

Agenda of Regular Meeting

The Board of Trustees Canutillo ISD

A Regular meeting of the Board of Trustees of Canutillo ISD will be held May 23, 2023, beginning at 4:00 PM in the Canutillo ISD Administration Office, 7965 Artcraft, El Paso, TX 79932.

The subjects to be discussed or considered or upon which any formal action may be taken are as listed below. Items do not have to be taken in the order shown on this meeting notice.

1. **GENERAL FUNCTIONS-OTHER**
 - A. Call to Order
 - B. Pledge of Allegiance
 - C. Texas Pledge of Allegiance
 - D. Roll Call
 - E. CISD Vision and Mission Statements 4
2. **BOARD HONORS**
 - A. Recognition of the Northwest Early College eSports Team for Earning the UIL State Championship in the Texas eSports League State Meet
Presenter: G. Reveles
 - B. Recognition of the Alderete Middle School Art Students who Earned First Place in the Green Hope Project's Trash to Treasure Environmental Art Contest
Presenter: G. Reveles
 - C. Recognition of Canutillo High School Student Leslie Reyes and Northwest Early College High School Student Aitiana Mondragon for Their Service to the District as Student Advisors to the CISD Board of Trustees
Presenter: G. Reveles
 - D. Recognition of Northwest Early College High School for Earning the Designation of 2023 America's Best School from the National Center for Urban School Transformation
Presenter: G. Reveles
3. **OPEN FORUM-OTHER**

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to **THREE MINUTES** to make comments to the Board. The Board is **NOT** permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.
4. **BOARD OF TRUSTEE BUSINESS**

A.	Discussion and Possible Action Regarding a Resolution Supporting Public Education	5
	Presenter: R. Simental	
B.	Hold Team Building and Evaluating and Improving Student Outcomes (EISO) Training as Required by Statute Provided by MoakCasey, LLC, to Include Introduction to the Balanced Scorecard	
	Presenter: J. Duron - MoakCasey	
5.	SPECIAL PRESENTATION-OTHER	
A.	Fiscal Year 2024 Budget Update Presentation	8
	Presenter: C Pulley	
B.	Discussion and Possible Action Regarding the 2023-2024 Compensation Maintenance Review	17
	Presenter: M. Carrasco - CISD HR / Luz Cadena - TASB	
C.	Discussion and Possible Action Regarding Plan to Address Criteria for Hiring Personnel and Assignment of Personnel of Hard-to-Fill Positions	34
	Presenter: M. Carrasco	
6.	CONSENT AGENDA-VOTING	
A.	<i>BUSINESS SERVICES</i>	
1.	Approval of the Meeting Minutes	
a.	Approval of the April 25, 2023 Regular Board Meeting Minutes	36
b.	Approval of the May 3, 2023 Special Board Meeting Minutes	41
2.	Approval of Monthly Financials	43
	Presenter: C Pulley	
3.	Approval of Donations Report for April 2023	77
	Presenter: C. Pulley	
4.	Approval of Budget Amendments	80
	Presenter: C Pulley	
5.	Approval to Award RFP 2023-10 Bank Depository to Wells Fargo Bank, N.C.	84
	Presenter: C. Pulley	
6.	Approval of the Quarterly Investment Report for the Quarter Ended March 31, 2023	87
	Presenter: C Pulley	
B.	<i>CURRICULUM AND INSTRUCTION</i>	
1.	Approval of Annual Career and Technical Education Program Evaluation	97
	Presenter: T. Andrews	
2.	Approval of Innovative Course Titles from College Board	115
	Presenter: J. Arellano	
3.	Approval of Program Evaluation Report 2023	116
	Presenter: J. Arellano	
4.	Approval of Interlocal Agreement between the Texas Behavioral Science and Policy Institute University of Texas at Austin and Canutillo ISD for FUSE	201
	Presenter: Jesica Arellano	
C.	<i>HUMAN RESOURCES</i>	

1. Approval of Revision to 2022-2023 Canutillo ISD Temporary Employment, Non-Contractual Stipend and Supplemental Pay Schedule 202
Presenter: M. Carrasco
 2. Approval of TASB Localized Policy Update 120 **2nd Reading** 204
Presenter: M. Carrasco
7. **ADJOURNMENT**

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

CANUTILLO A Premier District



Vision

Canutillo ISD is the premier district.
We lead today to positively impact tomorrow.

Mission

Canutillo ISD supports and embraces diversity in a multi-cultural society. Our school community thrives in a safe, engaging, inclusive learning environment. We provide equitable opportunities to ensure our future-ready students are inspired to explore, learn, grow and excel.

#BeCanutillo
Tomorrow's⁴ Best Today

**BOARD OF TRUSTEES
CANUTILLO INDEPENDENT SCHOOL DISTRICT**

RESOLUTION

SUPPORTING PUBLIC EDUCATION

STATE OF TEXAS §
 §
COUNTY OF EL PASO §

WHEREAS, Article 7, Section 1 of the Texas Constitution requires that the Texas Legislature “establish and make suitable provision for the support and maintenance of an efficient system of public free schools;”

WHEREAS, the overwhelming majority of children in Texas attend public schools;

WHEREAS, public school districts are accountable to taxpayers and parents;

WHEREAS, public school districts are the only educational institutions required to accept all children regardless of need or ability to pay;

WHEREAS, public school leaders have worked for decades to increase meaningful parent and community engagement to improve outcomes for students;

WHEREAS, students and staff require more mental health support than ever before following the pandemic and the attacks on public education;

WHEREAS, coordinated private-interest groups from Texas and around the country are investing heavily in sophisticated campaigns designed to weaken support for public education in an effort to discredit educators and promote the passage of voucher legislation;

WHEREAS, teacher shortages are hindering the ability of school districts to provide the most robust educational experiences possible for all children;

WHEREAS, the Legislature has exponentially increased state mandates on public schools to the point of stifling their ability to efficiently and effectively provide educational experiences tailored to local and state needs.

WHEREAS, required ballot language regarding school bond proposals has led to confusion among voters; and

WHEREAS, school funding based on average daily attendance is not the most accurate method of calculating student funding.

NOW, THEREFORE, BE IT RESOLVED that the Canutillo ISD Board of Trustees calls on the Texas Legislature to:

- Provide additional state funding to help elevate the profession of teaching by providing more substantial financial aid and other programs to incentivize students to enter the field, increasing educator and staff compensation, improving staff health and retirement benefits, and decreasing the burdensome mandates that increase an educator's workload.
- Improve access to evidence-based mental health services and mental health professionals either within a district or a collaborative network. At the same time, the Legislature should reduce the burden on educators and districts to identify and solve student mental health issues.
- Prevent any transfer of public funds using vouchers, education savings accounts, or corporate tax credits to private schools or individuals, including the expansion of virtual instruction by corporations.
- Expand opportunities for locally determined accountability frameworks; to continue to reduce mandatory state assessments by eliminating those not required by federal law; to remove the high stakes inherent in the A-F rating system and assessments that impact students, teachers, and schools; to reduce the time students spend taking state tests; and to prohibit standardized tests from serving as the primary indicator of school and student performance.
- Update the school finance system and basic allotment using student enrollment and taking into account regional cost differences to more equitably distribute future funding, reduce recapture payments, increase funding for student education, and teacher compensation, and provide automatic property tax relief for taxpayers; in addition, any and all excess “revenue in excess of entitlement” must be returned to the basic allotment and not into the general fund or other fund not benefitting traditional public education.
- Recognize the disparities in property values and adequately fund and update the state’s current facilities programs or create a statewide funding mechanism to assist school districts with building new facilities that accommodate student enrollment changes, reduce the need for additional debt, and renovate aging facilities with safe and efficient buildings that are conducive to meeting the needs of students in a modern classroom.
- Allow school district bond and voter-approved tax ratification propositions to include ballot language that accurately informs voters of what the measure seeks to accomplish.
- Remove existing statutes and prevent new legislation that grants unelected state officials and executive agency staff discretion over how to implement legislation, thereby providing more clarity regarding state law as well as preserving the governance structure of local school boards.
- Allow districts to embrace parents as partners with educators, administrators and school trustees in their children’s education as outlined in Chapter 26 of the Texas Education Code and encourage productive engagement between them without undue involvement from the state.
- Restrict the expansion of charter schools and to reduce the impact charter schools and other educational institutions receiving public funds have on the state budget and local public schools by limiting funding to a rate no higher than that of local districts. The Legislature should increase the transparency and⁶ accountability of charter schools and other

educational institutions receiving public funds, especially with regard to student enrollment processes/recruitment, student expulsion practices, business operations, and expenditures.

- Supports the statutory duty and right of local school boards to advocate and associate for the educational needs of all students and communities.

PASSED AND APPROVED on this 23rd day of May, 2023.

Patricia Mendoza
Board President

Armando Rodriguez
Board Vice President

Cindy Zuniga
Secretary

Breanne Barnes
Board Member

Lucia Borrego
Board Member

Roberto Simental
Board Member

Blanca Trout
Board Member



General Fund Budget Development Fiscal Year 23-24

Update May 23, 2023

FY24 Budget Priorities

- Maintenance Tax Notes Payoff \$8.2M (\$1.2M Annual Payment)
- Facilities Maintenance Requests
- Health Care Fund Reserve - \$2.3M?
- 3% & 4% Compensation Package
- Balanced Budget: Revenues = Expenditures?
- Apple Refresh \$750,000 (8-Year Plan)

FY24 Revenue Projections

Attendance Rate	Original Projection	Updated Projection
	94%	96%
State Revenue	\$25,585,887	\$26,474,175
Variance		\$888,288

*FY 22-23 Average as of May 5, 2023 = 93.91%

Budget Development

❖ Budget Cuts

- Departments = \$1,055,310
 - 50% Reduction of FY23 Adopted Travel/Professional Development Registration Fees
 - 50% Reduction of FY23 Adopted Miscellaneous Costs
 - 100% Reduction of FY23 Adopted Controlled Assets (Technology, Furniture and Equipment)
 - 100% Reduction of discretionary/emergency funds used to cover unexpected items as they come up during school year
- Campuses = \$67,680
 - Average FY23 Attendance rate applied to per capita campus allotments

Budget Development

❖ Pending items



- Results from legislative session
- Health care fund infusion \$1.3M (*Original amount was \$2.3M, \$1M has already been transferred from Fund Balance*)
- Maintenance Tax Note Payment \$1.2M (*\$500K available in restricted fund balance*)
- Compensation Plan

Budget Scenarios

	No Raise	3%/4% Raise	3%/5% Raise
Revenues <i>(96% Attendance Rate)</i>	\$63,762,550	\$63,762,550	\$63,762,550
*Expenditures	\$66,349,190	\$68,169,330	\$68,703,023
Net Surplus (Deficit)	\$(2,586,640)	\$(4,406,781)	\$(4,940,473)

* Expenditure amounts do not include any budget request or additional needs identified for FY24

Projected Fund Balance

FY23 Beginning Fund Balance		\$	21,186,376
Estimated Revenues	65,600,621		
Estimated Expenditures	<u>(69,372,356)</u>		
Net Revenues over Expenditures			(3,771,735)
Health Care Fund Infusion			<u>(1,000,000)</u>
FY23 Ending Fund Balance		\$	<u>16,414,641</u>
Nonspendable (Inventory/Prepaid Items)		\$	605,737
Restricted (Maintenance Tax Notes)			524,535 
Assigned (Technology Refresh Plan)			1,750,000 
Unassigned			<u>13,534,369</u>
FY23 Ending Fund Balance		\$	<u>16,414,641</u>
1 Day Fund Balance		\$	190,061
Optimum Fund Balance (90 Days)		\$	17,105,512
Actual Days			71

Fund Balance Projections

	No Raise	3%/4% Raise	3%/5% Raise
Projected Ending FY23 Unassigned Fund Balance	\$13,534,369	\$13,534,369	\$13,534,369
Net Surplus (Deficit)	\$(2,586,640)	\$(4,406,781)	\$(4,940,473)
Projected Ending FY24 Unassigned Fund Balance	\$10,947,729	\$10,127,588	\$9,593,896
Days of Fund Balance*	66	54	51

*Optimum Fund Balance = 90 Days

Questions

Board of Trustees

Meeting Date: **May 2023**

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and possible action regarding the 2023-2024 Compensation Maintenance Review.

Justification Statement:

Revision to current employee compensation

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

Signature of Requester(s)

Martha Carrasco, Chief Human Resources Officer.

Signature of Presenter(s)

Business Services Approval (Initials)

Date **May 2023**

Agenda Summary:

Discussion and possible action regarding the 2023-2024 Compensation Maintenance Review.

RECOMMENDATION: That 2023-24 compensation is approved by the Board of Trustees as recommended by administration.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT

NO(S): All funds, accounts

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): N/A

REQUESTING DEPARTMENT:

HUMAN RESOURCES DIVISION

CONSEQUENCES OF NON-APPROVAL: The district may lose its competitive advantage among districts in Region 19.

Increased staffing shortages for 2024 school year. Increased financial burden on employees due to inflation.

IMPLEMENTATION TIMELINE:

2023-2024 fiscal year

ATTACHMENT(S): PP Presentation By Luz Cadena/Martha Carrasco 2023-2024 Compensation Maintenance



Canutillo ISD

Pay System Maintenance

Luz Cadena
May 23, 2023



HR Services

This information is provided for educational purposes only to facilitate a general understanding of the law or other regulatory matter. This information is neither an exhaustive treatment on the subject nor is this intended to substitute for the advice of an attorney or other professional advisor. Consult with your attorney or professional advisor to apply these principles to specific fact situations

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Market Districts

	District	ESC Region	Student Enrollment	Number of FTE	Teacher, Exempt & Nonexempt
1	Anthony ISD	19	771	150	X
2	Clint ISD	19	10,390	1,661	X
3	El Paso ISD	19	50,769	7,269	X
4	Fabens ISD	19	1,919	355	X
5	San Elizario ISD	19	3,193	535	X
6	Socorro ISD	19	47,867	6,052	X
7	Tornillo ISD	19	889	173	**
8	Ysleta ISD	19	36,225	6,540	X
Canutillo ISD					
		19	6,091	954	8

**District did not participate in survey. Teacher schedules collected from the district.

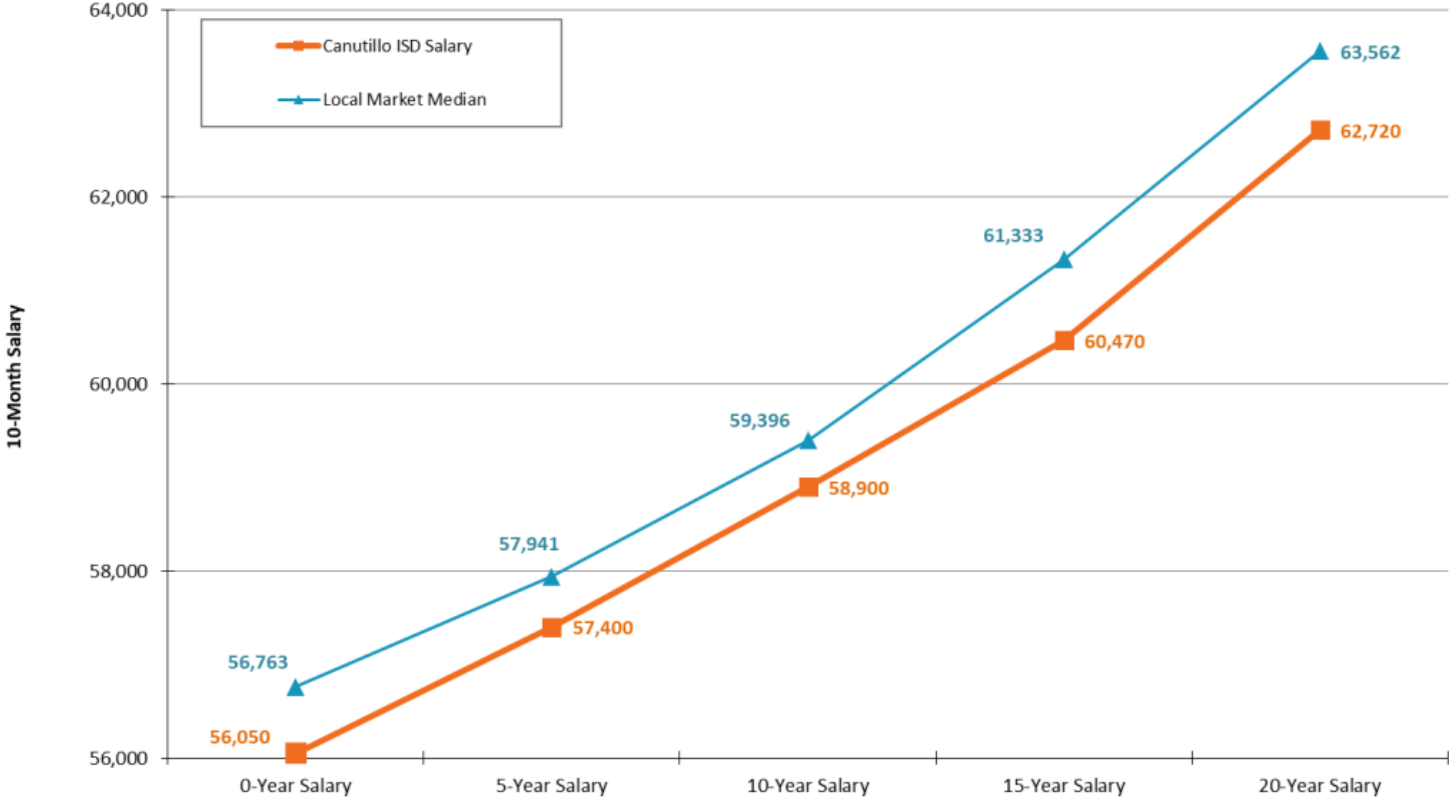


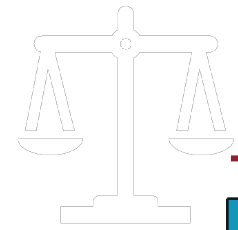
Other El Paso Metro Area Market Sources

- Economic Research Institute
- CompAnalyst

Teachers – Market Graph

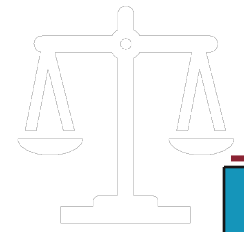
Teacher Salary Plan, 2022-2023
Market Comparison





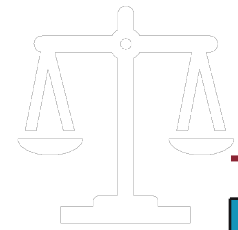
Teachers – Market Salaries

	0 - Years	5 - Years	10 - Years	15 - Years	20 - Years	Average Salary
Canutillo ISD Salary	\$56,050	\$57,400	\$58,900	\$60,470	\$62,720	\$59,885
Local Market Median	\$56,763	\$57,941	\$59,396	\$61,333	\$63,562	\$61,195
% Difference from Market	99%	99%	99%	99%	99%	98%
Difference from Market	(\$713)	(\$541)	(\$496)	(\$863)	(\$842)	(\$1,310)



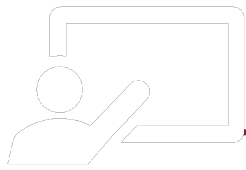
Teachers – Market Stipends

Stipend	Canutillo ISD	Median Stipend	Districts Reporting
Master's Degree - General	\$1,500	\$1,500	7 of 7
Master's Degree - Subject-Area	\$3,000	\$2,000	1 of 7
Secondary Math	\$4,000	\$3,000	7 of 7
Secondary Science	\$4,000	\$3,000	7 of 7
Special Education - General/Resource	\$2,000	\$2,000	7 of 7
Special Education - Self-Contained	\$3,000	\$2,500	7 of 7
Bilingual	\$2,000	\$2,500	7 of 7
ESL – General	\$2,000	\$2,000	7 of 7
ESL – Dual Language Program	\$1,500	\$2,250	4 of 7



Other Pay Groups – Market Salaries

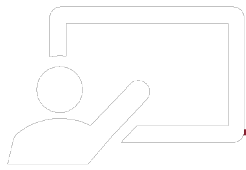
Pay Group	Employee Pay to Market	Pay Grade Midpoint to Market	Pay Grade Minimum to Market	Number of Benchmarks
Central Administration	95%	99%	--	13
Campus Admin & Counselors	95%	103%	--	9
Professional	94%	99%	--	19
Technology	92%	100%	--	7
Administrative Support	97%	102%	100%	19
Instructional Support	100%	107%	102%	5
Auxiliary	96%	99%	97%	16



Recommendation 1

Implement pay structure adjustments to align with market

- Strong starting salaries
 - \$15.00 per starting rate for nonexempt
 - \$18.00 starting rate for bus driver
- Midpoints aligned with market



Recommendation 2

Adopt a general pay increase (GPI) to maintain market position

- Model: 5% for teachers/3% for all other job groups
- For teacher structure, GPI calculated as a percentage of market median salary
- For other pay groups, GPI calculated as a percentage of employee's pay grade midpoint

Recommendation 2 – 5% GPI Teachers

Teachers, Librarians, and Nurses (RN) Salary Plan Development
Canutillo ISD
 Model 3: \$60,000 starting, 5.0% GPI

2022-2023 Years of Exp	2022-2023 New Hire Salary	5.0% General Pay + Increase	Additional + Adjustment	=	2023-2024 Years of Exp	2023-2024 Proposed New Hire Salary
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					0	→ \$60,000
0	→ \$56,050	+ \$3,060	+ \$1,090	=	1	\$60,200
1	\$56,300	+ \$3,060	+ \$1,040	=	2	\$60,400
2	\$56,550	+ \$3,060	+ \$990	=	3	\$60,600
3	\$56,800	+ \$3,060	+ \$940	=	4	\$60,800
4	\$57,100	+ \$3,060	+ \$940	=	5	\$61,100
5	\$57,400	+ \$3,060	+ \$940	=	6	\$61,400
6	\$57,700	+ \$3,060	+ \$940	=	7	\$61,700
7	\$58,000	+ \$3,060	+ \$940	=	8	\$62,000
8	\$58,300	+ \$3,060	+ \$940	=	9	\$62,300
9	\$58,600	+ \$3,060	+ \$940	=	10	\$62,600
10	\$58,900	+ \$3,060	+ \$940	=	11	\$62,900
11	\$59,200	+ \$3,060	+ \$940	=	12	\$63,200
12	\$59,500	+ \$3,060	+ \$940	=	13	\$63,500
13	\$59,800	+ \$3,060	+ \$940	=	14	\$63,800
14	\$60,100	+ \$3,060	+ \$940	=	15	\$64,100

Current Market Median			Exp Diff
Value	Compare Before	Compare After	

0 Years

56,763	99%	106%	
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200

200

200

5 Years

57,941	99%	105%	300
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300

300

300

300

10 Years

59,396	99%	105%	300
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300

300

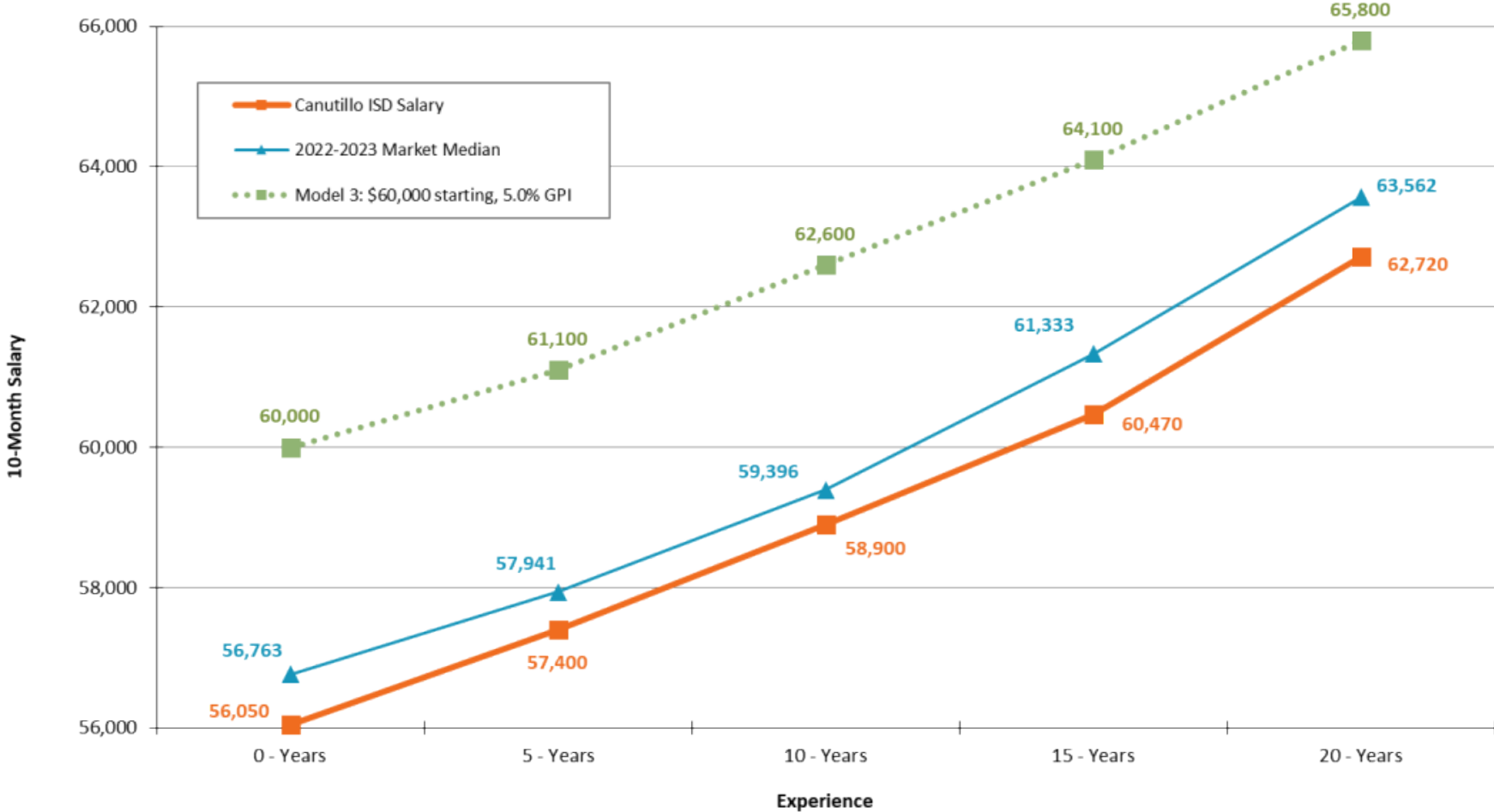
300

15 Years

61,333	99%	105%	300
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300

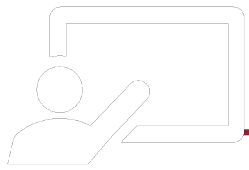
Recommendation – 5% GPI Graph



Recommendation 3

Provide adjustments to address market differences and maintain equity

- Increase to 1 percent above minimum
- Strategic adjustments
- Teacher pay equity adjustments
- Placement scale adjustments



Recommendation 4

Consider increasing stipends for hard-to-fill teaching assignments

- Bilingual: Increase to \$2,500 from \$2,000

Recommendation 5

- Consider adding and/or increasing athletic coaching stipends
 - Add intercession stipend - \$250 each
 - Increase baseball, softball and volleyball varsity stipends to \$6,800 from \$6,600 (\$200 increase each)
 - Increase track assistant stipend to \$4,200 from \$4,000 (split current 1st assistant stipend across 5 assistants/discontinue 1st assistant stipend)


Cost – Model 1 (#.0%)

Pay Group	General Pay Increase	Adjustments	Estimated Total Increase
Teachers	\$1,389,010	\$369,359	\$1,758,369
Administrative/Professional	\$314,809	\$60,033	\$374,842
Clerical/Technical	\$34,834	\$14,153	\$48,987
Information Technology	\$76,519	\$89,737	\$166,256
Administrative Support	\$103,053	\$321,960	\$425,013
Auxiliary	\$198,680	\$465,262	\$663,942
Total	\$2,116,905	\$1,320,504	\$3,437,409
% of Current Costs	4.4%	2.8%	7.2%

Luz Cadena, Sr. Compensation Consultant

800.580.7782

hrservices@tasb.org

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Board of Trustees

Meeting Date: [May 2023](#)

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

[Initial request for staffing to begin school year 2023-2024](#)

Justification Statement:

[Plan to address criteria for hiring personnel and assignment of personnel of hard to fill positions.](#)

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

Signature of Requester(s)

Martha Carrasco, Chief Human Resources Officer.

Signature of Presenter(s)

Business Services Approval (Initials)

Date **May 2023**

Agenda Summary:

[Plan to address criteria for hiring personnel and assignment of personnel of hard to fill positions.](#)

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT

NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): [N/A](#)

REQUESTING DEPARTMENT:

[HUMAN RESOURCES DIVISION](#)

CONSEQUENCES OF NON-APPROVAL:

[Staffing shortages in the area might hinder district personnel and operations.](#)

IMPLEMENTATION TIMELINE: School Year 2023-24

ATTACHMENT(S): [HR Personnel Recommendation](#)



DEPARTMENT	CURRENT POSITION	CHANGE TYPE	QTY	PROPOSED POSITION	EST. ADDTL DAILY COST	DAYS	EST. BASE SALARY	EST. FRINGES	EST. TOTAL
I.T.	I.T. SYSTEMS TECHNICIAN PCN3003	UPGRADE (IT3 - IT5)	1	INFORMATION SYSTEM ANALYST	\$ 74.78	224	\$ 16,750.72	\$ 2,512.61	\$ 19,263.33
FINANCE	EXT. FUND. COORD	UPGRADE (AP3 - AP5)	1	FINANCE ASST. DIR.	\$ 34.19	224	\$ 7,658.56	\$ 1,148.78	\$ 8,807.34
I.T.	I.T. SUPPORT TECHNICIAN	NEW FTE (IT2)	5	I.T. SYSTEMS TECHNICIAN	\$ 1,088.00	224	\$ 243,712.00	\$ 36,556.80	\$ 280,268.80
AMS / CMS	CREED TEACHER / FUND 50%	NEW FTE (TCHR)	4	CREED TEACHER	\$ 679.14	187	\$ 126,999.18	\$ 19,049.88	\$ 146,049.06
GES	MONTESSORI INSTRUCTOR	NEW FTE (AP1)	2	MONTESSORI INSTRUCTOR	\$ 582.00	187	\$ 108,834.00	\$ 16,325.10	\$ 125,159.10
GES/OTHER	MONTESSORI - CHILD CARE PROVIDER	NEW FTE (IS1)	5	MONTESSORI - CHILD CARE PROVIDER	\$ 700.00	181	\$ 126,700.00	\$ 19,005.00	\$ 145,705.00
HR	SECONDARY CERTIFICATION SPECIALIST	NEW FTE (AP2)	1	SECONDARY CERTIFICATION SPECIALIST	\$ 317.19	224	\$ 71,050.56	\$ 10,657.58	\$ 81,708.14
CAMPUSES	KINDER AIDE	NEW FTE (IS2)	19	KINDER AIDE	\$ 2,821.12	181	\$ 510,622.72	\$ 76,593.41	\$ 587,216.13
CAMPUSES	PRE-K AIDE	NEW FTE (IS2)	5	PRE-K AIDES	\$ 742.40	181	\$ 134,374.40	\$ 20,156.16	\$ 154,530.56
DDE	CAMPUS RECEPTIONIST	NEW FTE (AS1)	1	CAMPUS RECEPTIONIST	\$ 140.00	224	\$ 31,360.00	\$ 4,704.00	\$ 36,064.00
DISTRICT	TEACHER (PRESCHOOL)	NEW FTE (TCHR)	3	TEACHER (PRESCHOOL)	\$ 1,018.72	187	\$ 190,500.64	\$ 28,575.10	\$ 219,075.74
CTE	CTE LAW ENFORCEMENT TEACHER	INCREASE WORKDAYS	1	LAW ENFORCEMENT TEACHER (187 TO 204 WORKDAYS)	\$ 339.57	17	\$ 5,772.69	\$ 865.90	\$ 6,638.59
HR	HUMAN RESOURCES ASST. DIR.	INCREASE WORKDAYS	20	HUMAN RESOURCES ASST. DIR. (224 TO 244 WORKDAYS)	\$ 369.23	20	\$ 7,384.60	\$ 1,107.69	\$ 8,492.29
<i>*ESTIMATIONS / PROJECTIONS MAY BE SUBJECT TO CHANGE.</i>									\$ 1,818,978.08

1. GENERAL FUNCTIONS-OTHER

1.A. Call to Order

The meeting was called to order at **6:01 p.m.** by Board President Mendoza.

1.B. Pledge of Allegiance

1.C. Texas Pledge of Allegiance

1.D. Roll Call

Trustees Present: Barnes, Borrego, Mendoza, Rodriguez, Simental, Trout and Zuniga

Student Advisors: Aitiana Mondragon and Leslie Reyes

1.E. CISD Vision and Mission Statements

The Vision and Mission Statement were read aloud by Trustee **Borrego** and Trustee **Barnes**, respectively.

2. BOARD HONORS

2.A. Recognition of the Canutillo High School Chamber Choir for Earning Sweepstakes at the Concert & Sight Reading Competition

2.B. Recognition of the Canutillo Middle School Honor Choir for Earning First Division Rating at the UIL Competition

2.C. Recognition of April as Autism Awareness Month by Canutillo ISD Special Education Department

2.D. Recognition of the Legacy of Retired Canutillo High School Teacher and Coach Ben Brooks

3. OPEN FORUM-OTHER

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to THREE MINUTES to make comments to the Board.

The Board is NOT permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.

Sandra Carranza addressed the Board of Trustees and provided them with information regarding school vouchers. Ms. Carranza requested that the Board consider the approval of vouchers under agenda item 5A.

Bernardo Barela addressed the Board of Trustees and expressed concerns regarding Canutillo ISD Administration, stated that the district needs a new legal counsel, and also expressed concerns with issues with the Communications Department for Canutillo ISD.

Noah Moran addressed the Board of Trustees in regard to agenda item 5A. Mr. Moran stated that he was speaking on behalf of his father-in-law, in favor of vouchers.

Brenda Matamoros, Transition Specialist for Canutillo ISD, addressed the Board of Trustees and spoke in favor of agenda item 6.B.3, Project Search.

Stephany Martinez, Transition Vocational Rehabilitation Nurse with the Texas Workforce Commission, addressed the Board of Trustees and spoke in favor of agenda item 6.B.3, Project Search.

Carla Puertas, Assistant Director for Empowering Hands, addressed the Board of Trustees and spoke in favor of agenda item 6.B.3, Project Search.

Janis Maldonado, Project Search Coordinator at Providence East Campus, addressed the Board of Trustees and spoke in favor of agenda item 6.B.3, Project Search.

Sara Jimenez addressed the Board of Trustees and stated she was a recent graduate from Project Search. Ms. Jimenez spoke in favor of agenda item 6.B.3, Project Search.

Adam Tirres with the El Paso Community Foundation addressed the Board of Trustees and spoke in favor of agenda item 6.B.3, Project Search.

4. SPECIAL PRESENTATION-OTHER

4.A. High School Graduation Presentation

4.A.1. Canutillo High School

Ms. Candice Marrufo, Principal for Canutillo High School, along with additional staff from Canutillo High School presented this item. This was a presentation only and no action was necessary.

4.A.2. Northwest Early College High School

Mr. Frank Clark, Principal for Northwest Early College High School, presented this item. This was a presentation only and no action was necessary.

5. BOARD OF TRUSTEE BUSINESS

5.A. Discussion and Possible Action Regarding Approval of a Resolution Opposing Vouchers

It was motioned by Trustee **Rodriguez**, seconded by Trustee **Trout**, and passed with six affirmative votes to approve the floor amended Resolution Opposing Vouchers. Trustee Barnes voted no.

6. CONSENT AGENDA-VOTING

It was motioned by Trustee **Trout**, seconded by Trustee **Rodriguez** and unanimously passed to approve the consent agenda as presented.

6.A. BUSINESS SERVICES

6.A.1. Approval of the Meeting Minutes

6.A.1.a. Approval of the March 28, 2023 Regular Board Meeting Minutes

6.A.2. Approval of the Monthly Financials

6.A.3. Approval of the Monthly Donations

6.A.4. Approval of the Budget Amendments

6.A.5. Approval to Award RFP 2023-07 Pest Control Services to El Valle Pest Control in the Amount of \$127,280.00 for an Initial Term of Three Years, with the Option to Renew for Two Additional Years

6.B. CURRICULUM AND INSTRUCTION

- 6.B.1. Approval of Interlocal Between Canutillo ISD and the Meadows Center for Preventing Educational Risk, The University of Texas at Austin
- 6.B.2. Board Review and Approval of TEKS Certification
- 6.B.3. Approval of Memorandum of Understanding between Canutillo ISD, Project Search and The Hospitals of Providence (THOP)

6.C. HUMAN RESOURCES

- 6.C.1. Approval of Teacher Contracts

7. EXECUTIVE SESSION

To Consult with Attorney Under Sections 551.071, 551.072 and 551.074 of the Texas Government Code:

The meeting adjourned into Executive Session at **8:25 p.m.**

- 7.A. Discussion with Administration and Legal Counsel Regarding Termination of Probationary Contract for R. Perez, Teacher at Bill Childress Elementary; Pursuant to Texas Government Code Sections 551.071 and 551.074
- 7.B. Discussion with Legal Counsel and Administration Regarding the Proposed Non-Renewal of the Term Contract of D. Gonzalez Hired Under ESSER Program and Termination of the Contract Due to End of Program and End of Funding; Pursuant to Texas Government Code Sections 551.071 and 551.074
- 7.C. Discussion Regarding Pending or Threatened Litigation Involving B. Trout against Canutillo ISD; Pursuant to Texas Government Code Section 551.071

8. NEW BUSINESS (continued); OTHER

The meeting reconvened into Open Session at **9:19 p.m.**

- 8.A. Discussion and Possible Action Regarding Termination of Probationary Contract for R. Perez, Teacher at Bill Childress Elementary

Mr. Steve Blanco, Legal Counsel for Canutillo ISD, addressed the board and stated that matters regarding the status of the probationary contract for Ms. Perez were

discussed. He noted that Ms. Perez is a teacher at Bill Childress Elementary School and continued by stating that pursuant to terms of that contract and the board, based on the discussion had in closed session, it was their recommendation to authorize administration to issue notice regarding the termination of the probationary contract with Ms. Perez for the reasons discussed in closed session, and in the best interest of the school district ,and issue appropriate notice to her.

It was motioned by Trustee **Barnes**, seconded by Trustee **Zuniga** and unanimously passed to approve with the proposed recommendation.

8.B. Discussion and Possible Action Regarding the Proposed Non-Renewal of the Term Contract of D. Gonzalez Hired Under ESSER Program and Termination of the Contract Due to End of Program and End of Funding

Mr. Steve Blanco, Legal Counsel for Canutillo ISD, addressed the board and stated that the status of the contract for Ms. Gonzalez was discussed in closed session. He stated that the contract had a particular clause included that it would end on the end of ESSER funding program, which has happened. Mr. Blanco stated that additionally, in Policy DFBB, there are additional grounds that allow the district to non-renewal that contract for Ms. Gonazalez. He asked the Board to authorize administration to issue notice that was proposed on the contract for Ms. Gonzalez under Policy DFBB for the reasons discussed in closed session and under the terms of the contract itself.

