250
Total Operating Revenues	11,854	29,694,250
Operating Expenses		
Payroll costs	-	452,189
Purchased and contracted services	11,181	149,040
Supplies and materials	12,873	14,920
Claims expense and other operating expenses	-	37,165,566
Depreciation	-	21,619
Total Operating Expenses	24,054	37,803,334
Operating Income (Loss)	(12,200)	(8,109,084)
Non-Operating Revenues (Expenses)		
Earnings - temporary deposits and investments	-	40,577
Total Nonoperating Revenues (Expenses)	-	40,577
Income (Loss) before Transfers	(12,200)	(8,068,507)
Transfers		
Transfers in	-	5,784,644
Transfers out	-	(2,540,260)
Total Transfers	-	3,244,384
Change in net position	(12,200)	(4,824,123)
Net Position - Beginning	91,154	17,699,566
Net Position - Ending	$ 78,954	$ 12,875,443

LEANDER INDEPENDENT SCHOOL DISTRICT
COMBINING STATEMENTS OF CASH FLOWS
INTERNAL SERVICE FUNDS
For the Year Ended June 30, 2022

	753	770	771
	Worker's Compensation	Property and Casualty	Self-Funded Health Insurance
Increase (Decrease) in Cash and Cash Equivalents			
Cash Flows from Operating Activities:			
Cash received from user charges	$ 1,985,962	$ 26,648	$ 27,645,909
Cash payments for insurance claims	(488,219)	(76,480)	(36,750,479)
Cash payments to suppliers for goods and services	(3,980)	(135,926)	-
Cash payments to employees	(452,189)	-	-
Net Cash Provided by (Used for) Operating Activities	1,041,574	(185,758)	(9,104,570)
Cash Flows from Non-Capital Financing Activities:			
Advances from other funds	(2,500,000)	50,000	5,903,105
Advances to other funds	(56,967)	(40,260)	-
Net Cash Provided by (Used for) Non-Capital Financing Activities	(2,556,967)	9,740	5,903,105
Cash Flows from Investing Activities:			
Interest on investments	9,281	-	31,296
Net Cash Provided by (Used for) Investing Activities	9,281	-	31,296
Net Increase (decrease) in cash and cash equivalents	(1,506,112)	(176,018)	(3,170,169)
Cash and Cash Equivalents at Beginning of Year	4,822,466	383,829	15,390,664
Cash and Cash Equivalents at End of Year	$ 3,316,354	$ 207,811	$ 12,220,495
Reconciliation to Balance Sheet			
Cash and cash equivalents per cash flow	$ 3,316,354	$ 207,811	$ 12,220,495
Cash and cash equivalents per balance sheet	$ 3,316,354	$ 207,811	$ 12,220,495
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:			
Operating income (loss)	$ 1,050,718	$ (222,091)	$ (8,925,511)
Adjustments to reconcile operating income to net cash provided by operating activities:			
Depreciation	-	21,619	-
Change in assets and liabilities:			
Decrease (increase) in Receivables	(14,038)	-	(9,839)
Decrease (increase) in Prepaid Items	-	-	(9,963)
Increase (decrease) in accounts payable	1,609	14,714	(495,548)
Increase (decrease) in claims payable	3,285	-	336,291
Net Cash Provided by (Used for) Operating Activities	$ 1,041,574	$ (185,758)	$ (9,104,570)

	772 Technology Repair Fund	Total
Increase (Decrease) in Cash and Cash Equivalents		
Cash Flows from Operating Activities:		
Cash received from user charges	$ 11,854	$ 29,670,373
Cash payments for insurance claims	-	(37,315,178)
Cash payments to suppliers for goods and services	(24,054)	(163,960)
Cash payments to employees	-	(452,189)
Net Cash Provided by (Used for) Operating Activities	(12,200)	(8,260,954)
Cash Flows from Non-Capital Financing Activities:		
Advances from other funds	-	3,453,105
Advances to other funds	-	(97,227)
Net Cash Provided by (Used for) Non-Capital Financing Activities	-	3,355,878
Cash Flows from Investing Activities:		
Interest on investments	-	40,577
Net Cash Provided by (Used for) Investing Activities	-	40,577
Net Increase (decrease) in cash and cash equivalents	(12,200)	(4,864,499)
Cash and Cash Equivalents at Beginning of Year	91,154	20,688,113
Cash and Cash Equivalents at End of Year	$ 78,954	$ 15,823,614
Reconciliation to Balance Sheet		
Cash and cash equivalents per cash flow	$ 78,954	$ 15,823,614
Cash and cash equivalents per balance sheet	$ 78,954	$ 15,823,614
Reconciliation of Operating Income to Net Cash Provided by Operating Activities:		
Operating income (loss)	$ (12,200)	$ (8,109,084)
Adjustments to reconcile operating income to net cash provided by operating activities:		
Depreciation	-	21,619
Change in assets and liabilities:		
Decrease (increase) in Receivables	-	(23,877)
Decrease (increase) in Prepaid Items	-	(9,963)
Increase (decrease) in accounts payable	-	(479,225)
Increase (decrease) in claims payable	-	339,576
Net Cash Provided by (Used for) Operating Activities	$ (12,200)	$ (8,260,954)


LEANDER ISD
LEADING TO A BRIGHT FUTURE

REQUIRED TEA SCHEDULES

LEANDER INDEPENDENT SCHOOL DISTRICT
SCHEDULE OF DELINQUENT TAXES RECEIVABLE
For the Year Ended June 30, 2022

	1	2	3	10	20
Last Ten	**Tax Rates**		**Net Assessed/Appraised Value For School**	**Beginning Balance**	**Current Year's**
Fiscal Years	**Maintenance**	**Debt Service**	**Tax Purposes**	**7/1/2021**	**Total Levy**
2013 and prior	Various	Various	Various	$ 623,084	$ -
2014	1.040000	0.471900	$ 14,861,601,627	142,851	-
2015	1.040000	0.471900	16,824,986,410	151,748	-
2016	1.040000	0.471900	18,615,795,435	163,945	-
2017	1.040000	0.471900	20,887,474,581	198,189	-
2018	1.040000	0.471900	23,024,385,416	285,787	-
2019	1.040000	0.470000	25,485,081,027	425,973	-
2020	0.970000	0.467500	26,652,109,148	1,009,316	-
2021	0.953400	0.465000	29,134,301,079	3,129,774	-
				-	-
2022	0.872000	0.465000	32,327,778,045	-	432,426,340
		Rollbacks		450,997	-
1000 **Totals**				$ 6,581,664	$ 432,426,340

Last Ten Fiscal Years	31 Maintenance Total Collections	32 Debt Service Total Collections	40 Entire Year's Adjustments	50 Ending Balance 6/30/2022
2013 and prior	$ 46,212	$ 18,398	$ (134,386)	$ 424,088
2014	12,454	5,640	(120)	124,637
2015	21,384	9,701	(111)	120,552
2016	16,557	7,506	(109)	139,773
2017	3,374	1,524	(25,667)	167,624
2018	(119,589)	(54,264)	(209,785)	249,855
2019	(42)	(26)	(120,880)	305,161
2020	(83,901)	(40,572)	(559,849)	573,940
2021	935,270	452,088	(1,102,363)	640,053
2022	280,321,031	149,440,287	-	2,665,022
	918,326	428,466	1,200,400	304,605
1000 **Totals**	$ 282,071,076	$ 150,268,748	$ (952,870)	$ 5,715,310

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit J-2*

BUDGETARY COMPARISON SCHEDULE
DEBT SERVICE FUND
For the Year Ended June 30, 2022

	Budgeted Amounts			
	Original	Final	Actual Amounts, GAAP Basis	Variance with Final Budget - Positive (Negative)
Revenues				
Local and intermediate sources	$ 148,347,925	$ 151,075,873	$ 151,130,536	$ 54,663
State program revenues	1,696,866	1,614,496	1,614,496	-
Total Revenues	150,044,791	152,690,369	152,745,032	54,663
Expenditures				
Debt Service:				
Principal on long-term debt	33,289,759	36,622,153	36,622,153	-
Interest on long-term debt	77,191,507	73,859,113	73,859,113	-
Debt issuance costs and fees	3,200,000	38,763,525	38,267,841	495,684
Total Expenditures	113,681,266	149,244,791	148,749,107	495,684
Excess (deficiency) of revenues over expenditures	36,363,525	3,445,578	3,995,925	550,347
Net change in fund balances	36,363,525	3,445,578	3,995,925	550,347
Fund Balances - Beginning	131,260,190	131,260,190	131,260,190	-
Fund Balances - Ending	$ 167,623,715	$ 134,705,768	$ 135,256,115	$ 550,347

LEANDER INDEPENDENT SCHOOL DISTRICT *Exhibit J-3*

BUDGETARY COMPARISON SCHEDULE
CHILD NUTRITION PROGRAM FUND
For the Year Ended June 30, 2022

	Budgeted Amounts			
	Original	Final	Actual Amounts, GAAP Basis	Variance with Final Budget - Positive (Negative)
Revenues				
Local revenues	$ 10,368,957	$ 10,368,957	$ 809,651	$ (9,559,306)
State program revenues	18,022	18,022	54,992	36,970
Federal program revenues	5,677,532	6,502,532	21,908,141	15,405,609
Total Revenues	16,064,511	16,889,511	22,772,784	5,883,273
Expenditures				
Current:				
Food services	15,647,634	16,473,657	14,709,074	1,764,583
Total Expenditures	15,647,634	16,473,657	14,709,074	1,764,583
Excess (deficiency) of revenues over expenditures	416,877	415,854	8,063,710	7,647,856
Net change in fund balances	416,877	415,854	8,063,710	7,647,856
Fund Balances - Beginning	2,865,100	2,865,100	2,865,100	-
Fund Balances - Ending	$ 3,281,977	$ 3,280,954	$ 10,928,810	$ 7,647,856

LEANDER INDEPENDENT SCHOOL DISTRICT

Exhibit J-4

COMPENSATORY EDUCATION PROGRAM AND BILINGUAL EDUCATION PROGRAM COMPLIANCE RESPONSES

For the Year Ended June 30, 2022

Data Codes	Section A: Compensatory Education Programs	Responses
AP1	Did your LEA expend any state compensatory education program state allotment funds during the district's fiscal year?	Yes
AP2	Does the LEA have written policies and procedures for its state compensatory education program?	Yes
AP3	List the total state allotment funds received for state compensatory education programs during the district's fiscal year.	$11,093,389
AP4	List the actual direct program expenditures for state compensatory education programs during the LEA's fiscal year. (PICs 24, 26, 28, 29, 30, 34)	$ 6,466,148
	Section B: Bilingual Education Programs	
AP5	Did your LEA expend any bilingual education program state allotment funds during the LEA's fiscal year?	Yes
AP6	Does the LEA have written policies and procedures for its bilingual education program?	Yes
AP7	List the total state allotment funds received for bilingual education programs during the LEA's fiscal year.	$ 2,499,598
AP8	List the actual direct program expenditures for bilingual education programs during the LEA's fiscal year. (PICs 25, 35)	$ 1,792,465

STATISTICAL SECTION

(Unaudited)

Statistical Tables are used to provide detailed data on the physical, economic, social and political characteristics of a government. They are intended to provide financial report users with a broader and more complete understanding of the government and its financial affairs than it is possible from the basic financial statements.

The District's Statistical Tables usually cover ten fiscal years and often present data from outside the accounting records. The tables are unaudited due to the nature of the information contained therein.


LEANDER ISD
LEADING TO A BRIGHT FUTURE

FINANCIAL TRENDS

These schedules contain trend information to help the reader understand how the government's financial performance and well-being have changed over time.

