

Celina Independent School District

District Improvement Plan

2022-2023

Mission Statement

The mission of Celina ISD, the destination district, is to provide a safe, caring, and collaborative learning environment for all students.

Motto

Paving the way for the future

Vision

Shaping the future by providing an educational model of innovation & excellence

Value Statement

Inspiring students and empowering minds

Excellence in all we do

Our traditions while embracing the future

Faith, family, & relationships

Respect, loyalty, & integrity

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
District Processes & Programs	8
Perceptions	11
Priority Problem Statements	13
Comprehensive Needs Assessment Data Documentation	15
Priorities	17
Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.	18
Priority 2: CISD will continuously provide and support effective teaching in every classroom.	23
Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.	26
State Compensatory	29
Budget for District Improvement Plan	30
District Funding Summary	30
Addendums	32

Comprehensive Needs Assessment

Revised/Approved: October 3, 2022

Demographics

Demographics Summary

According to the summer 2022 Texas Student Data Submission PEIMS file, Celina ISD had a total enrollment of 3,644 students. Celina Primary School which includes early childhood pre-kindergarten and kindergarten students had a total enrollment of 358. Both elementary campuses (O'Dell Elementary and Lykins Elementary) had a combined enrollment of 1406 students. Grades 6 through 8 which began classes at the newly opened Moore Middle School campus had a combined enrollment of 829 while Celina High School had a total of 1051 students enrolled. Celina ISD is increasing in diversity as many student groups increase in enrollment. Student groups include the following: Hispanic-Latino students (24.3%), Two or More Races (5.9%), Black/African American (4.9%), Asian (3.6%), American Indian/Native Alaskan (0.6%) and Native Hawaiian/Pacific Islander (0.1%), White (60.7%). Student subpopulations included 311 (8.5%) Emergent Bilingual students, 480 (13.2%) students receiving services through the Special Education program, 584 (16%) students identified as economically disadvantaged, and 510 (14.0%) students qualified for services through the Section 504 program.

CISD's teaching staff has increased when comparing fall 2021 to fall 2022 data to accommodate the growth in the number of students enrolled as well as meeting the needs of an increasing number of students with specific academic and social emotional needs. According to data reported in the Texas Academic Performance Report published fall of 2021, CISD had a student enrollment of 2956. By the end of the 2021-22 school year, overall student enrollment had increased by 23% while the number of students receiving special education services increased by 49% (from 323 to 480 students), Section 504 services increased by 33% (from 383 to 510 students), and Emergent Bilingual services increased by 48% (from 210 to 311 students). The number of teachers increased from 198 in the fall of 2020 to 227 in fall of 2021. Comparisons between fall 2020 and fall 2021 showed that campus administration increased from 12 to 17 while the number of educational aides who work directly with students increased from 46 to 64.

Demographics Strengths

The 2021 TAPR stated that the number of students per teacher was 14.9 to 1 indicating that CISD has managed to maintain a low teacher to student ratio despite rapid growth. Teachers with 11 to 20 years of teaching experience made up the largest portion of teaching staff with 38% (73 teachers) falling within this range. Only 4% (8 teachers) began their first year teaching in August of 2020 at CISD schools. As a whole, over 50% of CISD teachers have 11 years or more experience in the classroom. Nearly a quarter of CISD teachers, 24%, hold a master's degree in education or a related field. The turnover rate for CISD staff is below the state average at 10% compared to 14% on average across Texas school districts.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.

Root Cause: Rapid increase in diverse languages with increased enrollment.

Problem Statement 2 (Prioritized): For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores. **Root Cause:** Teaching staff does not reflect student diversity.

Problem Statement 3 (Prioritized): There is a need to focus on Multi-Tiered Systems of Support to ensure we are meeting the wide variety of needs within our student population.

Root Cause: Instruction provided for implementation and evaluation of growth in meeting the wide variety of learner needs.

Problem Statement 4: The academic achievement status target was missed in mathematics for the subgroups of economically disadvantaged and emergent bilingual/English learners.

Root Cause: Increase in number of languages in the district has grown to over 45 languages.

Problem Statement 5: The growth status target in mathematics was missed by 1% point for the Hispanic subgroup. **Root Cause:** Continue learning gaps from the pandemic.

Student Learning

Student Learning Summary

Elementary Student Learning

Celina ISD is committed to facilitating the improvement of student mastery of important skills and knowledge across all grade levels as we move beyond the disruptions caused to educational practices by the COVID 19 pandemic and as the district experiences rapid growth. At the district level, CISD earned an overall performance rating of 93 with a 92 for student achievement domain, 89 for school progress domain, and 96 for closing the gaps domain. CISD met achievement targets in 22 of the 24 areas measured in the closing the gaps domain that assesses progress among student groups. Looking back to the most recent accountability data from before the start of the pandemic to the 2018-2019 school year, the district's rating is up from a "B" (89) rating to the current "A" (93) rating. The closing the gaps domain saw an even more significant increase from the 2018-19 school year level of 83 to the current level of 96, a gain of 13 points.

Evidence of the efforts undertaken by our teachers to help students overcome learning loss experienced due to the pandemic can be seen in increases in academic achievement in many areas when comparing student STAAR scores from 2021 to 2022 in grades 3 through 8 for mathematics and reading. District accountability data shows the percentage of students scoring in the "Masters" range increased in all grades in both mathematics and reading assessment, with some percentages nearly doubling from 2021 to 2022. Additionally, the percentage of students who scored below the "Approaches" level in mathematics decreased in all but two grades (grades 3 and 8), while the only grade that did not see a decrease in the number of students who scored below the "Approaches" level in reading/ELA was 3rd grade. The number of testers increased across all grade levels in both subjects, a fact that highlights the importance of continued development and improvement of supports provided to students who are new to the district. Looking forward to the 2022-23 school year, we hope to maintain the gains in academic achievement for students in grades 3 through 8 while continuing to focus on all grade levels, especially those that did not see the desired improvement in student achievement including specific student groups within grade levels.

Celina ISD		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
		2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Math	Masters	23%	26%	23%	36%	25%	32%	17%	20%	14%	24%	14%	15%
	Meets	43%	56%	46%	56%	48%	62%	43%	52%	49%	56%	57%	46%
	Approaches	85%	84%	73%	85%	82%	91%	80%	88%	86%	89%	93%	89%
	Did not meet	15%	16%	27%	15%	18%	9%	20%	12%	14%	11%	7%	11%
Reading/ ELA	Masters	37%	49%	22%	42%	47%	52%	21%	39%	43%	57%	32%	53%
	Meets	60%	70%	47%	71%	69%	74%	44%	68%	72%	76%	63%	78%
	Approaches	93%	89%	77%	89%	86%	91%	77%	89%	94%	95%	93%	95%

Celina ISD		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Grade 8	
	Did not meet	7%	11%	23%	11%	14%	9%	23%	11%	6%	5%	7%	5%
Science	Masters					17%	25%					35%	26%
	Meets					37%	51%					70%	57%
	Masters					76%	81%					90%	86%
	Did not meet					24%	19%					10%	14%
Social Studies	Masters											20%	31%
	Meets											43%	51%
	Masters											79%	83%
	Did not meet											21%	17%
Spanish Reading		N = 5	N = 13										
	Masters	20%	8%										
	Meets	20%	15%										
	Masters	60%	69%										
	Did not meet	40%	31%										

Secondary Student Learning

At the high school level, the results of the STAAR End of Course (EOC) assessments showed that student achievement improved in Algebra at the district level and English 2. Overall, student achievement remained relatively steady when comparing 2021 and 2022 results and the high school campus earned an “A” rating compared to the pre-pandemic rating of a “B” in 2018-19. In other measures of student learning at the secondary level, 68% of graduating (141 students) seniors met College and Career Readiness criteria by completion of one or more of the following: dual credit enrollment through successful completion of 3 hours of mathematics or ELA or 9 hours in any other subject (110 students), earning a score of 3 or above on an AP examination (47 students), earned an industry based certificate in CTE course (43 students). Students enrolled in AP courses at a higher rate in 2021-22 than in 2020-21, with enrollments increasing to 250 from 184 respectively. The number of students earning a score of 3 or higher on an AP exam also increased from 81 in May 2021 to 139 in May 2022, an increase of 58%.

Celina ISD	Algebra Cisd		Algebra HS		Algebra MMS		English 1		English 2		Biology		US History	
	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
Masters	36%	39%	10%	8%	67%	88%	23%	23%	18%	22%	22%	19%	57%	53%
Meets	54%	56%	27%	29%	87%	98%	73%	76%	81%	79%	65%	71%	87%	84%
Approaches	88%	86%	79%	78%	99%	100%	86%	84%	89%	90%	94%	93%	97%	95%
Did not meet	12%	14%	21%	22%	1%	0%	14%	16%	11%	10%	6%	7%	3%	5%

Student Learning Strengths

Student Achievement Strengths:

- Celina ISD scored above both state and regional data in all but two categories.
- Celina ISD has maintained an "A" rating. We have also met requirements for Special Education determination status.
- Cisd has met requirements for the 2021 ASVAB Career Exploration assessment.
- While the discrepancy mentioned above between our African American student population and our white student population is present, the intervention we have been providing for our at-risk student populations has been effective. This is evident in that our low socio-economic and Hispanic student populations are not indicated in the student progress measure of the data and Equity Audit.
- Cisd met required improvement on the 2022 Results Driven Accountability report in the area of TELPAS Reading Proficiency Level Rate.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Some student populations struggle to perform and/or grow at the same pace as our overall student population. Targets for special populations were missed in the area of mathematics. **Root Cause:** Interventions were focused on at-risk student populations in general.

Problem Statement 2 (Prioritized): Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics. **Root Cause:** District growth and a reluctant workforce.

Problem Statement 3: On the 2022 Results Driven Accountability Report, Cisd needs to improve Emergent Bilingual and special education passing rates on the EOC English I and English II state test. **Root Cause:** Increase in English Learner population and need for ESL and special education resource/inclusion training at the secondary campuses.

District Processes & Programs

District Processes & Programs Summary

STAFF QUALITY, RECRUITMENT, & RETENTION

Celina ISD partners with Region 10 in using the Teacher Job Network as a means to create a pool of qualified educators. In addition, Celina ISD attends college job fairs throughout the year to meet and recruit top-quality candidates in the region. Principals are able to access this pool to fill positions as needed on each campus. Our Human Resources (HR) office supports campus administration with student counts and faculty-need projections for each upcoming school year. HR also provides the procedures and processes for interviewing and recommending candidates for hire.