It was motioned by Trustee **Borrego**, seconded by Trustee **Simental** and unanimously passed to approve the proposed recommendation.

9. ADJOURNMENT

The meeting was adjourned at **9:22 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **May 23, 2023**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

1. GENERAL FUNCTIONS-OTHER

1.A. Call to Order

The meeting was called to order at **6:02 p.m.**, by Board President Mendoza.

1.B. Roll Call

Trustees Present: Ms. Barnes, Ms. Borrego, Ms. Mendoza, Mr. Rodriguez, Mr. Simental and Ms. Zuniga

Trustees Absent: Ms. Trout

2. OPEN FORUM-OTHER

Any person wishing to address the Board during the period reserved for public comment at a Board meeting must sign up to be heard, in accordance with District policy BED(LOCAL):

Each participant will be limited to THREE MINUTES to make comments to the Board. The Board is NOT permitted to discuss or act upon any issues that are not posted on the agenda for tonight's meeting.

For further information on those policies, contact the Superintendent's Administrative Assistant.

No speakers were signed up for open forum.

3. EXECUTIVE SESSION

The meeting adjourned into Executive Session at **6:05 p.m.**

To consult with attorney under 551.071 and 551.074 of the Texas Government Code:

3.A. Internal Auditor Interviews

3.B. Consideration of Applicants for Internal Auditor Position

4. NEW BUSINESS (continued); OTHER

The meeting reconvened into Open Session at **8:40 p.m.**

4.A. Discussion and Possible Action Regarding Applicants for Internal Auditor Position

It was motioned by Trustee **Rodriguez**, seconded by Trustee **Borrego** and unanimously passed to recommend **Stacy Anderson** for the Internal Auditor position, under the guidance given to Human Resources by the Board, in closed session.

5. **ADJOURNMENT**

The meeting was adjourned at **8:42 p.m.** under unanimous consent.

Presented to the Board of Trustees for approval on **May 23, 2023**. The minutes reflect all agenda items in the order as originally posted and do not necessarily reflect the order in which they were discussed.

DRAFT

Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

CPulley
Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



CANUTILLO A Premier District

Report to Board of Trustees Monthly Financials

April 30, 2023- Draft



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915.877.7401 | www.canutillo-isd.org
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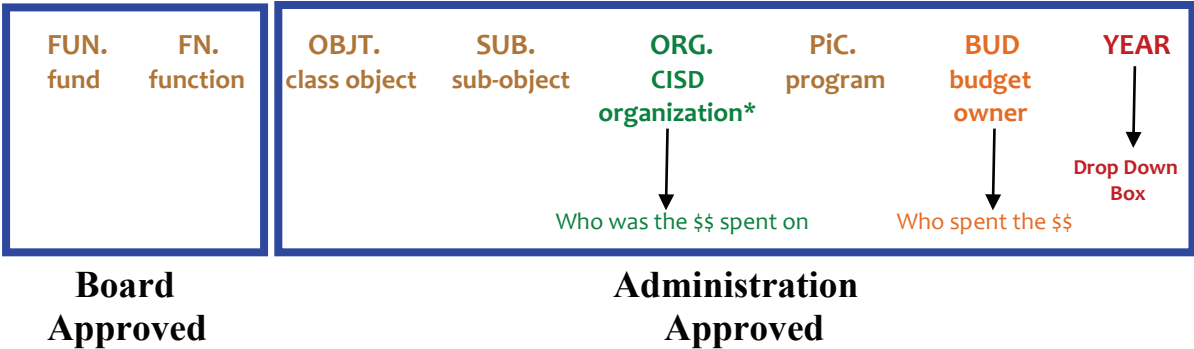
**CANUTILLO INDEPENDENT SCHOOL DISTRICT
ACCOUNT COMPONENTS FOR CAMPUSES AND
DEPARTMENTS
FISCAL YEAR 2022-2023**

ACCOUNT CODING SCHEME

199.11.6112.00.001.11

**199 - FUND
11 – FUNCTION
6112 – CLASS OBJECT
00 – SUB-OBJECT
001 – ORGANIZATION
11 – PROGRAM CODE**

TEAMS ACCOUNT CODE



*Note: With the exception of organizations 726-749 (PEIMS – 750) and 800-997 (PEIMS – 999), CISD organization represents the PEIMS organization. The account element “year” appears in a drop down box rather than as an element of the account string, if more than one year is available.

**CANUTILLO INDEPENDENT SCHOOL DISTRICT
ACCOUNT CODES**

FUND		FUNCTION	
101	Food Service	11	Instruction
185	State Compensatory Education - SCE	12	Instructional Resources and Media Svc
199	Local Operating - General	13	Curriculum Development/Instructional Staff Development
211	Title I, Part A	21	Instructional Leadership
212	Title I, Part C - Migrant	23	School Leadership
224	IDEA Part B Formula	31	Guidance/Counseling Service
225	IDEA Part B Preschool	32	Social Work Service
242	Summer Feeding Program	33	Health Service
244	Perkins V Grant	34	Student (Pupil) Transportation
255	Title II, Part A - TPTR	35	Foodservice
263	Title III, Part A LEP	36	Co curricular/Extracurricular Activity
266	ESSER I- Cares Act	41	General Administration
272	Medicaid Administrative Cost	51	Plant Maintenance/Operations
277	Coronavirus Relief - Cares Act	52	Security/Monitoring Service
281	ESSER II- American Rescue Plan	53	Data Processing Service
282	ESSER III- American Rescue Plan	61	Community Service
289	Federally Funded Discretionary Grant	71	Debt Service
397	Advanced Placement	81	Facilities Acquisition
410	State Instructional Materials	99	Governmental Charges
429	State Discretionary Grant		
461	Campus Activity Funds		
486	Wells Fargo STEM-Power		
487	CREED Accelerated Certification Program		
489	Fruit & Veggie Grant- Chef Ann Foundation		
599	Debt Service		
691	Bond Capital Projects (Series 2006)		
692	Bond Capital Projects (Series 2011)		
693	Bond Capital Projects (Series 2013)		
753	Insurance		
865	Student Activity Funds		

OBJECT CODE			
6112.13	Substitutes - Staff Development	6329	Reading Materials
6112.96	Substitutes - Duty Related/Not Staff Development	6339	Testing Materials
6117.05	Extra Duty Pay - Professional	6341	Food
6117.13	Extra Duty Pay - Professional Staff Development	6342	Non Food
6118	Stipends	6344	USDA Donated Commodities
6119	Salaries	6349	Food Service Supplies
6121.06	Overtime Pay	6395	Supplies - Automotive Parts
6126.03	Academic Tutor Pay	6396	General Supplies - Tools
6128.05	Extra Duty Pay - Hourly	6397	Controlled Assets - Furniture and Equipment
6128.07	Excess Hour Pay - Transportation	6398	Controlled Assets - Technology
6128.13	Extra Duty Pay - Hourly Staff Development	6399	General Supplies
6129	Salaries- Hourly	6411	Travel - Employees & Registrations
6211	Legal Services	6411.89	In-City Mileage
6212	Audit Services	6412	Travel - Students
6213	Tax Appraisal/Collection	6419	Travel - Non-Employees
6219	Professional Services	6429	Insurance
6221	Staff Tuition - Higher Education	6439	Election Costs
6229	Tuition/Transfer Payments	6491	Statutorily Required Public Notices
6239	Education Service Center Services	6494	Transportation Charges
6249	Contracted Maintenance and Repair	6495	Membership Dues
6255	Utility - Garbage Disposal	6497	Postage
6256	Utilities - Electric	6498	Cost of Goods Sold
6257	Utilities - Telephone & Telecommunication Charges	6499	Miscellaneous Operating Costs
6258	Utilities - Water, Wastewater Treatment & Sanitation	6499.01	Board Funded Field Trips
6259	Utilities - Gas	6511	Bond Principal
6269	Rental - Copy Machine Leases	6513	Long-Term Loan Principal
6291	Consulting Services	6519	Debt Principal
6297	Printing	6521	Interest on Bonds
6299	Miscellaneous Contracted Services	6523	Interest
6299.97	Software Licences	6599	Other Debt Service Fees
6315	Custodial Supplies - Departments	6619	Land Purchase/Improvements
6316	Custodial Supplies - Elementary School	6629	Bldg Purchase/Construct/Improvement
6317	Custodial Supplies - Middle School	6631	Vehicles over \$5000
6318	Custodial Supplies - High School	6636	Capital Assets - Tech Equip & Software > than \$5000
6319	Other Supplies-Maintenance	46639	Capital Assets - Furniture/Equipment > \$5000
6321	Textbooks	6649	Capital Assets - Other

**CANUTILLO INDEPENDENT SCHOOL DISTRICT
ACCOUNT CODES**

SUB-OBJECT		ORGANIZATION
Alphabetical List	Numerical List	
27 Advanced Placement	01 Indirect Costs	001 Canutillo High School
10 Art	09 Department Head	003 Northwest Early College H.S.
51 Athletic Director	10 Art	041 Canutillo Middle School
22 Band	11 English	042 Alderete Middle School
66 Baseball	12 Speech	101 Canutillo Elementary
59 Basketball - boys	13 Journalism	102 Davenport Elementary
58 Basketball - girls	14 Choir	103 Damian Elementary
97 Board Priority	15 Reading	104 Childress Elementary
39 Campus Special Ed	16 Foreign Language	105 Garcia Elementary
54 Cheerleaders	17 Modern Dance	106 Reyes Elementary
14 Choir	18 Social Studies	699 Summer School
38 CHS Decathlon	19 Math	701 Superintendent
56 Cross Country	21 Science	702 Board of Trustees
09 Department Head	22 Band	703 Tax Costs
31 Disciplinary AEP	23 Physical Education	726 Human Resources
88 District Declared Emergency	24 School Improvement	727 Financial Services
11 English	25 Substitute Custodians	728 School Resources
26 E-Rate	26 E-Rate	729 Textbooks
45 E-Rate Reimbursement	27 Advanced Placement	730 Public Relations
57 Football	28 Mother/Daughter	731 Internal Auditor
16 Foreign Language	29 Graduation	732 Associate Superintendent
65 Golf - boys	30 The Learning Center	733 Governmental Relations
63 Golf - girls	31 Disciplinary AEP	734 Chief Financial Officer
29 Graduation	32 Pregnancy Rel Svc	801 Life Skills for Student Parents
41 Health	33 Leadership	806 Adult Literacy
36 Hi-Q	35 RTI	909 Foodservice
89 In city Mileage Reimb	36 Hi-Q	910 Pupil Transportation
01 Indirect Costs	37 TLC Dual Credit	912 External Funding
13 Journalism	38 CHS Decathlon	913 Big Brother/Big Sister
33 Leadership	39 Campus Special Ed	914 Warehouse
19 Math	40 Summer School	915 Facilities
17 Modern Dance	41 Health	916 Curriculum and Instruction
28 Mother/Daughter	43 Wellness	917 Career & Technology Education
69 MS Athletic Uniforms	44 School of Music	918 Special Education
23 Physical Education	45 E-Rate Reimbursement	919 Academic Language Svcs
32 Pregnancy Rel Svc	50 Tennis	920 Student Support Division
15 Reading	51 Athletic Director	921 Testing and Assessment
35 RTI	53 Soccer - girls	922 District Security Services
92 Safety	54 Cheerleaders	923 DAEP
24 School Improvement	55 Volleyball - girls	924 School of Music
44 School of Music	56 Cross Country	925 Athletics
21 Science	57 Football	951 CISD Health Insurance
90 SHAC	58 Basketball - girls	999 District Wide
61 Soccer - boys	59 Basketball - boys	
53 Soccer - girls	60 UIL	
18 Social Studies	61 Soccer - boys	
68 Softball - girls	62 Track - girls	
12 Speech	63 Golf - girls	
25 Substitute Custodians	64 Track - boys	
40 Summer School	65 Golf - boys	
50 Tennis	66 Baseball	
30 The Learning Center	67 Trainer	
37 TLC Dual Credit	68 Softball - girls	
64 Track - boys	69 MS Athletic Uniforms	
62 Track - girls	88 District Declared Emergency	
67 Trainer	89 In city Mileage Reimb	
60 UIL	90 SHAC	
55 Volleyball - girls	92 Safety	
98 Wastewater Treatm	97 Software Licences	
43 Wellness	98 Wastewater Treatm	
		PROGRAM
		11 Basic Education
		21 Gifted/Talented
		22 Career & Technology
		23 Special Education
		24 Comp Ed Non-Campus
		25 Bilingual Education
		26 Alternative Education Prg
		28 Disciplinary AEP
		30 Comp Ed Campus Activities
		32 Pre-Kindergarten
		33 Pre-K - Special Ed
		34 Pre-K - Comp Ed
		35 Pre-K - Bilingual
		36 Early Education Allotment
		37 Dyslexia
		38 College, Career & Military Readiness
		43 Dyslexia SPED
		91 Athletics
		99 Undistributed

Canutillo Independent School District

Monthly Financial Dashboard

April 2023

		<u>Change</u>	
Weekly Enrollment:	4/30/2023	6,022	(47)
Prior Year:		6,069	
Weekly Attendance:	4/30/2023	94.60%	-0.12%
Goal:		94.72%	

Monthly Tax Collections:	4/30/2023	284,103	
Prior Year:	2022	123,266	
Prior Year:	2021	231,598	
Average:		212,989	
Y-T-D Tax Collections:	4/30/2023	40,910,665	97.94%
Prior Year:	2022	37,755,373	101.82%
Prior Year:	2021	36,425,563	104.17%
Average:		38,363,867	101.31%

<u>Year-to-Date</u>		<u>Revenues</u>	<u>Expenditures</u>	<u>Net</u>
Child Nutrition	4/30/2023	\$ 2,845,654	4,994,993	(\$2,149,339)
Prior Year:	2022	4,730,017	4,699,989	30,028
Variance:		(1,884,363)	295,004	(2,179,367)
Health Care:	4/30/2023	\$ 6,912,388	8,090,649	(\$1,178,261)
Prior Year:	2022	6,642,042	7,249,944	(607,902)
Variance:		270,346	840,705	(570,359)
General Fund:	4/30/2023	\$ 55,242,682	56,988,214	(\$1,745,532)
Prior Year:	2022	48,994,788	54,245,105	(5,250,317)
Variance:		6,247,894	2,743,109	3,504,785

<u>Year-to-Date</u>		<u>Budget</u>	<u>Expenditures</u>	<u>Available</u>
Title I:	4/30/2023	\$ 1,751,206	1,105,550	\$645,656
Prior Year:	2022	3,525,193	3,025,488	4,997,005
Variance:		(1,773,987)	(1,919,938)	(4,351,349)
Special Revenues:	4/30/2023	\$ 24,313,586	17,138,417	\$7,175,169
Prior Year:	2022	24,310,159	13,486,713	10,823,446
Variance:		3,427	3,651,704	(3,648,277)

Canutillo Independent School District General Fund Budget vs Actual April 30, 2023




Sept-June target % = 78%
12 month target % = 75%

■ = On Target
■ = Fast Receive
■ = Slow Receive

REVENUE ACCOUNT	APPROVED BUDGET	CURRENT MONTH REVENUES	REVENUES	REMAINING BUDGET AMOUNT	% BUDGET RECEIVED	ESTIMATED REVENUE	ESTIMATED SURPLUS/DECIFIT
LOCAL:							
TAXES, CURRENT YEAR LEVY	\$30,231,260	(\$49,621)	\$29,675,893	(\$555,367)	98%	\$29,968,086	(\$263,174)
TAXES, PRIOR YEARS	100,000	(105,007)	(170,223)	(270,223)	-170%	40,000	(60,000)
TAXES, PENALTY & INTEREST	80,000	(400)	115,056	35,056	144%	137,456	57,456
FOOD SERVICE ACTIVITY	60,000	0	33,639	(26,361)	56%	42,049	(17,951)
FOOD SERVICE CATERING	6,000	17,827	42,125	36,125	702%	30,000	24,000
TUITION & FEES	1,500	0	0	(1,500)	0%	1,500	0
EARNINGS-TEMP DEP/INVEST	27,000	99,280	651,567	624,567	2413%	600,000	573,000
REVENUE-RENT-BUILDINGS	8,400	0	4,900	(3,500)	58%	4,900	(3,500)
MISCELLANEOUS REVENUE	80,000	83	67,851	54,321		85,000	5,000
FEDERAL REVENUES - E-RATE	160,000	0	0	(160,000)	0%	1,160,000	1,000,000
REVENUE-ATHLETIC ACTIVITY	40,000	0	66,417	26,417	166%	66,417	26,417
Total Local:	30,794,160	(37,837)	30,487,225	(240,465)	99%	32,135,408	1,341,248
STATE:							
REVENUE-PER CAPITA	\$2,543,434	\$252,661	\$1,572,100	(\$971,334)	62%	\$3,554,444	\$1,011,010
REVENUE-FOUNDATION ENTITLE	24,585,183	1,509,939	18,108,141	(6,477,042)	74%	22,723,426	(1,861,757)
REVENUE-FOUNDATION PROGRAM	0	0	0	0	0%	0	0
REVENUE-FOOD SERVICE	24,000	0	0	(24,000)	0%	24,000	0
TRS ON-BEHALF BENEFIT	3,250,000	0	2,334,098	(915,902)	72%	3,176,313	(73,687)
Total State:	30,402,617	1,762,600	22,014,339	(8,388,278)	72%	29,478,183	(924,434)

**Canutillo Independent School District
General Fund Budget vs Actual
April 30, 2023**

Sept-June target % = 78%
12 month target % = 75%

 = On Target
 = Fast Receive
 = Slow Receive

REVENUE ACCOUNT	APPROVED BUDGET	CURRENT MONTH REVENUES	REVENUES	REMAINING BUDGET AMOUNT	% BUDGET RECEIVED	ESTIMATED REVENUE	ESTIMATED SURPLUS/DECIFIT
FEDERAL:							
REVENUE-R O T C	\$70,000	\$0	\$0	(\$70,000)	0%	\$70,000	\$0
FEDERAL REVENUES - TEA	1,376,623	0	64,073	(1,312,550)	5%	1,376,623	0
SCHOOL BREAKFAST PROGRAM	2,000,000	0	983,560	(1,016,440)	49%	2,000,000	0
SCHOOL LUNCH PROGRAM	3,473,000	0	1,731,342	(1,741,658)	50%	3,473,000	0
USDA COMMODITIES	377,000	0	0	(377,000)	0%	377,000	0
REVENUE-SHARS-MEDICAID	850,000	39,451	1,128,813	278,813	133%	937,086	87,086
Total Federal:	8,146,623	39,451	3,912,789	(4,233,834)	48%	8,233,709	87,086
OTHER SOURCES:							
BOND PROCEEDS	\$0	\$0	\$0	\$0	0%	\$0	\$0
DISCOUNT ON BOND ISSUANCE	0	0	0	0	0%	0	0
SALE OF REAL AND PERSONAL PROPERTY	532,855	0	1,672,391	(1,139,536)	100%	1,675,370	1,142,515
Total Other Sources:	532,855	0	1,672,391	(1,139,536)	100%	1,675,370	1,142,515
Total Revenues:	\$69,876,255	\$1,764,213	\$58,086,743	(\$14,002,113)	83%	\$71,522,670	\$1,646,415

**Canutillo Independent School District
General Fund Budget vs. Actual
April 30, 2023**

■ = On Target
■ = Fast Spending
■ = Slow Spending

Sept-June target % = 78%
 12 month target % = 75%

ACCOUNT CODE BY FUNCTION	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	YEAR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BUDGET AMOUNT	% BUDGET USED	PROJECTED EXPENDITURES	Preliminary Estimated Savings (Deficiency)
11 INSTRUCTION								
PAYROLL COSTS	\$35,300,106	\$3,241,820	\$29,869,588	\$0	\$5,430,518	85%	\$35,321,435	(\$21,329)
PROF. & CONTRACTED SERVICES	924,274	12,022	624,341	89,862	210,072	77%	924,274	0
MATERIALS & SUPPLIES	1,410,606	50,695	2,507,602	207,931	(1,304,927)	193%	2,715,533	(1,304,927)
OTHER OPERATING EXPENSES	249,753	22,740	157,638	60,626	31,489	87%	249,753	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	118,408	0	77,785	52,780	(12,157)	110%	118,408	0
INSTRUCTION	38,003,147	3,327,276	33,236,955	411,198	4,354,995	89%	39,329,403	(1,326,256)
12 INSTR RESOURCES & MEDIA								
PAYROLL COSTS	722,751	66,358	613,547	0	109,204	86%	723,159	(408)
PROF. & CONTRACTED SERVICES	41,759	0	39,987	4,031	(2,258)	105%	44,017	(2,258)
MATERIALS & SUPPLIES	42,359	426	30,346	8,920	3,092	93%	42,359	0
OTHER OPERATING EXPENSES	178	0	178	0	0	100%	178	0
INSTR RESOURCES & MEDIA	807,047	66,784	684,058	12,951	110,038	86%	809,713	(2,666)
13 STAFF DEVELOPMENT-CURRICULUM/INSTRUCTION								
PAYROLL COSTS	458,106	39,270	356,427	0	101,679	78%	460,228	(2,122)
PROF. & CONTRACTED SERVICES	35,550	0	17,750	0	17,800	50%	35,550	0
MATERIALS & SUPPLIES	15,935	948	7,025	3,939	4,971	69%	15,935	0
OTHER OPERATING EXPENSES	147,034	6,112	80,536	66,717	(219)	100%	147,034	0
STAFF DEVELOPMENT-CURRICULUM/INSTRUCTION	656,625	46,329	461,738	70,656	124,231	81%	658,747	(2,122)
21 INSTRUCTIONAL ADMIN								
PAYROLL COSTS	480,127	35,705	350,368	0	129,759	73%	437,648	42,479
PROF. & CONTRACTED SERVICES	32,652	616	25,636	6,664	351	99%	32,652	0
MATERIALS & SUPPLIES	18,569	1,216	14,879	1,238	2,452	87%	18,569	0
OTHER OPERATING EXPENSES	48,811	8,055	31,728	17,712	(629)	101%	48,811	0
INSTRUCTIONAL ADMIN	580,159	45,590	422,613	25,614	131,933	77%	537,680	42,479

**Canutillo Independent School District
General Fund Budget vs. Actual
April 30, 2023**

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Sept-June target % = 78%
 12 month target % = 75%

ACCOUNT CODE BY FUNCTION	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	YEAR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BUDGET AMOUNT	% BUDGET USED	PROJECTED EXPENDITURES	Preliminary Estimated Savings (Deficiency)
23 SCHOOL LEADERSHIP								
PAYROLL COSTS	3,989,170	314,519	3,186,115	0	803,054	80%	3,921,630	67,539
PROF. & CONTRACTED SERVICES	61,582	3,208	42,661	18,657	264	100%	61,318	264
MATERIALS & SUPPLIES	187,644	4,511	37,587	5,098	144,959	23%	187,644	0
OTHER OPERATING EXPENSES	63,198	2,421	36,104	17,943	9,150	86%	63,198	0
SCHOOL LEADERSHIP	4,301,593	324,659	3,302,468	41,698	957,427	78%	4,233,790	67,803
31 GUIDANCE & COUNSELING SVC								
PAYROLL COSTS	2,286,491	198,640	1,864,474	0	422,017	82%	2,247,450	39,041
PROF. & CONTRACTED SERVICES	43,983	796	38,177	6,228	(422)	101%	43,983	0
MATERIALS & SUPPLIES	26,692	3,580	19,155	7,510	27	100%	26,692	0
OTHER OPERATING EXPENSES	43,683	319	12,008	19,053	12,622	71%	43,683	0
GUIDANCE & COUNSELING SVC	2,400,849	203,334	1,933,814	32,792	434,243	82%	2,361,808	39,041
32 SOCIAL WORK SERVICES								
PAYROLL COSTS	218,660	18,166	175,718	0	42,942	80%	217,914	746
PROF. & CONTRACTED SERVICES	1,044	76	3,828	344	(3,127)	400%	4,171	(3,127)
MATERIALS & SUPPLIES	4,556	214	911	3,521	124	97%	4,556	0
OTHER OPERATING EXPENSES	8,450	0	522	7,849	79	99%	8,450	0
SOCIAL WORK SERVICES	232,710	18,456	180,980	11,713	40,017	83%	235,091	(2,381)
33 HEALTH SERVICES								
PAYROLL COSTS	1,003,385	86,934	755,753	0	247,632	75%	916,282	87,103
PROF. & CONTRACTED SERVICES	10,110	408	9,704	65	341	97%	9,769	341
MATERIALS & SUPPLIES	17,128	2,509	13,389	2,929	810	95%	17,128	0
OTHER OPERATING EXPENSES	3,708	103	3,415	98	194	95%	3,708	0
HEALTH SERVICES	1,034,331	89,954	782,262	3,092	248,977	76%	946,887	87,444

**Canutillo Independent School District
General Fund Budget vs. Actual
April 30, 2023**

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ACCOUNT CODE BY FUNCTION	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	YEAR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BUDGET AMOUNT	% BUDGET USED	PROJECTED EXPENDITURES	Preliminary Estimated Savings (Deficiency)
34 STUDENT TRANSPORTATION								
PAYROLL COSTS	1,482,454	133,631	1,256,902	0	225,552	85%	1,444,795	37,659
PROF. & CONTRACTED SERVICES	153,756	3,205	113,407	33,745	6,604	96%	153,756	0
MATERIALS & SUPPLIES	278,715	21,870	224,737	37,007	16,971	94%	278,715	0
OTHER OPERATING EXPENSES	121,596	(25,470)	(40,581)	1,631	160,546	-32%	121,596	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	235,508	0	0	235,508	0	100%	235,508	0
STUDENT TRANSPORTATION	2,272,029	133,237	1,554,466	307,891	409,672	82%	2,234,370	37,659
35 FOOD SERVICE								
PAYROLL COSTS	2,470,811	205,071	1,881,592	0	589,219	76%	2,179,379	291,432
PROF. & CONTRACTED SERVICES	195,000	6,430	113,118	40,197	41,685	79%	195,000	0
MATERIALS & SUPPLIES	3,191,662	226,775	2,172,300	515,271	504,091	84%	3,191,662	0
OTHER OPERATING EXPENSES	104,000	1,589	30,355	36,728	36,917	65%	104,000	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	850,000	0	165,065	324,528	360,407	58%	850,000	0
FOOD SERVICE	6,811,473	439,865	4,362,430	916,724	1,532,319	78%	6,520,041	291,432
36 COCURRICULAR ACTIVITIES								
PAYROLL COSTS	1,118,821	54,630	637,400	0	481,421	57%	874,959	243,862
PROF. & CONTRACTED SERVICES	99,885	516	82,781	6,802	10,302	90%	99,885	0
MATERIALS & SUPPLIES	188,900	6,992	93,722	29,901	65,277	65%	188,900	0
OTHER OPERATING EXPENSES	387,242	22,677	215,268	149,159	22,814	94%	387,242	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	0	0	0	0	0	0%	0	0
COCURRICULAR ACTIVITIES	1,794,847	84,814	1,029,171	185,862	579,814	68%	1,550,985	243,862
41 GENERAL ADMINISTRATION								
PAYROLL COSTS	2,874,727	224,316	2,221,239	0	653,488	77%	2,759,906	114,821
PROF. & CONTRACTED SERVICES	490,663	48,311	466,777	158,359	(134,473)	127%	495,663	(5,000)
MATERIALS & SUPPLIES	119,541	3,097	53,419	29,229	36,894	69%	119,541	0
OTHER OPERATING EXPENSES	434,412	1,686	291,905	110,568	31,939	93%	444,412	(10,000)
GENERAL ADMINISTRATION	3,919,343	277,409	3,033,339	298,156	587,847	85%	3,819,522	99,821

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51 PLANT MAINT & OPERATIONS								
PAYROLL COSTS	2,546,034	179,637	2,006,612	0	539,422	79%	2,414,228	131,806
PROF. & CONTRACTED SERVICES	3,040,066	143,457	2,274,603	352,778	412,685	86%	3,040,066	0
MATERIALS & SUPPLIES	755,170	28,052	448,344	227,330	79,497	89%	755,170	0
OTHER OPERATING EXPENSES	465,230	16	456,033	5,917	3,280	99%	465,230	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	108,538	0	38,411	0	70,127	35%	108,538	0
PLANT MAINT & OPERATIONS	6,915,038	351,162	5,224,003	586,024	1,105,011	84%	6,783,232	131,806
52 SECURITY & MONITORING SVC								
PAYROLL COSTS	1,118,888	87,662	914,035	0	204,853	82%	1,094,272	24,616
PROF. & CONTRACTED SERVICES	101,697	1,780	211,939	27,633	(137,876)	236%	239,572	(137,876)
MATERIALS & SUPPLIES	32,116	1,954	37,302	51,974	(57,160)	278%	89,276	(57,160)
OTHER OPERATING EXPENSES	31,823	507	16,203	11,024	4,596	86%	31,823	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	0	0	0	0	0	100%	0	0
SECURITY & MONITORING SVC	1,284,523	91,903	1,179,479	90,631	14,413	99%	1,454,943	(170,420)
53 DATA PROCESSING SERVICES								
PAYROLL COSTS	1,270,095	99,017	1,007,529	0	262,566	79%	1,239,314	30,781
PROF. & CONTRACTED SERVICES	877,668	71,479	693,182	97,152	87,334	90%	877,668	0
MATERIALS & SUPPLIES	29,464	5,447	14,950	14,565	(50)	100%	29,464	0
OTHER OPERATING EXPENSES	51,773	3,017	21,203	15,210	15,360	70%	51,773	0
CAPITAL OUTLAY - LAND,BLDG,EQUIP	37	0	1,190	85	(1,238)	100%	1,275	(1,238)
DATA PROCESSING SERVICES	2,229,037	178,960	1,738,053	127,012	363,972	84%	2,199,494	29,543
61 COMMUNITY SERVICES								
PAYROLL COSTS	13,626	0	5,766	0	7,860	42%	10,306	3,320
PROF. & CONTRACTED SERVICES	0	0	(170)	170	0	0%	0	0
MATERIALS & SUPPLIES	2,379	312	2,051	0	328	86%	2,379	0
OTHER OPERATING EXPENSES	10,991	(201)	6,100	1,436	3,455	69%	10,991	0
COMMUNITY SERVICES	26,996	112	13,748	1,606	11,642	57%	23,676	3,320

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71 DEBT SERVICES								
DEBT SERVICE	1,582,484	312,812	1,582,483	0	1	100%	1,582,484	0
DEBT SERVICES	1,582,484	312,812	1,582,483	0	1	100%	1,582,484	0
81 FACILITIES ACQUISITION/CONSTRUCTION								
CAPITAL OUTLAY - LAND,BLDG,EQUIP	1,787,556	36,593	872,694	126,251	788,611	56%	998,945	788,611
FACILITIES ACQUISITION/CONSTRUCTION	1,787,556	36,593	872,694	126,251	788,611	56%	998,945	788,611
99 OTHER INTERGOVERNMENTAL CHARGES								
TAX APPRAISAL & COLLECTION	486,196	140	388,455	151,060	(53,319)	111%	531,196	(45,000)
OTHER INTERGOVERNMENTAL CHARGES	486,196	140	388,455	151,060	(53,319)	111%	531,196	(45,000)
Total Budgeted Expenditures:	\$77,125,983	\$6,029,389	\$61,983,208	\$3,400,931	\$11,741,844	85%	\$76,812,009	\$313,974
Revenue Over Expenditures	(\$7,249,728)		(\$3,896,464)				(\$5,289,339)	\$1,332,442
SUMMARY APRIL FY 2023								
PAYROLL COSTS	\$57,354,251	\$4,985,375	\$47,103,067	\$0	\$10,251,184	82%		
PROF. & CONTRACTED SERVICES	6,109,687	292,302	4,757,722	842,686	509,280	92%		
MATERIALS & SUPPLIES	6,321,435	358,598	5,677,719	1,146,362	(502,646)	108%		
OTHER OPERATING EXPENSES	2,171,881	43,570	1,318,616	521,671	331,594	85%		
DEBT SERVICE	1,582,484	312,812	1,582,483	0	1	100%		
CAPITAL OUTLAY - LAND,BLDG,EQUIP	3,100,047	36,593	1,155,145	739,152	1,205,750	61%		
OTHER INTERGOVERNMENTAL CHARGES	486,196	140	388,455	151,060	(53,319)	111%		
Total Budgeted Expenditures:	\$77,125,983	\$6,029,389	\$61,983,208	\$3,400,931	\$11,741,844	91%		

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ACCOUNT CODE BY FUNCTION	CURRENT BUDGET	CURRENT MONTH EXPENDITURES	YEAR-TO-DATE EXPENDITURES	OUTSTANDING ENCUMBRANCES	REMAINING BUDGET AMOUNT	% BUDGET USED	PROJECTED EXPENDITURES	Preliminary Estimated Savings (Deficiency)
<u>SUMMARY APRIL FY 2022</u>								
PAYROLL COSTS	\$56,367,597	\$5,192,452	\$47,079,408	\$0	\$9,288,189	84%		
PROF. & CONTRACTED SERVICES	5,747,241	511,373	4,351,967	1,148,465	246,809	96%		
MATERIALS & SUPPLIES	5,919,984	300,696	3,769,761	1,395,135	755,087	87%		
OTHER OPERATING EXPENSES	2,116,391	71,397	1,207,728	582,948	325,715	85%		
DEBT SERVICE	1,574,977	0	1,267,923	0	307,054	81%		
CAPITAL OUTLAY - LAND,BLDG,EQUIP	3,354,726	9,881	911,955	1,137,823	1,304,947	61%		
OTHER INTERGOVERNMENTAL CHARGES	486,196	0	357,398	125,491	3,307	99%		
Total Budgeted Expenditures:	\$75,567,111	\$4,953,421	\$52,648,149	\$4,161,887	\$18,757,075	79%		
<u>SUMMARY VARIANCE</u>								
PAYROLL COSTS	\$986,654	(\$207,077)	\$23,660					
PROF. & CONTRACTED SERVICES	362,447	(219,071)	405,754					
MATERIALS & SUPPLIES	401,452	57,902	1,907,958					
OTHER OPERATING EXPENSES	55,491	43,570	50,693					
DEBT SERVICE	7,507	312,812	314,560					
CAPITAL OUTLAY - LAND,BLDG,EQUIP	(254,678)	26,712	243,190					
OTHER INTERGOVERNMENTAL CHARGES	0	140	31,057					
Total Budgeted Expenditures:	\$1,558,872	\$14,987	\$2,976,872					

Prepared by: Sandra Dea & Elvira Monzon
Reviewed by: Cristina Pulley

**Canutillo Independent School District
Financial Statement
101 - Food Service
April 30, 2023**

<i>FUND</i>	<i>OBJECT</i>	<i>TITLE</i>	<i>AMENDED BUDGET</i>	<i>ENCUMBRANCE</i>	<i>YEAR TO DATE REVENUE</i>	<i>BALANCE AVAILABLE</i>	<i>PERCENTAGE USED</i>
101	5700	Local Revenue	68,000		125,752	(57,752)	185%
101	5800	State Revenue	24,000		0	24,000	0%
101	5900	Federal Revenue	5,850,000		2,719,903	3,130,097	46%
101	7900	Other Sources	0		0	0	0%
REPORT TOTAL			\$5,942,000		\$2,845,654	\$3,096,346	48%

<i>FUND</i>	<i>OBJECT</i>	<i>TITLE</i>	<i>AMENDED BUDGET</i>	<i>ENCUMBRANCE</i>	<i>YEAR TO DATE EXPENDITURES</i>	<i>BALANCE AVAILABLE</i>	<i>PERCENTAGE USED</i>
101	6100	Payroll	2,566,338	0	1,952,923	613,415	76%
101	6200	Contracted Services	856,000	104,409	614,597	136,995	84%
101	6300	Supplies	3,276,662	558,184	2,213,181	505,298	85%
101	6400	Other Operating	104,000	36,728	30,355	36,917	65%
101	6600	Capital	939,000	324,528	183,938	430,534	54%
REPORT TOTAL			\$7,742,000	\$1,023,849	\$4,994,993	\$1,723,158	78%

<i>FUND</i>	<i>FUNCTION</i>	<i>TITLE</i>	<i>AMENDED BUDGET</i>	<i>ENCUMBRANCE</i>	<i>YEAR TO DATE EXPENDITURES</i>	<i>BALANCE AVAILABLE</i>	<i>PERCENTAGE USED</i>
101	35	Food Service	6,811,473	916,724	4,362,430	1,532,319	78%
101	51	Plant Maintenance	930,527	107,124	632,564	190,839	79%
REPORT TOTAL			\$7,742,000	\$1,023,849	\$4,994,993	\$1,723,158	78%

**Canutillo Independent School District
Financial Statement
185 - Compensatory Education
April 30, 2023**

FUND	OBJECT	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE REVENUE	BALANCE AVAILABLE	PERCENTAGE USED
185	5800	State Revenue	3,184,026		2,026,302	1,157,724	64%
REPORT TOTAL			\$3,184,026		\$2,026,302	\$1,157,724	64%

FUND	OBJECT	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
185	6100	Payroll	2,754,375	0	2,187,422	566,953	79%
185	6200	Contracted Services	103,128	713	98,656	3,760	96%
185	6300	Supplies	188,952	83,911	96,646	8,395	96%
185	6400	Other Operating	50,698	40,914	19,269	(9,484)	119%
REPORT TOTAL			\$3,097,153	\$125,537	\$2,401,993	\$569,623	82%

FUND	FUNCTION	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
185	11	Instructional	2,652,623	79,320	2,077,635	495,668	81%
185	12	Instructional Resources	0	1,300	(1,300)	0	0%
185	13	Curriculum & Instruction	98,439	27,339	55,707	15,392	84%
185	21	Instructional Admin	34,605	5,865	23,038	5,702	84%
185	31	Guidance & Counseling	79,427	0	66,489	12,938	84%
185	32	Social Work Services	232,059	11,713	180,423	39,923	83%
REPORT TOTAL			\$3,097,153	\$125,537	\$2,401,993	\$569,623	82%

**Canutillo Independent School District
Financial Statement
199 - General Fund
April 30, 2023**

FUND	OBJECT	TITLE	AMENDED BUDGET		YEAR TO DATE REVENUE	BALANCE AVAILABLE	PERCENTAGE USED
199	5700	Local Revenue	30,742,601		30,363,066	580,686	99%
199	5800	State Revenue	27,194,591		19,988,037	7,206,554	74%
199	5900	Federal Revenue	2,296,623		1,192,886	1,103,737	52%
199	7900	Other Sources	532,855		1,672,391	(1,139,536)	314%
REPORT TOTAL			\$60,766,670		\$53,216,380	\$7,751,441	88%

FUND	OBJECT	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
199	6100	Payroll	52,033,538	0	42,962,722	9,070,816	83%
199	6200	Contracted Services	5,636,755	888,624	4,432,923	315,208	94%
199	6300	Supplies	2,855,822	504,268	3,367,893	(1,016,339)	136%
199	6400	Other Operating	2,017,183	444,029	1,268,993	304,161	85%
199	6500	Debt Service	1,582,484	0	1,582,483	1	100%
199	6600	Capital	2,161,047	414,624	971,207	775,216	64%
REPORT TOTAL			\$66,286,830	\$2,251,545	\$54,586,222	\$9,449,063	86%

