

Galena Park Independent School District

2015-2016 Budget



14705 Woodforest Blvd.
Houston, TX 77015
www.galenaparkisd.com

Table of Contents

Introductory Section

Principal Officials.....	2
Mission Statement/Motto.....	3
Executive Summary:	
Budget Information.....	4
Significant Budget Changes.....	6
Significant Budget Action Items.....	7
Budget Overview and Highlights.....	9
General Fund.....	10
Debt Service Fund.....	16
Food Service Fund.....	18
Trends and Forecasts.....	20

Organizational Section

Organization Chart.....	26
General Information.....	27
Campus Leadership.....	29
District Improvement Plan.....	33
Relevant Financial Policies.....	36
Classification of Revenues and Expenditures.....	38
Fund Accounting.....	39
Function.....	40
Budget Development Process.....	44
Budget Planning Timeline.....	46
Budget Administration and Management Process.....	47



Introductory Section

Galena Park Independent School District

Principal Officials

Board of Trustees



President – Joe Stephens



Vice President – Wilfred J. Broussard



Secretary – Ramon Garza



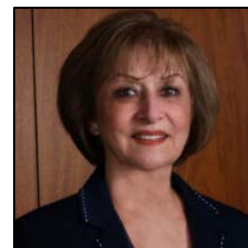
Jeff Miller



Dawn Fisher



Wanda Heath Johnson



Minnie Rivera

Superintendent of Schools



Dr. Angi Williams

Administration

Sonya George Deputy Superintendent for Operations/ CFO
Kenneth Wallace Deputy Superintendent for Educational Support and School Administration
Elizabeth Lalor Assistant Superintendent for Educational Support and Academic Support
Crystal Murray..... Assistant Superintendent for Communication Services
Arnold Ramirez Assistant Superintendent for Human Resource Services
John Moore Assistant Superintendent for Operations

Mission Statement

The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners.

Motto

Leading... Learning... Serving



Galena Park Independent School District

Executive Summary

Budget Information

Budget planning is an integral part of overall program planning so that the budget effectively reflects the District's programs and activities, and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals are considered. Budget planning and evaluation are continuous processes and are a part of each month's activities.

The District's fiscal year runs September 1st through August 31st. A budget must be adopted no later than August 31st of each year. The Board of Trustees shall publish a notice and conduct a public hearing regarding the budget prior to adoption of the budget. The District must also publish a notice regarding the proposed budget on the District website.

At a minimum, the Board of Trustees must adopt a budget that includes the General Fund, Food Service Fund and Debt Service Fund. The budget is to be adopted at the function code level; therefore, any changes to the budget at the functional level shall be approved by the Board of Trustees prior to exceeding a functional expenditure category.

The adopted budget shall be reported to the Texas Education Agency (TEA) on an annual basis through the fall Public Education Information System (PEIMS) submission.

The Deputy Superintendent for Operational Support/Chief Financial Officer is responsible for coordinating the development and adoption of the District budget.

Planning and development begins in January each year with the Superintendent and administrative leadership team determining the parameters to be used as a guide for the resource allocation process. The budget must effectively reflect the programs and activities offered by the District and provide the resources to implement them. Revenue projections based on estimates of local tax revenue, enrollment projections, state funding formulas, and other significant factors are prepared, subject to revenue limitations as outlined in the Texas Education Code.

Each campus and department receives an allocation as part of the District's general fund budget, providing an opportunity for the campus or department to budget the allocation to meet their needs. With Average Daily Attendance (ADA) being a driving force of revenue, projected ADA is used to determine the allocation for each campus,

while department allocations are based on the prior year allocation including any permanent increases or decreases that occurred during the year.

The compensation budget comprises nearly 80% of the General Fund budget, and is developed by analyzing prior year expenditures and taking into consideration vacant positions, additional approved positions, salary increases, and increases to benefit costs.

Principals and directors submit their proposed allocations to the Business Services Department for compilation, summarization, and preparation of a draft budget, prioritizing requests and reductions in accordance with the Superintendent's parameters. The preliminary budget is then presented and discussed with the Board of Trustees. The proposed budget must be prepared by August 20th for the September 1st fiscal year start date. The Board President must call a Board meeting for the purpose of discussing and adopting the budget and tax rate; a public notice of which is required to be published at least 10 days, but not more than 30 days, prior to the public meeting.

Source: Galena Park ISD Board Policy Manual <http://pol.tasb.org/Policy/Search/590?filter=CE>



Significant Budget changes for 2015-16

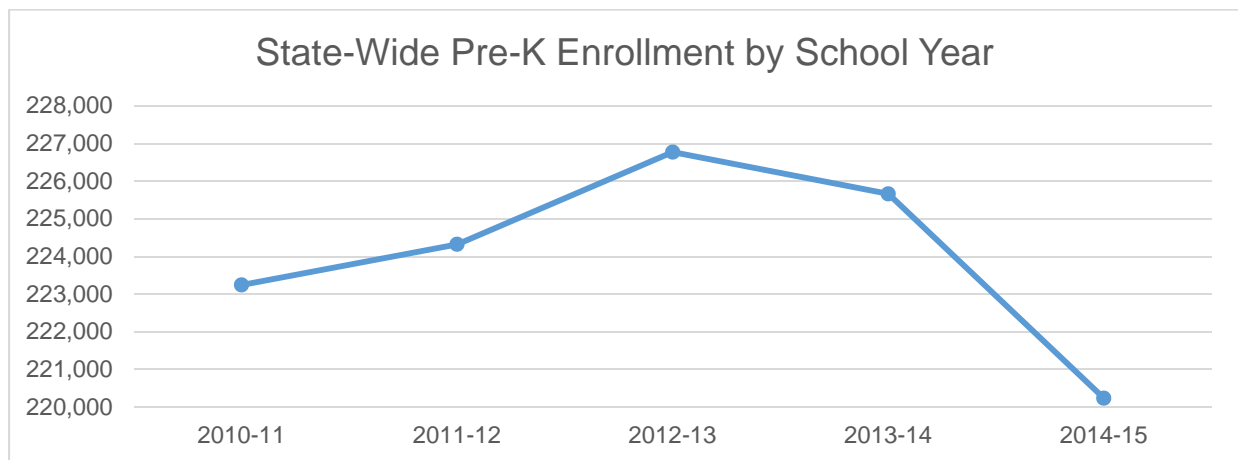
- Addition of new Early College High School
 - 1 Principal
 - 7 teacher positions
 - 1 counselor
 - 2 secretary Positions
 - 3 food service positions
 - New operating budget for campus
- 3% of midpoint general pay increase for all employees
- Various new positions approved by Board of Trustees
 - 5 regular teacher positions, due to continued increases in enrollment.
 - 2 Structured Learning Class teachers, due to the increase in special needs students identified as autistic.
 - 1 Positive Approach for Student Success teacher, due to an increase in special needs students identifies with behavioral disabilities.
 - 10 Structured Learning Class aides, due to the increase in special needs students identified as autistic.
 - 1 Positive Approach for Student Success aide due to an increase in special needs students identifies with behavioral disabilities.
 - 5 Limited English Proficiency clerks, to be shared between campuses experiencing the largest increase of LEP students.
 - 5 bus drivers, required due to the change in Pre-kindergarten dismissal time as well as facilitating new route with the Early College High School.
 - 1 Counselor, to facilitate a campus which previously had to share a counselor with a nearby campus.
 - 1 Librarian, to facilitate a campus which previously had to share a librarian with a nearby campus.
 - 1 Student Nutrition specialist, due to the increases in enrollment and participation in student meals.
 - 1 Tax office clerk, replacing a temporary worker position.
 - 1 Security guard, replacing a substitute worker position.
 - 2 custodians, floaters to fill-in when employees are absent. This pilot program is to attract better manual trade candidates. They would be paid the starting custodian hourly rate instead of the substitute rate.
 - 1 Computer Network technician, due to the increase in use and types of technology by students and staff.
- Renegotiated energy contract for rate of .0529 for up to 24 months
- Decrease in property insurance renewal premiums
- Increase for Technology upgrade projects
- Increase for security projects and contracted officers
- Increase for athletic workers and scoreboard operation
- Increase in costs of Dual Credit program

Significant Budget Action Items for 2015-16

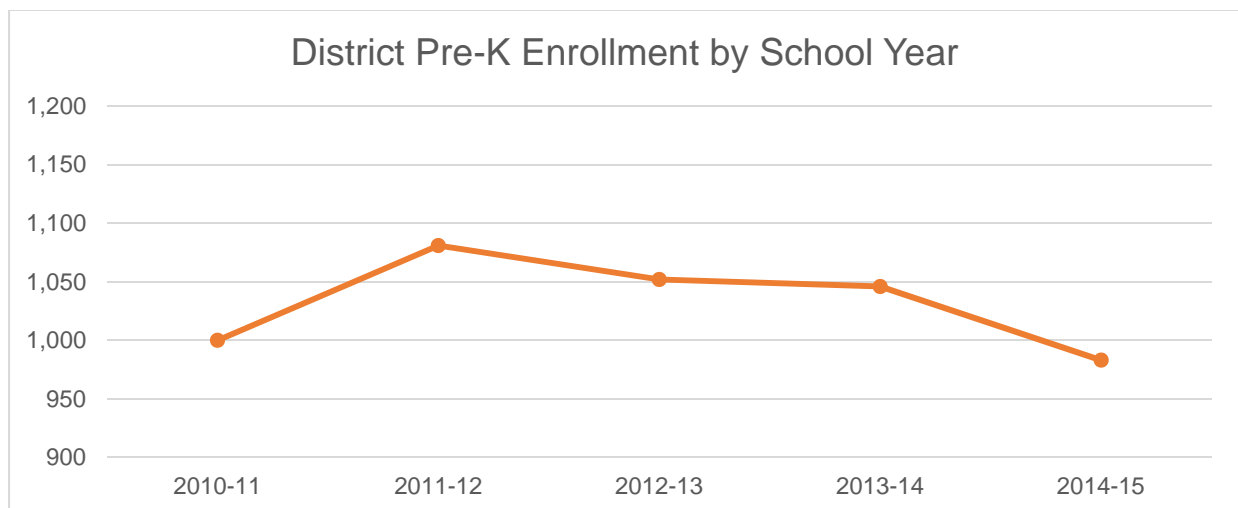
The Texas Legislature holds a regular session of 140 days every two years, beginning on the second Tuesday in January of each odd-numbered year. The 84th Legislative Session began January 13th and ended June 1st, 2015. The following House Bills (HB) and Senate Bills (SB) were passed during this session, and will prove to have an impact on school district budgets state wide.

HB 4: High Quality Pre-Kindergarten

Provides up to \$1,500 in half day Foundation School Program (FSP) funding for each eligible student attending a kindergarten program that meets TEA's rules and guidelines for high-quality pre-kindergarten instructional settings. These rules and guidelines are still being developed by TEA. A total of \$130 million has been appropriated to the state budget for this, and the state-wide grant may not exceed this limit for 2016-2017.



Source: Forecast 5



HB 114: Capital Appreciation Bonds

New restrictions related to facility financing by issuing capital appreciation bonds (CABs), requiring a maturity date of 20 years or less after the date of issuance, and disclosure of all cost estimates associated with the issuance. Debt information must be posted on the district's website, in addition to minutes of board action items related to the issuance of CABs

HB 1305: State Compensatory Education Allotment and Operation of National School Lunch Program

Students considered to be economically disadvantaged will now be calculated by averaging the best six month's number of students eligible for enrollment in the National School Lunch Program (NSLP). The number of economically disadvantaged students in a district affects the allotment for state compensatory education funds. This bill allows a district to participate in either the NSLP or a locally funded program at each campus of the district. Additionally, if 80 percent of students on a campus qualify for free or reduced lunch under these programs, the district may provide free breakfast to all students on said campus.