Annually, CISD's HR and business offices, with input from the district's demographer, provide projections on student population and educator needs for the upcoming school year. Also annually, the district strives to provide pay increases as a means to remain competitive with surrounding districts and encourage educator retention.

In order to improve educator self-efficacy and to build capacity within each educator, CISD provides quality professional development opportunities through Solution Tree for PLC, the Buck Institute for PBLs, lesson studies with core content areas in partnership with Region 10, and the AVID summer institute for teachers.

DISTRICT CONTEXT & ORGANIZATION

All campus operations are centered around the active participation of all stakeholders on each campus. Some of these areas include the implementation of campus "Bobcat Councils", formally known as site-based committees. Their main function is to utilize a decentralized decision-making process, in order to improve the educational outcomes of all students, through a collaborative effort by principals, teachers, campus staff, parents, community, and business representatives.

Additionally, Professional Learning Communities (PLC) are designed to give all teachers a voice in the curriculum being used and taught throughout the school year.

Finally, a District-wide Bobcat council is designed to address decisions that impact all students and staff throughout all Celina ISD, and, obtain necessary feedback from the community in order to ensure all decisions are implemented and adjusted to maximize student achievement.

DISTRICT TEACHING AND LEARNING PROGRAM

Celina ISD provides all of their teachers with access to the TEKS Resource System for curriculum and instruction planning. This curriculum management system ensures that all teachers have access to state required standards and learning objectives and provides resources for instructional planning that ensures the development of a viable curriculum for all students. An important component of the TEKS RS is the parent portal that enables district parents to access the district adopted curriculum. Teachers on all campuses utilize an assessment management system (Eduphoria) that delivers common assessments developed across grades and course subjects to students. Teachers regularly engage in reflection of assessment data during their professional learning community meetings that occur at all grade levels. Students in grades 3 through 9 participate in Measures of Academic Progress (MAP) assessments at different points during the school year which facilitates the monitoring of academic growth. At the elementary level, assessments developed by the district's Curriculum and Instruction staff will be completed by students in grades 2 through 5 in reading, math, and science to allow consistent data collection across both elementary campuses.

Celina ISD was able to secure additional funding for student supports provided by the state and federal government to address learning loss due to the disruptions seen across the state and country resulting from the COVID-19 pandemic. The district applied for and was awarded a grant through the Resilient Schools Support Program (RSSP) and Texas COVID Learning Acceleration Supports (TCLAS) program. This grant provided federal and state funding to build student data reporting and analysis capacity district wide and supports the district initiative aimed at improving the framework for literacy instruction on elementary campuses. RSSP/TCLAS funds have allowed CISD to implement a targeted tutoring program for students in grades 3 through 5 and embed a college preparatory program for senior students in math and English classes that will allow students to earn Texas Success Initiative Assessment (TSIA) exemption for 2 years following graduation in May 2022.

At the elementary school level, Celina ISD has continued in the implementation process for the Texas Reading Academy that was implemented in June of 2019 by the 86th Texas

Legislature. According to this legislation, all kindergarten through third grade teachers, including special education teachers and principals are required to attend the academy which consists of 60 hours of training. The purpose of this 60 hour training is to further equip educators with the knowledge of the science of reading in order to increase student achievement in all aspects of literacy. This year, Celina ISD has 40 teachers participating in the Texas Reading Academy which includes second and third grade teachers, the remainder of our special education teachers, and any teachers new to Celina not previously trained. The current Celina ISD cohort of the Reading Academy began July of 2022 and will be completed by June of 2023.

SAFETY AND SECURITY

During the 2022 summer, Celina ISD completed a safety audit which included a full TEA Summer Targeted Audit focusing on exterior doors and entry points. Additionally, Celina ISD held a district Safety & Security meeting for the 22-23 school year. Other items completed this past summer prior to school starting included.

- Completion & Submission of the Emergency Operations Plan
- Campus Trainings, (Including Substitutes) on all Safety procedures of Celina ISD
- Scheduled all state mandatory safety drills for the 2022-2023 school year
- Established all campus Threat Assessment teams
- Continued training with our school marshals, (At least one school marshal per campus)
- All Celina ISD campuses and in use facilities had all exterior doors, as well as, all windows numbered from the outside to assist with safety and rescue operations
- All Celina ISD campuses have a School resource Officer assigned to them
- Updated procedures for campus visitors entering our buildings
- A “No Propping of Doors” section was added to our Emergency Operations Plan
- Activated Door Propped alarms on campuses to ensure extra safety for all staff and students
- All campuses are moving toward a (2) buzz in system at our main offices.
- Added Crime Stoppers as our anonymous system to help with safety and security
- Celina ISD uses the I LUV U guys program for all their drills used throughout the year. This program is nationally recognized.

District Processes & Programs Strengths

STAFF QUALITY, RECRUITMENT, & RETENTION

- PLCs are a priority for the district, which increases teacher efficacy, student intervention, and consequently, student learning.
- With the increased focus on instructional technology and support, we have provided teachers with the use of instructional technology, we are able to provide more dynamic and engaging lessons. Student access to technology is one-to-one at the secondary level, and we have increased the technology hardware-to-student ratio at the elementary levels. The district has changed the structure of the technology department with a chief technology officer who is a member of the leadership cabinet.
- Frequent data gathering by teachers on student progress compared with nationwide student achievement norms performed with NWEA MAP assessments.
- Professional learning community model utilized on all campuses to maximize teacher collaboration for planning and student progress monitoring.

- Offering dual credit courses (mention enrollment numbers) and increases in AP course offerings (added psychology & computer science courses).
- Increased offering of career and technology courses including engineering and Project Lead the Way courses at middle and high school.
- Region 10 Educator roadshows - Designed to provide additional learning opportunities with their peers (Pre K - 12)
- AVID - Initiative to prepare students in the academic middle for 4-year college eligibility. Especially those students underrepresented in post-secondary institutions.
- SPED Brigance Training - Training designed to address early development and asses students to determine areas of concentration.
- Elementary Reading Academy - Teacher literacy achievement academy
- Campus and District Bobcat Councils
- District Data Fellows to aid campus administration with data-driven decisions through the TCLAS Decision 1a and 1b Initiative
- Celina ISD Police Department / Partnership with Celina ISD to offer Student Resource Officers on selected campuses.
- Increased Security Measures throughout the district
- Bobcat Zone After School tutoring program through the TCLAS After School Initiative
- TCLAS funding initiatives including implementation of elementary high quality math and reading resources and training, dedicated data specialist, college prep course enrollment and completion, PLC training.
- ESSER funding initiatives including Reading By Design instructional resources and teacher staff, dedicated AVID director, instructional materials purchases for supporting learning loss.

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1 (Prioritized): Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics. **Root Cause:** District growth and a reluctant workforce.

Problem Statement 2 (Prioritized): Lack of integration of software programs to facilitate rapid application and onboarding processes, and to communicate with other HR and business operations programs **Root Cause:** Current programs are not automated and do not communicate effectively with other programs across the district.

Problem Statement 3: In comparison to other schools with similar demographics, the district lacks number of key staff positions for support in curriculum and instruction. **Root Cause:** The district has had to prioritize classroom positions over instructional support due to state budgeting guidelines while balancing the estimation of the student enrollment.

Problem Statement 4: Changing mindsets for the urgency of campus and district security. **Root Cause:** Balancing growing enrollment and small town feel and sense of security.

Perceptions

Perceptions Summary

Celina ISD Communication Department's primary focus is to ensure that parents, staff, community members, and students have ample opportunities to provide feedback, direction, and ask questions about the educational direction of the District. The District encourages a two way dialogue with its constituents through the monthly Bobcat Council meeting led by the superintendent. The Bobcat Council will assist in identifying priorities for each school year, determining district goals, and district academic calendar. The District is in the process of establishing a Communication Audit Group that will focus on the needs of our audience when it comes to communication. This audit will also serve as a platform to determine key themes by our stakeholders. Likewise, there is a variety of campus-based advisory groups that consist of staff, students, parents, and community representatives. These groups or committees collaborate with campus leadership on school organization, budget, professional development, and other projects that are needed or under consideration.

The District contracts with Region 10 to develop and distribute an electronic survey to all employees as a source to better understand and analyze the overall perception of district needs, strengths, and areas of growth. Survey topics include; (1) What makes Celina unique to you? (2) Describe your perspective of campus leadership. (3) Describe your perspective of district leadership. (4) How can campus and district leadership more positively impact staff and students? (5) What has been more difficult for you this year compared to your other years of teaching? (6) Is student discipline a shared responsibility between the teachers and administrators? (7) Would you recommend Celina ISD to others as a good place to work? This survey has enabled the district to use the data to make informed decisions and improve in areas identified by participants.

In an effort to provide consistent communication and transparency across the district, the central administrative team has developed 'Brown Bag Lunch' as a scheduled time on each campus with all staff to visit, clarify misconceptions, and answer any questions. The District Communications Officer also distributes school board meeting minutes to all staff within a timely manner of the meeting.

The District has partnered with PASS (Pupil Attitude to Self & School) in an attempt to provide the best education possible for all students. The student learning survey provides campus leadership and teachers an opportunity to identify areas of improvement when it comes to student learning by asking specific statement questions using a likert scale ranging from "Yes, always," "Somewhat," and "Never." Survey questions include but are not limited to the following: (1) Teachers explain things well (2) I can concentrate on my work in class (3) The work I have to do in class is easy (4) Working hard in school will help me in the future. In addition, the District surveyed all students in grades K-12 in an effort to gather data to better determine and prioritize the needs of our students when preparing for RSSP (Resilient Schools Support Program). Survey questions consist of the following: (1) I can get extra help at school if I am having trouble learning. (2) What subject/class do you enjoy most? Why? (3) I am supported academically at my school. (4) What is one thing school leaders could do to improve your experience as a student? (5) What hasn't come up on this survey that you think is important for us to know?

Educators and students of Celina ISD are given the responsibility of modeling "The Bobcat Way" behaviors, and "The Bobcat Way" of learning, while collectively we are given the responsibility of living "The Bobcat Way." As the community continues to grow at an increased rate, there is a need to establish exactly what "The Bobcat Way" model looks like. We are working to establish a forum that consists of a body of students in grades 5-12 that exemplify leadership and live "The Bobcat Way" in real time. Together, at a Bobcat Summit, we will create a model in which explicitly outlines what it means to be a bobcat and what we consider our non-negotiable expectations. In addition to the Bobcat Summit, the Student Services Department is working to develop a mentorship program that will have a positive impact on participants in grades PK-12.