FUND	FUNCTION	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
199	11	Instructional	35,350,524	331,878	31,159,319	3,859,327	89%
199	12	Instructional Resources	807,047	11,651	685,358	110,038	86%
199	13	Curriculum & Instruction	558,186	43,317	406,030	108,839	81%
199	21	Instructional Admin	545,554	19,749	399,575	126,231	77%
199	23	School Administration	4,301,593	41,698	3,302,468	957,427	78%
199	31	Guidance & Counseling	2,321,422	32,792	1,867,325	421,306	82%
199	32	Social Work Services	651	0	557	94	86%
199	33	Health Services	1,034,331	3,092	782,262	248,977	76%
199	34	Student Transportation	2,272,029	307,891	1,554,466	409,672	82%
199	36	Cocurricular Activities	1,794,847	185,862	1,029,171	579,814	68%
199	41	General Administration	3,919,343	298,156	3,033,339	587,847	85%
199	51	Plant Maintenance	5,984,511	478,900	4,591,440	914,172	85%
199	52	Security	1,284,523	90,631	1,179,479	14,413	99%
199	53	Data Processing	2,229,037	127,012	1,738,053	363,972	84%
199	61	Community Services	26,996	1,606	13,748	11,642	57%
199	71	Debt Service	1,582,484	0	1,582,483	1	100%
199	81	Facilities Acquisition	1,787,556	126,251	872,694	788,611	56%
199	99	Governmental Charges	486,196	151,060	388,455	(53,319)	111%
REPORT TOTAL			\$66,286,830	\$2,251,545	\$54,586,222	\$9,449,063	86%

**Canutillo Independent School District
Financial Statement
599 - Debt Service
April 30, 2023**

FUND	OBJECT	TITLE	AMENDED BUDGET		YEAR TO DATE REVENUE	BALANCE AVAILABLE	PERCENTAGE USED
599	5700	Local Revenue	11,378,154		11,509,259	(131,105)	101%
599	5800	State Revenue	158,351		386,588	(228,237)	0%
599	7900	Other Sources	0		0	0	0%
REPORT TOTAL			\$11,536,505		\$11,895,847	(\$359,342)	103%

FUND	OBJECT	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
599	6500	Debt Service	11,536,505	0	6,458,805	5,077,700	56%
599	8900	Other Sources	0	0	2,929,516	(2,929,516)	0%
REPORT TOTAL			\$11,536,505	\$0	\$9,388,321	\$2,148,184	81%

FUND	FUNCTION	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
599	0	Other Uses		0	2,929,516	(2,929,516)	0%
599	71	Debt Service	11,536,505	0	6,458,805	5,077,700	56%
REPORT TOTAL			\$11,536,505	\$0	\$9,388,321	\$2,148,184	81%

**Canutillo Independent School District
Financial Statement
753 - CISD Health Insurance
April 30, 2023**

FUND	OBJECT	TITLE	AMENDED BUDGET		YEAR TO DATE REVENUE	BALANCE AVAILABLE	PERCENTAGE USED
753	7900	Other Sources	1,010,000		28,467	981,533	3%
753	5700	Local Revenue	9,053,280		6,182,194	2,871,086	68%
REPORT TOTAL			\$10,063,280		\$6,210,661	\$3,852,619	62%

FUND	OBJECT	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
753	6200	Contracted Services	8,146,780	6,300	6,872,617	1,267,863	84%
753	6400	Other Operating	916,500	165	509,558	406,777	56%
REPORT TOTAL			\$9,063,280	\$6,465	\$7,382,175	\$1,674,640	82%

FUND	FUNCTION	TITLE	AMENDED BUDGET	ENCUMBRANCE	YEAR TO DATE EXPENDITURES	BALANCE AVAILABLE	PERCENTAGE USED
753	41	General Administration	9,063,280	6,465	7,382,176	1,674,639	82%
REPORT TOTAL			\$9,063,280	\$6,465	\$7,382,176	\$1,674,639	82%

**Canutillo Independent School District
Special Revenue Report
April 30, 2023**



FUND	PROG. YEAR	PROGRAM TITLE	PROGRAM PERIOD	APPROVED BUDGET	TOTAL EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE	ACTUAL SPEND	TARGET SPEND	PROGRAM MANAGER
211	2023	Title I-Part A								
		Title I-Part A Adult Literacy	07/01/2022-09/30/2023	24,084	19,930	0	4,154	83%	83%	M. Reyes
		Title I-Part A Alderete Middle School	07/01/2022-09/30/2023	150,992	114,748	630	35,614	76%	83%	N. Avila
		Title I-Part A Canutillo Elementary	07/01/2022-09/30/2023	161,040	131,892	50	29,098	82%	83%	A. Esparza
		Title I-Part A Canutillo High School	07/01/2022-09/30/2023	354,123	240,346	749	113,029	68%	83%	C. Marrufo
		Title I-Part A Canutillo Middle School	07/01/2022-09/30/2023	153,842	123,419	1,887	28,537	81%	83%	C. Judge
		Title I-Part A Childress Elementary	07/01/2022-09/30/2023	103,244	70,942	389	31,913	69%	83%	M. Varela
		Title I-Part A Curriculum/Instruction	07/01/2022-09/30/2023	0	0	0	0	0%	83%	J. Arrellano
		Title I-Part A Damian Elementary	07/01/2022-09/30/2023	107,157	67,929	25,032	14,196	87%	83%	A. Aranda
		Title I-Part A Davenport Elementary	07/01/2022-09/30/2023	125,130	97,366	11,659	16,105	87%	83%	G. Montanez
		Title I-Part A District Wide	07/01/2022-09/30/2023	128,513	0	239	128,274	0%	83%	J. Arrellano
		Title I-Part A Early College High School	07/01/2022-09/30/2023	65,940	32,506	11,510	21,925	67%	83%	F. Clark
		Title I-Part A External Funding	07/01/2022-09/30/2023	77,094	62,767	0	14,327	81%	83%	J. Melendez
		Title I-Part A Garcia Elementary	07/01/2022-09/30/2023	74,312	39,256	0	35,056	53%	83%	M. Alarcon
		Title I-Part A Student Support Division	07/01/2022-09/30/2023	99,796	73,121	4,729	21,946	78%	83%	M. Reyes
211	2023	Title I-Part A		1,625,267	1,074,221	56,875	494,171	70%	83%	
212	2023	Title I-Part C Migrant								
		Title I-Part C Migrant Academic Language Svcs	07/01/2022-09/30/2023	116,938	31,329	9,807	75,803	35%	83%	N. Silva
		Title I-Part C Migrant Summer School	07/01/2022-09/30/2023	9,001	0	0	9,001	0%	83%	N. Silva
212	2023	Title I-Part C Migrant		125,939	31,329	9,807	84,804	33%	83%	
224	2023	IDEA-Part B Formula								
		IDEA-Part B Formula Alderete Middle School	07/01/2022-09/30/2023	233,986	111,133	0	122,853	47%	83%	E. Moreno
		IDEA-Part B Formula Canutillo Elementary	07/01/2022-09/30/2023	35,865	21,394	0	14,471	60%	83%	E. Moreno
		IDEA-Part B Formula Canutillo High School	07/01/2022-09/30/2023	390,823	303,714	0	87,109	78%	83%	E. Moreno
		IDEA-Part B Formula Canutillo Middle School	07/01/2022-09/30/2023	95,430	11,588	0	83,842	12%	83%	E. Moreno
		IDEA-Part B Formula Childress Elementary	07/01/2022-09/30/2023	41,686	25,333	0	16,353	61%	83%	E. Moreno
		IDEA-Part B Formula Garcia Elementary	07/01/2022-09/30/2023	225,686	153,784	0	71,902	68%	83%	E. Moreno
		IDEA-Part B Formula Special Education Dept.	07/01/2022-09/30/2023	341,394	104,991	0	236,403	31%	83%	E. Moreno
224	2023	IDEA-Part B Formula		1,364,870	731,935	0	632,935	54%	83%	
225	2023	IDEA-Part B Preschool								
		IDEA-Part B Preschool Special Education Dept.	07/01/2022-09/30/2023	12,983	1,458	5,961	5,564	57%	83%	E. Moreno
225	2023	IDEA-Part B Preschool		12,983	1,458	5,961	5,564	57%	83%	
244	2023	Carl Perkins Voc-Ed Grant								
		Carl Perkins Voc-Ed Grant Canutillo High School	07/01/2023-08/15/2023	45,023	34,197	10,826	0	34%	83%	T.Andrews
		Carl Perkins Voc-Ed Grant Career & Technology Education	07/01/2023-08/15/2023	8,666	866	4,675	3,125	64%	83%	T.Andrews
		Carl Perkins Voc-Ed Grant Early College High School	07/01/2023-08/15/2023	9,368	5,400	521	3,447	63%	83%	T.Andrews
244	2023	Carl Perkins Voc-Ed Grant		63,057	40,463	16,022	6,572	90%	83%	

**Canutillo Independent School District
Special Revenue Report
April 30, 2023**



FUND	PROG. YEAR	PROGRAM TITLE	PROGRAM PERIOD	APPROVED BUDGET	TOTAL EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE	ACTUAL SPEND	TARGET SPEND	PROGRAM MANAGER
255	2023	Title II-Part A Teacher/Principal								
		Title II-Part A Teacher/Principal Alderete Middle	07/01/2022-09/30/2023	7,265	562	7,033	(330)	105%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Canutillo Elementary	07/01/2022-09/30/2023	6,265	0	0	6,265	0%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Canutillo High School	07/01/2022-09/30/2023	22,717	1,132	0	21,585	5%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Canutillo Middle	07/01/2022-09/30/2023	7,265	0	0	7,265	0%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Childress Elementary	07/01/2022-09/30/2023	6,265	744	2,574	2,947	53%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Curriculum/Instruction	07/01/2022-09/30/2023	158,041	70,538	26,165	61,338	61%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Damian Elementary	07/01/2022-09/30/2023	6,265	775	31	5,460	13%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Davenport Elementary	07/01/2022-09/30/2023	6,265	1,402	3,366	1,497	76%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Early College High School	07/01/2022-09/30/2023	30,833	13,668	2,632	14,532	53%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Garcia Elementary	07/01/2022-09/30/2023	6,265	0	75	6,190	1%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Reyes Elementary	07/01/2022-09/30/2023	6,265	325	4,516	1,424	77%	83%	J. Arrellano
		Title II-Part A Teacher/Principal Summer School	07/01/2022-09/30/2023	153	0	0	153	0%	83%	J. Arrellano
255	2023	Title II-Part A Teacher/Principal		263,864	89,145	46,392	128,327	51%	83%	
263	2023	Title III-Part A LEP								
		Title III-Part A LEP Academic Language Svcs	07/01/2022-09/30/2023	260,806	141,165	17,940	101,702	61%	83%	N. Silva
		Title III-Part A LEP Academic Language Svcs Summer	07/01/2022-09/30/2023	8,000	0	1,475	6,525	18%	83%	N. Silva
263	2023	Title III-Part A LEP		268,806	141,165	19,415	108,227	60%	83%	
279	2021	TCLAS-Federal								
		TCLAS-Federal	11/12/2021-08/31/2024	1,826,521	689,217	5,115	1,132,189	38%	52%	D. Kerney
279	2021	Instructional Continuity Grant		1,826,521	689,217	5,115	1,132,189	38%	52%	
281	2021	CRRSA-ESSER II								
		Coronavirus Response and Relief Supplemental Appropriations	03/01/2020-09/30/2023	4,773,168	4,527,647	0	245,521	95%	86%	M Piekarski
281	2021	CRSSA-ESSER II		4,773,168	4,527,647	-	245,521	95%	86%	
282	2021	American Rescue Plan-ESSER III								
		ARP-ESSER III	03/01/2020-09/30/2024	10,719,858	8,413,545	92,605	2,213,708	79%	66%	D. Kerney
282	2021	American Rescue Plan-ESSER III		10,719,858	8,413,545	92,605	2,213,708	79%	66%	
284	2022	ARP-IDEA Formula								
		ARP-IDEA Formula	07/01/2021-09/30/2023	243,413	97,514	103,641	42,258	83%	85%	E. Moreno
284	2022	ARP-IDEA Formula		243,413	97,514	103,641	42,258	83%	85%	
285	2022	ARP-IDEA Preschool								
		ARP-IDEA Preschool	07/01/2021-09/30/2023	12,366	6,420	310	5,637	54%	92%	E. Moreno
285	2022	ARP-IDEA Preschool		12,366	6,420	310	5,637	54%	92%	

**Canutillo Independent School District
Special Revenue Report
April 30, 2023**



FUND	PROG. YEAR	PROGRAM TITLE	PROGRAM PERIOD	APPROVED BUDGET	TOTAL EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE	ACTUAL SPEND	TARGET SPEND	PROGRAM MANAGER
289	2023	Federal Special Grant								
		Title IV-Part A SSAEP - Summer School	07/01/2022-09/30/2023	71,340	0	2,725	68,615	4%	83%	J. Arrellano
		Title IV-Part A SSAEP - Career & Technology Education	07/01/2022-09/30/2023	13,330	818	1,215	11,297	15%	83%	J. Arrellano
		Title IV-Part A SSAEP - Alderete Middle School	07/01/2022-09/30/2023	4,000	0	0	4,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP -Canutillo Elementary School	07/01/2022-09/30/2023	2,000	0	0	2,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP - Canutillo Middle School	07/01/2022-09/30/2023	5,000	0	0	5,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP -Childress Elementary School	07/01/2022-09/30/2023	2,000	0	0	2,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP -Curriculum and Instruction	07/01/2022-09/30/2023	56,664	8,391	0	48,273	15%	83%	J. Arrellano
		Title IV-Part A SSAEP -Damian ElementarySchool	07/01/2022-09/30/2023	2,000	0	0	2,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP -Davenport Elementary School	07/01/2022-09/30/2023	2,000	0	0	2,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP -Garcia Elementary School	07/01/2022-09/30/2023	2,000	0	0	2,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP - Reyes Elementary School	07/01/2022-09/30/2023	2,000	0	0	2,000	0%	83%	J. Arrellano
		Title IV-Part A SSAEP - Student Support Services	07/01/2022-09/30/2023	29,000	10,145	12,358	6,496	78%	83%	J. Arrellano
289	2023	Federal Grant		191,334	19,355	16,298	155,681	19%	83%	
410	2023	State Instructional Materials								
		State Instructional Materials District Wide		1,195,692	993,675	345	201,672	83%	83%	A. Aguilar
410	2023	State Instructional Materials		1,195,692	993,675	345	201,672	83%	100%	
410	2022	State Instructional Materials								
		State Instructional Materials District Wide		407,482	0	5,796	401,686	1%	83%	A. Aguilar
410	2022	State Instructional Materials		407,482	0	5,796	401,686	36%	83%	
429	2023	State Grants								
		LASO Strong Foundation Literacy Framework	03/01/2023-04/30/2025	200,000	0	0	200,000	0%	0%	J. Arrellano
		Strong Foundation Math Framework, Cycle 1	09/14/2022-04/30/2025	93,949	37,500	32,500	23,949	75%	23%	J. Arrellano
		Dyslexia Grant	11/16/2022-08/31/2023	3,800	0	0	3,800	0%	60%	E. Moreno
		Blended Learning Execution Grant	06/24/2021-05/31/2023	98,351	70,788	29,244	(1,681)	102%	96%	J. Arellano
		TCLAS-State	11/12/2021-05/31/2024	252,478	3,200	28,154	221,124	12%	57%	D. Kerney
		Blended Learning Planning Grant-MIZ	10/23/2020-05/31/2023	120,388	113,591	0	6,797	94%	64%	J. Arellano
429	2023	State Grants		768,966	225,078	89,898	453,989	12%	57%	
487	2022	CREED								
		CREED Math and Literacy Grant-Canutillo Middle School	01/01/2023-06/30/2024	225,000	29,691	0	195,309	13%	22%	J. Arellano
		CREED Math and Literacy Grant-Alderete Middle School	01/01/2023-06/30/2024	225,000	26,559	0	198,441	12%	22%	J. Arellano
487	2022	CREED		450,000	56,250	0	393,751	36%	22%	
Total Expenditures				24,313,586	17,138,417	468,480	6,706,689			

Prepared by: Ricardo Porras
Reviewed by: Christina Pulley

Cash Flow - April 30, 2023

	ACTUAL JULY	ACTUAL AUGUST	ACTUAL SEPTEMBER	ACTUAL OCTOBER	ACTUAL NOVEMBER	ACTUAL DECEMBER	ACTUAL JANUARY	ACTUAL FEBRUARY	ACTUAL MARCH	ACTUAL APRIL	PROJECTED MAY	PROJECTED JUNE	TOTALS
GENERAL FUND													
<i>Beginning Cash Balance</i>	\$ 15,074,490	\$ 18,059,503	\$ 14,994,480	\$ 13,874,382	\$ 13,815,924	\$ 13,963,712	\$ 22,999,459	\$ 25,251,138	\$ 26,542,175	\$ 23,459,871	\$ 20,034,337	\$ 15,883,185	
RECEIPTS													
Texas Class - M&O Tax Collections	0	0	28,479	219,587	1,633,825	14,146,569	8,485,996	4,948,305	338,433	80,487	20,122	5,030	29,906,834
Deposits - Wells Fargo	88,059	574,640	183,422	298,203	224,499	102,801	137,448	1,263,161	2,299,799	144,936	108,702	50,000	5,475,671
Texas Class - Interest	361	505	597	1,065	4,213	18,956	68,916	82,807	70,792	47,019	18,807	7,523	321,561
Logic - Interest Income	96	126			224	299	253	0	0	488	253	253	1,992
Lonestar - Interest Income	8,177	18,389	16,705	20,005	23,168	15,825	7,784	10,567	18,856	13,295	13,295	13,295	179,360
TexPool - Interest Income	13	19	21	26	31	36	38	0	0	42	42	42	310
TexStar - Interest Income		12	14	14		25	27	26	0	30	30	30	209
State Revenue - Available School Fund	264,946	416,098	293,307	250,422	253,781	377,900	123,353	123,353	759,006	252,661	204,772	204,772	3,524,371
State Revenue - Foundation Fund	3,064,345	3,539,839	5,650,331	4,645,341	2,444,737	0	0	0	0	1,509,939	1,000,370	2,004,983	23,859,885
Other State/Federal Revenue	0	3,879									0	0	3,879
Federal Revenue- Food Service	0	69,581		592,321	564,167	686,809	302,434	491,844	527,345	355,534	177,767	0	3,767,801
Increase in Cash	\$ 3,425,998	4,623,089	6,172,875	6,026,984	5,148,421	15,349,145	9,126,296	6,920,316	4,014,231	2,404,430	1,544,160	2,285,928	67,041,873
DISBURSEMENTS													
Payroll	2,999,849	3,135,422	3,229,247	3,255,523	3,289,741	3,246,479	3,318,516	3,316,206	3,373,377	3,309,890	3,309,890	3,309,890	39,094,029
NM Withholding Tax	3,927	3,279	2,869	2,875	3,123	2,965	2,962	3,030	0	4,344	4,344	4,344	38,061
Life Insurance	12,862	12,793	12,249	12,328		12,390	12,528	26,943	13,774	13,914	13,914	13,914	157,609
TRS Payment	598,261	522,863	529,893	565,675	585,275	570,669	575,401	572,412	571,356	590,459	590,459	590,459	6,863,183
IRS Payment	366,422	376,104	378,381	391,688	388,586	194,843	564,689	368,899	386,703	369,099	369,099	369,099	4,523,614
Sec 125 Flex Spending	13,007			12,693	13,058	13,262	13,147	14,725	14,725	14,625	14,625	14,625	138,490
Sec 125 Disbursement/Annuities	70,249	141,437	124,638	117,516	112,168	154,626	140,910	109,111	121,861	113,657	113,657	113,657	1,433,486
Payroll Decrease in Cash	\$ 4,064,578	4,191,899	4,277,278	4,358,298	4,391,951	4,195,234	4,628,153	4,411,325	4,481,796	4,415,988	4,415,988	4,415,988	52,248,473
WF General Oper Check Disbursement	924,566	6,211,764	2,077,774	1,411,028	994,306	1,175,069	1,322,972	908,590	1,327,677	738,046	980,000	738,046	18,809,838
Payables Cash Disbursements				1,141	2,150	0				0	0	0	3,291
American Express / BOA	71,856	53,692	76,241	101,343	72,691	92,884	58,089	107,104	155,670	284,452	107,402	107,402	1,288,828
Commerce Bank Purchasing Card	341,781		226,392	178,628	195,471	145,760	381,370	182,058	386,513	390,028	296,103	296,103	3,553,240
Lease/ MTN Payment		1,030,875	115,721					123,075		312,812	0	0	1,582,483
Misc Expenditures	12,218	9,893	6,376	5,058	5,342	10,602	5,973	8,620	9,963	4,911	7,896	7,896	94,747
Operating Decrease in Cash	\$ 1,350,422	7,839,256	2,386,783	1,812,920	1,269,961	1,424,316	1,768,404	1,329,447	1,879,822	1,730,249	1,391,401	1,149,447	25,332,427
Total Decrease in Cash	\$ 5,415,000	12,031,155	6,664,060	6,171,218	5,661,911	5,619,550	6,396,556	5,740,772	6,361,619	6,146,237	5,807,389	5,565,435	77,580,900
Revenue - Federal Programs LoneStar	5,680,154	5,040,636	36,069	761,906	1,343,354	391,849	212,445	1,108,034	57,374	866,272	866,272	866,272	17,230,636
Transfer to/from Debt Service													0
Transfer to/from Construction													0
Transfer to/from Health Insurance	(706,139)	(697,593)	(664,982)	(676,130)	(682,077)	(1,085,698)	(690,505)	(996,541)	(792,291)	(550,000)	(754,195)	(754,195)	(9,050,344)
Transfer to/from Food Service													0
Total Other Uses / Transfers	\$ 4,974,015	4,343,043	(628,913)	85,775	661,278	(693,849)	(478,060)	111,493	(734,917)	316,272	112,077	112,077	8,180,292
Net Change in Cash	\$ 2,985,013	(3,065,024)	(1,120,098)	(58,458)	147,788	9,035,747	2,251,679	1,291,037	(3,082,304)	(3,425,534)	(4,151,152)	(3,167,429)	(2,358,734)
Ending Cash Balance	\$ 18,059,503	14,994,480	13,874,382	13,815,924	13,963,712	22,999,459	25,251,138	26,542,175	23,459,871	20,034,337	15,883,185	12,715,756	

	ACTUAL JULY	ACTUAL AUGUST	ACTUAL SEPTEMBER	ACTUAL OCTOBER	ACTUAL NOVEMBER	ACTUAL DECEMBER	PROJECTED JANUARY	PROJECTED FEBRUARY	PROJECTED MARCH	ACTUAL APRIL	PROJECTED MAY	PROJECTED JUNE	TOTALS
DEBT SERVICE FUND													
<i>Beginning Cash Balance in Bank</i>	\$ 10,555,185	\$ 10,568,921	\$ 8,312,479	\$ 5,325,097	\$ 5,422,319	\$ 6,062,755	\$ 11,488,861	\$ 14,776,673	\$ 12,612,095	\$ 12,792,864	\$ 12,875,765	\$ 12,946,701	
RECEIPTS													
Transfer In													0
I&S Tax Collections- Texas Class	0		10,201	82,620	622,738	5,399,657	3,237,486	1,888,907	128,524	29,911	17,947	10,768	11,428,759
State Revenue													0
Lone Star- Interest	1,726	2,428	2,591	3,258	3,880	4,430	4,629	4,366	4,950	4,982	4,982	4,982	47,206
Texas Class-Interest Income	13,010	14,708	12,947	11,344	14,317	22,019	45,697	43,826	47,295	48,007	48,007	48,007	369,184
Increase in Cash	\$ 14,736	\$ 17,136	\$ 25,739	\$ 97,221	\$ 640,936	\$ 5,426,106	\$ 3,287,812	\$ 1,937,099	\$ 180,770	\$ 82,901	\$ 70,936	\$ 63,757	\$ 11,845,149
DISBURSEMENTS													
Transfer out								0	0	0	0	0	0
Principal Bond								3,899,825	0	0	0	0	3,899,825
Interest								201,253	0	0	0	0	201,253
Debt Fees	1,000	2,273,578	3,013,121	0	500	0		600	0	0	0	0	5,288,798
Decrease in Cash	\$ 1,000	\$ 2,273,578	\$ 3,013,121	\$ 0	\$ 500	\$ 0	\$ 0	\$ 4,101,678	\$ 0	\$ 0	\$ 0	\$ 0	\$ 9,389,876
Net Change in Cash	\$ 13,736	\$ (2,256,442)	\$ (2,987,381)	\$ 97,221	\$ 640,436	\$ 5,426,106	\$ 3,287,812	\$ (2,164,578)	\$ 180,770	\$ 82,901	\$ 70,936	\$ 63,757	\$ 2,455,273
<i>Ending Cash Balance</i>	\$ 10,568,921	\$ 8,312,479	\$ 5,325,097	\$ 5,422,319	\$ 6,062,755	\$ 11,488,861	\$ 14,776,673	\$ 12,612,095	\$ 12,792,864	\$ 12,875,765	\$ 12,946,701	\$ 13,010,458	
FOOD SERVICE FUND													
<i>Beginning Cash Balance in Bank</i>	\$ 2,658,766	\$ 2,662,134	\$ 2,671,226	\$ 2,681,205	\$ 2,689,571	\$ 2,705,093	\$ 2,715,863	\$ 2,729,059	\$ 2,741,512	\$ 2,753,397	\$ 2,766,837	\$ 2,780,276	
RECEIPTS													
Wells Fargo- Cash Food Service	120	4,523	5,102	2,235	8,218	2,431	4,483	4,235	2,569	4,070	4,070	4,070	46,125
Transfer In													0
LoneStar - Interest	3,248	4,570	4,877	6,131	7,303	8,338	8,713	8,218	9,317	9,370	9,370	9,370	88,825
Miscellaneous Income													0
Increase in Cash	\$ 3,368	\$ 9,093	\$ 9,979	\$ 8,366	\$ 15,522	\$ 10,770	\$ 13,196	\$ 12,453	\$ 11,886	\$ 13,440	\$ 13,440	\$ 13,440	\$ 134,950
DISBURSEMENTS													
Food													0
Miscellaneous Exp													0
Transfer Out													0
Decrease in Cash	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
Net Change in Cash	\$ 3,368	\$ 9,093	\$ 9,979	\$ 8,366	\$ 15,522	\$ 10,770	\$ 13,196	\$ 12,453	\$ 11,886	\$ 13,440	\$ 13,440	\$ 13,440	\$ 134,950
<i>Ending Cash Balance in Bank</i>	\$ 2,662,134	\$ 2,671,226	\$ 2,681,205	\$ 2,689,571	\$ 2,705,093	\$ 2,715,863	\$ 2,729,059	\$ 2,741,512	\$ 2,753,397	\$ 2,766,837	\$ 2,780,276	\$ 2,793,716	
HEALTH INSURANCE FUND													
<i>Beginning Cash Balance in Bank</i>	\$ 1,969,195	\$ 1,927,639	\$ 1,687,703	\$ 1,658,401	\$ 1,612,531	\$ 1,542,645	\$ 1,636,811	\$ 1,411,552	\$ 1,665,358	\$ 1,554,039	\$ 1,488,689	\$ 1,431,268	
RECEIPTS													
Transfer from General Fund- Premium	706,139	697,593	664,982	676,130	682,077	1,085,698	690,505	996,541	792,291	550,000	754,195	754,195	9,050,344
LoneStar - Interest	2,814	3,009	3,123	3,926	4,677	5,339	5,580	5,262	5,966	6,000	6,000	6,000	57,695
Increase in Cash	\$ 708,953	\$ 700,602	\$ 668,105	\$ 680,056	\$ 686,753	\$ 1,091,037	\$ 696,085	\$ 1,001,803	\$ 798,257	\$ 544,000	\$ 748,195	\$ 748,195	\$ 9,072,040
DISBURSEMENTS													
Admin Fees	112,672	109,585	105,009	112,275	107,105	108,175	110,890	64,544	117,762	115,658	106,368	106,368	1,276,411
Claims	637,837	830,953	592,398	613,651	649,534	888,696	810,453	683,453	791,814	493,692	699,248	699,248	8,390,976
Decrease in Cash	\$ 750,508	\$ 940,538	\$ 697,407	\$ 725,925	\$ 756,639	\$ 996,871	\$ 921,344	\$ 747,997	\$ 909,576	\$ 609,350	\$ 805,616	\$ 805,616	\$ 9,667,388
Net Change in Cash	\$ (41,556)	\$ (239,936)	\$ (29,303)	\$ (45,869)	\$ (69,886)	\$ 94,166	\$ (225,259)	\$ 253,806	\$ (111,319)	\$ (65,350)	\$ (57,421)	\$ (57,421)	\$ (595,347)
<i>Ending Cash Balance</i>	\$ 1,927,639	\$ 1,687,703	\$ 1,658,401	\$ 1,612,531	\$ 1,542,645	\$ 1,636,811	\$ 1,411,552	\$ 1,665,358	\$ 1,554,039	\$ 1,488,689	\$ 1,431,268	\$ 1,373,848	

	ACTUAL JULY	ACTUAL AUGUST	ACTUAL SEPTEMBER	ACTUAL OCTOBER	ACTUAL NOVEMBER	ACTUAL DECEMBER	PROJECTED JANUARY	PROJECTED FEBRUARY	PROJECTED MARCH	PROJECTED APRIL	PROJECTED MAY	PROJECTED JUNE	TOTALS
CONSTRUCTION SERVICE FUND													
<i>Beginning Cash Balance in Bank</i>	\$ 17,230	\$ 17,256	\$ 17,292	17,330	17,378	17,434	17,499	17,566	17,630	17,702	17,774	17,847	
RECEIPTS													
Lone Star-Construction Interest	6	8	9	11	13	15	16	15	17	17	17	17	160
Lone Star-Construction 2013 Interest	19	27	29	36	43	50	52	49	55	56	56	56	528
Logic Const 2013-Interest	1	1											2
Increase in Cash	<u>\$ 26</u>	<u>36</u>	<u>38</u>	<u>47</u>	<u>57</u>	<u>65</u>	<u>67</u>	<u>64</u>	<u>72</u>	<u>73</u>	<u>73</u>	<u>73</u>	<u>690</u>
DISBURSEMENTS													
Construction Payments													0
Transfer to/from General Fund													0
Miscellaneous													0
Decrease in Cash	<u>\$ 0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Net Change in Cash	<u>\$ 26</u>	<u>36</u>	<u>38</u>	<u>47</u>	<u>57</u>	<u>65</u>	<u>67</u>	<u>64</u>	<u>72</u>	<u>73</u>	<u>73</u>	<u>73</u>	<u>690</u>
<i>Ending Cash Balance in Bank</i>	\$ 17,256	17,292	17,330	17,378	17,434	17,499	17,566	17,630	17,702	17,774	17,847	17,920	

**Canutillo Independent School District
 Analysis of Tax Collection
 April 30, 2023**

<i>FUND</i>	<i>OBJECT</i>	<i>DESCRIPTION</i>	<i>TAX DEPOSITS</i>
199	5711	Current Year Taxes	(77,573)
	5712	Prior Year Taxes	(125,684)
	5719	Penalty & Interest	(3,351)
TOTAL DEPOSITS TO FUND 199			<u>(206,608)</u>
599	5711	Current Year Taxes	(29,617)
	5712	Prior Year Taxes	(46,390)
	5719	Penalty & Interest	(1,487)
TOTAL DEPOSITS TO FUND 599			<u>(77,495)</u>
GRAND TOTAL			<u>(284,103)</u>

Reviewed by: Cristina Pulley
 Prepared by: Leticia Ekery

**Canutillo Independent School District
M&O and I&S Comparative Tax Collection Report
April 30, 2023**

	FISCAL YEAR 2020-2021	CUMULATIVE % PER MONTH	FISCAL YEAR 2021-2022	CUMULATIVE % PER MONTH	FISCAL YEAR 2022-2023	CUMULATIVE % PER MONTH	AVERAGE
Total Collections Budgeted M&O and I&S	\$ 34,967,684		\$ 37,313,235		\$ 41,769,414		
Taxes Collected as of:							
July	115,388	0.33%	(121,843)	-0.33%	(198,137)	-0.47%	(68,197)
August	95,011	0.60%	96,671	-0.07%	150,255	-0.11%	113,979
September	(38,152)	0.49%	62,671	0.10%	57,155	0.02%	27,225
October	389,093	1.61%	250,066	0.77%	630,364	1.53%	423,174
November	2,471,466	8.67%	1,942,000	5.98%	2,057,522	6.46%	2,156,996
December	17,221,051	57.92%	19,220,368	57.49%	22,140,609	59.46%	19,527,343
January	11,313,453	90.28%	9,135,461	81.97%	11,870,804	87.88%	10,773,239
February	3,971,353	101.63%	6,406,467	99.14%	4,049,994	97.58%	4,809,271
March	655,392	103.51%	640,246	100.85%	436,202	98.62%	577,280
April	231,598	104.17%	123,266	101.18%	(284,103)	97.94%	23,587
May	120,973	104.52%	(219,690)	100.60%			
June	29,565	104.60%	206,533	101.15%			
Total Collections to Date	\$ 36,576,191		\$ 37,742,215		\$ 40,910,665		
Balance of Taxes Due	(1,608,507)		(428,980)		858,749		
Percent Collected to Date	104.60%		101.15%		97.94%		

Reviewed by: Cristina Pulley
Prepared by: Leticia Ekery

**Canutillo Independent School District
Fiscal Year Revenue and Expense Report
Health Care Fund - 753
As April 30, 2023**

	FY 2020-2021	FY 2021-2022	CURRENT YEAR FY 2022-2023
Health Premiums	\$ 6,797,411	\$ 8,045,163	\$ 6,872,693
Earnings from Investments	-	6,809	39,695
Total Revenues	\$ 6,797,411	\$ 8,051,972	\$ 6,912,388
Health Claims Paid	\$ 6,943,303	\$ 8,034,812	\$ 7,221,615
Stop/Loss Coverage	870,357	825,478	361,026
Administration/Misc Fees	628,970	655,814	508,008
Total Expenses	\$ 8,442,630	\$ 9,516,104	\$ 8,090,649
Year to Date Balance	\$ (1,645,219)	\$ (1,464,132)	\$ (1,178,262)

Year Ended Balance:

FY 2023 Estimated Fund Balance	\$ (375,852)
FY 2022 Fund Balance	\$ 802,410
FY 2021 Fund Balance	\$ 2,260,003
Minimum Target Reserve	\$ 1,535,604

Prepared by: Yvonne Coupland
Reviewed by: Cristina Pulley

2022-2023 CISD WEEKLY ENROMMENT/ATTENDANCE REPORT

	Grade	8/5	8/12	8/19	8/26	9/2	9/9	9/16	9/23	9/30	10/21	10/28	11/4	11/10	11/18	12/2	12/9	12/16	1/6	1/13
CES	EE	1	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PK	37	37	38	39	39	39	39	39	40	40	40	40	41	41	41	40	39	38	39
	KG	61	63	64	64	64	64	64	64	64	64	64	65	65	66	66	67	66	67	67
	1st	80	83	82	81	81	83	83	83	83	82	82	82	81	81	81	81	81	81	81
	2nd	82	82	83	83	85	85	85	85	85	84	84	84	84	85	85	84	84	84	84
	3rd	76	76	76	76	78	77	76	76	76	75	75	75	74	75	75	75	75	75	75
	4th	95	93	92	92	93	92	93	93	93	93	93	93	93	93	93	93	93	92	92
	5th	80	82	81	81	82	82	81	81	81	81	81	81	81	82	82	80	79	80	80
CES TOTAL	512	517	517	516	522	522	521	521	522	519	519	520	520	523	523	520	517	517	519	
DDE	EE	5	4	3	3	3	2	2	2	2	2	2	2	2	2	0	0	0	0	0
	PK	18	18	18	18	19	20	20	19	19	19	19	19	20	20	21	22	22	21	20
	KG	41	41	42	41	42	42	41	42	42	40	42	41	42	42	42	41	41	41	39
	1st	45	45	46	49	50	50	50	50	50	51	50	51	51	50	50	49	49	50	50
	2nd	40	40	41	42	42	42	43	43	43	43	43	43	44	43	42	43	43	43	44
	3rd	42	43	43	43	43	42	42	43	42	42	42	42	42	42	42	41	41	42	42
	4th	59	59	59	59	59	59	59	58	58	57	56	57	57	58	57	58	58	58	58
	5th	47	48	48	48	48	49	48	47	47	48	48	48	50	50	50	51	51	50	50
DDE TOTAL	297	298	300	303	306	306	305	304	303	302	302	303	308	307	304	305	305	305	303	
JDE	EE	2	4	4	4	4	5	5	6	6	6	6	6	6	7	8	9	9	9	10
	PK	39	38	38	38	38	38	39	39	39	40	41	41	41	43	44	44	42	41	41
	KG	78	78	76	76	76	75	76	75	76	75	76	77	77	77	77	77	77	77	78
	1st	72	74	76	76	76	75	75	75	75	74	74	74	74	74	74	74	73	73	73
	2nd	78	78	78	78	78	78	77	77	77	77	77	78	77	77	78	78	78	79	81
	3rd	77	79	79	79	81	81	80	80	80	78	78	78	79	79	80	80	79	78	78
	4th	75	77	77	77	76	76	76	76	76	76	76	76	76	76	76	76	76	76	77
	5th	83	86	85	85	85	85	85	84	84	83	84	85	85	88	89	89	87	88	89
JDE TOTAL	504	514	513	513	514	513	513	512	513	509	512	515	517	521	526	527	521	521	527	
BCE	EE	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PK	41	41	41	41	41	41	40	39	39	39	40	40	40	40	40	41	41	41	41
	KG	53	53	52	53	52	52	51	51	51	52	52	52	53	53	54	54	54	54	54
	1st	61	62	63	63	63	64	65	65	65	65	65	65	65	65	66	66	66	66	66
	2nd	58	61	62	61	60	60	60	61	61	62	62	62	62	62	61	61	60	60	60
	3rd	61	61	61	62	62	62	62	62	62	62	61	61	61	61	61	61	61	61	61
	4th	50	52	52	51	52	53	54	54	54	56	56	56	56	56	57	57	57	57	57
	5th	59	62	63	62	62	62	62	62	62	63	62	62	61	61	61	61	61	61	62
BCE TOTAL	383	392	394	393	392	394	394	394	394	399	398	398	397	398	400	401	400	400	401	
GES	EE	4	3	3	3	0	0	0	10	11	13	13	0	0	0	0	0	0	0	0
	PK	22	24	24	25	25	27	27	27	27	27	26	40	40	37	38	38	39	43	49
	KG	54	54	53	54	54	55	55	56	55	55	55	55	55	54	53	53	53	52	53
	1st	54	54	54	54	54	54	56	57	57	57	57	55	55	55	54	54	54	52	53
	2nd	73	73	73	73	73	73	72	72	72	72	71	70	70	70	70	70	70	68	67
	3rd	63	62	61	61	61	62	62	63	63	64	64	62	61	61	61	60	60	60	59
	4th	89	91	90	90	90	91	92	91	91	92	90	90	90	89	90	90	90	89	90
	5th	85	85	86	86	86	86	85	85	85	85	85	86	85	85	85	85	84	84	83
GES TOTAL	444	446	444	446	443	448	449	461	461	465	461	458	456	451	451	450	450	448	454	