LEANDER INDEPENDENT SCHOOL DISTRICT

NET POSITION BY COMPONENT
LAST TEN FISCAL YEARS
(Accrual Basis of Accounting)

	2022	2021	2020	2019	2018
Governmental Activities:					
Net investment in capital assets	$ 218,763,600	$ 209,579,358	$ 217,788,325	$ 253,931,093	$ 221,016,520
Restricted for:					
Debt service	93,103,657	93,519,193	105,191,970	32,437,004	57,930,069
Child nutrition	11,591,451	3,522,865	3,075,535	2,772,946	1,732,743
Expendable endowments	20,509	20,509	20,507	20,506	4,022
Non-expendable endowments	-	-	-	-	20,504
Other purposes	2,152,078	3,580,173	283,363	30,995	9,910
Unrestricted	(535,199,117)	(537,521,472)	(570,537,898)	(576,428,567)	(593,325,093)
Total Governmental Activities Net Position (1)	$ (209,567,822)	$ (227,299,374)	$ (244,178,198)	$ (287,236,023)	$ (312,611,325)

Note: The District implemented GASB 68 and GASB 71 in fiscal year 2015. Prior years were not restated.
The District implemented GASB No. 75 in fiscal year 2018. Prior years were not restated.
Source: Statement of Net Position

(1) Negative total net position includes accretion of interest on Capital Appreciation Bonds

LEANDER INDEPENDENT SCHOOL DISTRICT

NET POSITION BY COMPONENT
LAST TEN FISCAL YEARS
(Accrual Basis of Accounting)

	2017	2016	2015	2014	2013
Governmental Activities:					
Net investment in capital assets	$ 220,523,525	$ 149,199,539	$ 121,415,838	$ 94,800,066	$ 83,219,211
Restricted for:					
Debt service	27,905,627	35,254,025	25,409,489	23,443,705	20,908,461
Child nutrition	944,182	504	671,943	2,402,575	2,296,583
Expendable endowments	20,502	3,632	3,597	3,406	4,030
Non-expendable endowments	3,889	26,632	26,625	26,420	26,614
Other purposes	29,140	16,522	63,549	69,735	61,730
Unrestricted	(417,854,571)	(380,910,635)	(353,127,050)	(300,860,151)	(273,192,127)
Total Governmental Activities Net Position (1)	$ (168,427,706)	$ (196,409,781)	$ (205,536,009)	$ (180,114,244)	$ (166,675,498)

Note: The District implemented GASB 68 and GASB 71 in fiscal year 2015. Prior years were not restated.
The District implemented GASB No. 75 in fiscal year 2018. Prior years were not restated.
Source: Statement of Net Position

(1) Negative total net position includes accretion of interest on Capital Appreciation Bonds

LEANDER INDEPENDENT SCHOOL DISTRICT

EXPENSES, PROGRAM REVENUES, AND NET REVENUE (EXPENSE)
LAST TEN FISCAL YEARS
(Accrual Basis of Accounting)

	2022	2021	2020*	2019	2018
Expenses					
Governmental Activities:					
Instruction	$ 256,091,647	$ 281,784,112	$ 248,766,168	$ 253,015,768	$ 154,529,697
Instructional Resources and Media Services	5,646,369	5,446,954	4,974,427	4,881,723	3,379,412
Curriculum and Instructional Staff Development	8,638,635	9,177,726	8,057,473	9,367,716	6,059,520
Instructional Leadership	3,478,618	3,996,939	3,472,201	4,292,388	2,630,262
School Leadership	21,284,630	23,953,779	20,538,000	21,437,409	12,118,000
Guidance, Counseling, and Evaluation Services	20,914,516	22,557,465	19,489,732	19,346,244	10,706,847
Social Work Services	1,461,273	1,600,123	1,236,687	1,252,304	987,482
Health Services	3,569,383	4,419,896	3,474,690	3,415,518	1,894,065
Student Transportation	14,937,044	13,834,464	13,316,840	13,443,013	9,679,600
Food Services	14,308,790	11,588,929	13,068,272	15,023,682	13,271,579
Cocurricular/Extracurricular Activities	15,069,588	13,955,301	12,848,486	15,618,538	11,943,623
General Administration	8,574,613	8,810,590	6,957,700	7,691,676	4,897,057
Plant Repairs and Maintenance	37,244,209	35,186,664	27,884,409	33,822,583	27,199,752
Security and Monitoring Services	3,747,379	2,772,798	2,161,532	2,093,571	1,705,518
Data Processing Services	10,627,985	11,952,503	7,955,855	10,632,498	7,121,369
Community Services	2,340,136	2,455,677	2,402,705	2,947,254	1,593,660
Interest and Fees on Long-term Debt	104,842,157	75,753,724	87,483,694	63,989,346	77,453,400
Facilities Acquisition and Construction	390,299	4,345,087	2,632,097	3,507,598	1,663,428
Payments related to shared services arrangements	112,562	140,034	160,042	187,550	245,567
Payments to Juvenile Justice Alternative Education Programs	236,899	243,397	332,700	285,333	170,583
Other Intergovernmental Charges	2,027,406	2,051,063	2,018,601	1,957,405	1,879,395
Total Governmental Activities Expenses	535,544,138	536,027,225	489,232,311	488,209,117	351,129,816
Program Revenues					
Governmental Activities:					
Charges for Services:					
Instruction	5,082,293	4,230,742	1,923,988	3,956,946	3,772,958
Instructional resources and media services	103,305	63,036	51,801	70,730	3,772
Curriculum and staff development	51,596	24,416	37,237	60,385	3,072
Instructional leadership	47,898	45,847	13,336	33,052	1,039
Guidance Counseling, and evaluation services	22,858	24,906	-	-	-
Social work services	-	-	-	-	-
Health services	290	502	329	583	56
Student transportation	-	-	-	-	-
Food services	770,224	1,511,986	6,301,036	8,832,767	8,764,164
Extracurricular activities	1,630,156	1,349,639	1,130,356	1,456,175	1,710,846
General administration	68,559	72,965	54,549	56,841	98,616
Facilities maintenance and operations	1,318,984	285,042	748,905	1,159,169	1,164,434
Security and monitoring services	2,958	4,756	577	1,497	50
Data processing services	-	-	-	-	-
Community services	3,041	53	1,322	4,785	185
Operating grants and contributions	58,011,772	73,046,804	60,144,667	60,694,526	(28,098,465)
Total Governmental Activities Program Revenues	67,113,934	80,660,694	70,408,103	76,327,456	(12,579,273)
Net (Expense)/Revenue	$ (468,430,204)	$ (455,366,531)	$ (418,824,208)	$ (411,881,661)	$ (363,709,089)

Source: Statement of Activities

* In 2020, the District changed its fiscal year end from August 31 to June 30.

	2017	2016	2015	2014	2013
Expenses					
Governmental Activities:					
Instruction	$ 211,551,126	$ 204,353,772	$ 191,283,752	$ 174,123,354	$ 165,195,224
Instructional Resources and Media Services	4,381,600	4,221,161	3,743,354	3,773,390	3,744,247
Curriculum and Instructional Staff Development	9,767,818	8,858,332	8,141,930	7,511,960	7,727,835
Instructional Leadership	3,836,840	3,006,532	2,511,159	2,085,729	1,955,334
School Leadership	18,174,227	17,367,818	15,559,311	14,663,169	14,508,650
Guidance, Counseling, and Evaluation Services	14,382,622	12,822,883	10,732,074	10,730,298	10,454,955
Social Work Services	1,161,133	994,864	831,951	930,017	730,002
Health Services	2,739,414	2,567,972	2,146,733	1,967,970	1,992,816
Student Transportation	10,654,901	10,152,114	9,130,755	9,476,330	9,005,065
Food Services	14,607,540	14,604,752	14,076,420	14,169,857	13,128,966
Cocurricular/Extracurricular Activities	14,143,002	12,439,430	11,356,463	11,271,878	11,141,290
General Administration	6,490,724	10,253,268	10,803,951	8,755,481	8,330,525
Plant Repairs and Maintenance	32,590,130	30,892,050	29,499,196	27,174,653	27,112,070
Security and Monitoring Services	1,702,995	1,421,971	1,285,832	1,244,285	1,347,849
Data Processing Services	8,384,174	7,791,682	7,056,659	7,450,414	8,271,581
Community Services	2,449,250	2,490,819	2,195,070	2,128,074	2,070,567
Interest and Fees on Long-term Debt	50,130,691	59,636,668	53,100,653	68,346,089	64,941,158
Facilities Acquisition and Construction	4,582,037	5,671,008	3,224,314	6,959,693	2,342,717
Payments related to shared services arrangements	236,300	272,700	250,972	96,165	108,180
Payments to Juvenile Justice Alternative Education Programs	210,524	167,940	381,000	271,900	211,272
Other Intergovernmental Charges	1,793,368	1,729,323	1,848,153	1,612,651	1,356,932
Total Governmental Activities Expenses	413,970,416	411,717,059	379,159,702	374,743,357	355,677,235
Program Revenues					
Governmental Activities:					
Charges for Services:					
Instruction	3,364,638	854,696	779,398	651,249	564,224
Instructional resources and media services	2,254	-	-	-	-
Curriculum and staff development	2,924	2,937	8,327	3,284	2,725
Instructional leadership	704	-	-	-	-
Guidance Counseling, and evaluation services	-	-	-	-	-
Social work services	152	-	-	-	-
Health services	33	-	-	-	-
Student transportation	-	1,179	70	-	5,114
Food services	8,027,654	7,998,953	7,617,275	8,293,723	7,344,600
Extracurricular activities	1,735,954	1,003,672	1,034,232	864,051	921,957
General administration	69,762	667,165	844,516	777,310	529,289
Facilities maintenance and operations	1,210,759	1,259,903	1,225,735	1,214,230	1,117,510
Security and monitoring services	44	132,945	120,241	105,023	127,571
Data processing services	-	1,050,083	233,749	-	-
Community services	194	959,269	800,967	873,364	770,644
Operating grants and contributions	41,372,352	43,634,419	34,845,312	33,166,589	30,141,588
Total Governmental Activities Program Revenues	55,787,424	57,565,221	47,509,822	45,948,823	41,525,222
Net (Expense)/Revenue	$ (358,182,992)	$ (354,151,838)	$ (331,649,880)	$ (328,794,534)	$ (314,152,013)

Source: Statement of Activities

* In 2020, the District changed its fiscal year end from August 31 to June 30.

LEANDER INDEPENDENT SCHOOL DISTRICT

Table 3

GENERAL REVENUES AND TOTAL CHANGE IN NET POSITION

Page 1 of 2

LAST TEN FISCAL YEARS

(Accrual Basis of Accounting)

	2022	2021	2020*	2019	2018
Net (Expense)/Revenue	$ (468,430,204)	$ (455,366,531)	$ (408,808,077)	$ (411,868,731)	$ (363,708,708)
General Revenues and Other Changes in Net Position					
Governmental Activities:					
Property taxes	432,989,969	401,522,667	383,211,849	371,483,214	338,252,069
State Aid - formula grants - unrestricted	51,823,295	67,049,871	73,269,055	55,030,971	61,929,218
Investment earnings	1,270,733	1,219,173	5,367,588	10,255,259	6,050,870
Grants and contributions not restricted	-	12,640	17,401	195,073	57,050
Miscellaneous	81,848	1,436,365	-	279,516	63,383
Total Primary Governmental Activities	486,165,845	471,240,716	461,865,893	437,244,033	406,352,590
Change in Net Position					
Governmental activities	17,735,641	15,874,185	43,057,816	25,375,302	42,643,882
Total Change in Net Position	$ 17,735,641	$ 15,874,185	$ 43,057,816	$ 25,375,302	$ 42,643,882

Source: Statement of Activities

* In 2020, the District changed its fiscal year end from August 31 to June 30.

	2017	2016	2015	2014	2013
Net (Expense)/Revenue	$ (358,182,992)	$ (354,151,838)	$ (331,649,880)	$ (328,794,534)	$ (314,152,013)
General Revenues and Other Changes in Net Position					
Governmental Activities:					
Property taxes	307,374,114	276,650,489	249,529,850	223,181,609	206,371,624
State Aid - formula grants - unrestricted	74,506,113	85,132,979	85,335,809	89,152,470	87,262,175
Investment earnings	4,099,437	1,494,598	878,984	907,348	764,915
Grants and contributions not restricted	105,469	-	-	-	-
Miscellaneous	79,934	-	-	114,361	42,423
Total Primary Governmental Activities	386,165,067	363,278,066	335,744,643	313,355,788	294,441,137
Change in Net Position					
Governmental activities	27,982,075	9,126,228	4,094,763	(15,438,746)	(19,710,876)
Total Change in Net Position	$ 27,982,075	$ 9,126,228	$ 4,094,763	$ (15,438,746)	$ (19,710,876)

Source: Statement of Activities
* In 2020, the District changed its fiscal year end from August 31 to June 30.

LEANDER INDEPENDENT SCHOOL DISTRICT

FUND BALANCES OF GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS
(Modified Accrual Basis of Accounting)

	2022	2021	2020	2019	2018
General Fund					
Nonspendable- inventories	$ 627,538	$ 380,148	$ 361,601	$ 422,437	$ 420,920
Nonspendable - prepaid assets	544,036	8,582	-	-	-
Committed to land acquisition & hail damage	-	-	-	783,416	783,416
Committed to major maintenance	-	-	3,990,018	2,427,753	9,776,661
Committed to capital replacement	2,000,000	2,850,000	2,347,200	1,957,314	2,308,450
Assignments for instructional materials allotment	1,131,064	1,131,064	1,131,064	-	-
Other assignments for pandemic supplies	-	-	14,473,628	-	-
Additional staffing for growth	930,000	8,218,558	-	-	-
Revenue stabilization	30,424,350	4,845,192	-	-	-
Assigned to approved purchase orders	2,960,294	5,366,959	9,248,038	2,735,231	3,191,275
Assigned to subsequent year's budget deficit	5,379,120	25,551,306	20,980,817	7,192,439	14,116,842
Unassigned	134,850,415	132,667,168	137,941,111	135,021,319	113,803,667
Total General Fund	$ 178,846,817	$ 181,018,977	$ 190,473,477	$ 150,539,909	$ 144,401,231
All Other Governmental Funds					
Nonspendable- inventories	$ -	$ -	$ -	$ -	$ -
Nonspendable - prepaid assets	-	1,057,636	-	-	-
Nonspendable - other assets (1)	-	-	-	-	-
Restricted for debt service	135,256,115	131,260,190	138,815,572	33,287,053	58,761,550
Restricted for authorized construction	3,367,767	54,926,277	14,461,170	83,002,780	107,671,615
Restricted for food service	11,623,820	3,580,173	3,312,020	3,153,941	1,732,743
Restricted for other nonmajor special revenue funds	-	-	42,536	-	9,910
Restricted for endowments	20,515	20,509	20,507	20,506	24,526
Committed to other nonmajor special revenue funds	2,119,703	2,763,755	1,768,553	1,367,539	1,265,180
Assigned to other nonmajor special revenue funds	-	-	-	-	-
Total All Other Governmental Funds	$ 152,387,920	$ 193,608,540	$ 158,420,358	$ 120,831,819	$ 169,465,524

(1) The proceeds from the other asset is related to the Child Nutrition Fund's restricted fund balance.