The Guidance Counseling Department continues the use of Character Strong as their curriculum, which offers consistent lessons to proactively impact the campus culture and provides a shared language and understanding of character traits we would like to maximize.

Celina ISD is continuously working towards strengthening the culture and climate. The Central Administrative Team is working to ensure that the district culture remains one of high expectations and accountability, but also continues to foster the sense of family and community that is rich in the traditions and values that has long been an asset to the success of our district. This year our district theme is "The Power of One Day". The staff and students are encouraged to be forward thinking, to dream, be innovative, and to establish goals for growth and aspire toward that "one day" in the future. How can "one day" change the trajectory of our life, that this "one day"- today- can be the first day toward that dream, that innovation, that aspiration, and that hope.

Perceptions Strengths

- All schools utilize PBIS to maintain positive interaction between students.
- PBIS, Bobcat Heart in the elementary schools, and House System in the Junior High are used to create a positive environment and teach appropriate conduct.
- Monthly character traits are taught by campus counselors to promote leadership and positive culture in schools below high school.
- These positive characteristics are celebrated at each campus through quarterly recognitions and awards at the elementary campuses.
- The characteristics are celebrated through daily incentives, principal's 100, and end-of-the-year awards at the junior high.
- Student access to technology.
- Parents feel CISD provides a safe environment for all students.
- High focus on safety within learning environments for all students and staff members.
- Bobcat Council is a highly interactive group that gives members a deeper understanding of District functions and provides an opportunity for members to have a voice for students and our community.
- Data on the teacher survey states that most teachers feel supported and feel they share the responsibility with their administration in regard to student discipline.
- Improvement in the communication department by hiring a District Communications Officer.
- Implementation of the Bobcat Summit as an effort to determine “The Bobcat Way” expectations.
- The use of a district-wide theme positively impacts the culture and climate across the district due to the consistent and clear communication of the leadership's vision for the year.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): There is a need to focus on the social emotional wellness of learners and staff. **Root Cause:** Greater focus on academic learning instead of focusing on the whole child or adult.

Problem Statement 2 (Prioritized): There is a need to strengthen our recruiting, hiring, mentoring, and retention systems to keep individuals wanting to work in public education. **Root Cause:** Reduced number of individuals choosing to work in public education.

Problem Statement 3: Provide students with challenging instruction and lessons that reflect future jobs (meaningful technology use, collaboration skills, critical thinking, problem-solving, creativity). **Root Cause:** Concerns over state assessment, different behavior issues, and teacher and administrator time to implement new resources.

Problem Statement 4: Increase in severe behavior problems in the classroom. **Root Cause:** Rapid increase in district enrollment and social and emotional concerns from the pandemic.

Problem Statement 5: Teachers reported on survey a need for more on campus support from district administration. **Root Cause:** Budget funds to increase supports for teachers in the areas of teaching and learning and high behavior needs of students.

Priority Problem Statements

Problem Statement 1: For two of the past three years, there is more than a 10 point difference between our African American students and our white students' progress measure scores.

Root Cause 1: Teaching staff does not reflect student diversity.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Bilingual/ELL and special education students' scores on state assessments lag behind both the district average and in some cases, state averages.

Root Cause 2: Rapid increase in diverse languages with increased enrollment.

Problem Statement 2 Areas: Demographics

Problem Statement 3: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Targets for special populations were missed in the area of mathematics.

Root Cause 3: Interventions were focused on at-risk student populations in general.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: There is a need to focus on Multi-Tiered Systems of Support to ensure we are meeting the wide variety of needs within our student population.

Root Cause 4: Instruction provided for implementation and evaluation of growth in meeting the wide variety of learner needs.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics.

Root Cause 5: District growth and a reluctant workforce.

Problem Statement 5 Areas: Student Learning - District Processes & Programs

Problem Statement 6: Lack of integration of software programs to facilitate rapid application and onboarding processes, and to communicate with other HR and business operations programs

Root Cause 6: Current programs are not automated and do not communicate effectively with other programs across the district.

Problem Statement 6 Areas: District Processes & Programs

Problem Statement 7: There is a need to focus on the social emotional wellness of learners and staff.

Root Cause 7: Greater focus on academic learning instead of focusing on the whole child or adult.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: There is a need to strengthen our recruiting, hiring, mentoring, and retention systems to keep individuals wanting to work in public education.

Root Cause 8: Reduced number of individuals choosing to work in public education.

Problem Statement 8 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Equity data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data





- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Priorities

Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 1: Enhance all systems and processes to ensure student and staff safety and foster a civil, collaborative culture.

Strategy 1 Details	Reviews			
Strategy 1: Work proactively with District and City Police to ensure the physical safety and security of all students, staff, and district facilities. Strategy's Expected Result/Impact: Improved physical and psychological safety of all students, staff, and visitors. Staff Responsible for Monitoring: District and campus administration, District Police, School Resource Officers. Problem Statements: Perceptions 1 Funding Sources: - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Utilize MTSS/PBIS systems and processes to train and support all staff for managing positive student outcomes. Strategy's Expected Result/Impact: Improved student engagement and success. Safe, civil, and collaborative school climate. Staff Responsible for Monitoring: District and campus administration, school counselors, Special Education and 504 administration. Problem Statements: Demographics 3 - Student Learning 1 - Perceptions 1 Funding Sources: - State Compensatory Pic 24, - 255--Title II	Formative			Summative
	Sept	Nov	Mar	June





Strategy 3 Details		Reviews			
Strategy 3: Utilize Threat Assessment and Safe and Supportive School Teams on each campus to provide trauma-informed/resilience-focused care to include Policy FFH (LOCAL) regarding student welfare, freedom from discrimination, harassment, and retaliation, and the prevention of sex trafficking. Strategy's Expected Result/Impact: Improved physical and psychological safety of all students, staff, and visitors. Staff Responsible for Monitoring: District and campus administration, District Police, School Resource Officers, school counselors, Special Education and 504 administration. Problem Statements: Demographics 3 - Perceptions 1 Funding Sources: - Title IV, - 199 -- CISD		Formative			Summative
		Sept	Nov	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Strategic Objective 1 Problem Statements:

Demographics
Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support to ensure we are meeting the wide variety of needs within our student population. Root Cause: Instruction provided for implementation and evaluation of growth in meeting the wide variety of learner needs.
Student Learning
Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Targets for special populations were missed in the area of mathematics. Root Cause: Interventions were focused on at-risk student populations in general.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners and staff. Root Cause: Greater focus on academic learning instead of focusing on the whole child or adult.

Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 2: Expand collaboration opportunities for the community, all families, and all staff to be involved in the culture of our schools and to participate in the decision-making process for the future success of our district.

Strategy 1 Details	Reviews			
Strategy 1: Support campus parent and family engagement by promoting scheduled opportunities and utilizing parent volunteers in district and campus initiatives such as District and Campus Bobcat Councils, SHAC, Watch Dog Dads, Principal and Counselor coffee/teas, Meet the Teacher, Open House, new parent meetings, college and career nights, etc. We will ensure communication materials are translated to include non-English speaking parents in community engagement activities. Strategy's Expected Result/Impact: Increased community involvement. Staff Responsible for Monitoring: District and campus administration. Funding Sources: - 199 -- CISD, - Title IV	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand opportunities for all stakeholders to have a voice in the decisions for which they are directly impacted. Strategy's Expected Result/Impact: Clarity and support for student success and district improvement. Increased involvement. Streamlined systems and processes. Staff Responsible for Monitoring: District and campus administration.	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Meet the fast growing needs of our student population by anticipating and preparing for enrollment gains (including academic, extra-curricular, social-emotional, custodial, transportation, student nutrition, facilities). Strategy's Expected Result/Impact: Clarity and support for student success and district improvement. Increased involvement. Streamlined systems and processes. Staff Responsible for Monitoring: District and campus administration. Problem Statements: Student Learning 2 - District Processes & Programs 1 - Perceptions 2 Funding Sources: - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategic Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics.
Root Cause: District growth and a reluctant workforce.

District Processes & Programs





Problem Statement 1: Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics.
Root Cause: District growth and a reluctant workforce.

Perceptions

Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring, and retention systems to keep individuals wanting to work in public education. **Root Cause:** Reduced number of individuals choosing to work in public education.

Priority 1: CISD and all campuses will provide and support a safe, civil, and collaborative culture.

Strategic Objective 3: Support students and staff through mentoring, social-emotional supports, and the CISD guidance program.


Strategy 1 Details	Reviews			
Strategy 1: Utilize a proactive district-wide system of support for social and emotional learning to complement the District comprehensive school counseling program. Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Improved student success. Staff Responsible for Monitoring: Campus administration, school counselors, special programs staff, and School Resource Officers. Problem Statements: Perceptions 1 Funding Sources: - Title IV	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Enhance CISD's district-wide emergency response protocols to include grief support. Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Improved student success. Staff Responsible for Monitoring: District and campus administration, school counselors, special programs supports, School Resource Officers. Problem Statements: Demographics 3 - Perceptions 1 Funding Sources: - Title IV	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Utilize campus and district organizations to support positive peer relationships, including Partner P.E., Student Ambassadors, AVID, Special Olympics, student leadership, etc. Strategy's Expected Result/Impact: Enhanced physical and psychological safety for all students and staff. Increased student participation in leadership opportunities. Improved student success. Staff Responsible for Monitoring: District and campus administration, school counselors, special programs staff, School Resource Officers, AVID Campus Coordinators. Problem Statements: Student Learning 1 - Perceptions 1 Funding Sources: - 255--Title II, - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategic Objective 3 Problem Statements:

Demographics
Problem Statement 3: There is a need to focus on Multi-Tiered Systems of Support to ensure we are meeting the wide variety of needs within our student population. Root Cause: Instruction provided for implementation and evaluation of growth in meeting the wide variety of learner needs.
Student Learning
Problem Statement 1: Some student populations struggle to perform and/or grow at the same pace as our overall student population. Targets for special populations were missed in the area of mathematics. Root Cause: Interventions were focused on at-risk student populations in general.
Perceptions
Problem Statement 1: There is a need to focus on the social emotional wellness of learners and staff. Root Cause: Greater focus on academic learning instead of focusing on the whole child or adult.

Priority 2: CISD will continuously provide and support effective teaching in every classroom.

Strategic Objective 1: Recruit, develop, and retain high quality educators dedicated to continuous improvement.