HB 1378: Debt Disclosure on District's Websites

School districts are required to prepare an annual report that includes debt information as of the last day of the preceding fiscal year.

HB 2610: Redefining the Length of the School Year

New measurement standards redefine the length of the school year from 180 days of instruction to 75,600 minutes of instruction; a day of instruction is defined as 420 minutes of instruction. School districts may add additional minutes to future scheduled days to compensate for minutes of instruction when campuses are closed for health and safety reasons. This change affects how student Average Daily Attendance is calculated.

SB 1: General Appropriations Act

This contains comprehensive funding appropriations for all sectors of state government. Amendments to the act include an increase to the residential homestead exemption from \$15,000 to \$25,000, a constitutional amendment approved by voters on November 3rd, 2015. To offset the anticipated decrease in collectable property tax revenue, TEA's "hold harmless" provisions allow for additional state aid distributions for the 2015-16 and 2016-17 school years.

Source: Canby, Tom (2015, August) Action Items for 2015-16. TASBO REPORT, Vol.40 Issue 3, 10-13

Budget Overview and Highlights

Development of the District Budget follows federal, state, and local guidelines. Annually, the Board of Trustees reviews and adopts General Fund, Food Service, and Debt Service funds. Total budgeted revenues for fiscal year 2015-16 are \$232,399,651, and total budgeted expenses are \$232,821,571. The District has sufficient fund balance reserves available to cover the budgeted overall deficit of \$421,920.

	Beginning Budget 2012-13	Beginning Budget 2013-14	Beginning Budget 2014-15	Adopted Budget 2015-16
<i>Revenues</i>				
General Fund	\$165,021,238	\$175,341,967	\$191,239,000	\$198,118,373
Food Service	13,298,342	13,876,482	14,068,218	14,009,964
Debt Service	16,898,250	19,647,617	19,627,139	20,271,314
	\$195,217,830	\$208,866,066	\$224,934,357	\$232,399,651
<i>Expenditures</i>				
General Fund	\$170,799,364	\$176,568,260	\$190,215,101	\$198,118,373
Food Service	13,538,239	14,074,042	14,369,544	14,640,820
Debt Service	20,200,000	19,647,617	19,627,139	20,062,378
	\$204,537,603	\$210,289,919	\$224,211,784	\$232,821,571
<i>Net change to Fund Balance</i>	(\$9,319,773)	(\$1,423,853)	\$722,573	(\$421,920)

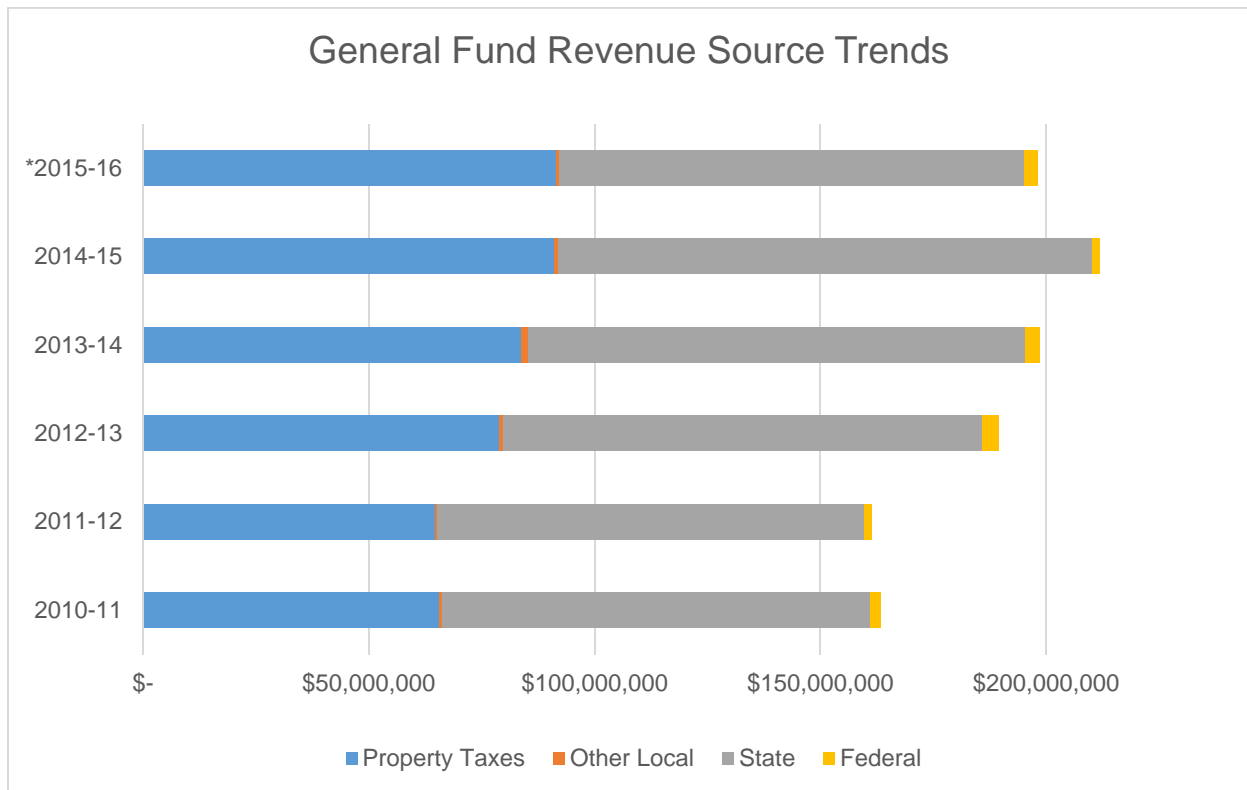


General Fund

Revenues

The Chief Financial Officer prepares revenue projections for all funds, based on estimates of local tax revenue, enrollment projections, State funding formulas, and other significant factors. The District is subject to revenue limitations as outlined in the Texas Education Code; under the target revenue system, the District's maintenance and operations revenues from property taxes and state aid are capped. As collections from property taxes increase, state aid is reduced by a similar amount.

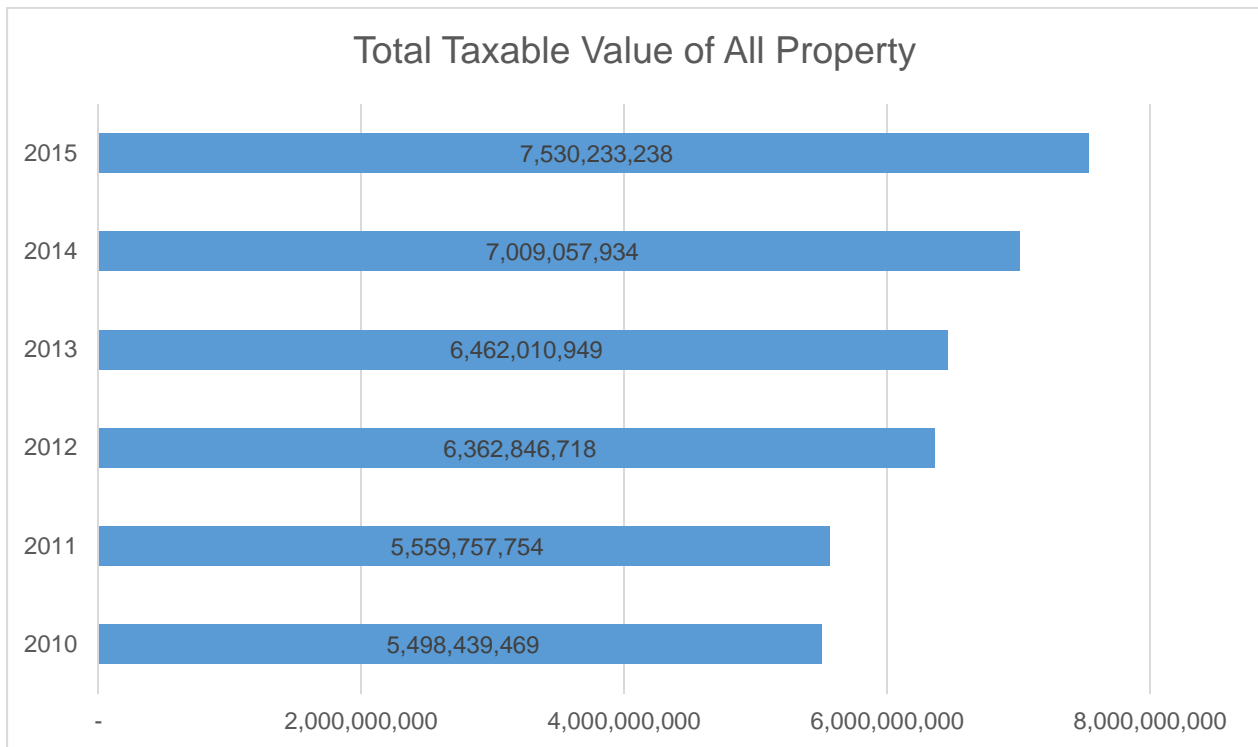
Total General Fund revenue collected for fiscal year 2014-15 was \$211,801,282, with the 2015-16 budget anticipating \$198,118,373.



*Budget

The graph above shows total General Fund revenues collected by the District for the prior five fiscal years, and the budgeted amount for the current fiscal year.

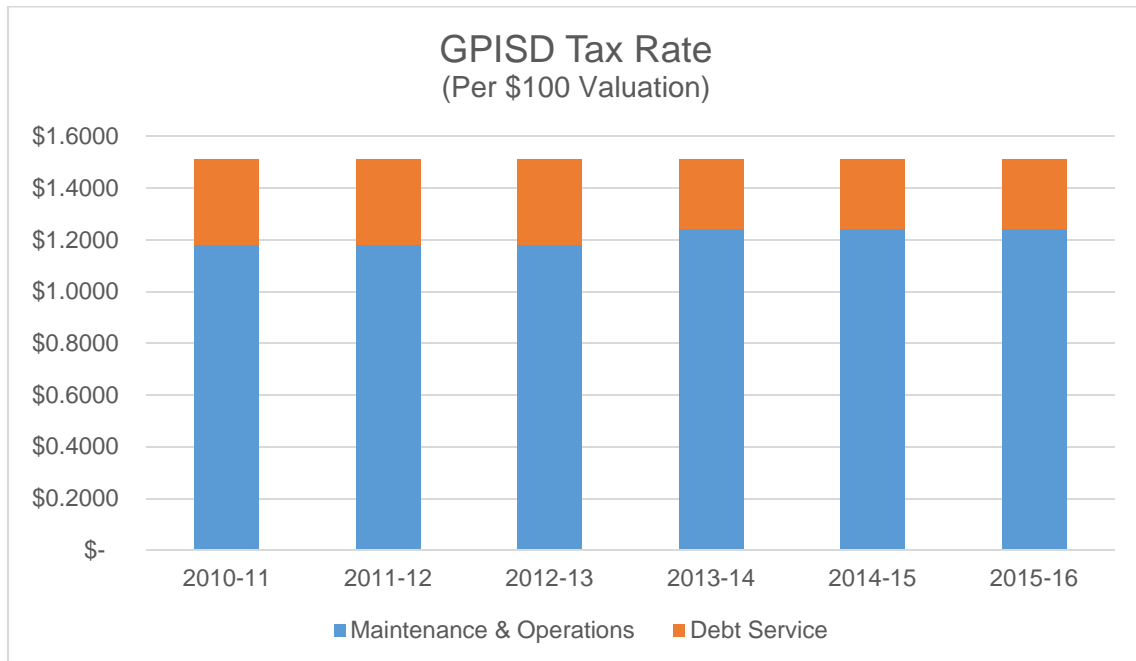
Property taxes are the District's most significant source of local revenue, usually comprising 40% of all revenues recognized and received. Local property values have steadily risen over the past six years, as shown in the graph below.