LEANDER INDEPENDENT SCHOOL DISTRICT

FUND BALANCES OF GOVERNMENTAL FUNDS
LAST TEN FISCAL YEARS
(Modified Accrual Basis of Accounting)

	2017	2016	2015	2014	2013
General Fund					
Nonspendable- inventories	$ 370,142	$ 436,687	$ 392,114	$ 367,064	$ 489,904
Nonspendable - prepaid assets	103,203	89,651	138,224	146,166	67,566
Committed to land acquisition & hail damage	783,416	783,416	783,416	783,416	1,443,018
Committed to major maintenance	8,671,644	12,215,537	13,067,375	13,597,371	11,248,780
Committed to capital replacement	2,308,450	2,508,450	3,193,770	3,193,770	3,193,770
Assignments for instructional materials allotment	-	-	-	-	-
Other assignments for pandemic supplies	-	-	-	-	-
Additional staffing for growth	-	-	-	-	-
Revenue stabilization	-	-	-	-	-
Assigned to approved purchase orders	9,200,972	4,922,444	2,074,142	1,798,662	3,138,105
Assigned to subsequent year's budget deficit	8,100,303	18,688,138	13,363,234	2,709,952	10,000,000
Unassigned	119,935,661	97,563,310	87,836,469	85,028,684	65,942,361
Total General Fund	$ 149,473,791	$ 137,207,633	$ 120,848,744	$ 107,625,085	$ 95,523,504
All Other Governmental Funds					
Nonspendable- inventories	$ -	$ -	$ -	$ -	$ -
Nonspendable - prepaid assets	-	-	-	-	413,627
Nonspendable - other assets (1)	-	1,031,740	1,031,740	1,031,740	1,031,740
Restricted for debt service	28,544,170	35,269,223	25,657,936	23,798,811	20,989,715
Restricted for authorized construction	47,899,113	82,651,666	145,033,739	219,537,614	62,028,017
Restricted for food service	944,182	504	671,943	1,370,835	851,216
Restricted for other nonmajor special revenue funds	29,140	16,522	63,549	69,735	61,730
Restricted for endowments	24,391	30,264	30,222	29,826	30,644
Committed to other nonmajor special revenue funds	1,212,195	1,082,525	895,982	778,415	587,004
Assigned to other nonmajor special revenue funds	-	27,695	34,066	16,098	145,866
Total All Other Governmental Funds	$ 78,653,191	$ 120,110,139	$ 173,419,177	$ 246,633,074	$ 86,139,559

(1) The proceeds from the other asset is related to the Child Nutrition Fund's restricted fund balance.

LEANDER INDEPENDENT SCHOOL DISTRICT

Table 5

GOVERNMENTAL FUNDS REVENUE

LAST TEN FISCAL YEARS

(Modified Accrual Basis of Accounting)

	2022	2021	2020*	2019	2018
Local Sources					
Taxes	$ 433,683,552	$ 401,305,999	$ 381,122,771	$ 371,187,481	$ 337,951,642
Interest and other income	1,230,150	1,107,434	4,529,634	8,521,471	5,764,117
Food service sales	770,224	1,306,980	6,295,743	8,827,102	8,759,392
Other revenue	12,727,610	10,118,222	7,426,648	12,738,091	11,255,216
Total Local Sources	448,411,536	413,838,635	399,374,796	401,274,145	363,730,367
State Sources					
State aid	51,823,295	67,049,871	73,218,511	54,323,281	61,888,123
Food service	54,992	66,506	65,734	70,428	70,416
State grants and other	25,497,340	23,029,185	23,514,264	23,729,772	18,202,716
Total State Sources	77,375,627	90,145,562	96,798,509	78,123,481	80,161,255
Federal Sources					
Federal grants	32,810,042	13,610,753	11,758,834	15,626,487	12,790,424
Food services	22,099,736	10,989,996	5,061,777	5,817,243	5,340,892
Total Federal Sources	54,909,778	24,600,749	16,820,611	21,443,730	18,131,316
Total Revenues	$ 580,696,941	$ 528,584,946	$ 512,993,916	$ 500,841,356	$ 462,022,938

LEANDER INDEPENDENT SCHOOL DISTRICT

GOVERNMENTAL FUNDS REVENUE
LAST TEN FISCAL YEARS
(Modified Accrual Basis of Accounting)

	2017	2016	2015	2014	2013
Local Sources					
Taxes	$ 308,262,980	$ 276,058,692	$ 249,836,765	$ 221,937,084	$ 206,270,249
Interest and other income	4,025,348	1,494,598	878,984	907,348	764,915
Food service sales	8,025,510	7,998,953	7,617,275	8,293,723	7,344,600
Other revenue	10,888,446	11,222,869	9,546,691	10,024,006	8,536,238
Total Local Sources	331,202,284	296,775,112	267,879,715	241,162,161	222,916,002
State Sources					
State aid	74,482,422	85,132,979	85,335,809	89,152,470	87,262,175
Food service	68,192	331,658	312,097	291,514	365,176
State grants and other	17,065,661	16,599,879	15,752,099	14,013,686	11,468,980
Total State Sources	91,616,275	102,064,516	101,400,005	103,457,670	99,096,331
Federal Sources					
Federal grants	12,895,475	11,299,397	10,619,747	9,640,685	9,386,401
Food services	4,857,593	4,341,685	4,598,345	4,786,220	4,490,477
Total Federal Sources	17,753,068	15,641,082	15,218,092	14,426,905	13,876,878
Total Revenues	$ 440,571,627	$ 414,480,710	$ 384,497,812	$ 359,046,736	$ 335,889,211

Source: Statement of Revenues, Expenditures, and Change in Fund Balance
* In 2020, the District changed its fiscal year end from August 31 to June 30.


LEANDER ISD
LEADING TO A BRIGHT FUTURE

REVENUE CAPACITY

The schedules contain information to help the reader assess the government's most significant local revenue source, the property tax.

LEANDER INDEPENDENT SCHOOL DISTRICT

GOVERNMENTAL FUNDS EXPENDITURES AND DEBT SERVICE RATIO
LAST TEN FISCAL YEARS

	2022	2021	2020	2019	2018
Current					
Instruction	$ 254,793,201	$ 242,340,881	$ 210,747,686	$ 217,681,576	$ 207,418,280
Instructional resources and media services	4,890,117	4,236,023	3,903,829	3,804,140	3,679,884
Curriculum and staff development	9,019,059	8,610,370	7,309,473	8,716,716	8,437,104
Instructional leadership	3,650,906	3,619,419	3,069,410	3,924,212	3,681,727
School leadership	22,148,800	21,238,300	17,841,691	19,029,273	17,915,919
Guidance, counseling, and evaluation services	22,128,002	20,772,329	17,576,820	17,749,136	15,769,026
Social work services	1,566,244	1,480,191	1,176,687	1,196,304	1,242,576
Health services	3,789,996	4,000,087	3,051,426	3,051,554	2,864,825
Student transportation	13,246,264	13,744,168	10,567,353	20,662,704	12,732,873
Food service	15,836,094	9,833,068	11,661,589	14,053,268	13,453,799
Extracurricular activities	13,141,579	11,141,010	10,522,921	13,130,402	12,304,832
General administration	8,869,577	8,098,471	6,184,361	6,987,563	6,789,475
Plant maintenance and operations	36,138,064	32,150,864	24,807,709	39,548,918	30,479,857
Security and monitoring services	3,614,598	2,573,839	2,050,922	1,912,594	1,618,636
Data processing services	8,935,441	12,535,738	7,067,477	9,145,343	10,130,299
Community services	2,552,055	2,265,849	2,125,705	2,714,664	2,398,761
Debt Service					
Principal on long-term debt	37,108,384	42,686,048	-	52,177,306	23,843,628
Interest on long-term debt	73,882,433	67,983,703	20,883,770	79,701,776	(1) 54,137,360
Other debt service	38,271,448	33,538,599	100,596	1,499,148	966,658
Facilities and acquisition	45,216,129	60,665,268	67,478,641	106,827,786	22,679,243
Intergovernmental					
Contracted instructional services between schools	-	-	-	-	-
Payments related to shared services arrangements	112,562	140,034	160,042	187,550	245,567
Payments to Juvenile Justice Alt. Ed. Prgm.	236,899	243,397	332,700	285,333	170,583
Other Intergovernmental Charges	2,027,406	2,051,063	2,018,601	1,957,405	1,879,395
Total Governmental Funds Expenditures	$ 621,175,258	$ 605,948,719	$ 430,639,409	$ 625,944,671	$ 454,840,307
Debt service as a percentage of noncapital expenditures	19.46%	20.44%	5.75%	26.27%	18.30%

(1) Includes current refunding and cash defeasance for FY 2017

Source: Statement of Revenues, Expenditures, and Changes in Fund Balances

* In 2020, the District changed its fiscal year end from August 31 to June 30

	2017	2016	2015	2014	2013
Current					
Instruction	$ 186,297,528	$ 182,642,492	$ 180,432,829	$ 163,106,852	$ 153,447,936
Instructional resources and media services	3,487,851	3,415,833	3,132,951	3,153,107	3,125,787
Curriculum and staff development	9,410,681	8,542,647	8,251,475	7,511,960	7,727,835
Instructional leadership	3,634,466	2,840,043	2,503,247	2,039,754	1,909,359
School leadership	16,740,257	16,136,601	15,340,549	14,225,657	14,072,789
Guidance, counseling, and evaluation services	13,639,343	12,254,891	10,839,122	10,677,188	10,401,969
Social work services	1,128,874	958,895	842,365	930,017	730,002
Health services	2,543,625	2,404,282	2,130,918	1,920,363	1,945,360
Student transportation	9,490,799	10,704,109	9,155,929	10,084,737	8,436,382
Food service	13,748,753	14,136,746	13,639,613	13,451,033	12,401,379
Extracurricular activities	12,114,029	10,755,675	9,953,429	9,787,983	9,751,279
General administration	6,122,859	5,531,760	5,423,494	4,812,698	4,651,947
Plant maintenance and operations	31,701,903	28,422,133	27,668,849	25,258,915	25,184,090
Security and monitoring services	1,544,167	1,386,047	1,225,492	1,143,555	1,247,476
Data processing services	8,518,894	6,994,388	7,258,997	6,865,166	6,928,601
Community services	2,327,489	2,397,900	2,225,150	2,128,074	2,070,567
Debt Service					
Principal on long-term debt	34,180,501	36,102,192	38,139,913	24,538,593	21,495,021
Interest on long-term debt	80,800,398	40,858,246	32,821,763	38,089,194	39,964,912
Other debt service	2,678,511	1,172,225	3,190,779	6,321,608	4,425
Facilities and acquisition	35,354,003	58,058,526	84,522,384	44,951,776	7,286,896
Intergovernmental					
Contracted instructional services between schools	-	-	250,972	96,165	108,180
Payments related to shared services arrangements	236,300	272,700	381,000	271,900	211,272
Payments to Juvenile Justice Alt. Ed. Prgm.					
Other Intergovernmental Charges	2,003,892	1,897,263	1,848,153	1,612,651	1,356,932
Total Governmental Funds Expenditures	$ 477,705,123	$ 447,885,594	$ 461,179,373	$ 392,978,946	$ 334,460,396
Debt service as a percentage of noncapital expenditures	26.02%	19.64%	18.84%	17.86%	18.38%

(1) Includes current refunding and cash defeasance for FY 2017
Source: Statement of Revenues, Expenditures, and Changes in Fund Balances
* In 2020, the District changed its fiscal year end from August 31 to June 30

LEANDER INDEPENDENT SCHOOL DISTRICT

OTHER FINANCING SOURCES AND USES AND NET CHANGE IN FUND BALANCE
LAST TEN FISCAL YEARS

	2022	2021	2020*	2019	2018
Excess (Deficiency) of Revenue Over (Under) Expenditures	$ (40,478,317)	$ (77,363,773)	$ 82,354,507	$ (125,103,315)	$ 7,182,631
Other Financing Sources (Uses)					
Face amount of bonds	-	299,406,762	-	99,470,000	73,270,000
Premium on bonds	-	191,765,179	-	16,053,299	10,326,313
Payment to refunded bond escrow agent	-	(383,486,109)	-	(27,289,064)	-
Transfers in	2,582,802	8,457,896	13,830	446,838	-
Transfers out	(5,827,186)	(14,180,254)	(4,868,817)	(5,651,190)	(5,075,700)
Sale of capital assets	81,848	407,435	22,587	28,651	34,039
Other	248,073	(278,093)	-	(450,246)	(15,000)
Total Other Financing Sources (Uses)	(2,914,463)	102,092,816	(4,832,400)	82,608,288	78,539,652
Net Change in Fund Balances	$ (43,392,780)	$ 24,729,043	$ 77,522,107	$ (42,495,027)	$ 85,722,283

Source: Statement of Revenues, Expenditures, and Changes in Fund Balances
* In 2020, the District changed its fiscal year end from August 31 to June 30

	2017	2016	2015	2014	2013
Excess (Deficiency) of Revenue Over (Under) Expenditures	$ (37,133,496)	$ (33,404,884)	$ (76,681,561)	$ (33,932,210)	$ 1,428,815
Other Financing Sources (Uses)					
Face amount of bonds	244,233,363	88,534,239	315,402,086	538,380,132	-
Premium on bonds	104,726,876	93,682,715	127,494,958	140,295,828	-
Payment to refunded bond escrow agent	(336,852,184)	(182,539,393)	(422,078,000)	(470,298,784)	-
Transfers in	11,457	1,011,906	3,862	-	776
Transfers out	(4,229,359)	(4,108,803)	(4,006,823)	(3,890,390)	(3,682,539)
Sale of capital assets	52,553	36,476	12,215	40,520	45,038
Other	-	(162,405)	(136,974)	-	-
Total Other Financing Sources (Uses)	7,942,706	(3,545,265)	16,691,323	204,527,306	(3,636,725)
Net Change in Fund Balances	$ (29,190,790)	$ (36,950,149)	$ (59,990,238)	$ 170,595,096	$ (2,207,910)

