



Notice of Regular Meeting The Board of Trustees LVISD

A Regular Meeting of the Lago Vista ISD Board of Trustees will be held on Monday, April 15, 2024 beginning at 6:00 p.m. in the MAC at Lago Vista High School, 5185 Lohman Ford, Lago Vista, TX 78645.

Members of the public may access this meeting via live stream approximately 5 minutes before the scheduled meeting time at <https://www.youtube.com/channel/UCFRbLIZyFad2big-QDVuotw>.

Citizens wishing to address the Board of Trustees may do so in-person at the meeting location noted on the agenda. Individuals must sign up between 5:30 p.m. and 6:00 p.m. on the day of the meeting.

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. Call to Order/ Pledge of Allegiance
2. Welcome visitors/Public participation/ Recognition
3. 2022 Bond Update from Region 13 / Sledge Engineering
4. Discussion of Upcoming Special Meeting on April 23, 2024 to Provide Update on the 3rd Party Investigation
5. Local Appraisal & T-TESS Rubric Overview
6. Discussion & Possible Approval of Local Appraisal Model
7. Budget Update
8. Consent Agenda
 - a. Monthly financial reports
 - b. Minutes – March 25, 2024- Regular Mtg. | March 27, 2024- Team of 8 Board Training
9. Superintendent report
 - a. Facilities Update
 - b. Other
10. Closed Session:
 - a. Tex. Govt. Code 551.071 Attorney Consultation
 - b. Tex. Govt. Code 551.072 Real Property Deliberations
 - c. Tex. Govt. Code 551.073 Prospective Gifts Negotiations
 - d. Tex. Govt. Code 551.074 Personnel Matters (Teacher Contracts)
 - e. Tex. Govt. Code 551.076 Security Personnel, Devices, Audits
 - f. Tex. Govt. Code 551.0785 Medical or Psychiatric Records
 - g. Tex. Govt. Code 551.082 School Children; School District Employees; Disciplinary Matter or Complaint
 - h. Tex. Govt. Code 551.0821 Personally Identifiable Student Information
 - i. Tex. Govt. Code 551.089 Information Resource Technology Security
11. Open Session
 - a. Possible action from closed session item
12. Adjourn

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.

Darren Webb, Superintendent

Date

LAGO VISTA ISD
BOND  **2022**

Board Update
4/15/24



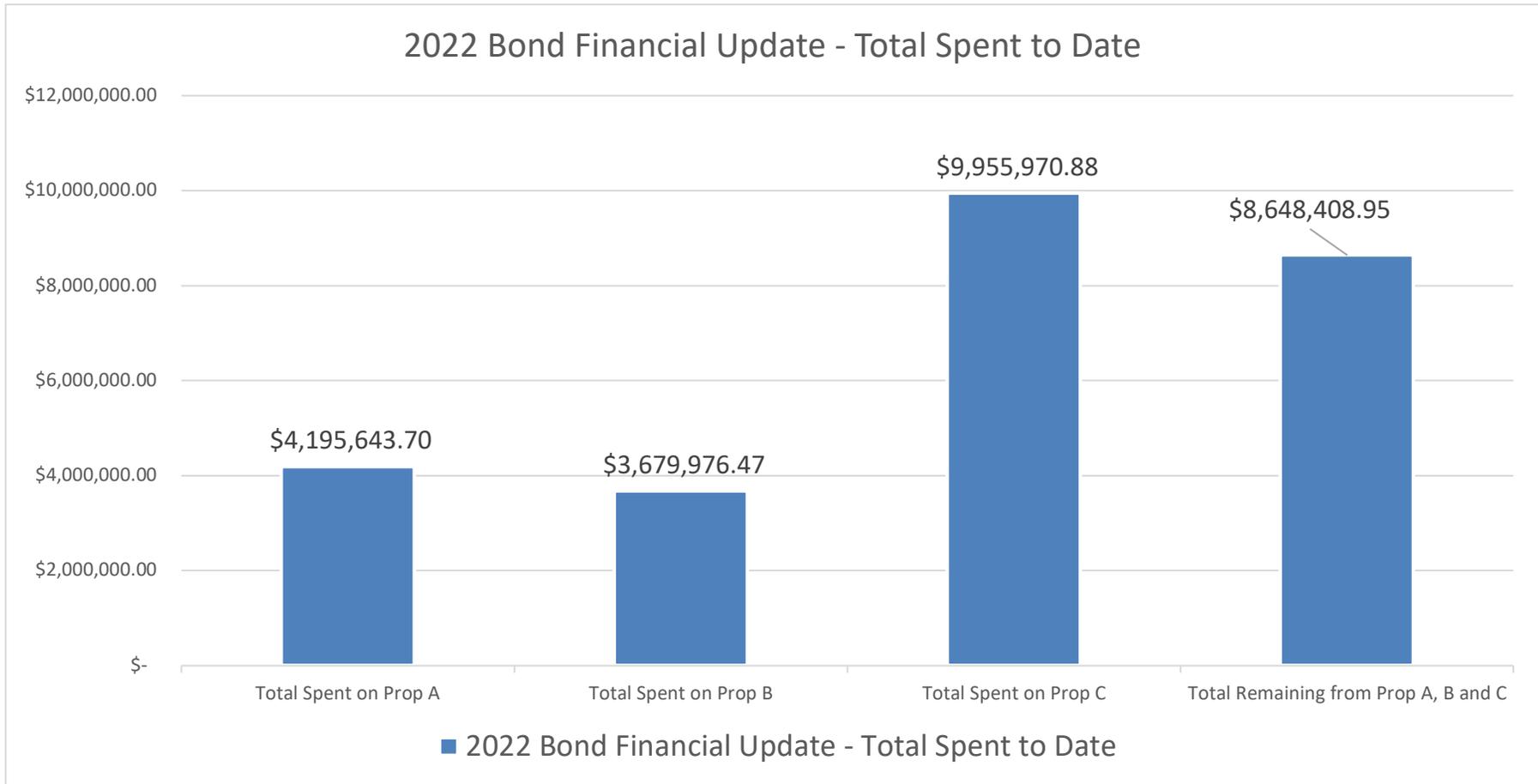
ACRONYMS (for reference)

	General Items		Design Terminology
CSP	Competitive Sealed Proposal	CD	Construction Documents
CMR	Construction Manager at Risk	DD	Design Development
EAPP	Edwards Aquifer Protection Plan	Env	Environmental
ES	Elementary School	ESA	Environmental Site Assessment
FEMA	Federal Emergency Management Agency	Geo	Geotechnical Investigation
HS	High School	OPC	Opinion of Probable Cost
IC	Impervious Cover	P&Z	Planning & Zoning
LOMR	Letter of Map Revision	RFP	Request for Proposal
MS	Middle School	SCS	Sewer Collection System
RZ	Recharge Zone (in Edwards Aquifer)	SD	Schematic Design
SAC	Student Activity Center	BB/SB	Baseball/Softball
SW	Stormwater	Surv	Survey (Boundary and Topographic)
TCEQ	Texas Commission on Environmental Quality	R13	Region 13 Education Service Center
WPAP	Water Pollution Abatement Plan	TIA	Traffic Impact Analysis

LAGO VISTA ISD
BOND 2022



Program Accounting - Actuals



LAGO VISTA ISD
BOND 2022



Bond Projects Update



Project Updates – SAC/Tennis

1. Artificial Turf installation underway
2. Masonry around exterior substantially complete
3. Concrete flatwork continues
4. Parking lot curbing ongoing
5. Stair to south ticket booth installed

LAGO VISTA ISD
BOND 2022



POWERED by **sledge**
ENGINEERING











Upcoming Items

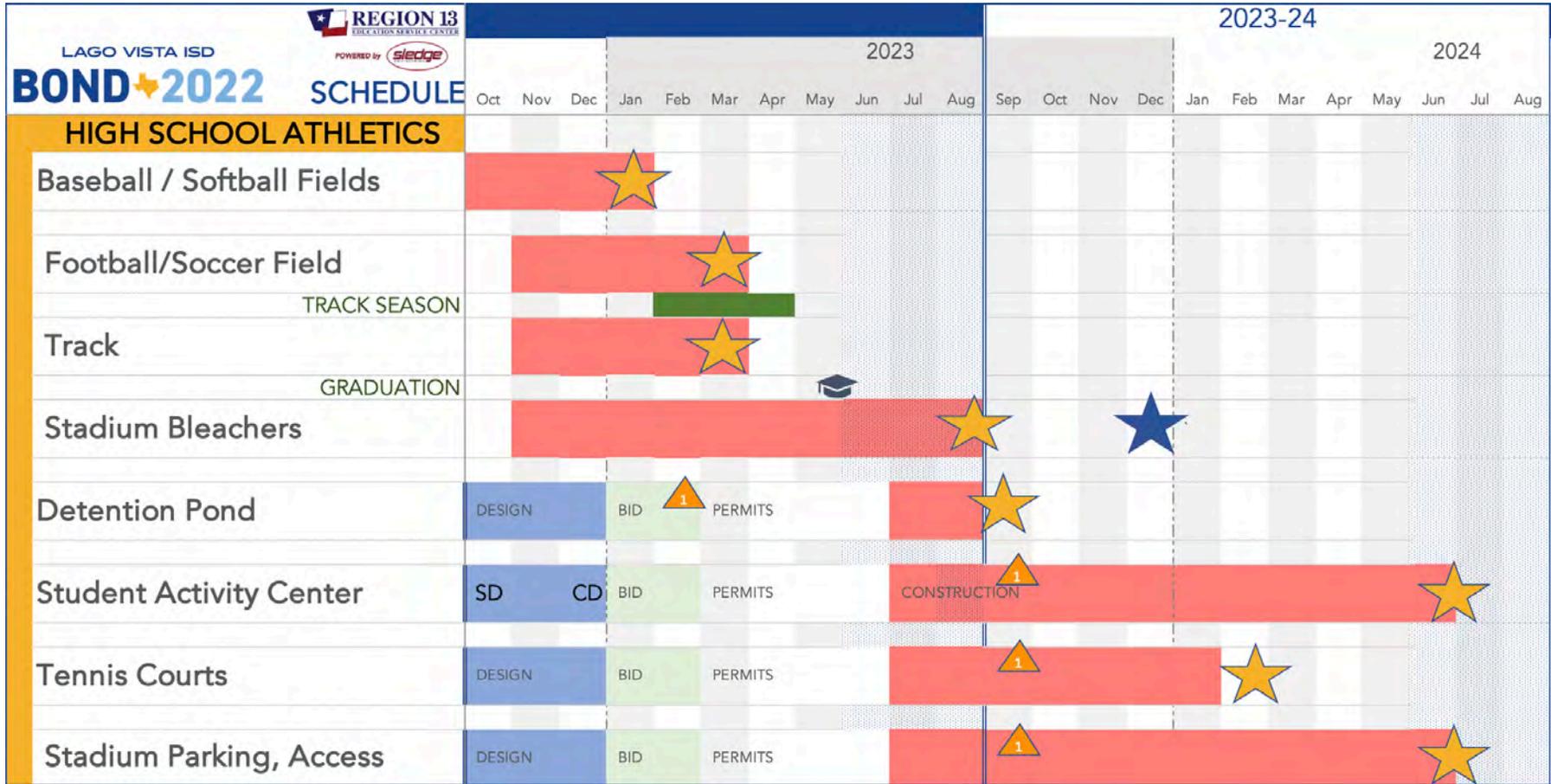
- VIKINGS lettering installation
- South ticket booth installation
- Parking Lot pavement and lights
- Concrete sidewalks
- Old tennis courts improvements
- Interior nets installation
- Landscaping and irrigation