2022-2023 CISD WEEKLY ENROMMENT/ATTENDANCE REPORT

	Grade	8/5	8/12	8/19	8/26	9/2	9/9	9/16	9/23	9/30	10/21	10/28	11/4	11/10	11/18	12/2	12/9	12/16	1/6	1/13
R E S	EE	7	6	6	6	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	PK	36	36	36	36	39	38	39	39	39	39	39	39	39	39	39	39	39	41	41
	KG	65	67	67	67	67	67	67	67	67	66	66	66	65	65	65	65	65	66	67
	1st	83	83	83	83	83	83	83	83	83	82	82	82	80	80	80	80	80	80	82
	2nd	90	91	91	91	91	91	91	91	90	88	88	88	87	87	88	88	88	90	91
	3rd	96	97	98	98	98	98	98	98	97	96	96	96	96	95	95	95	95	95	95
	4th	103	102	102	102	101	102	102	102	101	100	100	100	99	99	99	99	99	99	100
5th	95	95	95	95	95	95	95	95	95	95	95	95	96	96	97	97	97	97	97	
	RES TOTAL	575	577	578	578	580	574	575	575	572	566	566	566	562	561	563	563	563	568	573
C M S	6th	255	249	250	251	251	251	250	249	249	249	250	251	251	250	251	251	251	251	252
	7th	223	224	224	224	224	224	223	223	223	222	224	224	223	223	224	224	224	226	226
	8th	230	230	230	229	229	229	226	226	225	224	226	226	226	226	226	226	226	226	227
		CMS TOTAL	708	703	704	704	704	699	699	697	695	700	701	700	699	701	701	701	703	705
A M S	6th	178	179	181	181	183	183	185	188	187	186	185	185	187	189	186	187	185	183	183
	7th	210	211	211	211	211	214	215	216	216	217	216	217	217	216	217	217	217	214	213
	8th	196	196	195	194	194	197	198	197	196	195	195	194	192	191	190	189	188	186	186
		AMS TOTAL	584	586	587	586	588	594	598	601	599	598	596	596	596	593	593	590	583	582
C H S	9th	425	427	454	487	488	487	521	521	519	520	518	515	516	516	516	516	515	518	512
	10th	476	468	454	427	430	431	413	414	415	415	416	415	415	414	413	413	413	415	412
	11th	382	373	360	364	365	364	359	360	360	361	357	354	355	354	354	352	352	355	343
	12th	362	349	348	341	343	343	332	332	332	331	333	331	331	330	330	330	330	332	339
		CHS TOTAL	1645	1617	1616	1619	1626	1625	1625	1627	1626	1627	1624	1615	1617	1614	1613	1611	1610	1620
N W E C H S	9th		111	111	111	111	111	111	111	111	110	109	108	108	108	108	108	108	106	106
	10th		89	89	90	89	89	89	88	88	88	88	88	88	88	88	88	88	88	88
	11th		94	94	95	95	95	95	95	95	95	94	94	94	94	94	94	94	94	94
	12th		70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70	70
	NECHS TOTAL		364	364	366	365	365	365	365	364	363	361	360	360	360	360	360	360	358	358
	2022-2023 TOTAL	5652	6014	6017	6024	6040	6045	6044	6059	6051	6043	6039	6032	6033	6030	6034	6031	6017	6023	6028

*NWECHS first day of school is August 8, 2022

2022-2023 CISD WEEKLY ENROMMENT/ATTENDANCE REPORT

	Grade	1/20	1/27	2/3	2/10	2/17	2/24	3/3	3/24	3/31	4/6	4/14	4/20	4/28	Average	Budget	Variance
CES	EE	0	0	0	0	0	0	0	0	0	0	0	0	0			
	PK	39	39	39	39	39	39	38	37	37	37	36	36	36			
	KG	67	67	66	66	67	65	64	64	64	64	64	64	64			
	1st	81	80	80	80	80	80	80	80	79	79	79	79	79			
	2nd	85	84	84	84	85	86	85	84	83	83	83	83	82			
	3rd	75	76	76	75	75	75	75	75	75	75	76	75	75			
	4th	93	93	93	93	93	93	92	92	92	92	90	90	90			
	5th	80	81	81	81	81	81	80	79	77	77	78	78	77			
CES TOTAL	520	520	519	518	520	519	514	511	507	508	505	505	503	517	529	(12)	
DDE	EE	0	0	0	0	0	0	0	0	0	0	0	0				
	PK	22	22	23	22	23	23	23	23	23	23	23	23	23			
	KG	39	38	38	38	38	38	38	38	38	38	38	38	38			
	1st	50	50	50	49	48	48	48	47	47	47	46	46	46			
	2nd	44	44	44	44	44	44	44	43	43	43	43	43	43			
	3rd	42	42	41	42	41	41	41	41	41	41	41	41	41			
	4th	58	59	59	59	58	58	58	57	57	57	57	57	58			
	5th	50	50	49	49	49	49	49	49	49	49	48	48	48			
DDE TOTAL	305	305	304	303	301	301	301	298	298	298	296	296	297	302	292	10	
JDE	EE	10	10	10	10	12	12	12	13	13	13	15	15	15			
	PK	41	42	40	40	40	40	40	41	41	40	40	40	40			
	KG	77	77	77	76	76	75	74	74	74	74	74	74	74			
	1st	73	73	73	74	74	73	73	73	73	73	73	73	73			
	2nd	81	81	81	80	80	79	79	80	80	78	77	78	79			
	3rd	78	78	78	78	78	78	78	77	77	75	74	75	75			
	4th	77	77	77	76	76	77	77	78	78	78	78	78	77			
	5th	88	89	89	89	89	89	89	89	89	89	88	88	88			
JDE TOTAL	525	527	525	523	525	523	522	525	525	520	519	521	521	519	568	(49)	
BCE	EE	0	0	0	0	0	0	0	0	0	0	0	0				
	PK	41	41	41	41	42	42	42	42	42	41	41	41	41			
	KG	54	54	55	55	55	55	55	55	55	55	55	55	55			
	1st	67	67	68	68	69	69	69	69	68	68	68	69	69			
	2nd	60	60	59	60	60	60	60	60	60	61	62	62	62			
	3rd	61	61	61	61	62	62	62	63	62	61	61	61	61			
	4th	56	56	57	57	57	57	57	57	57	57	57	57	57			
	5th	62	62	62	62	62	62	62	63	63	62	62	62	62			
BCE TOTAL	401	401	403	404	407	407	407	409	407	405	406	407	407	400	396	4	
GES	EE	0	0	0	0	0	0	0	0	0	0	0	0				
	PK	50	49	49	49	49	49	49	48	48	48	48	49	49			
	KG	52	52	52	51	51	51	52	54	54	54	54	53	53			
	1st	52	52	52	52	52	52	52	53	53	53	53	53	53			
	2nd	66	66	66	66	66	66	66	66	66	66	66	66	66			
	3rd	60	60	60	60	60	60	60	60	60	60	60	60	60			
	4th	91	91	90	90	91	91	91	91	91	91	91	91	91			
	5th	83	81	81	82	82	82	82	82	82	82	82	82	82			
GES TOTAL	454	451	450	450	451	451	452	454	454	454	454	454	454	452	499	(47)	

2022-2023 CISD WEEKLY ENROLLMENT/ATTENDANCE REPORT

	Grade	1/20	1/27	2/3	2/10	2/17	2/24	3/3	3/24	3/31	4/6	4/14	4/20	4/28	Average	Budget	Variance
R E S	EE	0	0	0	0	0	0	0	0	0	0	0	0	0			
	PK	41	41	41	41	41	42	42	42	43	43	43	43	43			
	KG	67	67	67	67	67	67	66	66	65	65	64	64	64			
	1st	82	82	81	81	83	84	83	83	83	84	84	84	84			
	2nd	91	91	91	92	92	93	93	93	92	92	92	92	92			
	3rd	95	95	96	97	98	98	98	98	98	98	97	97	97			
	4th	100	100	100	100	100	102	101	100	100	100	100	100	100			
	5th	98	99	98	98	98	98	98	98	98	98	97	97	97			
	RES TOTAL	574	575	574	576	579	584	581	580	579	580	577	577	577	573	592	(19)
C M S	6th	251	251	250	250	251	250	251	250	251	251	251	252	252			
	7th	225	225	225	227	227	227	229	230	230	229	229	229	229			
	8th	228	228	228	227	227	227	227	227	227	227	227	227	226			
		CMS TOTAL	704	704	703	704	705	704	707	707	708	707	707	708	707	703	699
A M S	6th	184	184	183	183	182	183	182	182	182	182	182	182	182			
	7th	211	211	211	211	210	211	211	212	211	210	210	209	209			
	8th	185	187	187	186	187	189	188	188	187	190	190	189	190			
		AMS TOTAL	580	582	581	580	579	583	581	582	580	582	580	581	587	663	(76)
C H S	9th	512	509	506	505	506	505	504	501	498	498	498	498	498			
	10th	414	414	412	412	410	409	408	409	409	406	406	405	405			
	11th	343	343	344	341	332	332	331	331	331	320	320	320	318			
	12th	338	338	337	337	347	348	347	348	348	359	358	358	360			
		CHS TOTAL	1607	1604	1599	1595	1595	1590	1590	1589	1586	1583	1582	1581	1581	1608	1,479
N W E C H S	9th	106	106	105	104	104	104	104	104	104	104	104	104	104			
	10th	88	88	88	88	88	88	88	88	88	88	88	88	88			
	11th	94	94	94	94	94	94	94	94	94	94	94	94	94			
	12th	70	70	70	70	70	70	70	70	70	70	70	70	70			
		NECHS TOTAL	358	358	357	356	356	356	356	356	356	356	356	356	360	418	(58)
	2022-2023 TOTAL	6028	6027	6015	6009	6018	6022	6011	6011	6000	5993	5984	5985	5984	6022	6135	(113)

*NWECHS first d



CISD STUDENT ATTENDANCE RATE 2022-2023

Elementary Campuses

CAMPUS	1 ST 9WKS 8/01-09/30	2 ND 9WKS 10/17-12/16	3 RD 9WKS 1/04-3/24	4 TH 9WKS 3/27-5/26	SNAPSHOT DAY OCT 28	Cumulative per campus
BCE (104)	95.35%	93.27%	93.92%		95.77%	94.24%
CES (101)	95.38%	93.00%	93.87%		94.89%	94.15%
DDE (102)	94.26%	93.74%	94.30%		96.75%	94.12%
GES (105)	94.26%	92.17%	94.37%		92.30%	93.54%
JDE (103)	94.38%	92.08%	93.42%		91.30%	93.48%
RES (106)	95.32%	95.14%	95.25%		97.08%	95.24%

ADA STATE REPORTED ABSENCES

Secondary Campuses

CAMPUS	1 ST 9WKS 8/01-09/30	2 ND 9WKS 10/17-12/16	3 RD 9WKS 1/04-3/24	4 TH 9WKS 3/27-5/26	SNAPSHOT DAY OCT 28	Cumulative per campus
AMS (042)	95.12%	94.26%	95.13%		94.80%	95.15%
CMS (041)	94.14%	92.21%	94.49%		94.43%	93.98%
NWECHS (003)	95.39%	96.38%	96.25%		94.74%	96.45%
CHS (001)	92.58%	91.61%	91.97%		91.50%	92.67%

DISTRICT PER 9WKS: 94.21% 92.95% 93.87%

DISTRICT-CUMULATIVE: 93.98%

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Board acceptance of April 2023 donations report

Justification Statement: Presentation for your review and acceptance of the donations report for donations received the month of April 2023.

Purpose of Agenda Item: Information Discussion Action
 Item Type: Curriculum & Instruction HumanResources Business Services

Staff Responsible: Cristina Pulley

Signature of Requester(s)
 Cristina Pulley *Cristina Pulley*

Signature of Presenter(s)
 Elizabeth B. Sida *[Signature]* 3/9/2023
Business Services Approval (Initials) *Date*

Agenda Summary:

The Financial Services Department presents the following donations report for donations reported to Finance in the month of April, 2023. This report also includes web donations received April, 2023.

Administration recommends that the Board accept this donations report as presented

RECOMMENDATION:

PRIOR BOARD ACTION: Yes _{4/25/2023} AWARDED: NA AWARDED AMOUNT: NA

AMOUNT(S): \$2,788.43

ACCOUNT NO(S): NA

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
NA

REQUESTING DEPARTMENT:
N/A

CONSEQUENCES OF NON-APPROVAL:
N/A

IMPLEMENTATION TIMELINE:
N/A

ATTACHMENT(S): ✓ April 2023 Donations Report



**CANUTILLO INDEPENDENT SCHOOL DISTRICT
WEB DONATIONS - APRIL 2023**

Settle Date	Account Code	Qty	Sub Total	Gross Total	Product Code	Item Description	Type	Payment Date	Invoice	Partner	Debit Processing Fees	Deposit Total	Payor Name
4/14/2023	199.00.1290.02. 000.00	1	\$ 1,000.00	\$ 1,000.00	NECHS Donations	Northwest Early College High School Donations	payment Item	4/12/2023	rtcanutillo-isd-10177006	RevTrak	\$ 34.90	\$ 965.10	Dora Aguirre Mondragon
4/10/2023	199.00.1290.02. 000.00	1	\$ 50.00	\$ 50.00	NECHS Donations	Northwest Early College High School Donations	payment Item	4/8/2023	rtcanutillo-isd-11702002	RevTrak	\$ 1.74	\$ 48.26	Claudia Cole
Total Web Donations											\$ 1,013.36		

Board of Trustees

Executive Summary of Board Agenda Item

Meeting Date: _____

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

CPulley

Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):





FINANCIAL SERVICES

CANUTILLO A Premier District

TO: Board of Trustees
 Dr. Pedro Galaviz, Superintendent

FROM: Cristina Pulley, Executive Director for Financial Services

DATE: May 4, 2023

SUBJECT: Budget Amendments for April 2023

Budget Amendments submitted are summarized below for your review and consideration.

Administrative Cost Ratio Formula:

21 Instructional Leadership + 41 General Administration

11 Instruction + 12 Instructional Resources/Media Services +
 13 Curriculum/Staff Development + 31 Guidance/Counseling Services

BC 343814 - This budget amendment will re-allocate funds for Career & Technical Education from Function 31- Guidance/Counseling Services, Function 36- Co-Curricular/Extra Curricular Activities, Function 51- Plant/Maintenance Operations and Function 61- Community Service to Function 11- Instruction for the purchase of a plasma cutter to assist in high quality instruction for Metal Fabrication students at CHS. This budget amendment will have a positive impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
199.31.6499.00.917.22	Miscellaneous Operating Expenses	\$ 324	\$ (197)	\$ 127
199.36.6412.00.917.22	Student Travel	\$ 100,658	\$ (12,198)	\$ 88,460
199.51.6319.00.917.22	Maintenance Supplies	\$ 1,042	\$ (156)	\$ 886
199.61.6499.00.917.22	Miscellaneous Operating Expenses	\$ 895	\$ (168)	\$ 727
199.61.6499.00.917.99	Miscellaneous Operating Expenses	\$ 1,800	\$ (56)	\$ 1,744
199.11.6639.00.917.22	Capital Outlay Equipment	\$ 65,405	\$ 12,775	\$ 78,180

Street Address:
 7965 Artcraft Rd.
 El Paso, TX 79932

Mailing Address:
 P.O. Box 100
 Canutillo, TX 79835

P: (915) 877-7516
 F: (915) 877-7524
canutillo-isd.org

BC 343861 - This budget amendment will re-allocate funds for Public Information Office from Function 41- General Administration to Function 53- Data Processing Service for Intrado Interactive Services (includes web hosting, license and support of CISD's website, callout system and SharpSchool). This budget amendment will have a positive impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
199.41.6399.99.999.99	General Supplies	\$ 65,074	\$ (21,337)	\$ 43,737
199.53.6299.00.730.99	Miscellaneous Contracted Services	\$ 31,100	\$ 21,337	\$ 52,437

BC 343900 - This budget amendment will allocate the Teacher Incentive Allotment (TIA) to Function 11- Instruction and Function 13- Curriculum/Staff Development to cover Teacher Incentive Allotment stipend payouts for FY23 and costs associated with TIA professional development. This budget amendment will have a positive impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
199.00.5829.00.000.00	State Revenue - TEA	\$ -	\$ 527,119	\$ 527,119
199.11.6119.01.999.99	Salaries	\$ 386,166	\$ 474,408	\$ 860,574
199.13.6499.71.999.99	TIA-Misc. Operating Costs	\$ -	\$ 52,711	\$ 52,711

BC 343929 - This budget amendment will allocate identified savings to Reyes ES summer school program. This budget amendment will have a positive impact on the administrative cost ratio.

Budget Account Number		Current Budget	Change	Amended Budget
185.11.6269.00.923.28	Contracted Maintenance	\$ 2,544	\$ (860)	\$ 1,684
185.11.6399.35.918.30	General Supplies	\$ 4,771	\$ (69)	\$ 4,702
185.11.6399.40.916.30	General Supplies	\$ 13,000	\$ (9,200)	\$ 3,800
185.13.6411.00.916.30	In-City Mileage Reimbursement	\$ 4,000	\$ (3,205)	\$ 795
185.21.6411.00.916.24	In-City Mileage Reimbursement	\$ 4,276	\$ (2,476)	\$ 1,800
185.32.6142.00.920.24	Health Insurance	\$ 14,974	\$ (4,000)	\$ 10,974

Budget Account Number		Current Budget	Change	Amended Budget
185.11.6117.40.699.30	Extra Duty Professional	\$ -	\$ 17,795	\$ 17,795
185.11.6141.40.699.30	Medicare	\$ -	\$ 258	\$ 258
185.11.6143.40.699.30	Workers Compensation	\$ -	\$ 89	\$ 89
185.11.6145.40.699.30	Unemployment Compensation	\$ -	\$ 16	\$ 16
185.11.6146.40.699.30	Teacher Retirement	\$ -	\$ 1,385	\$ 1,385
185.11.6149.40.699.30	TRS Entity Contribution	\$ -	\$ 267	\$ 267

Board of Trustees

Executive Summary of Board Agenda Item

Meeting Date: 5/23/2023

Subject/Title for Agenda Posting: Approval to award RFP 2023-10 Bank Depository to Wells Fargo Bank, N.C.

Justification Statement: Texas Education Agency requires school Districts to have a bank depository. This RFP was issued to replace the current RFP for Bank Depository that is due to expire June 30, 2023.

Purpose of Agenda Item: Information Discussion Action
Item Type: Curriculum & Instruction Human Resources Business Services

Staff Responsible: Cristina Pulley

Signature of Requester(s)
Cristina Pulley 

Signature of Presenter(s)
Elizabeth B. Sida  5/9/2023

Business Services Approval (Initials) _____ Date

Agenda Summary:

As stated in Board Policy CH (Local), Board approval is required for any single, budgeted purchase of goods or services that costs \$100,000 or more, if the purchase is not under a contract approved by the Texas Education Agency or the Education service centers; or the purchase is not on a contract approved by the State of Texas. Board approval is also required if a purchase is not pursuant to inter-local agreements previously approved by the board, including a purchase that is not being made through a cooperative purchasing program.

The Financial Services Department requested that a Request for Proposal (RFP) be issued for Bank Depository services to replace the current RFP that is due to expire June 30, 2023. Per Texas Education Agency, School Districts must renew its depository contract every two years, therefore this contract term shall be awarded for two years, with the option to extend for three (3) two-year terms. The award of this contract will then be in effect for a total of eight (8) years. Award of this RFP will coincide with the Canutillo ISD fiscal year; effective July 1, 2023 through June 30, 2025.

RECOMMENDATION: Administration recommends that the Board approve RFP 2023-10 Bank Depository to Wells Fargo Bank, N.C. as presented

PRIOR BOARD ACTION: 5/11/2017 AWARDED: Yes AWARDED AMOUNT: NA

AMOUNT(S): \$29,010.00 (24 months)

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
Request for Proposal

REQUESTING DEPARTMENT:
Financial Services

CONSEQUENCES OF NON-APPROVAL:
The District will not be in compliance with Texas Education Agency requirement to having a bank depository.

IMPLEMENTATION TIMELINE:
Upon board approval to ensure services are available July 1, 2023.

ATTACHMENT(S): RFP Summary and average score criteria



2023-10

Bank Depository

Canutillo ISD serves a population of 6,042 students and has ten campuses; one High school, one Early College High School, two middle schools, and six elementary schools. There are also four other district service center. All are listed under District Locations.

The District is seeking proposals for bank depository services. All school district must have a depository bank into which the Texas Education Agency (TEA) can deposit funds for the district.

RFP

4/19/2023 01:36:32 PM (MT)

5/4/2023 03:00:00 PM (MT)

Organization Workgroup Event Owner

Canutillo Independent School District
Purchasing
Elizabeth Sida

Email Phone Fax

esida@canutillo-isd.org
(915) 877-7426

Responding Supplier	City	State	Response Submitted	Lines Responded	Response Total *Monthly Cost	EXTENDED COST *2 Years (24mths)	PRICE POINTS
VANTAGE BANK (74-0856797)	EL PASO	TX	5/3/2023 04:02:01 PM (MT)	0	\$1,262.08	\$30,289.92	34
Wells Fargo Bank, N.A.	las cruces	NM	5/3/2023 08:41:09 PM (MT)	0	\$1,210.00	\$29,040.00	35

Please note: Lines Responded and Response Total only includes responses to specification. No alternate response data is included.

The current Request for Proposal (RFP) for Bank Depository services has exhausted all extensions and is due to expire June 30, 2023. For this reason, the Financial Services department requested that a Request for Proposal (RFP) be issued to ensure that Bank Depository services are in place upon the expiration of the other. The response total shown was calculated from Attachment A-1 Volumes for Pricing Transactions form that was required to be completed and submitted with their response. The extended cost is derived from a 24 month period.

The RFP was posted in the e-Bid system. Invitation was sent to suppliers who responded to the last RFP. In addition, external invitations were sent to surrounding banks, within the districts boundary, as required by Texas Education Code. Two responses were received.

The evaluating committee met on Monday, May 8, 2023 to review the responses. Wells Fargo Bank, N.C. was the bank who ranked number one (1) and is therefore the bank being recommended for award.

CANUTILLO INDEPENDENT SCHOOL DISTRICT
RFP 2023-10 BANK DEPOSITORY

AVERAGE	VANTAGE BANK	WELLS FARGO BANK, N.A.
Cost of Services:		
1 Charges for keeping District accounts, records and reports and furnishing checks, securities safekeeping, vault fees, deposit fees, other fees (Purchase Price)	34.0	35.0
Total Points - 35		
The reputation of the vendor and the vendor's goods and services:		
2 References provided will be contacted to obtain respondents' overall quality of service, responsiveness, met expectations, business relationship, and dependability	6.2	7.8
Total Points - 10		
3 Experience in providing Depository services to similar accounts:		
The Quality of the vendor's goods and services	7.2	8.8
Total Points - 10		
The extent to which the vendors goods and service meet the districts needs:		
a. Interest rates: Interest on accounts and time deposits. ECR on account balances		
b. Ability of the bidder to provide the necessary services and perform the duties as Depository: experience and financial strength of the bank, electronic banking services, collateralization of funds	7.4	14.4
Total Points - 15		
The vendor's past relationship with the district:		
Has the district done business with respondent in the past. Not specifically for Services listed in this solicitation	0.8	5.0
Total Points - 5		
The impact on the ability of the district to comply with laws and rules related to historically utilized businesses:		
The District is not required to consider historically underutilized businesses as a means to determine award	0.0	0.0
Total Points - 0		
7 The total long-term cost to the district to acquire the vendor's goods and services	7.2	10.0
Total Points - 10		
For a contract for goods and services, other than goods and services related to telecommunications and information services, building construction and maintenance, or instructional materials, whether the vendor or the vendor's ultimate parent company or majority owner -		
(A) has its principal place of business in this state; or		
(B) employs at least 500 persons in this state	0.0	0.0
The District is not required to consider this factor as a means to determine award		
Total Points - 0		
Any other relevant factors specifically listed in the request for bids or proposals:		
a. Other Services: Services to District employees, bank locations, pay cards, purchasing cards, other miscellaneous services	7.6	14.0
b. Fraud prevention/notification policy		
Total Points - 15		
TOTAL POSSIBLE SCORE = 100	70	95

1

2

Board of Trustees

Meeting Date: _____

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Justification Statement:

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Signature of Requester(s)

Signature of Presenter(s)

CPulley
Business Services Approval (Initials)

Date

Agenda Summary:

RECOMMENDATION:

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)

REQUESTING DEPARTMENT:

CONSEQUENCES OF NON-APPROVAL:

IMPLEMENTATION TIMELINE:

ATTACHMENT(S):



CANUTILLO A Premier District

To: Board of Trustees
Dr. Pedro Galaviz, Superintendent

Through: Martha E. Piekarski, Chief Business Officer

From: Cristina Pulley, Executive Director of Financial Service

Date: March 31, 2023

Subject: Quarterly Investment Report for March 31, 2023

This investment report for the Canutillo Independent School District, for the quarter ending March 31, 2023, is in full compliance with the Investment Policy and strategy as established for the District per the Public Funds Investment Act (Chapter 2256). The Public Funds Investment Act requires quarterly reporting of investment activity, balances (both book and market values) and presentation to the Board of Trustees.

The investment objectives of safety, liquidity, and maturity levels that are sufficient to meet anticipated cash requirements is what drives the investment activity. For fiscal year 2022-2023, the District will maintain its investments in governmental investment pools and fixed term maturities with Logic, Lone Star, Texas Class, TexPool, and TexSTAR. The portfolio within these investment pools includes Money Markets, Commercial Paper, U.S. Treasury Securities, Government Obligations, and Repurchase Agreements.

During the third quarter, the District's total investment of \$35,413,561 was invested at an average interest yield of 4.8002% which resulted in interest income of \$455,600. Operating Fund investments of \$18.931 million generated interest revenue of \$261,513; most of the investments were in the Operating Fund due to the daily withdrawals needed to cover cash disbursements. Similarly, the Debt Service Fund increased from \$11.4 million to \$12.7 million due to property tax revenue.

At the end of the quarter, the investment rates increased in the equity markets and the investment ratings for all five investment pools were rated "AAA." As the district's investment officers, we will continue to seek investment opportunities after investment safety, liquidity, and maturity are considered. The investment portfolio meets both the Public Funds Investment Act and the Board's investment policy requirements.

M E Piekarski

Martha E. Piekarski, Chief Business Officer

Cristina Pulley

Cristina Pulley, Executive Director of Financial Services

Yvonne B. Coupland

Yvonne Coupland, Accountant

L Ekery

Leticia Ekery, Accountant

7965 Artcraft | El Paso, TX 79932
915.877.7400 | www.canutillo-isd.org

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**Canutillo Independent School District
Quarterly Summary of Investments
March 31, 2023**

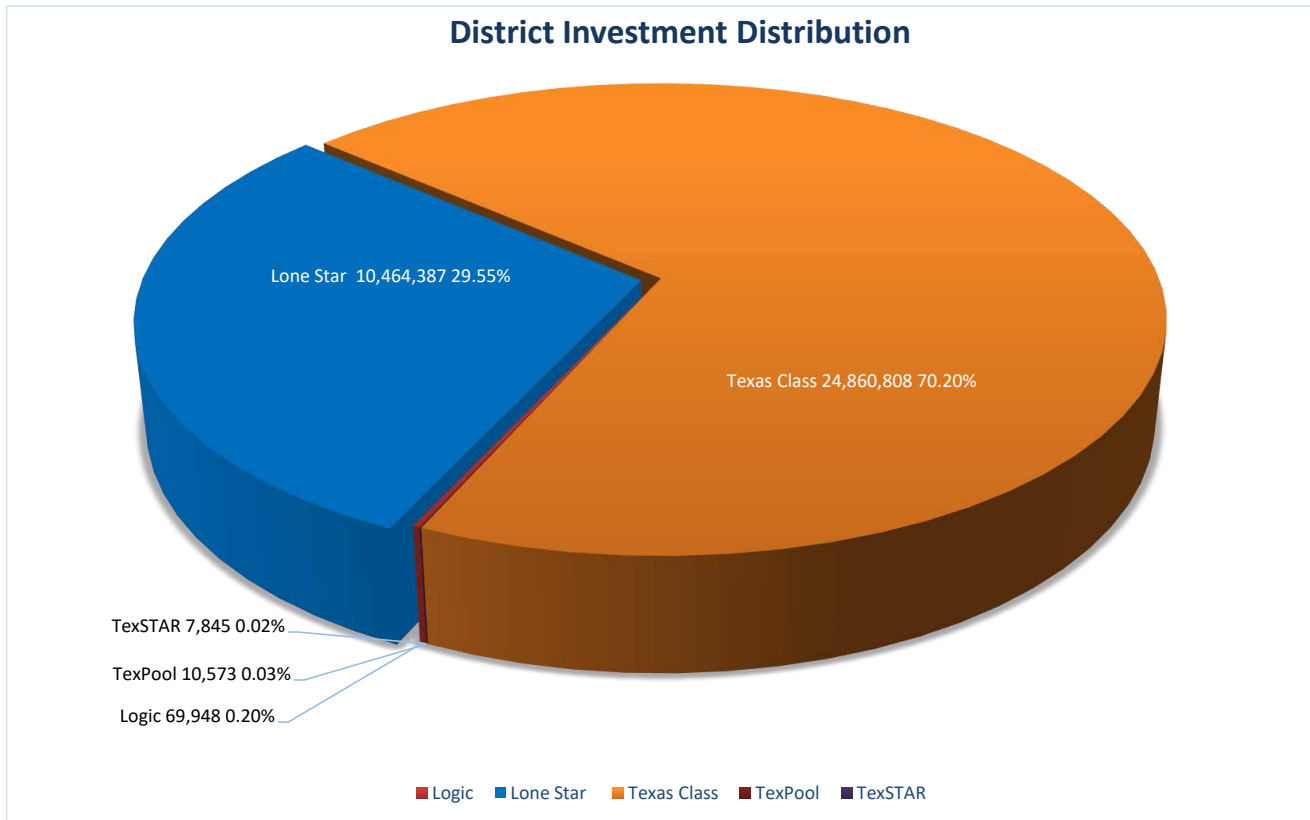
Description	Maturity Date	Current Month Interest Rate	3/31/2023 Book Value	3/31/2023 Market Value	12/31/2022 Book Value	12/31/2022 Market Value	Quarterly Accrued Interest	Book Value Increase/Decrease
Operating Fund								
Logic	On Demand	4.8163%	69,948	69,927	\$ 69,415	\$ 69,408	1,598	\$ 533
Lone Star Corporate	On Demand	4.8500%	5,518,721	5,518,721	1,776,327	1,776,327	37,207	3,742,394
Texas Class	On Demand	4.7296%	13,323,610	13,323,610	16,261,276	16,261,276	222,515	(2,937,666)
TexPool	On Demand	4.6100%	10,573	10,573	10,573	10,573	114	0
TexSTAR	On Demand	4.6066%	7,675	7,675	7,591	7,591	79	84
Subtotal		4.7225%	18,930,527	18,930,506	\$ 18,125,182	\$ 18,125,175	\$ 261,513	\$ 805,345
Debt Service Fund								
Lone Star Corporate	On Demand	4.8500%	1,205,713	1,205,713	\$ 1,191,767	\$ 1,191,767	\$ 13,945	13,946
Texas Class	On Demand	4.7296%	11,537,198	11,537,198	10,247,141	10,247,141	136,818	1,290,057
TexSTAR	On Demand	4.6066%	171	171	169	169	64	2
Subtotal		4.7287%	12,743,081	12,743,081	\$ 11,439,077	\$ 11,439,077	\$ 150,827	\$ 1,304,005
Food Service Fund								
Lone Star Corporate	On Demand	4.8500%	2,269,286	2,269,286	\$ 2,243,038	\$ 2,243,038	\$ 26,248	\$ 26,248
Health Insurance Fund								
Lone Star Corporate	On Demand	4.8500%	1,453,096	1,453,096	\$ 1,436,288	\$ 1,436,288	\$ 16,808	\$ 16,807
Construction Fund								
Lone Star 2011	On Demand	4.8500%	4,092	4,092	4,045	4,045	48	47
Lonestar 2013	On Demand	4.8500%	13,480	13,480	13,324	13,324	156	156
Subtotal		4.8500%	17,572	17,572	\$ 17,369	\$ 17,369	\$ 204	\$ 203
Total Investments		4.8002%	35,413,561	35,413,541	\$ 33,260,954	\$ 33,260,946	\$ 455,600	\$ 2,152,607

Portfolio Weighted Average Maturity					S&P Credit
Asset	Book Value	Days to Maturity	Weighted Average Maturity	Maturity Date of Each Asset	Ratings as of 3/31/2023
Logic	69,948	1	0.002	4/1/2023	AAAm
Lone Star	10,464,387	1	0.295	4/1/2023	AAAf/S1+
Texas Class	24,860,808	1	0.702	4/1/2023	AAAm
TexPool	10,573	1	0.000	4/1/2023	AAAm
TexSTAR	7,845	1	0.000	4/1/2023	AAAm
\$ 35,413,561			1.000		

AAA is the highest Issuer Credit Rating assigned by Standard & Poor's
(m =Money Market, f =Fund, and S1+designates low volatility)

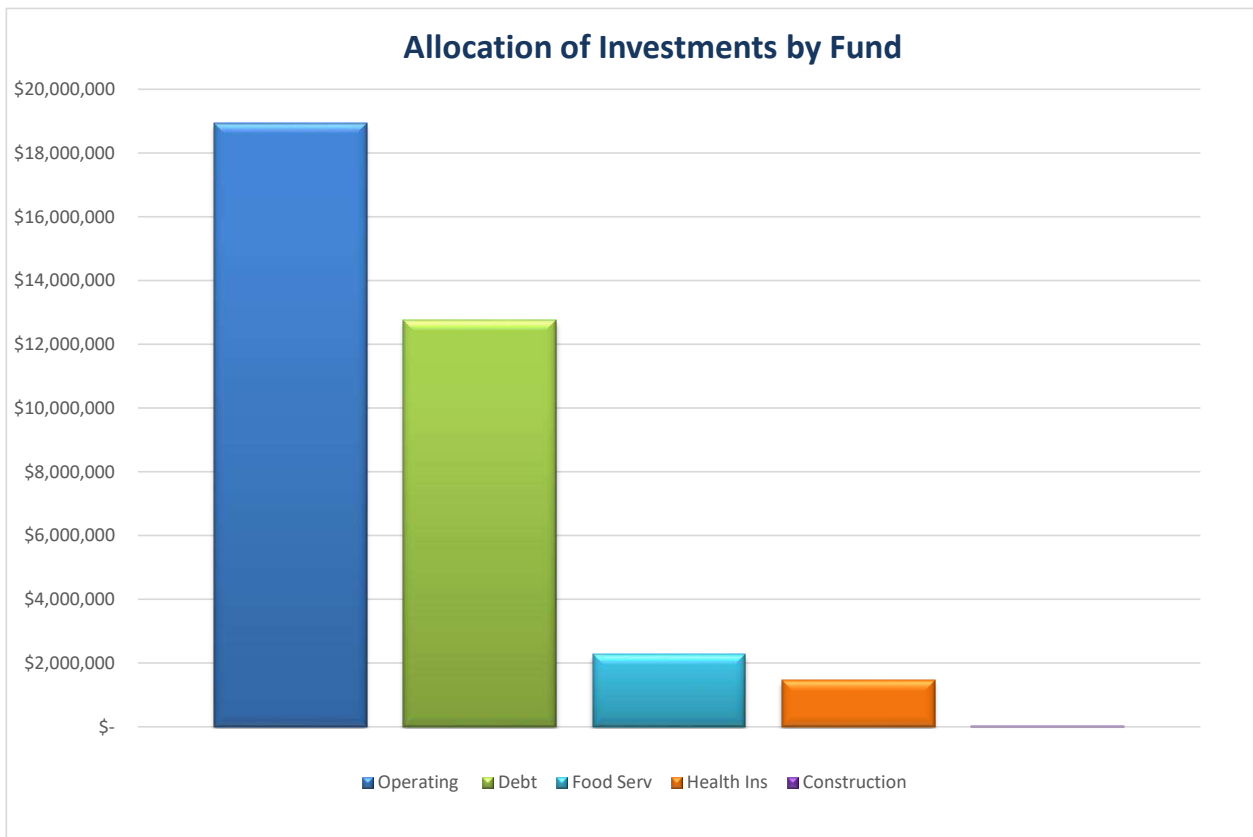
**Canutillo Independent School District
Quarterly Summary of Investments
March 31, 2023**

Investment	Amount	Percentage
Logic	69,948	0.20%
Lone Star	10,464,387	29.55%
Texas Class	24,860,808	70.20%
TexPool	10,573	0.03%
TexSTAR	7,845	0.02%
Total	\$ 35,413,561	100.00%



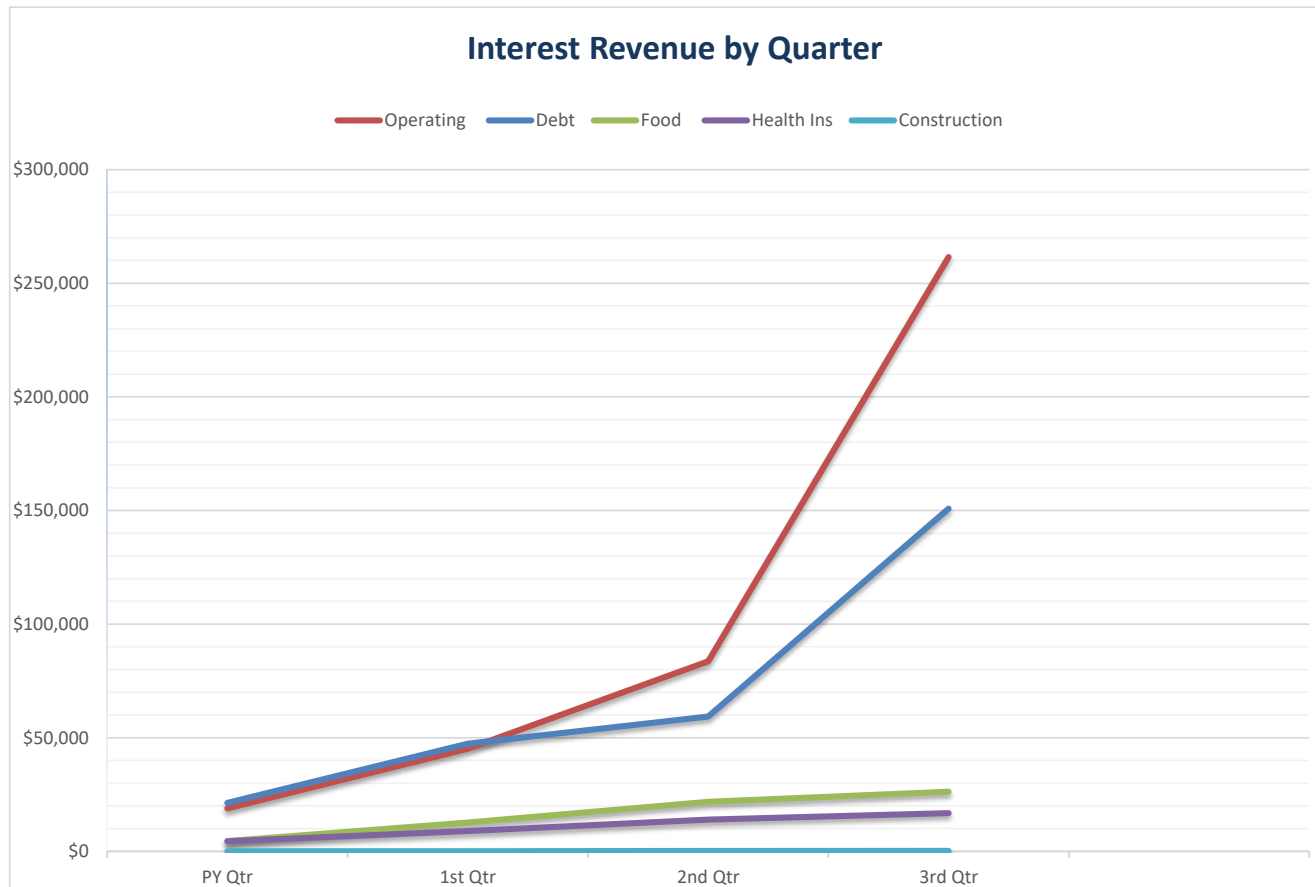
**Canutillo Independent School District
Quarterly Summary of Investments
March 31, 2023**