Source: Statement of Revenues, Expenditures, and Changes in Fund Balances
* In 2020, the District changed its fiscal year end from August 31 to June 30

Fiscal Year Ended June 30 [1]	Real Property		Personal Property	
	Taxable Assessed Value	Estimated Actual Value	Taxable Assessed Value	Estimated Actual Value
2013	$ 13,341,457,093	$ 16,107,384,833	$ 540,983,175	$ 540,983,175
2014	14,313,730,114	17,197,380,547	547,871,513	547,871,513
2015	14,043,010,402	17,288,739,734	644,486,809	644,486,809
2016	17,918,848,740	21,737,031,601	696,946,695	696,946,695
2017	20,181,912,125	24,180,038,930	705,562,456	705,562,456
2018	22,256,938,349	26,374,894,747	767,447,067	767,447,067
2019	24,651,365,654	29,115,510,015	833,715,373	833,715,373
2020	26,635,548,501	31,230,341,050	901,945,641	901,945,641
2021	29,134,301,079	32,763,084,864	901,102,814	901,102,814
2022	32,462,367,992	38,625,353,321	883,521,272	883,521,272

Source: Travis and Williamson County Appraisal Districts

[1] In 2020, the District changed its fiscal year end from August 31 to June 30

Fiscal Year Ended June 30 [1]	Exemptions Real Property	Total Taxable Assessed Value	Total Estimated Actual Value	Total Tax Rate	Ratio of Total Assessed to Total Estimated Actual Value
2013	$ 2,765,927,740	$ 13,882,440,268	$ 16,648,368,008	$ 1.5119	83%
2014	2,883,650,433	14,861,601,627	17,745,252,060	1.5119	84%
2015	3,245,729,332	16,824,986,410	20,070,715,742	1.5119	84%
2016	3,818,182,861	18,615,795,435	22,433,978,296	1.5119	83%
2017	3,998,126,805	20,887,474,581	24,885,601,386	1.5119	84%
2018	4,117,956,398	23,024,385,416	27,142,341,814	1.5119	85%
2019	4,464,144,361	25,485,081,027	29,949,225,388	1.5100	85%
2020	4,594,692,549	27,537,594,142	32,132,286,691	1.4375	86%
2021	4,529,886,599	29,124,391,079	33,664,187,678	1.4184	87%
2022	6,162,985,329	33,345,889,264	39,508,874,593	1.3370	84%

Source: Travis and Williamson County Appraisal Districts

[1] In 2020, the District changed its fiscal year end from August 31 to June 30

Fiscal Year Ended June 30 [1]	School District			City of Austin	BHC MUD	City of Cedar Park	City of Leander
	M & O	I & S	Total				
2013	$ 1.04000	$ 0.47190	$ 1.51190	$ 0.50290	$ 0.86600	$ 0.49350	$ 0.67042
2014	1.04000	0.47190	1.51190	0.50270	0.86600	0.49250	0.66792
2015	1.04000	0.47190	1.51190	0.48090	0.84230	0.48500	0.65292
2016	1.04000	0.47190	1.51190	0.45890	0.82700	0.47950	0.63292
2017	1.04000	0.47190	1.51190	0.44180	0.80100	0.47000	0.59900
2018	1.04000	0.47190	1.51190	0.44480	0.80100	0.45750	0.57787
2019	1.04000	0.47000	1.51000	0.44030	0.78100	0.44900	0.55187
2020	0.97000	0.46750	1.43750	0.44310	0.80850	0.44700	0.54187
2021	0.95340	0.46500	1.41840	0.53350	0.76000	0.44698	0.53687
2022	0.87200	0.46500	1.33700	0.54100	0.70000	0.43200	0.47970

Note: **Rates are per $100 of assessed valuation.**

Source: **Travis County Tax Assessor Collector**
Williamson County Tax Office

[1] In 2020, the District changed its fiscal year end from August 31 to June 30

Fiscal Year Ended June 30 [1]	Travis County	Travis County WC&ID #17	Wm. County	Wm. County Vista Oaks MUD #9	Wmson/ Travis County MUD #1	Travis County ESD #1	River Place MUD
2013	$ 0.50010	$ 0.49260	$ 0.44903	$ 0.74000	$ 0.65700	$ 0.10000	$ 0.33500
2014	0.49460	0.44980	0.44903	0.73000	0.61500	0.10000	0.33500
2015	0.45630	0.42850	0.44653	0.66590	0.54000	0.10000	0.31290
2016	0.41690	0.37510	0.44153	0.61000	0.51000	0.10000	0.23130
2017	0.38380	0.05990	0.43653	0.54500	0.46620	0.10000	0.20700
2018	0.36900	0.05990	0.42653	0.52000	0.43160	0.10000	0.07500
2019	0.35420	0.05990	0.41903	0.33000	0.40790	0.10000	0.07500
2020	0.36929	0.05990	0.41872	0.33000	0.38500	0.10000	0.77500
2021	0.37436	0.05990	0.41872	0.32000	0.34790	0.10000	0.08000
2022	0.35737	0.05680	0.40085	0.29070	0.32910	0.10000	0.07860

Note: **Rates are per $100 of assessed valuation.**

Source: **Travis County Tax Assessor Collector**
Williamson County Tax Office

[1] In 2020, the District changed its fiscal year end from August 31 to June 30


LEANDER ISD
LEADING TO A BRIGHT FUTURE

LEANDER INDEPENDENT SCHOOL DISTRICT

Table 10

TEN LARGEST TAXPAYERS

CURRENT AND NINE YEARS AGO

Name	Rank	Type of Business	2021 Assessed Valuation	Percentage of 2021 Total Assessed Valuation	Rank	2012 Assessed Valuation	Percentage of 2012 Total Assessed Valuation
G&I VII River Place LP	1	Land/Improvements	$ 182,170,000	0.55%			
IVT Parke Cedar Park, LLC	2	Regional Shopping Center	112,511,794	0.34%			
Cedar Park Health Systems	3	Healthcare	91,099,823	0.27%	4	$ 79,217,818	0.57%
ATX Debt Fund 1 LLC	4	Research & Development	89,349,098	0.27%			
Breit Steadfast MF Steiner TX (prev. Sir Steiner Ranch Apts.)	5	Apartment Complex	81,866,000	0.25%			
1431 SCPTLTD	6	Regional Shopping Center	76,500,000	0.23%			
Tintara Canyon Creek 2013 LP	7	Land/Improvements	75,530,000	0.23%			
Verandah at Grandview Hills LLC	8	Apartment Complex	72,000,000	0.22%			
RRE Riverlodge Holdings, LLC	9	Apartment Complex	71,500,000	0.21%			
Sonterra Luxury Apts, LLC (previously owned by Bassham Trust)	10	Land/Improvements	69,820,000	0.21%			
Inland Western Cedar Park 1890 Ranch LP		Real Estate			1	95,508,877	0.69%
Amaravathi Limited Partnership		Land/Improvements			2	87,600,000	0.63%
The Bassham Trust		Land/Improvements			3	81,580,146	0.59%
Minnesota Mining and Manufacturing Co.		Research & Development			5	75,274,518	0.54%
MLIC Asset Holdings LLC		Land/Improvements			6	63,000,000	0.45%
Fund IX CL Austin		Land/Improvements			7	36,448,125	0.26%
Austin 2222 Venture ILP		Land/Improvements			8	36,000,000	0.26%
SuddenLink Communications		Utility			9	34,524,683	0.25%
SVF Vistas LLC		Land/Improvements			10	28,700,000	0.21%
			$ 922,346,715	2.77%		$ 617,854,167	4.45%

Source: Travis County Tax Office
Williamson County Tax Office

*Assessed value for tax year 2019, fiscal year 2020

Fiscal Year Ended June 30[4]	(1) Total Current Tax Levy	Collected within the Fiscal Year of the Levy		Collected in Subsequent Years and Cumulative Adjustments (2)	Total Collections to Date	
		Amount Collected	Percent of Levy	Amount Collected	Amount Collected	Percent of Levy Collected
2013	$ 204,693,137	$ 203,471,251	99.40%	$ 1,096,105	$ 204,567,356	99.94%
2014	219,851,575	218,606,875	99.43%	1,101,848	219,708,723	99.94%
2015	247,605,347	246,520,797	99.56%	932,803	247,453,600	99.94%
2016	273,848,686	272,585,392	99.54%	1,099,349	273,684,741	99.94%
2017	305,591,127	304,440,270	99.62%	952,670	305,392,940	99.94%
2018	336,487,181	335,446,557	99.69%	754,837	336,201,394	99.92%
2019	370,356,031	368,736,378	99.56%	1,193,681	369,930,059	99.88%
2020	383,124,069	379,799,637	99.13%	2,315,118	382,114,753	99.74%
2021	400,096,091	396,863,823	99.19%	1,057,156	396,966,317	99.22%
2022	432,426,342	429,761,319	99.38%	-	429,761,319	99.38%

(1) Total tax levy, net of adjustments.
(2) Collections in subsequent years are net of supplements and adjustments in subsequent years.
(3) Includes delinquent rollback taxes.
(4) In 2020, the District changed its fiscal year end from August 31 to June 30

* Includes $2.3 million in rollback tax collections
** Includes in excess of $1 million in rollback tax collections

Source: Williamson and Travis County Tax Offices

Fiscal Year Ended June 30[4]	Outstanding Delinquent Tax for Tax Year	Outstanding Delinquent Taxes as Percent of Tax Levy	Delinquent Tax (All Years) this Fiscal Year (3) Delinquent Amount Collected		Delinquent Collections as Percent of Current Tax Levy	Outstanding Tax Balances at Fiscal Year End
2013	$ 125,781	0.06%	$ 1,661,111		0.81%	$ 3,564,473
2014	142,851	0.06%	3,330,209	*	1.51%	3,839,668
2015	151,748	0.06%	2,195,671	**	0.89%	3,478,542
2016	163,944	0.06%	2,428,160	**	0.89%	4,111,808
2017	198,189	0.06%	2,658,255	**	0.87%	3,193,231
2018	285,787	0.08%	1,430,955		0.43%	3,534,745
2019	425,973	0.12%	1,382,879		0.37%	3,898,884
2020	1,009,316	0.26%	137,147		0.04%	6,303,446
2021	3,129,775	0.78%	3,055,361		0.76%	6,581,664
2022	2,665,023	0.62%	2,578,509		0.60%	5,715,310

(1) Total tax levy, net of adjustments.
(2) Collections in subsequent years are net of supplements and adjustments in subsequent years.
(3) Includes delinquent rollback taxes.
(4) In 2020, the District changed its fiscal year end from August 31 to June 30

* Includes $2.3 million in rollback tax collections
** Includes in excess of $1 million in rollback tax collections

Source: Williamson and Travis County Tax Offices


LEANDER ISD
LEADING TO A BRIGHT FUTURE

DEBT CAPACITY

The schedules present information to help the reader assess the affordability of the government's current levels of outstanding debt and the government's ability to issue additional debt in the future.

LEANDER INDEPENDENT SCHOOL DISTRICT

Table 12

OUTSTANDING DEBT BY TYPE

LAST TEN FISCAL YEARS

Fiscal Year Ended June 30**	General Obligation Bonds*	Amounts Available for Retirement of Bonds	Net Bonded Debt	Personal Income	Population	Percentage of Personal Income	Per Capita
2013	$ 1,289,143,423	$ 20,989,715	$ 1,268,153,708	$ 3,610,856,865	111,615	35.70%	11,550
2014	1,535,205,557	23,798,811	1,511,406,746	4,122,385,485	120,845	37.24%	12,704
2015	1,576,316,429	25,657,936	1,550,658,493	4,096,501,560	124,920	38.48%	12,619
2016	1,579,772,184	35,245,025	1,544,527,159	5,652,278,764	160,094	27.95%	9,868
2017	1,598,752,972	27,905,627	1,570,847,345	6,343,864,113	174,373	25.20%	9,169
2018	1,675,087,856	57,930,069	1,617,157,787	7,329,566,256	192,792	22.85%	8,689
2019	1,697,800,257	32,437,004	1,665,363,253	7,705,803,752	194,008	22.03%	8,751
2020	1,570,640,560	105,191,970	1,465,448,590	8,508,893,720	199,580	18.46%	7,870
2021	1,605,341,295	93,519,193	1,511,822,102	9,020,019,060	221,535	17.80%	7,246
2022	1,557,128,788	93,103,657	1,464,025,131	9,020,019,060	221,535	17.26%	7,029

Ratio of (net) general bonded debt to estimated actual value of property: **4%**

***** General Obligation Bonds amount includes accretion on capital appreciation bonds, premium and deferred loss on refunding

** During 2020, the District changed its fiscal year from August 31 to June 30.

Source: Population & Per Capita Source: US Census QuickFacts & Population and Survey Analysts Report

