



Carrollton-Farmers Branch ISD

2017-2018



The goal of the Carrollton-Farmers Branch Independent School District is
High Achievement for Each Student.

1445 N. Perry Road
Carrollton, Dallas County, Texas 75011-5186
www.cfbisd.edu

**Carrollton-Farmers Branch
Independent School District**
1445 North Perry Road
Carrollton, Dallas County, Texas 75011-5186

2017-2018 Official Budget

**Effective
September 1, 2017 - August 31, 2018**

Issued by:

Tonya Tillman, CPA/RTSBA
Associate Superintendent for Business Services

Scott Roderick, CPA
Chief Financial Officer

Michele Seese, RTSBA
Accounting Director

Vicki Pippin, CPA/RTSBA
Director of Financial Reporting



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Executive Summary



Carrollton-Farmers Branch Independent School District

Principal Officials

Board of Trustees

John Mathews President
Nancy Cline Vice-President
Guillermo William Ramos Secretary
Randy Schackmann Assistant Secretary
Richard Fleming Member
Tara Hrbacek Member
Candace Valenzuela Member

Appointed Officials

Bobby Burns, Ed.D. Superintendent
Tonya Tillman, CPA/RTSBA Associate Superintendent for Business Services
Georgeanne Warnock Associate Superintendent Educational Services

Officials Issuing Report

Tonya Tillman, CPA/RTSBA Associate Superintendent for Business Services
Scott Roderick, CPA Chief Financial Officer
Michele Seese, RTSBA Accounting Director
Vicki Pippin, CPA/RTSBA Director of Financial Reporting



GOVERNMENT FINANCE OFFICERS ASSOCIATION

*Distinguished
Budget Presentation
Award*

PRESENTED TO

Carrollton-Farmers Branch ISD

Texas

For the Fiscal Year Beginning

September 1, 2016

A handwritten signature in black ink, reading "Jeffrey R. Erwin".

Executive Director

The Government Finance Officers Association of the United States and Canada (GFOA) presented a Distinguished Budget Presentation Award to Carrollton-Farmers Branch ISD for its annual budget for the fiscal year beginning September 1, 2016. In order to receive this award, a governmental unit must publish a budget document that meets program criteria as a policy document, as an operations guide, as a financial plan, and as a communications device.

This award is valid for a period of one year only. We believe our current budget continues to conform to program requirements, and we are submitting it to GFOA for another award.



ASSOCIATION OF
SCHOOL BUSINESS OFFICIALS
INTERNATIONAL

This Meritorious Budget Award is presented to

**CARROLLTON-FARMERS
BRANCH INDEPENDENT
SCHOOL DISTRICT**

For excellence in the preparation and issuance of its school entity's budget
for the Fiscal Year 2016-2017.

The budget adheres to the principles and standards
of ASBO International's Meritorious Budget Award criteria.



A handwritten signature in black ink, appearing to read 'M. Pepera', written over a horizontal line.

Mark C. Pepera, MBA, RSBO, SFO
Acting President

A handwritten signature in black ink, appearing to read 'John D. Musso', written over a horizontal line.

John D. Musso, CAE, RSBA
Executive Director

Carrollton-Farmers Branch Independent School District

Consultants and Advisors

Architects

Stantec Architecture
5717 Legacy Drive, Suite 250
Plano, Texas 75024

Corgan Associates
401 North Houston Street
Dallas, Texas 75202

Huckabee and Associates
1755 Wittington Place, Suite 100
Farmers Branch, TX 75234

Engineers

Estes McClure and Associates
3608 West Way
Tyler, TX 75703

Bond Counsel

Norton Rose Fulbright US, LLP
2200 Ross Avenue, Suite 2800
Dallas, Texas 75201

Financial Advisor

Hilltop Securities, Inc.
777 Main Street, Suite 1200
Fort Worth, Texas 76102

General Counsel

Walsh Gallegos Trevino Russo
& Kyle P.C.
105 Decker Court, Suite 600
Irving, TX 75062

Depository Bank

Wells Fargo Bank, N.A.
1445 Ross Avenue
Dallas, TX 75202

Fiscal Agents

The Bank of New York Mellon
2001 Bryan Street 10th Floor
Dallas, Texas 75201

Auditors

Hankins, Eastup, Deaton, Tonn & Seay
902 North Locust
Denton, Texas 76202

Executive Summary

Carrollton-Farmers Branch Independent School District

Fiscal Year 2017-18

BUDGET INFORMATION

The following document represents the financial plan for the Carrollton-Farmers Branch Independent School District for the 2017-18 fiscal year. This document culminates an intensive process involving input from parents, citizens, campus and administrative staff, the Superintendent, and the Board of Trustees. This budget provides the financial resources necessary to offer a competitive compensation package to our employees, maintain our existing facilities and provide the necessary funds to our campuses and central departments.