Fund	Amount	Percentage
Operating	\$ 18,930,506	53.46%
Debt	\$ 12,743,081	35.98%
Food Serv	\$ 2,269,286	6.41%
Health Ins	\$ 1,453,096	4.10%
Construction	\$ 17,572	0.05%
Total	\$ 35,413,541	100.00%



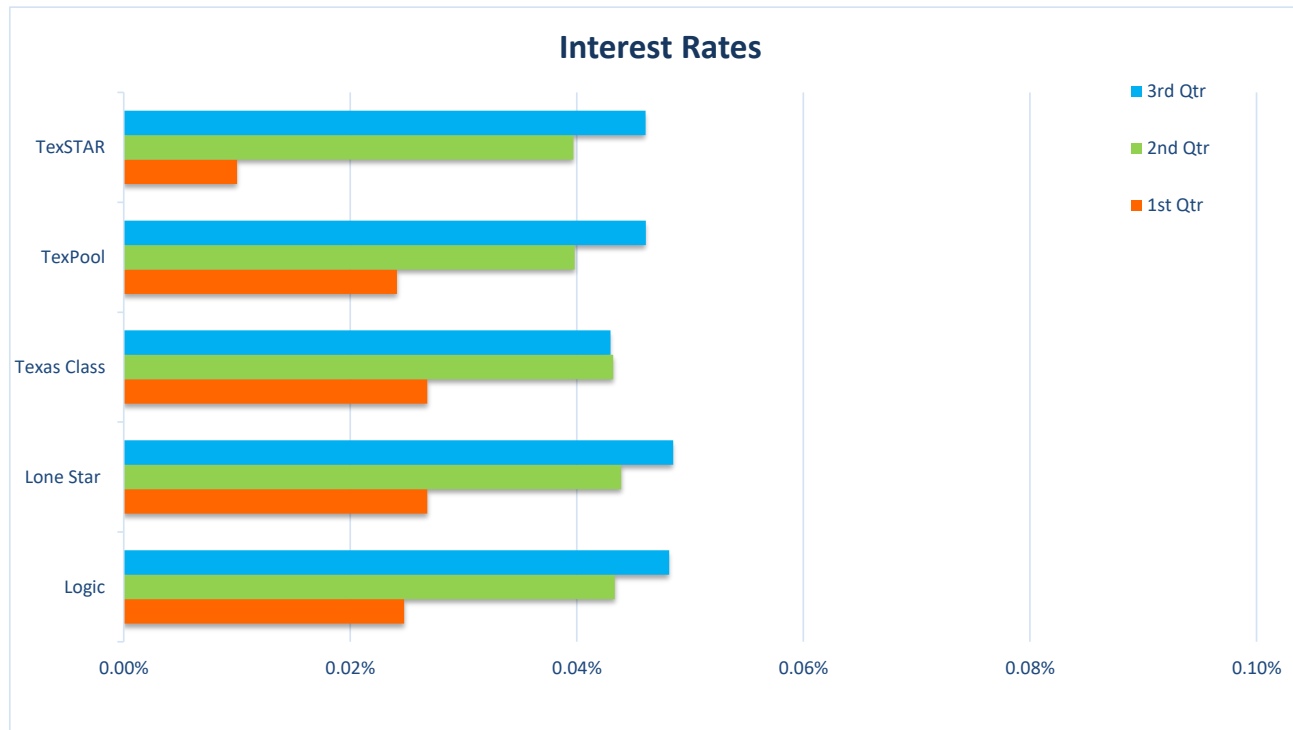
**Canutillo Independent School District
Quarterly Summary of Investments
March 31, 2023**

Interest	PY Qtr	1st Qtr	2nd Qtr	3rd Qtr
Operating	\$ 18,921	\$ 45,184	\$ 83,618	\$ 261,513
Debt	\$ 21,332	\$ 47,411	\$ 59,287	\$ 150,827
Food	\$ 4,527	\$ 12,695	\$ 21,772	\$ 26,248
Health Ins	\$ 4,438	\$ 8,946	\$ 13,942	\$ 16,808
Construction	\$ 27	\$ 98	\$ 168	\$ 204
Total	\$ 49,245	\$ 114,334	\$ 178,787	\$ 455,600



**Canutillo Independent School District
Quarterly Summary of Investments
March 31, 2023**

Investment	1st Qtr	2nd Qtr	3rd Qtr
Logic	0.02%	0.04%	0.05%
Lone Star	0.03%	0.04%	0.05%
Texas Class	0.03%	0.04%	0.04%
TexPool	0.02%	0.04%	0.05%
TexSTAR	0.01%	0.04%	0.05%
Average	0.02%	0.04%	0.05%



SIGNATURE CERTIFICATE





REFERENCE NUMBER

53F4FE8F-F1C2-4185-82DC-7B8D2A654604

TRANSACTION DETAILS	DOCUMENT DETAILS
<p>Reference Number 53F4FE8F-F1C2-4185-82DC-7B8D2A654604</p> <p>Transaction Type Signature Request</p> <p>Sent At 05/05/2023 17:49 EDT</p> <p>Executed At 05/08/2023 14:08 EDT</p> <p>Identity Method email</p> <p>Distribution Method email</p> <p>Signed Checksum f2528836c842c0f9f8661a2efa15d4339112b34973f7dbc1fa3903fc78841914</p> <p>Signer Sequencing Disabled</p> <p>Document Passcode Disabled</p>	<p>Document Name 3rd Qtr Investment Report Presentation 03 31 2023</p> <p>Filename 3rd_qtr_report_presentation_03_31_2023.pdf</p> <p>Pages 6 pages</p> <p>Content Type application/pdf</p> <p>File Size 384 KB</p> <p>Original Checksum fd26b71b58a104660add295126478a4a2a2c8f8a3b4ae1fce6f2ad0d949276af</p>

SIGNERS

SIGNER	E-SIGNATURE	EVENTS
<p>Name Martha Piekarski</p> <p>Email mpiekarski@canutillo-isd.org</p> <p>Components 1</p>	<p>Status signed</p> <p>Multi-factor Digital Fingerprint Checksum f87be49ed493872a4605c748fff9845ed42fe7475fee6c6713803778039f6e03</p> <p>IP Address 45.86.208.121</p> <p>Device Chrome Mobile via Android</p> <p>Typed Signature </p> <p>Signature Reference ID ACD54190</p>	<p>Viewed At 05/08/2023 14:07 EDT</p> <p>Identity Authenticated At 05/08/2023 14:08 EDT</p> <p>Signed At 05/08/2023 14:08 EDT</p>
<p>Name Yvonne Coupland</p> <p>Email ycoupland@canutillo-isd.org</p> <p>Components 1</p>	<p>Status signed</p> <p>Multi-factor Digital Fingerprint Checksum 2ea492daf509ac1201053633b7aaa36e13e270a20c13ce58ca9a1ab7cc73a839</p> <p>IP Address 70.125.228.98</p> <p>Device Chrome via Windows</p> <p>Typed Signature </p> <p>Signature Reference ID 6F5E46A3</p>	<p>Viewed At 05/08/2023 10:03 EDT</p> <p>Identity Authenticated At 05/08/2023 10:05 EDT</p> <p>Signed At 05/08/2023 10:05 EDT</p>
<p>Name Leticia Ekery</p> <p>Email lekery@canutillo-isd.org</p> <p>Components 1</p>	<p>Status signed</p> <p>Multi-factor Digital Fingerprint Checksum 1e4594818084af10026449b0bca63cd40405b64d192a0ea92e384f0bac275c74</p> <p>IP Address</p>	<p>Viewed At 05/05/2023 18:06 EDT</p> <p>Identity Authenticated At 05/05/2023 18:07 EDT</p> <p>Signed At 05/05/2023 18:07 EDT</p>

70.125.228.98

Device

Chrome via Windows

Typed Signature



Signature Reference ID

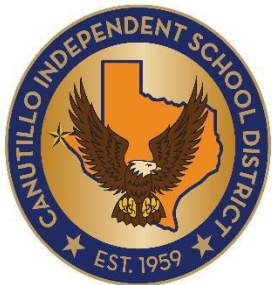
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Name Cristina Pulley	Status signed	Viewed At 05/05/2023 17:49 EDT
Email cpulley@canutillo-isd.org	Multi-factor Digital Fingerprint Checksum c06e2e06211a74e4568df283eb93038ee2b28a816cfd34ce0f774dfd6c7847b	Identity Authenticated At 05/05/2023 17:49 EDT
Components 1	IP Address 70.125.228.98	Signed At 05/05/2023 17:49 EDT
	Device Chrome via Windows	
	Typed Signature	
	Signature Reference ID 1E28C002	

AUDITS

TIMESTAMP	AUDIT
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05/05/2023 17:49 EDT	Cristina Pulley (cpulley@canutillo-isd.org) was emailed a link to sign.
05/05/2023 17:49 EDT	Yvonne Coupland (ycoupland@canutillo-isd.org) was emailed a link to sign.
05/05/2023 17:49 EDT	Leticia Ekery (lekery@canutillo-isd.org) was emailed a link to sign.
05/05/2023 17:49 EDT	Martha Piekarski (mpiekarski@canutillo-isd.org) was emailed a link to sign.
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05/08/2023 14:08 EDT	Martha Piekarski (mpiekarski@canutillo-isd.org) signed the document on Chrome Mobile via

Android from 45.86.208.121.



CANUTILLO INDEPENDENT SCHOOL DISTRICT
CAREER & TECHNICAL EDUCATION DEPARTMENT

May 1, 2023

Program of Study Quality Indicators and Program Evaluation

School Year: 2022-2023



The following evaluation reviews the Canutillo ISD Career and Technical Education program using quality indicators and scoring levels to determine its current status of success. Data and evidence were utilized to determine the level for each indicator from the 2022-2023 school year for both Canutillo High School and Northwest Early College High School. This included data and stakeholder responses from the TEA Comprehensive Local Needs Assessment required for the CTE Department to apply for Perkins V federal funding.

<p align="center">Program of Study Quality Indicators</p> <p><u>1. Standards-Aligned and Integrated Curriculum</u></p> <p>This element addresses the development, implementation and revision of the program of study curriculum, including the relevant knowledge and skills taught in the program and the standards on which they are based.</p>	<p align="center">Level 1 Little or No Development and Implementation</p>	<p align="center">Level 2 Limited Development or Partial Implementation</p>	<p align="center">Level 3 Operational Level of Development and Implementation</p>	<p align="center">Level 4 Exemplary Level of Development and Implementation</p>
<p><u>1a. Size, Scope, and Quality</u></p> <p><u>Size</u> means the quantifiable evidence, physical parameters, and limitations of each program- such as courses within the approved sequence, amount of available resources, number of staff involved, and the average number of students served each year- that relate to the ability of the program to address all student learning outcomes.</p> <p><u>Scope</u> means the curricular parameters and limitations of each program- such as the ability of a program curriculum to cover the full breadth of its subject and maintain continuous relevance to the modern workplace. Qualifiers include course content, range of offerings within each sequence, ability to fully simulate the appropriate workplace environment, number of work skills and competencies taught, etc.</p> <p><u>Quality</u> is the measure of how successfully each program is able to teach all enrolled students workplace standards, competencies, and skills necessary for them to practice careers within their chosen field after graduation, while at the same time supporting a high level of student performance in core academic areas and skills. Mechanisms are in place to ensure high quality programs align with current workplace standards, practices and competencies.</p>				<p>Evidence of size, scope and sequence demonstrates students simulate appropriate workplace skills, competencies and practices.</p> <p>Program demonstrates robust curricula and instructional practices leading to high level student performance.</p> <p>There is evidence that all key practices are incorporated into CTE programs.</p>

<p>1b. CTE Syllabus/ CTE State Standards</p> <p>Each course in the sequence of CTE courses has a syllabus that meets state standards and includes coursework relevant to the career field, industry standards, as well as formative and summative assessments. Elements include:</p> <ul style="list-style-type: none"> • Course description • Learning objectives • Instructional philosophy • Course goals • Major course projects • Project outlines • Instructional delivery plan • Course exams 			<p>All CTE courses have a course syllabus that meets the guidelines. All syllabi are designed to the level of learning needed to meet Texas Career & Technical Education Standards.</p>	
<p>1c. Embedded Literacy</p> <p>Each course in the CTE program integrates reading and writing strategies into all aspects of learning in the CTE classroom. Assignments frequently require students to read, write, and make presentations related to the CTE field of study.</p>			<p>At least two or three examples of anchor assignments embedded with reading and writing are found in each CTE course. Academic and CTE teachers collaborate to embed academics. CTE instructors use instructional strategies that improve students' literacy skills. Strategies include reading for content and citing evidence in written assignments.</p>	

<p>1d. Embedded Numeracy Mathematics and numeracy strategies are incorporated into all aspects of learning in the CTE classroom, with frequent assignments that require students to apply mathematics skills to authentic problems found in the CTE field of study.</p>			<p>At least two to three examples of anchor assignments embedded with mathematics are found in each CTE course. Academic and CTE instructors collaborate to embed mathematics into CTE courses.</p>	
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<p>Program of Study Quality Indicators</p> <p>2. Sequencing and Articulation This element addresses the key components of the definition of a program of study and the articulation, coordination and collaboration that support programs of study, career pathways and accelerated learning.</p>	<p>Level 1 Little or No Development and Implementation</p>	<p>Level 2 Limited Development or Partial Implementation</p>	<p>Level 3 Operational Level of Development and Implementation</p>	<p>Level 4 Exemplary Level of Development and Implementation</p>
<p>2a. Course Sequence Program of Study includes a sequence of academic and at least three CTE courses to prepare for both further study and careers in the broad career field. The sequence of CTE courses is aligned with academic standards required for graduation, technical standards essential to the career field, and successful transitions to additional education.</p>				<p>The program of study courses are fully aligned with standards for reading, mathematics, and science required for high school graduation. The program of study courses are fully aligned with current TX Career & Technical Education Standards and students complete at least three sequenced CTE courses. The program of study course sequence creates a career pathway to prepare students for work-based experiences and employment in high-demand, high -wage fields. CTE courses are articulated to build depth of knowledge and skills without redundancy and they integrate opportunities for students to gain first hand experience in the career field.</p>

<p>2b. Articulation and/or Dual Credit Enrollment Agreements between Secondary and Postsecondary (2 year & 4 year) Institutions</p> <p>Articulation matches course work between secondary and post-secondary education to reduce redundancy. Dual enrollment adds depth to the CTE program. Articulation between 2 year institutions to 4 year institutions should also be established. The agreement establishes policies and procedures for academic and technical content alignment, student eligibility for dual credit courses, criteria for awarding postsecondary credit for dual credit courses, criteria for dual credit instructors, etc.</p>			<p>Articulation / dual enrollment agreements have established the same requirement for faculty teaching dual credit courses, whether to high school or college students. There is no evidence of common course syllabi and end-of-course exams for dual credit courses, whether taught at the high school or college. Articulation / dual enrollment agreements are reviewed annually.</p>	
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<p>Program of Study Quality Indicators</p> <p>3. Student Assessment This element addresses the types and quality of assessments used in the program of study, including the types of knowledge and skills that should be assessed, and assessments that lead to recognized postsecondary credentials.</p>	<p>Level 1 Little or No Development and Implementation</p>	<p>Level 2 Limited Development or Partial Implementation</p>	<p>Level 3 Operational Level of Development and Implementation</p>	<p>Level 4 Exemplary Level of Development and Implementation</p>
<p>3a. Industry Credentialing and Technical Assessments The CTE program leads to industry certification that has value in the workplace. A certification exam can serve as an end-of-program exam and provides students the opportunity to earn an industry credential.</p>			<p>Pass rates on certification exams are 75-89%.</p>	<p>90% or more of students in the program take a certification exam. School / institution provides and /or coordinates financial assistance for the costs of the certifications.</p>
<p>Program of Study Quality Indicators</p> <p>4. Prepared and Effective Program Staff This element addresses the qualifications and professional development of program of study staff, including secondary CTE teachers, postsecondary CTE faculty, administrators and other personnel.</p>	<p>Level 1 Little or No Development and Implementation</p>	<p>Level 2 Limited Development or Partial Implementation</p>	<p>Level 3 Operational Level of Development and Implementation</p>	<p>Level 4 Exemplary Level of Development and Implementation</p>
<p>4a. Professional Development CTE instructors must be prepared to develop and deliver curriculum and instruction reflecting the needs of the modern workplace and leading to academic and CTE success for all students. Professional development helps teachers gain new skills and knowledge in multi-modality presentation and learning: Academic and technical content, Classroom management, Pedagogy/Andragogy, Classroom assessment, Project-based learning Academics are embedded into CT content, Problem-based learning, Case studies, Simulation learning</p>				<p>CTE leaders and instructors use data to identify gaps and target professional development to eliminate gaps.</p> <p>Professional development is focused on both institution and CTE program needs, and evidence suggests a positive impact on student learning. CTE instructors in this program have received professional development on best practices to engage students: Adapt teaching to</p>

				<p>different learning styles Teach through cooperative learning strategies Use student – centered instruction to motivate and deepen student learning Help students make connections between course and the real world.</p> <p>There is evidence that CTE instructors work with academic instructors to embed literacy and numeracy into the technical content. CT instructors are provided opportunities to update their technical knowledge and skills through workshops, formal classes, externships, etc.</p>
<p><u>4b. Professional Organizations</u> A professional organization may be any group formed on the basis of the professional interest of its members (e.g., career and technical professional organization, industry groups, occupational, or industry recognized organizations).</p>				<p>CTE instructors, administrators, and support staff participate in professional organizations that may include serving as officers or in attending state/national conferences. CTE programs benefit from staff administration participation in professional organizations (e.g., sharing information with staff, incorporating new techniques in the classroom, etc.)</p>
<p><u>4c. Roles and Responsibilities of Program Administrators</u> Administration is responsible for the cohesive and seamless implementation of the CTE programs.</p>				<p>Administration assures CTE program compliance as per federal / state legislation rules and regulations, school law, and finances including the</p>

				<p>Nine Required Uses of Funds and the Permissible Uses of Funds. Administration ensures compliance with policies and procedures to assure equal access and full participation of special populations in CTE programs including the smooth transition from secondary to postsecondary institutions. Through the use of CTE program data, continuous program improvement plans are promoted, annually reviewed and updated. Administration keeps current with up-to-date changes in the field of CTE and is instrumental in establishing working relationships between secondary, postsecondary and advisory committees to ensure a smooth transition. Administration ensures that staff meets qualifications and oversees the retention, replacement and recruitment of staff.</p>
<p>Program of Study Quality Indicators 5. Engaging Instruction This element addresses instructional strategies within a student-centered learning environment that support student attainment of relevant knowledge and skills.</p>	<p>Level 1 Little or No Development and Implementation</p>	<p>Level 2 Limited Development or Partial Implementation</p>	<p>Level 3 Operational Level of Development and Implementation</p>	<p>Level 4 Exemplary Level of Development and Implementation</p>

<p>5a. Instructional Delivery The use of a variety of instructional tools and methods that instructors use in an effort to maximize student acquisition of knowledge and skills and development of personal and professional abilities.</p>				<p>CTE instruction is routinely modified to maximize student attainment of assessed skills. CTE instructional strategies are based on current research and best practices. CTE instruction consists of access to state-of-the-art technology based on industry trends. CTE instruction uses innovative methods whose success is indicated by student achievement data. CTE instruction uses a variety of people from the community, businesses, industry, organizations, and government.</p>
<p align="center">Program of Study Quality Indicators</p> <p>6. Access and Equity This element addresses program of study promotion, student recruitment and strategies that support access and equity for various student populations, including by gender, race and ethnicity, and special population status (such as individuals with disabilities, individuals from economically disadvantaged families and English learners).</p>	<p align="center">Level 1 Little or No Development and Implementation</p>	<p align="center">Level 2 Limited Development or Partial Implementation</p>	<p align="center">Level 3 Operational Level of Development and Implementation</p>	<p align="center">Level 4 Exemplary Level of Development and Implementation</p>
<p>6a. Enrollment Enrollment in a program is a function of students' interests, advisors' guidance, and labor market needs.</p>			<p align="center">There is a plan for growing enrollment to program capacity and the plan is regularly revisited.</p>	<p align="center">Enrollment is 85% or above of program capacity</p>
<p>6b. Program Awareness & Accessibility All students including special populations are made aware of and have full access to CTE programs. Special populations are defined as: Individuals with disabilities Economically disadvantaged individuals including foster children Individuals preparing for nontraditional training and employment Single parents, including pregnant women Displaced homemakers Individuals with limited English proficiency</p>				<p>The institution adapts, modifies and supports accessibility by all students. The institution presents a broad range of career options to all students regardless of race, national origin, religion,</p>

				age, disability or gender. Awareness of CTE program offerings occurs through opportunities for students to observe or participate in CTE programs prior to course registration.
<p>Program of Study Quality Indicators</p> <p>7. Facilities, Equipment, Technology and Materials This element addresses the alignment, appropriateness and safety of the physical/material components of the program of study, including laboratories, classrooms, computers, industry-specific equipment, and tools and supplies that support learning.</p>	Level 1 Little or No Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 3 Operational Level of Development and Implementation	Level 4 Exemplary Level of Development and Implementation
<p>7a. Use of Technology</p> <p>Technology used in instructional programs includes computers, software, hardware, and technology specific to the broad career area.</p>				The instructional program uses information technology and career related software in every class when appropriate. Career-related software and hardware are high-tech and current based on industry standards. Not all students are required to use technology and hardware to master career skills. Observational data show evidence of students using career-related software, presentation software, hardware, and program appropriate technology.
<p>7b. Equipment and Supplies</p> <p>Equipment and supplies support the instructional plan at a level to assure quality education. Equipment is representative of the grade and type used by business and industry to meet or exceed all appropriate safety standards. Equipment is inventoried and records</p>				Equipment, supplies and related technology are available for students. Equipment and related technology is state of the art based on industry standards.

<p>are updated regularly. Procedures are established for replacement and / or repair of malfunctioning equipment and tools.</p>				<p>Inventory records, procedures, and replacement plans are updated yearly. Instructional strategies are adapted so that students are required to use equipment, supplies, and related technology.</p>
<p>7c. Financial Responsibility (including equipment) The school's / institution's business / fiscal office ensures proper revenue and expenditure processes and guidelines are followed.</p>				<p>Program budget is clearly appropriate for the curriculum. Long range goals are considered. Administration regularly keeps business / fiscal office staff involved in the budget management process.</p>
<p align="center">Program of Study Quality Indicators</p> <p>8. Business and Community Partnerships This element addresses business and community partner recruitment, partnership structure and the wide variety of activities partners should be engaged in to support the program of study and ensure programs are aligned with workforce needs.</p>	<p align="center">Level 1 Little or No Development and Implementation</p>	<p align="center">Level 2 Limited Development or Partial Implementation</p>	<p align="center">Level 3 Operational Level of Development and Implementation</p>	<p align="center">Level 4 Exemplary Level of Development and Implementation</p>
<p>8a. Marketing, Public Relations and Community Outreach Schools/institutions and CTE leaders market the program to students and to community stakeholders to ensure everyone involved is familiar with the program & its curriculum and understands how it links to further study and workforce needs.</p>				<p>The program is aggressively marketed to all students, and community stakeholders. The marketing effort reflects the program's value and alignment to workplace standards and labor market needs. They encourage students to consider the program. Students in career promotion events and other informational events to showcase program and build interest in it. Instructors and</p>

				<p>counselors/advisors know about the program, its course requirements, level of academic and technical knowledge needed and career options. The program encourages local media to cover program events. Program information is distributed to students early in the student's educational experience.</p>
<p>8b. Advisory Committee / Partnerships An advisory committee represents stakeholders in the CTE program and provides input for the program's continuous improvement. Advisory committees meet at least twice a year and minutes are available for review. Advisory committees should be gender balanced</p>				<p>The advisory committee-balanced with a variety of stakeholders and persons who can influence policy decisions – meets at least twice a year to consider actions requiring input from stakeholders and employers. The committee hears progress reports, makes recommendations and receives feedback on actions taken. The advisory committee drives of the program and works with school and district leadership to ensure program quality by:</p> <ul style="list-style-type: none"> *Reviewing and providing input on major assignments *Providing feedback on course sequences and value-add credentials *Work to expand work-based learning opportunities *Engage in lesson/project design based on common

				tasks / problems from the workplace *Provide input on new equipment to support the program. Meetings have an established agenda, attendance is taken.
<p>Program of Study Quality Indicators</p> <p>9. Student Career Development This element addresses strategies that help students gain career knowledge and engage in education and career planning and decision-making, including career counseling, career assessments, curricula that helps students learn about careers, information about educational opportunities and workforce trends, and job search information and placement services.</p>	Level 1 Little or No Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 3 Operational Level of Development and Implementation	Level 4 Exemplary Level of Development and Implementation
<p>9a. Guidance and Advisement</p> <p>Guidance and advisement systems provide CTE students with opportunities to explore career and educational options</p>				Students set career goals and prepare a multi-year plan of study linked to further education options to achieve those goals. Students are made aware of dual credit opportunities. Students are aware of the requirements for various career options and the effort needed to meet those requirements. Students use program advisement at least annually to review progress made toward completing the plan and, if needed, adjust the plan to reflect changes in career goals. Secondary schools collaborate with feeder middle grade schools to make students and parents aware of career and educational outcomes. Career exploration

				experience / and exposure for students is provided through different activities such as field trips, guest speakers, etc.
<p>9b. Parental Involvement (Secondary Only) Parental involvement includes being a part of the decision making process in helping students choose a CTE program of study and supporting students in ways that help them succeed in the program.</p>			Parents meet with the student, a CTE instructor and a guidance counselor / advisor prior to student enrollment in the program to understand the program's expectations. Parents and their students meet at least annually with the CTE instructor and guidance counselor/advisor to map out a plan, review progress made, and revise the plan as needed.	
<p>9c. Post Program Positive Placement (upon completion of Program of Study career development) Program completers who take a job in the program area or who continue postsecondary training in the program area have a positive placement.</p>			Approximately 75% of graduates from the program are working in the career field or related field, operating entrepreneurial businesses, completing a formal apprenticeship in the career field, enrolled in postsecondary	

			education in the career field, or serving in the military one year after graduation.	
<p>Program of Study Quality Indicators</p> <p>10. Career and Technical Student Organizations (CTSOs) This element addresses CTSOs, which are organizations for individuals enrolled in CTE programs that engage in activities as an integral part of the instructional program, including the delivery and availability of CTSO opportunities for student skill and leadership development.</p>	Level 1 Little or No Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 3 Operational Level of Development and Implementation	Level 4 Exemplary Level of Development and Implementation
				Student organizations are an integral part of the instructional program and provide opportunities for service learning and occupational employability and leadership development. Student organizations are highly visible and successful, as evidenced by the number of students receiving awards and recognition in local, regional, state, regional and national competitive events, as well as participation in community service activities. Program participants take part in regional, state, and national competitive events.
<p>Program of Study Quality Indicators</p> <p>11. Work-Based Learning This element addresses the delivery of a continuum of work-based learning involving sustained, meaningful interactions with industry or community professionals that foster indepth, firsthand engagement with the tasks required in a given career field. Experiences may be delivered in workplaces, in the community, at educational institutions and/or virtually, as</p>	Level 1 Little or No Development and Implementation	Level 2 Limited Development or Partial Implementation	Level 3 Operational Level of Development and Implementation	Level 4 Exemplary Level of Development and Implementation

appropriate, and include a range of activities such as workplace tours, job shadowing, school-based enterprises, internships and apprenticeships				
<p>11a. Work-Based Learning A structured program linked to the CTE program of study and approved by the institution (work-based experiences, apprenticeships, cooperative learning, internships, job shadowing, and community service).</p>				<p>Work-based learning opportunities may include field trips, job shadowing, internships, cooperative work experiences, mentorships, and apprenticeships, community service and / or service learning. There is a documented training plan, and work-based opportunities that are linked directly to school studies. There is ongoing communication between the institution and the business providing the work-based learning to ensure quality experiences for students and employers. Students are expected to complete course assignments related to the work-site activities (daily logs, logs of work activities, weekly summaries, portfolios, etc.) CTE leadership takes action to resolve issues identified during follow-up.</p>
<p align="center">Program of Study Quality Indicators</p> <p>12. Data and Program Improvement This element addresses collection, reporting and use of data for continuous evaluation and program improvement, as well as appropriate access to relevant data</p>	<p align="center">Level 1 Little or No Development and Implementation</p>	<p align="center">Level 2 Limited Development or Partial Implementation</p>	<p align="center">Level 3 Operational Level of Development and Implementation</p>	<p align="center">Level 4 Exemplary Level of Development and Implementation</p>

<p>12a. Retention and Completion Retention measures the staying power of a program in attracting and keeping students. Completion indicates percentage of students successfully completing all requirements prescribed for the program.</p>				<p>Retention: Approximately 80% or more of the students entering the CTE program continue past the foundation course. Completion: Approximately 80% of the students completing all requirements of the program as defined by TEA.</p>
<p>12b. Data Driven Decision Making Involves a commitment to improving performance using a team approach to decision-making and a systematic collection and analysis of data.</p>				<p>The continuous program improvement process is fully implemented and regularly utilizes student, performance, and LMI data to make program improvement. The continuous program improvement process involves external and internal support to assure CTE programs are relevant to meet the needs of students. The continuous program improvement process reflects changes in technology, employment and educational reform.</p>



CURRICULUM & INSTRUCTION

#BestSmallDistrictinTexas

MEMORANDUM

TO: Canutillo ISD School Board and Dr. Galaviz
FROM: Jesica Arellano, Executive Director of Curriculum & Instruction
DATE: May 3, 2023
SUBJECT: Approval of Innovative Course Titles from CollegeBoard

Advanced Academics is requesting the addition of 2 innovative courses from CollegeBoard. Northwest Early College High School would like to add AP Seminar and AP Research to their course catalog. This program focuses on critical thinking, conducting research, collaboration, and public speaking. Students will have the opportunity to obtain AP Capstone Awards which are recognized by many universities. They will not only get early college credit but will stand out in the college admission process.

Providing students with this opportunity will improve their chances of admission to a top tier university. There is no additional fee to offer the courses. An application is required for the school and has been completed by NWECHS. Course instructors will need to complete summer workshops to prepare them for the course. NWECHS has selected one teacher to be the AP Capstone Diploma instructor. She applied for and received a scholarship from CollegeBoard to complete the necessary summer training this June. With the board's approval, innovative course codes can be created and registration for the course started.

Street Address:
7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address:
P.O. Box 100
Canutillo, TX 79835

P: (915) 877-7481
F: (915) 877-7522
canutillo-isd.org



Texas Education Agency A-Rated Three Years in a Row.

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

Program Evaluation 2023

2022-2023 School Year

Prepared by the Curriculum and Instruction Department - April, 2023



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Program List Quick Look

Program	Department	ES	MS	HS	Cost 2021-2022	Cost 2022-2023	Renewal
Achieve 3000	ALS		X	X	\$8599	\$7,343.20	Yes
BoardMaker	SPED	X	X	X	\$1,791.00	\$0	No
Certiport MOS/GMetrix	CTE			X	\$11,963	\$0	No
Destiny Follett	Libraries	X	X	X	\$14,854.15	\$16,157.05	Yes
Discovery Education	Libraries	X	X	X	\$10,630.69	\$10,826.79	Yes
Edmentum Plato	C&I			X	\$44,594.55	44,971.89	Yes
Eduthings	CTE			X	\$3,500	\$3,500	Yes
Eduphoria	C&I	X	X	X	\$22,185	\$24,750	Yes
ESTAR/ESPED	SPED	X	X	X	\$21,983.86	\$23,446.74	Yes
EStar LPAC	ALS	X	X	X	\$10,966.04	\$11,569.17	Yes
Gale Resources	C&I	X	X	X	\$50	\$50	Yes
Gallup poll	Associate Superintendent	X	X	X	\$3,346.20	\$44,683.06	No
Generation Genius	C&I	X			\$2,673	\$2,673	Yes
I-Station	C&I	X	X		\$93,126.54	\$100,546.96	Yes
iCEV	CTE			X	\$3,218.75	\$2,294.64	Yes
Imagine Math	C&I	X	X		\$53,083.31	\$51,000	No
I-Ready Math	C&I		X		\$4,000 CMS pilot	\$148,924	TBD
ISpire	SPED	X	X	X	\$16,705	\$18,504	Yes
Kid's Excel	Student Support Services	X			\$54,000	\$54,000	Yes

Program	Department	ES	MS	HS	Cost 2021-2022	Cost 2022-2023	Renewal
Lead4ward Accountability Connect	Testing, research & Accountability	X	X	X	\$2,500	\$2,500	Yes
Lexia	SPED	X	X	X	\$15,600	\$17,160	Yes
Nearpod	C&I	X	X	X	\$50,050	\$5,000	Reduced
NCS Pearson	SPED	X	X	X	\$4,175	\$4,175	Yes
Osha	CTE			X	\$18,620	0	No
Plan4Learning	Compliance	X	X	X	\$6,050	\$6,050	Yes
Renaissance	C&I	X			\$108,249.51	\$115,000	Yes
Seesaw	C&I	X			\$11,341	\$4,900	Reduced
SpringBoard	C&I		X	X	\$19,275.61	\$13,549.26	Reduced
Summit K12	ALS	X			\$3,863.00	\$4003.00	Yes
TeachersPayTeachers	ALS	X	X	X	\$2,160	\$2,250	Yes
TEKS Resource	C&I	X	X	X	\$43,771.00	\$46,141.50	Yes
TestHound	Testing, research & Accountability	X	X	X	\$6,700	\$10,354.70	Yes
TexQuest	Libraries	X	X	X	\$1,766.39	\$1,853.18	Yes
Tumblebooks	Libraries	X	X	X	\$4,314.60	\$4,314.60	Yes
Unique Learning	SPED	X	X	X	\$15,030.15	\$18,061.24	Yes
Waterford	C&I	X			\$25,700	\$16,500	Yes
Wilson Language	C&I	X			\$25,700	TBD	Yes
Xello	C&I	X	X		\$5,716	\$0	No

Achieve 3000

2022-2023 Cost: \$ 8,599

2023-2024 Price Quote: \$7,343.20

Grades/Population Served: **Emergent Bilingual students at CMS & NW**

Department: **ALS**

Expectations and Purpose of Program

Achieve 3000 provides differentiated instruction at an individual student's Lexile reading level by providing expository articles that are aligned with the English TEKS. The program provides linguistic scaffolding and teacher support for EB students.

Support to Ensure Program Objectives

Training modules are available for teachers to take. Students take an initial assessment to determine the Lexile reading level and vocabulary needed. A curriculum guide is available to teachers to follow which includes graphic organizers for specific lessons, differentiated articles and questions to promote discussion.

Performance Indicators

Student's performance on TELPAS will determine the effectiveness of the program. Program effectiveness will be determined by the increased use of vocabulary, reading comprehension and writing skills.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Students and teachers are using the program consistently providing students the confidence to listen and speak clearly. This will have a positive impact on TELPAS scores allowing more students to be able to reclassify.

The committee recommends to continue to provide the program at CMS and NW. AMS will not continue due to low usage of the program.



BoardMaker

2022-2023 Cost: **\$1,791**

2023-2024 Price Quote: **\$0- Non-renewal**

Grades/Population Served: **PK-12**

Department: **SPED**

Expectations and Purpose of Program

Boardmaker is a collection of standardized picture symbols that supports education, communication and to meet social/emotional needs for students who are strong visual learners. This includes those with autism spectrum disorders, Down Syndrome, speech and language disorders and behavioral disorders.

Support to Ensure Program Objectives

Staff are provided online training using the program. Lead teachers provide support within the classrooms guiding teachers on utilizing boardmaker effectively.

Performance Indicators

The program is measured every nine weeks by progress monitoring usage of program that is effectively embedded with instruction.

Classroom observations throughout the district with communication symbols displayed and utilized during instruction. A survey was conducted to provide feedback.

Recommended Modifications to meet Objectives

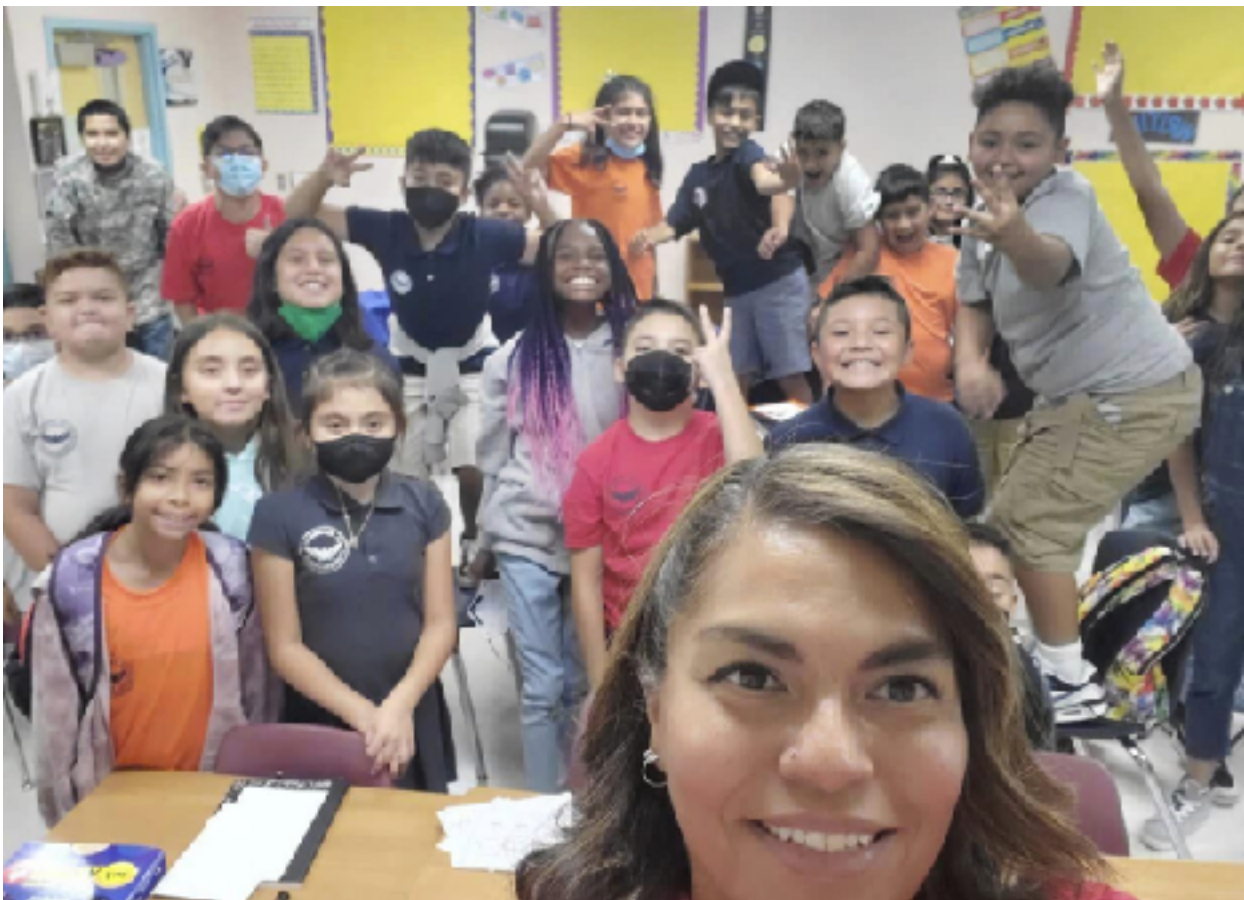
Usage of Boardmaker is limited to number of users and there is only a certain number of licenses to utilize the program to its full effectiveness. There are other programs that are currently utilized that provide teachers with the same capabilities for communication with content, and/or social and emotional needs.