LEANDER INDEPENDENT SCHOOL DISTRICT

Table 13

COMPUTATION OF DIRECT AND OVERLAPPING DEBT

June 30, 2022

Taxing Body	Gross Debt Outstanding	Outstanding As of	Percent Overlapping (1)	Share of Debt
Austin CCD	$ 436,260,000	06/30/22	11.69%	$ 50,998,794
City of Austin	1,615,145,000	06/30/22	2.04%	32,948,958
Avery Ranch Rd Dist #1	3,465,000	06/30/22	59.51%	2,062,022
Blockhouse Creek MUD	6,550,000	06/30/22	100.00%	6,550,000
City of Cedar Park	203,005,000	06/30/22	90.00%	182,704,500
City of Jonestown	2,405,000	06/30/22	30.20%	726,310
Leander TODD MUD #1	9,975,000	06/30/22	100.00%	9,975,000
City of Leander	203,440,000	06/30/22	100.00%	203,440,000
Palmera Ridge MUD	12,965,000	06/30/22	100.00%	12,965,000
Parkside at Mayfield Ranch MUD	22,690,000	06/30/22	100.00%	22,690,000
Ranch at Cypress Creek MUD #1	380,000	06/30/22	100.00%	380,000
Travis County	978,465,000	06/30/22	4.54%	44,422,311
Travis County ESD #6	1,615,000	06/30/22	20.19%	326,069
Travis County Healthcare District	78,140,000	06/30/22	4.54%	3,547,556
Travis County MUD #19	3,500,000	06/30/22	100.00%	3,500,000
Travis County MUD #20	8,150,000	06/30/22	99.33%	8,095,395
Travis County MUD #21	50,985,000	06/30/22	100.00%	50,985,000
Travis County WC&ID #17 (Steiner Ranch)	44,920,000	06/30/22	100.00%	44,920,000
Williamson County	1,028,875,000	06/30/22	24.44%	251,457,050
Williamson County MUD #13	27,090,000	06/30/22	100.00%	27,090,000
Williamson County MUD #25	14,050,000	06/30/22	7.79%	1,094,495
Williamson County MUD #31	12,510,000	06/30/22	97.64%	12,214,764
Williamson County MUD #32	25,295,000	06/30/22	100.00%	25,295,000
Williamson-Liberty Hill	14,605,000	06/30/22	100.00%	14,605,000
Williamson-Travis MUD #1	360,000	06/30/22	100.00%	360,000
Total net overlapping debt	$4,804,840,000			$1,013,353,223
Leander ISD *	1,671,291,075	06/30/22		**$ 1,671,291,075**
Total Direct and Overlapping Debt (6.23% of Taxable Assessed Valuation - $9,380 per capita)	$6,476,131,075			**$ 2,684,644,298**

Source: Municipal Advisory Council of Texas

* Leander ISD total includes General Obligation Bonds, premium, accretion on capital appreciation bonds, lease payable and the deferred loss on refunding


LEANDER ISD
LEADING TO A BRIGHT FUTURE

DEMOGRAPHIC AND ECONOMIC INFORMATION

The schedules offer demographic and economic indicators to help the reader understand the environment within which the government's financial activities take place.

LEANDER INDEPENDENT SCHOOL DISTRICT *Table 14*

DEMOGRAPHIC STATISTICS *Page 1 of 2*

LAST TEN FISCAL YEARS

				Austin/San Marcos Metropolitan Statistical Area			
Fiscal Year Ended June 30 [B]	Estimated School District Population	Personal Income	Per Capita Personal Income	(A) Labor Force	(A) Employment	(A) Unemployment	(A) Percent Unemployed
2013	111,615	$ 3,610,856,865	$ 32,351	979,829	927,370	52,459	5.4%
2014	120,845	4,122,385,485	34,113	1,019,696	972,993	46,703	4.6%
2015	124,920	4,096,501,560	32,793	1,054,708	1,018,185	36,523	3.5%
2016	160,094	5,652,278,764	35,306	1,093,587	1,058,592	34,994	3.2%
2017	174,373	6,343,864,113	36,381	1,128,233	1,090,346	37,887	3.4%
2018	192,792	7,329,566,256	38,018	1,177,633	1,143,194	34,439	2.9%
2019	194,008	7,705,803,752	39,719	1,208,546	1,174,481	34,065	2.8%
2020	199,580	8,508,893,720	42,634	1,228,334	1,074,325	60,509	4.9%
2021	221,535	9,020,019,060	40,716	1,261,089	1,193,209	67,880	5.4%
2022	225,111	9,675,721,002	42,982	1,337,613	1,294,558	43,056	3.2%

(A) Source: Texas Workforce Commission; Population and Survey Analysts

(B) During 2020, the District changed its fiscal year end from August 31 to June 30

	Austin/San Marcos Metropolitan Statistical Area				
Fiscal Year Ended June 30 [B]	(A) Manufacturing	(A) Construction	(A) Trades	(A) Government	(A) Other
2013	51,133	44,158	149,650	167,850	457,383
2014	52,950	46,283	157,642	170,400	485,008
2015	57,700	51,342	160,808	170,950	523,067
2016	56,575	59,483	170,783	173,358	558,308
2017	56,783	61,367	172,908	180,258	583,850
2018	57,950	63,692	182,825	178,000	603,158
2019	61,292	65,233	183,000	182,458	620,958
2020	63,370	71,720	185,170	182,970	627,630
2021	63,283	70,783	191,783	187,250	615,858
2022	67,133	73,933	197,217	185,125	704,442

(A) Source: Texas Workforce Commission; Population and Survey Analysts

(B) During 2020, the District changed its fiscal year end from August 31 to June 30

	2022	2021	2020	2019	2018
Instruction	3,698.50	3,596.84	3,505.27	3,445.35	3,397.72
Instructional Resources and Media Services	52.00	51.00	49.00	48.00	48.00
Curriculum and Staff Development	77.00	72.50	73.50	92.00	82.92
Instructional Leadership	31.00	26.50	31.50	34.00	34.50
School Leadership	329.00	315.00	315.75	307.00	306.75
Guidance, Counseling, and Evaluation Services	247.50	248.00	226.00	219.00	202.00
Social Work Services	19.50	17.00	14.00	14.00	15.00
Health Services	54.00	51.00	52.00	51.50	51.50
Student Transportation	199.90	224.81	200.25	200.48	201.72
Food Service	180.88	204.65	213.31	245.70	242.74
Extracurricular Activities	34.00	32.00	29.02	30.02	29.02
General Administration	78.00	73.00	71.00	70.50	70.50
Plant Maintenance and Operations	280.10	313.00	336.00	341.70	375.45
Security and Monitoring Services	8.20	8.00	8.00	8.00	7.00
Data Processing Services	59.00	39.50	52.50	51.50	55.25
Community Services	31.50	32.00	37.00	35.50	34.50
Facilities and Acquisition	2.80	3.00	4.00	3.80	4.30
Total	5,382.88	5,307.80	5,218.10	5,198.05	5,158.87

Source: Leander ISD Human Resources Department

	2017	2016	2015	2014	2013
Instruction	3,321.84	3,292.09	3,208.37	3,024.28	3,126.32
Instructional Resources and Media Services	48.00	45.00	43.88	42.75	42.00
Curriculum and Staff Development	85.92	96.41	91.72	85.41	86.41
Instructional Leadership	33.50	27.50	27.50	26.50	25.50
School Leadership	304.75	283.00	276.63	266.75	268.00
Guidance, Counseling, and Evaluation Services	195.00	163.00	152.20	160.20	155.20
Social Work Services	15.00	11.00	10.00	11.00	11.00
Health Services	51.50	48.00	44.00	44.00	43.00
Student Transportation	201.72	193.41	188.96	188.33	175.36
Food Service	241.48	254.57	245.66	237.12	227.59
Extracurricular Activities	29.02	24.00	22.00	22.00	20.00
General Administration	70.50	60.03	60.50	63.00	61.50
Plant Maintenance and Operations	374.45	322.25	337.25	336.25	338.25
Security and Monitoring Services	7.00	6.00	6.00	7.00	6.00
Data Processing Services	56.75	54.25	54.75	55.25	54.75
Community Services	34.00	35.00	35.00	34.00	34.00
Facilities and Acquisition	4.30	5.50	5.50	5.50	6.00
Total	5,074.73	4,921.01	4,809.92	4,609.34	4,680.88

Source: Leander ISD Human Resources Department

Fiscal Year Ended June 30*	General Fund Expenditures	Average Daily Attendance	Average Daily Membership	Per Pupil Expenditure
2013	$ 239,076,788	32,619	34,265	$ 6,977
2014	247,201,837	33,747	35,355	6,992
2015	260,392,852	34,436	36,105	7,212
2016	277,638,991	35,472	37,068	7,490
2017	295,958,947	36,529	38,130	7,762
2018	322,311,444	37,220	38,936	8,278
2019	333,633,913	38,238	39,939	8,354
2020	312,877,472	39,240	41,277	7,580
2021	363,515,969	39,874	40,287	9,023
2022	370,839,072	39,126	41,780	8,876

Source: ADA - Texas Education Agency (TEA) Summary of Finance
ADM - TEA Texas Academic Performance Report (formerly AEIS Report)
Teaching Staff - TEA Staff FTE & Salary Report
Free/Reduced - TEA Texas Academic Performance Report (formerly AEIS Report)

*During 2020, the District changed its fiscal year end from August 31 to June 30

Fiscal Year Ended June 30*	Percent Change	Teaching Staff	Pupil-Teacher Ratio	Percentage of Students Free or Reduced Meals
2013	3.67%	2,231	15:1	21.90%
2014	3.03%	2,301	15:1	18.90%
2015	3.19%	2,362	15:1	19.70%
2016	2.35%	2,445	15:1	18.60%
2017	2.68%	2,529	15:1	18.90%
2018	2.96%	2,627	15:1	19.10%
2019	2.66%	2,690	15:1	20.30%
2020	3.35%	2,754	15:1	19.40%
2021	-2.46%	2,918	14:1	18.50%
2022	3.57%	2,970	14:1	18.50%

Source: ADA - Texas Education Agency (TEA) Summary of Finance
ADM - TEA Texas Academic Performance Report (formerly AEIS Report)
Teaching Staff - TEA Staff FTE & Salary Report
Free/Reduced - TEA Texas Academic Performance Report (formerly AEIS Report)

*During 2020, the District changed its fiscal year end from August 31 to June 30

LEANDER INDEPENDENT SCHOOL DISTRICT

Table 17

PRINCIPAL EMPLOYERS

CURRENT AND NINE YEARS AGO

	2022			2013	
Name	Rank	Employees	%	Rank	Employees
Leander ISD	1	5,383	5%	1	4,137
H.E. Butt Grocery	2	708	1%	2	980
Cedar Park Regional Medical Center	3	600	1%	9	300
City of Cedar Park	4	484	0%	8	325
Liberty Civil	5	348	0%		
Coreslab Structures	6	340	0%		
ETS-Lindgren	7	330	0%	10	270
Firefly Aerospace	8	250	0%		
Hyliion	9	235	0%		
Tresl	10	235	0%		
3M Company				3	950
Wal-Mart				4	600
National Oilwell Varco				5	429
Target				6	400
Home Depot				7	330
Total Employment		119,291			50,176

OPERATING INFORMATION

These schedules contain service and infrastructure data to help the reader understand how the information in the government's financial report relates to the services the government provides and the activities it performs.


LEANDER ISD
LEADING TO A BRIGHT FUTURE

LEANDER INDEPENDENT SCHOOL DISTRICT *Table 18*

TEACHER BASE SALARIES

LAST TEN FISCAL YEARS

Fiscal Year Ended June 30*	Minimum Salary	Maximum Salary	Average Salary
2013	$ 42,500	$ 63,935	$ 48,784
2014	42,750	63,935	48,974
2015	43,075	63,159	49,277
2016	43,700	64,434	49,712
2017	44,900	64,099	50,468
2018	46,150	64,837	51,567
2019	47,000	65,056	52,188
2020	50,000	72,650	55,830
2021	50,000	72,650	55,598
2022	50,900	67,914	56,150

Source: Leander ISD Human Resources Department,
Texas Education Agency PEIMS Division

*Prior to 2020, the District's year end was August 31st

School Elementary	Year Opened	2022	2021	2020*	2019	2018	2017	2016	2015	2014	2013
Whitestone	1991										
Square Feet		77,315	86,531	86,531	86,531	77,315	77,315	77,315	77,315	77,315	77,315
Portables		12,288	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		885	841	841	791	774	748	730	802	833	797
Faubion	1993										
Square Feet		73,397	76,469	76,469	76,469	73,397	73,397	73,397	73,397	73,397	73,397
Portables		3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		399	360	445	437	480	471	522	532	580	581
Block House Creek	1987										
Square Feet		82,479	87,087	87,087	87,087	82,479	82,479	82,479	82,479	82,479	82,479
Portables		1,536	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		481	556	617	625	623	656	641	653	653	692
Cypress	1988										
Square Feet		83,122	89,266	89,266	89,266	83,122	83,122	83,122	83,122	83,122	83,122
Portables		0	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		531	514	606	640	682	728	752	745	758	749
Mason	1994										
Square Feet		89,000	98,216	98,216	98,216	89,000	89,000	89,000	89,000	89,000	89,000
Portables		3,072	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		616	599	640	626	593	609	602	627	638	657
Giddens	1996										
Square Feet		91,000	94,072	94,072	94,072	91,000	91,000	91,000	91,000	91,000	91,000
Portables		3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		455	448	546	582	533	533	556	533	532	546
Steiner Ranch	1996										
Square Feet		92,000	95,072	95,072	95,072	92,000	92,000	92,000	92,000	92,000	92,000
Portables		0	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		454	528	573	549	541	604	632	651	674	723
Naumann	1998										
Square Feet		95,000	105,752	105,752	105,752	95,000	95,000	95,000	95,000	95,000	95,000
Portables		0	10,752	10,752	10,752	10,752	10,752	10,752	10,752	10,752	10,752
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		450	417	493	477	469	472	469	497	736	757
Bagdad	1999										
Square Feet		95,298	99,608	99,608	99,608	95,000	95,000	95,000	95,000	95,000	95,000
Portables		9,216	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		682	590	652	607	591	619	568	553	596	596