Taxable Value is defined by Section 1.04(10), Tax code. Amounts equal to beginning certified taxable values

Property values are determined by the Harris County Appraisal District as of January 1st of each year. Prior to September 1st of each year, the District must adopt its annual budget and as soon thereafter as practicable, shall adopt a tax rate thus creating the tax levy.

The tax rates applicable to the maintenance and operation and debt service for 2015-16 were \$1.24330 and \$0.27010, respectively, based on a taxable value of \$7,530,233,238. Uncollected taxes are recorded as unavailable revenue in the fund financial statements net of the related allowance for uncollectible taxes.

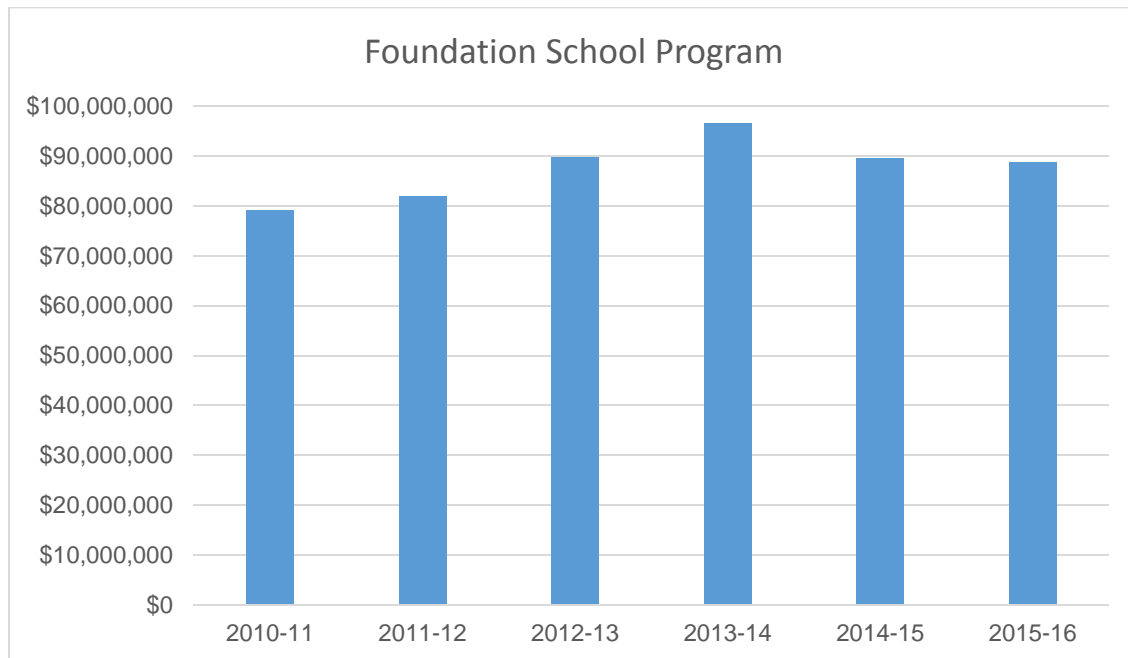


The District has maintained a consistent overall tax rate of \$1.5134/\$100 property tax valuation. The rate collected for Maintenance & Operation increased for the fiscal year 2013-14, but this increase was offset by a decrease in the rate collected for Debt Service. The District has made every effort to refund outstanding bonds when possible to lower the debt service requirement.

Under the Texas Constitution, Texas school districts and charter schools receive payments from the Available School Fund (ASF) for all enrolled eligible students. The ASF is primarily made up of revenue generated by both the state's fuel tax and the Permanent School Fund. Districts and charter schools receive these "per capita" payments based on prior-year average daily attendance (ADA). The payment rate per ADA (the distribution rate) is adopted each year by the State Board of Education.

The ASF serves as a method of finance for the Foundation School Program (FSP), the primary source of state funding for Texas school districts. This program ensures that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort."

The following graph shows the Foundation School Program amounts received by the district for the past five years, plus the anticipated amount to be received in the current fiscal year.



Expenditures

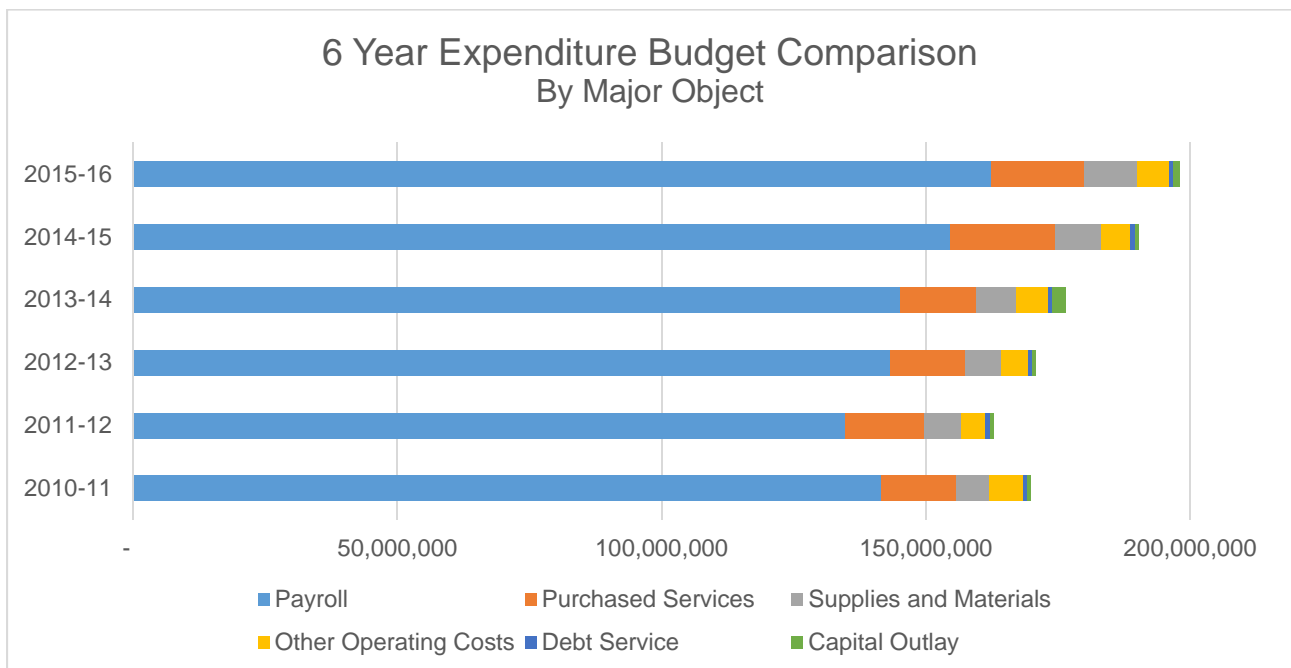
General Fund expenditures are budgeted to increase \$7,903,272 or 4.15% over the 2014-15 beginning budget expenditures.

The following table provides a comparison by Major Object for the 2014-15 and 2015-16 beginning budgets.

	Beginning Budget 2014-15	Beginning Budget 2015-16	Percentage change	Percentage of Total
Payroll	\$154,664,934	\$162,330,439	4.96%	81.94%
Contracted Services	19,752,534	17,617,376	-10.81%	8.89%
Supplies and Materials	8,569,706	10,080,503	17.63%	5.09%
Other Operating Costs	5,621,668	6,020,963	7.10%	3.04%
Debt Service	798,600	798,600	0.00%	0.40%
Capital Outlay	807,659	1,270,492	57.31%	0.64%
Total	\$190,215,101	\$198,118,373	4.15%	100.00%

The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners. Education is a very labor-intensive process, and the budget reflects this by allocating nearly 82% to payroll expenditures

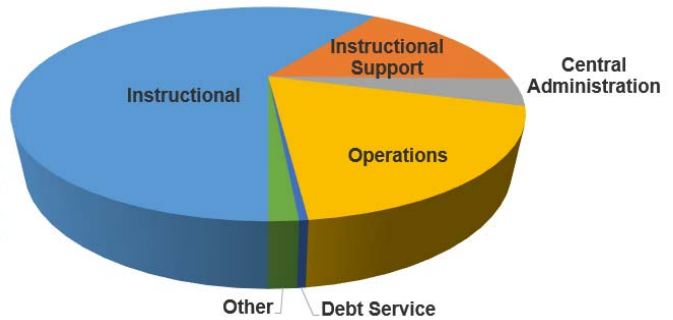
Payroll budget is based on established guidelines and enrollment projections for each campus. Approval for additional staff must be approved by the Board of Trustees; forty-nine new positions were approved for fiscal year 2015-16, largely due to increased enrollment and the addition of the new Early College High School.



The following graph shows the District's 2015-16 General Fund by Major Functional area. Over 75% is dedicated to Instructional and Instructional Support, with less than 25% allocated to areas of Administration and Operations.

General Fund Budget by Major Area

Instructional	\$ 118,213,997	59.7%
Instructional Support	31,142,272	15.7%
Central Administration	8,332,738	4.2%
Operations	36,995,450	18.7%
Debt Service	798,600	0.4%
Other	2,635,316	1.3%
	\$ 198,118,373	

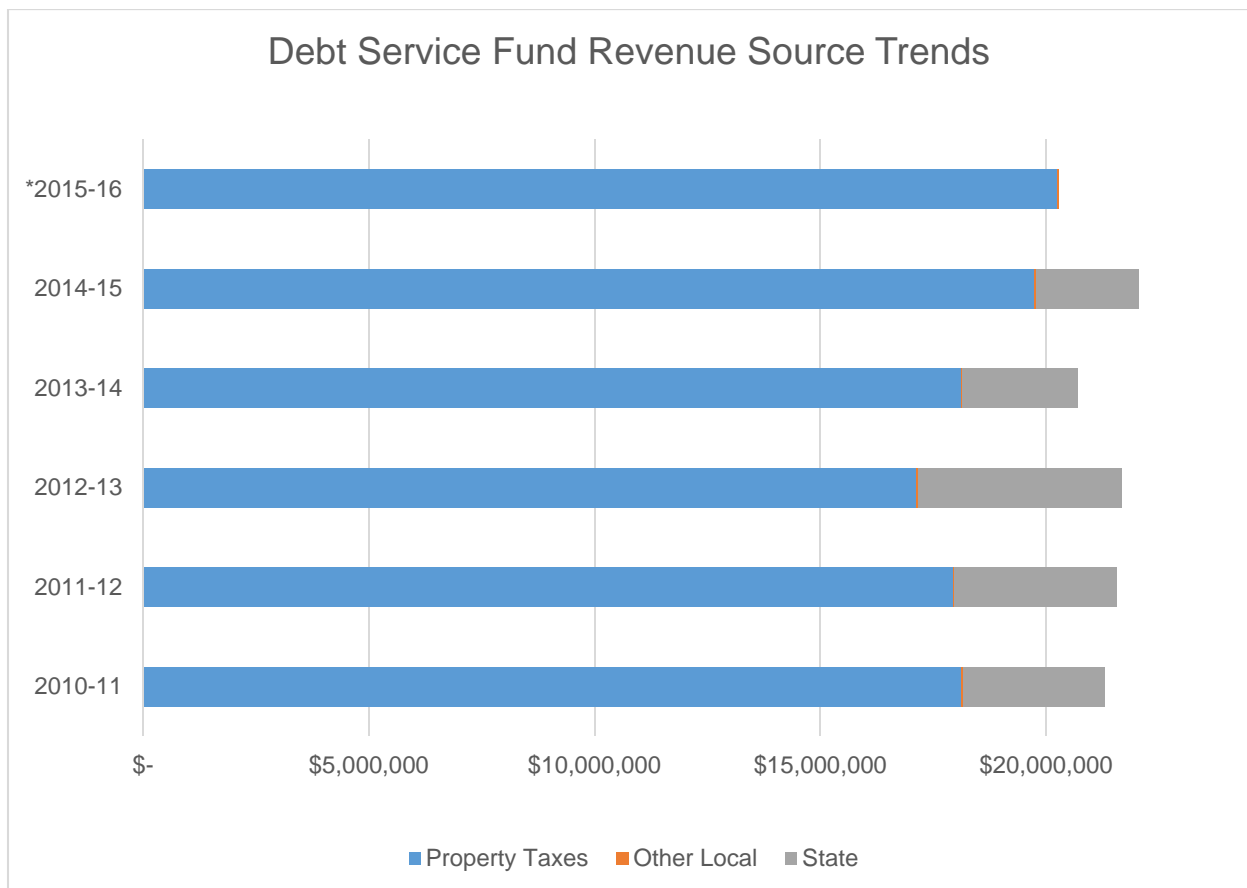


Debt Service

Revenues

The Debt Service Fund is used to account for the payment of interest and principal on all bonds of the district. The primary sources of revenue for the Debt Service Fund are local property taxes.