Cost Benefit Analysis in Regards to Outcomes and Program Intent

Teachers currently use other programs to get the same information and to meet student's needs. Based on survey feedback, 85.7% do not use boardmaker. The low level of users suggest that the program is not worth the cost. There are other programs that can be utilized to support all of our special education population to get the same outcomes and ensure communication opportunities.

Boardmaker is not recommended for renewal.



Certiport MOS/ GMetrix

2022-2023 Cost: **\$11,963**

2023-2024 Price Quote: **\$ 0, non-renewal**

Grades/Population Served: **9-12**

Department: **CTE**

Expectations and Purpose of Program

The purpose of the Certiport/Gmetrix training software is to prepare for application certification exams. Because it has an interface resembling the certification exam itself, the students become more familiar with commands and layout of the test. With certifications students become more employable by providing an industry recognized and officially endorsed certification exam where students can prove their proficiency in various programs and better meet the demand of a growing and competitive workforce.

All training and exams on Gmetrix are direct feedback for our students to pursue either challenging the exam or continue training on the Gmetrix software. The certification exams are made jointly with various vendors to determine the level of competency required to demonstrate sufficient proficiency. Students receive a numeric grade when submitting a test. A positive feature that Gmetrix offers our students is more intricate instructions and series of steps to assist in the command prompt. The software also allows numerous attempts for each practice exam controlled by the instructor.

Support to Ensure Program Objectives

The provisions, resources, and support provided was constant technical support in order for all computers (and laptops) to have Gmetrix installed giving our students full opportunity to train on this software at its maximum capacity. Gmetrix folder location and support files were always available for students' local access. Storage capacity in each student's account helped with storing their progress. Educators are able to design section exams to target the specificity of proficiency for the student. Once the program is acquired for the school, Gmetrix provides unlimited support via phone and or email, and the program itself is very user-friendly maximizing ease of application.

Performance Indicators

CISD had numerous students obtain the industry recognized certification in Microsoft Office applications. Students were also able to earn a certification on each of the core applications from Microsoft, such as MS Word, Excel, PowerPoint, and Access.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The state and TEA have aligned programs of study with specific IBCs and discontinued several others with many of the MOS certifications were included. The CTE department and campuses that have offered MOS certifications made the decision to change to the Marketing and Sales program of study within the Business Management career cluster for the 23-24 school year. This program of study offers different IBCs which are not Certiport.

The program will not be renewed.



Destiny

2022-2023 Cost: **\$14, 854.15**

2023-2024 Price Quote: **\$16,157.05**

Grades/Population Served: **Pk-12**

Department: **Libraries under Technology**

Expectations and Purpose of Program

Destiny is the library management software that all schools use to run their libraries. This system is used to manage the library collections, to circulate books and to access electronic books and resources. It is essential to operating school libraries which serve all students, teachers, staff members and many parents in the district. As long as our libraries are being utilized, this management software is essential for our school libraries.

Support to Ensure Program Objectives

Librarians teach staff and students how to access the online catalog so that they are able to access library resources inside the library and remotely. Library classes are provided by librarians for students in order to teach them library, research, technology and media skills necessary for navigating learning in the 21st Century. Follett Destiny also provides support to librarians and library staff for the use of Destiny.

Performance Indicators

Each school has circulation statistics to show the number of circulations at each campus. Students at each school demonstrate their library skills daily as they use the library resources to choose books. In addition, students demonstrate their research, media and technology skills daily as they utilize the library resources and skills in class research projects.

The circulation statistics show that all libraries are continuing to circulate books to their school communities. Library class schedules at each campus show that necessary skills are being taught according to the Texas school library standards.



Recommended Modifications to meet Objectives

There are no recommendations for revisions or modifications. Destiny fulfills its purpose as a library management software and provides support when needed.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Destiny has been very effective as the district's library management software. The program is priced at \$1,436.24 per school. The cost is worth the benefit having libraries for our school communities.

Destiny is recommended for renewal.



Discovery Education Streaming

2022-2023 Cost: **\$10,826.79**

2023-2024 Price Quote: **\$10,900.34**

Grades/Population Served: **Pre-K-12**

Department: **Technology**

Expectations and Purpose of Program

Discovery Education is a streaming service that provides curricular resources and professional development for K-12 teachers. It is a flexible learning environment that covers all grade levels and all subject areas. Teachers are able to choose and subscribe to channels that include content specific resources. Users are able to discover resources, assign content, access grab and go resources, create lessons and collaborate with other Discovery Education educators.

Students are provided with real-world connections to the content that they are learning in the curriculum. Users are able to access videos, images, text, and activities.

Support to Ensure Program Objectives

Professional development is available and embedded in the Discovery Education program. There is a professional learning center which includes step-by-step guides, interactive courses, educator essentials, discovery education in action, and resources for student exploration. For leading staff development, resources include user management and integration options, communication resources, professional learning toolkits, hot topics, front & central, and the ambassador program.

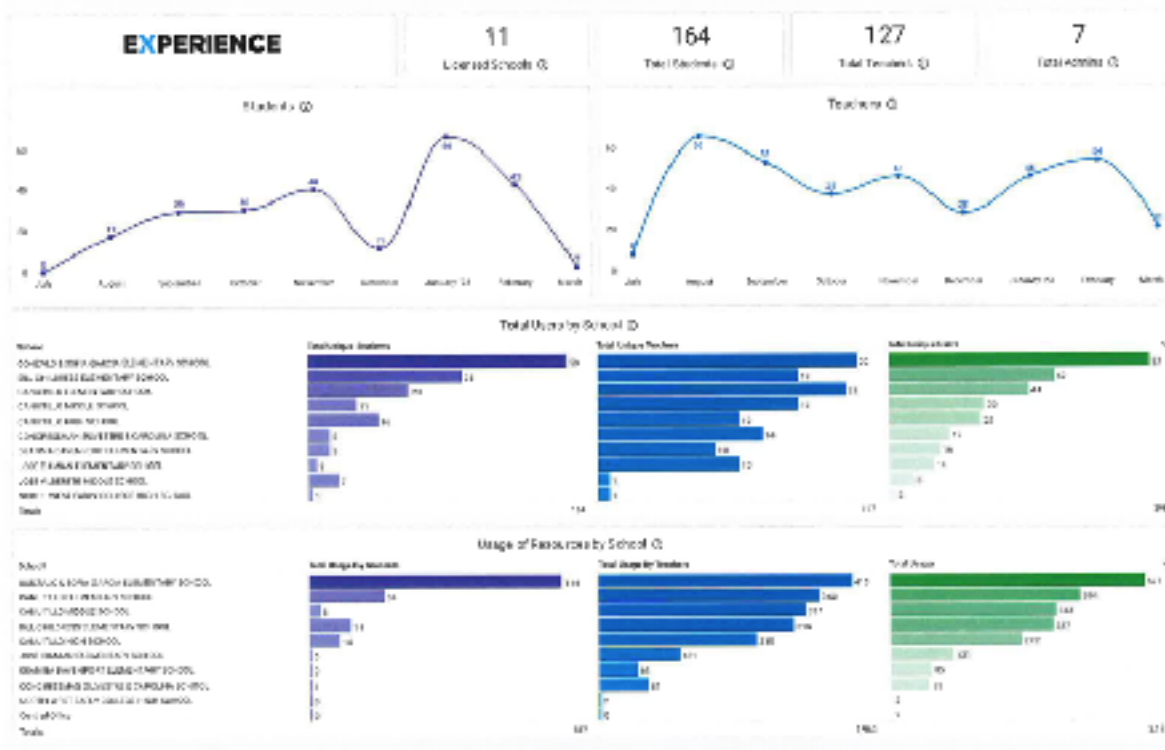
Texas Essential Knowledge and Skills and Texas Assessments of Academic Readiness Resources are embedded in Discovery Education.

Faculty and staff use campus code to create accounts in Discovery Education and all can access through Rapid Identity.



Performance Indicators

District and campus reports are available to track usage. 127 teachers in the district are utilizing Discovery Education. Resources (video, channels, images, text interactive, activities, audio, educator support and other material) have been accessed 2,175 times. According to a teacher survey, 45.8% of teachers who replied use this resource occasionally and 22.9% use it weekly. A summary of use is shown below.



Edmentum Plato

2022-2023 Cost: **\$44,594.55**

2023-2024 Price Quote: **\$44,971.89**

Grades/Population Served: **High School**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Plato is a self-paced curriculum used for on-line credit recovery. Since the program is web-based, students are able to access Plato at school and home. Courses are available for all content areas and aligned to the TEKS. In addition, the program offers CTE courses, some electives and test preparation such as TSI, SAT, and ACT. The program is used at CHS, NWECHS and TOA during the school year and in the summer for credit recovery. The program is also used to assist students who need additional help as determined by HB4545. Although this is a self-paced online program, teachers are available to help and monitor student progress.

Support to Ensure Program Objectives

Training is provided remotely to program teachers at the beginning of the school year and the sessions are recorded so teachers can refer to the training session on-demand and at their desired pacing.

The program also offers a comprehensive help center with additional videos and FAQ. The program representative is available to answer questions by phone and email and performs “pulse check” meetings during the school year to ensure that the district is fully supported to implement the program.



Performance Indicators

Plato provides detailed reports by student, teacher, course, or campus including the hours worked on each course, completion rates and log-in times. As of April 12, 588 semester credits have been earned so far this school year. This number will increase by the end of the school year and summer school indicating that Plato is achieving its purpose to assist students in regaining credit and graduating.

Recommended Modifications to meet Objectives

Comprehensive in-person training is recommended for the 23-24 school school year during which each campus will complete a thorough update of the users and student rosters to remove inactive accounts and check that staff have the appropriate permissions needed to effectively manage the program. It is also recommended that curriculum coordinators evaluate each of the courses in their content area to ensure that course align with the district's YAG sequencing.

Some students are not able to complete the program independently and benefit from supervision by qualified teachers who will hold them accountable in the subject area and make regular checks to ensure the students are making progress.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

As an online program, Plato is extremely cost efficient when compared to the cost of face-to face credit recovery. Being self-paced makes the program a very effective way for a student to recover multiple credits if needed. Students can test out of sections and complete lessons for only those lessons that they have not yet shown competency in.

Having a program for credit recovery is essential for CISD. To ensure that the district continues to purchase an effective and cost efficient program, the district evaluated and compared Edmentum Plato and Edgenuity throughout March, 2023. Credit recovery teachers and administration made the decision to renew Plato with 67% in favor compared to 33% for Edgenuity.



Eduthings

2022-2023 Cost: **\$3,500**

2022-2023 Price Quote: **\$3,500**

Grades/Population Served: **9-12**

Department: **CTE**

Expectations and Purpose of Program

Eduthings is an on-line software management system. It is a repository for CTE related data including demographics, program trends, certifications, CTE completer data, Career and Technical Student Organization tracking, Work-based learning tracking and advisory board data.

Teachers and administrators are able to access Eduthings to enter CTE related data for cross reference and accuracy of TEAMS and PEIMS reporting.

Support to Ensure Program Objectives

Upon on-boarding, customer service representatives hosted various training sessions for teachers during their conference periods. The company is committed to training and will make themselves available to teachers as needed. Teachers have developed a professional learning community at school, which has helped teachers as the year progresses.

Performance Indicators

Eduthings effectiveness comes from data-specific information that is entered by CTE teachers. Updates to software are made regularly to keep up with legislative updates as well as state requirements as they are announced. Eduthings is also effective because the vendor will create specific reports tailored for our district when needed.

Predominant usage involves teachers entering industry based certification information, which is continually monitored for funding purposes as well as TEA accountability reporting. CTE administrators are able to extract unlimited reports as needed to respond to critical data benchmarks.



Recommended Modifications to meet Objectives

It is highly recommended for CTE teachers to continue to enter the mandatory data as it becomes available. Each year the data can be analyzed and reviewed against historical data to make data-driven decisions regarding certification offerings and program alignment.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

We believe this software is worth the cost. An analysis of the cost includes 23 CTE teachers, 2 CTE administrators, and 4 counselors with unlimited data storage, unlimited generated reports, live-data updates and no cost specific report building.

Eduthings has proven to be a huge asset to the success of tracking requirement/mandatory data needed for decision making on almost a weekly basis. As these mandates increase in complexity, Eduthings has made the end-user data and flexibility with which it works the district's SIS a must and a relied upon source for immediate information.

Eduthings is recommended for renewal.



Eduphoria with TEKS Bank

2022-2023 Cost: **\$29,491**

2023-2024 Price Quote: **\$35,283.60**

Grades/Population Served: **All grade levels**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Eduphoria is a system that carries several different platforms designed to assist teachers with student testing, data analysis, professional development portfolios and TTESS.

- ❖ Aware is a test creator that teachers use for creating common assessments, administering assessments and analyzing student progress. District users are able to create, vet, and refine quality assessment items. Student login allow for easy online testing with instant access to results. Comprehensive student portfolios are populated with a students entire assessment history. Teachers are able to analyze test data by student, class or even individual standard performance in order to inform instruction. Eduphoria also works with the state testing platform (Cambrium) and data from state assessments is easily uploaded to Eduphoria for analysis.
- ❖ STRIVE is a complete appraisal system with customizable forms that provides leaders with a way of share valuable feedback, document walkthroughs, formal observations and meeting information with teachers. As part of the annual evaluation process, teachers can document progress on goals and their Student learning objective (SLO).
- ❖ Workshop is a professional development platform that allows the district to share information about upcoming training, manage conferences and track professional development credits. Teachers are able to easily register for training, print certificates and tie professional development to annual goals.
- ❖ Forethought platform is a lesson planner which allows teachers to create daily lesson plans which can be shared with curriculum teams and administration. Annual lesson plans remain available to view and revise.



Support to Ensure Program Objectives

Eduphoria has been used by CISD teachers for many years. Survey results indicate that 89.4% of teachers rate their knowledge and skills of the program as Intermediate or Advanced. Additional support for the program is provided by

- ❖ Training to individuals and PLCs throughout the school year as requested
- ❖ C & I curriculum coordinators respond to daily requests for support to resolve issues quickly
- ❖ Instructional coordinators at each campus are trained to support campus teachers

Performance Indicators

- ❖ Eduphoria is used yearlong to create, take and analyze common unit assessments and district benchmarks. The assessment items include STAAR released questions and all test bank and TRS items are aligned to state standards so that teachers are able to assess at the level and rigor of the STAAR.
- ❖ Assessment data are used by individual teachers, PLC, campus and district to plan and provide targeted interventions.
- ❖ District professional development conferences are created and tracked in Workshop so that all district provided PD is documented. Teachers regularly upload documentation for any PD from outside the district into their Portfolios.
- ❖ 70% of survey respondents indicated that Eduphoria is a benefit to their duties as a teacher, while 80% recommended renewal of the program.



Recommended Modifications to meet Objectives

The Curriculum and Instruction department will continue to provide daily support to individuals and training throughout the year as requested. C&I will also include beginning of the year training for new teachers, instructional coaches and any others that would like to attend.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The ability to view and manipulate data at the teacher, campus and district level is fundamental to ensuring that students are on target and to provide timely interventions when needed. Eduphoria data is the cornerstone of effective PLC discussions. Teachers use Eduphoria to create assessments and analyze student performance. Monitor lists are an essential tool used by administrators, tutors, and specialists to help monitor students who may need extra help to close instructional gaps. If Eduphoria were not renewed, a similar program would need to be purchased as an alternative.

Eduphoria is worth the cost based on assessment and data analysis tools alone. However, it is very cost effective when you also include the other programs Eduphoria provides with Strive (appraisals), Forethought (lesson plans) and Workshop (professional development portfolio). If Eduphoria were not renewed, a similar program would need to be purchased as an alternative. Based on the survey results, 81% would like to keep Eduphoria rather than explore alternatives at this time.

Eduphoria is Recommended for Renewal.



eSTAR/eSPED

2022-2023 Cost: **\$21,983.86**

2023-2024 Price Quote: **\$23,446.74**

Grades/Population Served: **PK- 12**

Department: **SPED**

Expectations and Purpose of Program

eSPeD is an online documentation system that allows staff to select caseload completion of IEP, 504, ELL, and RTI compliance documents. Staff prepares documentation for all shareholders to utilize and run reports such as STAAR accommodations, and district compliance reports for student performance indicators.

Initiated in December 2013 for Special Education, this program aligned SPED, 504, ELL and RTI allowing staff to access consistent information on every student in the district special programs.

Support to Ensure Program Objectives

There is continuous training due to updates and new IDEA requirements (individually, in group settings, and in CISD professional development opportunities). The SPED department constantly supports and monitors the documentation system to remain in compliance with TEA and IDEA. The program also allows teachers to review historical plans by accumulating data to ensure that student progress is constantly measure and interventions are implemented.

Performance Indicators

- All special programs are aligned on the same documentation system.
- All staff track district students on their caseload through RTI to 504, Special Education or ELL.
- The program tracks and notifies staff on compliance due dates.
- The program generates reports for compliance purposes.
- Keeps CISD aligned with Federal and State compliance.
- Generates reports such as accommodations for STAAR testing, current students in program, student services received, progress monitoring, monitoring of accommodations received in the classroom, etc.

Recommended Modifications to meet Objectives

It is recommended to create a schedule of specific training that allows our staff to gain full confidence in the program and what it has to offer. Continuous training for any updates will be embedded for staff. Finding time for training is a barrier to fully utilizing the program to its capacity. Survey results state that 32.5% believe the biggest obstacle was training, while 42.5% indicate that it is finding the time to utilize the program.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program enables CISD to maintain compliance, documentation of student progress, etc. While other programs may have similarity, and based on our survey, 95% state that ESPED makes the ARD/504 process more efficient to meet our students' needs. Frontline/eSPED staff continually updates eSPED based on information from its customers.

The program is a vital resource for our district and 92.5% of teachers surveyed state that the district should continue to support and fund eSPED.

Committee recommends to renew the program.



EStar LPAC

2022-2023 Cost: **\$11,569.17**

2023-2024 Price Quote: **\$12,436.86**

Grades/Population Served: **PreK-12**

Department: **ALS**

Expectations and Purpose of Program

The program is a database for all documentation required for emergent bilingual students by the state.

Support to Ensure Program Objectives

Continuous training and updates are provided on line to all users. If additional fields are needed, need to be combined, or changes made, they are made directly to the company. Response to inquiries are met in a timely manner.

Performance Indicators

Data is available on line as needed during LPAC identification, monitoring, Language of Assessment, and reclassification meetings. The program is effective as it allows a quick reference for students that are also coded receiving services in SPED and bilingual.

The program has proven to be effective as information requested by the campus or LPAC committee is readily available. Staff are able to use the program with no difficulty and rely on its use for updated documentation.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program stores all information for emergent bilingual students, as well as students that are double coded as EB and SPED. The program facilitates the easy retrieval of information during LPAC/ARD committee meetings to ensure all information is considered and reviewed when making academic decisions and services provided for EB/SPED students. The program updates everyday so that all information is current.

Committee recommends to continue providing ESTAAR for services to EB students.

Gale Resources

2022-2023 Cost: **\$50**

2023-2024 Price Quote: **\$50**

Grades/Population Served: **All Educational Staff**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Gale Resources is a library of professional development eBooks. These professional development resources deliver research based best practices to help administrators and teachers improve instruction and support student achievement. CISD staff has access to hundreds of titles available through the Gale Online Virtual Reference Library. Titles are accessible 24/7 and can be downloaded to read offline. Gale was a one-time purchase of the database with the opportunity to add a new bundle of books annually. This is not a subscription. Gale Resources charges a small platform fee or \$50 annually for maintaining the database on their website.

Support to Ensure Program Objectives

No other staff or resources are required. The site is accessible through the staff links page of the district website.

Reminders about the accessibility and purpose of Gale Resources were also shared on the GRIT website at the beginning of the school year.



Performance Indicators

Gale resources is not widely used, however, teachers who use the program find it valuable and user friendly. Many teachers do not know it is available or forget it is there so it is important for C&I and campus administration to remind teachers about the benefits and access to the program as well as include information in new teacher orientations.

Recommended Modifications to meet Objectives

C & I will continue to include a short introductory training on accessing Gale during campus PLCs at the beginning of the year in order to inform new and veteran teachers of the program. In addition, we will continue to advertise the benefits of the virtual library during GRIT PD Conferences.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

There are over 100 great books on best practices and strategies that are available to teachers at any time. The cost to keep these great resources available to teachers is minimal at only \$50 per year.

Gale Resources is Recommended for Renewal.



Gallup Poll

2022-2023 Cost: **\$3,346.20**

2023-2024 Price Quote: **\$44,683.06**

Grades/Population Served: **5th- 12th**

Department: **Associate Superintendent**

Expectations and Purpose of Program

Gallup Student Poll data provides a look at individual student behavior, social and emotional learning, hope and sense of belonging in our schools.

The data outcomes are utilized to gear our counseling lessons, SEL lessons in the classroom and to help campuses gain a better understanding of how to address the areas of need for their specific campus. In addition, other student support programs (Social workers, SHAC, etc) utilize the data as they work with each campus.

Support to Ensure Program Objectives

All campus administration was given an introduction to the Gallup student poll and what the intent is of the poll. Campus counselors were identified as the leads for facilitating the survey for their campus. Guided instructions were provided on the poll, specifically timelines, dates available, resources for addressing technical issues and who to contact for support during the survey.

Performance Indicators

Program effectiveness was determined based on outcomes from the survey and our own campus needs assessments (conducted by counselors). The data collected from the survey provided insight as to how to gear counseling lessons, goals, and how each campus can address those areas of need.



Recommended Modifications to meet Objectives

At this time, the only recommendation is to review the increase in the cost of the program as it is cost prohibitive to small districts as ours. The increase in cost of the program will prohibit us from being able to the purchase for the upcoming school year.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

While the data is valuable, due to the increase in cost of the survey, it is in the best interest of the district to look for other means of obtaining this data.

Gallup Poll is not recommended for Renewal.



Generation Genius

2022-2023 Cost: **\$2,673**

2023-2024 Price Quote: **\$2,673**

Grades/Population Served: **K-5**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Generation Genius is a teaching tool for elementary science. The program includes quality videos created in partnership with the National Science Teachers Association and aligned with Next Generation Science Standards and TEKS. Each video is about 12 minutes and is an effective way to engage students and develop deeper understanding of difficult science concepts. There are over 100 videos for grades K-8.

While the videos are the centerpiece of the program, each video also includes discussion questions, vocabulary, a DIY hands-on activity for kids with PDF instructions, a teacher's guide, a 5E lesson plan with extension opportunities, reading material with audio option, and assessments in Google forms, PDF and Kahoots. All lesson documents and videos are currently available in English and Spanish and include closed captioning.

The videos are extremely engaging for students and cover science material in depth with very easy to understand explanations. Every video includes a detailed explanation of the topic through demonstrations and/or field trips, a real-world segment, and a DIY segment for the student to do at home with common materials.



Support to Ensure Program Objectives

Teachers were provided with username and passwords at the beginning of the school year through email, the teacher toolkit document, and shared through Google drive. The program is extremely user friendly so no training is needed, however, a short how-to video was created and shared with K-5 teachers to highlight the program's features.

Performance Indicators

Many teachers mention student engagement as one of the best reasons to renew the program. Teachers in grades 3-5 especially feel the program helps students understand science concepts better, build vocabulary and generate interest in new content. 70% of the K-5 teachers who participated in the Program evaluation survey recommend the program for renewal.

The program lessons and other features are also a key part of the annual Summer STEM camp for 5th grade students.

Recommended Modifications to meet Objectives

Teachers who use the program absolutely love it and use it regularly. However, there are still a large number of teachers in grades K-2 who do not use the program. Setting aside time during fall GRIT or beginning of the year PLCs to highlight benefits and allow teachers to explore the program could help increase use.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program offers high quality videos and lessons made especially to help young students understand difficult science concepts. The videos include many lab demonstrations that could not be done at school due to cost or access to the materials. For only \$2673 the program allows all K-5 teachers and students access to the program online from home or school. For videos, lessons, reading material and all the other items included this is an exceptional value. The subscription price has doubled since the program was first purchased, however, CISD is locked in at the current price for as long as it plans to renew.

Generation Genius is Recommended for Renewal.



I-Station

2022-2023 Cost: **\$93,126.54**

2023-2024 Price Quote: **\$100,546.96**

Grades/Population Served: **PK-8**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

I-station is a computer adaptive program that assesses students at their skill level for grades PK-5 in reading. The program is a Response to Intervention tool that assesses and places students in tiered groups, and instructs students with learning to read and reading to learn.

Teacher surveys, executive summary reports, monthly tier movement is sent to all administrators and usage reports are evaluated.

Support to Ensure Program Objectives

The program offers a Training Center when users are logged into the platform. A “Toolbox” feature is offered within the program and Istation provides customer service features to all users.

Support Service: Monday through Friday, 7:00 AM to 6:30 PM CT

E-mail – support@istation.com

Phone – 866-883-7323,
press 2

Help center is available when any user is logged into the program. Istation offered many free user webinars and video tutorials for teachers when the need for online instruction occurred.



Performance Indicators

The Executive and Summary reports provide an overview of the monthly district wide progress, as well as information in areas of needs within tiers. Individual student intervention reports are managed by each campus. Currently, Istation is available in English and Spanish. (Pre-K-5). Individual tiers of students can be tracked using customizable reports. According to the March 2023, the Executive Summary Report, K-5 has a higher percentage of students at tier 1 in both English and Spanish, indicating positive reading growth. Furthermore, PreK-8 Content Program Evaluation surveys show that teacher users agree that the program should be renewed for the next school year.

Recommended Modifications to meet Objectives

The Elementary Coordinator instructed academic tutors and diagnosticians on how to use the application for intervention and diagnostic reports.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The cost benefit allows us to screen our elementary readers then adjust instruction with precision data which supports student centered instruction. Istation offers scaffolding support to all students and specialized interventions through classroom Priority Reports, which is immediate after monthly screeners. In addition, this program provides diagnostic information to the middle school programs.

I- Station Program recommended for renewal.



iCEV

2022-2023 Cost: **\$2,294.64**

2023-2024 Price Quote: \$

Grades/Population Served: **9-12**

Department: **Career and Technical Education**

Expectations and Purpose of Program

The expectations and purpose of the iCEV is to provide an instructional aide, and help develop hands-on lessons specifically for the animal science program of study, and for the floral design students. Several benefits to using iCEV include,

- User friendly
- Thorough lesson plans and listed objectives for those lesson plans
- Grading options
- Interactive material and video to accompany lessons
- Aligned with TEKS for animal science

Support to Ensure Program Objectives

Some provisions for support include:

- Detailed objectives for each lesson
- Easy-to-read lesson plans with editing capabilities
- Each “lesson” can follow TEKS that correspond with the section being taught
- When teacher and student use the interactive portion it helps with grading
- Provides activity ideas for classroom instruction
- Provides a consultant that may be called if assistance is needed with the online curriculum
- Can edit PowerPoints or assignments
- Provides Monthly Newsletters with updates to the software
- Provides PD workshops when needed



Performance Indicators

iCEV assists with the design, outline, and course sequence for the sections being taught. The software provides TEKS specificity for the CTE course. iCEV contains resources and tools that make remote learning a positive experience when needed. Students are able to access each lesson and work synchronously or asynchronously through the modules. iCEV offers certifications that align with some CTE sections. The lesson plans/modified lesson plans work well in the classroom and have helped classroom learning become more effective and engaging.

Recommended Modifications to meet Objectives

No revisions or modifications necessary.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program is definitely worth it to CTE, specifically the animal science teacher. It has many aspects (listed above) that are utilized consistently. It is easy to use, easy to engage the students, and provides various degrees of instructional materials that teachers would otherwise need to create on their own. This saves time in preparation and keeps course timelines on schedule.

iCEV products have proven to be very useful in lesson planning and curriculum writing. The support received from iCEV is superior and makes the process for purchasing and transferring licenses needed seamless. CTE will be adding the purchase of iCEV certifications to the Ag Animal Systems program of study, now that iCEV has been approved for it. This extends the reach CTE has to offer a diverse number of IBCs to our students.

iCEV is recommended for renewal.



Imagine Math

2022-2023 Cost: \$ 53,083.31 (MIZ grant)

2023-2024 Price Quote: \$ 51,000- non-renewal

Grades/Population Served: PK-8th grade

Department: Curriculum and Instruction

Expectations and Purpose of Program

Imagine Math is one of Canutillo ISD's adaptive math programs within the Math Innovation Zones grant. The implementation expectation is for PK-8 students to complete at least two lessons per week. The program is also used during station rotation that CISD math teachers adopted as the blended learning model for math. Grade level pathways adapt to the needs of each learner to assist in mathematical understanding in order to achieve grade-level mastery.

Support to Ensure Program Objectives

Each month, C&I shares activity and engagement reports with campus leaders and staff. Additionally, benchmark reports were compiled and shared with campus instructional leadership teams. Support was provided on a small group or one-on-one basis. It directly addressed current teacher/student needs.

On Imagine Math's end, support is accessible from the platform's FAQ and troubleshooting website, their hotline (866-457-8776), and their customer support email (support@imaginelearning.com). Teachers have access to self-paced online modules for professional development.

Performance Indicators

To determine the effectiveness of Imagine Math, the following criteria is considered:

- ❖ teacher usage: 90% of teachers use it in PK-8 (excluding CMS)
- ❖ Teacher feedback; connectivity takes away from instructional time, limited differentiation, limited accommodations, and limited language accessibility, challenges most students
- ❖ Student usage: 81% of PK-8 campuses (excluding CMS), the average quantile growth from benchmark 1 to benchmark 2 is 80Q.

The program is semi-effective in increasing student performance. The program does not reach all students, in regards to emergent bilinguals and students with accommodations, or

provide teachers seamless access to intervention materials to address student misconceptions.

Recommended Modifications to meet Objectives

CISD has used Imagine Math for four years. C&I provided professional development for teachers through one-on-one/small group support and self paced training through the Imagine Math platform.

Most of the technical issues users encounter are resolved by the campus instructional coach or the C&I department. If issues are unable to be resolved locally, they are routed to the Imagine Math support team. Depending on the severity of the issue, users may need to wait between a day to a month for it to be resolved.

An obstacle is the platform is not fully available in Spanish for our emergent bilinguals. While there is Spanish audio support, the text is not in Spanish. Additionally, there have been connectivity issues with students who access the program on an iPad. This results in loss of instructional time.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Imagine Math was purchased through the Math Innovation Zones grant. While there has been growth in student performance over the year, the program does not reach all students in regards to language and mathematical needs. The program is utilized on the student level with minimum teacher led intervention resources.

Since the program would have to be purchased with local funds, the final recommendation is for Imagine Math not to be renewed for 2023-2024. The program does not lend itself to the upcoming implementation of the district's Strong Foundations Math framework. A program where students can learn math in English and/or Spanish and teachers can have access to diagnostic data and high quality instructional material would better benefit Canutillo ISD PK-8 students.



I-Ready Math

2022-2023 Cost: **\$ 4,000 (CMS pilot)**

2023-2024 Price Quote: **TBD, district wide K-8**

Grades/Population Served: **K-8**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

CMS piloted i-Ready math products as one of Canutillo ISD's adaptive math programs within the Math Innovation Zones grant. The implementation expectation is for 6-8th grade students to use the personalized instruction program at least 45 minutes a week and complete the diagnostic assessment during the beginning of year, middle of year, and end of year windows.

The personalized instruction product supports students in growing their mathematical understanding by using the diagnostic assessment to select engaging, online math lessons to target areas of need. The diagnostic assessment is an online, adaptive assessment that provides actionable data for the teacher to use to target areas in need of intervention or enrichment.

Support to Ensure Program Objectives

Each month, C&I shares activity and engagement reports with campus leaders and teachers to monitor usage. During diagnostic windows, C&I shares completion and data reports to campus leaders to assist in campus based decisions. In addition to C&I, the campus is directly supported by i-Ready consultants through two onsite professional development sessions to assist teachers in developing practices centered on increasing student growth while using i-Ready. Throughout the school year, teachers have access to the on demand educator training modules. These videos provide teachers a walkthrough on the best practices of the products' features. To assist in student availability, the program is connected to our student information system. This allows new enrollments to be automatically added to their teacher's classroom for quick program access.

Campus staff can also receive support by emailing i-readysupport@cainc.com and calling their support hotline, (800-225-0248).

Performance Indicators

To determine the effectiveness of Imagine Math, the following criteria is considered:

- Teacher usage: 92% of math teachers use the program.
- Student usage: 85% of students actively use the program's personalized instruction.
- Student growth: When comparing the beginning of year diagnostic to the middle of year diagnostic, there was growth in the three or more levels below grade level, 26% to 22%. The mid to above grade level tier grew from 10% to 16%. Students, when using the program with fidelity, show growth in their mathematical skills.

In its pilot year, reports indicate students benefit from usage. Due to the detailed student diagnostic reporting system, teachers are provided instructional suggestions for intervention and enrichment, both on an individual and small group basis.

Recommended Modifications to meet Objectives

During this pilot year, teachers and students were learning how to best utilize the program. To support, i-Ready scheduled onsite trainings to walk teachers through the platform and share best practices in assessment, data analysis, and instruction. Moving forward, campus based trainings, designed with campus input, should continue for the upcoming year to further solidify implementation.

The connection between the program and our student information system bypasses many technical issues. When a concern arose, the i-Ready customer support team quickly lent support.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program is worth the cost. Early in implementation, the program shows a benefit to student learning and teacher instruction. Student performance is growing, and teachers have access to high quality data and intervention materials. This program is fully bilingual. The assessment, lessons, and teacher-led materials are available in English and Spanish.



In order to make a final recommendation for 2023-2024, C&I is currently working with an i-Ready consultant for potential price points. There is a consideration in expanding the program to K-8 campuses. The program provides students and teachers with the foundation to reach the expectations of the upcoming implementation of the district's Strong Foundations Math framework. This program will provide access for Canutillo K-8 students to explore math concepts and demonstrate understanding in English and/or Spanish. Teachers will have access to detailed diagnostic data. The data describes student performance by domain (number and operations, algebra and algebraic thinking, measurement and data, and geometry). Not only will the program create a personalized lesson pathway to address individual student needs, but teachers will have access to small group lessons for intervention and enrichment. Along with the program itself, campuses would receive campus based professional development from i-Ready experts. This would support implementation by ensuring teachers and leaders have the knowledge and tools to support students in their mathematical understanding. This high quality assessment and instructional material would better benefit Canutillo ISD PK-8 students. The C&I department will continue to work with the consultant to make a solid recommendation.



ISpire

2022-2023 Cost: **\$16,705**

2023-2024 Price Quote: **\$18,504**

Grades/Population Served: **K-12**

Department: **SPED**

Expectations and Purpose of Program

iSPIRE is a comprehensive, multisensory reading intervention program based on the Orton-Gillingham approach utilized for all struggling students in special education, response to intervention and all dyslexia students. It is designed to build reading success for struggling readers.

Support to Ensure Program Objectives

Staff is supported through the use of the electronic training modules within the program and one-to-one assistance at campus levels by Lead special education staff. Resources and tools are provided to teachers that serve struggling students in SPED and all dyslexia students. Progress monitoring and full effective use of the reading program is reviewed monthly to ensure student progress.



Performance Indicators

Student progress is monitored by teachers as they go through the eight level program and adjusted as needed. Reports are created to determine the progression of all students utilizing the ISpire reading program.

Recommended Modifications to meet Objectives

Based on the survey there is a high percentage of students not utilizing ISpire, that is due to the fact that not all teachers have accessibility since this program is only targeted for a specific student population. Survey does indicate that 66.7% do use the Ispire program to its fidelity of daily use and 53.3% increase student achievement. Barriers are indicated with training and time to implement the Ispire reading program.

SPED department will increase training support to all teachers utilizing this program for intervention and full use of the program.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

There are no other programs that provide the same service. Canutillo ISD has used this program for a few years and has demonstrated student growth in reading with consistent monitoring.

Committee recommends renewal with recommendations listed above.

Utilization of the program has proved successful for our struggling readers, specifically for students with dyslexia.



Kid's Excel

2022-2023 Cost: **\$ 54,000 (\$9,000 per campus)**

2023-2024 Price Quote: **\$54,000**

Grades/Population Served: **Grade 4**

Department: **Student Support Services**

Expectations and Purpose of Program

The purpose of the Kids Excel program is to help children develop discipline, a standard of excellence, and self-confidence through dance.

Incorporate dance and arts with an integration of a designated subject area. The current theme is entitled *Queen Bee: Celebrating Women Who Rocked the World* and it is set entirely to the music of Queen. The theme is highlighting women who have changed the world for the better, through their actions, words, and commitment to positive change. Many of them, if not all, are lesser known and not always recognized for their efforts, which is what makes this curriculum and performance incredibly unique. It proves to us yet again, that great people can, and often do, come from humble beginnings. Phillis Wheatley, Helen Keller and Anne Sullivan, Lydia Mendoza, Hedy Lamarr, Claudette Colvin, Sylvia Rivera, and The Night Witches.

- Other themes - Social Emotional Learning (2020-2022), Deep in the Heart - Texas Music Makers (2019-2020), History (2018-2019), Recycling (2017-2018), Health and Wellness (2016-17), and Reading (2015-2016).
- Through the curriculum, students learn how to work hard, strive for their personal best, and never give up.