Strategy 1 Details	Reviews			
Strategy 1: Train campus and district leaders to support effective instructional coaching and leadership. Strategy's Expected Result/Impact: Build and enhance instructional leadership capacity and improve instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Equity Plan Problem Statements: Perceptions 2 Funding Sources: - 255--Title II, - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with TCLAS Grant provider, Kitamba, to facilitate a district-wide common language for instruction and collaboration. Investigate readiness for Marzano's High Reliability Schools framework. Strategy's Expected Result/Impact: Develop a district-wide common language for instruction. Develop norms and procedures for effective PLCs. Foster and nurture a district-wide commitment to continuous improvement for instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Funding Sources: PLC and HRS training - 255--Title II - \$12,000, PLC training - 211-Title I - \$5,000, PLC Training - ESSER - TCLAS Decision 1a and 1b	Formative			Summative
	Sept	Nov	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for peer mentorship through classroom walkthroughs and teacher rounds. Strategy's Expected Result/Impact: Systematize a district-wide common language for instruction. Systematize a district-wide commitment to continuous improvement for instructional design, planning, and delivery. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors. Equity Plan Funding Sources: - 255--Title II, - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Expand opportunities to recognize staff for effective teaching and for supporting effective teaching in every classroom. Strategy's Expected Result/Impact: Incentivize and celebrate growth and continuous improvement. Staff Responsible for Monitoring: District/campus administration, instructional/digital coaches, department heads, team leads, mentors and all staff. Problem Statements: Student Learning 2 - District Processes & Programs 1 - Perceptions 2 Funding Sources: - 255--Title II	Formative			Summative
	Sept	Nov	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Utilize AVID WICOR framework and strategies to continuously expand campus-wide commitment to college and career readiness. Strategy's Expected Result/Impact: Systematize a district-wide commitment to continuous improvement for instructional design, planning, and delivery through the use of AVID WICOR strategies. Systematize a district-wide commitment to a next-level and college/career-ready culture. Staff Responsible for Monitoring: AVID District Director, AVID Campus Coordinators, AVID site teams, district/campus administration. Funding Sources: - 255--Title II	Formative			Summative
	Sept	Nov	Mar	June
Strategy 6 Details	Reviews			
Strategy 6: Work with Digital Learning Specialists and Instructional Coaches to clarify the role of coaching in effective PLCs. Strategy's Expected Result/Impact: Continuous improvement in teacher support and coaching. Improved instructional design, planning, and delivery. Staff Responsible for Monitoring: C&I administration, district/campus administration, instructional/digital coaches. Funding Sources: - 255--Title II, - 199 -- CISD	Formative			Summative
	Sept	Nov	Mar	June
Strategy 7 Details	Reviews			
Strategy 7: CISD will attend job fairs to target high-quality candidates to hire, as well as, maintain contact with all new hires throughout the onboarding process. Staff Responsible for Monitoring: Administrative Services, Strategic Relations Specialist, District Communications Office Problem Statements: Student Learning 2 - District Processes & Programs 1, 2 - Perceptions 2	Formative			Summative
	Sept	Nov	Mar	June
	0%			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Strategic Objective 1 Problem Statements:

Student Learning
Problem Statement 2: Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics. Root Cause: District growth and a reluctant workforce.
District Processes & Programs
Problem Statement 1: Celina ISD is experiencing a slight shortage of qualified applicants to fill open positions in high needs areas such as special education and mathematics. Root Cause: District growth and a reluctant workforce. Problem Statement 2: Lack of integration of software programs to facilitate rapid application and onboarding processes, and to communicate with other HR and business operations programs Root Cause: Current programs are not automated and do not communicate effectively with other programs across the district.
Perceptions
Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring, and retention systems to keep individuals wanting to work in public education. Root Cause: Reduced number of individuals choosing to work in public education.

Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 1: Foster and nurture a district-wide common language for instruction.





Strategy 1 Details	Reviews			
Strategy 1: Limit the number of new initiates, prioritizing those related to articulating and providing professional development for our district-wide model of instruction. Strategy's Expected Result/Impact: Clarity for teacher training and support. Increased student success. Staff Responsible for Monitoring: District and campus leadership, department heads, team leads, instructional/digital coaches. Problem Statements: Perceptions 2	Formative			Summative
	Sept	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Strategic Objective 1 Problem Statements:

Perceptions
Problem Statement 2: There is a need to strengthen our recruiting, hiring, mentoring, and retention systems to keep individuals wanting to work in public education. Root Cause: Reduced number of individuals choosing to work in public education.

Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 2: Foster and nurture a culture that supports and enhances college and career readiness for all students.

Strategy 1 Details	Reviews			
Strategy 1: Utilize CCMR and CTE data and programming to monitor student next-level preparation and readiness. Strategy's Expected Result/Impact: Enhanced next-level mindset in students and expanded exploration of college, career, and military opportunities. Staff Responsible for Monitoring: CTE Director, district/campus administration, school counselors, CTE teachers.	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Expand opportunities for all students to explore internships and apprenticeships. Strategy's Expected Result/Impact: Enhanced next-level mindset in students and expanded opportunities for career exploration. Staff Responsible for Monitoring: CTE Director, district/campus administration.	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Enhance and expand partnerships with colleges/universities, businesses, Chamber of Commerce, etc. Strategy's Expected Result/Impact: Support for expanded student opportunities. Enhanced next-level mindset in students and expanded opportunities for college and career exploration. Staff Responsible for Monitoring: CTE Director, District Strategic Relations Coordinator, district/campus administration, school counselors.	Formative			Summative
	Sept	Nov	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Priority 3: CISD and all campuses will provide and support a guaranteed and viable curriculum.

Strategic Objective 3: Ensure all students have opportunities to participate and be successful in advanced academic course offerings.

Strategy 1 Details	Reviews			
Strategy 1: Increase enrollment and percent enrolled in advanced courses while also increasing passing/success percentages. Strategy's Expected Result/Impact: Increased participation. Increased success/pass rate. Staff Responsible for Monitoring: District and campus administration, school counselors, advanced placement teachers.	Formative			Summative
	Sept	Nov	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement and advance AVID school-wide efforts to increase participation in advanced courses, to improve instruction, and to nurture a school-wide college and career-ready culture. Strategy's Expected Result/Impact: Implementation and increased enrollment in AVID elective classes. Improved instruction through WICOR strategies. Improved next-level mindset in students. Staff Responsible for Monitoring: AVID District Director, AVID Campus Coordinators, AVID site team members, district and campus administration.	Formative			Summative
	Sept	Nov	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Expand opportunities for students to compete at advanced levels in academic programming and competitions. Strategy's Expected Result/Impact: Increased participation. Increased success/pass rate. Staff Responsible for Monitoring: District and campus administration, school counselors, all staff.	Formative			Summative
	Sept	Nov	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

State Compensatory

Budget for District Improvement Plan

Total SCE Funds: \$360,000.00

Total FTEs Funded by SCE: 0

Brief Description of SCE Services and/or Programs

Campus salaries for intervention teachers and supplies and materials to support closing academic gaps and to support meeting grade level standards on state testing.

District Funding Summary

199 -- CISD					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	2	1			\$0.00
1	2	3			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	3			\$0.00
2	1	6			\$0.00
Sub-Total					\$0.00
255--Title II					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
1	3	3			\$0.00
2	1	1			\$0.00
2	1	2	PLC and HRS training		\$12,000.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
Sub-Total					\$12,000.00
211-Title I					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PLC training		\$5,000.00
Sub-Total					\$5,000.00
Title IV					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3			\$0.00

Title IV					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
Sub-Total					\$0.00
State Compensatory Pic 24					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$0.00
Sub-Total					\$0.00
ESSER					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	PLC Training	TCLAS Decision 1a and 1b	\$0.00
Sub-Total					\$0.00

Addendums

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Note: This policy addresses discrimination, harassment, and retaliation involving District students. For provisions regarding discrimination, harassment, and retaliation involving District employees, see DIA. For reporting requirements related to child abuse and neglect, see FFG. Note that FFH shall be used in conjunction with FFI (bullying) for certain prohibited conduct.

**Statement of
Nondiscrimination**

The District prohibits discrimination, including harassment, against any student on the basis of race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law. The District prohibits dating violence, as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Discrimination

Discrimination against a student is defined as conduct directed at a student on the basis of race, color, religion, sex, gender, national origin, disability, age, or on any other basis prohibited by law, that adversely affects the student.

**Prohibited
Harassment**

Prohibited harassment of a student is defined as physical, verbal, or nonverbal conduct based on the student's race, color, religion, sex, gender, national origin, disability, age, or any other basis prohibited by law that is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Prohibited harassment includes dating violence as defined by this policy.

Examples

Examples of prohibited harassment may include offensive or derogatory language directed at another person's religious beliefs or practices, accent, skin color, or need for accommodation; threatening, intimidating, or humiliating conduct; offensive jokes, name calling, slurs, or rumors; physical aggression or assault; display of graffiti or printed material promoting racial, ethnic, or other negative stereotypes; or other kinds of aggressive conduct such as theft or damage to property.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

Sexual Harassment

By an Employee

Sexual harassment of a student by a District employee includes both welcome and unwelcome sexual advances; requests for sexual favors; sexually motivated physical, verbal, or nonverbal conduct; or other conduct or communication of a sexual nature when:

1. A District employee causes the student to believe that the student must submit to the conduct in order to participate in a school program or activity, or that the employee will make an educational decision based on whether or not the student submits to the conduct; or
2. The conduct is so severe, persistent, or pervasive that it:
 - a. Affects the student's ability to participate in or benefit from an educational program or activity, or otherwise adversely affects the student's educational opportunities; or
 - b. Creates an intimidating, threatening, hostile, or abusive educational environment.

Romantic or inappropriate social relationships between students and District employees are prohibited. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. [See DH]

By Others

Sexual harassment of a student, including harassment committed by another student, includes unwelcome sexual advances; requests for sexual favors; or sexually motivated physical, verbal, or nonverbal conduct when the conduct is so severe, persistent, or pervasive that it:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of sexual harassment of a student may include sexual advances; touching intimate body parts or coercing physical contact that is sexual in nature; jokes or conversations of a sexual nature; and other sexually motivated conduct, communications, or contact.

Necessary or permissible physical contact such as assisting a child by taking the child's hand, comforting a child with a hug, or other physical contact not reasonably construed as sexual in nature is not sexual harassment.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

**Gender-Based
Harassment**

Gender-based harassment includes physical, verbal, or nonverbal conduct based on the student's gender, the student's expression of characteristics perceived as stereotypical for the student's gender, or the student's failure to conform to stereotypical notions of masculinity or femininity. For purposes of this policy, gender-based harassment is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of gender-based harassment directed against a student, regardless of the student's or the harasser's actual or perceived sexual orientation or gender identity, may include offensive jokes, name-calling, slurs, or rumors; physical aggression or assault; threatening or intimidating conduct; or other kinds of aggressive conduct such as theft or damage to property.

