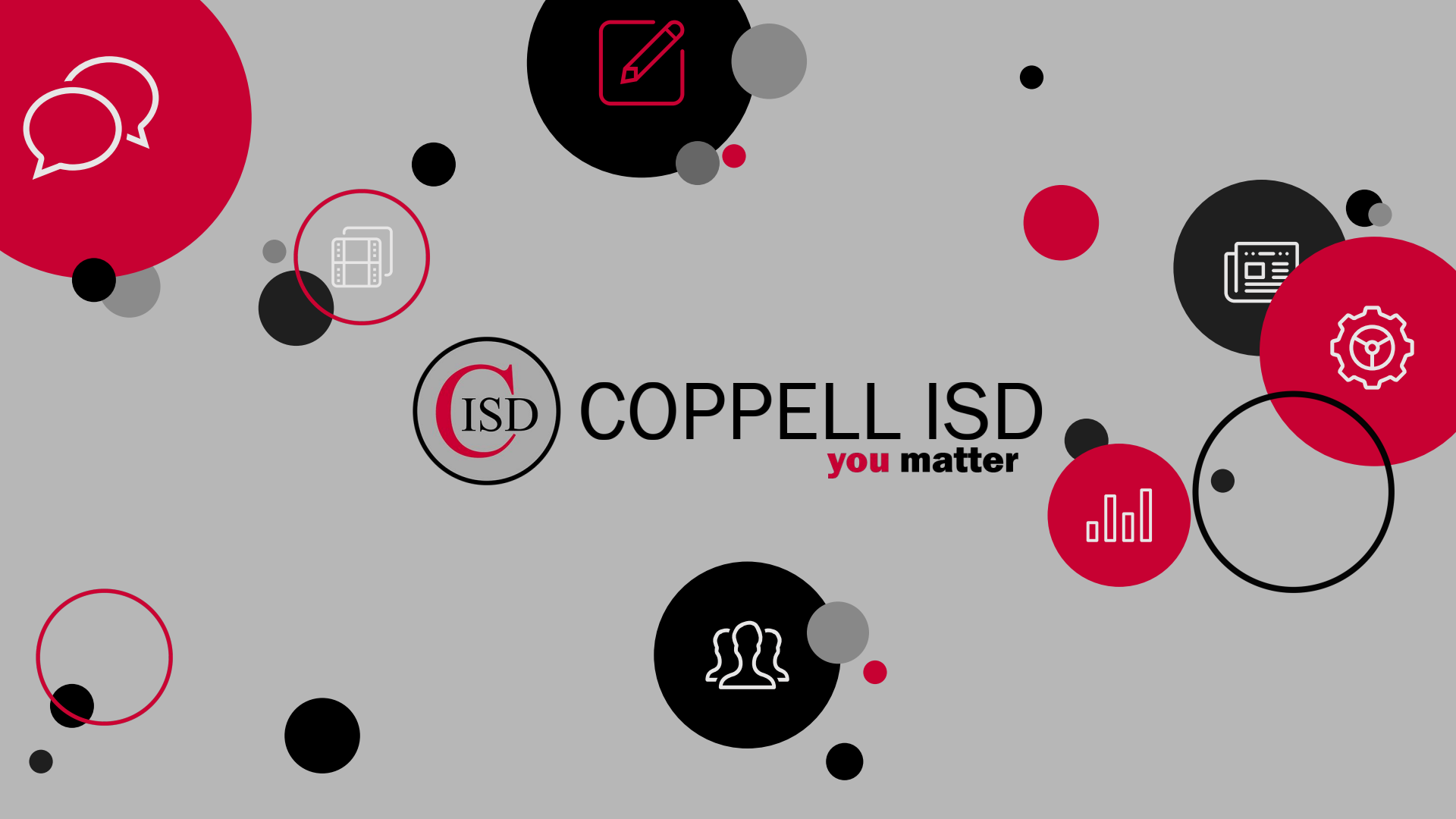




COPPELL ISD
you matter














Budget Workshop

March 8, 2021



BUDGET PRIORITIES

Comprehensive Offering of Salary, Support and Professional Development that Ensures Staff Success	<ul style="list-style-type: none">• Social Emotional Learning for Staff		<ul style="list-style-type: none">• Competitive Salary and Benefits for Staff• High Quality Professional Learning Including Positions that Support Training & Lesson Design	
Environment that Achieves Inclusivity and Equity	<ul style="list-style-type: none">• Social Emotional Learning for Learners		<ul style="list-style-type: none">• Intentional Inclusivity Built into our Programs and Course Pathways (Sped/504/EL)• Focus on Equity	
Data Driven Decision Making	<ul style="list-style-type: none">• PLC: Structure, Support, Tools for Assessment• Tools for Assessment & Analysis• Technology (1:1 Devices and Support) for Learners and Staff			
Focus on Compliance, Safety & Security	<ul style="list-style-type: none">• Safety & Security		<ul style="list-style-type: none">• Ensure Compliance for all Programs	
Learner Choice & Opportunities for Success	<ul style="list-style-type: none">• Choice for Learners: College (Advanced Academics), Career (CTE), Military, Life Readiness (Work-Based) Pathways		<ul style="list-style-type: none">• Robust Extracurricular Opportunities in Athletics and Fine Arts.	



Bond Savings Update

Board Workshop - March 3, 2021

Dr. Greg Axelson

Chief Operations Officer

Bond vs Operating



Where are we?



What's left?



What's next?



Questions?





Bond vs Operating Dollars



Bond vs Operating Dollars

The Differences

Bond Dollars

- Repaid by I&S portion of local property tax rate
- Approved via community elections
- Construction, renovations, technology, and capital assets



Operating Dollars

- State entitlement and M&O portion of local property tax rate
- Annual revenue per student
- Annual budget: operating expenses such as salaries, supplies, technology subscriptions, etc.



Where are we?



Where are we?

Current Status Update

2016 Bond Savings to Date

- \$15,000,000+ in savings thus far
 - Includes all completed projects
- Additional savings are possible
 - Remaining projects and expenditures
 - Possible modifications
 - Retaining funds for future use



What's left?



What's left?

Remaining Projects and Expenditures

Remaining projects

- HVAC & Energy Mgmt Systems
- Baseball/Softball complex
- Structured Learning classroom

Remaining expenditures

- Technology
- Safety & security
- Band instruments
- Library books and furniture
- General painting
- Concrete repairs