*During 2020, the District changed its fiscal year end from August 31 to June 30

School Elementary	Year Opened	2022	2021	2020*	2019	2018	2017	2016	2015	2014	2013
Cox	2001										
Square Feet		95,298	98,370	98,370	98,370	95,298	95,298	95,298	95,298	95,298	95,298
Portables		0	12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		600	572	559	529	574	674	682	705	776	782
Bush	2002										
Square Feet		97,654	102,251	102,251	102,251	97,643	97,643	97,643	97,643	97,643	97,643
Portables		0	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		541	553	620	666	714	795	834	862	816	841
Knowles	2003										
Square Feet		96,670	104,350	104,350	104,350	96,670	96,670	96,670	96,670	96,670	96,670
Portables		6,144	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		621	603	592	595	638	657	710	792	700	679
Deer Creek	2004										
Square Feet		98,075	102,683	102,683	102,683	98,075	98,075	98,075	98,075	98,075	98,075
Portables		0	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680	7,680
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		647	599	667	655	667	673	675	727	759	765
Pleasant Hill	2004										
Square Feet		98,075	104,219	104,219	104,219	98,075	98,075	98,075	98,075	98,075	98,075
Portables		4,608	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144	6,144
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		629	679	646	628	643	823	843	841	741	733
Rutledge	2005										
Square Feet		100,472	105,080	105,080	105,080	100,472	100,472	100,472	100,472	100,472	100,472
Portables		9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		860	948	972	904	833	804	795	762	757	717
Plain	2006										
Square Feet		100,472	108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414
Portables		4,608	0	0	0	0	0	0	0	0	0
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		762	664	621	936	835	710	648	846	812	772
Winkley	2006										
Square Feet		100,472	108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414
Portables		0	0	0	0	0	0	0	0	0	0
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		674	687	725	685	682	652	680	778	838	783

*During 2020, the District changed its fiscal year end from August 31 to June 30

School Elementary	Year Opened	2022	2021	2020*	2019	2018	2017	2016	2015	2014	2013
Riverplace	2007										
Square Feet		108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414	108,414
Portables		3,072	0	0	0	0	0	0	0	0	0
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		614	682	779	770	789	815	764	800	794	783
Grandview Hills	2008										
Square Feet		119,160	119,160	119,160	119,160	119,160	119,160	119,160	119,160	119,160	119,160
Portables		0	0	0	0	0	0	0	0	0	0
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		474	434	442	470	479	483	464	478	499	519
Parkside	2009										
Square Feet		111,585	111,585	111,585	111,585	111,585	111,585	111,585	111,585	111,585	111,585
Portables		7680	0	0	0	0	0	0	0	0	0
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		590	941	1003	958	840	1135	935	836	826	732
Westside	2009										
Square Feet		112,270	112,270	112,270	112,270	112,270	112,270	112,270	112,270	112,270	112,270
Portables		0	0	0	0	0	0	0	0	0	0
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		549	558	624	566	572	557	566	559	767	736
Ronald Reagan	2010										
Square Feet		112,270	118,414	118,414	118,414	112,270	112,270	112,270	112,270	112,270	112,270
Portables		6144	6144	6144	6144	6144	6144	6144	6144	6144	6144
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		723	865	932	876	864	874	881	891	962	899
River Ridge	2010										
Square Feet		111,585	115,342	115,342	115,342	110,840	110,840	110,840	110,840	110,840	110,840
Portables		0	3072	3072	3072	3072	3072	3072	3072	3072	3072
Capacity		800	800	800	800	800	800	800	800	800	800
Enrollment		516	558	651	684	714	730	782	812	956	875
Reed	2014										
Square Feet		115,180	115,180	115,180	115,180	122,788	122,788	122,788	122,788	NA	NA
Portables		4,608	0	0	0	0	0	0	0	NA	NA
Capacity		800	800	800	800	800	800	800	800	NA	NA
Enrollment		628	723	793	800	748	746	723	684	NA	NA
Camacho	2015										
Square Feet		110,418	114,000	114,000	114,000	110,840	110,840	110,840	NA	NA	NA
Portables		4,608	0	0	0	0	0	0	NA	NA	NA
Capacity		800	800	800	800	800	800	800	NA	NA	NA
Enrollment		697	666	765	773	778	707	599	NA	NA	NA
Akin	2017										
Square Feet		110,418	110,840	110,840	110,840	110,840	110,840	NA	NA	NA	NA
Portables		9,216	0	0	0	0	0	NA	NA	NA	NA
Capacity		800	800	800	800	800	800	NA	NA	NA	NA
Enrollment		755	860	922	843	760	0	NA	NA	NA	NA
Larkspur	2019										
Square Feet		112,980	112,980	112,980	112,980	NA	NA	NA	NA	NA	NA
Portables		6,144	0	0	0	NA	NA	NA	NA	NA	NA
Capacity		800	800	800	800	NA	NA	NA	NA	NA	NA
Enrollment		906	720	549	0	NA	NA	NA	NA	NA	NA
Tarvin	2021										
Square Feet		116,254	NA	NA	NA	NA	NA	NA	NA	NA	NA
Portables		0	NA	NA	NA	NA	NA	NA	NA	NA	NA
Capacity		800	NA	NA	NA	NA	NA	NA	NA	NA	NA
Enrollment		487	NA	NA	NA	NA	NA	NA	NA	NA	NA

*During 2020, the District changed its fiscal year end from August 31 to June 30

School Middle	Year Opened	2022	2021	2020*	2019	2018	2017	2016	2015	2014	2013
Cedar Park	1995										
Square Feet		175,245	192,141	192,141	192,141	175,245	175,245	175,245	175,245	175,245	175,245
Portables		4,608	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		1,310	1,350	1,324	1,314	1,357	1,410	1,417	1,396	1,385	1,394
Leander	1996										
Square Feet		155,000	162,680	162,680	162,680	155,000	155,000	155,000	155,000	155,000	155,000
Portables		0	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216	9,216
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		816	855	1149	1111	1025	979	919	862	844	871
Running Brushy	2000										
Square Feet		158,625	163,233	163,233	163,233	158,625	158,625	158,625	158,625	158,625	158,625
Portables		4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		1,083	1,154	1,289	1,227	1,246	1,254	1,271	1,282	1,274	1,261
Henry	2003										
Square Feet		164,444	167,516	167,516	167,516	164,444	164,444	164,444	164,444	164,444	164,444
Portables		3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		1,301	1,332	1,384	1,364	1,355	1,326	1,306	1,243	1,301	1,308
Canyon Ridge	2004										
Square Feet		172,894	171,452	171,452	171,452	171,452	171,452	171,452	171,452	171,452	171,452
Portables		1536	0	0	0	0	0	0	0	0	0
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		1,144	1,178	1,228	1,265	1,306	1,327	1,284	1,270	1,218	1,095
Wiley	2006										
Square Feet		176,564	176,564	176,564	176,564	176,564	176,564	176,564	176,564	176,564	176,564
Portables		0	0	0	0	0	0	0	0	0	0
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		773	820	1,188	1,072	1,023	989	951	967	985	958
Four Points	2011										
Square Feet		178,849	175,286	175,286	175,286	178,849	178,849	178,849	178,849	178,849	178,849
Portables		0	0	0	0	0	0	0	0	0	0
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		673	686	776	775	773	734	741	678	641	635
Stiles	2012										
Square Feet		177,667	183,736	183,736	183,736	177,370	177,370	177,370	177,370	177,370	177,370
Portables		10,752	0	0	0	0	0	0	0	0	0
Capacity		1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200	1,200
Enrollment		1,408	1,461	1,533	1,404	1,286	1,171	1,047	950	842	666
Danielson	2020										
Square Feet		210,455	210,455	NA	NA	NA	NA	NA	NA	NA	NA
Portables		3,072	0	NA	NA	NA	NA	NA	NA	NA	NA
Capacity		1,200	1,200	NA	NA	NA	NA	NA	NA	NA	NA
Enrollment		1,201	973	NA	NA	NA	NA	NA	NA	NA	NA

*During 2020, the District changed its fiscal year end from August 31 to June 30

School High Schools	Year Opened	2022	2021	2020*	2019	2018	2017	2016	2015	2014	2013
Leander	1984										
Square Feet		398,097	480,475	480,475	480,475	360,957	360,957	360,957	360,957	360,957	360,957
Portables		1,536	10,752	10,752	10,752	10,752	10,752	10,752	10,752	10,752	10,752
Capacity		2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400
Enrollment		2,172	2,207	2,184	2,154	2,190	2,118	2,187	2,084	1,990	1,928
Cedar Park	1998										
Square Feet		366,721	370,548	370,548	370,548	374,785	374,785	374,785	374,785	374,785	374,785
Portables		7,680	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608	4,608
Capacity		2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400
Enrollment		1,994	2,038	2,083	2,081	2,026	2,016	1,949	1,866	1,840	1,778
Vista Ridge	2003										
Square Feet		409,081	433,875	433,875	433,875	427,106	427,106	427,106	427,106	427,106	427,106
Portables		10,752	0	0	0	0	0	0	0	0	0
Capacity		2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400
Enrollment		2,592	2,518	2,468	2,383	2,325	2,356	2,250	2,111	1,978	1,869
Rouse	2008										
Square Feet		446,636	439,000	439,000	439,000	437,194	437,194	437,194	437,194	437,194	437,194
Portables		0	0	0	0	0	0	0	0	0	0
Capacity		2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400	2,400
Enrollment		1,908	1,923	1,782	1,688	1,849	1,990	2,391	2,329	2,126	2,047
Vandegrift	2010										
Square Feet		436,099	436,099	436,099	436,099	397,183	397,183	397,183	397,183	397,183	397,183
Portables		0	3,014	3,014	3,014	3,014	3,014	3,014	3,014	3,014	3,014
Capacity		2,400	2,400	2,400	2,400	1,800	1,800	1,800	1,800	1,800	1,800
Enrollment		2,715	2,811	2,754	2,708	2,579	2,463	2,255	2,061	1,875	1,691
Glenn	2016										
Square Feet		473,754	450,283	450,283	450,283	473,754	473,754	NA	NA	NA	NA
Portables		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
Capacity		2,400	2,400	2,400	2,400	2,400	2,400	NA	NA	NA	NA
Enrollment		1,970	1,826	1,735	1,588	1,137	665	NA	NA	NA	NA

*During 2020, the District changed its fiscal year end from August 31 to June 30

Schools	Year Opened	2022	2021	2020*	2019	2018	2017	2016	2015	2014	2013
New Hope	Portables										
Square Feet		3,096	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072	3,072
Capacity		50	50	50	50	50	50	50	50	50	50
Enrollment		46	71	73	73	46	46	37	37	43	46
LEO											
Square Feet		47,637	47,637	47,637	47,637	47,637	47,637	47,637	47,637	47,637	47,637
Capacity		308	308	308	308	308	308	308	308	308	308
Enrollment		NA	NA	NA	NA	NA	NA	NA	NA	NA	NA
South PAC											
Square Feet		33,994	33,994	33,994	33,994	33,994	33,994	33,994	33,994	33,994	33,994
Capacity		800	800	800	800	800	800	800	800	800	800
North PAC											
Square Feet		46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000	46,000
Capacity		800	800	800	800	800	800	800	800	800	800
Other											
Administration											
Square Feet		23,365	24,485	24,485	24,485	23,365	23,365	23,365	23,365	23,365	23,365
Plant Services											
Square Feet		58,187	58,187	58,187	58,187	30,000	30,000	30,000	30,000	30,000	30,000
Transportation											
Square Feet		24,564	28,933	28,933	28,933	23,000	23,000	23,000	23,000	23,000	23,000
North Transportation	2019										
Square Feet		29,663	29,663	29,663	29,663	NA	NA	NA	NA	NA	NA
Technology Center											
Square Feet		27,553	27,553	27,553	27,553	27,553	27,553	27,553	27,553	27,553	27,553
Other Administration											
Square Feet		20,443	20,443	20,443	20,443	6,312	6,312	6,312	6,312	6,312	6,312
Portables		12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288	12,288
Regional Stadium-Gupton											
Capacity	2010	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212
Monroe Stadium											
Capacity	2009	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500	7,500
Bible Stadium											
Capacity	2009	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212	10,212

*During 2020, the District changed its fiscal year end from August 31 to June 30


LEANDER ISD
LEADING TO A BRIGHT FUTURE

SF1	Was there an unmodified opinion in the Annual Financial Report on the financial statements as a whole?	Yes
SF2	Were there any disclosures in the Annual Financial Report and/or other sources of information concerning nonpayment of any terms of any debt agreement at fiscal year end?	No
SF3	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district was issued a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered **to not have made** timely payments.) Payments to the TRS and TWC are considered timely if a warrant hold that was issued in connection to the untimely payment was cleared within 30 days from the date the warrant hold was issued. Payments to the IRS are considered timely if a penalty or delinquent payment notice was cleared within 30 days from the date the notice was issued.	Yes
SF4	Was the school district issued a warrant hold? Even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days, the school district is considered to have been issued a warrant hold.	No
SF5	Did the Annual Financial Report disclose any instances of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds?	No
SF6	Was there any disclosure in the Annual Financial Report of material noncompliance for grants, contracts, and laws related to local, state, or federal funds?	No
SF7	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	Yes
SF8	Did the school board members discuss the school district's property values at a board meeting within 120 days before the school district adopted its budget?	Yes
SF9	Total accumulated accretion on CABs included in government-wide financial statements at fiscal year-end.	$ 508,010,237

NOTE: This schedule is to be included as part of the annual financial audit report (AFR) submission on the required due date and published as a part of the school district's AFR. This schedule should be submitted in the data feed file and submitted as an Adobe Acrobat portable document file (pdf).