2022 BOND BUDGET

LAGO VISTA ISD BOND 2022 BUDGET					REGION 13 EDUCATION SERVICE CENTER POWERED by <i>sledge</i>		PROP #A	PROP #B	PROP #C
					Delivery Method		CoOp/CMR	CoOp/CMR	CMR
							Stadium	Land, Tennis Courts, Baseball, Softball	Student Activiy Center
							Turf, track, Bleachers, Parking, Paths	4 tennis courts, Art Turf for ballfields	Restrooms for Tennis
TOTAL BOND = \$					26,483,000	3/20/24	CELLS UPDATED		
							\$ 4,203,970	\$ 9,354,560	\$ 13,441,286
ITEM	NOTES:			CURRENT BUDGET	BUDGET	BUDGET	BUDGET	BUDGET	
Total ISD Direct Costs				\$ 4,500,000	\$ -	\$ 4,500,000	\$ -	\$ -	
Total Soft Costs				\$ 1,649,359	\$ 103,116	\$ 243,118	\$ 1,303,124	\$ -	
Total Util/Testing Costs				\$ 168,874	\$ 86,250	\$ 35,572	\$ 47,052	\$ -	
Total Hard Costs(Non Construction)				\$ 216,701	\$ 14,169	\$ 126,180	\$ 76,352	\$ -	
Total Construction Cost:				\$ 20,464,882	\$ 4,000,435	\$ 4,449,690	\$ 12,014,757	\$ -	
TOTAL COSTS:				\$ 26,999,816	\$ 4,203,970	\$ 9,354,560	\$ 13,441,286	\$ -	
Total Project Costs				\$ 26,999,816	\$ 4,203,970	\$ 9,354,560	\$ 13,441,286	\$ -	
PROJECT FUNDING:									
2022 Bond:				\$ 26,483,000	\$ (0)	\$ (0)	\$ 0	\$ -	
Interest Utilized				\$ 400,000					
Additional Interest				\$ 200,000					
Total Funding:				\$ 27,083,000					
Balance:				\$ 83,184					

LAGO VISTA ISD
BOND 2022

2022 BOND SCHEDULE



LAGO VISTA ISD
BOND 2022

T-TESS RUBRIC

PLANNING DIMENSION 1.1 Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- Objectives aligned and logically sequenced to the lesson's goal, providing relevant and enriching extensions of the lesson
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are sequenced
 - are relevant to students' prior understanding
 - integrate other disciplines
 - provide appropriate time for student work, lesson and lesson closure
 - reinforce broader unit and course objectives
 - are vertically aligned to state standards
 - are appropriate for diverse learners
- All objectives aligned and logically sequenced to the lesson's goal.
- Integration of technology to enhance mastery of goal(s).

Instructional Planning Includes:

- All goals aligned to state content standards.
- All activities, materials and assessments that:
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners.
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes



PLANNING DIMENSION 1.1

Standards and Alignment

The teacher designs clear, well-organized, sequential lessons that reflect best practice, align with standards and are appropriate for diverse learners.
Standards Basis: 1A, 1B, 3A, 3B, 3C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS →

Instructional Planning Includes:

- All rigorous and measurable goals aligned to state content standards.
- All activities, materials and assessments that:
 - are logically sequenced
 - are relevant to students' prior understanding and real-world applications
 - integrate and reinforce concepts from other disciplines
 - provide appropriate time for student work, student reflection, lesson and lesson closure
 - deepen understanding of broader unit and course objectives
 - are vertically aligned to state standards
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 - are sequenced
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- All activities, materials and assessments that:
 - are relevant to students
 - provide appropriate time for lesson and lesson closure
 - fit into the broader unit and course objectives
 - are appropriate for diverse learners
- All objectives aligned to the lesson's goal.
- Integration of technology when applicable.

Instructional Planning Includes:

- Most goals aligned to state content standards.
- Most activities, materials and assessments that:
 - are sequenced
 - sometimes provide appropriate time for lesson and lesson closure
- Lessons where most objectives are aligned and sequenced to the lesson's goal.

Instructional Planning Includes:

- Few goals aligned to state content standards.
- Few activities, materials and assessments that:
 - are sequenced
 - rarely provide time for lesson and lesson closure
- Lessons where few objectives are aligned and sequenced to the lesson's goal.

Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes



PLANNING DIMENSION 1.2

Data and Assessment

The teacher uses formal and informal methods to measure student progress, then manages and analyzes student data to inform instruction.
Standards Basis: 1B, 1F, 2B, 2C, 5A, 5B, 5C, 5D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students, shares appropriate diagnostic, formative and summative assessment data with students to engage them in self-assessment, build awareness of their own strengths and weaknesses and track their own progress.
- Substantive, specific and timely feedback to students, families and school personnel on the growth of students in relation to classroom and campus goals and engages with colleagues to adapt school-wide instructional strategies and goals to meet student needs while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students and incorporate appropriate diagnostic, formative and summative assessments data into lesson plans.
- Substantive, specific and timely feedback to students, families and other school personnel on the growth of students in relation to classroom and campus goals, while maintaining student confidentiality.
- Analysis of student data connected to specific instructional strategies and use of results to reflect on his or her teaching and to monitor teaching strategies and behaviors in relation to student success.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of all students.
- Consistent feedback to students, families and other school personnel while maintaining confidentiality.
- Analysis of student data connected to specific instructional strategies.

Instructional Planning Includes:

- Formal and informal assessments to monitor progress of most students.
- Timely feedback to students and families.
- Utilization of multiple sources of student data.

Instructional Planning Includes:

- Few formal and informal assessments to monitor student progress.
- Few opportunities for timely feedback to students or families.
- Utilization of few sources of student data.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

PLANNING DIMENSION 1.3

Knowledge of Students

Through knowledge of students and proven practices, the teacher ensures high levels of learning, social-emotional development and achievement for all students.
Standards Basis: 1A, 1B, 1C, 2A, 2B, 2C

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←		TEACHER-CENTERED ACTIONS →		
<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences, interests and future learning expectations across content areas. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance each other's learning. Opportunities for students to utilize their individual learning patterns, habits and needs to achieve high levels of academic and social-emotional success. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge, experiences and future learning expectations. Guidance for students to apply their strengths, background knowledge, life experiences and skills to enhance their own learning. Opportunities for students to utilize their individual learning patterns, habits and needs. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> All lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of all students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Most lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of most students. 	<p>Instructional Planning Includes:</p> <ul style="list-style-type: none"> Few lessons that connect to students' prior knowledge and experiences. Adjustments to address strengths and gaps in background knowledge, life experiences and skills of few students.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

PLANNING DIMENSION 1.4

Activities

The teacher plans engaging, flexible lessons that encourage higher-order thinking, persistence and achievement.

Standards Basis: 1B, 1C, 1D, 1E

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

Instructional Planning Includes:

- Opportunities for students to generate questions that lead to further inquiry and promote complex, higher-order thinking, problem solving and real-world application.
- Instructional groups based on the needs of all students, and allows for students to take ownership of group and individual accountability.
- The ability for all students to set goals, reflect on, evaluate and hold each other accountable within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students and actively engage them in ownership of their learning.

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking and problem solving.
- Instructional groups based on the needs of all students and maintains both group and individual accountability.
- All students understanding their individual roles within instructional groups and facilitates opportunities for student input on goals and outcomes of activities.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes, are varied and appropriate to ability levels of students.

Instructional Planning Includes:

- Questions that encourage all students to engage in complex, higher-order thinking.
- Instructional groups based on the needs of all students.
- All students understanding their individual roles within instructional groups.
- Activities, resources, technology and instructional materials that are all aligned to instructional purposes.