- Surveillance cameras
- Electrical system updates
- Kitchen equipment



What's next?



What's next?

Future Bond Savings Planning Timeline

Long-range Facilities Planning Committee

- 2019-2020: Community input

Visioning Committee

- 2020-2021: Staff input

Bond Oversight Committee

- April 2021: Input and feedback

Board of Trustees

- April/May 2021: Approval of recommended allocations

Doing the Work

- Summer 2021: Begin approved projects and purchases



Questions?



Budget Process



Budget Process

Fall/Winter pre-work:

- Identifying opportunities to increase revenue and decrease expenditures based upon preliminary projected near and future budgets.
- Gathering community, employee and Board input.
- Investigating opportunities.

Spring/Summer work:

- Campus/department budget allotments
- District level line items: transportation, custodial, substitutes
- Salary projections - multiple throughout summer
- Refine assumptions:
 - enrollment/ADA
 - taxable property values
- Adjust to new legislation



Budget Projection

First the good news - 87th Legislative Session

- HB3 - both Senate and House budgets include funding the Foundation School Program
- HB3 -
 - TEA cites \$530 per ADA average increase in funding.
 - CISD realized \$204 per ADA increase in funding.
 - CISD spent entire gain on increased compensation for full-time employees other than administrators. (77% on increased compensation for teachers, librarians, nurses and counselors)



Budget Projection

Assumptions:

- Coppel ISD qualifies for the Fast Growth Allotment for the 2021-2022 school year. (under current law)
- Enrollment and Avg Daily Attendance (ADA)
 - KEY driver of funding
 - How will enrollment change for 2021-2022?
- Taxable property value
 - State will use 1.84% growth rate to determine maximum compressed tax rate (MCR).
- Formula Transition Grant



Fund Balance

Follow up to Jan 25th budget workshop

Question: How much fund balance is required to maintain Coppel ISD's credit rating?

- Multiple factors determine credit ratings; fund balance is key.
- Recommendation of maintaining at least 40% of annual operating expenses in General Fund balance or \$64.6 million.
- Rating agencies understand one-time drawdown of fund balance (example; capital expenditures) but are critical if drawdowns are to offset operating fund deficits.
- Would never want to drop below 28% of annual operating expenses in General Fund balance (\$45.2 million).
- The fund balance \$ requirements rise as overall district operating expenditures rise.



Visioning Committee



VISIONING COMMITTEE

TAKING OUR WORK AND MOVING AHEAD TO THE FUTURE OF CISD...