Dating Violence

Dating violence occurs when a person in a current or past dating relationship uses physical, sexual, verbal, or emotional abuse to harm, threaten, intimidate, or control the other person in the relationship. Dating violence also occurs when a person commits these acts against a person in a marriage or dating relationship with the individual who is or was once in a marriage or dating relationship with the person committing the offense.

For purposes of this policy, dating violence is considered prohibited harassment if the conduct is so severe, persistent, or pervasive that the conduct:

1. Affects a student's ability to participate in or benefit from an educational program or activity, or creates an intimidating, threatening, hostile, or offensive educational environment;
2. Has the purpose or effect of substantially or unreasonably interfering with the student's academic performance; or
3. Otherwise adversely affects the student's educational opportunities.

Examples

Examples of dating violence against a student may include physical or sexual assaults; name-calling; put-downs; or threats directed at the student, the student's family members, or members of the

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

student's household. Additional examples may include destroying property belonging to the student, threatening to commit suicide or homicide if the student ends the relationship, attempting to isolate the student from friends and family, stalking, threatening a student's spouse or current dating partner, or encouraging others to engage in these behaviors.

Retaliation

The District prohibits retaliation by a student or District employee against a student alleged to have experienced discrimination or harassment, including dating violence, or another student who, in good faith, makes a report of harassment or discrimination, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

False Claim

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding discrimination or harassment, including dating violence, shall be subject to appropriate disciplinary action.

Prohibited Conduct

In this policy, the term "prohibited conduct" includes discrimination, harassment, dating violence, and retaliation as defined by this policy, even if the behavior does not rise to the level of unlawful conduct.

**Reporting
Procedures**

Student Report

Any student who believes that he or she has experienced prohibited conduct or believes that another student has experienced prohibited conduct should immediately report the alleged acts to a teacher, school counselor, principal, other District employee, or the appropriate District official listed in this policy.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced prohibited conduct shall immediately notify the appropriate District official listed in this policy and take any other steps required by this policy.

*Definition of
District Officials*

For the purposes of this policy, District officials are the Title IX coordinator, the ADA/Section 504 coordinator, and the Superintendent.

*Title IX
Coordinator*

Reports of discrimination based on sex, including sexual harassment or gender-based harassment, may be directed to the designated Title IX coordinator for students. [See FFH(EXHIBIT)]

*ADA /
Section 504
Coordinator*

Reports of discrimination based on disability may be directed to the designated ADA/Section 504 coordinator for students. [See FFH(EXHIBIT)]

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

<i>Superintendent</i>	The Superintendent shall serve as coordinator for purposes of District compliance with all other nondiscrimination laws.
Alternative Reporting Procedures	<p>A student shall not be required to report prohibited conduct to the person alleged to have committed the conduct. Reports concerning prohibited conduct, including reports against the Title IX coordinator or ADA/Section 504 coordinator, may be directed to the Superintendent.</p> <p>A report against the Superintendent may be made directly to the Board. If a report is made directly to the Board, the Board shall appoint an appropriate person to conduct an investigation.</p>
Timely Reporting	Reports of prohibited conduct shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Notice to Parents	<p>The District official or designee shall promptly notify the parents of any student alleged to have experienced prohibited conduct by a District employee or another adult.</p> <p>[For parental notification requirements regarding an allegation of educator misconduct with a student, see FFF.]</p>
Investigation of the Report	The District may request, but shall not require, a written report. If a report is made orally, the District official shall reduce the report to written form.
Initial Assessment	<p>Upon receipt or notice of a report, the District official shall determine whether the allegations, if proven, would constitute prohibited conduct as defined by this policy. If so, the District shall immediately undertake an investigation, except as provided below at Criminal Investigation.</p> <p>If the District official determines that the allegations, if proven, would not constitute prohibited conduct as defined by this policy, the District official shall refer the complaint for consideration under FFI.</p>
Interim Action	If appropriate and regardless of whether a criminal or regulatory investigation regarding the alleged conduct is pending, the District shall promptly take interim action calculated to address prohibited conduct or bullying prior to the completion of the District's investigation.
District Investigation	The investigation may be conducted by the District official or a designee, such as the principal, or by a third party designated by the District, such as an attorney. When appropriate, the principal shall be involved in or informed of the investigation.

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

The investigation may consist of personal interviews with the person making the report, the person against whom the report is filed, and others with knowledge of the circumstances surrounding the allegations. The investigation may also include analysis of other information or documents related to the allegations.

**Criminal
Investigation**

If a law enforcement or regulatory agency notifies the District that a criminal or regulatory investigation has been initiated, the District shall confer with the agency to determine if the District investigation would impede the criminal or regulatory investigation. The District shall proceed with its investigation only to the extent that it does not impede the ongoing criminal or regulatory investigation. After the law enforcement or regulatory agency has finished gathering its evidence, the District shall promptly resume its investigation.

**Concluding the
Investigation**

Absent extenuating circumstances, such as a request by a law enforcement or regulatory agency for the District to delay its investigation, the investigation should be completed within ten District business days from the date of the report; however, the investigator shall take additional time if necessary to complete a thorough investigation.

The investigator shall prepare a written report of the investigation. The report shall include a determination of whether prohibited conduct or bullying occurred. The report shall be filed with the District official overseeing the investigation.

*Notification of
Outcome*

Notification of the outcome of the investigation shall be provided to both parties in compliance with FERPA.

District Action

Prohibited Conduct

If the results of an investigation indicate that prohibited conduct occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.

Corrective Action

Examples of corrective action may include a training program for those involved in the complaint, a comprehensive education program for the school community, counseling to the victim and the student who engaged in prohibited conduct, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where prohibited conduct has occurred, and reaffirming the District's policy against discrimination and harassment.

Bullying

If the results of an investigation indicate that bullying occurred, as defined by FFI, the District official shall refer to FFI for appropriate

STUDENT WELFARE
FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

FFH
(LOCAL)

notice to parents and District action. The District official shall refer to FDB for transfer provisions.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take disciplinary action in accordance with the Student Code of Conduct or other corrective action reasonably calculated to address the conduct.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation and comply with applicable law.

Appeal

A student or parent who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. A student or parent shall be informed of his or her right to file a complaint with the United States Department of Education Office for Civil Rights.

Records Retention

The District shall retain copies of allegations, investigation reports, and related records regarding any prohibited conduct in accordance with the District's records retention schedules, but for no less than the minimum amount of time required by law. [See CPC]

Access to Policy and Procedures

Information regarding this policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and readily available at each campus and the District's administrative offices.

Celina Independent School District Board Outcome Goals
Early Literacy, Early Math, and College, Career, and Military
December 2022

Early Childhood Literacy Board Outcome Goals													
The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 60% to 73% by June 2024.													
Yearly Target Goals													
(2019 Baseline)	2021			2022			2023			2024			
(60%)	62%(58%)			69% (70%)			71%			73%			
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	-	(48%)	(64%)	-	-	-	-	(29%)	(48%)	-	(67%)	(56%)	(71%)
2021	(56%)	50%(43%)	66%(64%)	-	-	-	(67%)	46%(32%)	48%(46%)	(58%)	40%(35%)	58%(61%)	73%(52%)
2022	58%(46%)	52%(59%)	68%(72%)	-	-	-	70%(77%)	48%(39%)	50%(46%)	60%(89%)	37%(35%)	63%(65%)	54%(70%)
2023	48%	61%	74%				79%	42%	48%	89%	39%	67%	72%
2024	50%	63%	76%				81%	45%	50%	89%	42%	70%	74%
*Parentheses indicates actual score				*Goals do not have parentheses									

Early Childhood Targeted Professional Development Plan

Intervention teachers and campus and district administrators will complete the science of teaching Reading Academies by the end of the 20-21 school year. All K through 3rd grade teachers will complete the Science of Reading Academies by the end of the 2022-23 school year, including departmentalized math teachers. Continued Professional Development for language arts teachers will include STAAR 2.0 test redesign, small group literacy instruction, and the implementation of the new language arts resources.. Teachers will continue to work with the elementary instructional department on common assessments, scope and sequence review, and high quality instructional materials review. Requests for the addition of instructional coaches at all three elementaries will be included in the budgeting process for 23-24. Continue training in analyzing MAP and other assessments for student growth in all subgroups.

Celina ISD Literacy Goals & Actual Outcomes by Campus-Lykins

Early Childhood Literacy Board Outcome Goals Lykins Elementary

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 59% to 75% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
(59%)	50%(50%)	55%(70%)	60%(72%)	65%(75%)

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019	-	(57%)	(59%)	-	-	-	-	(29%)	(48%)	-	(67%)	(56%)	(71%)
2021	-	25%(28%)	35%(55%)	-	-	-	-	10%(10%)	50%(39%)	(43%)	29%(29%)	(52%)	(41%)
2022	(50%)	30%(74%)	45%(77%)	-	-	-	-	10%(50%)	41%(44%)	45%(86%)	30%(23%)	54%(69%)	42%(70%)
2023	52%	76%	79%					52%	46%	86%	30%	71%	72%
2024	54%	78%	81%					54%	48%	86%	32%	74%	74%

*Parentheses indicates actual score

*Goals do not have parentheses

(-) student population at campus >10

+Celina Elementary 2018-2019 School Year

Celina ISD Literacy Goals & Actual Outcomes by Campus-O'Dell

[illegible]

Celina ISD Math Goals & Actual Outcomes

Early Childhood Math Board Outcome Goal													
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 41% to 65% by June 2024.													
Yearly Target Goals													
2019 Baseline		2021			2022			2023			2024		
57%		45%(44%)			50% (57%)			57%			65%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2019 (Baseline)	-	34%(32%)	67%(65%)	-	-	-	-	32%(30%)	(41%)	-	(22%)	(58%)	(54%)
2021	(33%)	36%(30%)	69%(50%)	-	(17%)	-	(56%)	34%(41%)	45%(25%)	(33%)	26%(19%)	(47%)	(38%)
2022	(42%)	38%(50%)	71%(59%)	-	-	-	(62%)	36%(39%)	47%(38%)	(67%)	28%(38%)	(56%)	(56%)
2023	45%	52%	62%				64%	41%	40%	69%	40%	58%	58%
2024	47%	55%	65%				66%	43%	42%	71%	42%	60%	60%
*Parentheses indicates actual score			*Goals do not have parentheses										
(-) student population at one campus >10													

Early Childhood Targeted Professional Development Plan

Professional Development for math teachers will include STAAR 2.0 test redesign, small group math instruction, number talks, instructional resource support, and math conferences (CAMT). Teachers will continue to work with the elementary instructional department on common assessments, scope and sequence review, and high quality instructional materials implementation. Requests for the addition of instructional coaches at all elementary campuses will be included in the budgeting process. New math materials were adopted and implemented.