Instructional Planning Includes:

- Questions that promote limited, predictable or rote responses and encourage some complex, higher-order thinking.
- Instructional groups based on the needs of most students.
- Most students understanding their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials that are mostly aligned to instructional purposes.

Instructional Planning Includes:

- Encourages little to no complex, higher-order thinking.
- Instructional groups based on the needs of a few students.
- Lack of student understanding of their individual roles within instructional groups.
- Activities, resources, technology and/or instructional materials misaligned to instructional purposes.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.1

Achieving Expectations

The teacher supports all learners in their pursuit of high levels of academic and social-emotional success.

Standards Basis: 1B, 1D, 1E, 2A, 2C, 3B, 4A, 4D, 5B

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS ←

TEACHER-CENTERED ACTIONS

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that all students demonstrate mastery of the objective.
- Provides opportunities for students to self-monitor and self-correct mistakes.
- Systematically enables students to set goals for themselves and monitor their progress over time.

The Teacher

- Provides opportunities for students to establish high academic and social-emotional expectations for themselves.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Anticipates student mistakes and encourages students to avoid common learning pitfalls.
- Establishes systems where students take initiative of their own learning and self-monitor.

The Teacher

- Sets academic expectations that challenge all students.
- Persists with the lesson until there is evidence that most students demonstrate mastery of the objective.
- Addresses student mistakes and follows through to ensure student mastery.
- Provides students opportunities to take initiative of their own learning.

The Teacher

- Sets academic expectations that challenge most students.
- Persists with the lesson until there is evidence that some students demonstrate mastery of the objective.
- Sometimes addresses student mistakes.
- Sometimes provides opportunities for students to take initiative of their own learning.

The Teacher

- Sets expectations that challenge few students.
- Concludes the lesson even though there is evidence that few students demonstrate mastery of the objective.
- Allows student mistakes to go unaddressed or confronts student errors in a way that discourages further effort.
- Rarely provides opportunities for students to take initiative of their own learning.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.2

Content Knowledge and Expertise

The teacher uses content and pedagogical expertise to design and execute lessons aligned with state standards, related content and student needs.

Standards Basis: 1A, 1C, 1E, 1F, 2C, 3A, 3B, 3C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- Displays extensive content knowledge of all the subjects she or he teaches and closely related subjects.
- Integrates learning objectives with other disciplines, content areas and real-world experience.
- Consistently anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Consistently provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline, the state standards, related content and within real-world scenarios.

The Teacher

- Conveys a depth of content knowledge that allows for differentiated explanations.
- Integrates learning objectives with other disciplines and real-world experiences.
- Anticipates possible student misunderstandings and proactively develops teaching techniques to mitigate concerns.
- Regularly provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Sequences instruction that allows students to understand how the lesson fits within the structure of the discipline and the state standards.

The Teacher

- Conveys accurate content knowledge in multiple contexts.
- Integrates learning objectives with other disciplines.
- Anticipates possible student misunderstandings.
- Provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).
- Accurately reflects how the lesson fits within the structure of the discipline and the state standards.

The Teacher

- Conveys accurate content knowledge.
- Sometimes integrates learning objectives with other disciplines.
- Sometimes anticipates possible student misunderstandings.
- Sometimes provides opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).

The Teacher

- Conveys inaccurate content knowledge that leads to student confusion.
- Rarely integrates learning objectives with other disciplines.
- Does not anticipate possible student misunderstandings.
- Provides few opportunities for students to use different types of thinking (e.g., analytical, practical, creative and research-based).



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.3

Communication

The teacher clearly and accurately communicates to support persistence, deeper learning and effective effort.

Standards Basis: 1D, 1E, 2A, 3A, 4D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

The Teacher

- Establishes classroom practices that encourage all students to communicate safely and effectively using a variety of tools and methods with the teacher and their peers.
- Uses possible student misunderstandings at strategic points in lessons to highlight misconceptions and inspire exploration and discovery.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that require a deeper learning and broader understanding of the objective of the lesson.
- Skillfully balances wait time, questioning techniques and integration of student responses to support student-directed learning.
- Skillfully provokes and guides discussion to pique curiosity and inspire student-led learning of meaningful and challenging content.

The Teacher

- Establishes classroom practices that encourage all students to communicate effectively, including the use of visual tools and technology, with the teacher and their peers.
- Anticipates possible student misunderstandings and proactively develops techniques to address obstacles to learning.
- Provides explanations that are clear and coherent and uses verbal and written communication that is clear and correct.
- Asks questions at the creative, evaluative and/or analysis levels that focus on the objective of the lesson and provoke thought and discussion.
- Skillfully uses probing questions to clarify, elaborate and extend learning.
- Provides wait time when questioning students.

The Teacher

- Establishes classroom practices that provide opportunities for most students to communicate effectively with the teacher and their peers.
- Recognizes student misunderstandings and responds with an array of teaching techniques to clarify concepts.
- Provides explanations that are clear and uses verbal and written communication that is clear and correct.
- Asks remember, understand and apply level questions that focus on the objective of the lesson and provoke discussion.
- Uses probing questions to clarify and elaborate learning.

The Teacher

- Leads lessons with some opportunity for dialogue, clarification or elaboration.
- Recognizes student misunderstandings but has a limited ability to respond.
- Uses verbal and written communication that is generally clear with minor errors of grammar.
- Asks remember and understand level questions that focus on the objective of the lesson but do little to amplify discussion.

The Teacher

- Directs lessons with little opportunity for dialogue, clarification or elaboration.
- Is sometimes unaware of or unresponsive to student misunderstandings.
- Uses verbal communication that is characterized by inaccurate grammar; written communication that has inaccurate spelling, grammar, punctuation or structure.
- Rarely asks questions, or asks questions that do not amplify discussion or align to the objective of the lesson.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

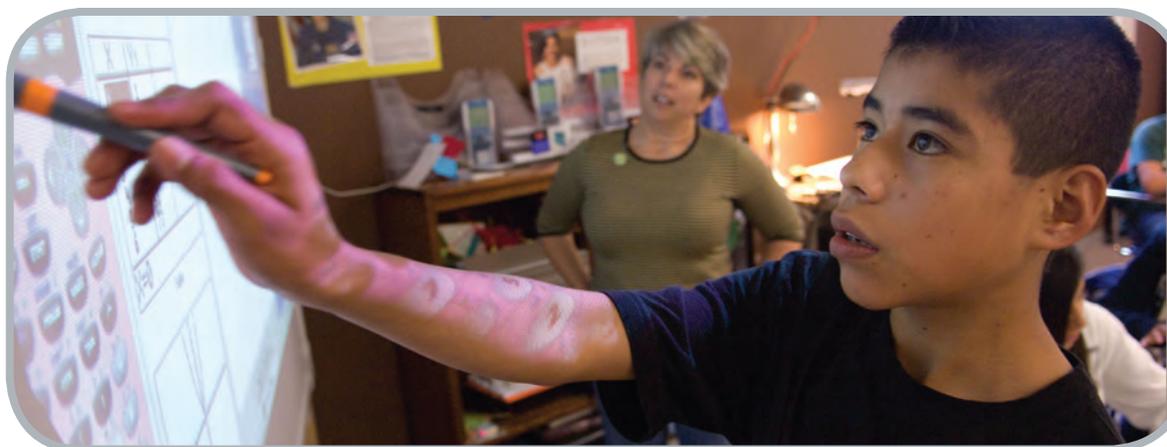
INSTRUCTION DIMENSION 2.4

Differentiation

The teacher differentiates instruction, aligning methods and techniques to diverse student needs.

Standards Basis: 1C, 1F, 2A, 2B, 2C, 3C, 4A, 5A, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS →	
<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons with a wide variety of instructional strategies to address individual needs of all students. Consistently monitors the quality of student participation and performance. Always provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Consistently prevents student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Regularly provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Proactively minimizes student confusion or disengagement by addressing learning and/or social/emotional needs of all students. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address individual needs of all students. Regularly monitors the quality of student participation and performance. Provides differentiated instructional methods and content to ensure students have the opportunity to master what is being taught. Recognizes when students become confused or disengaged and responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Adapts lessons to address some student needs. Sometimes monitors the quality of student participation and performance. Sometimes provides differentiated instructional methods and content. Sometimes recognizes when students become confused or disengaged and minimally responds to student learning or social/emotional needs. 	<p>The Teacher</p> <ul style="list-style-type: none"> Provides one-size-fits-all lessons without meaningful differentiation. Rarely monitors the quality of student participation and performance. Rarely provides differentiated instructional methods and content. Does not recognize when students become confused or disengaged, or does not respond appropriately to student learning or social/emotional needs.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

INSTRUCTION DIMENSION 2.5

Monitor and Adjust

The teacher formally and informally collects, analyzes and uses student progress data and makes needed lesson adjustments.

Standards Basis: 1D, 1F, 2B, 2C, 3B, 4D, 5C, 5D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
<p>The Teacher</p> <ul style="list-style-type: none"> Systematically gathers input from students in order to monitor and adjust instruction, activities or pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Uses discreet and explicit checks for understanding through questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Utilizes input from students in order to monitor and adjust instruction, activities and pacing to respond to differences in student needs. Adjusts instruction and activities to maintain student engagement. Continually checks for understanding through purposeful questioning and academic feedback. 	<p>The Teacher</p> <ul style="list-style-type: none"> Consistently invites input from students in order to monitor and adjust instruction and activities. Adjusts instruction and activities to maintain student engagement. Monitors student behavior and responses for engagement and understanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Sometimes utilizes input from students in order to monitor and adjust instruction and activities. Adjusts some instruction within a limited range. Sees student behavior but misses some signs of disengagement. Is aware of most student responses but misses some clues of misunderstanding. 	<p>The Teacher</p> <ul style="list-style-type: none"> Rarely utilizes input from students in order to monitor and adjust instruction and activities. Persists with instruction or activities that do not engage students. Generally does not link student behavior and responses with student engagement and understanding. Makes no attempts to engage students who appear disengaged or disinterested.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Student Growth Processes
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.1

Classroom Environment, Routines and Procedures

The teacher organizes a safe, accessible and efficient classroom.