VISIONING PARTNERS TO LEAD THE WORK...



DR. ANGIE BROOKS APPLGATE

ASSISTANT SUPERINTENDENT OF
CURRICULUM AND INSTRUCTION

DR. GREG AXELSON

CHIEF OPERATIONS OFFICER



COMMITTEE MEMBERS

Stephanie Flores

Chip Bloecher

Dr. Deana Dynis

Malachi Ewbank

Maureen Salmon

Lorie Squalls

Megan Mackin

Ashley Minton

Brooke Sims

Tilisa Stubbs

Raheela Shaikh

Leigh Ann Howard

Dr. Kristin Petrunin

Jennie Allison

Mary Kennington

Eric Hanson

Marcus Green

Julie Ann Price

Maricela Leon

Marly Natherson

Michael Upchurch

Jayci Cruz

Chrissi Hunter

Anu Khosla

Cooper Hilton

Tracy Fisher

Nichole Bentley

Chip Lowery

Kelly Spears

Heather Finger

Nancy Garvey

Angela Brown

Adam Bennett

Sarah Thornton

Martha Brown

Laura Springer

Jessica Lynch

Anthony Smith

Derryl Lee

CISD Executive Leadership Team

- **Dr. Brad Hunt**
- **Kristen Streeter**
- **Dr. Angie Applegate**
- **Dr. Greg Axelson**
- **Diana Sircar**



THE WHY?

WHAT IS OUR PURPOSE AS A DISTRICT?

Mission Statement:

Working together, we are committed to creating profound learning experiences for each child, while nurturing meaningful relationships, to positively impact our world.





WHAT IMPACTS LEARNING IN AN
ORGANIZATION?



THE WHY? FOUNDATIONAL PIECES TO THE WORK...

Creating a New Vision for Public Education in Texas

*A Work in Progress
for Conversation
and Further Development*

Respectfully Offered by
Superintendent Participants in the
Public Education Visioning Institute



The New Vision for Public Education in Texas: District/School Self-Analysis Survey

Purpose: The New Vision self-analysis survey is designed to assist districts and/or campuses in determining their current level of implementation of the *New Vision for Public Education in Texas*. It is a companion tool to the *New Vision* document, and is one component of the *Field Guide to Implementing the New Vision*.

Overview: *The New Vision Self-Analysis Survey* is organized around five of the articles of the Visioning Document:

- 1) The New Digital Learning Environment
- 2) The New Learning Standards
- 3) Assessment for Learning
- 4) Accountability for Learning, and
- 5) Organizational Transformation. Each section of the survey contains several questions related to these five articles.

Thank you for your interest in the *New Vision for Public Education in Texas*. Additional *New Vision* information and field-guide implementation tools may be found at TASAnet.org.

Article I: The New Digital Learning Environment

Statement of Principle

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

	Level I:	Level II:	Level III:	Level IV:	Prerequisites for Success (Level IV System Requirements)
	Progressive Alignment Indicators for Realizing the New Vision				
Policies				High Level Alignment Indicators	
Technologies use this new world and must be an integral part of the school and of school learning. Policies, practices, and procedures that allow for and/or encourage student and teacher digital communication and the use of digital devices in learning contexts.	Policies, practices, and/or procedures prohibit student or teacher use of digital devices and digital communication in learning contexts.	Policies, practices, and/or procedures inhibit student or teacher use of digital devices and digital communication in learning contexts.	Students have access to digital tools to support and extend their learning. Digital learning opportunities are an enhancement to classroom instruction. The district has policies, practices, and procedures that allow for and/or encourage student and teacher digital communication and the use of digital devices in learning contexts.	Students have access to and regularly use digital technologies as tools for learning as an integral part of in and out of school learning. Policies, practices, and/or procedures provide guidance, definition, and clarity regarding use of digital devices and digital communication for learning. These expectations are supported with the tools and training needed for successful and ethical use of digital technologies and media.	<input type="checkbox"/> A robust network underlying the whole enterprise. <input type="checkbox"/> Reliable network services that provide what the students and teachers need to do their work. <input type="checkbox"/> An array of digital devices in the hands of students and teachers. <input type="checkbox"/> Powerful software that lets students create and communicate with these devices. <input type="checkbox"/> Solid curriculum content, in digital form.
Students cannot access course content or earn course credit through flexible learning pathways and online venues.	Students cannot access course content or earn course credit through flexible learning pathways and online venues.	Students have limited access to flexible learning venues for course/content access. These are generally focused on credit "recovery" and/or bound in "alternative" school settings and are not open to all students.	Students have access to opportunities for course/content access in a non-traditional technology-based setting. Systems and/or processes provide and provide some opportunities for flexible learning venues in various content areas and provide the technology and training needed to support students who choose to participate.	Students have equitable access to and regularly participate in multiple pathways and flextime, individualized learning venues both inside and outside of school. Systems and/or processes provide guidance and support to schools in offering multiple venues and pathways for learning and course/content access across all content areas. Technologies, training, and supports are provided to ensure equal access for all students to these opportunities.	<input type="checkbox"/> A network that enables students to access the information and services they need from a variety of devices and places, including home and community. <input type="checkbox"/> A content curriculum management system that stores and presents course materials created by teachers, and projects created by students.