Celina ISD Math Goals & Actual Outcomes by Campus - Lykins

Early Childhood Math Plan Lykins Elementary Goal

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 64% to 65% by June 2024.

Yearly Target Goals

2019 Baseline	2021	2022	2023	2024
64%	50%(36%)	55%(57%)	60%	65%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont. Enrolled	Non-Cont. Enrolled
2029 (Baseline)	-	(39%)	(75%)	-	-	-	-	(36%)	(41%)	-	(27%)	(65%)	(63%)
2021	-	20%(16%)	48%(43%)	-	-	-	-	30%(30%)	20%(14%)	(14%)	18%(13%)	(40%)	(23%)
2022	(60%)	22%(48%)	50%(62%)	-	-	-	(60%)	32%(42%)	22%(56%)	16%(86%)	20%(23%)	(59%)	(55%)
2023	62%	50%	64%				62%	44%	58%	86%	25%	60%	57%
2024	64%	52%	66%				64%	46%	60%	86%	27%	62%	59%

*Parentheses indicates actual score

*Goals do not have parentheses

+Celina Elementary 2018-2019 School Year

Celina ISD Math Goals & Actual Outcomes by Campus - O'Dell

Early Childhood Math Plan O'Dell Elementary Goal													
The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 49% to 65% by June 2024.													
Yearly Target Goals													
2019 Baseline		2021			2022			2023			2024		
(49%)		50%(31%)			55%(55%)			60%			65%		
Closing the Gaps Student Groups Yearly Targets													
	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont Enrolled	Non-Cont Enrolled
2019	-	(19%)	(55)%	-	-	-	-	(26%)	(40%)	-	-	(50%)	(46%)
2021	(40%)	48%(47%)	60%(62%)	-	(17%)	-	(50%)	50%(50%)	38%(39%)	(60%)	22%(29%)	52%(58%)	48%(47%)
2022	(38%)	50%(55%)	65%(57%)	-	-	-	52%(63%)	52%(38%)	42%(21%)	-	31%(54%)	54%(54%)	50%(57%)
2023	40%	57%	59%		23%		65%	54%	44%	64%	56%	56%	52%
2024	42%%	59%	61%		25%		67%	56%	46%	66%	58%	58%	54%
*parentheses indicates actual score				*Goals do not have parentheses									

College, Career, Military Readiness Board Goals

CCMR Board Goals

The percentage of graduates that meet the criteria for CCMR will increase from 71% to 85% by August 2024.

Yearly Target Goals

2020 grads-COVID (2021 Acct)	2021 grads-(2022 Acct)	2022 grads (2023 Acct)	2023 grads (2024 Acct)	2024 grads (2025 Acct)
(71%)	(68%)	75%	80%	85%

Closing the Gaps Student Groups Yearly Targets

	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Eco. Disadv.	Special Ed (Former)	EL	Cont Enrolled	Non-Cont Enrolled
2020 ('21 Grads)	(57%)	(59%)	(76%)	-	-	-	(50%)	(92%)	(47%)	-	-	-	-
2021 ('22 Grads)	62%	64%	71%	-	-	-	55%	92%	52%	-	-	-	-
2022	67%	69%	76%	-	-	-	60%	92%	57%	-	-	-	-
2023	72%	74%	81%	-	-	-	65%	92%	62%	-	-	-	-
2024	77%	79%	86%	-	-	-	70%	92%	67%	-	-	-	-

*Parentheses indicates actual score

*Goals do not have parentheses

CCMR Targeted Plan

*Keep current strategies and practices in place (Dual Credit Offerings, College Prep, AP criteria score). Continue to Offer College Prep Classes in addition to Texas College Bridge online courses. Continue to increase the number of certifications for students taking CTE courses. Continue staff training to ensure processes are in place. Increase the number of students that meet eligibility for special education to earn certifications through class scheduling and appropriate course offerings. Through the TCLAS funding, stipends are provided for teachers who are assisting students in receiving college ready status in Texas College Bridge. Teachers have received training and are integrating into English IV and Financial Math courses.



**College
Ready**



**Career
Ready**



**Military
Ready**



CCMR in Accountability

Meets Texas Success Initiative (TSI) Criteria
or
Earns dual course credits
or
Meets criteria on AP/IB exams
or
Earns an associate degree
or
Qualifies for OnRamps course credits

Earns an Industry-based certification (IBC)
or
Graduates with completed IEP
and workforce readiness
or
Graduates with an advanced degree plan
and received special education services
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

CCMR in Outcomes Bonuses

Meets TSI Criteria
(college prep courses not applicable)

AND

Enrolls at a postsecondary educational institution
immediately following high school
or
Earns an associate degree

Meets TSI Criteria
(college prep courses not applicable)

AND

Earns an IBC
or
Earns a level I or level II certificate

Enlists in the U.S. Armed Forces
(Not Applicable—Temporarily Suspended)

Account Number								Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
199	11	6118	00	001	3	24	0 00	HS ECO SATURDAY SCHOOL	-8,000.00	0.00	937.50	-7,062.50
199	11	6118	00	001	3	24	0 01	HS SUMMER SCHOOL	-5,000.00	0.00	2,756.25	-2,243.75
199	11	6118	00	001	3	24	0 02	C-TOWN TUTORING	0.00	0.00	0.00	0.00
199	11	6118	00	101	3	24	0 01	SUMMER SCHOOL	-10,000.00	0.00	860.00	-9,140.00
199	11	6118	01	041	3	24	0 00	SAT SCHOOL/DETN	-2,000.00	0.00	212.50	-1,787.50
199	11	6118	01	041	3	24	0 01	JR HIGH SUMMER SCHOOL	-5,000.00	0.00	0.00	-5,000.00
199	11	6118	01	101	3	24	0 00	ES SUMMER SCHOOL	0.00	0.00	0.00	0.00
199	11	6119	00	001	3	24	0 00	PROFESSIONAL SALARIES	-115,705.00	0.00	37,202.07	-78,502.93
199	11	6119	00	001	3	24	0 01	HOMEBOUND TEACHER	-2,500.00	0.00	0.00	-2,500.00
199	11	6119	00	041	3	24	0 00	PROFESSIONAL SALARIES	-382,012.00	0.00	93,705.52	-288,306.48
199	11	6119	00	041	3	24	0 01	HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199	11	6119	00	101	3	24	0 00	PROFESSIONAL SALARIES	-28,585.00	0.00	57,589.44	29,004.44
199	11	6119	00	101	3	24	0 01	ELEM HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199	11	6119	00	103	3	24	0 00	INTERVENTION TEACHER	0.00	0.00	24,751.50	24,751.50
199	11	6119	00	103	3	24	0 01	HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199	11	6119	00	104	3	24	0 00	PROFESSIONAL SALARIES	-89,795.00	0.00	34,063.71	-55,731.29
199	11	6119	00	104	3	24	0 01	HOMEBOUND TEACHER	-1,000.00	0.00	0.00	-1,000.00
199	11	6129	00	001	3	24	0 00	SUPPORT SALARIES	-30,440.00	0.00	9,286.04	-21,153.96
199	11	6129	00	041	3	24	0 00	SUPPORT SALARIES	-63,696.00	0.00	20,051.16	-43,644.84
199	11	6129	00	101	3	24	0 00	SUPPORT SALARIES	-25,881.00	0.00	5,171.85	-20,709.15
199	11	6129	00	103	3	24	0 00	PARA PROFESSIONAL	-23,876.00	0.00	4,634.21	-19,241.79
199	11	6129	00	104	3	24	0 00	SUPPORT SALARIES	-56,916.00	0.00	14,673.72	-42,242.28
199	11	6141	00	001	3	24	0 00	SOCIAL SECURITY	-2,027.00	0.00	656.56	-1,370.44
199	11	6141	00	001	3	24	0 01	SOCIAL SECURITY	0.00	0.00	38.79	38.79
199	11	6141	00	001	3	24	0 02	MEDICARE	0.00	0.00	0.00	0.00
199	11	6141	00	041	3	24	0 00	SOCIAL SECURITY	-6,023.00	0.00	1,573.95	-4,449.05
199	11	6141	00	101	3	24	0 00	SOCIAL SECURITY	-753.00	0.00	843.01	90.01
199	11	6141	00	101	3	24	0 01	SOCIAL SECURITY	0.00	0.00	12.29	12.29
199	11	6141	00	101	3	24	0 02	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199	11	6141	00	103	3	24	0 00	SOCIAL SECURITY	-324.00	0.00	376.46	52.46
199	11	6141	00	104	3	24	0 00	SOCIAL SECURITY	-2,062.00	0.00	670.57	-1,391.43
199	11	6141	00	104	3	24	0 01	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199	11	6141	01	041	3	24	0 00	SOCIAL SECURITY	0.00	0.00	2.84	2.84
199	11	6141	01	041	3	24	0 01	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199	11	6141	01	101	3	24	0 00	SOCIAL SECURITY	0.00	0.00	0.00	0.00
199	11	6142	00	001	3	24	0 00	GROUP HEALTH & LIFE INS	-12,258.00	0.00	3,355.77	-8,902.23
199	11	6142	00	041	3	24	0 00	GROUP HEALTH & LIFE INS	-27,394.00	0.00	5,271.03	-22,122.97
199	11	6142	00	101	3	24	0 00	GROUP HEALTH & LIFE INS	-6,937.00	0.00	3,854.16	-3,082.84
199	11	6142	00	103	3	24	0 00	GROUP HEALTH & LIFE INS	-5,004.00	0.00	1,791.96	-3,212.04
199	11	6142	00	104	3	24	0 00	GROUP HEALTH & LIFE INS	-8,195.00	0.00	3,582.49	-4,612.51
199	11	6143	00	001	3	24	0 00	WORKMENS COMPENSATION	-589.00	0.00	147.40	-441.60
199	11	6143	00	001	3	24	0 01	WORKMENS COMPENSATION	0.00	0.00	13.79	13.79
199	11	6143	00	001	3	24	0 02	WK COMP	0.00	0.00	0.00	0.00
199	11	6143	00	041	3	24	0 00	WORKMENS COMPENSATION	-1,922.00	0.00	340.37	-1,581.63
199	11	6143	00	101	3	24	0 00	WORKMENS COMPENSATION	-147.00	0.00	200.22	53.22
199	11	6143	00	101	3	24	0 01	WORKMENS COMPENSATION	0.00	0.00	2.75	2.75
199	11	6143	00	101	3	24	0 02	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199	11	6143	00	103	3	24	0 00	WORKMENS COMPENSATION	-4.00	0.00	87.24	83.24
199	11	6143	00	104	3	24	0 00	WORKMENS COMPENSATION	-458.00	0.00	117.67	-340.33
199	11	6143	00	104	3	24	0 01	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199	11	6143	01	041	3	24	0 00	WORKMENS COMPENSATION	0.00	0.00	1.06	1.06