The budget document and the year-end Comprehensive Annual Financial Report (CAFR) are the primary vehicles used to present the financial plan and the results of operations of the District.

The primary purpose of this document is to provide timely and useful information concerning the past, current, and projected financial status of the District, in order to facilitate financial decisions that support the education goals of the District. The information included in the budget document is structured to meet the requirements of the Meritorious Budget Award (MBA) of the Association of School Business Officials International (ASBO) and the Distinguished Budget Presentation Award for the Government Finance Officers Association (GFOA). To receive these awards, a school entity must publish a budget document as a policy document, an operations guide, as a financial plan and as a communications device. We believe our current budget conforms to the requirements of both programs, and we are submitting this document to ASBO and the GFOA to determine its continuing eligibility for these awards.

These awards represent the highest level of recognition in budgeting for school entities. Our attainment represents a significant accomplishment by a school entity and its management. The awards are made after comprehensive review by a panel of independent budget professionals. Using extensive criteria, the reviewers not only evaluate the effectiveness of the budget in meeting the program criteria, but also provide commentary and feedback to the submitting entity as a basis for improving the presentation of the district's financial and operational plan.

The Carrollton-Farmers Branch Independent School District has been awarded the Distinguished Budget Presentation Award by the GFOA for the fiscal years 2002-03 – 2016-17. CFB has also been awarded the Meritorious Budget Award by ASBO for the same fiscal years.

However, our most important concern is the presentation of the budget data to improve the quality of information provided to our community about the financial plan for the district's educational programs and services for the 2017-18 fiscal year. The material in the budget document includes information that has been suggested by Board Members, patrons, community members and staff. Copies of this document are posted on the district webpage, <http://cfb.us/budgetreports>.

Executive Summary continued

Budget Process and Significant Changes

The State, the Texas Education Agency (TEA), and the local district formulate legal requirements for the school district budgets. These requirements are stipulated in detail with the subsequent sections of this document.

The budget process begins in September with preliminary budget planning meetings for all staff members primarily responsible for budgeting. In January of 2017, District management started the payroll budgeting process. The payroll budgeting process takes into account factors for the upcoming year such as board approved raises, approved staff increases and reductions or other factors that affect payroll cost. In March 2017, principals and central administrators will develop their portions of the budget with student and department allocations. The Associate Superintendent for Business Services and the Chief Financial Officer will review the submitted budgets in April and May of 2017 analyze additional requests to be included in the final budget. Student enrollment figures are constantly monitored to be included in the final revenue projection for July 2017. The enrollment forecasts are used extensively during the budget development stage to determine campus allotments and staffing allocations. The District will receive the first preliminary tax estimates in April 2017 to be included in revenue projections but final certified values will not be available until late July (later, adjusted to match the final tax certified roll as provided by the Dallas Central Appraisal District and Denton County Appraisal District). Once the certified property values are received in late July, the revenue projections are finalized for the budget adoption in August of 2017.

In order to decentralize the budget process, site-based decision making teams, working under the direction of each campus principal, contribute extensively to campus budget decisions. Each campus receives a basic allotment per student to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. The site-based decision making teams make decisions concerning utilization of this allocation.

Budgets for non-campus units are developed by Central Administrators. These budgets are then reviewed by District financial management staff and altered, if appropriate.

Payroll budgets are developed based on current school economic conditions and a determination is made whether to include a proposed raise package. Personnel units are allocated to each campus based on projected student enrollment which follows state mandated ratios, if applicable. Non-campus personnel units are added as necessary to cover the workload. Finally a complete payroll budget is presented to the Board of Trustees.