Total Debt Service Fund revenue collected for fiscal year 2014-15 was \$32,071,685, with the 2015-16 budget anticipating \$20,271,314. Due to the increase in the District's property tax values, state funding assistance for debt payments will no longer be received.



*Budget

Expenditures

Debt Service Fund expenditures are budgeted to increase \$435,239 or 2.22% over the 2014-15 beginning budget expenditures.

The following table provides a comparison by Object for the 2014-15 and 2015-16 beginning budgets.

	Beginning Budget 2014-15	Beginning Budget 2015-16	Percentage change	Percentage of Total
Bond Principal	\$10,244,320	\$11,511,816	12.37%	57.38%
Interest on Bonds	9,374,819	8,542,562	-8.88%	42.58%
Other Debt Service Fees	8,000	8,000	0.00%	0.04%
Total	\$19,627,139	\$20,062,378	2.22%	100.00%

All Principal and interest payments are due February 15th and August 15th of each year. On February 1st of each year, outstanding taxes become delinquent, which permits the collection of a large majority of taxes levied before the long term debt payments are due.

Total outstanding debt as of August 1st, 2015 is \$380,815,239.

In an effort to introduce more transparency into local government spending and debt obligations, the District posts details about bond and debt information on the District's website no later than one business day after the public notice of bond election, including details about the bond package(s) up for vote and current outstanding debt obligations including bonds, certificates of obligation, other debt, and the date of the election. This information can be found on the financial page of www.galenaparkisd.com.

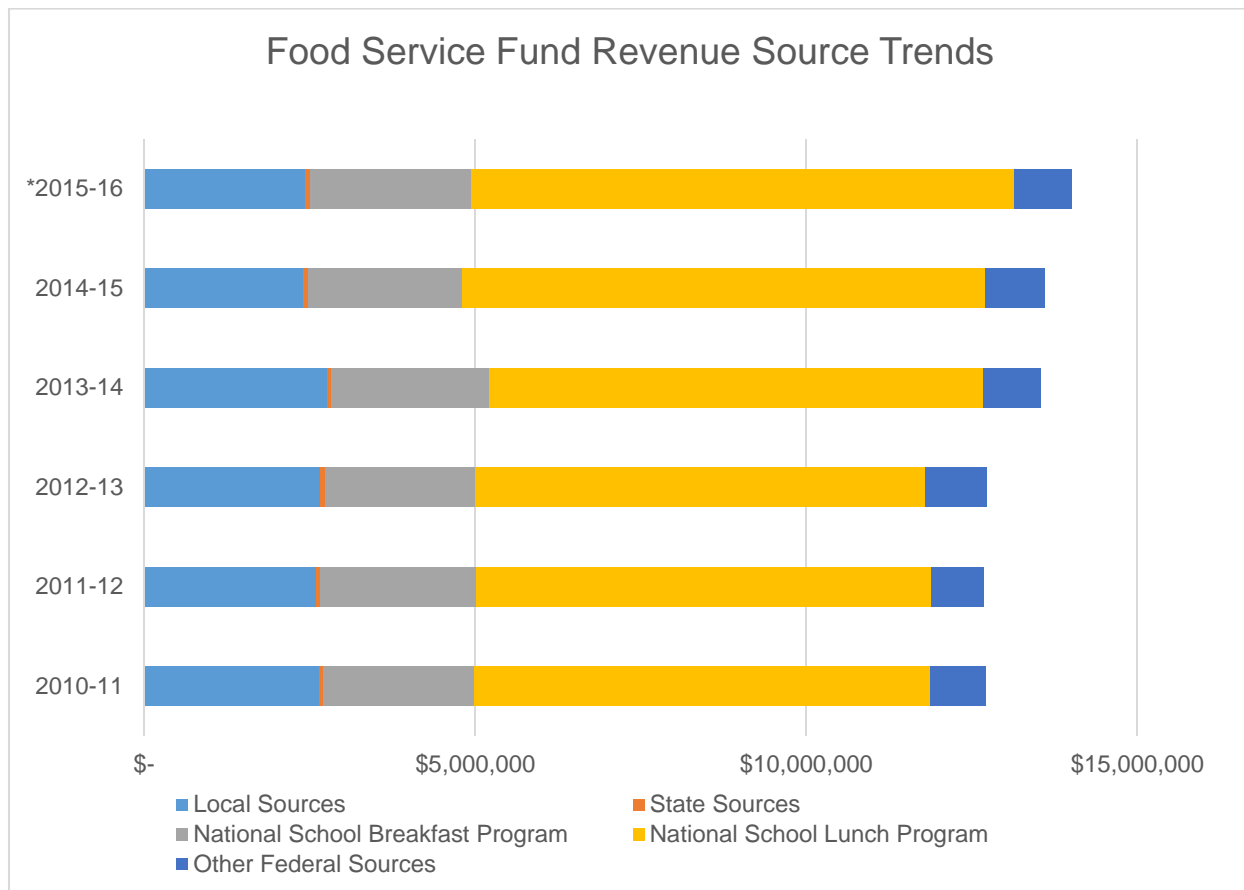
Additionally, the District notifies the Texas Comptroller of Public Account's office via email when the bond election information has been posted to the website. Currently the District holds platinum level membership in the Texas Comptroller Leadership Circle.



Food Service

Revenues

The Food Service Fund is used in the operation of the district's cafeterias. Total Food Service Fund revenue collected for fiscal year 2014-15 was \$13,605,920, with the 2015-16 budget anticipating \$14,009,964.



* Budget

Local revenues for the Food Service Fund consist of charges to users. Federal revenue is received from the U.S. Department of Agriculture under the National School Lunch Program (NSLP) and National School Breakfast Program (NSBP). Federal revenues are approximately 80% of the revenue collected.

The National School Lunch Program is a federally assisted meal program operating in public and nonprofit private schools and residential child care institutions. It provides nutritionally balanced, low-cost or free lunches to children each school day. The program was established under the National School Lunch Act, signed by President Harry Truman in 1946.

Source: United States Department of Agriculture <http://www.fns.usda.gov>

NSLP and NSBP eligibility is based on federal poverty guidelines. Eligibility for the District to receive funds under the program is based on whether or not a student's family falls within the income eligibility guidelines of NSLP, but the student's participation in the program is not required. Income eligibility guidelines can be found on the United States Department of Agriculture website.

Expenditures

Food Service Fund expenditures are budgeted to increase \$271,276 or 1.89% over the 2014-15 beginning budget expenditures.

The following table provides a comparison by Major Object for the 2014-15 and 2015-16 beginning budgets.

	Beginning Budget 2014-15	Beginning Budget 2015-16	Percentage change	Percentage of Total
Payroll	\$5,677,290	\$5,719,815	0.75%	39.07%
Purchased Services	586,529	358,805	-38.83%	2.45%
Supplies and Materials	7,871,925	8,000,500	1.63%	54.65%
Other Operating Costs	81,800	33,700	-58.80%	0.23%
Capital Outlay	152,000	528,000	247.37%	3.61%
Total	\$14,369,544	\$14,640,820	1.89%	100.00%

Over 90% of the Food Service expenditures are related to payroll and food costs.



Trends and Forecasts

Public Education Information Management System

The Public Education Information Management System (PEIMS) encompasses all data requested and received by TEA about public education, including student demographic and academic performance, personnel, financial, and organizational information.

The data collected through the PEIMS electronic collection method has:

- A standard set of definitions, codes, formats, procedures, and dates for the collection of data published as the PEIMS Data Standards;
- Standard edit procedures;
- An established database design;
- A production system to format and load data into the TEA enterprise database; and
- Written documentation describing the numeric and alphanumeric values stored in the database published as the Data Documentation.

TEA manages other collections for evaluation, monitoring, funding, or auditing. Many are automated, electronic collections. Currently, the major categories of data collected are:

- Organizational
- budget
- actual financial
- staff
- student demographic
- program participation
- school leaver
- student attendance
- course completion
- discipline

In compliance with the Texas Education Code, PEIMS contains only the data necessary for the legislature and TEA to perform their legally authorized functions in overseeing public education. Due to the information included in the PEIMS data, it is a very beneficial source to use for identifying and analyzing trends.

Budget Forecast

Many factors must be considered when formulating a long range budget forecast, including enrollment projections, property tax valuation estimates, State aid estimates, legislative changes and economic conditions.

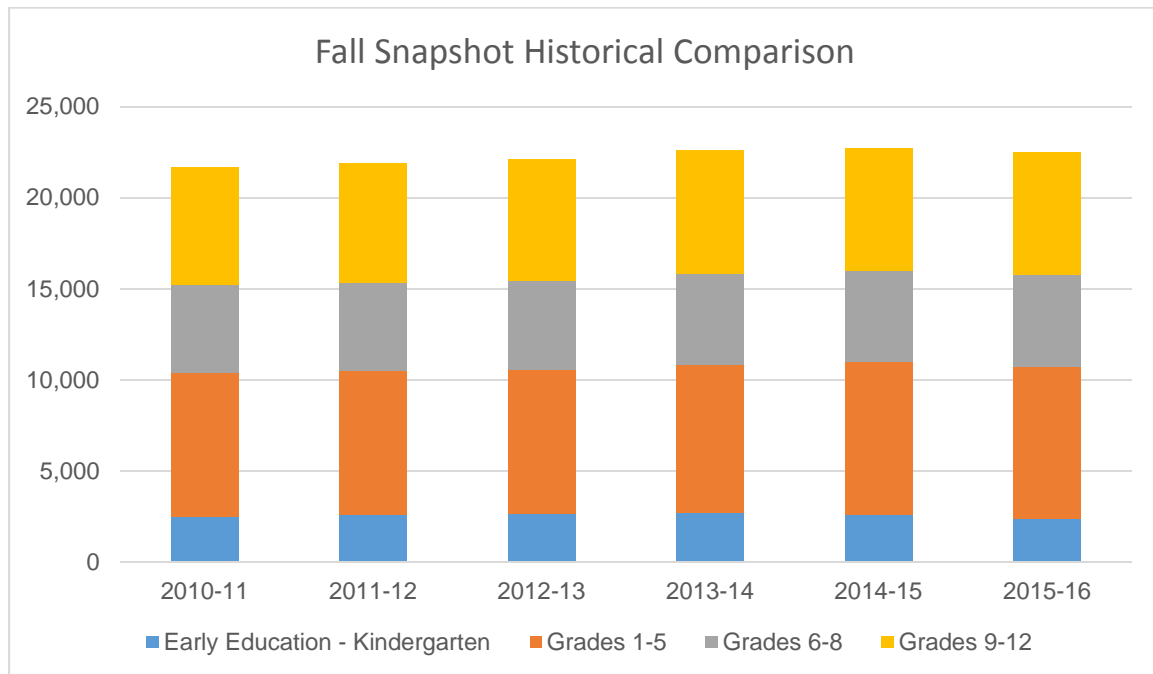
	Budgeted 2015-16	Projected 2016-17	Projected 2017-18	Projected 2018-19
<i>General Fund</i>				
Total Revenue	\$198,118,373	\$208,116,816	\$206,678,813	\$209,204,043
Total Expenditures	(198,118,373)	(206,616,931)	(212,627,335)	(219,591,457)
Other Uses				
Change in Fund Balance	\$0	\$1,499,885	(\$5,948,522)	(\$10,387,414)
Fund Balance - Beginning	\$122,663,335	\$122,663,335	\$124,163,220	\$118,214,698
Fund Balance - Ending	\$122,663,335	\$124,163,220	\$118,214,698	\$107,827,284
<i>Debt Service</i>				
Total Revenue	\$20,271,314	\$19,600,000	\$19,600,000	\$19,600,000
Total Expenditures	(20,062,378)	(19,587,995)	(19,585,895)	(19,586,220)
Other Uses				
Change in Fund Balance	\$208,936	\$12,005	\$14,105	\$13,780
Fund Balance - Beginning	\$4,024,629	\$4,233,565	\$4,245,570	\$4,259,675
Fund Balance - Ending	\$4,233,565	\$4,245,570	\$4,259,675	\$4,273,455