EXTENSIONS OF "THE WHY"



FOUNDATIONAL PIECES OF THE WORK...

Superintendent Goals



District
Improvement
Plan

**CISD Community Based
Accountability System**

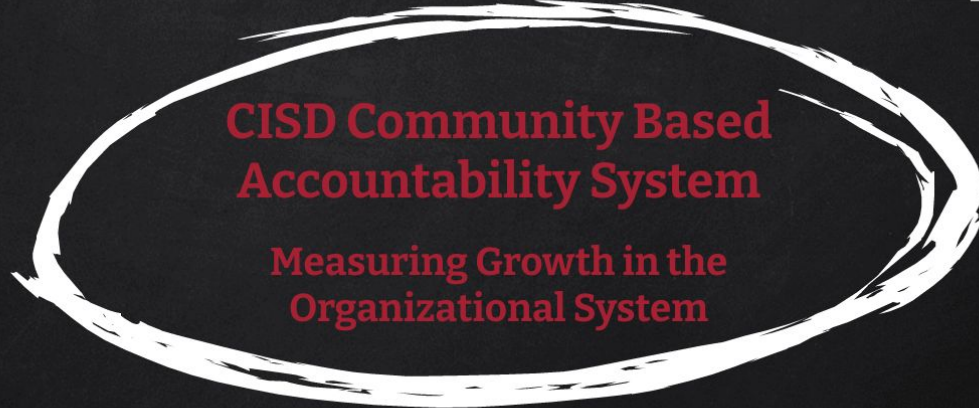
**Measuring Growth in the
Organizational System**



Strategic Planning



Campus
Improvement Plans





COMMUNITY BASED ACCOUNTABILITY SYSTEM...





GOING BACK IN TIME WITH “TAKING PICTURES”... “WHO WOULD’VE THOUGHT?”

1948



1986



1975-1990



2000



2007



2021





WHY VS. VISION?

TWO QUICK
VIDEO
CONNECTIONS
TO GET US
INSPIRED AND
READY TO MOVE
AHEAD. . .

WHY
vs.
Vision





Keep in Mind...

**"People must grow with each other. Growing toward one another requires compatibility. Growing with each other requires intentionality."
John C. Maxwell**

What Does it Mean to Create a Vision?

- 5-10 years into the future
- Clear Focus on the Core Values and Mission
- Using Data, Feedback and Needs to Drive Decisions (past, present and future)
- Focus on Success in Learning
- Setting Clear Goals, Expectations and Timelines to Move the Work Forward

4 Professional Learning Community (PLC) Questions:
Focus on the Learning

Question 1 What do we want our students to learn?	Question 2 How will we know if they have learned it?
Question 3 What will we do if they don't learn?	Question 4 What will we do if they already know it?





GOING BACK IN TIME IN CISD...

STRATEGIC DESIGN



Visioning Work - 2003

Visioning Work - 2009

Pinnacle 2020 Committee - 2014

Strategic Design Process - 2017

Facilities Visioning Committee - 2019-2020

******Impact of COVID-19 and State Budgeting for Texas Public Schools**

Visioning Committee - 2021

District Committees: DEIC, Bond Committees, Long-Range Technology Committee, Superintendent Advisory Groups, SHAC, Campus Based Site Committees, Social Emotional Advisory Committee, Inclusion Committee, etc.



GOING BACK IN TIME IN CISD...

STRATEGIC DESIGN





GOING BACK IN TIME IN CISD...