Standards Basis:
1D, 4A, 4B, 4C, 4D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Establishes and uses effective routines, transitions and procedures that primarily rely on student leadership and responsibility.
- Students take primary leadership and responsibility for managing student groups, supplies, and/or equipment.
- The classroom is safe and thoughtfully designed to engage, challenge and inspire students to participate in high-level learning beyond the learning objectives.

- Establishes and uses effective routines, transitions and procedures that she or he implements effortlessly.
- Students take some responsibility for managing student groups, supplies and/or equipment.
- The classroom is safe, inviting and organized to support learning objectives and is accessible to all students.

- All procedures, routines and transitions are clear and efficient.
- Students actively participate in groups, manage supplies and equipment with very limited teacher direction.
- The classroom is safe and organized to support learning objectives and is accessible to most students.

- Most procedures, routines and transitions provide clear direction but others are unclear and inefficient.
- Students depend on the teacher to direct them in managing student groups, supplies and/or equipment.
- The classroom is safe and accessible to most students, but is disorganized and cluttered.

- Few procedures and routines guide student behavior and maximize learning. Transitions are characterized by confusion and inefficiency.
- Students often do not understand what is expected of them.
- The classroom is unsafe, disorganized and uncomfortable.
- Some students are not able to access materials.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.2: The teacher establishes, communicates and maintains clear expectations for student behavior.

Managing Student Behavior

Standards Basis: 4A, 4B, 4C, 4D

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
STUDENT-CENTERED ACTIONS			TEACHER-CENTERED ACTIONS	
<ul style="list-style-type: none"> Consistently monitors behavior subtly, reinforces positive behaviors appropriately and intercepts misbehavior fluidly. Students and the teacher create, adopt and maintain classroom behavior standards. 	<ul style="list-style-type: none"> Consistently encourages and monitors student behavior subtly and responds to misbehavior swiftly. Most students know, understand and respect classroom behavior standards. 	<ul style="list-style-type: none"> Consistently implements the campus and/or classroom behavior system proficiently. Most students meet expected classroom behavior standards. 	<ul style="list-style-type: none"> Inconsistently implements the campus and/or classroom behavior system. Student failure to meet expected classroom behavior standards interrupts learning. 	<ul style="list-style-type: none"> Rarely or unfairly enforces campus or classroom behavior standards. Student behavior impedes learning in the classroom.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/ Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

LEARNING ENVIRONMENT DIMENSION 3.3

Classroom Culture

The teacher leads a mutually respectful and collaborative class of actively engaged learners.
Standards Basis:
1E, 1F, 3B, 4C, 4D, 5A, 5B, 5D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Consistently engages all students with relevant, meaningful learning based on their interests and abilities to create a positive rapport amongst students.
- Students collaborate positively and encourage each other's efforts and achievements.

- Engages all students with relevant, meaningful learning, sometimes adjusting lessons based on student interests and abilities.
- Students collaborate positively with each other and the teacher.

- Engages all students in relevant, meaningful learning.
- Students work respectfully individually and in groups.

- Establishes a learning environment where most students are engaged in the curriculum.
- Students are sometimes disrespectful of each other.

- Establishes a learning environment where few students are engaged in the curriculum.
- Students are disrespectful of each other and of the teacher.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.1

Professional Demeanor and Ethics

The teacher meets district expectations for attendance, professional appearance, decorum, procedural, ethical, legal and statutory responsibilities.

Standards Basis: 6B, 6C, 6D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) across the campus and district for educators and students.
- Advocates for the needs of all students in the classroom and campus.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Models all professional standards (e.g., attendance, professional appearance and behaviors) within the classroom.
- Advocates for the needs of all students in the classroom.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets all professional standards (e.g., attendance, professional appearance and behaviors).
- Advocates for the needs of students in the classroom.

- Behaves in accordance with the Code of Ethics and Standard Practices for Texas Educators.
- Meets most professional standards (e.g., attendance, professional appearance and behaviors).

- Fails to meet the Code of Ethics and Standard Practices for Texas Educators.
- Meets few professional standards (e.g., attendance, professional appearance and behaviors) or violates legal requirements.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher
- Formal Observations/Walkthroughs
- Classroom Artifacts
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.2

Goal Setting

The teacher reflects on his/her practice.
Standards Basis: 5D, 6A, 6B

Distinguished	Accomplished	Proficient	Developing	Improvement Needed
<p>STUDENT-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Consistently sets, modifies and meets short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Implements substantial changes in practice resulting in significant improvement in student performance. 	<ul style="list-style-type: none"> Sets some short- and long-term professional goals based on self-assessment, reflection, peer and supervisor feedback, contemporary research and analysis of student learning. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short- and long-term professional goals based on self-assessment, reflection and supervisor feedback. Meets all professional goals resulting in improvement in practice and student performance. 	<ul style="list-style-type: none"> Sets short-term goals based on self-assessment. Meets most professional goals resulting in some visible changes in practice. 	<p>TEACHER-CENTERED ACTIONS</p> <ul style="list-style-type: none"> Sets low or ambiguous goals unrelated to student needs or self-assessment. Meets few professional goals and persists in instructional practices that remain substantially unimproved over time.



Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.3

Professional Development

The teacher enhances the professional community.

Standards Basis: 3A, 6A, 6B, 6C

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Leads colleagues collaboratively in and beyond the school to identify professional development needs through detailed data analysis and self-reflection.
- Seeks resources and collaboratively fosters faculty knowledge and skills.
- Develops and fulfills the school and district improvement plans through professional learning communities, grade- or subject-level team leadership, committee leadership or other opportunities beyond the campus.

- Leads colleagues collaboratively on campus to identify professional development needs through self-reflection.
- Fosters faculty knowledge and skills in support of the school improvement plan through professional learning communities, grade- or subject-level team leadership, committee membership or other opportunities beyond the campus.

- Collaboratively practices in all scheduled professional development activities, campus professional learning communities, grade- or subject-level team membership, committee membership or other opportunities.

- Engages in most scheduled activities, professional learning communities, committee, grade- or subject-level team meetings as directed.

- Engages in few professional development activities, professional learning communities or committees to improve professional practice.



Possible Sources of Evidence:

- Goal-Setting and Professional Development Plan (GSPD)
- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Analysis of Student Data
- Daily Interaction with Others

PROFESSIONAL PRACTICES AND RESPONSIBILITIES DIMENSION 4.4

School Community Involvement

The teacher demonstrates leadership with students, colleagues, and community members in the school, district and community through effective communication and outreach.

Standards Basis:

2A, 2B, 4A, 4D, 5B, 6B, 6C, 6D

Distinguished

Accomplished

Proficient

Developing

Improvement Needed

STUDENT-CENTERED ACTIONS

TEACHER-CENTERED ACTIONS

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Initiates collaborative efforts that enhance student learning and growth.
- Leads students, colleagues, families and community members toward reaching the mission, vision and goals of the school.

- Systematically contacts parents/guardians regarding students' academic and social/emotional growth through various methods.
- Joins colleagues in collaborative efforts that enhance student learning and welfare.
- Clearly communicates the mission, vision and goals of the school to students, colleagues, parents and families, and other community members.

- Contacts parents/guardians regularly regarding students' academic and social/emotional growth.
- Actively participates in all school outreach activities
- Communicates the mission, vision and goals of the school to students, colleagues, parents and families.

- Contacts parents/guardians in accordance with campus policy.
- Attends most required school outreach activities.
- Communicates school goals to students, parents and families.

- Contacts parents generally about disciplinary matters.
- Attends few required school outreach activities.



Possible Sources of Evidence:

- Conferences and Conversations with the Teacher, Including the End-of-Year Conference
- Classroom Artifacts
- Student Data
- Daily Interaction with Others

RUBRIC WORD BANK

with example qualifiers that are interchangeably used:

DIMENSION EXAMPLE:	Distinguished	Accomplished	Proficient	Developing	Improvement Needed
	STUDENT-CENTERED ACTIONS ←			TEACHER-CENTERED ACTIONS	
LEARNING ENVIRONMENT CLASSROOM CULTURE	ALL	ALL	ALL	MOST	FEW
LEARNING ENVIRONMENT MANAGING STUDENT BEHAVIOR	CONSISTENTLY	CONSISTENTLY	CONSISTENTLY	INCONSISTENTLY	RARELY
INSTRUCTION ACHIEVING EXPECTATIONS	ALL	MOST	MOST	SOME	FEW
INSTRUCTION CONTENT KNOWLEDGE AND EXPERTISE	CONSISTENTLY	REGULARLY	DOES (ACTION)	SOMETIMES	FEW
INSTRUCTION DIFFERENTIATION	ALWAYS	REGULARLY	DOES (ACTION)	SOMETIMES	DOES NOT (ACTION)