Changes in Debt

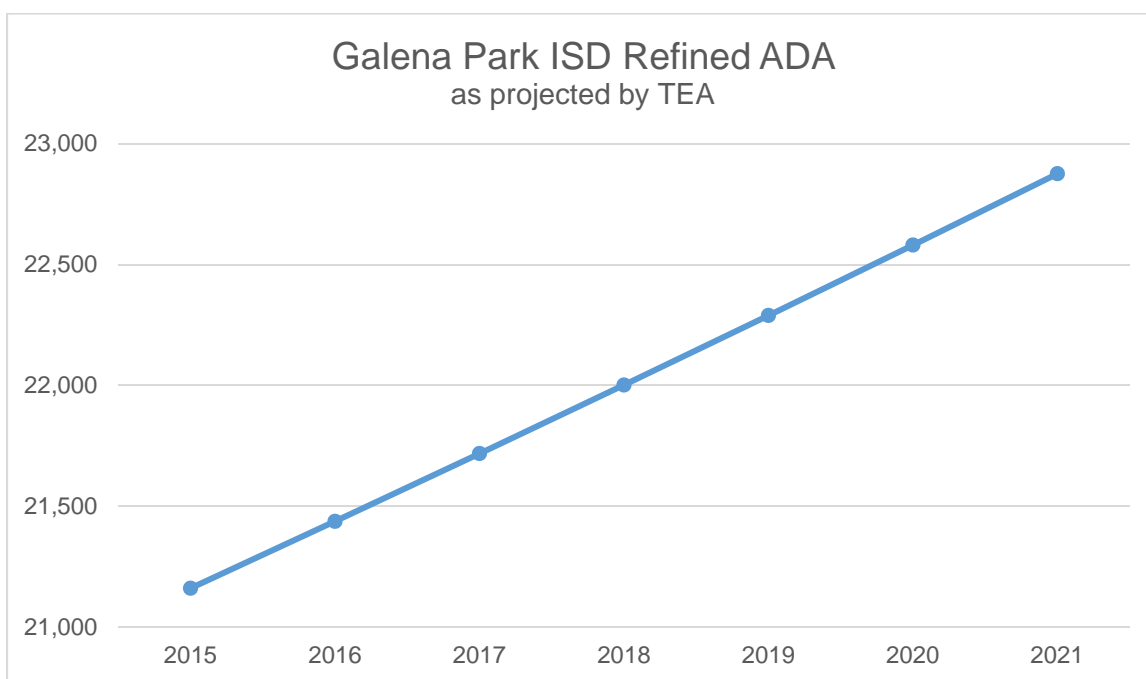
The District refunded the Series 2005, 2006 and 2007 Bonds to reduce outstanding principal by \$17,631,543, decreasing future interest payments by \$17,401,716 for a total savings of \$35,033,259 through 2034.

Student Enrollment

The following chart details the enrollment data as of the PEIMS snapshot (final Friday in October). Snapshot provides an overview of public education in Texas, at both the state and district levels, and includes almost 100 separate data elements to either browse or download. Snapshot also combines the data into summary tables based on specific characteristics, and its peer-search function allows a user to group districts according to shared characteristics.



Attendance projections are estimates of student average daily attendance by program or instructional setting. The Texas Education Agency develops these projections and provides them to the Texas Legislature by March 1st of each odd-numbered year. The legislature then uses these projections to determine the cost of public education for the next biennium. The finalized numbers are used for the legislative planning estimates (identified as LPE) found in the Summary of Finances state aid reports.



Source: Texas Education Agency <http://tea.texas.gov>

State law requires every Texas school district to adopt an attendance accounting system that includes procedures to ensure the accurate recording and reporting of student attendance data. The Student Attendance Accounting Handbook (SAAH) contains the official attendance accounting requirements that all public school districts and open-enrollment charter schools in Texas must meet. The agency collects student attendance data primarily to ensure that Foundation School Program (FSP) funds can be correctly allocated to Texas's public schools.

The SAAH:

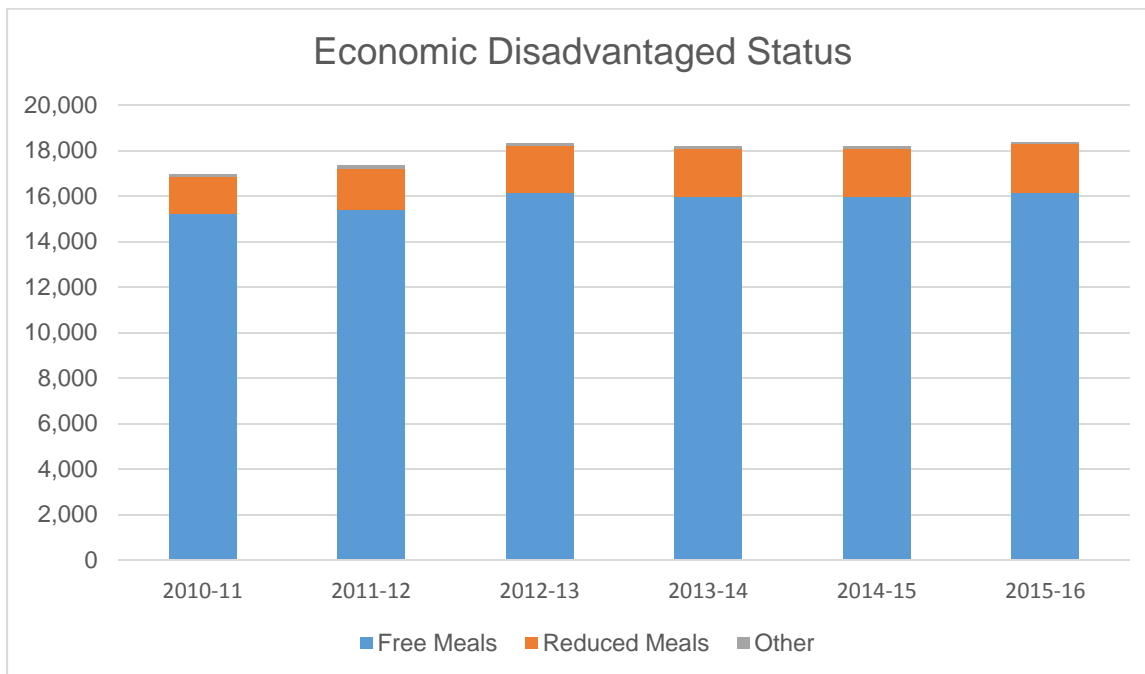
- describes the FSP eligibility requirements for all students
- prescribes the minimum standards for all attendance accounting systems
- lists the documentation requirements for attendance audit purposes
- details the responsibilities of all district personnel involved in student attendance accounting

The updated SAAH can be found on the Texas Education Agency's website.

Economic Disadvantaged

In order to comply with state and federal legislative mandates, it is necessary that each school district and charter school determine the economic disadvantaged status of each student for PEIMS reporting purposes. This PEIMS Submission guideline is necessary to meet a number of state legislative requirements, including student eligibility for prekindergarten programs and evaluation of student group performance for state accountability purposes. In addition, federal requirements mandate annual reporting by states using eligibility for free and reduced-price lunch status. Counts of students eligible for the program are required to be reported by states, and disaggregation by economic status of performance, participation, school completion, and other measures is a required component of the mandatory federal data collection.

Roughly 80% of the District's student population are classified as Economic Disadvantaged, either through eligibility to participate in the NSLP or other qualifying status.