Account Number									Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
199	11	6143	01	041	3	24	0	01	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199	11	6143	01	101	3	24	0	00	WORKMENS COMPENSATION	0.00	0.00	0.00	0.00
199	11	6144	00	001	3	24	0	00	TRS ON-BEHALF BENEFIT	-10,647.00	0.00	4,830.61	-5,816.39
199	11	6144	00	001	3	24	0	01	TRS ON-BEHALF BENEFIT	0.00	0.00	228.48	228.48
199	11	6144	00	001	3	24	0	02	TRS ON-BEHALF	0.00	0.00	0.00	0.00
199	11	6144	00	041	3	24	0	00	TRS ON-BEHALF BENEFIT	-29,787.00	0.00	8,119.81	-21,667.19
199	11	6144	00	101	3	24	0	00	TRS ON-BEHALF BENEFIT	-4,514.00	0.00	4,559.00	45.00
199	11	6144	00	101	3	24	0	01	TRS ON-BEHALF BENEFIT	0.00	0.00	67.37	67.37
199	11	6144	00	101	3	24	0	02	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199	11	6144	00	103	3	24	0	00	TRS ON-BEHALF BENEFIT	-2,209.00	0.00	2,823.65	614.65
199	11	6144	00	104	3	24	0	00	TRS ON-BEHALF	-12,458.00	0.00	4,780.54	-7,677.46
199	11	6144	00	104	3	24	0	01	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199	11	6144	01	041	3	24	0	00	TRS ON-BEHALF BENEFIT	0.00	0.00	19.65	19.65
199	11	6144	01	041	3	24	0	01	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199	11	6144	01	101	3	24	0	00	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
199	11	6146	00	001	3	24	0	00	TEACHER RETIREMENT	-5,685.00	0.00	2,037.82	-3,647.18
199	11	6146	00	001	3	24	0	01	TEACHER RETIREMENT	0.00	0.00	75.82	75.82
199	11	6146	00	001	3	24	0	02	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199	11	6146	00	041	3	24	0	00	TEACHER RETIREMENT	-20,232.00	0.00	3,637.10	-16,594.90
199	11	6146	00	101	3	24	0	00	TEACHER RETIREMENT	-1,795.00	0.00	2,005.25	210.25
199	11	6146	00	101	3	24	0	01	TEACHER RETIREMENT	0.00	0.00	19.19	19.19
199	11	6146	00	101	3	24	0	02	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199	11	6146	00	103	3	24	0	00	TEACHER RETIREMENT	-609.00	0.00	1,072.64	463.64
199	11	6146	00	104	3	24	0	00	TEACHER RETIREMENT	-4,604.00	0.00	1,671.04	-2,932.96
199	11	6146	00	104	3	24	0	01	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199	11	6146	01	041	3	24	0	00	TEACHER RETIREMENT	0.00	0.00	9.10	9.10
199	11	6146	01	041	3	24	0	01	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199	11	6146	01	101	3	24	0	00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
199	11	6149	00	001	3	24	0	00	OTHER EMPLOYEE BENEFITS	-225.00	0.00	52.27	-172.73
199	11	6149	00	041	3	24	0	00	OTHER EMPLOYEE BENEFITS	-591.00	0.00	126.80	-464.20
199	11	6149	00	101	3	24	0	00	OTHER EMPLOYEE BENEFITS	-106.00	0.00	57.46	-48.54
199	11	6149	00	103	3	24	0	00	OTHER EMPLOYEE BENEFITS	-77.00	0.00	47.31	-29.69
199	11	6149	00	104	3	24	0	00	OTHER EMPLOYEE BENEFITS	-302.00	0.00	66.96	-235.04
199	11	6219	00	001	3	24	0	00	CREDIT RECOVERY - ODYSSEY	0.00	0.00	0.00	0.00
199	11	6219	00	001	3	24	0	01	C-TOWN TUTORING	0.00	0.00	0.00	0.00
199	11	6219	00	001	3	24	0	02	C-TOWN TUTORING	0.00	0.00	0.00	0.00
199	11	6219	00	041	3	24	0	00	AVID	0.00	0.00	0.00	0.00
199	11	6399	00	041	3	24	0	00	JH TEST PREP	-1,500.00	0.00	0.00	-1,500.00
199	11	6399	00	103	3	24	0	00	COMPUTER ED SUPPLIES	-300.00	0.00	297.93	-2.07
199	11	6399	00	103	3	24	0	01	INTERVENTION SUPPLIES	-300.00	0.00	87.71	-212.29
199	11	6399	00	999	3	24	0	00	DAEP SUPPLIES	-2,000.00	0.00	695.93	-1,304.07
199	11	6399	01	104	3	24	0	00	DYSLEXIA SUPPLIES	0.00	0.00	0.00	0.00
199	11	6399	02	041	3	24	0	00	7TH GRADE STAAR WKBOOKS	0.00	0.00	0.00	0.00
199	11	6399	02	103	3	24	0	00	PRE-K GENERAL SUPPLIES RIDER 7	-1,050.00	0.00	111.48	-938.52
199	11	6399	06	041	3	24	0	00	6TH ARI	0.00	0.00	0.00	0.00
199	11	6399	14	101	3	24	0	00	DYSLEXIA ELEM SUPPLIES	0.00	0.00	0.00	0.00
199	11	6399	22	041	3	24	0	00	JH LEARNING CTR SUPPLIES	-500.00	0.00	24.99	-475.01
199	11	6499	00	041	3	24	0	00	IMAGINE LEARNING SEATS	-3,000.00	0.00	0.00	-3,000.00
199	11	6499	01	104	3	24	0	00	MATH IXL INTERVENTION	-1,000.00	0.00	0.00	-1,000.00
199	11	6499	02	104	3	24	0	00	READ LIVE INTERVENTION	-1,000.00	0.00	249.75	-750.25
199	13	6399	00	001	3	24	0	00	STAAR PREP MATERIALS	-2,500.00	0.00	2,199.00	-301.00
199	13	6399	00	041	3	24	0	00	STAAR PREP MATERIALS	-2,500.00	0.00	2,199.00	-301.00
199	13	6399	00	101	3	24	0	00	STAAR PREP MATERIALS	-2,500.00	0.00	0.00	-2,500.00
199	13	6399	00	103	3	24	0	00	PRIMARY SCH INTREVENTION MAT	-800.00	0.00	374.70	-425.30
199	13	6399	00	104	3	24	0	00	ODELL STAAR PREP MATERIALS	-2,600.00	0.00	0.00	-2,600.00

Account Number								Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
199	23	6119	00	999	3	24	0 00	DAEP OFFICE/AIDE STAFF	0.00	0.00	0.00	0.00
199	93	6492	00	999	3	24	0 00	ANNA DAEP	0.00	0.00	0.00	0.00
199	95	6492	00	999	3	24	0 01	JJAEP	-16,000.00	0.00	0.00	-16,000.00
281	11	6118	00	041	3	24	0 01	4545 TUTORS	0.00	0.00	375.00	375.00
281	11	6141	00	041	3	24	0 01	SOCIAL SECURITY	0.00	0.00	5.13	5.13
281	11	6143	00	041	3	24	0 01	WORKMENS COMPENSATION	0.00	0.00	1.88	1.88
281	11	6146	00	041	3	24	0 01	TEACHER RETIREMENT	0.00	0.00	50.70	50.70
281	11	6399	00	999	3	24	0 00	BOARDWORKS CURR.	0.00	0.00	0.00	0.00
282	11	6118	00	001	3	24	0 LL	SUMMER SCHOOL	0.00	0.00	11,085.00	11,085.00
282	11	6118	00	041	3	24	0 LL	SUMMER SCHOOL	0.00	0.00	0.00	0.00
282	11	6118	00	101	3	24	0 LL	SUMMER SCHOOL	0.00	0.00	20,752.50	20,752.50
282	11	6118	00	103	3	24	0 LL	SUMMER SCHOOL	0.00	0.00	3,202.50	3,202.50
282	11	6118	RT	001	3	24	0 00	RETENTION STIPEND	0.00	0.00	507.36	507.36
282	11	6118	RT	041	3	24	0 00	RETENTION STIPEND	0.00	0.00	1,522.08	1,522.08
282	11	6118	RT	101	3	24	0 00	RETENTION STIPEND	0.00	0.00	2,029.44	2,029.44
282	11	6118	RT	103	3	24	0 00	RETENTION STIPEND	0.00	0.00	1,014.72	1,014.72
282	11	6118	RT	104	3	24	0 00	RETENTION STIPEND	0.00	0.00	1,522.08	1,522.08
282	11	6119	00	001	3	24	0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282	11	6119	00	041	3	24	0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282	11	6119	00	041	3	24	0 LL	PROFESSIONAL SALARIES	0.00	0.00	9,691.50	9,691.50
282	11	6119	00	101	3	24	0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282	11	6119	00	104	3	24	0 00	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
282	11	6121	00	101	3	24	0 LL	SUMMER SCHOOL	0.00	0.00	2,050.00	2,050.00
282	11	6121	00	103	3	24	0 LL	SUMMER SCHOOL	0.00	0.00	8,560.00	8,560.00
282	11	6141	00	001	3	24	0 00	MEDICARE	0.00	0.00	0.00	0.00
282	11	6141	00	001	3	24	0 LL	MEDICARE	-856.00	0.00	154.27	-701.73
282	11	6141	00	041	3	24	0 00	MEDICARE	0.00	0.00	0.00	0.00
282	11	6141	00	041	3	24	0 LL	MEDICARE	-1,618.00	0.00	180.58	-1,437.42
282	11	6141	00	101	3	24	0 00	MEDICARE	0.00	0.00	0.00	0.00
282	11	6141	00	101	3	24	0 LL	MEDICARE	0.00	0.00	314.68	314.68
282	11	6141	00	103	3	24	0 LL	SOCIAL SECURITY	0.00	0.00	168.19	168.19
282	11	6141	00	104	3	24	0 00	MEDICARE	0.00	0.00	0.00	0.00
282	11	6141	00	104	3	24	0 LL	MEDICARE	-1,744.00	0.00	0.00	-1,744.00
282	11	6141	RT	001	3	24	0 00	SOCIAL SECURITY	0.00	0.00	7.36	7.36
282	11	6141	RT	041	3	24	0 00	SOCIAL SECURITY	0.00	0.00	22.08	22.08
282	11	6141	RT	101	3	24	0 00	SOCIAL SECURITY	0.00	0.00	29.44	29.44
282	11	6141	RT	103	3	24	0 00	SOCIAL SECURITY	0.00	0.00	14.72	14.72
282	11	6141	RT	104	3	24	0 00	SOCIAL SECURITY	0.00	0.00	22.08	22.08
282	11	6142	00	001	3	24	0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282	11	6142	00	001	3	24	0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282	11	6142	00	041	3	24	0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282	11	6142	00	041	3	24	0 LL	GROUP HEALTH & LIFE INS	-8,129.00	0.00	728.85	-7,400.15
282	11	6142	00	101	3	24	0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282	11	6142	00	101	3	24	0 LL	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282	11	6142	00	104	3	24	0 00	GROUP HEALTH & LIFE INS	0.00	0.00	0.00	0.00
282	11	6142	00	104	3	24	0 LL	GROUP HEALTH & LIFE INS	-10,008.00	0.00	0.00	-10,008.00
282	11	6143	00	001	3	24	0 00	WORKERS COMP	0.00	0.00	0.00	0.00
282	11	6143	00	001	3	24	0 LL	WORKERS COMP	-303.00	0.00	55.51	-247.49
282	11	6143	00	041	3	24	0 00	WORKERS COMP	0.00	0.00	0.00	0.00
282	11	6143	00	041	3	24	0 LL	WORKERS COMP	-594.00	0.00	70.60	-523.40
282	11	6143	00	101	3	24	0 00	WORKERS COMP	0.00	0.00	0.00	0.00