STRATEGIC DESIGN



1:1 DEVICES

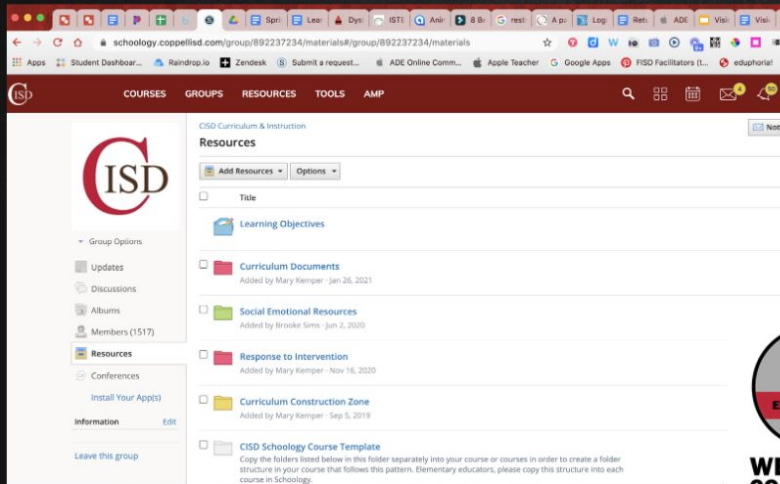


CLASSROOM NEEDS





GOING BACK IN TIME IN CISD... STRATEGIC DESIGN



**WE VALUE
COLLECTIVE
ENGAGEMENT
THAT POSITIVELY
IMPACTS
THE LIVES
OF OUR
CHILDREN
AND OUR
WORLD.**



**WE VALUE
GREAT
TEACHING
BECAUSE WE
BELIEVE
IT IS KEY TO
DEEP
LEARNING.**



**WE VALUE
AUTHENTIC
RELATIONSHIPS.
WHEN WE
INVEST
IN EACH
OTHER
WE LEARN
AND FLOURISH.**



**WE VALUE
EACH
INDIVIDUAL'S
CONTRIBUTION
BECAUSE
SUCCESS
CAN BE
DIFFERENT
FOR EVERYONE.**



GOING BACK IN TIME IN CISD...

BOND DECISIONS



1985 - \$25 million- School Site/Buildings

1990 - \$29.5 million- School Buildings/Renovations

1994 - \$41.47 million- School Buildings/Renovations/Expansions

1999 - \$49.875 million- Expansions/Renovations/Technology

2006 - \$50 million- Land Acquisition /Technology/ Renovations

2009 - \$55.9 million- Technology Equipment & Infrastructure, HVAC & Energy Management, Campus Improvements & Maintenance, Bond Note Conversion

2013 - \$79.5 million - School Buildings/Renovations/Technology Equipment & Infrastructure

2016 - \$249 million - School Buildings/Renovations/Expansions/Technology Equipment & Infrastructure



SWOT PROTOCOL FOR CISD...



Strengths

Weaknesses

Opportunities

Threats





SWOT PROTOCOL. . .

Strengths



- What attracted you to CISD?
- What has made you stay in CISD?
- What attracts learners and families to CISD?
- What unique knowledge, talent, or resources do we have?



Let's Get Ready to Brainstorm!



SWOT PROTOCOL. . .

Opportunities



- Are there programs/facilities/other resources for learning we should explore?
- Are there supports/programs for staff we should research?
- How is the field of education changing and how can we take advantage of those changes?



Let's Get Ready to Brainstorm!



SWOT PROTOCOL. . .

Weaknesses



- In what ways could CISD improve?
- Why might people leave CISD? (Staff & Families)
- What concerns have you heard from others?
- What knowledge, talent, skills and/or resources are we lacking?



Let's Get Ready to Brainstorm!



SWOT PROTOCOL. . .

Threats



- What obstacles do we face?
- What new standards, policies, and/or legislation might negatively impact us?
- In what ways are we competing with other education providers?



Let's Get Ready to Brainstorm!

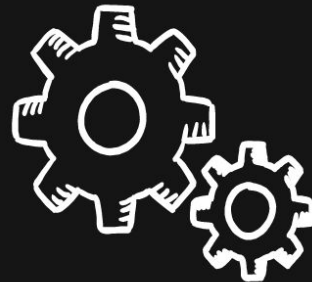
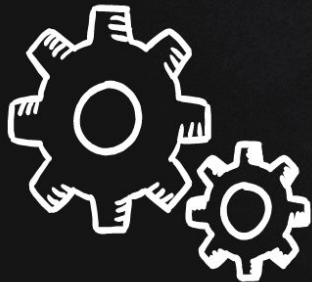


HOMWORK REVIEW AND SHARE OUT



Investigate and Research Opportunities

- What are other districts doing to support learning or programs?
- What do other organizations have to support learning and growing?
- What other pieces of feedback or data do you need to move ahead with our visioning work?