BANK STATEMENTS/INVESTMENTS												
23-24	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ (7,768.27)	\$ 1.00	\$ 1.00					
General Sweep	\$ 509,535.66	\$ 1,797,462.10	\$ 307,935.40	\$ 423,691.76	\$ 29,106.36	\$ 631,592.03	\$ 1,338,456.31					
Lonestar Construction	\$24,756,201.14	\$22,407,236.78	\$22,048,674.41	\$18,976,058.99	\$17,431,267.73	\$16,022,604.13	\$14,385,409.01					
Lonestar M & O	\$ 7,146,916.27	\$ 5,678,382.67	\$ 4,408,185.85	\$13,257,120.32	\$21,481,565.34	\$23,083,415.69	\$21,953,868.31					
Lonestar I&S	\$ 3,383,282.09	\$ 3,416,840.85	\$ 3,538,384.56	\$ 8,117,718.18	\$12,727,232.58	\$12,737,929.02	\$12,991,602.90					
Texpool M&O	\$ 103,531.24	\$ 104,002.50	\$ 104,461.74	\$ 104,938.14	\$ 105,414.54	\$ 105,860.58	\$ 106,338.54					
Texpool I&S	\$ 208.39	\$ 209.32	\$ 210.22	\$ 211.15	\$ 212.08	\$ 212.95	\$ 213.88					
TOTAL (less Construction)	\$11,143,474.65	\$10,996,898.44	\$ 8,359,178.77	\$21,903,680.55	\$34,335,762.63	\$36,559,011.27	\$36,390,480.94	\$ -	\$ -	\$ -	\$ -	\$ -
Difference	\$ (1,209,156.79)	\$ (146,576.21)	\$ (2,637,719.67)	\$13,544,501.78	\$12,432,082.08	\$ 2,223,248.64	\$ (168,530.33)		\$ -	\$ -	\$ -	\$ -
INTEREST EARNED												
General	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Sweep	\$ 2,190.92	\$ 3,893.09	\$ 2,705.13	\$ 3,918.24	\$ 4,106.36	\$ 2,824.39	\$ 4,083.76					
Lonestar Construction	\$ 113,690.59	\$ 111,148.84	\$ 103,335.94	\$ 94,350.40	\$ 86,448.79	\$ 71,548.87	\$ 70,294.98					
Lonestar M & O	\$ 36,161.46	\$ 31,960.16	\$ 22,702.76	\$ 35,735.88	\$ 82,177.16	\$ 102,680.45	\$ 105,352.83					
Lonestar I&S	\$ 15,411.54	\$ 16,187.33	\$ 15,915.62	\$ 24,818.09	\$ 49,178.71	\$ 56,312.29	\$ 59,783.36					
Texpool M&O	\$ 450.88	\$ 471.26	\$ 459.24	\$ 476.40	\$ 476.40	\$ 446.04	\$ 477.96					
Texpool I&S	\$ 0.90	\$ 0.93	\$ 0.90	\$ 0.93	\$ 0.93	\$ 0.87	\$ 0.93					
TOTAL INTEREST	\$ 167,906.29	\$ 163,661.61	\$ 145,119.59	\$ 159,299.94	\$ 222,388.35	\$ 233,812.91	\$ 239,993.82	\$ -	\$ -	\$ -	\$ -	\$ -
Cumulative	\$ 167,906.29	\$ 331,567.90	\$ 476,687.49	\$ 635,987.43	\$ 858,375.78	\$ 1,092,188.69	\$ 1,332,182.51					
22-23	Sept	Oct	Nov	Dec	Jan	Feb	Mar	April	May	June	July	Aug
General	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00	\$ 1.00
General Sweep	\$ 2,262,428.59	\$ 524,542.49	\$ 512,757.31	\$ 1,377,015.68	\$ 341,159.99	\$ 750,286.44	\$ 792,648.06	\$ 510,160.00	\$ 550,744.12	\$ 183,119.21	\$ 360,445.10	\$ 398,562.14
Lonestar Construction	\$ 39,916,622.57	\$ 39,256,123.10	\$ 36,857,636.49	\$ 35,374,857.72	\$ 33,777,883.37	\$ 32,843,971.23	\$ 31,035,277.90	\$ 29,686,011.01	\$ 28,911,923.67	\$ 28,551,245.22	\$ 28,523,499.54	\$ 24,942,789.10
Lonestar M & O	\$ 6,327,886.19	\$ 4,958,092.46	\$ 3,950,691.05	\$ 15,751,063.66	\$ 25,315,099.64	\$ 28,800,786.01	\$ 28,343,283.84	\$ 27,347,009.88	\$ 26,093,503.75	\$ 25,115,974.79	\$ 24,242,176.23	\$ 8,492,462.22
Lonestar I&S	\$ 2,774,059.96	\$ 2,781,716.98	\$ 2,933,440.48	\$ 7,558,511.69	\$ 12,140,919.59	\$ 12,134,700.66	\$ 12,371,176.78	\$ 12,477,929.31	\$ 12,552,118.40	\$ 12,607,423.80	\$ 12,702,410.25	\$ 3,358,318.23
Texpool M&O	\$ 98,945.73	\$ 99,192.55	\$ 99,486.64	\$ 99,822.89	\$ 100,182.72	\$ 100,528.49	\$ 100,922.17	\$ 101,320.16	\$ 101,750.71	\$ 102,173.38	\$ 102,617.98	\$ 103,080.36
Texpool I&S	\$ 198.89	\$ 199.51	\$ 200.11	\$ 200.73	\$ 201.35	\$ 201.97	\$ 202.90	\$ 203.80	\$ 204.73	\$ 205.63	\$ 206.56	\$ 207.49
TOTAL (less Construction)	\$ 11,463,520.36	\$ 8,363,744.99	\$ 7,496,576.59	\$ 24,786,615.65	\$ 37,897,564.29	\$ 41,786,504.57	\$ 41,608,234.75	\$ 40,436,624.15	\$ 39,298,322.71	\$ 38,008,897.81	\$ 37,407,857.12	\$ 12,352,631.44
Difference	\$ (2,387,900.97)	\$ (3,099,775.37)	\$ (867,168.40)	\$ 17,290,039.06	\$ 13,110,948.64	\$ 3,888,940.28	\$ (178,269.82)	\$ (1,171,610.60)	\$ (1,138,301.44)	\$ (1,289,424.90)	\$ (601,040.69)	\$ (25,055,225.68)
INTEREST EARNED												
General	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
General Sweep	\$ 2,431.78	\$ 1,138.86	\$ 2,366.93	\$ 3,319.66	\$ 2,601.52	\$ 2,172.13	\$ 3,584.41	\$ 2,599.58	\$ 2,553.21	\$ 1,988.05	\$ 1,648.17	\$ 4,956.83
Lonestar Construction	\$ 80,236.80	\$ 108,953.97	\$ 125,564.85	\$ 134,246.66	\$ 135,444.68	\$ 120,399.21	\$ 128,872.68	\$ 123,752.12	\$ 129,164.92	\$ 124,443.46	\$ 129,785.03	\$ 124,382.83
Lonestar M & O	\$ 14,968.41	\$ 16,592.64	\$ 14,287.96	\$ 24,838.31	\$ 79,809.16	\$ 102,932.82	\$ 118,508.56	\$ 116,049.51	\$ 119,184.65	\$ 111,965.43	\$ 112,615.08	\$ 71,973.34
Lonestar I&S	\$ 6,091.95	\$ 7,657.02	\$ 9,243.60	\$ 15,354.20	\$ 38,438.99	\$ 44,523.12	\$ 50,487.49	\$ 51,226.57	\$ 55,515.83	\$ 54,724.17	\$ 57,470.02	\$ 18,417.88
Texpool M&O	\$ 195.81	\$ 246.82	\$ 294.09	\$ 336.25	\$ 359.83	\$ 345.77	\$ 393.68	\$ 397.99	\$ 430.55	\$ 422.67	\$ 444.60	\$ 462.38
Texpool I&S	\$ 1.14	\$ 0.62	\$ 0.60	\$ 0.62	\$ 0.62	\$ 0.62	\$ 0.93	\$ 0.90	\$ 0.93	\$ 0.90	\$ 0.93	\$ 0.93
TOTAL INTEREST	\$ 103,925.89	\$ 134,589.93	\$ 151,758.03	\$ 178,095.70	\$ 256,654.80	\$ 270,373.67	\$ 301,847.75	\$ 170,274.55	\$ 306,850.09	\$ 293,544.68	\$ 301,963.83	\$ 220,194.19
Cumulative	\$ 103,925.89	\$ 238,515.82	\$ 390,273.85	\$ 568,369.55	\$ 825,024.35	\$ 1,095,398.02	\$ 1,397,245.77	\$ 1,567,520.32	\$ 1,874,370.41	\$ 2,167,915.09	\$ 2,469,878.92	\$ 2,690,073.11