LEANDER ISD
LEADING TO A BRIGHT FUTURE

FEDERAL AWARDS SECTION


LEANDER ISD
LEADING TO A BRIGHT FUTURE

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees
Leander Independent School District
Leander, Texas

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information of Leander Independent School District, (the "District") as of and for the fiscal year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the District's basic financial statements, and have issued our report thereon dated November 10, 2022

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance that is required to be reported under *Government Auditing Standards.*

To the Board of Trustees
Leander Independent School District

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Austin, Texas
November 10, 2022

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees
Leander Independent School District
Leander, Texas

Report on Compliance for Each Major Federal Program

Opinion on Each Major Program

We have audited Leander Independent School District's (the "District") compliance with the types of compliance requirements described in the OMB *Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the fiscal year ended June 30, 2022. The District's major federal programs are identified in the summary of auditor's results section of the accompanying schedule of findings and questioned costs.

In our opinion, the District, complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the fiscal year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America (GAAS); the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States (*Government Auditing Standards*); and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditor's Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the District and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of the District's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the requirements of laws, statutes, regulations, rules and provisions of contracts or grant agreements applicable to the District's federal programs.

Auditor's Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on the District's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material, if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about District's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with GAAS, *Government Auditing Standards*, and the Uniform Guidance, we

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the District's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- obtain an understanding of the District's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control Over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged
with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditor's Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

To the Board of Trustees
Leander Independent School District

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Austin, Texas
November 10, 2022

LEANDER INDEPENDENT SCHOOL DISTRICT

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

For the Year Ended June 30, 2022

I. Summary of Auditors' Results

Financial Statements

Type of auditors' report issued:	Unmodified
Internal control over financial reporting:	
Material weakness (es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Noncompliance material to financial statements noted?	No

Federal Awards

Internal control over major programs:	
Material weakness (es) identified?	No
Significant deficiencies identified that are not considered to be material weaknesses?	None reported
Type of auditors' report issued on compliance with major programs:	Unmodified
Any audit findings disclosed that are required to be reported in accordance with 2 CFR 200.516 (a) ?	No

Identification of major programs:

Name of Federal Program or Cluster	Assistance Listing Number (ALN)
US Department of Agriculture	
Child Nutrition Cluster	10.553, 10.555, 10.559
US Department of Education	
ESSER Grant - CARES Act (COVID-19)	84.425D
CRRSA ESSER II (COVID-19)	84.425D
ARP ESSER III (COVID-19)	84.425U
TCLAS ESSER III (COVID-19)	84.425U
ESSER SUPPLEMENTAL (COVID-19)	84.425U
U.S. Department of Health and Human Services	
School Health Support Grant (COVID-19)	93.323
Federal Communications Commission	
Emergency Connectivity Fund	32.009

Dollar Threshold Considered Between Type A and Type B Federal Programs	$1,474,213
Auditee qualified as low risk auditee?	Yes

II. Financial Statement Findings

No current year findings.

III. Federal Awards Findings and Questioned Costs

No current year findings.

`

(2A) Pass Through Entity Identifying Number	(1) Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	(2) Federal Assistance Listing Number	Total Awards Expended
	U.S. Department of Agriculture			
	Passed Through the Texas Education Agency :			
	Cash Assistance:			
71302101	*National School Lunch Program*	240	10.555	$ 17,007,207
71402101	*School Breakfast Program*	240	10.553	3,533,255
	Passed Through the Texas Department of Agriculture:			
	Noncash Assistance:			
806780706	*National School Lunch Program (Commodities)*	240	10.555	1,367,679
	Cash Assistance:			
246913	*Summer Food Service Program for Children*	242	10.559	191,595
	Total Child Nutrition Cluster (ALN 10.555, 10.553, 10.559)			22,099,736
	Total U.S. Department of Agriculture			**22,099,736**
	U.S. Department of Treasury			
	Passed through Williamson County:			
	Coronavirus Relief Fund - Operation Connectivity Bulk Order (COVID-19)	277	21.019	3,891,241
	Total U.S. Department of Treasury			**3,891,241**
	U.S. Department of Education			
	Passed through Texas Education Agency:			
20610101246913	*Title I, Part A*	211	84.010A	1,331,831
20420006246913	*Career and Technical Education - Basic Grants to States*	244	84.048A	239,013
20694501246913	*Title II, Part A - Supporting Effective Instruction*	255	84.367A	697,841
20671001246913	*Title III, Part A-ELA (English Language Acquisition State Grants)*	263	84.365A	395,463
20671003246913	*Title III, Part A - Immigrant*	263	84.365A	28,396
	Total ALN 84.365			423,859
20680101246913	*Title IV, Part A Subpart 1 (State Grant)*	289	84.424A	105,263
20521001246913	*ESSER Grant - CARES Act (COVID-19)*	266	84.425D	39,869
21521001246913	*CRRSA ESSER II (COVID-19)*	281	84.425D	2,453,517
21528001246913	*ARP ESSER III (COVID-19)*	282	84.425U	2,784,923
21528042246913	*TCLAS ESSER III (COVID-19)*	279	84.425U	9,401
21528043246913	*ESSER SUPPLEMENTAL (COVID-19)*	283	84.425U	3,388,534
	Total ALN 84.425			8,676,244
206600012469136600	*IDEA Part B, Formula*	224	84.027A	6,338,462
206610012469136610	*IDEA Part B, Preschool*	225	84.173A	76,050
66002212	*IDEA Part B, Discretionary*	226	84.027A	407,009
216600122469136677	*IDEA Part B, Discretionary*	226	84.027A	34,819
66002206	*High Cost Fund*	226	84.027A	105,216
225350012469135350	*IDEA B - Formula ARP (COVID-19)*	284	84.027X	901
225360012469135360	*IDEA B - Preschool ARP (COVID-19)*	285	84.173X	10,218
	Total Special Education Cluster (ALN 84.027, 84.173)			6,972,675
17610740246913	*Instructional Continuity*	276	84.377A	13,699
	Passed through Community Action, Inc.:			
1518ALA000	*Adult Education - Basic Grants to States*	220	84.002A	21,297
	Total U.S. Department of Education			**18,481,722**

(2A) Pass Through Entity Identifying Number	(1) Federal Grantor/ Pass-Through Grantor/ Program Title	District Fund Number	(2) Federal Assistance Listing Number	Total Awards Expended
	U.S. Department of the Interior			
	Passed Through Travis County Tax Assessor:			
Federal Funding in Lieu of Taxes	*National Wildlife Refuge Fund*	199	15.659	$ 68,024
	Total U.S. Department of the Interior			**68,024**
	U.S. Department of Health and Human Services			
	Passed Through Texas Education Agency:			
39352201246913	*School Health Support Grant (COVID-19)*	289	93.323	1,397,062
	Passed Through Texas Health and Human Services Commission:			
52907015700220	*Medical Assistance Program*	199	93.778	108,341
	Total Medicaid Cluster (ALN 93.778)			108,341
	Total U.S. Department of Health and Human Services			**1,505,403**
	Federal Communications Commission			
	Passed Through Universal Service Administrative Co.:			
141722	*Emergency Connectivity Fund*	287	32.009	3,094,318
	Total Federal Communications Commission			**3,094,318**
	Total Expenditures of Federal Awards			**$ 49,140,444**

Note 1 - **Summary of Significant Accounting Policies**

The District accounts for all awards under federal programs in the General and Special Revenue Funds in accordance with the Texas Education Agency's *Financial Accountability System Resource Guide*. These programs are accounted for using a current financial resources measurement focus. With this measurement focus, only current assets and current liabilities generally are included on the balance sheet. Operating statements of these funds present increases (i.e. revenues and other financing sources) and decreases (i.e. expenditures and other financing uses) in net current assets.

Expenditures reported on the Schedule of Expenditures of Federal Awards are reported on the modified accrual basis of accounting. Such expenditures are recognized following, or the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. The District has not elected to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Federal grant funds are considered to be earned to the extent of expenditures made under the provisions of the grant, and, accordingly, when such funds are received, they are recorded as unearned revenues until earned. Generally, unused balances are returned to the grantor at the close of specified project periods.

All federal grants are subject to review by the grantor agencies. Any expenditures identified by the grantor agencies as disallowed could require reimbursement to the grantor agency from the District's general fund.

Note 2 - Basis of Presentation

The accompanying schedule of expenditures of federal awards (the "Schedule") includes the federal grant activity of the District under programs of the federal government for the fiscal year ended June 30, 2022. The information in this schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Uniform Guidance. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position, changes in net position or cash flows of the District.

Note 3 - Reconciliation to Basic Financial Statements

The following is a reconciliation of expenditures of federal awards program per the Schedule of Expenditures of Federal Awards ("SEFA") and expenditures reported on the Statement of Revenues, Expenditures and Changes in Fund Balance - Governmental Funds (Exhibit C-3):

Total Federal Revenues per Exhibit C-3	$	54,909,778
SHARS		(5,598,911)
JROTC		(170,423)
Total per the Schedule of Expenditures of Federal Awards	$	49,140,444

LEANDER INDEPENDENT SCHOOL DISTRICT

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

For the Year Ended June 30, 2022

Federal regulations, Title 2 U.S. Code of Federal Regulations Section 200.511 states, "The auditee is responsible for follow-up and corrective action on all audit findings. As part of this responsibility, the auditee must prepare a summary schedule of prior audit findings." The summary schedule of prior audit findings must report the status of the following:

- All audit findings included in the prior audit's schedule of findings and questioned costs and
- All audit findings reported in the prior audit's summary schedule of prior audit findings except audit findings listed as corrected.

I. Prior Audit Findings

There were no prior year findings.

LEANDER INDEPENDENT SCHOOL DISTRICT

CORRECTIVE ACTION PLAN

For the Year Ended June 30, 2022

Federal regulations, Title 2 U.S. Code of Federal Regulations §200.511 states, "At the completion of the audit, the auditee must prepare, in a document separate from the auditor's findings described in §200.516 Audit findings, a corrective action plan to address each audit finding included in the current year auditor's reports."

I. Corrective Action Plan

Not Applicable.