**CLARITY OF VISION
CREATES
CLARITY OF PRIORITIES**

John C. Maxwell



MAKING CONNECTIONS GOALS FOR DAY 2



REQUIRED PROGRAMS IN CISD (ACCOUNTABILITY AND LAW)
ENROLLMENT/GROWTH AND “HOW DOES THE BUDGET WORK?”

- Ties to Enrollment - Growth and Attendance
- Required Program Offerings within a Texas Public School District
- Ties to Budgeting - Overarching Categories

“How will the decisions we make impact CISD in 5-10 years?”

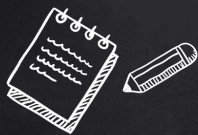


COMMIT TO THE PROCESS. . .
THIS IS GOOD FOR THE LONG TERM.

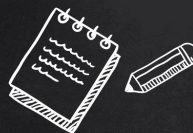




ENROLLMENT: *with Kristen Streeter*



PROGRAMS PRESENTATION SPED, 504, & DYSLEXIA: *with Stephanie Flores and Debbie Gauntt*



PROGRAMS PRESENTATION BILINGUAL/DUAL LANGUAGE IMMERSION (DLI), ESL, AND FULL DAY PRE-K: *with Dr. Patricia Dawson and Dr. Anita de la Isla*



WHAT DID YOUR GROUP DISCUSS?

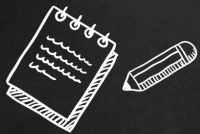
(IDEAS, THOUGHTS, OR REFLECTIONS)

(AT LEAST TWO SHARE OUTS FROM THE WHOLE LARGE GROUP)

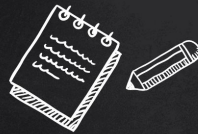
HOW COULD THESE PROGRAMS IMPACT OUR DISTRICT
VISION FOR THE NEXT 5-10 YEARS?

QUICK SHARE OUT – OPEN RESPONSE





PROGRAMS PRESENTATION CAREER AND TECHNICAL EDUCATION (CTE): *with Dr. Kristin Petrunin*



PROGRAMS PRESENTATION GIFTED & TALENTED: *with Dr. Deana Dynis*



BUDGET: *with Diana Sircar*





MAKING CONNECTIONS GOALS FOR DAY 3



ADDITIONAL PROGRAMS AND OPPORTUNITIES IN CISD
(ALLOWING FOR CHOICE, FLEXIBILITY IN LEARNING AND EDUCATOR SUPPORT)

- What programs or structures are in place in CISD to support choice in learning?
- What tools/resources/supports do we choose to implement in CISD to support learning?
- What areas presented today tie to our CISD Core Value of Redefining Success?



“How will the decisions we make impact CISD in 5-10 years?”

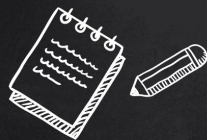


COMMIT TO THE PROCESS. . .
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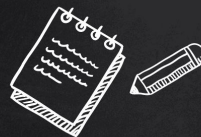


INTERNATIONAL BACCALAUREATE (IB) ADVANCED PLACEMENT (AP) AND DUAL CREDIT:

with Michael Brock and Dr. Deana Dynis



PROGRAMS PRESENTATION
NEW TECH HIGH @ COPPELL:
with Steffany Batik



PROGRAMS PRESENTATION
DIGITAL LEARNING AND TECHNOLOGY:
with Nancy Garvey and Stephen McGilvray



WHAT DID YOUR GROUP DISCUSS?

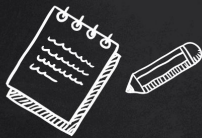
(IDEAS, THOUGHTS, OR REFLECTIONS)

(AT LEAST TWO SHARE OUTS FROM THE WHOLE LARGE GROUP)

HOW COULD THESE PROGRAMS IMPACT OUR DISTRICT
VISION FOR THE NEXT 5-10 YEARS?