Revenues & Expenditures 2023-24

Mar-24					
58.33%	23-24				
	Current Year				
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 28,218,500	\$ 24,461,380	\$ 3,757,120	86.69%
58XX	STATE PROG. REVENUES	\$ 2,014,697	\$ 1,048,080	\$ 966,617	52.02%
59xx	FED PROG REV (SHARS)	\$ 300,000	\$ 32,394	\$ 267,606	10.80%
	TOTAL REVENUE	\$ 30,533,197	\$ 25,541,854	\$ 4,991,343	83.65%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 11,450,786	\$ 6,658,902	\$ 4,791,884	58.15%
12	LIBRARY	\$ 98,497	\$ 53,775	\$ 44,722	54.60%
13	STAFF DEVELOPMENT	\$ 29,100	\$ 9,668	\$ 19,432	33.22%
21	INST. ADMINISTRATION	\$ 294,638	\$ 174,282	\$ 120,356	59.15%
23	SCHOOL ADMINISTRATION	\$ 1,607,450	\$ 908,017	\$ 699,433	56.49%
31	GUID AND COUNSELING	\$ 599,290	\$ 382,075	\$ 217,215	63.75%
33	HEALTH SERVICES	\$ 197,575	\$ 124,891	\$ 72,684	63.21%
34	PUPIL TRANSP - REGULAR	\$ 766,400	\$ 496,181	\$ 270,219	64.74%
36	CO-CURRICULAR ACT	\$ 937,805	\$ 546,957	\$ 390,848	58.32%
41	GEN ADMINISTRATION	\$ 880,307	\$ 625,619	\$ 254,688	71.07%
51	PLANT MAINT & OPERATION	\$ 2,441,087	\$ 1,288,892	\$ 1,152,195	52.80%
52	SECURITY	\$ 19,350	\$ 32,752	\$ (13,402)	169.26%
53	DATA PROCESSING	\$ 478,518	\$ 311,714	\$ 166,804	65.14%
61	COMMUNITY SERVICE			\$ -	
71	DEBT SERVICE			\$ -	
81	CAPITAL PROJECTS			\$ -	
91	STUDENT ATTENDANCE CR	\$ 10,545,894	\$ -	\$ 10,545,894	0.00%
99	TRAVIS COUNTY APP	\$ 183,500	\$ 138,125	\$ 45,375	75.27%
0	Transfer Out	\$ 3,000	\$ -	\$ 3,000	0.00%
	TOTAL EXPENDITURES	\$ 30,533,197	\$ 11,751,850	\$ 18,781,347	38.49%
Mar-22					
58.33%	21-22				
	Current Year				
REVENUES		BUDGET	ACTUAL	BALANCE	BUDGET
57xx	LOCAL TAX REVENUES	\$ 20,238,500	\$ 19,209,868	\$ 1,028,632	94.92%
58XX	STATE PROG. REVENUES	\$ 1,078,100	\$ 1,219,551	\$ (141,451)	113.12%
59xx	FED PROG REV (SHARS)	\$ 225,000	\$ 190,500	\$ 34,500	84.67%
	TOTAL REVENUE	\$ 21,541,600	\$ 20,619,920	\$ 921,680	95.72%
EXPENDITURES		BUDGET	ACTUAL	BALANCE	BUDGET
11	INSTRUCTION	\$ 9,694,694	\$ 5,906,822	\$ 3,787,872	60.93%
12	LIBRARY	\$ 94,357	\$ 45,547	\$ 48,810	48.27%
13	STAFF DEVELOPMENT	\$ 29,100	\$ 9,206	\$ 19,894	31.63%
21	INST. ADMINISTRATION	\$ 253,933	\$ 140,607	\$ 113,326	55.37%
23	SCHOOL ADMINISTRATION	\$ 1,179,135	\$ 532,731	\$ 646,404	45.18%
31	GUID AND COUNSELING	\$ 447,911	\$ 307,437	\$ 140,474	68.64%
33	HEALTH SERVICES	\$ 164,065	\$ 106,221	\$ 57,844	64.74%
34	PUPIL TRANSP - REGULAR	\$ 641,400	\$ 465,795	\$ 175,605	72.62%
36	CO-CURRICULAR ACT	\$ 830,076	\$ 484,337	\$ 345,739	58.35%
41	GEN ADMINISTRATION	\$ 813,628	\$ 463,912	\$ 349,716	57.02%
51	PLANT MAINT & OPERATION	\$ 1,806,455	\$ 1,241,944	\$ 564,511	68.75%
52	SECURITY	\$ 11,850	\$ 5,360	\$ 6,490	45.23%
53	DATA PROCESSING	\$ 452,921	\$ 341,501	\$ 111,420	75.40%
61	COMMUNITY SERVICE			\$ -	
71	DEBT SERVICE			\$ -	
81	CAPITAL PROJECTS			\$ -	
91	STUDENT ATTENDANCE CR	\$ 5,010,075	\$ -	\$ 5,010,075	0.00%
99	TRAVIS COUNTY APP	\$ 109,000	\$ 79,526	\$ 29,474	72.96%
0	Transfer Out	\$ 3,000	\$ -	\$ 3,000	0.00%
	TOTAL EXPENDITURES	\$ 21,541,600	\$ 10,130,946	\$ 11,410,654	47.03%

2022-2023	SEPT	OCT	NOV	DEC	JAN	FEB	MAR	APRIL	MAY	JUNE	JULY	AUG
FSP	\$ 35,554.00	\$ 795.00	\$ 77,132.00	\$ 32,823.00					\$ 74,733.00	\$ 18,893.00		
Per Capita	\$ 89,146.00	\$ 76,111.00		\$ 114,856.00			\$ 134,050.00	\$ 76,792.00		\$ 140,635.00	\$ 78,270.00	\$ 208,287.00
MFS Sped Operations												
NSLP		\$ 34,691.65	\$ 25,575.37	\$ 21,163.76	\$ 15,619.71	\$ 24,685.66	\$ 22,873.18	\$ 22,867.20	\$ 24,482.59	\$ 24,979.53		
SBP		\$ 10,796.10	\$ 5,616.75	\$ 4,801.11	\$ 3,500.99	\$ 5,300.56	\$ 4,924.45	\$ 4,899.07	\$ 5,199.70	\$ 5,403.98		
Existing Debt Allotment				\$ 234,587.00								
School Lunch Matching								\$ 4,037.20				
P-EBT Reimbursement	\$ 628.00											
Prior Reim Program (PPRP)												
ELC Reopening Schools												
Title I Part A		\$ 83,397.61	\$ 3,213.31			\$ 71,201.79				\$ 56,313.86		
Title II Part A		\$ 36,622.92				\$ 6,580.49				\$ 5,892.73		
Title III Part A-ELA		\$ 4,565.35				\$ 8,683.59				\$ 277.82		
Title IV		\$ 10,621.43				\$ 418.18				\$ 2,785.15		
IDEA B Pres												
IDEA B Form		\$ 29,286.19	\$ 21,244.95			\$ 129,487.78				\$ 124,552.41		
IDEA B Pre ARP		\$ 539.99										
IDEA B IEP Analysis												
IMAT	\$ 11,879.35						\$ 13,712.50					
ESSER II		\$ 111,251.50				\$ 258,126.69					\$ 185,529.87	
ESSER III			\$ 71,779.04			\$ 49,689.69						\$ 88,099.80
PreK												
Ready to Read												
ASAHE												
Teacher Training Reimbursement												
School Safety and Security												
Foundation-Prior YR Payments												
MFS Sped Offeset												
Blended Learning												
AP Initiative												
Recapture Refund	\$ 488,577.00									\$ 11,473.00		
	\$ 625,784.35	\$ 398,678.74	\$ 204,561.42	\$ 408,230.87	\$ 19,120.70	\$ 554,174.43	\$ 175,560.13	\$ 108,595.47	\$ 104,415.29	\$ 391,206.48	\$ 263,799.87	\$ 296,386.80
*denotes FY21-22 money received in FY22-23												