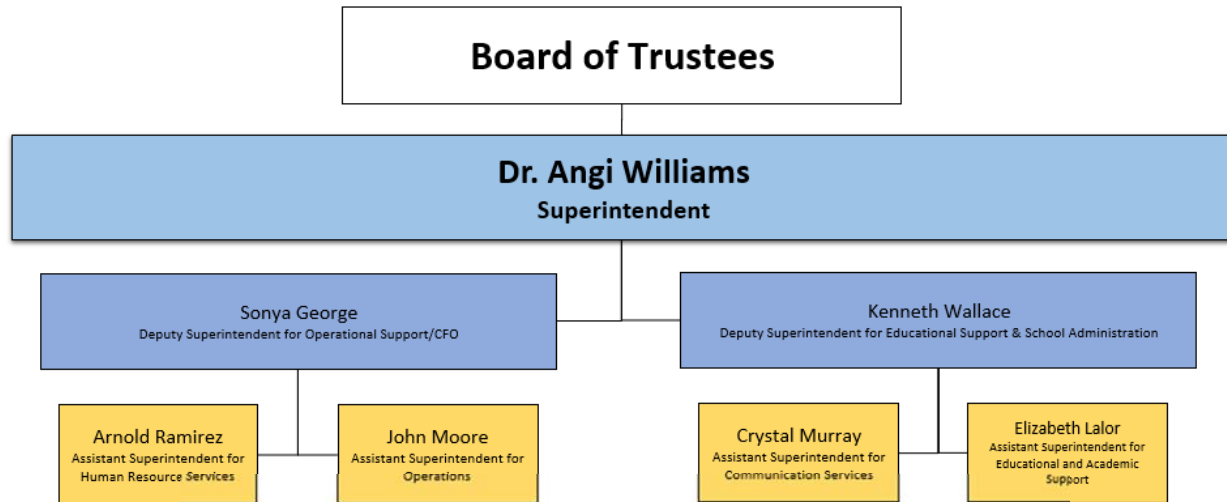


Organizational Section

Galena Park ISD

Organizational Chart

2015-16



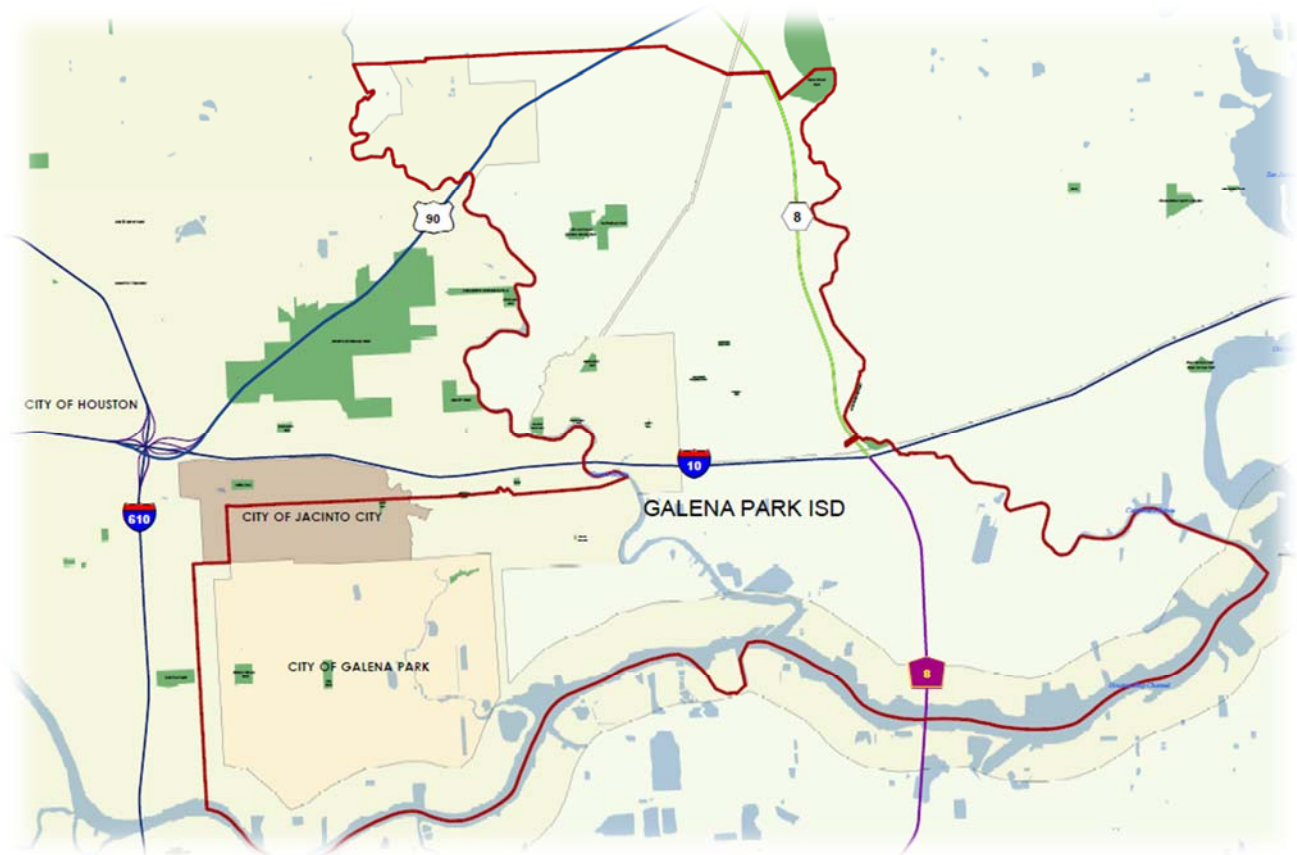
First Row: Joe Stephens, President; Wanda Heath Johnson, Board Trustee; Wilfred J. Broussard, Jr., Vice President

Second Row: Dr. Angi Williams, Superintendent of Schools; Ramon Garza, Secretary; Dawn Fisher, Board Trustee; Jeff Miller, Board Trustee; Minnie Rivera, Board Trustee; Kathy Bundy, Administrative Assistant to the Superintendent and Board of Trustees

General Information

The Galena Park Independent School District comprises 33 square miles located in southeastern Harris County, Texas, completely surrounded by the city of Houston. Large portions of the district's boundaries are formed by the Houston Ship Channel, Greens Bayou, Carpenter Bayou, and Market Street in Jacinto City. Included within its boundaries is the City of Galena Park, a portion of the City of Jacinto City, unincorporated communities of Greens Bayou, Woodland Acres, Cloverleaf Addition, and a small portion of the City of Houston. Residents within this area elect a seven-member Board of Trustees, which has been granted decision-making authority, and therefore the District is not included in any other governmental "reporting entity".

Due to the District's proximity to the Houston Ship Channel, many residents are employed in the industrial areas surrounding the channel, including chemical and oil refineries. Houston's economic outlook has been positive, with energy, healthcare, transportation and distribution sectors supporting a continuous growth in the tax base.



Galena Park Independent School District physical Boundaries

The educational program offered to those within the district's boundaries is fully accredited by the Accreditation Division of the Texas Education Agency for grades K-12. Campuses include three high schools, one freshman center, four middle schools, one 6th grade campus and fifteen elementary schools, providing services for 22,551 students. In addition to the regular education program, the District offers comprehensive programs in the areas of career and technology education, special education, bilingual education, compensatory education and gifted and talented education.

The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners.

Sources: North Channel Area Chamber of Commerce <http://www.northchannelarea.com>; Galena Park Independent School District <http://www.galenaparkisd.com>; Texas Education Agency <http://www.tea.texas.gov>



Galena Park High School

Principal.....Tony Gardea
Associate Principal..... Seretha Augustine
Associate Principal.....Juan Ramirez
Assistant Principal.....James Cline
Assistant Principal.....Dustin Bromley
Serves Grades 9-12

North Shore Senior High School, 9th Grade Center

Principal.....Jason Bollich
Associate Principal..... Antonio Avalos
Assistant Principal.....Chris Eckford
Assistant Principal.....Alan Moya
Serves Grade 9

North Shore Senior High School

Principal.....Dr. Joe Coleman
Associate Principal..... Kimberly Martin
Assistant Principal..... Erik Esparza
Assistant Principal..... Kenneth Bryant
Assistant Principal..... Kenneth Bush
Assistant Principal..... Jillian Howard
Assistant Principal.....Wiley Johnson
Assistant Principal..... Ricky Nicholson
Assistant Principal..... Amelie Sanchez
Assistant Principal..... Kae Walker
Serves Grades 10-12

Early College High School

Principal.....Dr. Jeff Hutchinson
Serves Grades 9-12

Cobb 6th Grade

Principal..... Aneka Vancourt
Assistant Principal..... Adrian Hurtado
Assistant Principal..... Lynn Douglas
Assistant Principal..... Michelle Smith
Serves Grade 6

Galena Park Middle

Principal..... Shaunte Morris
Assistant Principal..... Janette Ramirez
Assistant Principal..... James Hair
Assistant Principal..... Margo Kelley
Serves Grades 6-8

North Shore Middle

Principal..... Brett Lalor
Assistant Principal..... Rebecca Boutte
Assistant Principal..... Diana Mendieta
Assistant Principal..... Mack Eagleton
Serves Grades 7-8

Cunningham Middle

Principal..... David Pierson
Assistant Principal..... Barika Blackmon
Assistant Principal..... Dayne Robins
Assistant Principal..... Roberto Gonzalez
Serves Grades 7-8

Woodland Acres Middle

Principal..... Lee Ramirez
Assistant Principal..... Jamie Rocha
Assistant Principal..... Lucia Palazzi
Serves Grades 6-8

Cimarron Elementary

Principal..... Cynthia Galaviz
Assistant Principal..... Wendy McGee
Serves Grades Pre-kindergarten-5

Cloverleaf Elementary

Principal..... Lee Brown
Assistant Principal..... Janie Jimenez
Serves Grades Pre-kindergarten-5

Green Valley Elementary

Principal..... Grace Devost
Assistant Principal..... Wendell Deason
Serves Grades Pre-kindergarten-5

Havard Elementary

Principal..... Toshia Gouard
Assistant Principal..... Brian Keil
Serves Grades Pre-kindergarten-5

Jacinto City Elementary

Principal..... Rebecca Gardea
Assistant Principal..... Cecilia Meza
Serves Grades Pre-kindergarten-5

MacArthur Elementary

Principal..... Lecia Eubanks
Assistant Principal..... John Killough
Serves Grades Pre-kindergarten-5

Normandy Crossing Elementary

Principal..... Irene Benzor
Assistant Principal..... Jarrett Johnson
Serves Grades Pre-kindergarten-5

North Shore Elementary

Principal.....Esmeralda Perez
Assistant Principal..... Maria Munoz
Serves Grades Pre-kindergarten-5

Purple Sage Elementary

Principal.....Robin Blount
Assistant Principal..... Lisa Hamblen
Serves Grades Pre-kindergarten-5

Pyburn Elementary

Principal.....Conrad Rivera
Assistant Principal..... Stephanie Chavez
Serves Grades Pre-kindergarten-5

Sam Houston Elementary

Principal.....Michelle Cavazos
Assistant Principal..... Jessica Sanchez
Serves Grades Pre-kindergarten-5

Tice Elementary

Principal.....Amy Cole
Assistant Principal..... Steve Alley
Serves Grades Pre-kindergarten-5

Shirley J. Williamson Elementary

Principal.....Paula Patterson
Assistant Principal..... Lemond Mitchell
Serves Grades Pre-kindergarten-5

Woodland Acres Elementary

Principal.....Bianca Shaughnessy
Assistant Principal..... Sandra Rodriguez
Serves Grades Pre-kindergarten-5

District Improvement Plan

The District Improvement Plan is developed, revised and updated by members of the Cabinet, Extended Cabinet, and other Administrators. The strategic goals should be in accordance with the District mission statement, to prepare students to become productive citizens and lifelong learners. Each goal is further defined by specific Performance Objectives. Quarterly reviews examine evidence that proper strategies are followed to demonstrate successful implementation of the Performance Objectives. For fiscal year 2015, the District Improvement Plan is as follows:

- **Goal 1: The District will provide a safe and productive learning/working environment for students and employees.**
 - **Performance Objective 1:** Conduct and monitor District drills and emergency procedures in the District.
 - **Performance Objective 2:** Educate students and parents on violence prevention and intervention.
 - **Performance Objective 3:** Continue a coordinated Health/Wellness program.
 - **Performance Objective 4:** Continue to implement Foundations efforts in the district.
 - **Performance Objective 5:** Continue to provide instruction on acceptable use of digital tools and resources to students and employees.
- **Goal 2: The District will provide opportunities and information to assist students in preparing for college and careers.**
 - **Performance Objective 1:** Increase student, teacher and parent awareness of college and career opportunities.
 - **Performance Objective 2:** Increase participation and performance on college and career readiness indicators.
- **Goal 3: The District will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/ Language Arts and Instructional Technology and report results to the BOT annually. Each campus and the District will meet all accountability systems.**
 - **Performance Objective 1:** All students will improve their academic performance in ELA/Reading and Writing.
 - **Performance Objective 2:** All students will improve their academic performance in Math.
 - **Performance Objective 3:** All students will improve their academic performance in Science.
 - **Performance Objective 4:** All students will improve their academic performance in Social Studies.
 - **Performance Objective 5:** All students will improve their academic performance in Instructional Technology.