To discuss the 2017-18 CFB budget, we have to discuss two factors that are significant to budget decisions:

- First, the District's student population has seen a decline in recent years. A demographic study suggests the downward trend to continue through the 2018-19 school year. Our student population continues to become more economically

Executive Summary continued

- disadvantaged (up to 64.37% in 2016-17 as compared to 54.18% in 2007-08) and lacking language skills. This combination generates a need for additional resources: human, financial, and infrastructure;
- Second, the state funding formulas have changed significantly with the passage of HB One (80th Legislature) and the target revenue concept. Although the 83rd, 84th and 85th Texas Legislatures altered some of the state funding formulas, the target revenue system remains in place. Basically, the only way to generate additional revenue is to ask local taxpayers for a tax increase.



Executive Summary continued

Budget Formulation 2017-18

Increasing student achievement is the primary function of Carrollton-Farmers Branch ISD. The District vision statement, the Standards-Based Instructional System, and the Principles of Teaching, Learning and Curriculum all serve as anchors that guide our decision-making in the budgeting process. The District aligns its budget according to student achievement data. For example, the District has allocated additional resources to hire extra staff units including secretaries, counselors, and classroom teachers based upon needs identified by principals during the staffing process. Continual monitoring of student achievement data on multiple measures guides the District's decision-making on instructional materials, personnel, and programs.

The HB 1 funding mechanism is designed to keep the revenue per weighted average daily attendance flat from one year to the next; this is called a target revenue model. Although HB 3646 (passed in 2009) adjusted the target revenue amount by \$120 per student, most of this increase was used for a mandated raise for teachers, librarians, counselors, nurses and speech pathologists (called the Fab 5 group). The passage of Senate Bill 1 (SB 1) by the 82nd Legislature reduced the basic regular allotment and target revenue to districts over two fiscal years by \$4 billion, beginning in 2011-12. During the 2013 Legislative Session, the Legislature "restored" \$3.2 billion of the \$4 billion that was cut from basic state aid during 2011. On August 28, 2014, the current school finance system was ruled unconstitutional by the court system. The ruling has been appealed by the State of Texas to the Texas Supreme Court. On May 13, 2016, the Texas Supreme Court issued a ruling upholding the state's public school funding system as constitutional.

The current system does not allow for inflation, program increases or raises for district employees. In November of 2016, the voters of the District approved a tax ratification election (TRE). The tax ratification election will increase the maintenance and operation tax rate \$0.13 to \$1.17. The additional revenue generated will fund future identified program needs and future employee compensation adjustments while maintaining a balanced budget.

Prior to the 2016-17 budget year, the District had adopted deficit budgets, however; District leadership knew that continued *realized* deficits are not sustainable. Due to conservative practices, the District has had only minimal *actual* deficits. The current state funding formulas will not provide the District with any additional state revenue so in order to eliminate deficit budgets or the need for deep budget cuts, the District held a tax ratification election to let the voters decide if they were willing to raise additional funds through increased taxes. The additional tax revenue will help provide flexibility to district operations and help the District remain fiscally sound for years to come.

The district works diligently to operate as efficiently as possible each year. As such, the District developed Guiding Objectives to utilize when evaluating budget priorities or reductions. The Guiding Objectives are intended to **Minimize Impact on:**

- Student achievement

Executive Summary continued

- Ability to offer competitive salaries/benefits
- High quality professional development
- Student/teacher ratios
- Preparatory programs for college-bound and work-force graduates
- Safety
- Current and efficient technology programs
- Extra-curricular programs for all students
- Quality facilities including general upkeep

For the past five budget cycles, there have been no significant changes in staffing levels, other than reductions made through attrition and additions made due to shifting student populations.

Significant changes in the 2017-18 budget from the prior year are listed below:

- Voters approved a Tax Ratification Election (TRE) in November of 2016 and the Maintenance and Operation Tax rate will be \$1.17
- The chapter 41 recapture payment will be \$9.3 million
- Provided all teachers/auxiliary staff with a 4.0% pay adjustment and professional staff pay grade PA4 and above a 3.0% pay adjustment
- Maintained Collective Performance Pay with an annual payment of \$250 to \$500 per eligible employee
- Provided for technology upgrades of approximately \$500,000 for upgrades and district owned mobile devices
- Pilot a pay for full day Pre-Kindergarten at four campuses
- Additional literacy staff at the 6th grade level
- Staffing models modified to reduce or eliminate the need for class size waivers
- Made adjustments to masters, doctorate and bilingual stipends



Executive Summary continued

BUDGET OVERVIEW AND HIGHLIGHTS

Federal, state, and local guidelines guide the budget development process. The annually adopted budget includes the General, Debt Service, and the Food Service funds. Total revenues and other sources are \$317,709,520 and total expenditures for these funds are \$317,709,520.