QUICK SHARE OUT – OPEN RESPONSE

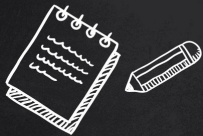




PROGRAMS PRESENTATION

PROFESSIONAL LEARNING:

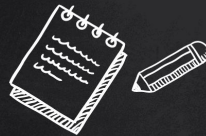
with Brooke Sims



PROGRAMS PRESENTATION

ATHLETICS:

with Kit Pehl



PROGRAMS PRESENTATION

FINE ARTS:

with Gerard Miller



VISIONING COMMITTEE

**Future Meetings: March
24th and April (TBD)**

- Revisiting the Committee SWOT Protocols
- Reviewing Feedback from SWOT Protocols from Learners and Community (still gathering this feedback)
- Revisiting Questions/Answers Gathered from Presenters/District
- Discussing Past Facilities Committee Work and Feedback - 2019-2020
- Reviewing any Feedback from Past Surveys and Discuss any needs for additional survey information (from staff, families and learners)
- Creating List of Priority Focus Areas for District Vision
 - Going through Pros and Cons
 - Collaboration, Discussion and Healthy Debate
 - Coming to Consensus
 - Planning for Next Steps, Recommendations for Executive Leadership Team

***Keeping focus on CISD Core
Values, CISD Mission Statement
and Long Term District Needs**



Revenue Opportunities



Plan for a Balanced Budget

- **Revenue opportunities**

- Expansion of open enrollment program
- Virtual courses
- Donations and grants
- Fees
- Rebate program for virtual vendor payments
- Review staffing model
- Continue programs that generate revenue including:
 - SHARS
 - Facility Rentals
 - Cell tower sites



Revenue: Open Enrollment

- **Current Open Enrollment Program**
 - Open to all residents of the City of Coppell not zoned to CISD
 - Entry to the program at grade levels K-5 and 9-10
 - Currently 122 students enrolled through open enrollment
 - Current revenue to CISD approximately \$1 million
 - (\$7,500 - \$8,000 of revenue per student)
- **Phase One Expansion for 2021-2022 School Year**
 - Open to all residents of the City of Coppell not zoned to CISD
 - Entry to the program at grade levels K-12
 - Anticipate increase of 30+ students
 - Approximate increase to revenue - \$240,000 per year



Revenue: Open Enrollment

- **Phase Two Expansion Research**

- Contacted 13 districts to learn about their programs
 - Alief ISD, Birdville ISD, Carroll ISD, Carrollton Farmers Branch ISD, Deer Park ISD, Grand Prairie ISD, Grapevine Colleyville ISD, HEB ISD, Keller ISD, Lewisville ISD, Little Elm ISD, Mansfield ISD, and Rockwall ISD
- 3 of the 13 districts only allow open enrollment for children of staff
 - Little Elm ISD, Mansfield ISD, and Rockwall ISD
 - CISD allows staff to bring their children to CISD through a transfer process that is separate from our Open Enrollment Program
- Most districts have a specific program(s) they market to attract students to the district
 - Examples include virtual academies, IB programs, gifted and talented magnet programs



Revenue: Open Enrollment

- **Phase Two Expansion Research**

- Numerous districts with open enrollment programs are large in area and border several other districts allowing for ease of attending their district and have seats available in all parts of the district
- Several districts mirror CISD's practice of only allowing open enrollment from specific areas or at specific grade levels
 - Carroll ISD - Residents of Southlake not zoned to Carroll ISD
 - Keller ISD - Only for one of the high schools
- The most successful programs started off slowly and expanded the program based on needs and availability of seats over the years and have added personnel to oversee the program
- **Recommendation:** Align expansion of open enrollment with work of the Visioning Committee



Revenue: Enroll & Retain CISD Students

- **Enroll and retain students living in the Coppell ISD school boundaries in CISD schools**
 - Per the 2019-2020 Texas Education Agency (TEA) Student Transfers Report
 - 927 students zoned to CISD schools transferred out
 - 56 to Carrollton Farmers Branch ISD
 - 20 to Dallas ISD
 - 13 to Grapevine Colleyville ISD
 - 111 to Great Hearts Texas
 - 20 to Lewisville ISD
 - 31 to Manara Academy
 - 130 to Texas College Prep Academy
 - 298 to Uplift Education
 - 16 to Winfree Academy
 - 232 to other locations but specific numbers for each location not provided
 - 376 students zones to other ISD's transferred in
 - 140 from Carrollton Farmers Branch ISD
 - 13 from Denton ISD
 - 168 Lewisville ISD
 - 55 from other locations but specific numbers for each location not provided