- **Performance Objective 6:** Monitor student performance and achievement gap of special populations and programs.
- **Performance Objective 7:** District and campuses will meet all state and federal accountability standards.
- **Performance Objective 8:** District will maintain compliance with all district, state and federal requirements.
- **Goal 4: The District will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness (STAAR - Texas' new academic accountability system) assessment, which includes art, music, theater, dance and physical education and report results to the BOT annually.**
 - **Performance Objective 1:** Increase student participation in Fine Arts programs.
 - **Performance Objective 2:** Increase student participation in extra-curricular activities.
- **Goal 5: The District will maintain a high standard of counseling services.**
 - **Performance Objective 1:** Ensure counselor's role retains focus on implementation of the Comprehensive Guidance Program to assist students in developing skills they need to enhance their personal, social, emotional and career development.
 - **Performance Objective 2:** Provide transitional opportunities to students and parents.
 - **Performance Objective 3:** Continue to provide counseling services on relevant topics to students.
- **Goal 6: The District will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.**
 - **Performance Objective 1:** Ensure students and parents understand the importance of attending school regularly and completing high school.
 - **Performance Objective 2:** Develop intervention strategies to improve graduation, retention and drop-out rates.
 - **Performance Objective 3:** Implement strategies to monitor and increase teacher attendance.
 - **Performance Objective 4:** Provide support to campuses to identify student attendance barriers and meet/exceed District goal.
- **Goal 7: The District will provide opportunities for parental involvement.**
 - **Performance Objective 1:** Continue to improve parent involvement, community relations and opportunities to participate in district/campus planning and decision making.
 - **Performance Objective 2:** Increase parent involvement and volunteer opportunities.
 - **Performance Objective 3:** Expand efforts in communicating with parents, students and the community.
 - **Performance Objective 4:** Maintain compliance with all Title I parent involvement requirements.
- **Goal 8: The District will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions.**

- **Performance Objective 1:** Provide professional development to increase student achievement and job performance.
- **Performance Objective 2:** Enhance programs that increase district's leadership capacity.
- **Performance Objective 3:** Increase training on the use of instructional technology to support instruction.
- **Goal 9: The District will strive to have 100% Highly Qualified teachers as required by the No Child Left Behind (NCLB) law.**
 - **Performance Objective 1:** Maintain compliance with all Highly Qualified requirements.
 - **Performance Objective 2:** Continue to assess and implement efforts in recruiting and retaining highly qualified staff in identified shortage areas.
 - **Performance Objective 3:** Continue to promote the Homegrown Program and university partnerships.
 - **Performance Objective 4:** Continue to implement strategies to address the teacher retention rate.
- **Goal 10: The District will provide prudent stewardship of its financial resources to best support student success.**
 - **Performance Objective 1:** Continue to develop and present transparent financial information demonstrating commitment to high quality professional standards.
 - **Performance Objective 2:** Maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse.
 - **Performance Objective 3:** Ensure and demonstrate efficient and effective use of district financial resources.
 - **Performance Objective 4:** Maintain the allocation of available resources to maximize student achievement and ensure accommodation of student growth.



Relevant Financial Policies

Budget. Budget planning is an integral part of overall program planning so that the budget effectively reflects the District's programs and activities, and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals are considered. Budget planning and evaluation are continuous processes and are a part of each month's activities.

Fund Balance. Recognizing fund balance as key in maintaining a strong financial position, the Board policy regarding fund balance stipulates a goal of maintaining an adequate fund balance. The level of adequacy for the general fund unassigned fund balance is defined as 12% of the current budget, while the debt service fund is defined as 15% of the current year debt service requirements.



Financial Planning. The District is subject to revenue limitations as outlined in the Texas Education Code. The revenues are derived from a target revenue formula based primarily on student attendance, adjusted for funding "weights" associated with the students' educational settings. Under the target revenue system, the district's maintenance and operations revenues from property tax and state aid are capped. As collections from property taxes increase, state aid is reduced by a similar amount. On an ongoing basis, the District adjusts future projections as new data become available. The district maintains a Five-year Technology plan and a Long-range facilities plan.

Cash Deposits. The District's funds are required to be deposited and invested under the terms of a depository contract pursuant to the Texas School Depository Act. The depository bank pledges securities which comply with state law and these securities are held for safekeeping and trust with the District's and the depository banks' agent bank. The pledged securities are approved by the Texas Education Agency and shall be in an amount sufficient to protect District funds on a day-to-day basis during the period of the contract. The pledge of approved securities is waived only to the extent of the depository bank's dollar amount of Federal Deposit Insurance Corporation (FDIC) insurance. The District's cash balances are properly insured and collateralized with securities held by the District's agent in the District's name.

Investment. The District's investment policy is in accordance with the Public Funds Investment Act, the Public Funds Collateral Act, and federal and state laws. The District further limits its investments to obligations of the U.S. Treasury or the State of Texas, certain U.S. Agencies, certificates of deposit, collateralized mortgage obligations, no-load money market mutual funds, certain municipal securities, repurchase agreements, or investment pools. Investments for the District are reported at fair value based on quoted market prices at the fiscal year end. The investment pools operate in accordance with appropriate state laws and regulations. Per Board policy, the primary goal of the investment program is to ensure safety of principal, to maintain liquidity, and to maximize financial returns within current market conditions. The reported value of the pools is the same as the fair value of the pool shares.



Classification of Revenues and Expenditures

Section 44.007 of the Texas Education Code (Code or TEC) requires that a standard school district fiscal accounting system be adopted by each school district. The system must meet at least the minimum requirements prescribed by the State Board of Education and also be subject to review and comment by the state auditor. Additionally, the accounting system must conform to Generally Accepted Accounting Principles (GAAP) as applied to governmental entities, in addition to the Texas Education Agency's Financial Accountability System Resource (FAR) Guide. This section further requires that a report be provided at the time that the school district budget is filed, showing financial information sufficient to enable the state board of education to monitor the funding process and to determine educational system costs by school district, campus and program.

*Sources: Texas Education Agency Financial Accountability System Resource Guide
<http://tea.texas.gov/index2.aspx?id=25769817568>*

The account code structure utilized by the District is as follows:

- **Fund Code:** Mandatory 3-digit code used for all financial transactions to identify the fund group and specific funds. The first digit refers to the fund group, and the second and third digits specify the fund.
- **Function Code:** Mandatory 2-digit code that identifies the purpose of the transaction. The first digit identifies the major service area, and the second refers to the specific function within the area.
- **Object Code:** Mandatory 4-digit code identifying the nature and object of an account. The first digit identifies the type of account or transaction, the second identifies the major area, while the third and fourth digits provide further sub-classification.
- **SubObject Code:** An optional code defined by the District to provide a means of tracking specifically identified programs or transaction types.
- **Organization Code:** Mandatory 3-digit code used to identify the campus or department.
- **Program Intent Code:** Mandatory 2-digit code used to identify and designate services to students.
- **Budget Manager Code:** An optional code defined by the District to identify the department or campus responsible for the transaction.
- **Project Code:** An optional code defined by the District to provide special accountability for certain programs or areas.

The Texas Education Agency's FAR Guide is used to ensure all mandatory codes are reported in accordance with the uniform structure utilized by Texas school districts.

The Board adopts budgets at the fund and function level, and any budgetary changes to these codes must be approved by the Board before implementation. Expenditure

requests which would require an increase in total budgeted appropriations must be approved by the Trustees through formal budget amendment. State law prohibits trustees from making budget appropriations in excess of funds available and estimated revenues. State law also prohibits amendment of the budget after fiscal year end.



Fund Accounting

The term *fund* refers to a grouping of related accounts that is used to maintain control over resources that have been segregated for specific activities or objectives. The District, like other state and local governments, uses fund accounting to ensure and demonstrate compliance with finance-related legal requirements. This budget document contains detailed information on the budgeted funds adopted annually by the Board of Trustees, including the General Fund, Food Service Fund, and Debt Service Fund. The District also maintains a Capital Projects fund, which is not adopted by the Board annually. All funds use the modified accrual system of accounting, recording revenues and expenditures in the period they become both measurable and available.

General Fund

The General Fund is used to record the general operating, campus and department transactions that occur throughout the year, activities not properly includable in other funds. Revenue is primarily sourced from local property taxes, state funds, and interest on fund investments. Expenditures include all necessary costs for daily operation of the schools.

Special Revenue Funds

Funds awarded to the district for the purpose of accomplishing specific educational tasks as defined by grantors in contracts or other agreements are accounted for in Special Revenue Funds.

Food Service Fund

The operation of the District's Food service program is accounted for in the Food Service Fund, including local, state, and federal revenue sources and all program operational costs.

Debt Service Fund

The Debt Service Fund is used to account for principal and interest on all bonds of the District. Local property taxes are the primary source of revenue for this fund.

Capital Projects Fund

Projects financed by the proceeds from bond issues are accounted for in the Capital Projects Fund, on a project basis.

Function

The Function Code identifies the purpose of the transaction. The first digit identifies the major service area, and the second refers to the specific function within the area. The Texas Education Agency's FAR Guide offers specific examples regarding the use of these codes.

- **10 Instruction and Instruction Related Services**
 - **11 – Instruction:** This function is used for activities that deal directly with the interaction between teachers and students. This function includes expenditures for direct classroom instruction and other activities that deliver, enhance, or direct the delivery of learning situations to students. Expenditures for the delivery of instruction in regular program basic skills, bilingual programs, compensatory, remedial or tutorial programs, gifted and talented educational programs, and vocational education programs are classified in function 11. For example, function 11 includes classroom teachers, teacher aides, and graders, but does not include curriculum development (13) or principals (23).
 - **12 – Instructional resources and Media Services:** This function is used for expenditures that are directly and exclusively used for resource centers, establishing and maintaining libraries, and other major facilities dealing with educational resources and media. For example, function 12 includes librarians, but does not include textbooks (11) or reference books in the classroom (11).

- **13 – Curriculum Development and Instructional Staff Development:** This function is used for expenditures that are directly and exclusively used to aid instructional staff in planning, developing, and evaluating the process of providing learning experiences for students. This function also includes expenditures related to research and development activities that investigate, experiment and/or follow-through with the development of new or modified instructional methods, techniques, procedures, service, etc. For example, this function includes staff that research and develop innovative, new, or modified instruction and staff who prepare in-service training for instructional staff, but does not include salaries of instructional staff when attending in-service training (11 or 12).
- **20 Instructional and School Leadership**
 - **21 – Instructional Leadership:** This function encompasses those district-wide activities, which have as their purpose managing, directing, and supervising the general and specific instructional programs and activities. For example, function 21 includes instructional supervisors, and Associate Superintendent for Instruction, but does not include principals (23).
 - **23 – School Leadership:** This function includes expenditures for directing, managing, and supervising a school. It includes salaries and supplies for the principal, assistant principal, and other administrative and clerical staff, including attendance clerks.
- **30 Support Services – Student**
 - **31 – Guidance, Counseling, and Evaluation Service:** This function includes expenditures for testing and assessing students' abilities, aptitudes, and interests with respect to career and educational goals and opportunities. It includes psychological services, testing, and counseling.
 - **32 – Social Work Services:** This function includes expenditures, which directly and exclusively promote and improve school attendance. Examples include visiting teachers, home aides, and truant officers.
 - **33 – Health Services:** This function embraces the area of responsibility providing health services, which are not a part of direct instruction. It includes medical, dental, and nursing services.
 - **34 – Student Transportation:** This function includes the cost of providing management and operational services for transporting students to and from school. Function 34 includes transportation supervisors and bus drivers, but does not include field trips (11) or student organization trips (36).
 - **35 – Food Services:** This function includes the management of the Food Service program at the schools and the serving of meals, lunches, or snacks in connection with school activities. Function 35 includes salaries for cooks and food purchases, but does not include concession stands (36).
 - **36 – Extracurricular Activities:** This function incorporates those activities, which are student, and curricular related, but which are not

necessary to the regular instructional services. Examples of cocurricular activities are scholastic competition, speech, debate, and band. Examples of extracurricular activities are football, baseball, etc. and the related activities (drill team, cheerleading) that exist because of athletics. Function 36 includes athletic salary supplements paid exclusively for coaching, directing, or sponsoring extracurricular athletics, but does not include salaries for teaching physical education (11).

- **40 Administrative Support Services**

- **41 – General Administration:** This function includes expenditures incurred for the overall administrative responsibilities of the school district. It includes expenditures for the school board, superintendent's office, tax office, personnel services, financial services, and administrative attendance personnel.