The following major goals and objectives guided the budget development process:

- In November of 2016, a Tax Ratification Election was approved by voters. The additional resources generated will help meet the goal of high achievement for each student and District objectives;
- Maintain adequate and appropriate fund balance levels in all budgeted funds;
- Fund a compensation package that will help attract and retain qualified personnel.

Total Revenue & Other Sources by Fund Comparison

	Beginning Budget 2014-15	Beginning Budget 2015-16	Beginning Budget 2016-17	Beginning Budget 2017-2018	Percentage Increase (Decrease)
General Fund	\$ 221,021,917	\$ 231,037,122	\$ 255,957,870	\$ 263,348,244	2.89%
Debt Service Fund	40,951,504	40,420,416	40,366,800	41,218,257	2.11%
Food Service Fund	11,502,107	12,786,228	12,690,819	13,143,019	3.56%
Total	\$ 273,475,528	\$ 284,243,766	\$ 309,015,489	\$ 317,709,520	2.81%

Total Expenditures by Fund Comparison

	Beginning Budget 2014-15	Beginning Budget 2015-16	Beginning Budget 2016-17	Beginning Budget 2017-2018	Percentage Increase (Decrease)
General Fund	\$ 231,644,410	\$ 237,994,531	\$ 255,957,870	\$ 263,348,244	2.89%
Debt Service Fund	40,951,504	40,420,416	40,366,800	41,218,257	2.11%
Food Service Fund	11,502,107	12,786,228	12,690,819	13,143,019	3.56%
Total	\$ 284,098,021	\$ 291,201,175	\$ 309,015,489	\$ 317,709,520	2.81%

Executive Summary continued

General Fund

Revenues

General fund revenues are budgeted to increase \$7,390,374 or 2.89% over the 2016-17 beginning budgeted revenue and other sources. The increase is attributable to the property value growth within the District. The property value growth increases the amount received for property tax revenue. The increase in property values in 2017-18 will have a negative impact in the 2018-19 budget cycle due to the fact that the state funding formula has a one year lag in calculating the district’s share of the funding formula. Federal funds included in the general fund are projected to remain flat over the 2016-17 budgeted revenue, attributable to the District’s participation in the School Health and Related Services (SHARS) program. Additionally, the state funding model continues to be structured to hold harmless the district for our tax increment finance zones (TIFs) property.

The Dallas Central Appraisal District and the Denton County Appraisal District (Appraisal Districts) certify the tax roll on or about July 25th of every tax year based on property values as of January 1st of the tax year. All properties are assessed at 100% of market value. The July 25, 2017, Certification of the 2017 Appraisal Records was used for the August 2017 board authorized tax rate adoption. The district has elected to reduce the certified values in response to past trends that has shown consistent loss in values that occur as taxpayers property value protests to the Appraisal Districts are resolved. The district calls this loss “shrinkage”. For the future, the district will continue to monitor the shrinkage loss and adjust according to trend analysis, if deemed appropriate. The Texas Comptroller of Public Accounts annually certifies the final property values on or before July 1 of the following year. The Commissioner of Education uses the final values in the process of allocating state funds to school districts; this includes wealth equalization under the Texas Education Code Chapter 41 provisions.

The following table provides a comparison of revenues by source for the 2013-14 beginning budget through 2017-18 beginning budget.

General Fund Revenue

	Beginning Budget 2013-2014	Beginning Budget 2014-2015	Beginning Budget 2015-2016	Beginning Budget 2016-2017	Beginning Budget 2017-2018	Percentage Increase (Decrease)
Local Sources	\$ 152,695,102	\$ 163,408,424	\$ 172,330,979	\$ 210,730,340	\$ 226,045,713	7.27%
State Sources	55,383,529	55,363,493	55,556,143	41,177,530	33,252,531	-19.25%
Federal Sources	1,650,000	2,250,000	3,150,000	4,050,000	4,050,000	0.00%
Sub-Total	\$ 209,728,631	\$ 221,021,917	\$ 231,037,122	\$ 255,957,870	\$ 263,348,244	2.89%
Other Sources	-	-	-	-	-	0.00%
Total	\$ 209,728,631	\$ 221,021,917	\$ 231,037,122	\$ 255,957,870	\$ 263,348,244	2.89%