Comparison of Revenue to Budget

Lago Vista ISD

As of March

Fund 199 / 4 GENERAL FUND

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	27,370,000.00	-367,906.45	-23,787,283.18	3,582,716.82	86.91%
5730 - TUITION & FEES FROM PATRONS	10,000.00	-3,990.00	-27,930.00	-17,930.00	279.30%
5740 - INTEREST, RENT, MISC REVENUE	815,500.00	-112,075.69	-600,986.07	214,513.93	73.70%
5750 - REVENUE	23,000.00	-727.00	-45,180.74	-22,180.74	196.44%
Total REVENUE-LOCAL & INTERMED	28,218,500.00	-484,699.14	-24,461,379.99	3,757,120.01	86.69%
5800 - STATE PROGRAM REVENUES					
5810 - PER CAPITA-FOUNDATION REV	1,189,697.00	-123,670.00	-536,570.00	653,127.00	45.10%
5830 - TRS ON-BEHALF	825,000.00	.00	-511,510.17	313,489.83	62.00%
Total STATE PROGRAM REVENUES	2,014,697.00	-123,670.00	-1,048,080.17	966,616.83	52.02%
5900 - FEDERAL PROGRAM REVENUES					
5930 - VOC ED NON FOUNDATION	300,000.00	-5,192.14	-32,393.73	267,606.27	10.80%
Total FEDERAL PROGRAM REVENUES	300,000.00	-5,192.14	-32,393.73	267,606.27	10.80%
Total Revenue Local-State-Federal	30,533,197.00	-613,561.28	-25,541,853.89	4,991,343.11	83.65%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
11 - INSTRUCTION						
6100 - PAYROLL COSTS	-10,666,843.00	.00	6,163,860.26	850,927.61	-4,502,982.74	57.79%
6200 - PURCHASE & CONTRACTED SVS	-340,200.00	34,004.89	207,722.46	13,166.57	-98,472.65	61.06%
6300 - SUPPLIES AND MATERIALS	-275,073.00	14,794.32	181,339.77	18,773.02	-78,938.91	65.92%
6400 - OTHER OPERATING EXPENSES	-43,020.00	6,236.80	15,568.92	3,329.11	-21,214.28	36.19%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-125,650.00	4,033.10	90,411.02	14,379.77	-31,205.88	71.95%
Total Function11 INSTRUCTION	-11,450,786.00	59,069.11	6,658,902.43	900,576.08	-4,732,814.46	58.15%
12 - LIBRARY						
6100 - PAYROLL COSTS	-87,347.00	.00	49,059.95	6,537.90	-38,287.05	56.17%
6200 - PURCHASE & CONTRACTED SVS	-3,400.00	.00	3,400.00	.00	.00	100.00%
6300 - SUPPLIES AND MATERIALS	-6,400.00	33.16	753.56	.00	-5,613.28	11.77%
6400 - OTHER OPERATING EXPENSES	-1,350.00	386.00	561.60	.00	-402.40	41.60%
Total Function12 LIBRARY	-98,497.00	419.16	53,775.11	6,537.90	-44,302.73	54.60%
13 - CURRICULUM						
6300 - SUPPLIES AND MATERIALS	-3,700.00	455.00	685.00	.00	-2,560.00	18.51%
6400 - OTHER OPERATING EXPENSES	-25,400.00	4,055.00	8,982.87	295.00	-12,362.13	35.37%
Total Function13 CURRICULUM	-29,100.00	4,510.00	9,667.87	295.00	-14,922.13	33.22%
21 - INSTRUCTIONAL ADMINISTRATION						
6100 - PAYROLL COSTS	-283,263.00	.00	172,256.72	24,821.98	-111,006.28	60.81%
6200 - PURCHASE & CONTRACTED SVS	-1,850.00	.00	.00	.00	-1,850.00	-.00%
6300 - SUPPLIES AND MATERIALS	-4,400.00	352.90	1,575.66	137.50	-2,471.44	35.81%
6400 - OTHER OPERATING EXPENSES	-5,125.00	518.14	450.00	.00	-4,156.86	8.78%
Total Function21 INSTRUCTIONAL	-294,638.00	871.04	174,282.38	24,959.48	-119,484.58	59.15%
23 - CAMPUS ADMINISTRATION						
6100 - PAYROLL COSTS	-1,591,925.00	.00	901,560.72	116,194.50	-690,364.28	56.63%
6200 - PURCHASE & CONTRACTED SVS	-2,000.00	.00	2,200.00	.00	200.00	110.00%
6300 - SUPPLIES AND MATERIALS	-6,250.00	523.62	3,440.38	.00	-2,286.00	55.05%
6400 - OTHER OPERATING EXPENSES	-7,275.00	2,260.00	816.00	.00	-4,199.00	11.22%
Total Function23 CAMPUS ADMINISTRATION	-1,607,450.00	2,783.62	908,017.10	116,194.50	-696,649.28	56.49%
31 - GUIDANCE AND COUNSELING SVS						
6100 - PAYROLL COSTS	-584,990.00	.00	377,273.17	51,745.72	-207,716.83	64.49%
6200 - PURCHASE & CONTRACTED SVS	-1,550.00	.00	.00	.00	-1,550.00	-.00%
6300 - SUPPLIES AND MATERIALS	-9,350.00	225.00	4,802.13	1,035.94	-4,322.87	51.36%
6400 - OTHER OPERATING EXPENSES	-3,400.00	680.70	.00	.00	-2,719.30	-.00%
Total Function31 GUIDANCE AND COUNSELING	-599,290.00	905.70	382,075.30	52,781.66	-216,309.00	63.75%
33 - HEALTH SERVICES						
6100 - PAYROLL COSTS	-192,675.00	.00	118,646.03	15,869.03	-74,028.97	61.58%
6300 - SUPPLIES AND MATERIALS	-3,650.00	311.73	4,968.11	24.33	1,629.84	136.11%
6400 - OTHER OPERATING EXPENSES	-1,250.00	.00	1,276.98	.00	26.98	102.16%
Total Function33 HEALTH SERVICES	-197,575.00	311.73	124,891.12	15,893.36	-72,372.15	63.21%
34 - PUPIL TRANSPORTATION-REGULAR						
6200 - PURCHASE & CONTRACTED SVS	-689,900.00	.00	436,018.54	72,011.99	-253,881.46	63.20%
6300 - SUPPLIES AND MATERIALS	-69,000.00	10,000.00	60,162.05	8,077.77	1,162.05	87.19%
6400 - OTHER OPERATING EXPENSES	-7,500.00	.00	.00	.00	-7,500.00	-.00%
Total Function34 PUPIL TRANSPORTATION-	-766,400.00	10,000.00	496,180.59	80,089.76	-260,219.41	64.74%
36 - CO-CURRICULAR ACTIVITIES						
6100 - PAYROLL COSTS	-564,575.00	.00	307,944.93	44,859.86	-256,630.07	54.54%
6200 - PURCHASE & CONTRACTED SVS	-65,450.00	12,813.99	45,136.82	5,678.00	-7,499.19	68.96%
6300 - SUPPLIES AND MATERIALS	-104,100.00	26,900.99	47,157.00	3,331.02	-30,042.01	45.30%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
36 - CO-CURRICULAR ACTIVITIES						
6400 - OTHER OPERATING EXPENSES	-203,680.00	15,217.37	146,717.92	25,123.56	-41,744.71	72.03%
Total Function36 CO-CURRICULAR ACTIVITIES	-937,805.00	54,932.35	546,956.67	78,992.44	-335,915.98	58.32%
41 - GENERAL ADMINISTRATION						
6100 - PAYROLL COSTS	-587,146.00	.00	342,738.13	44,903.16	-244,407.87	58.37%
6200 - PURCHASE & CONTRACTED SVS	-167,913.00	1,532.47	203,880.23	17,516.62	37,499.70	121.42%
6300 - SUPPLIES AND MATERIALS	-5,998.00	347.06	3,342.22	388.49	-2,308.72	55.72%
6400 - OTHER OPERATING EXPENSES	-119,250.00	12,674.01	75,658.77	18,789.10	-30,917.22	63.45%
Total Function41 GENERAL ADMINISTRATION	-880,307.00	14,553.54	625,619.35	81,597.37	-240,134.11	71.07%
51 - PLANT MAINTENANCE & OPERATION						
6100 - PAYROLL COSTS	-383,631.00	.00	157,797.34	20,052.20	-225,833.66	41.13%
6200 - PURCHASE & CONTRACTED SVS	-1,563,300.00	413,378.54	1,093,316.89	82,273.37	-56,604.57	69.94%
6300 - SUPPLIES AND MATERIALS	-108,131.00	7,230.35	37,652.77	4,114.37	-63,247.88	34.82%
6400 - OTHER OPERATING EXPENSES	-386,025.00	.00	125.00	.00	-385,900.00	.03%
Total Function51 PLANT MAINTENANCE &	-2,441,087.00	420,608.89	1,288,892.00	106,439.94	-731,586.11	52.80%
52 - SECURITY						
6100 - PAYROLL COSTS	.00	.00	21,383.81	2,875.89	21,383.81	.00%
6200 - PURCHASE & CONTRACTED SVS	-18,750.00	1,400.00	11,296.00	.00	-6,054.00	60.25%
6300 - SUPPLIES AND MATERIALS	-600.00	.00	71.80	.00	-528.20	11.97%
Total Function52 SECURITY	-19,350.00	1,400.00	32,751.61	2,875.89	14,801.61	169.26%
53 - DATA PROCESSING						
6100 - PAYROLL COSTS	-294,253.00	.00	181,504.26	23,882.70	-112,748.74	61.68%
6200 - PURCHASE & CONTRACTED SVS	-87,465.00	7,200.00	80,054.05	.00	-210.95	91.53%
6300 - SUPPLIES AND MATERIALS	-17,800.00	946.00	16,707.70	.00	-146.30	93.86%
6400 - OTHER OPERATING EXPENSES	-4,000.00	.00	4,000.00	.00	.00	100.00%
6600 - CPTL OUTLY LAND BLDG & EQUIP	-75,000.00	.00	29,447.50	28,823.50	-45,552.50	39.26%
Total Function53 DATA PROCESSING	-478,518.00	8,146.00	311,713.51	52,706.20	-158,658.49	65.14%
91 - CHAPTER 41 PAYMENT						
6200 - PURCHASE & CONTRACTED SVS	-10,545,894.00	.00	.00	.00	-10,545,894.00	-.00%
Total Function91 CHAPTER 41 PAYMENT	-10,545,894.00	.00	.00	.00	-10,545,894.00	-.00%
99 - PAYMENT TO OTHER GOVERN ENT						
6200 - PURCHASE & CONTRACTED SVS	-183,500.00	.00	138,125.00	46,452.29	-45,375.00	75.27%
Total Function99 PAYMENT TO OTHER GOVERN	-183,500.00	.00	138,125.00	46,452.29	-45,375.00	75.27%
8000 - OTHER USES						
00 - DISTRICT WIDE						
8900 - OTHER USES-TRANSFERS OUT	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Function00 DISTRICT WIDE	-3,000.00	.00	.00	.00	-3,000.00	-.00%
Total Expenditures	-30,533,197.00	578,511.14	11,751,850.04	1,566,391.87	-18,202,835.82	38.49%

Comparison of Revenue to Budget

Lago Vista ISD

As of March

Fund 240 / 4 SCHOOL BRKFST & LUNCH PROGRAM

	Estimated Revenue (Budget)	Revenue Realized Current	Revenue Realized To Date	Revenue Balance	Percent Realized
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5750 - REVENUE	426,240.00	-37,188.57	-309,002.44	117,237.56	72.49%
Total REVENUE-LOCAL & INTERMED	426,240.00	-37,188.57	-309,002.44	117,237.56	72.49%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	2,500.00	-3,128.40	-3,537.00	-1,037.00	141.48%
Total STATE PROGRAM REVENUES	2,500.00	-3,128.40	-3,537.00	-1,037.00	141.48%
5900 - FEDERAL PROGRAM REVENUES					
5920 - OBJECT DESCR FOR 5920	378,911.00	-34,081.49	-190,003.82	188,907.18	50.14%
Total FEDERAL PROGRAM REVENUES	378,911.00	-34,081.49	-190,003.82	188,907.18	50.14%
7000 - OTHER RESOURCES-NON-OPERATING					
7900 - OTHER RESOURCES/TRANSFER IN					
7910 - OTHER RESOURCES	3,000.00	.00	.00	3,000.00	.00%
Total OTHER RESOURCES/TRANSFER IN	3,000.00	.00	.00	3,000.00	.00%
Total Revenue Local-State-Federal	810,651.00	-74,398.46	-502,543.26	308,107.74	61.99%

Board Report
Comparison of Expenditures and Encumbrances to Budget
 Lago Vista ISD
 As of March