- **50 Support Services – Non-Student Based**

- **51 – Maintenance:** This function deals with expenditures made to keep buildings, grounds, and equipment safe for use and in efficient working condition. Examples include janitors, facility insurance premiums and utilities.
- **52 – Security and Monitoring Services:** A function for which expenditures are directly and exclusively for activities to keep student and staff surroundings safe, whether in transit to or from school, on a campus or participating in school-sponsored events at another location. Examples include security guards, crossing guards and police.
- **53 – Data Processing Services:** Non-instructional data processing services which include computer facility management, computer processing, systems development, analysis and design. Personal computers (PC's) that are stand-alone are to be charged to the appropriate function. Peripherals including terminals and printers are to be charged to the appropriate function.

- **60 Ancillary Services**

- **61 – Community Service:** This function encompasses all other activities of the school district, which are designed to provide a service or benefit to the community as a whole or a portion of the community. Examples would include recreation programs, public library services, and parenting programs.

- **70 Debt Service**

- **71 – Debt Service:** This function includes expenditures for bond and lease purchase principal, and all types of interest paid.

- **80 Capital Outlay**

- **81 – Facilities Acquisition and Construction:** This function includes the acquisition of land and buildings, the remodeling of buildings and additions to buildings, and installation and extension of service systems and other build-in systems.

- **90 Intergovernmental Charges**

- **91 – Contracted Instructional Services Between Public Schools:** This function code is used for expenditures that are for (1) Obtaining instructional services from another public school for grade levels not served in a school district under Section 25.039 TEC. (2) Providing financial resources for services to another public school through a contract for education of nonresident students under Subchapter E, Chapter 41, TEC. (3) Purchasing attendance credits from the state under Subchapter D, Chapter 41, TEC.
- **92 – Incremental Costs Associated with Chapter 41, TEC, Purchase or Sale of Weighted Average Daily attendance (WADA):** This function code is used for expenditures that are for the purpose of positioning a school district with excess wealth per WADA to purchase attendance credits either form the state or from other school district(s).
- **95 – Payments to Juvenile Justice Alternative Education Programs:** This function is used for expenditures that are for the purpose of providing financial resources for Juvenile Justice Alternative Education Programs.
- **97 – Payments to Tax Increment Fund:** This function code is used for expenditures that are for the purpose of providing financial resources paid into a tax increment fund under Chapter 311, Tax Code.
- **99 – Other Governmental Charges:** This function code is used to record other intergovernmental charges not defined above. Examples would be amounts paid to other governmental entities such as county appraisal districts for costs related to the appraisal of property.



Budget Development Process

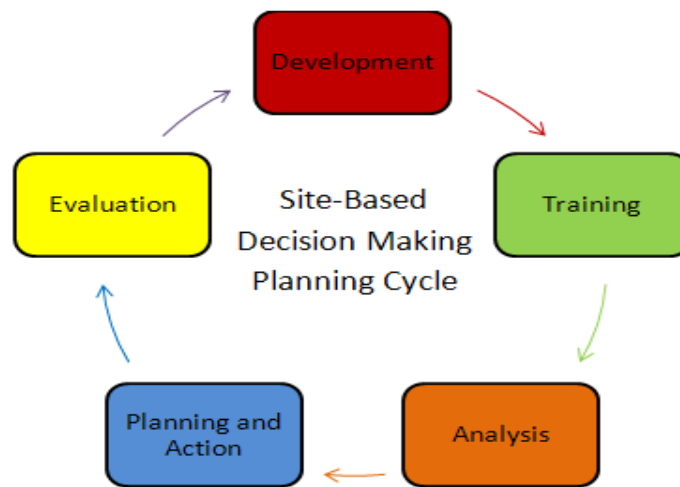
The annual budget serves as the foundation for the District's financial planning and control, and is an integral piece of the ongoing operations. Planning and development begins in January each year with the Superintendent and administrative leadership team determining the parameters to be used as a guide for the resource allocation process. The budget must effectively reflect the programs and activities offered by the District and provide the resources to implement them.

The Chief Financial Officer prepares revenue projections for all funds. These projections are based on estimates of local tax revenue, enrollment projections, State funding formulas, and other significant factors. The complexity of the State funding formula is compounded by changes that the Legislature regularly makes when they meet every other year to consider changes to the State Funding formula and other issues. Property taxes are the District's most significant source of local revenue.

The District is subject to revenue limitations as outlined in the Texas Education Code. The revenues are derived from a target revenue formula based primarily on student attendance, adjusted for funding "weights" associated with the students' educational settings. Under the target revenue system, the District's maintenance and operations revenues from property taxes and state aid are capped. As collections from property taxes increase, state aid is reduced by a similar amount. On an ongoing basis, the District adjusts future projections as new data become available. The District maintains a Five-year Technology plan and a Long- range facilities plan.

The budget process is part of a continuous cycle to achieve organizational goals. Campus Principals and Department Directors must consider the approved District Improvement Plan, general educational goals, specific program goals, and alternatives for achieving program goals when preparing allocation proposals for the funds allotted to their campus/department's expense.

- Planning defines the goals and objectives of the organization
- Budgetary resource allocations are the preparation phase of the budget
- Evaluation typically involves an examination of how the funds were expended, what outcomes resulted from the expenditure of funds and to what extent these outcomes achieved goals and objectives that were identified during the planning process.



Each campus receives an allocation as part of the District's general fund budget, providing an opportunity for the campus to budget the allocation to meet their needs. The principal is responsible for allocating resources to cover the costs of instructional needs, library resources, campus initiated staff developments, school leadership requirements, health services, guidance and testing, and capital outlay. The authority to budget the campus allocation comes with accountability for student outcomes.

Campus allocations are based on the calculation below. With Average Daily Attendance (ADA) being a driving force of revenue, projected ADA is used to determine the allocation for each campus.

Elementary Schools	Projected ADA x \$100
Middle Schools	Projected ADA x \$109
High Schools	Projected ADA x \$173

A campus typically receives other funding allotments from several different sources such as: State Compensatory Education, Title I, IDEA B, and other miscellaneous grants.

Department allocations are based on the prior year allocation including any permanent increases or decreases that occurred during the year. When developing the budget, department budget managers should consider:

- The goals and objectives identified in the District Improvement Plan (DIP)
- Past expenditure levels by function, object code and program intent code (for budget managers servicing special population groups)

Principals and directors submit these proposals to the Business Services Department for compilation, summarization, and preparation of a draft budget, prioritizing requests

and reductions in accordance with the Superintendent's parameters. The preliminary budget is then presented and discussed with the Board of Trustees. The proposed budget must be prepared by August 20th for the September 1st fiscal year start date. The Board President must call a Board meeting for the purpose of discussing and adopting the budget and tax rate; a public notice of which is required to be published at least 10 days, but not more than 30 days, prior to the public meeting.

Budget Planning Timeline

March

- Campuses receive budget allocation amounts and instructions
- Alio budget preparation training for Financial Secretaries
- Principals receive approval from CPAC for proposed budget
- Budget managers enter budget request in financial software

April

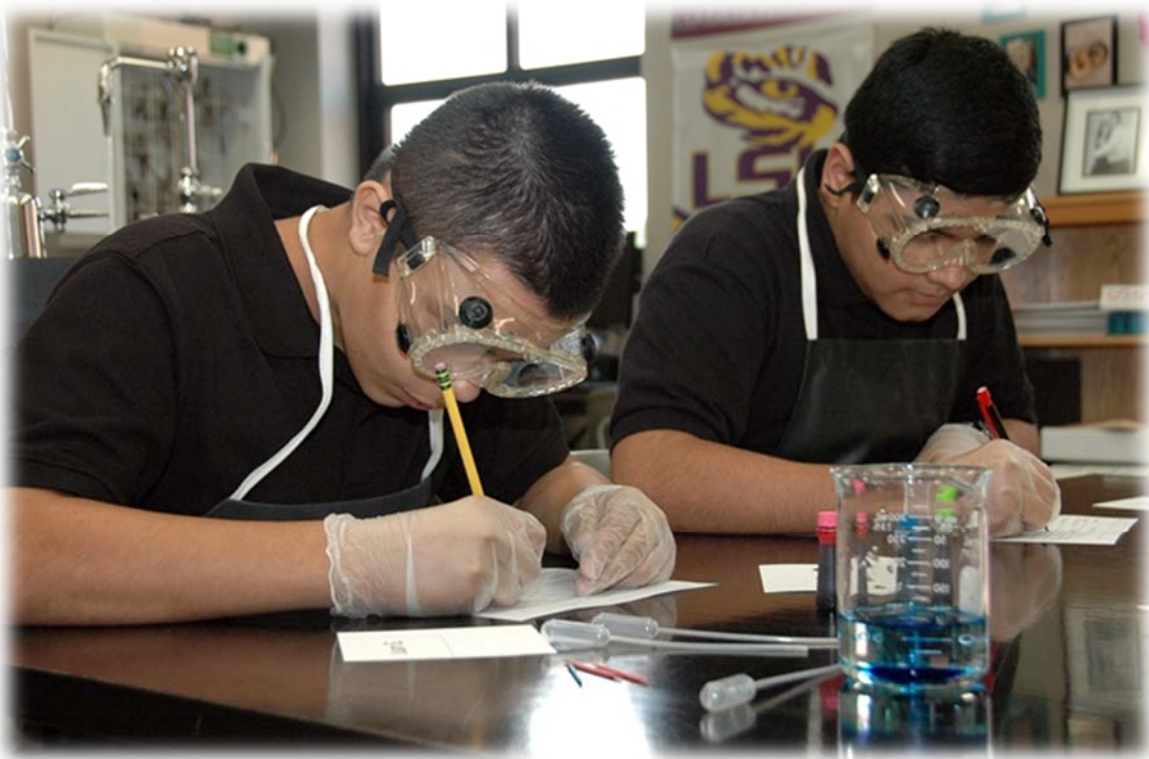
- Submit completed campus and department budgets

May

- Submit Preliminary Budget document to Board of Trustees

August

- Submit Proposed Budget to Board of Trustees
- Adopt Budget.



The compensation budget comprises nearly 80% of the General Fund budget, and is developed by analyzing prior year expenditures and taking into consideration the following changes:

- Vacant positions to be filled
- Additional positions requested and approved by the Board
- Teacher Step increments
- Board approved salary increases
- Increases to benefit costs, including Teacher Retirement System (TRS) on-behalf payments

Once budget proposals are submitted, the Business Office consolidates and summarizes the data to a report presented to the Board. Additional funding requests are considered as curriculums and operational projects are developed through the summer months. These requests are included in the final report presented to the Board for adoption in August.

Budget Administration and Management Process

Once the Board of Trustees adopts the budget, the administration and management process begins. Revenue and expenditure budgets are monitored constantly to ensure that they do not exceed authorized amounts and that they are used for intended, proper, and legal purposes.

Procurement

Procurement guidelines have been established to maintain uniform procedures for purchasing goods and/or services needed by the District. These Guidelines:

- Ensure that purchases are made consistent with all legal purchasing requirements and local Board policies.
 - Directors, Principals, and others responsible for making purchasing decisions for the District receive training to become familiar with established procedures so the District may maintain control over purchasing operations.
- Allow the District to receive the best possible good and/or service at the best value.
 - It is in the District's interest to make decisions that enable us to secure goods and/or services that provide the best value for the District and not simply the lowest price.

Monitoring and Amending the Budget

The financial software utilized by the District allows users to access reports to maintain the budget portion allotted to their campus or department. The Business Services

department also monitors these budgets, providing guidance to help manage the allocation.

Since the budget is adopted at the Fund and Function level, the Board is notified regarding any budget changes to these levels, and the change is not incorporated until receiving its approval. Budget Change Requests affecting the Fund and Function levels are submitted at the monthly Board Meeting.

Reporting

Financial transaction data is provided to the Board and posted the District's website. At fiscal year end, the year's transactions are analyzed and presented in the District's Comprehensive Annual Financial Report (CAFR).

The adopted budget is reported to TEA on an annual basis through the fall Public Educational Information Management System (PEIMS) submission.