whitleypenn

LEANDER INDEPENDENT SCHOOL DISTRICT

FISCAL YEAR 2022: FINANCIAL STATEMENT AUDIT AND FEDERAL SINGLE AUDIT

HLB WE ARE AN INDEPENDENT MEMBER OF THE GLOBAL ADVISORY AND ACCOUNTING NETWORK

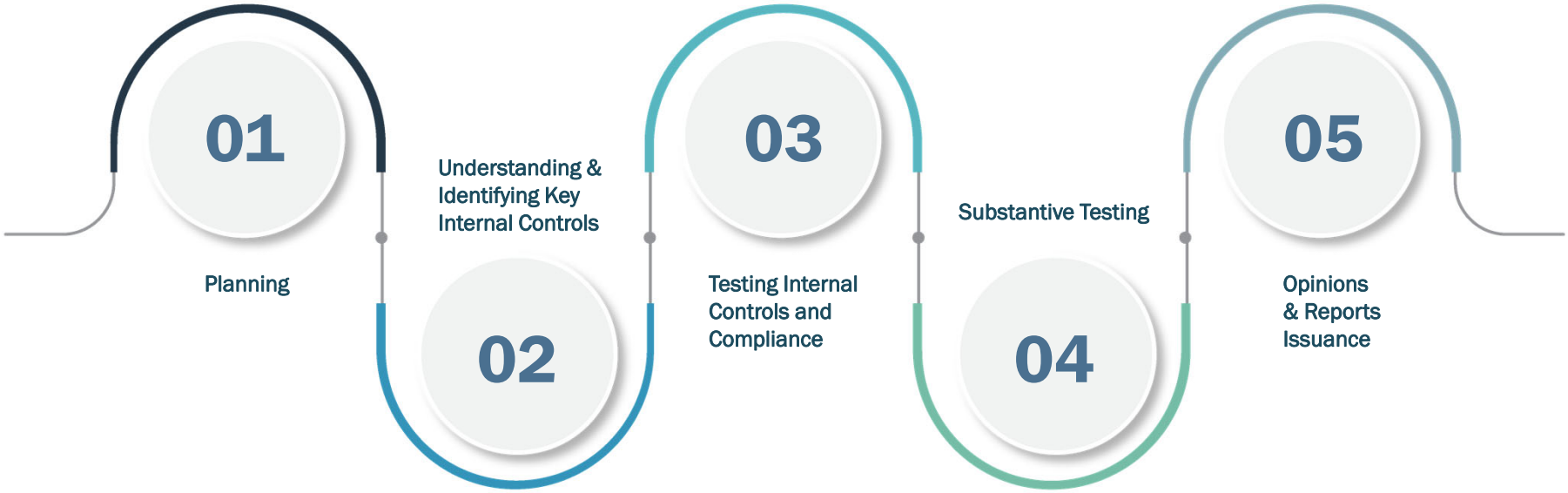
ENGAGEMENT LEADERSHIP TEAM

Dan Hernandez, CPA, CIA
Manager

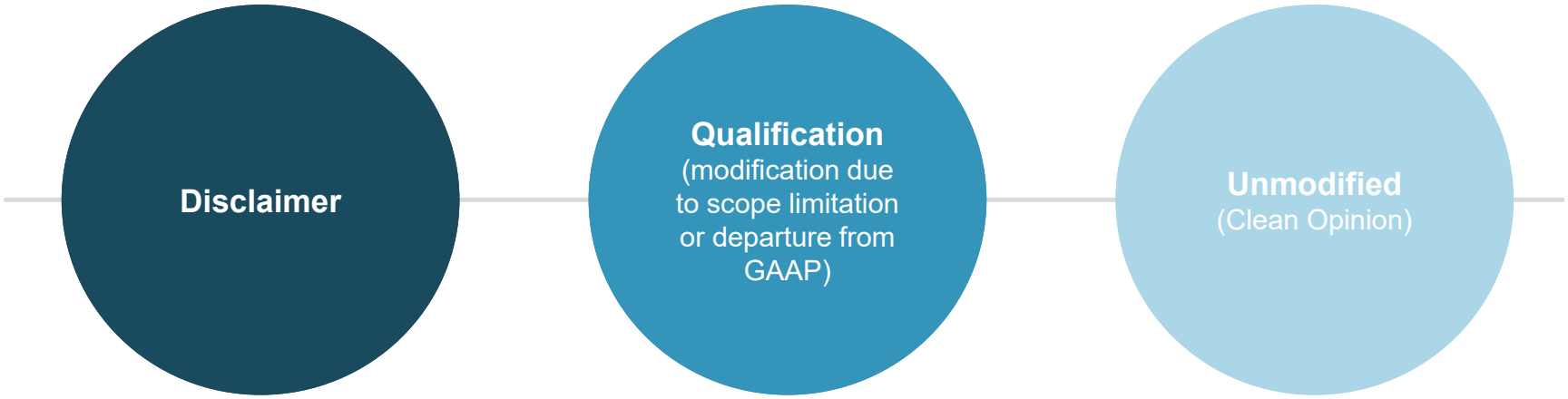
Lupe Garcia, CPA
Engagement Partner

Tom Pedersen, CPA
Engagement Quality Control Reviewer

THE AUDIT PROCESS



PURPOSE OF THE AUDIT – THE OPINION ON THE REPORT



AUDITOR'S REPORT ON THE FINANCIAL STATEMENTS

Clean Report

- Unmodified or "Clean" Opinion
- Audit conducted in accordance with Generally Accepted Auditing Standards and *Government Auditing Standards*

AUDITOR'S REPORT ON INTERNAL CONTROL AND COMPLIANCE

Clean Report

- Internal control over financial reporting
  - No material weakness identified
  - No significant deficiencies reported
- No instances of noncompliance material to the financial statements were noted

FEDERAL SINGLE AUDIT REPORT

Clean Report

- Major Federal Programs:
  - Child Nutrition Cluster
  - Elementary and Secondary School Emergency Relief (ESSER)
  - Emergency Connectivity Fund
  - School Health Support Grant
- Unmodified opinion on compliance over each major federal program
- No internal control findings related to each major program
- No instances of noncompliance or questioned costs were noted

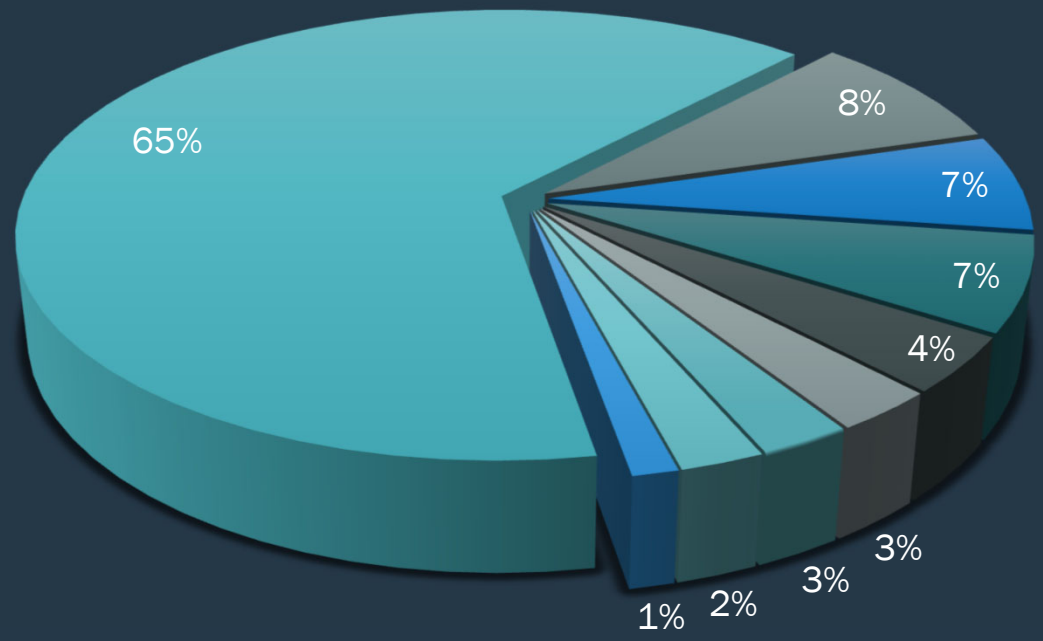
GOVERNMENT-WIDE STATEMENT OF NET POSITION (P. 18)

- Total Assets and Deferred Outflows: $1,864.9 million
  - Cash and investments: $410.7 million
  - Capital assets, net of depreciation/amortization: $1,266.6 million
- Total Liabilities and Deferred Inflows: $2,074.5 million
  - Bonds payable and unamortized premiums: $1,161.2 million
  - *Net pension liability: $46.2 million
  - *Net other post-employment benefits (OPEB) liability: $104.2 million
- Net Position: $(209.6) million

* Represents the District's proportionate share of these liabilities as determined by Teacher Retirement System of Texas.

GENERAL FUND EXPENDITURES (IN MILLIONS) (P. 22)

whitleypenn



- Instruction and related services ($240.2)
- Facilities, maintenance and operations ($31.1)
- Instructional and school leadership ($25.4)
- Student support services ($25.1)
- Student transportation ($14.7)
- Extracurricular activities ($10.9)
- Security, monitoring and data processing services ($9.7)
- General administration ($8.9)
- Other ($4.9)

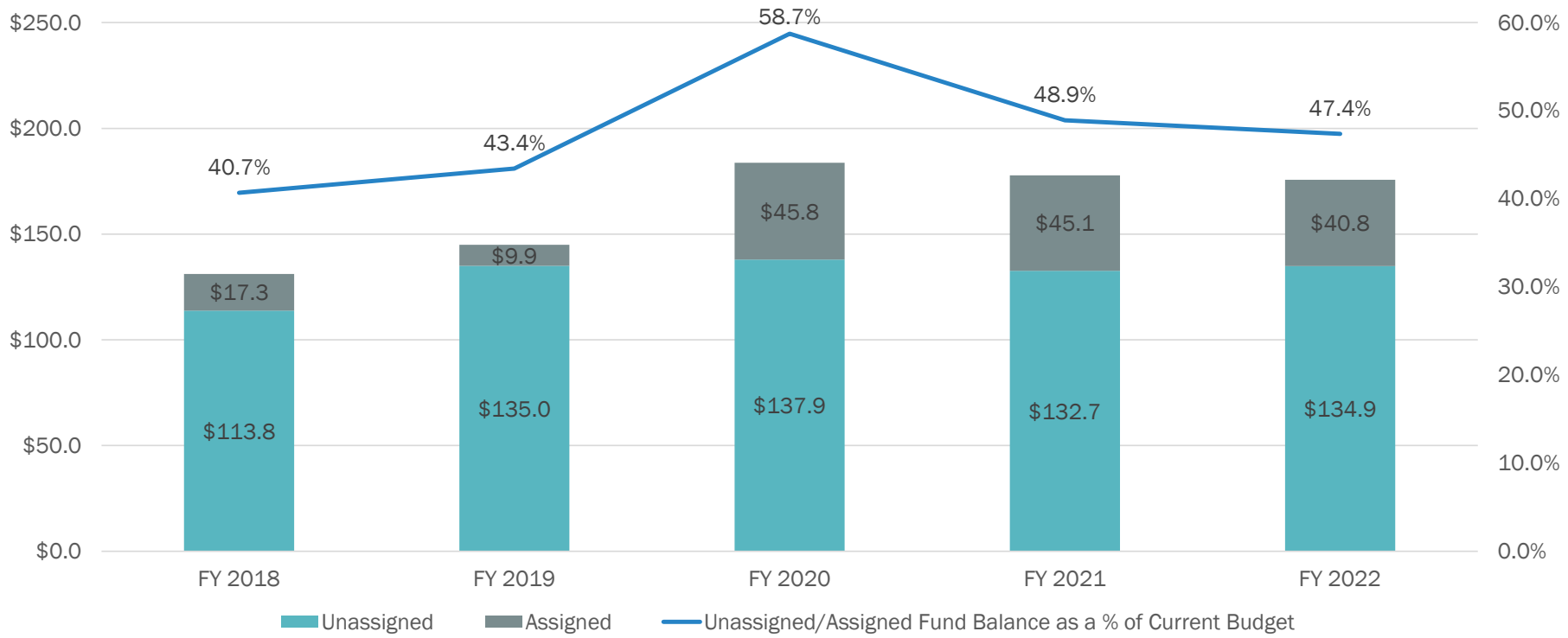
FY 2022 Total Expenditures: $370.8
FY 2021 Total Expenditures: $363.5

FY 2022 GENERAL FUND - BUDGET AND ACTUAL (P. 66)

whitleypenn

- Actual revenues of $369.6M exceeded final budgeted revenues by $2.0M
- Actual expenditures of $370.8M were less than final budgeted expenditures by $26.3M
- Expenditures and other uses exceeded revenues and other sources by $2.2M (fund balance decreased by this amount)
- Fund balance as of June 30, 2022 totaled $178.8M
  - Nonspendable fund balance totaled $1.1M
  - Committed fund balance totaled $2.0M
  - Assigned fund balance totaled $40.8M
  - Unassigned fund balance totaled $134.9M

FUND BALANCE - GENERAL FUND ($M)



CE(LOCAL): The District shall maintain assigned and unassigned fund balances equal to or exceeding three months (25%) of total annual operating expenditures in reserve.
Note: FY 2020 is a 10-month fiscal year

CHILD NUTRITION PROGRAM FUND AND DEBT SERVICE FUND - BUDGET AND ACTUAL (PP. 104-105)

whitleypenn

Child Nutrition Program Fund

- Actual revenues of $22.8M were greater than budgeted revenues by $5.9M
- Actual expenditures of $14.7M were less than final budgeted expenditures by $1.8M
- Fund balance increased by $8.1M
- Ending fund balance was $10.9M

Debt Service Fund

- Actual revenues of $152.7M were greater than budgeted revenues by $54,663
- Actual expenditures of $148.7M were less than budgeted expenditures by $0.5M
- Fund balance decreased by $4.0M
- Ending fund balance was $135.3M

REQUIRED COMMUNICATIONS

whitleypenn

Significant Accounting Policies

- The District's accounting policies and methods are appropriate and in accordance with industry standards.
- GASB No. 87, *Leases* was implemented in FY 2022.

Accounting Estimates

- The preparation of the financial statements requires that certain estimates and judgments be made by management. These judgments and estimates include:
  - State Aid
  - Allowances for uncollectable taxes receivable
  - Net pension and OPEB liabilities, deferred inflows and outflows of resources, and pension and OPEB expense
- We concluded that management has a reasonable basis for significant judgments and estimates that impact the financial statements.

REQUIRED COMMUNICATIONS

whitleypenn

Difficulties Encountered in Performing the Audit

- We encountered no difficulties in dealing with management in performing and completing our audit.

Corrected or Uncorrected Misstatements

- There were no material misstatements that were identified by us that required management's correction.

Disagreements with Management

- We had no disagreements with management over the application of accounting principles or management's judgments about accounting estimates.

REQUIRED COMMUNICATIONS

whitleypenn

Management Representations

- We have requested certain representations from management.

Consultation with Other Accountants

- We are not aware of any situations in which management consulted with other accountants on accounting or financial reporting matters.

Major Issues Discussed with Management Prior to Retention

- We discussed the application of accounting principles and auditing standards, however, our responses were not a condition to our retention.

QUESTIONS?

Leander ISD Board Meeting Agenda Item Information

Meeting Date: Thursday, November 10, 2022

Agenda Item:	Purchasing Cooperative Annual Report
Purpose (this meeting):	☒ Discussion Item/Report Only ☐ Action Requested
Action Requested (future meeting):	N/A
Administrator Responsible:	Pete Pape
Attachments:	N/A

Background Information:

The Texas Education Code, Section 44.0331 requires school districts that enter into a purchasing contract valued at $25,000 or more under an interlocal agreement, or under any other cooperative purchasing program authorized for school districts, shall document any contract-related fee, including any management fee, and the purpose of each fee under the contract. The amount, purpose, and disposition of any fee must be presented in a written report and submitted annually in an open meeting of the Board of Trustees of the school district. The written report must appear as an agenda item.

The following cooperative purchasing programs utilized by Leander ISD for the 2021-2022 fiscal year had an associated fee. Cooperatives to which Leander ISD has an active interlocal that is not shown below did not require any payment of fees per the requirements of the law.

ORGANIZATION	Type of Purchase(s)	FEE	REASON
Central Texas Purchasing Alliance (CTPA)	Commodity/Service Purchases	$150.00	Annual Membership Fee
Texas Association of School Boards (BuyBoard)	Commodity/Service Purchases	$400.00	Vehicle Purchase Fee
Texas Comptroller of Public Accounts (TPASS)	Commodity/Service Purchases	$100.00	Annual Membership Fee

Administrative Recommendation:

N/A

Sample Motion:

N/A