Revenue: Enroll & Retain CISD Students

- Enroll and retain students living in the Coppell ISD school boundaries in CISD schools
 - **I Love Coppell ISD Marketing Plan** - Attract and inform parents about the opportunities in Coppell ISD increasing the number of parents choosing to send their child(ren) to CISD
 - Tactics include but are not limited to:
 - Survey and feedback forms to families who have left to determine why
 - Stay interviews and focus groups to understand why families choose CISD
 - Billboard Ads for Choose CISD
 - Use of social media and print media to advertise, attract, and inform families
 - Information to realtors, apartment complexes, neighborhood associations
 - Enrollment information included in city water bills and other city communications





Revenue: Pay to Play Fees

- **A fee charged to students who participate in Coppell HS extracurricular programs such as athletics and fine arts.**
 - A 4 year average of pay to play fees from years 2014-2017 is approximately \$240,000 per year.
 - \$150 per student per year
 - \$300 limit per family
 - Fees waived for children of CISD employees and students participating in the free and reduced lunch program
 - Given increased enrollment since then, CISD might expect to bring in \$250,000 per year if reinstated.
 - These fees do not increase or decrease the budget allocated to the athletics or fine arts departments, but instead are used to fund these budgets.



Revenue: Pay to Play Fees

- **Considerations**

- The collection and refunding of pay to play fees becomes the primary focus of the high school financial secretary and an assigned assistant principal/counselor team for the first month of school and as teams are selected throughout the school year.
- Families are already paying required costs of between \$100 and \$1,000 annually for their child(ren) to participate in many of these activities for items such as uniforms, music, costumes, instrument rentals and additional optional costs of up to \$900 annually for private lessons and conditioning opportunities.
- In light of the current economic climate, would additional waivers of the fee be considered for participants who need assistance but do not qualify for the free and reduced lunch program.



Virtual Academy/Remote Instruction

- Researching what we will be allowed to do as a district for virtual instruction (virtual academy or remote instruction in general)
- Importance of Legislature decisions concerning virtual learning - HB 1468 (may change pending modifications)
- Remote instruction in general vs. virtual academy
- Possible locations across the district to house virtual academy
- Commitment currently to virtual learning
- Staffing for virtual academy and/or remote instruction
- Plans based on what the state will possibly allow (A, B, C, etc.)



Revenue: eCommerce & Donations

Virtual/Single Use Card payments:

- Meeting rescheduled from week of February 15th (winter storm) to March 11th
- Will determine changes needed in system and processing procedures
- Will estimate rebate revenue

Donations:

- Donations from community groups are not subject to recapture.



Revenue: Continue Programs

SHARS:

- Anticipate reduction in revenue for 21-22 & 22-23 based upon 2020 & 2021 cost reports.

OTHER LOCAL REVENUE:

- Anticipate an uptick from 20-21 actuals in revenue as we recover from the pandemic; increased facility rentals, resume full-scale athletic events & rise in interest earnings.



Expenditure Opportunities



Annual Expenditures

Campus and Department Budgets

- 10% reduction in district department budgets
- 5% reduction in campus budgets
- Will reduce budget by \$500,000 in Covid Expenditures
- Eliminated additional funding requests, with few exceptions
- 80%+ of district expenditures are payroll related



Staffing Efficiencies

Methods to Maximize Staffing

- Staffing based on actual enrollment with consideration for demographer data
- Maximize student to teacher ratios and consider class size waivers
- Movement of staff
- Staff to support multiple campuses
- Every open position evaluated for need to replace
- Cross-training and additional duties assigned to current staff
- Analysis of master schedules
- Hiring of part-time and temporary employees for short term needs
- Consolidation of programs specific to campuses
- Review of salary schedules
- Review of stipends
- Review of work schedules and length of contracts



Operational Expenditures

Custodial

- Services contract expires May 2021
- Request for Proposal (RfP) process
- Timeline for Recommendation to Board

Transportation

- 2020/2021 Savings continue
- 2021/2022 Planning and Analysis underway
 - Walk zone impact study
 - Pay to Ride cost/benefit analysis
 - Route efficiency review



2021-2022 Budget Calendar

Future meetings:

April 12: Board Workshop

May 10 : Budget Workshop - First presentation of proposed budget, 5:30 pm

June 7 : Budget Workshop - Second presentation of proposed budget, 5:30 pm

July 26 : Board meeting, 6:00 pm

August 2 : Budget Workshop - Final presentation of proposed budget, 5:30 pm

August 23: Public Hearing/Budget and Tax Rate, 5:30 pm; Budget adoption



COPPELL ISD
you matter

Questions?