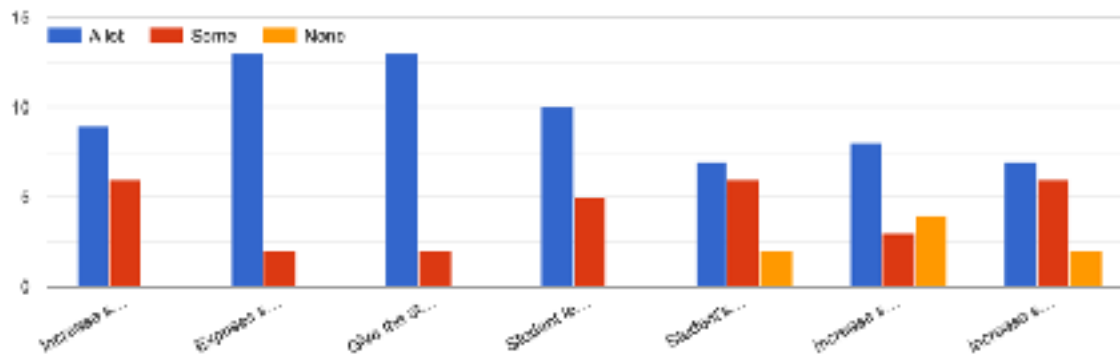
Support to Ensure Program Objectives

- Curriculum ensured safety of all parties involved
- Campus administration embedded the time within the instructional day
- Kids Excel provides all other resources, equipment, and staff to implement the program.

Performance Indicators

To evaluate the effectiveness of the program, teacher, administration and student surveys were used. Informal qualitative feedback from staff and administration were considered through discussions and observations by Coordinate School Health Facilitator as well as observations made by the Coordinated School Health Facilitator, campus staff and administration.

Please describe how your students were impacted after participating in Kids Excel.

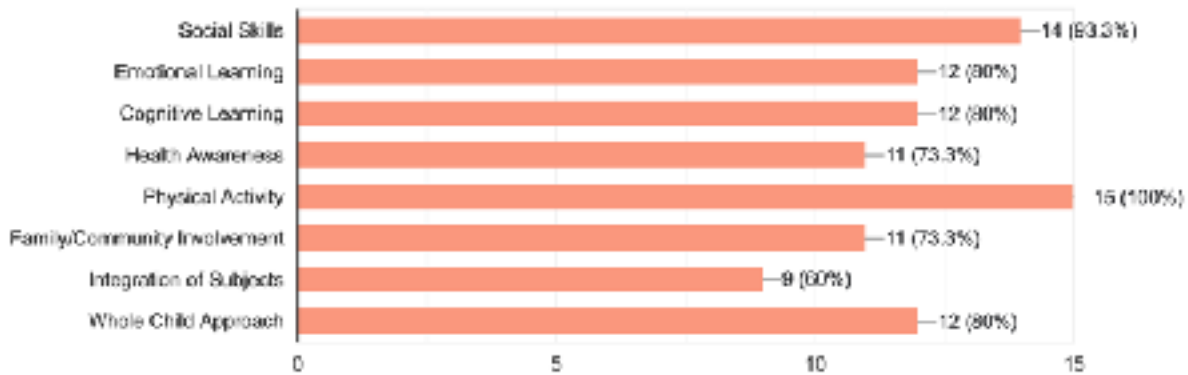


- Increase student's self-esteem and confidence.
- Exposes student to music, dance, and performing arts.
- Give the student's experience in being able to perform.
- Student learns cooperation and teamwork.
- Student's behavior in the classroom environment is positive as a result of the program.
- Increase student's attendance.
- Increase student's academic knowledge in the theme "Queen Bee: Celebrating Women Who Rocked the World".



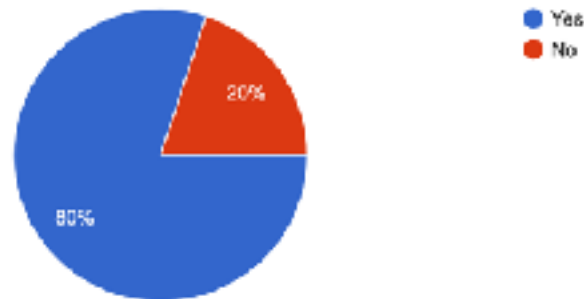
Kids Excel supports our Canutillo Coordinated School Health (CSH) program. Please check all CSH components that apply.

15 responses



Can students apply information about the Kids Excel theme "Queen Bee: Celebrating Women Who Rocked the World" to the real world?

15 responses



Recommended Modifications to meet Objectives

Teachers were surveyed to determine any possible barriers. Below is a list of the responses.

Love it :)

Please plan to teach us again the Teacher Dance

None, we love it!

This program is awesome!!

It's a great program for physical activity and performance but I think it is important to keep in mind that not all students are dancers or performers.

I think it would be helpful if students were given a simple guide with steps and music, to study and practice at home with parents.

Kids Excel is a wonderful dance/exercise program for students that do not have the opportunity to attend outside of school. This program truly makes kids happy.

This program is amazing for ALL students and the staff really provide opportunities for ALL students to shine and participate

None at this time

More collaboration with teachers and students so where "Student's behavior in the classroom environment is positive as a result of the program".

I believe everything is ok.

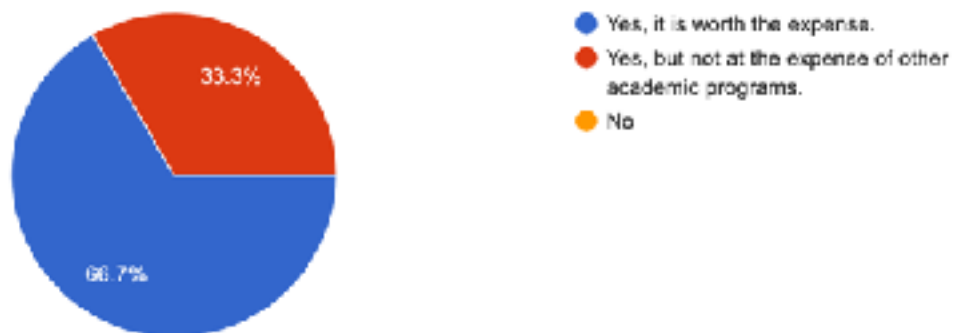
First and foremost, this is the first district I have ever worked at that fine arts are not offered in elementary school, so Kids Excel is a must for students to be exposed to drama/theater/ dance. Also, Kids Excel has really helped my students learn teamwork. Having to perform in front of an audience and other students has taught them self-esteem and confidence. Last, Kids Excel has exposed them to song and dance that they normally they would not have been exposed to. All in all, I think it's a wonderful program.

Less games at the end of class.

I love the program; I also understand the cost has gone up for various reasons.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The cost of Kids Excel for each elementary schools (476 4th graders district-wide) is \$9,000. The cost includes 2-3 Kids Excel sessions a week , 4-5...ommend the district continue to fund this program?
15 responses



Committee recommends to approve Kid's Excel for another year.

Lead4ward Accountability Connect

2022-2023 Cost: **\$2,500**

2023-2024 Price Quote: **\$2,500**

Grades/Population Served: **All grade levels**

Department: **Testing and Accountability**

Expectations and Purpose of Program

Lead4ward Accountability connect is a comprehensive year-long district support service designed to help school leaders understand state and federal assessment and accountability systems. Benefits include:

- ❖ Bi-weekly meetings to provide crucial updates on accountability, ratings, changing legislation and state-wide best practices in the areas of accountability, accelerated testers, RDA, TAPR, and assessment led by John Fressenden at Lead4ward plus special guests from TEA
- ❖ Helps to make sense of the complexities of state and federal accountability within district assessment, data reports, and effective instructional practices.
- ❖ Helps to bridge the connection between curriculum, instruction, assessment, and accountability at levels that can be understood from a teacher, student, parent and leader perspective.

Support to Ensure Program Objectives

Service provides access to templates, QuickLook summary sheets, legislative updates, webinars and worksheets that are used with campus leadership district wide to inform and guide instruction. It is also used as a source for best practice in assessment and accountability processes used at the district and campus level.

Performance Indicators

TAPR (Texas Assessment Performance Reporting) and RDA (Results Driven Accountability) measures are used to both support the use of the program and evaluate its effectiveness.

Continual improvement and district's A ratings are supported by the use of this membership.

Recommended Modifications to meet Objectives

The account is limited in user access, information from accountability connect is shared directly with Superintendent, Associate Superintendent, Directors and Coordinators to facilitate better understanding of accountability, assessment updates, and changes in policy/legislation that governs instruction, assessment, and accountability.

The District Testing & Accountability Administrator attends bi-weekly meetings and share information as appropriate.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The membership is crucial to Canutillo ISD's understanding of and ability to grow with the changes being made on a regular basis to the accountability system in Texas.

Accountability Connect is recommended for renewal.



Lexia

2022-2023 Cost: **\$15,600**

2023-2024 Price Quote: **\$17,160**

Grades/Population Served: **PK-12**

Department: **SPED**

Expectations and Purpose of Program

Lexia is a web based program that provides personalized learning as students work independently and develop critical reading and language skills. The program provides teacher-led prescriptive lessons for “At-Risk” (RTI, 504 or SPED) students who are having difficulty with the lessons within the program. Teachers are provided with individualized instruction based on the reports generated from Lexia.

Lexia provides benchmark data analysis to determine student growth.

Support to Ensure Program Objectives

Lexia provides online training for all staff. It also provides many TEKS aligned resources for teachers in digital format. Small groups and one-on-one is supported at campus levels through district lead teachers. Administrators are also provided with one-to-one guidance on effective use of Lexia

Performance Indicators

Lexia provides individual data analysis reports. The program illustrates an increase/improvement in specific skills or grade level performance. Student’s writing and reading skills have increased, work samples are the evidence. Students demonstrate motivation by participating more in class. The program provides reading progress with consistent monitoring throughout the year.



In addition, based on the individuals that submitted the survey 72% agree that the Lexia program illustrates an increase of student achievement. However, about 44% states that there is not enough time to complete /utilize the program.

Some examples of comments in survey

- “Lexia is helping my students read, Please continue with it.
- “Keeps students interested in reading”
- “All students really enjoy Lexia. They like seeing the progress they make for themselves each time they move up a level.”

Recommended Modifications to meet Objectives

Recommendations for the following year: Provide training on all the resources provided by the program, TEKS aligned, usage of intervention strategies.

Barriers staff reported: Time, internet difficulties, students need more training on navigating through the program. Staff also commented that “it should be provided in Spanish for those who don’t speak English.”

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program has been effective in supplementing the general education reading intervention. Based on the survey responses, 96% use the Lexia program consistently. We will collaborate with teachers for scheduling and to embed the reading program into their daily routine without disrupting their course of instruction.

Committee recommends to renew Lexia. It is a vital resource for our district.



Nearpod

2022-2023 Cost: **\$50,050**

2023-2024 Price Quote: **\$5,000 Partial renewal**

Grades/Population Served: **K-12**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Nearpod is an online student engagement platform that helps teachers make any lesson interactive. Using Nearpod, teachers can create interactive presentations by adding quizzes, polls, video, collaborative boards, matching pairs, Draw it and other features. Teachers are able to modify their existing PowerPoint and/or Google Slides or they can access thousands of pre-built presentations available from Nearpod.

Teachers can choose to present live where students interact with the media as it is presented. As students interact and complete tasks, teachers can check for student understanding in real time that can be used to adjust the lesson. There is also a student-paced mode where a student controls the pace of the lesson which is perfect for sub days, homework assignments or independent work. Making adjustments to the student-paced mode is quick and easy so it also offers teachers an opportunity to provide customized lessons based on student need. Teachers also have the ability to toggle between teacher led and student paced for maximum flexibility.

Teachers can download reports of entire presentations or individual students. Many of the features such as Quiz, Time to climb and Matching Pairs are graded saving the teacher valuable time.

Nearpod offers thousands of pre-made lessons for all subject areas. This is a program that teachers of all grade levels and contents can use. Teachers can share lessons that they create with their PLCs or they can share them through their school or district library.



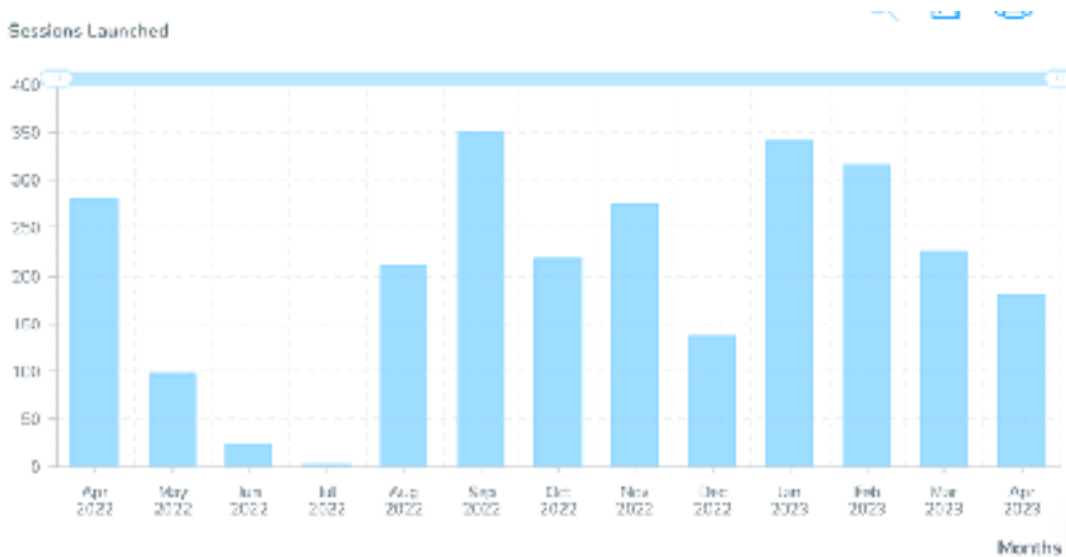
Support to Ensure Program Objectives

Introductory training was provided upon adoption of the program to all teachers and grade levels. An advanced training session was also offered. Both sessions were recorded and the links for the recordings are shared on the GRIT website so that teachers could access them on-demand. Nearpod offers regularly scheduled webinars and pre-recorded videos that explain how to use each of its different features.

C&I offered multiple sessions of additional training during Fall intersession and during PLC time as requested by campuses. The District Science and Innovative Learning coordinator provided individual support as requested throughout the year.

Performance Indicators

Data from usage reports and a teacher survey indicate that not all teachers are using the program. However, the teachers who are utilizing the program, find it to be an invaluable asset to their classroom instruction. Based on usage reports, an average of 250 sessions per month have been launched over the last 9 months.



Recommended Modifications to meet Objectives

Teachers who use the program use it with fidelity and find that it is extremely useful in actively engaging students in the lesson and providing formative feedback. A huge barrier to district wide usage has been the lack of training time available during the regular work day due to the limited number of professional development days and competing need for other district initiatives.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Nearpod is an extremely valuable tool to support student engagement and success. The program is also utilized by the District Science Coordinator to create and share STAAR aligned lessons with biology, grade 5 and grade 8 science teachers. When a majority of teachers regularly use the program, it is worth the expense.

We recommend Nearpod for renewal during the 2023-2024 school year for a decreased number of licenses for those teachers who utilize the program most.



NCS Pearson

2022-2023 Cost: \$ 4,175

2023-2024 Price Quote: \$ 4,175

Grades/Population Served: PK-12

Department: SPED

Expectations and Purpose of Program

NCS Pearson is a three year subscription to digital administration, scoring, reporting and data storage of Woodcock Reading Mastery tests to be used by diagnosticians.

Yearly subscription to Quality Improvement (QI) Speech Language Pathologist (SLP) Pack. The program objectively evaluates current work practices and client care by SLPs.

Support to Ensure Program Objectives

Support is provided by the lead diagnostician, lead speech language pathologist and digital support from the vendor. Guidance is provided throughout the year to ensure accurate use of the program and results that will assist in creating and providing an effective plan of action for student success.



Performance Indicators

Generates scores and interpretation of scores that are used for assessments to provide during determination for SPED services. In addition, once SPED services is determined and with appropriate services student performance will demonstrate though appropriate and effective programs.

Recommended Modifications to meet Objectives

Interpretation of results is clear. However, access to technology can be a possible barrier.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Program is time saving which provides more time for other necessary evaluations, provides more accurate results than without its use, and provide results within a timely manner.

NCS Person is recommended for renewal.



Osha

2022-2023 Cost: \$ **18,620.00**

2022-2023 Price Quote: **Non-renewal**

Grades/Population Served: **11-12**

Department: **CTE**

Expectations and Purpose of Program

The purpose of the Occupational Safety and Health Administration (OSHA) certification is to provide high school students with an opportunity to earn a high-value credential in the field of STEM related CTE courses. With certifications, students become more employable by providing an industry recognized and officially endorsed certification exam where students can prove their proficiency and better meet the demand of growing and competitive workforce as mandated by HB3.

Support to Ensure Program Objectives

The provisions, resources, and support provided was constant technical support in order for all laptops to have access to the OSHA website giving students full opportunity to train through modules prior to taking the exam.

Educators are able to develop timelines for section completion to target a specific date for earning the credential. OSHA provides unlimited support via phone and/or email, and the program itself is very user-friendly maximizing ease of application.

Performance Indicators

Educators can easily measure student progress via the OSHA manager website, which includes time spent on any section, quiz scores, or in progress section completion, as well as results given from a certification exam. Students are encouraged to review exam objectives to aid in information retention for material that will be addressed.



Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program is worth the investment. The high-value certification earned will help students in their respective field obtain a high-wage, in-demand job after high school, which is an objective of HB18 and HB3. CTE may receive reimbursement for students who successfully pass OSHA 30 on their first attempt (some restrictions may apply).

However, the committee will not be recommended the continuation of the OSHA 10 or OSHA 30 certification exam because TEA is aligning it with a program of study that Canutillo ISD does not offer. TEA is also making part of this program of study an OSHA course that will align the certification more so with the content taught in this specific filed. Prior to this alignment, any CTE program of study could offer the OSHA 10 & 30 general industry certification to their students.

OSHA will not be recommended for renewal.



Plan 4 Learning

2022-2023 Cost: **\$6,050**

2023-2024 Price Quote: **\$6,050**

Grades/Population Served: **All levels**

Department: **Human Resources**

Expectations and Purpose of Program

The main purpose of the program is empowering educators to improve outcomes. Plan4Learning is designed for educators, administrators, and parents to simplify the improvement planning process by streamlining key action steps and ensuring compliance across our district. We focus on a common vision, identify key needs and develop strategies that will impact a positive outcome making assurances that there is alignment to the district's strategic plan. This program is an essential component for creating, monitoring, analyzing, and adjusting plans and used as a guiding tool moving towards higher-performing schools.

Through the use and navigation of this program, it assures that all campuses and district use will adhere in assessing our needs, setting goals, creating an action plan that drives decision-making process by involving all stakeholders.

The main features that this program provides are as follows:

- Real-time improvement plan monitoring and adjusting to needs
- Manage program funding through documentation
- Automated formative and summative review processes as a reminder to collaborate and remain focused on district /campus goals
- Effective use of Comprehensive Needs Assessment tools and processes
- State Compensatory Education documenting and tracking on point
- Ensure State and Federal Title 1 Compliance



This program continuously updates meeting all state and federal mandates ensuring that our district remains in compliance, they fine-tune the problem-solving process to a point of mastery.

Support to Ensure Program Objectives

Support to ensure program objectives are met include the following;

- Training and ongoing support to all Administrators and Office Managers.
- District level models use of program for Needs Assessments and development of plan so campuses follow the same processes to ensure alignment.
- Notifications and reminders to campuses - on updating their objectives/strategies to ensure collaboration and remaining focused on school and district goals.
- Checklist is provided in Plan4learning to ensure that all areas of compliance and growth are addressed effectively.
- One to one conference- based on individual campus needs and guided questions for effective use of the program which is embedded with their campus goals.
- Easy accessibility to campus and district improvement plans for staff and community.
- Follow up training to ensure continuous use of the program as a living document.
- All improvement plans can be located at campus sites and on the district website for easy access and monitoring of action plans.

Performance Indicators

- Goals/objectives and strategies are documented and completed through the use of this program.
- CNA documentation for all 4 components (Demographics, Student Achievement, Perception and Processes & Programs are available and updated as needed throughout the year. Problem statements are reviewed, analyzed and adjusted to address current challenges and barriers.
- Formative reviews are required quarterly to ensure close monitoring.
- FTEs budgets per campus are inserted and aligned to campus and district needs assessments.

- Expenditures are aligned to strategies.
- Summative evaluations are reviewed at the end of the school year.
- Program evaluations are required per campus to review and analyze the outcome of campus performance based on expenditures that are tied to campus goals and objectives.

There has been an increase in utilizing plan4learning more frequently as part of the Campus Improvement process for all CISD campuses and all categories in the program are regularly updated ensuring that we keep up to date with any federal or state laws.

Recommended Modifications to meet Objectives

The following are revisions to meet the program purpose with a higher success rate:

- Will change approach from whole group towards a one-to-one campus training with office managers to address program in-depth and utilize it as a blueprint to campus goals/objectives. Trainings will include:
 - Writing SMART goals that is aligned to District goals and strategic plan.
 - Inserting budget that has been allotted to campuses
 - Inserting all Title 1 and SCE FTEs at campus and district level
 - Completing justification sheets that aligns to campus needs assessments using expenditures connected to CIPs/DIP.
- Availability of training to campus leadership will continue to extend offer to faculty and community so they may navigate and view their CIPs on a regular basis. This will increase exposure to the program and expectations by utilizing CIPs effectively when purchasing materials, Professional Development, and other miscellaneous items that meet campus goals/objectives.
- Availability to meet at professional learning community (PLC's) level to provide training and support on effective use of the program with teachers and community using the CIP as a working document, thereby creating the school's blueprint for student success.
- Provide training at Parent Leadership and/or campus Parent Advisory Committee on navigating through their campus CIP's to be knowledgeable on campus goals and provide feedback.



Barriers:

- Even though the use of this program meets all federal and state laws, it is necessary to continue training and expand support to our campuses, parent and district stakeholders.
- Continue to increase Parent awareness of CIP's and participate in campus committees.
- Continue to increase usage of Plan4learning during teachers' meetings, PLC's, staff development etc...to ensure alignment of campus CIP.
- Continue to work with all campuses and district levels in utilizing plan4learning as part of their working document creating a blueprint of how we will address our needs and goals.
- This program will be embedded on all campus-based decisions in regard to Professional development, online program expenditures, technology expenditures, instructional expenditures and more.
- Ensure that teachers and the community have access and are aware of their campus CIP's.
- Will reach out to parent meetings at campus and district level to share improvement plans and encourage parent participation.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Plan4learning cost of \$6,050 is conducive to creating a blueprint of the district and campus goals. We continue to grow and utilize this program more effectively and interactively with staff and community. It is important to expand this program throughout the district and anchor to our DIP/CIP with parents, staff, students and teachers.

The program ensures that CISD remains in compliance with all federal and state law. In addition, Plan4Learning constantly updates and adjusts to any new federal or state requirements to ensure compliance. Free mini training sessions are also available to any user for updated information on the Plan4learning program.

We are recommending use of Plan4Learning for the 23-24 school year.

We will look at revisions to enhance the use of the program and increase effective use. It is important to bring forth more awareness and purpose of improvement plans to our community and staff so we can all work on our campus and district goals surrounding our student's needs.



Renaissance

2022-2023 Cost: **\$108,249.51**

2023-2024 Price Quote: **\$115,000**

Grades/Population Served: **PreK- 12**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Renaissance promotes reading and delivers differentiated and timely instruction while providing personalized student practice in reading. It provides assessments at the beginning, middle and end of the year to monitor student, class, campus, and district progress. The Renaissance Reading components include STAR Reading, myOn, and Accelerated Reading. STAR Reading/STAR Spanish uses a computer-adaptive technology where teachers can assess student's Spanish reading level from the beginning of first grade to end of fifth grade reading level.

Support to Ensure Program Objectives

Three virtual training sessions were offered on 2/21/22 for new, intermediate, and advanced users. We added high school grade levels to the STAR Reader product to support with HB3 TIA data sources

Performance Indicators

Some of the criteria used to determine effectiveness of the program include:

- ❖ District dashboard reports and teacher survey
- ❖ Progress EOY and BOY (coord. created)
- ❖ TIA Growth (coord. Created)
- ❖ Subscription Capacity (product administration)
- ❖ myOn- Core Report and Campus Engage

Growth Reading report using Star Enterprise Reading indicates progression with reading development. Students are demonstrating an average growth of 0.5 grade equivalency across all campuses when measured from August 2022 to January 2023. Domain Mastery report indicates all campuses are demonstrating moderate growth for Scale Growth Progress. In comparison to similar campuses. Campus teachers monitor individual student progress with the programs' array of reports.

District Dashboard reports illustrate district utilization of AR product, as well as total exposure to literacy by books and words read. Additionally, PreK-12 content program evaluation survey indicates teachers believe the program should continue to be funded.

Recommended Modifications to meet Objectives

C&I added the high school grade levels to the STAR reading product to support with HB3 TIA data sources and will add MyOn access for CMS and AMS to support students with digital library access and ELPS practice resources.

Continued formal training from Renaissance consultants would be beneficial for new users. C&I will work with Renaissance to schedule training opportunities for the 2023-2024 academic year. The program plays an important role in encouraging independent literacy at all levels and to formalize the independent reading programs at all campuses.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The beginning of the year, middle of the year, and end of year diagnostic assessments allow teachers to track student reading levels and adjust instruction to students' needs. The use of the AR product indicates students are self-selecting text and assessing their comprehension and analysis by means of the AR quizzes.

Moreover, the addition of the myOn program allows teacher and student access to online books which are linked to AR test and encourage self-selected reading and more reading for pleasure.

The ability to monitor student AR testing data, the availability of a quality assessment to assess student growth, and the access to a digital library for students make this product an important assist for encouraging student reading and fostering their continued growth. More work needs to be done to train teachers to leverage these products and to ensure that teachers have the knowledge they need to use the products effectively in the classroom.

Renaissance is recommended for renewal.



Seesaw

2022-2023 Cost: \$ 11,753.40

2023-2024 Price Quote: \$ 4,900

Grades/Population Served: **PK-3**

Department: **Curriculum and instruction**

Expectations and Purpose of Program

Seesaw is a platform for empowering students create, reflect, share and demonstrate their learning. It is very interactive for both teachers, students and families. Teachers are able to create activities for students, document student growth through student portfolios, and communicate with families. Schools are able to communicate with families through the Seesaw platform, in addition administrators have access to view student work.

The platform is user friendly, specifically for the lower grades and has increased student engagement for both in person and remote students.

Support to Ensure Program Objectives

Ongoing professional development sessions on how to best utilize the program were coordinated for both administrator and teachers

Recommended Modifications to meet Objectives

Recommendations include that every campus designate a representative to become a Seesaw Ambassador, as well as encourage all teachers utilizing the platform to become members of the Seesaw Pioneer program. (* The Seesaw Pioneer program is a completely free opportunity, available to any educator using Seesaw. Seesaw Pioneers have moved beyond the Seesaw basics and are ready to expand their Seesaw knowledge and educator network). This will increase knowledge at each campus so that there is an additional layer of support for all who utilize the platform.



The barriers we encountered were at the very beginning of implementation, example: rostering classes through Clever. Those barriers have since been resolved, with help of the district's IT department and Seesaw support services. The remainder of the PD sessions that were purchased in the year prior were used at the beginning of this school year to help get new teachers started. Seesaw provides many opportunities for teachers to increase their knowledge of resources and new features of the platform. In addition, Seesaw provides free PD sessions throughout the year that promote student and family engagement. We also saw a decrease in usage this year.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program is a worthwhile investment. Based on usage, a new quote for a decreased number of licenses was requested. The teachers and campuses that continue to use Seesaw emphasize how positively it impacts instruction and their communication with families.

The committee recommends renewal for the staff that utilize the program with fidelity. Recommendation is to purchase a decreased number of licenses.



SpringBoard Math and ELAR

2022-2023 Cost: \$ 19,275.64

2023-2024 Price Quote: \$ 13,549.26

Grades/Population Served: **HS Pre-AP ELAR and Math**

Department: **Advanced Academics**

Expectations and Purpose of Program

Springboard is a supplemental program for high school Pre-AP courses that provide teachers with a rigorous curriculum to differentiate for their advanced classes. The program was made available for English 1, English 2, Algebra 1, Algebra 2, Geometry and Pre-Calculus.

Support to Ensure Program Objectives

Staff were provided with a teachers manual and access to the online resources that accompany the primary text. Books were ordered in a timely manner and were available for use by the first day of school. The online version was linked to our single sign on system, making it easily accessible to students and teachers to use in Google Classroom. Pre-AP classroom resources, which are correlated to SpringBoard, were purchased by secondary schools. Teachers had access to PD through both SpringBoard and CollegeBoard for use and successful implementation.

Performance Indicators

Teachers who were assigned the SpringBoard curriculum for their course were given an anonymous survey regarding the use of the text. In addition to the survey, online reports were gathered which tracked the use through SpringBoard Digital.

Survey Results: 11 of 15 teachers responded. 63% of the Pre-AP teachers noted they do not use SpringBoard for instruction or as a supplemental resource. The comments on the survey suggested the teachers were unhappy and frustrated with the reliability of the SpringBoard Digital. However, 3 teachers had high praises for it.

SpringBoard Digital Reports: During a 221 day period, SpringBoard Digital was assigned 12 times by our secondary campuses. Teachers noted in the survey that the lack of consistent and reliable WIFI as well as problems with student devices at our campuses deterred them from using it.

Recommended Modifications to meet Objectives

Teachers have difficulty using the book in correlation to the TEKS Resource YAGs. It isn't sequentially aligned with the TEKS Resource YAGs. Pre-AP teachers were given permission to deviate from the YAG, however, they found issues with the SB sequences.

*If SpringBoard is to continue as the primary resource for high school Pre-AP courses, teachers will need time to research, extensive startup PD, and a louder voice in whether it is selected.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The use of SpringBoard gives campuses a significant discount for their Pre-AP membership. For this reason at least a partial purchase is beneficial.

Committee recommendation is to purchase student copies of Algebra and English 1 SpringBoard and class sets of Algebra 2, Geometry, Pre-Cal, and English 2.

It is also recommended to provide teachers with professional development on the effective use of SpringBoard materials at the beginning of the school year.



Summit K12

2022-2023 Cost: \$ 3,863

2023-2024 Price Quote: \$ 4,003

Grades/Population Served: **Grade 4 and 5 BCE**

Department: **ALS**

Expectations and Purpose of Program

The Summit K12 program provides support for emergent bilingual students to improve literacy, writing, listening and speaking skills.

Support to Ensure Program Objectives

Training sessions are available with the purchase of the program to help teachers maximize the use of the program so it can be effective and help students improve in the acquisition of English skills.

Performance Indicators

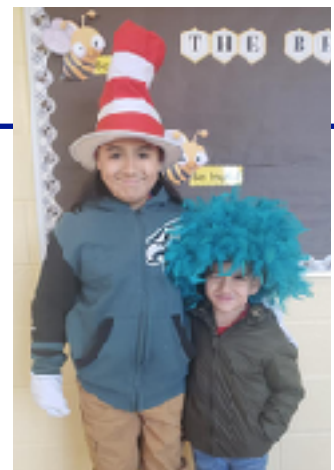
Student's performance on TELPAS will determine the effectiveness of the program. If the program is used as indicated, students should improve a full domain in listening, speaking, reading, and writing in English.

The program has been used consistently at BCE by 4th and 5th grade students. TELPAS results for this academic year will demonstrate the program's effectiveness.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program provides students with practice opportunities to improve their English skills especially in the much needed domains of listening and speaking.

The committee recommends renewing Summit K12 for services provided to grade 4 and 5 students at BCE.



TeachersPayTeachers

2022-2023 Cost: \$ 2,160

2023-2024 Price Quote: \$ 2,250

Grades/Population Served: **K-12**

Department: **ALS**

Expectations and Purpose of Program

The program provides teachers with instructional material specifically aligned to the TEKS. Activities range from PreK-12 grade. Lesson plans for specific objectives are provided and there is a high range of activities for each lesson provided.

Support to Ensure Program Objectives

A professional development session was provided with the initial cost to ensure teachers maximize the use of the program.

Performance Indicators

Teacher usage of program determines the effectiveness. For this year, over 400 activities and lessons have been downloaded by CISD teachers.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Teachers are provided with multiple activities, lessons, and samples to use throughout their curriculum to include math, science, social studies, reading, writing, and art. Resources are also available in Spanish which benefit all the dual language classrooms and emergent bilingual students.

The committee recommends to renew access to TPT to serve the emergent bilingual students at CISD.



TEKS Resource

2022-2023 Cost: **\$43,771.00**

2023-2024 Price Quote: **\$46,141.50**

Grades/Population Served: **All**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

The TEKS Resource System is the district's scope and sequence for K-12 core content areas. All curriculum documents are available in both English and Spanish. The documents most used include:

- ❖ Instructional focus document (IFD) which explains the details of each curricular unit including overarching concepts, big ideas, misconceptions, vocabulary, targeted specificity, and key understandings.
- ❖ Vertical alignment document (VAD) which is a 3-year vertical alignment document that teachers use to identify potential gaps in students' understanding and plan for appropriate intervention
- ❖ Year-at-a-glance (YAG) which groups the TEKS into curricular units and is used to ensure that all TEKS are taught within the school year.

In addition, the TEKS Resource System includes a test creator with assessment items for core content grades 2-12 that are aligned to the content and rigor of the STAAR assessment. The test items are also available through Eduphoria.

Support to Ensure Program Objectives

Professional development is provided to all new teachers during new teacher orientation. Curriculum coordinators provide any campus with training on using TEKS resource system and the assessment creator by request or when needed. Region 19 also offers professional development several times a year at no cost to TEKS RS users.



Performance Indicators

PLC meetings, individual classroom observations, lesson plans and assessment data show that teachers use the TEKS RS scope and sequence to plan lessons. Common unit assessment and lesson plan data shows that lessons and assessments are aligned to the curriculum standards as defined in the IFD.

90% of teachers consider TEKS RS a benefit to their duties as a teacher and recommend renewal of the program.

Recommended Modifications to meet Objectives

C&I will continue to provide introductory training for all new staff as well as personalized training as requested by individual campuses.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

In a nutshell, TEKS resource provides all content area teachers with the following vital information:

- ❖ What needs to be taught
- ❖ When it should be taught and how much time to spend on each standard
- ❖ How to assess mastery of the curriculum

It is especially helpful for new teachers who need help determining the specificity of the state standards and aligning instruction. The program is maintained and is updated on a regular basis as standards change.

TEKS Resource System Recommended for Renewal.



TestHound

2022-2023 Cost: \$ 6,638.50

2023-2024 Price Quote: \$ 10,357.70

Grades/Population Served: K-12

Department: **Testing and Accountability**

Expectations and Purpose of Program

TestHound is a software used by all 10 campuses to do the following for testing purposes:

- Track student EOC completion for graduation
- Organization of testing accommodations that is then a downloadable report that can be uploaded into Cambium (the state testing platform).
- Creation of testing logistics for STAAR 3-8, STAAR EOC, ACT, SAT, PSAT, AP, and K-12 TELPAS
- Software helps to organize assessments and prevent irregularities.

Support to Ensure Program Objectives

Training and use of Test Hound software is ongoing for all campus testing coordinators, managed primarily through district DTC support. As needed, Test Hound provides one-on-one support.

Performance Indicators

Successful test administrations are evidence of effective use.

The verification of attribute uploads to Cambium, effective testing scheduling that includes correct accommodations for students, accurate EOC tracking used at both high schools, and the compatibility of the program with ESPED.



Recommended Modifications to meet Objectives

There are no recommendations for revision or modification, campuses will all continue to use the software to manage the many facets of testing responsibilities.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

TestHound is used with all campuses, grades K-12 for testing purposes. The cost effectiveness can be found in the reduction of human errors, the tracking of testing logistics, and the ability to transfer data from Test Hound to Cambium is crucial.

Test Hound is recommended for renewal.



TexQuest

2022-2023 Cost: **\$ 1,750.15**

2023-2024 Price Quote: **\$1,766.39**

Grades/Population Served: **K-12**

Department: **Libraries**

Expectations and Purpose of Program

TexQuest is a digital resource program for the state of Texas that provides quality resources for all K-12 students in the state of Texas at a very low cost to districts. TexQuest is used at all grade levels for research and to teach digital literacy skills. TexQuest also provides hundreds of ebooks to students.

Support to Ensure Program Objectives

TextQuest offers free training at Region 19 that librarians and teachers can sign up for each school year. This year region 19 partnered with other regions to offer more virtual training to all at no cost.

At each campus the librarians have provided quick links for students to be able to access TexQuest for researching. ESSA specifically authorizes funds to be used for developing and enhancing effective school library programs, to include funding for professional development, books, and up-to-date materials for high needs students.

Performance Indicators

Usage reports from TexQuest indicate that each campus uses at least some of the applicable databases. Librarians also use the databases as part of their curriculum to teach the Texas School Library standards. Usage reports indicate that districtwide, TexQuest was used 55,352 times since the beginning of the school year. This shows tremendous usage for a very low cost. Usage reports also indicate that each campus uses certain databases from TexQuest. Different databases have resources for different grade levels.

Recommended Modifications to meet Objectives

We recommend more professional development opportunities for teachers in order for them to get the most out of these valuable databases.

Teachers must be made aware and given some training on how to access the databases. Librarians train teachers and those that want additional training can attend the free professional development at Region 19 and/or sign up with partnering regions for virtual training.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

TexQuest provides access and connection to an array of digital and print resources which allow for deeper, personalized learning at an overflow price per student (\$0.29). The Texas State Library and Archives, in connection with the Texas Library Association, The Texas Association of School Library Administrators and The Texas Association of School Libraries supports the position that an effective school library program has a certified school librarian at the helm, provides personalized learning environments, and offers equitable access to resources to ensure a well-rounded education for every student.

We recommend that the district continue to provide this great, low-cost resource to our teachers and students since it has been used 55,352 times since the beginning of the school year and it supports the Texas School Library Standards. Excellent resource with online e-books to help with online learning.



Tumblebooks

2022-2023 Cost: \$ 4,314.60

2023-2024 Price Quote: \$ 4,314.60

Grades/Population Served: **All grade levels**

Department: **Libraries**

Expectations and Purpose of Program

Tumblebooks library is a curated database of children's e-books, available by subscription to elementary schools and public libraries around the world. It contains over 1,100 titles for grades K-6, and includes unique animated, talking picture books, read-along chapter books, non fiction books and videos, curated playlists, as well as books in Spanish and French. Plus, the collection features graphic novels- a student favorite. Students can always find books to read even on weekends, holidays or over breaks.

Support to Ensure Program Objectives

Librarians show both students and staff how to access Tumblebooks and many Canutillo ISD Libraries have Tumblebooks on their School Library Web Page. This makes it easy to access when students and staff are not at school. Students are trained on how to use Tumblebooks during their library class time.

Performance Indicators

Each school has book view statistics to show the number of both content views and book views at each campus. Students show their library skills as they utilize the Tumblebooks program to choose books. In addition, students demonstrate their research, media and technology skills as they utilize the other Tumblebooks resources to support their learning.



Recommended Modifications to meet Objectives

No recommendations for revisions or modifications are necessary. Tumblebooks fulfills its purpose of providing online access to digital books and resources. They provide support during and after school hours. The book view statistics indicate that all campuses are accessing books from Tumblebooks.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The Tumblebooks website has been very effective as an additional collection of books for students to read and other resources to support instruction. The cost is worth the benefit of having so many digital books accessible to our students.