Fund 240 / 4 SCHOOL BRKFST & LUNCH PROGRAM

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
35 - FOOD SERVICES						
6300 - SUPPLIES AND MATERIALS	-810,651.00	57,679.10	491,627.69	95,756.15	-261,344.21	60.65%
Total Function35 FOOD SERVICES	-810,651.00	57,679.10	491,627.69	95,756.15	-261,344.21	60.65%
Total Expenditures	-810,651.00	57,679.10	491,627.69	95,756.15	-261,344.21	60.65%

Board Report
Comparison of Revenue to Budget
Lago Vista ISD
As of March

Fund 599 / 4 DEBT SERVICE FUND

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5710 - LOCAL REAL-PROPERTY TAXES	11,586,780.00	-168,400.30	-10,888,056.70	698,723.30	93.97%
5740 - INTEREST, RENT, MISC REVENUE	250,000.00	-59,784.29	-237,613.33	12,386.67	95.05%
Total REVENUE-LOCAL & INTERMED	11,836,780.00	-228,184.59	-11,125,670.03	711,109.97	93.99%
5800 - STATE PROGRAM REVENUES					
5820 - STATE PROGRAM REVENUES	.00	.00	-152,751.00	-152,751.00	.00%
Total STATE PROGRAM REVENUES	.00	.00	-152,751.00	-152,751.00	.00%
Total Revenue Local-State-Federal	11,836,780.00	-228,184.59	-11,278,421.03	558,358.97	95.28%

Board Report
Comparison of Expenditures and Encumbrances to Budget
Lago Vista ISD
As of March

Fund 599 / 4 DEBT SERVICE FUND

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
71 - DEBT SERVICES						
6500 - DEBT SERVICE	-11,836,780.00	.00	1,616,265.00	.00	-10,220,515.00	13.65%
Total Function71 DEBT SERVICES	-11,836,780.00	.00	1,616,265.00	.00	-10,220,515.00	13.65%
Total Expenditures	-11,836,780.00	.00	1,616,265.00	.00	-10,220,515.00	13.65%

Comparison of Revenue to Budget

Lago Vista ISD

As of March

Fund 711 / 4 LITTLE VIKINGS DAYCARE

	<u>Estimated Revenue (Budget)</u>	<u>Revenue Realized Current</u>	<u>Revenue Realized To Date</u>	<u>Revenue Balance</u>	<u>Percent Realized</u>
5000 - RECEIPTS					
5700 - REVENUE-LOCAL & INTERMED					
5730 - TUITION & FEES FROM PATRONS	180,000.00	-18,187.49	-122,686.36	57,313.64	68.16%
Total REVENUE-LOCAL & INTERMED	180,000.00	-18,187.49	-122,686.36	57,313.64	68.16%
5800 - STATE PROGRAM REVENUES					
5830 - TRS ON-BEHALF	.00	.00	-6,354.56	-6,354.56	.00%
Total STATE PROGRAM REVENUES	.00	.00	-6,354.56	-6,354.56	.00%
Total Revenue Local-State-Federal	180,000.00	-18,187.49	-129,040.92	50,959.08	71.69%

	<u>Budget</u>	<u>Encumbrance YTD</u>	<u>Expenditure YTD</u>	<u>Current Expenditure</u>	<u>Balance</u>	<u>Percent Expended</u>
6000 - EXPENDITURES						
61 - COMMUNITY SERVICES						
6100 - PAYROLL COSTS	-161,400.00	.00	88,960.82	11,381.65	-72,439.18	55.12%
6200 - PURCHASE & CONTRACTED SVS	-500.00	.00	.00	.00	-500.00	-.00%
6300 - SUPPLIES AND MATERIALS	-3,000.00	294.63	1,334.76	191.05	-1,370.61	44.49%
6400 - OTHER OPERATING EXPENSES	-5,100.00	2,269.06	24,925.81	179.76	22,094.87	488.74%
Total Function61 COMMUNITY SERVICES	-170,000.00	2,563.69	115,221.39	11,752.46	-52,214.92	67.78%
81 - CAPITAL PROJECTS						
6600 - CPTL OUTLY LAND BLDG & EQUIP	-10,000.00	.00	.00	.00	-10,000.00	-.00%
Total Function81 CAPITAL PROJECTS	-10,000.00	.00	.00	.00	-10,000.00	-.00%
Total Expenditures	-180,000.00	2,563.69	115,221.39	11,752.46	-62,214.92	64.01%



Public Hearing & Regular Meeting Minutes LVISD Board of Trustees

A Public Hearing followed by a Regular Meeting of the Lago Vista ISD Board of Trustees was held on Monday, March 25, 2024, beginning at 6:00 p.m. in the MAC at Lago Vista High School, 5185 Lohman Ford, Lago Vista, Texas 78645.

LVISD Board Members

Laura Vincent
Greg Zaleski
Isai Arredondo
Richard Raley
Jerrell Roque
David Scott
Kevin Walker

Also Present

Darren Webb – Superintendent
Dr. Suzy Lofton-Bullis, Deputy Superintendent
Tina Pasak, Assistant Superintendent
Jason Stoner, Director of Finance
Russell Maynard, Director of Technology
Jennifer Black, Region 13/Sledge

- Determination of quorum, call to order, pledges of allegiance*
Laura Vincent called the meeting to order at 6:01 p.m. and lead all present in pledges to the American Flag and the Texas Flag.
- Welcome visitors/Public participation/ Recognition*
Public Participation: Jason Carson – Athletic extra work; Mindi Carson – Extra Curricular Duty Policy
- Public Hearing: Texas Academic Performance Report (TAPR)*
Public Hearing opening at 6:09pm
Tina Pasak presented 2022-2023 TAPR. The Texas Academic Performance Report (TAPR) provides information on the performance of students in each school and district in Texas. The report also provides extensive information on school and district staff, programs, and student demographics.
Public Hearing closed at 6:32pm
- Update on Progress of Third-Party Investigation*
Greg Zaleski read aloud the statement regarding the status of investigation provided by The Docentus Group (full statement in board packet/binder).

Findings and recommendations are expected to be presented to the board in April.
- 2022 Bond Update from Region 13 / Sledge Engineering*
Jennifer Black presented progress to date. Program accounting, bond projects update including athletics projects and Student Activity Center/Tennis, budget, scheduling and upcoming items. (presentation in board binder).
- Approval of Amendment to the 2023-2024 Academic Calendar*
Jerrell Roque moved to approve the 2023-2024 Academic Calendar; Kevin Walker seconded; motion carried 7-0
- Approval of School Calendar 2024-2025*
Isai Arredondo moved to approve the 2024-2025 Academic Calendar; Greg Zaleski seconded; motion carried 7-0
- Review and Possible Approval of Investment Policy*
Jason Stoner and Mr. Webb noted there has been no change to the district investment policy. No action necessary.
- Discussion and Possible Approval of Security Guard Company Contract*
Mr. Webb noted he had been working several months discussing and reviewing security guard groups. A committee interviewed 2 different companies. Mr. Webb is recommending hiring TXPSI, noting the committee felt they would be best fit for LVISD. After much discussion, the board agreed to the hiring of 2 security guards, with the possibility of a third, for the remainder of 2023-2024 school year.

David Scott moved to approve; Rich Raley seconded; motion carried 7-0

10. *Discussion and Possible Approval of Purchase of School Buses*

Mr. Webb asked for approval to purchase new buses. After receiving quotes from 3 companies, he is recommending the purchase of one 53-passenger bus and one Special Education bus for a total of \$257,100

Greg Zaleski moved to approve the purchase; Rich Raley seconded; motion carried 7-0

11. *ESC Region 13 Board Election*

Board members will stop admin office to submit a ballot

12. *Budget Update*

Jason Stoner gave budget presentation (copy in board binder).

Laura Vincent left the meeting

13. *Consent Agenda*

David Scott moved to approve; Rich Raley seconded; motion carried 6-0

14. *Superintendent report*

- a. Future Meeting Dates – team of 8 Training March 27th, next Regular meeting April 15th; joint meeting with the City of Lago Vista April 24th @ 6pm; Mark Abbott dedication April 29th
- b. Other Items – bus radios should be installed next week; gym floors will be repainted due to peeling March 29

At 8:23pm, the board took a short break and entered Closed Session at 8:30pm

15. *Closed Session*

The board reconvened in Open Session at 9:26pm

16. *Open Session*

Kevin Walker made a motion to approve 11-month and non-Chapter 21 contracts as presented; David Scott seconded; motion carried 6-0

Jerrell Roque made a motion to approve Andrea Larsen for a 1-year Probationary Teaching contract; Rich Raley seconded; motion carried 6-0

Greg Zaleski made a motion to approve Jeston Craig for a 1-year Probationary Teaching contract; Isai Arredondo seconded; motion carried 6-0

17. *Adjourn*

There being no more business, the meeting adjourned at 9:28pm

Presiding Board Officer

Date



Minutes of Special Meeting The Board of Trustees LVISD

A special meeting of the Board of Trustees of Lago Vista ISD was held on Wednesday, March 27, 2024, beginning at 6:00 p.m. in the MAC at Lago Vista High School, 5185 Lohman Ford, Lago Vista, Texas 78645.

LVISD Board Members

Laura Vincent
Greg Zaleski
Isai Arredondo
Richard Raley
Jerrell Roque
David Scott
Kevin Walker

Also Present

Darren Webb
Terry Smith, Region 13

1. *Call to Order*
Laura Vincent called the meeting to order at 6:00 p.m.
2. *Governance Team (Board and Superintendent) Team Building*
Terry Smith led those in attendance in discussions
3. *Adjourn*
The meeting/training adjourned at 8:23 p.m.

Presiding Board Officer

Date