Account Number									Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
282	11	6143	00	101	3	24	0	LL	WORKERS COMP	0.00	0.00	104.21	104.21
282	11	6143	00	103	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	17.31	17.31
282	11	6143	00	104	3	24	0	00	WORKERS COMP	0.00	0.00	0.00	0.00
282	11	6143	00	104	3	24	0	LL	WORKERS COMP	-646.00	0.00	0.00	-646.00
282	11	6143	RT	001	3	24	0	00	WORKMENS COMPENSATION	0.00	0.00	2.54	2.54
282	11	6143	RT	041	3	24	0	00	WORKMENS COMPENSATION	0.00	0.00	7.62	7.62
282	11	6143	RT	101	3	24	0	00	WORKMENS COMPENSATION	0.00	0.00	10.16	10.16
282	11	6143	RT	103	3	24	0	00	WORKMENS COMPENSATION	0.00	0.00	2.62	2.62
282	11	6143	RT	104	3	24	0	00	WORKMENS COMPENSATION	0.00	0.00	7.62	7.62
282	11	6144	00	001	3	24	0	00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282	11	6144	00	001	3	24	0	LL	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
282	11	6144	00	041	3	24	0	00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282	11	6144	00	041	3	24	0	LL	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
282	11	6144	00	101	3	24	0	00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282	11	6144	00	104	3	24	0	00	TRS ON BEHALF	0.00	0.00	0.00	0.00
282	11	6144	00	104	3	24	0	LL	TRS ON-BEHALF BENEFIT	0.00	0.00	0.00	0.00
282	11	6146	00	001	3	24	0	00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282	11	6146	00	001	3	24	0	LL	TEACHER RETIREMENT	-7,144.00	0.00	643.31	-6,500.69
282	11	6146	00	041	3	24	0	00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282	11	6146	00	041	3	24	0	LL	TEACHER RETIREMENT	-15,165.00	0.00	1,290.47	-13,874.53
282	11	6146	00	101	3	24	0	00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282	11	6146	00	101	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	2,578.21	2,578.21
282	11	6146	00	103	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	1,336.68	1,336.68
282	11	6146	00	104	3	24	0	00	TEACHER RETIREMENT	0.00	0.00	0.00	0.00
282	11	6146	00	104	3	24	0	LL	TEACHER RETIREMENT	-15,220.00	0.00	-620.49	-15,840.49
282	11	6149	00	001	3	24	0	00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282	11	6149	00	001	3	24	0	LL	OTHER EMPLOYEE BENEFITS	-77.00	0.00	0.00	-77.00
282	11	6149	00	041	3	24	0	00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282	11	6149	00	041	3	24	0	LL	OTHER EMPLOYEE BENEFITS	-130.00	0.00	11.39	-118.61
282	11	6149	00	101	3	24	0	00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282	11	6149	00	101	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282	11	6149	00	104	3	24	0	00	OTHER EMPLOYEE BENEFITS	0.00	0.00	0.00	0.00
282	11	6149	00	104	3	24	0	LL	OTHER EMPLOYEE BENEFITS	-155.00	0.00	0.00	-155.00
282	11	6299	00	999	3	24	0	LL	AVID TUTORS	0.00	0.00	2,800.00	2,800.00
282	11	6399	00	041	3	24	0	LL	EGLO	0.00	0.00	0.00	0.00
282	11	6399	00	101	3	24	0	LL	NWEA MAP INTEGRATION	0.00	0.00	0.00	0.00
282	11	6399	00	104	3	24	0	LL	MWEA MAP INTEGRATION	0.00	0.00	0.00	0.00
282	11	6399	00	999	3	24	0	00	ESSER III LEARNING LOSS	0.00	0.00	0.00	0.00
282	11	6399	00	999	3	24	0	LL	ESSER III LEARNING LOSS	0.00	0.00	0.00	0.00
282	11	6499	00	001	3	24	0	LL	AVID	0.00	0.00	8,699.00	8,699.00
282	11	6499	00	041	3	24	0	LL	AVID	0.00	0.00	8,699.00	8,699.00
283	11	6119	00	101	2	24	0	LL	salaries	-80,000.00	0.00	0.00	-80,000.00
283	11	6119	00	001	3	24	0	LL	INTERVENTION TEACHER	-80,000.00	0.00	26,223.19	-53,776.81
283	11	6119	00	041	3	24	0	LL	INTERVENTION TEACHER	-80,000.00	0.00	25,357.04	-54,642.96
283	11	6119	00	101	3	24	0	LL	salaries	0.00	0.00	34,126.15	34,126.15
283	11	6119	00	103	3	24	0	LL	INTERVENTION TEACHER	0.00	0.00	0.00	0.00
283	11	6119	00	104	3	24	0	LL	INTERVENTION TEACHER	-80,000.00	0.00	16,378.56	-63,621.44
283	11	6119	01	041	3	24	0	LL	INTERVENTION TEACHER	0.00	0.00	6,154.01	6,154.01
283	11	6119	01	101	3	24	0	LL	INTERVENTION TEACHER	0.00	0.00	6,207.48	6,207.48
283	11	6119	01	104	3	24	0	LL	INTERVENTION TEACHER	0.00	0.00	5,886.63	5,886.63
283	11	6141	00	001	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	370.61	370.61
283	11	6141	00	041	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	348.83	348.83
283	11	6141	00	101	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	431.58	431.58
283	11	6141	00	104	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	392.74	392.74
283	11	6141	01	041	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	86.61	86.61

Account Number									Description	Est Revenue/ Appropriation	Encumbrance	Rlzd Revenue/ Expenditure	Balance
283	11	6141	01	101	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	69.46	69.46
283	11	6141	01	104	3	24	0	LL	SOCIAL SECURITY	0.00	0.00	77.04	77.04
283	11	6142	00	041	3	24	0	LL	GROUP HEALTH & LIFE INS	0.00	0.00	1,316.76	1,316.76
283	11	6142	00	101	3	24	0	LL	GROUP HEALTH & LIFE INS	0.00	0.00	1,918.20	1,918.20
283	11	6142	00	104	3	24	0	LL	GROUP HEALTH & LIFE INS	0.00	0.00	1,501.20	1,501.20
283	11	6142	01	101	3	24	0	LL	GROUP HEALTH & LIFE INS	0.00	0.00	500.40	500.40
283	11	6142	01	104	3	24	0	LL	GROUP HEALTH & LIFE INS	0.00	0.00	468.88	468.88
283	11	6143	00	001	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	90.93	90.93
283	11	6143	00	041	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	87.93	87.93
283	11	6143	00	101	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	99.72	99.72
283	11	6143	00	104	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	94.02	94.02
283	11	6143	01	041	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	28.81	28.81
283	11	6143	01	101	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	29.06	29.06
283	11	6143	01	104	3	24	0	LL	WORKMENS COMPENSATION	0.00	0.00	27.56	27.56
283	11	6146	00	001	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	2,998.07	2,998.07
283	11	6146	00	041	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	3,085.27	3,085.27
283	11	6146	00	101	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	3,789.74	3,789.74
283	11	6146	00	104	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	1,645.09	1,645.09
283	11	6146	01	041	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	702.89	702.89
283	11	6146	01	101	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	690.91	690.91
283	11	6146	01	104	3	24	0	LL	TEACHER RETIREMENT	0.00	0.00	666.43	666.43
283	11	6149	00	001	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	24.51	24.51
283	11	6149	00	041	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	20.19	20.19
283	11	6149	00	101	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	29.67	29.67
283	11	6149	00	104	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	-10.93	-10.93
283	11	6149	01	041	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	7.27	7.27
283	11	6149	01	101	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	7.74	7.74
283	11	6149	01	104	3	24	0	LL	OTHER EMPLOYEE BENEFITS	0.00	0.00	7.25	7.25
283	11	6299	00	041	3	24	0	00	AVID TUTORS	0.00	0.00	252.00	252.00
283	11	6399	00	001	3	24	0	LL	EDUPHORIA	-5,000.00	0.00	0.00	-5,000.00
283	11	6399	00	041	3	24	0	LL	EDUPHORIA/EDUCATION GALAXY	-10,000.00	0.00	0.00	-10,000.00
283	11	6399	00	101	3	24	0	LL	EDUPHORIA/EDUC GALAXY BRIDGES	-9,000.00	0.00	3,531.00	-5,469.00
283	11	6399	00	103	3	24	0	LL	EDUCATION GALAXY	-5,000.00	0.00	0.00	-5,000.00
283	11	6399	00	104	3	24	0	LL	EDUPHORIA/EDUC GALAXY/BRIDGES	-1,000.00	0.00	3,831.00	2,831.00
Totals:										-1,470,683.00		610,663.61	-860,019.39