In order to continue to offer our students the opportunity to access and read books online at school and at home, Tumblebooks is recommended for renewal.



Unique Learning

2022-2023 Cost: \$ 15,030.15

2023-2024 Price Quote: \$ 18,061.24

Grades/Population Served: **PreK - 12**

Department: **SPED**

Expectations and Purpose of Program

Unique Learning systems provide meaningful access to the general education curriculum for learners with significant disabilities. It provides a pathway for teachers to reach all students, meeting their developmental needs at all levels.

CISD utilizes Unique Learning with students with autism, developmental and speech delays.

CISD will progress monitor all student growth through the program's benchmark assessment and monthly checkpoints.

Support to Ensure Program Objectives

The program provides online training and support for all teachers and staff. GRIT follow up training was provided for all self-contained special education teachers. Campus visits and training were also provided.

Performance Indicators

Unique Learning provides differentiated lesson materials and is aligned to Texas standards. It provides flexible delivery options for students on many different levels. 82.4% of teachers surveyed state that they use the program on a daily basis.

Instruction at the right level of support ,addressing every core subject as well as life skills.



Recommended Modifications to meet Objectives

Barriers to the program include:

- finding the time for teachers to go through the training modules
- training of all students on accessing the digital platform in order to lower paper consumption.

Based on survey results, 47.1% of teachers ask for additional training and campus support. The SPED department will work to create strategic scheduling for training and support and implemented throughout the year to support the district's SPED teachers in the new school year.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

The program has been very beneficial and effective in providing access to the general education curriculum for students with significant disabilities. Students show growth in their learning.

Unique learning is an effective resource for teachers of autism and intellectually disabled students.

Unique learning is recommended for renewal.



Waterford Reading Academy

2022-2023 Cost: \$ 25,700

2023-2024 Price Quote: \$ 16,500 + \$9,186 for professional development

Grades/Population Served: PK

Department: Curriculum and Instruction

Expectations and Purpose of Program

Waterford Reading Academy is a comprehensive, technology-based early reading, math and science program with integrated assessments and teacher tools created only for PreK-2. The personalized learning software adapts automatically to each student and is tailored to his or her own skill level and pace. It ensures mastery of foundational skills. Waterford's SmartStart for PreK focuses on early reading, math, science, and social studies concepts as well as executive function, creative arts, and health and physical development. In addition, it has a family engagement component which supports the requirements of the district's early childhood program.

Support to Ensure Program Objectives

This past school year, support was provided by Waterford representatives both in person (including classroom visits and a session for parents) and virtually. The district's IT staff also provided technological support throughout the year, and the district's Early Childhood Coordinator also supported by coordinating professional development sessions for teachers and assisting with technological support.

Performance Indicators

Data reports are easily created to access and check student growth. The program is adaptive to each individual student, teachers are able to use the reports to assign curriculum and activities to individual students as needed for extra practice and support. As students complete Smart Start 3 level, this ensures that they will enter kindergarten at or above grade level. The data reports show increased usage and student growth.

Student Grade	Completion Level	Month											
		Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Pre-kindergarten	SmartStart 1	100	122	120	115	84	53	81	55	63			
	SmartStart 2		1	1	13	18	63	51	61	55			
	SmartStart 3					5	7	14	11	25			
TOTAL STUDENTS		181	123	127	128	897	130	945	171	141			

PreK teachers also expressed through a survey that they felt the program is beneficial for their students and would like to continue using the program.

Recommended Modifications to meet Objectives

The initial barriers that we encountered were related to technological issues (lack of iPads and changes in the application itself to include the change in the design of the platform and the way teachers and students would log in. With the help of our IT department and the support of our Waterford representatives we were able to assist with these changes in the application. Now that we have been able to learn and troubleshoot through any technological issues, students have been able to successfully log in and utilize the program. There are a handful of devices that need to be checked. The licenses have been extended throughout the summer so students and families will be able to use the program without interruption. The program is only in English (with Spanish support). Our dual language classrooms have utilized the program to strengthen the English component of the dual language program

Cost Benefit Analysis in Regards to Outcomes and Program Intent

This past year, we utilized ESSER to fund the program. We look forward to renewing our partnership with Waterford. The program will help us continue to work to provide our youngest learners with a solid foundation in literacy, math, science and social emotional development. It is also important to note that the program was created specifically for the early grades and we do not have any other specific program that targets this age group.

Committee recommends Waterford for renewal.



Wilson Language- Foundations

2022-2023 Cost: \$ **23,039.10 consumables**

2023-2024 Price Quote: **TBD**

Grades/Population Served: **K-2**

Department: **Curriculum and Instruction**

Expectations and Purpose of Program

Under House Bill 3 Implementation: Reading Practices, requires that LEA's adopt a K-3 phonics curriculum that uses systematic direct instruction, incorporates the use of integrated reading instruments, and prioritize the placement of highly effective teachers in K-2. Canutillo ISD chose to purchase and implement the Wilson Language Foundations program in grades K-2 to meet this requirement.

Support to Ensure Program Objectives

Teachers were provided with ongoing training and support this school year to support implementation. All K-2 teachers have received kits and student materials. Consumables were purchased this school year and will need to be purchased each school year the program is implemented.

Performance Indicators

The implementation of the Foundations curriculum is embedded in the literacy block in grades K-2. Administrators will be provided with training based on and to support the training that teachers received. Evidence of the effectiveness of the program will be evident through BOY, MOY, and EOY data.



Recommended Modifications to meet Objectives

No modification are needed to support program implementation. Teachers and administrators will continue to be provided with ongoing support as needed.

Cost Benefit Analysis in Regards to Outcomes and Program Intent

Under House Bill 3, the implementation of a phonics program in the early grades is required. The cost to sustain the program will be a lot less as we move forward. The consumables needed to continue implementation can be purchased through IMAT funds.



Xello

2022-2023 Cost: **\$ 5,716**

2023-2024 Price Quote: **\$ 0- Non-renewal**

Grades/Population Served: **3-8**

Department: **Counseling department through C&I**

Expectations and Purpose of Program

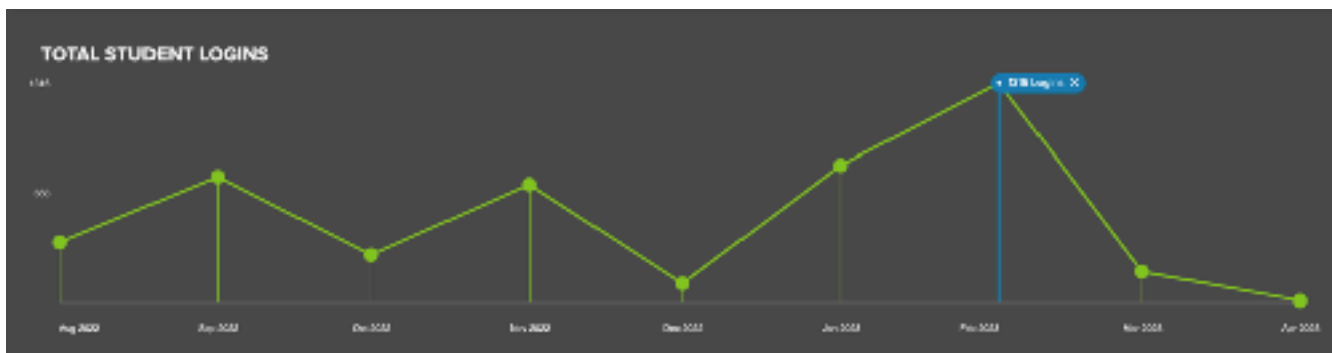
Xello is a College and Career Readiness program that helps students discover relevant college, university, trade and career options based on their personality, skills and knowledge. First students complete interactive career, personality and learning style assessments to help them better understand their unique interests, skills, and strengths. Next, Xello provides hundreds of career options for the students to explore that align with their assessment results. Xello provide relevant information for each career such as what job prospects are for that career, salary possibilities by state, colleges that offer those careers and more. A student portfolio is created for each student that updates each time they work with the program.

Support to Ensure Program Objectives

The technology department rosters students through Clever at the beginning of each school year. Hello provides easy to follow instructions, visuals and a help center.

Performance Indicators

Xello includes usage reports to evaluate the program. These reports indicate that the program is used by some CISD middle school students for the purpose of career exploration.



To meet program objectives, students should update their portfolios each year and complete the lessons to learn more about possible careers and the steps they can take to work toward achieving their career goals. However, the number of students that are completing the lessons is minimal.

LESSONS COMPLETION SUMMARY



Cost Benefit Analysis in Regards to Outcomes and Program Intent

When used as recommended, Xello provides students with valuable career and readiness information tailored to the individual student’s strengths, skills and personality. It provides students with information on a variety of college, university, trade, military and career options that students would not otherwise be aware of. In order to receive the maximum benefits of the program, students should have multiple opportunities to complete the program lessons as their interests and skills change each year.

CISD was able to purchase the program using ESSER funds which will no longer be available for the 2023-2024 school year. Low levels of lesson completion and program usage do not support the need to find a new source to fund renewal.

Xello will not be renewed.

Board of Trustees

Meeting Date: 5/23/2023

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting: Approval of Interlocal Agreement between the Texas Behavioral Science and Policy Institute University of Texas at Austin and Canutillo ISD for FUSE

Justification Statement: Build and strengthen teacher math instructional strategies specific to engagement to increase student achievement.

Purpose of Agenda Item: Information Discussion Action
 Item Type: Curriculum & Instruction Human Resources Business Services

Jessica Arellano

Staff Responsible:

Signature of Requester(s)

Jessica Arellano

5/18/2023

Signature of Presenter(s)

Elizabeth B. Sida

5/18/2023

Business Services Approval (Initials)

Date

Agenda Summary:

Fellowship Utilizing the Science of Engagement Teachers who participate in FUSE will join a network of teachers from across the state who receive professional learning and development facilitated by TxBSPI. This professional learning and development will include three intensive institutes in the summer, fall, and spring, as well as virtual coaching and asynchronous supports throughout the year. Teachers will also be given access and contribute to a library of high-engagement practices to promote student achievement. Students enrolled in the classrooms of teachers participating in FUSE will also receive interventions and supports designed to promote their engagement and complete classroom climate surveys and brief (~10-question), low-stakes, formative assessments needed to evaluate FUSE. Teachers and/or schools will receive reports summarizing students' perceptions of the educational climate.

Cost: Teacher travel first-year summer training: ~\$1250, Teacher Cost Fellowship Year 1- \$3500, Year 2-\$3000, Year 3-\$2500
Approximate total for 8 teachers -Year 1 -

Benefits: The fellowship will provide teachers with an opportunity to gain strategies specific to math that will help student learning grow and gain a love for math.

Administration recommends that the board approve MOU of Fellowship for AMS Math Teachers

RECOMMENDATION:

PRIOR BOARD ACTION: No AWARDED: AWARDED AMOUNT:

AMOUNT(S): Year 1 ~\$38K, Year 2~\$24K, Year 3~\$20K

ACCOUNT NO(S):

255.13.XXXX.042.XX.XXX

199.13.XXXX.042.XX.XXX

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid)
Interlocal Agreement

REQUESTING DEPARTMENT:
C&I

CONSEQUENCES OF NON-APPROVAL:

Teachers will miss an opportunity to learn engagement instructional strategies for students in math learned specifically in this fellowship

IMPLEMENTATION TIMELINE:

June 2023 to 2025

ATTACHMENT(S): Justification Memo
 Inter-local Agreement



Board of Trustees

Meeting Date: **May 2023**

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and possible action regarding revision to 2022-2023 Canutillo ISD Temporary Employment, Non-Contractual Stipend and Supplemental Pay Schedule

Justification Statement:

Discussion and possible action regarding revision to 2022-2023 Canutillo ISD Temporary Employment, Non-Contractual Stipend and Supplemental Pay Schedule

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction HumanResources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer.

Signature of Requester(s)

Martha Carrasco, Chief Human Resources Officer.

Signature of Presenter(s)

Business Services Approval (Initials)

Date May 2023

Agenda Summary:

Discussion and possible action regarding revision to 2022-2023 Canutillo ISD Temporary Employment, Non-Contractual Stipend and Supplemental Pay Schedule

Revision to current stipend listing adding:

- Grant Project Manager - Literacy Instructional Framework
- Grant Project Manager - Math Instructional Framework
- P-Tech High School Counselor
- (Two) National Board Certified Coordinators
- Modifications to the Athletic Stipends
- (one) UIL Copy Editing Coach
- Home Bound Teacher

RECOMMENDATION: That stipends are approved by the Board of Trustees as recommended by administration.

PRIOR BOARD ACTION: AWARDED: AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT

NO(S):

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): N/A

REQUESTING DEPARTMENT:

HUMAN RESOURCES DIVISION

CONSEQUENCES OF NON-APPROVAL:

The district may lose its competitive advantage.

IMPLEMENTATION TIMELINE:

2022-2023 fiscal year

ATTACHMENT(S): Stipend Listing changes for year 2022-23





HUMAN RESOURCES

CANUTILLO A Premier District

2022-2023

Canutillo ISD Temporary Employment, Non-contractual Stipend and Supplemental Pay Schedule

A stipend is an additional amount paid to an employee to compensate for a higher degree, specialized certification, or as an incentive to fill a position in an area of critical need. Position stipends are attached to a position, not to the employee and do not transfer if the employee is reassigned. An employee is subject to reassignment at any time by the superintendent or designee. Stipend assignments may be discontinued at any time. Based on requirements of the Fair Labor Standards Act (FLSA), hourly employees do not qualify for stipend assignments. This stipend schedule applies to the 2022-2023 academic school year only. Future salaries cannot be predicted from this schedule.

Teaching / Other Professional Supplement	Amount	
Grant Project Manager- Literacy Instructional Framework	\$2,000	(**)
Grant Project Manager- Math Instructional Framework	\$2,000	(**)
National Board Certified Coordinator (1)	\$5,000	
P-Tech High School Counselor	\$2,000	(**)

Stipends will be paid in (1) payment: 2nd semester

*(**) Stipends will be paid in (2) payment: ½ per semester*

Athletic Stipends	#	Amount
Baseball - Varsity Coach	1	\$6,600 \$6,800
District Middle School Certified Athletic Trainer Supporting 2 middle school campuses	4	\$3,800
Football - JV Head Coach	4	\$8,400
Football - Varsity Assistant	5 6	\$8,400
Soccer Developmental	2	\$2,100 \$2,300
Intercession Coaching	29	\$250
Softball - Varsity Coach	1	\$6,600 \$6,800
Track - Varsity Assistant	45	\$4,000 \$4,200
Track - 1st Assistant	4	\$5,000
Volleyball - Varsity Coach	1	\$6,600 \$6,800

Athletic stipends at the middle school level will be paid as a flat stipend at the end of first semester or second semester depending on when the season is over.

Athletic Stipends at the high school level will be prorated per month (24 increments). Should an employee separate from the district, prorated amount will be paid through last day of employment

Coach Brooks will need an additional \$4,450 for new year

Extra-Duty / Function Pay	Rate Per Hour
Homebound Teacher	\$35

This pay option may only be used when the employee works outside their regular work calendar or if duty is not related to employee's job function. Must be pre-approved by Payroll at Supervisor's request. Employees that work more than forty hours in a single work week shall be compensated overtime in accordance with the Fair Labor Standards Act.

High School Extra-Curricular Stipends UIL (1 per event)	#	Amount	
Copy Editing	1	\$450	(*)

() Stipend paid in (1) payment; second semester*

Canutillo Independent School District does not discriminate on the basis of race, color, religion, gender, sex, national origin, age, disability, military status, genetic information, or any other basis prohibited by law in its employment practices or in providing education services, activities, and programs, including career and technical education (vocational programs).

For additional information regarding Canutillo Independent School District's policy of nondiscrimination contact the Human Resources Division: (915) 877-7423 | 7965 Artcraft Dr. | El Paso TX 79932.

Street Address:
7965 Artcraft Rd.
El Paso, TX 79932

Mailing Address:
P.O. Box 100
Canutillo, TX 79835

P: (915) 877-7423
F: (915) 877-7525
canutillo-isd.org

Board of Trustees

Meeting Date: January 2023

Executive Summary of Board Agenda Item

Subject/Title for Agenda Posting:

Discussion and recommendation to approve TASB Localized Policy Update 120

Justification Statement:

To update local policies online through TASB Update 120

Purpose of Agenda Item:

Information Discussion Action

Item Type:

Curriculum & Instruction Human Resources Business Services

Staff Responsible:

Martha Carrasco, Chief Human Resources Officer

Signature of Requester(s)

Martha Carrasco, Chief Human Resources Officer

Signature of Presenter(s)

Business Services Approval (Initials)

Date January 2023

Agenda Summary:

Policy Update 120

Local Policies affected: BBB, CB, CKC, FFI, FNG, FO

RECOMMENDATION: That TASB Policy Update 120 goes through 1st and 2nd reading, respectively.

PRIOR BOARD ACTION:

AWARDED:

AWARDED AMOUNT:

AMOUNT(S):

ACCOUNT N/A

NO(S): N/A

PROCUREMENT METHOD TYPE: (3 Quotes, Cooperative Contract Quotes, Sole Source, Formal Bid): N/A

REQUESTING DEPARTMENT:

Human Resources

CONSEQUENCES OF NON-APPROVAL:

Online Policy will not be current

IMPLEMENTATION TIMELINE:

immediately after 1st and 2nd Readings required

ATTACHMENT(S): Policy List, Policy Comparison Packet, Explanatory Notes.

Instruction Sheet
TASB Localized Policy Manual Update 120

Canutillo ISD

Code	Type	Action To Be Taken	Note
BBB	(LOCAL)	Replace policy	Revised policy
CB	(LOCAL)	Replace policy	Revised policy
CKC	(LOCAL)	Replace policy	Revised policy
FFI	(LOCAL)	No policy enclosed	See explanatory note
FNG	(LOCAL)	Replace policy	Revised policy
FO	(LOCAL)	Replace policy	Revised policy



(LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529 512.467.0222	800.580.1488 512.467.3689

BOARD MEMBERS
ELECTIONS

BBB
(LOCAL)

Membership	The Board shall consist of seven members.
Method of Election	Election of Board members shall be at large.
Election Date	General election of board members shall be on the November uniform election date.
Terms and Election Schedule	<p>Board members shall be elected for four-year terms, with elections conducted biennially, as follows:</p> <p>The election of three Board members shall be held in 2018, 2022, 2026, 2030, 2034, and in four-year intervals thereafter.</p> <p>The election of four Board members shall be held in 2020, 2024, 2028, 2032, and in four-year intervals thereafter.</p>
Method of Voting Plurality	The candidates receiving the highest number of votes for the number of seats positions with expiring terms shall be elected.

Grants and Awards

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and Input

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Plan Approval

Approval of required grant and award plans shall be by the Superintendent.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

STATE AND FEDERAL REVENUE SOURCES

CB
(LOCAL)

For purposes of this policy, "partner" shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above ~~\$50; or \$50; or~~
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

**Emergency
Operations Plan**

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

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

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

Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints [within the scope of Section 504, including complaints](#) concerning identification, evaluation, or educational placement of a student with a disability, ~~within the scope of Section 504~~ shall be submitted in accordance with FB and the procedural safeguards handbook.
9. [Complaints within the scope of the Individuals with Disabilities Education Act, including complaints](#) ~~Complaints~~ concerning identification, evaluation, educational placement, or discipline of a student with a disability, ~~within the scope of the Individuals with Disabilities Education Act~~ shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with [the EF series](#).

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

FNG
(LOCAL)

Untimely Filings

All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred

Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms

Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refiled is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

The Level One record shall include:

1. The original complaint form and any attachments.
2. All other documents submitted by the student or parent at Level One.
3. The written response issued at Level One and any attachments.
4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

Recordings of the Level One and Level Two conferences, if any, shall be maintained with the Level One and Level Two records.

Level Three

If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
3. The written response issued at Level Two and any attachments.
4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or par-

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ent and administration to each make a presentation and provide rebuttal and an opportunity for questioning by the Board. The Board shall hear the complaint and may request that the administration provide an explanation for the decisions at the preceding levels.

In addition to any other record of the Board meeting required by law, the Board shall prepare a separate record of the Level Three presentation. The Level Three presentation, including the presentation by the student or parent or the student's representative, any presentation from the administration, and questions from the Board with responses, shall be recorded by audio recording, video/audio recording, or court reporter.

The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

Student Code of Conduct

The District's rules of discipline are maintained in the Board-adopted Student Code of Conduct and are established to support an environment conducive to teaching and learning.

Rules of conduct and discipline shall not have the effect of discriminating on the basis of gender, race, color, disability, religion, ethnicity, or national origin.

At the beginning of the school year and throughout the school year as necessary, the Student Code of Conduct shall be:

1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
2. Made available on the District's website and/or as a hard copy to students, parents, teachers, administrators, and others on request.

Revisions

Revisions to the Student Code of Conduct approved by the Board during the year shall be made available promptly to students and parents, teachers, administrators, and others.

Extracurricular Standards of Behavior

With the approval of the principal and Superintendent, sponsors and coaches of extracurricular activities may develop and enforce standards of behavior that are higher than the District-developed Student Code of Conduct and may condition membership or participation in the activity on adherence to those standards. Extracurricular standards of behavior may take into consideration conduct that occurs at any time, on or off school property.

A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

A student may be removed from participation in extracurricular activities or may be excluded from school honors for violation of extracurricular standards of behavior for an activity or for violation of the Student Code of Conduct.

“Parent” Defined

Throughout the Student Code of Conduct and discipline policies, the term “parent” includes a parent, legal guardian, or other person having lawful control of the child.

General Discipline Guidelines

A District employee shall adhere to the following general guidelines when imposing discipline:

1. A student shall be disciplined when necessary to improve the student’s behavior, to maintain order, or to protect other students, school employees, or property.
2. A student shall be treated fairly and equitably. Discipline shall be based on an assessment of the circumstances of each case. Factors to consider shall include:
 - a. The seriousness of the offense;
 - b. The student’s age;
 - c. The frequency of misconduct;
 - d. The student’s attitude;
 - e. The potential effect of the misconduct on the school environment;
 - f. Requirements of Chapter 37 of the Education Code; and
 - g. The Student Code of Conduct adopted by the Board.
3. Before a student under 18 is assigned to detention outside regular school hours, notice shall be given to the student’s parent to inform him or her of the reason for the detention and permit arrangements for necessary transportation.

Corporal Punishment

The Board prohibits the use of corporal punishment in the District. Students shall not be spanked, paddled, or subjected to other physical force as a means of discipline for violations of the Student Code of Conduct.

Physical Restraint

Note: [A District employee may restrain a student with a disability who receives special education services only in accordance with law. \[See FOF\(LEGAL\)\]](#)

Within the scope of an employee’s duties, a District employee may physically restrain a student if the employee reasonably believes restraint is necessary in order to:

1. Protect a person, including the person using physical restraint, from physical injury.
2. Obtain possession of a weapon or other dangerous object.

3. Protect property from serious damage.

~~3.4.~~ Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

~~4. Control an irrational student.~~

~~5.1. Protect property from serious damage.~~

~~A District employee may restrain a student with a disability who receives special education services only in accordance with law. [See FOF(LEGAL)]~~

Video and Audio Monitoring

Video and audio recording equipment shall be used for safety purposes to monitor student behavior on District property.

The District shall post signs notifying students and parents about the District's use of video and audio recording equipment. Students shall not be notified when the equipment is turned on.

Use of Recordings

The principal shall review recordings as needed, and evidence of student misconduct shall be documented. A student found to be in violation of the District's Student Code of Conduct shall be subject to appropriate discipline.

Access to Recordings

Recordings shall remain in the custody of the campus principal and shall be maintained as required by law. A parent or student who wishes to view a recording in response to disciplinary action taken against the student may request such access under the procedures set out by law. [See FL(LEGAL)]

Explanatory Notes

TASB Localized Policy Manual Update 120

Canutillo ISD

BBB(LOCAL) BOARD MEMBERS: ELECTIONS

To eliminate the potential for confusion about the district's method of election, we recommend replacing the term "positions" with the more general term "seats" at Method of Voting.

We have also updated obsolete election years listed in the policy.

CB(LOCAL) STATE AND FEDERAL REVENUE SOURCES

As recommended by TEA, newly recommended text requires the district to give public notice of federal grant applications by providing information at board meetings and publishing information on the district's website. The new text also affirms that the district will comply with requirements for receiving public input regarding such applications.

Further, the policy authorizes the superintendent to approve the plan for use of the grant or award. If the board retains authority to approve any plans for use of federal grants, please contact your policy consultant for appropriate revisions.

CKC(LOCAL) SAFETY PROGRAM/RISK MANAGEMENT: EMERGENCY PLANS

Education Code 37.108(d) requires a district's multihazard emergency operations plan to include responding to a train derailment near a district school if a district facility is within 1,000 yards of a railroad track. New recommended local policy text incorporates this requirement into the list of procedures that must be addressed.

The *Legal Issues in Update 120* memo describes common legal concerns and best practices specific to [this policy's topic](#).

FFI(LOCAL) STUDENT WELFARE: FREEDOM FROM BULLYING

District bullying policies must address prevention and mediation of bullying incidents and comply with minimum standards adopted by TEA. TEA recently issued updated [Proposed Minimum Standards for Bullying Prevention Policies and Procedures](#) for public comment from October 28 through November 28, 2022. Policy Service will recommend local policy revisions following publication of the final TEA minimum standards.

FNG(LOCAL) STUDENT RIGHTS AND RESPONSIBILITIES: STUDENT AND PARENT COMPLAINTS/GRIEVANCES

Revisions to this local policy are recommended at Other Complaint Processes to:

- Clarify how special education complaints are addressed.
- Encompass all instructional resources policies.
- Reference the required hearing procedure for eligibility disputes under school nutrition programs.

The *Legal Issues in Update 120* memo describes common legal concerns and best practices specific to [this policy's topic](#).

FO(LOCAL) STUDENT DISCIPLINE

Recommended revisions to this local policy are to clarify circumstances when restraint may be used generally and to more prominently address restraint of a student who receives special education services.

BOARD MEMBERS
ELECTIONS

BBB
(LOCAL)

Membership	The Board shall consist of seven members.
Method of Election	Election of Board members shall be at large.
Election Date	General election of board members shall be on the November uniform election date.
Terms and Election Schedule	<p>Board members shall be elected for four-year terms, with elections conducted biennially, as follows:</p> <p>The election of three Board members shall be held in 2026, 2030, 2034, and in four-year intervals thereafter.</p> <p>The election of four Board members shall be held in 2024, 2028, 2032, and in four-year intervals thereafter.</p>
Method of Voting Plurality	The candidates receiving the highest number of votes for the number of seats with expiring terms shall be elected.

Grants and Awards

The Superintendent shall be authorized to:

1. Apply, on behalf of the Board, for any and all special federal and state grants and awards as deemed appropriate for the District's operations;
2. Approve commitment of District funds for matching, cost sharing, cooperative, or jointly funded projects up to the amounts specifically allowed under the District budget approved by the Board; and
3. Approve grant and award amendments as necessary.

The District shall comply with all requirements for state and federal grants and awards imposed by law, the awarding agency, or an applicable pass-through entity. The Superintendent shall develop and enforce financial management systems, internal control procedures, procurement procedures, and other administrative procedures as needed to provide reasonable assurance that the District is complying with requirements for state and federal grants and awards.

[See CAA, CBB]

Federal Awards

Public Notice and
Input

The District shall provide public notice of federal grant applications through an information item at a Board meeting and by publishing information on the District's website. The District shall make available opportunities for public input as required by law or the granting agency.

Plan Approval

Approval of required grant and award plans shall be by the Superintendent.

Conflict of Interest

Each employee, Board member, or agent of the District who is engaged in the selection, award, or administration of a contract supported by a federal grant or award and who has a potential conflict of interest as defined at Code of Federal Regulations, title 2, section 200.318, shall disclose to the District, in writing, any conflict that meets the disclosure threshold in Chapter 176 of the Local Government Code. [See CBB]

In addition, each employee, Board member, or agent of the District shall comply with any other conflict of interest requirements imposed by the granting agency or a pass-through entity.

For purposes of this policy, "immediate family member" shall have the same meaning as "family member" as described in Chapter 176 of the Government Code. [See BBFA]

For purposes of this policy, “partner” shall have the same meaning as defined in Business Organizations Code Chapter 1, Subchapter A.

An employee, Board member, or agent of the District who is required to disclose a conflict in accordance with the provisions above shall not participate in the selection, award, or administration of a contract supported by a federal grant or award.

Gifts and Gratuities

Employees, Board members, and agents of the District shall not solicit any gratuities, favors, or items from a contractor or a party to a subcontract for a federal grant or award and shall not accept:

1. Any single item with a value at or above \$50; or
2. Items from a single contractor or subcontractor that have an aggregate monetary value exceeding \$100 in a 12-month period.

[See BBFA, BBFB, CBB, DBD. In the event of a violation of these requirements, see CAA and DH.]

**Emergency
Operations Plan**

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

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

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

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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Complaints

In this policy, the terms “complaint” and “grievance” shall have the same meaning.

Other Complaint
Processes

Student or parent complaints shall be filed in accordance with this policy, except as required by the policies listed below. Some of these policies require appeals to be submitted in accordance with FNG after the relevant complaint process:

1. Complaints alleging discrimination or harassment based on race, color, religion, sex, gender, national origin, age, or disability shall be submitted in accordance with FFH.
2. Complaints concerning dating violence shall be submitted in accordance with FFH.
3. Complaints concerning retaliation related to discrimination and harassment shall be submitted in accordance with FFH.
4. Complaints concerning bullying or retaliation related to bullying shall be submitted in accordance with FFI.
5. Complaints concerning failure to award credit or a final grade on the basis of attendance shall be submitted in accordance with FEC.
6. Complaints concerning expulsion shall be submitted in accordance with FOD and the Student Code of Conduct.
7. Complaints concerning any final decisions of the gifted and talented selection committee regarding selection for or exit from the gifted program shall be submitted in accordance with EHBB.
8. Complaints within the scope of Section 504, including complaints concerning identification, evaluation, or educational placement of a student with a disability, shall be submitted in accordance with FB and the procedural safeguards handbook.
9. Complaints within the scope of the Individuals with Disabilities Education Act, including complaints concerning identification, evaluation, educational placement, or discipline of a student with a disability, shall be submitted in accordance with EHBAE, FOF, and the procedural safeguards handbook provided to parents of all students referred to special education.
10. Complaints concerning instructional resources shall be submitted in accordance with the EF series.

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11. Complaints concerning a commissioned peace officer who is an employee of the District shall be submitted in accordance with CKE.
12. Complaints concerning intradistrict transfers or campus assignment shall be submitted in accordance with FDB.
13. Complaints concerning admission, placement, or services provided for a homeless student shall be submitted in accordance with FDC.
14. Complaints concerning disputes regarding a student's eligibility for free or reduced-priced meal programs shall be submitted in accordance with COB.

Complaints regarding refusal of entry to or ejection from District property based on Education Code 37.105 shall be filed in accordance with this policy. However, the timelines shall be adjusted as necessary to permit the complainant to address the Board in person within 90 calendar days of filing the initial complaint, unless the complaint is resolved before the Board considers it. [See GKA(LEGAL)]

Notice to Students and Parents

The District shall inform students and parents of this policy through appropriate District publications.

Guiding Principles

Informal Process

The Board encourages students and parents to discuss their concerns with the appropriate teacher, principal, or other campus administrator who has the authority to address the concerns. Concerns should be expressed as soon as possible to allow early resolution at the lowest possible administrative level.

Informal resolution shall be encouraged but shall not extend any deadlines in this policy, except by mutual written consent.

Formal Process

A student or parent may initiate the formal process described below by timely filing a written complaint form.

Even after initiating the formal complaint process, students and parents are encouraged to seek informal resolution of their concerns. A student or parent whose concerns are resolved may withdraw a formal complaint at any time.

The process described in this policy shall not be construed to create new or additional rights beyond those granted by law or Board policy, nor to require a full evidentiary hearing or "mini-trial" at any level.

Freedom from Retaliation

Neither the Board nor any District employee shall unlawfully retaliate against any student or parent for bringing a concern or complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
STUDENT AND PARENT COMPLAINTS/GRIEVANCES

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General Provisions

Filing

Complaint forms and appeal notices may be filed by hand-delivery, by electronic communication, including email and fax, or by U.S. Mail. Hand-delivered filings shall be timely filed if received by the appropriate administrator or designee by the close of business on the deadline. Filings submitted by electronic communication shall be timely filed if they are received by the close of business on the deadline, as indicated by the date/time shown on the electronic communication. Mail filings shall be timely filed if they are post-marked by U.S. Mail on or before the deadline and received by the appropriate administrator or designated representative no more than three days after the deadline.

Scheduling
Conferences

The District shall make reasonable attempts to schedule conferences at a mutually agreeable time. If a student or parent fails to appear at a scheduled conference, the District may hold the conference and issue a decision in the student's or parent's absence.

Response

At Levels One and Two, "response" shall mean a written communication to the student or parent from the appropriate administrator. Responses may be hand-delivered, sent by electronic communication to the student's or parent's email address of record, or sent by U.S. Mail to the student's or parent's mailing address of record. Mailed responses shall be timely if they are postmarked by U.S. Mail on or before the deadline.

Days

"Days" shall mean District business days, unless otherwise noted. In calculating timelines under this policy, the day a document is filed is "day zero." The following business day is "day one."

Representative

"Representative" shall mean any person who or organization that is designated by the student or parent to represent the student or parent in the complaint process. A student may be represented by an adult at any level of the complaint.

The student or parent may designate a representative through written notice to the District at any level of this process. If the student or parent designates a representative with fewer than three days' notice to the District before a scheduled conference or hearing, the District may reschedule the conference or hearing to a later date, if desired, in order to include the District's counsel. The District may be represented by counsel at any level of the process.

Consolidating
Complaints

Complaints arising out of an event or a series of related events shall be addressed in one complaint. A student or parent shall not file separate or serial complaints arising from any event or series of events that have been or could have been addressed in a previous complaint.

STUDENT RIGHTS AND RESPONSIBILITIES
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Untimely Filings All time limits shall be strictly followed unless modified by mutual written consent.

If a complaint form or appeal notice is not timely filed, the complaint may be dismissed, on written notice to the student or parent, at any point during the complaint process. The student or parent may appeal the dismissal by seeking review in writing within ten days from the date of the written dismissal notice, starting at the level at which the complaint was dismissed. Such appeal shall be limited to the issue of timeliness.

Costs Incurred Each party shall pay its own costs incurred in the course of the complaint.

Complaint and Appeal Forms Complaints and appeals under this policy shall be submitted in writing on a form provided by the District.

Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, copies may be presented at the Level One conference. After the Level One conference, no new documents may be submitted by the student or parent unless the student or parent did not know the documents existed before the Level One conference.

A complaint or appeal form that is incomplete in any material aspect may be dismissed but may be refiled with all the required information if the refile is within the designated time for filing.

Level One

Complaint forms must be filed:

1. Within 15 days of the date the student or parent first knew, or with reasonable diligence should have known, of the decision or action giving rise to the complaint or grievance; and
2. With the lowest level administrator who has the authority to remedy the alleged problem.

In most circumstances, students and parents shall file Level One complaints with the campus principal.

If the only administrator who has authority to remedy the alleged problem is the Superintendent or designee, the complaint may begin at Level Two following the procedure, including deadlines, for filing the complaint form at Level One.

If the complaint is not filed with the appropriate administrator, the receiving administrator must note the date and time the complaint form was received and immediately forward the complaint form to the appropriate administrator.

The appropriate administrator shall investigate as necessary and schedule a conference with the student or parent within ten days after receipt of the written complaint. The administrator may set reasonable time limits for the conference.

Absent extenuating circumstances, the administrator shall provide the student or parent a written response within ten days following the conference. The written response shall set forth the basis of the decision. In reaching a decision, the administrator may consider information provided at the Level One conference and any other relevant documents or information the administrator believes will help resolve the complaint.

Level Two

If the student or parent did not receive the relief requested at Level One or if the time for a response has expired, the student or parent may request a conference with the Superintendent or designee to appeal the Level One decision.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level One response or, if no response was received, within ten days of the Level One response deadline.

After receiving notice of the appeal, the Level One administrator shall prepare and forward a record of the Level One complaint to the Level Two administrator. The student or parent may request a copy of the Level One record.

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4. All other documents relied upon by the Level One administrator in reaching the Level One decision.

The Superintendent or designee shall schedule a conference within ten days after the appeal notice is filed. The conference shall be limited to the issues and documents considered at Level One. At the conference, the student or parent may provide information concerning any documents or information relied upon by the administration for the Level One decision. The Superintendent or designee may set reasonable time limits for the conference.

The Superintendent or designee shall provide the student or parent a written response within ten days following the conference. The

written response shall set forth the basis of the decision. In reaching a decision, the Superintendent or designee may consider the Level One record, information provided at the Level Two conference, and any other relevant documents or information the Superintendent or designee believes will help resolve the complaint.

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If the student or parent did not receive the relief requested at Level Two or if the time for a response has expired, the student or parent may appeal the decision to the Board.

The appeal notice must be filed in writing, on a form provided by the District, within ten days of the date of the written Level Two response or, if no response was received, within ten days of the Level Two response deadline.

The Superintendent or designee shall inform the student or parent of the date, time, and place of the Board meeting at which the complaint will be on the agenda for presentation to the Board.

The Superintendent or designee shall provide the Board the record of the Level Two appeal. The student or parent may request a copy of the Level Two record.

The Level Two record shall include:

1. The Level One record.
2. The notice of appeal from Level One to Level Two.
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4. All other documents relied upon by the administration in reaching the Level Two decision.

The appeal shall be limited to the issues and documents considered at Level Two, except that if at the Level Three hearing the administration intends to rely on evidence not included in the Level Two record, the administration shall provide the student or parent notice of the nature of the evidence at least three days before the hearing.

The District shall determine whether the complaint will be presented in open or closed meeting in accordance with the Texas Open Meetings Act and other applicable law. [See BE]

The presiding officer may set reasonable time limits and guidelines for the presentation, including an opportunity for the student or par-

STUDENT RIGHTS AND RESPONSIBILITIES
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The Board shall then consider the complaint. It may give notice of its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If the Board does not make a decision regarding the complaint by the end of the next regularly scheduled meeting, the lack of a response by the Board upholds the administrative decision at Level Two.

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1. Posted and prominently displayed at each campus or made available for review in the principal's office, as required by law; and
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A student shall be informed of any extracurricular behavior standards at the beginning of each school year or when the student first begins participation in the activity. A student and his or her parent shall sign and return to the sponsor or coach a statement that they have read the extracurricular behavior standards and consent to them as a condition of participation in the activity.

Standards of behavior for an extracurricular activity are independent of the Student Code of Conduct. Violations of these standards of behavior that are also violations of the Student Code of Conduct may result in independent disciplinary actions.

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 - a. The seriousness of the offense;
 - b. The student’s age;
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 - e. The potential effect of the misconduct on the school environment;
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1. Protect a person, including the person using physical restraint, from physical injury.

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2. Obtain possession of a weapon or other dangerous object.
3. Protect property from serious damage.
4. Remove a student refusing a lawful command of a school employee from a specific location, including a classroom or other school property, in order to restore order or to impose disciplinary measures.

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