Executive Summary continued

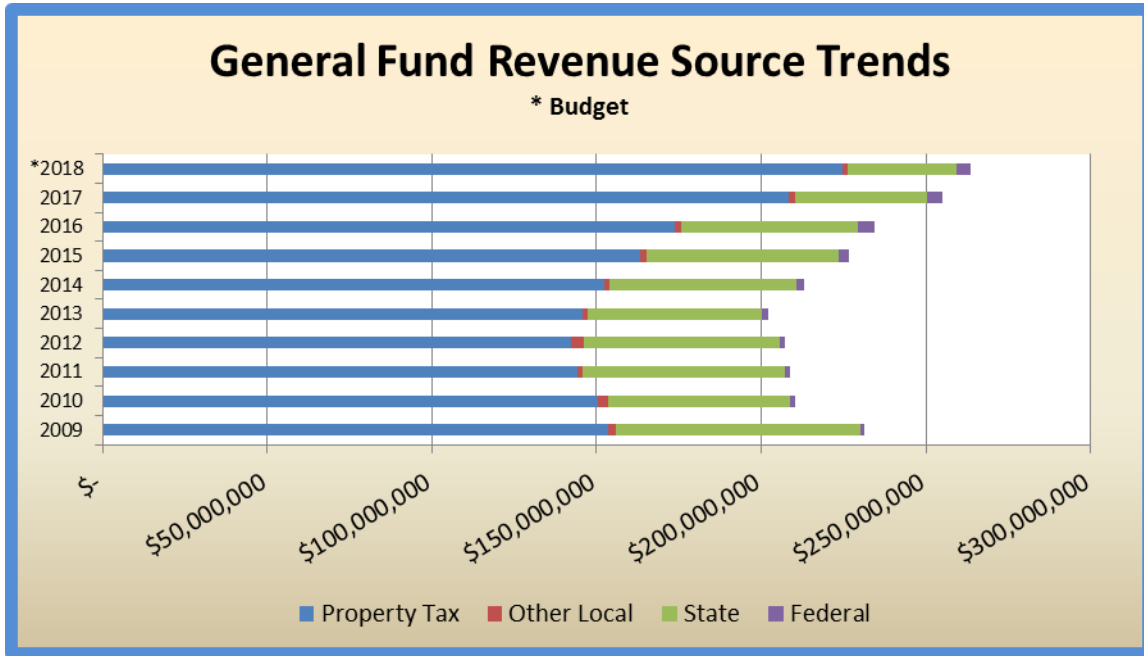
For the 2017-18 fiscal year, approximately 12.63% of the General Fund expenditures will be funded through State contributions. Federal contributions are estimated at 1.54%; local contributions are estimated at 85.84%. The voters of the District approved a \$0.13 property tax increase in November 2016. The additional property tax revenue balanced the 2016-17 and 2017-18 budgets. The additional resources generated will help to sustain effective instructional practices, provide flexibility to fund new, innovative programs and employee raises in future years. The District focus will continue to be high achievement for each student but the approval of the TRE will provide flexibility to investment more in programs that advance student performance instead a focus of budget reductions. For future budgets, the District plans again to review all budget details to determine where efficiency can be gained in order to achieve a balanced budget (balanced budget definition: revenues = expenditures) for years to come. The fund balance has increased in prior years due to conservative budget practices *and* is considered adequate to absorb any negative legislative funding changes as well as any unforeseen expenditures.

The school finance law continues to attempt to equalize available revenues among public school districts by requiring the redistribution of local tax revenues. The equalized wealth level (EWL) represents the maximum amount a district is allowed to retain at various levels of tax effort. Funds in excess of the allowable amount are recaptured by the school finance system to assist with the funding of public education in school districts that are property poor. C-FB ISD's estimated wealth per student for 2017-18 equals \$514,856. Since this is above the 1st equalized wealth level of \$514,000, there will be a Chapter 41 recapture payment in 2017-18 related to the first \$1.00 of tax effort and any pennies about \$1.06. The total estimated recapture payments for 2017-18 will be \$9.28 million.

In May 2016, the Texas Supreme Court upheld the state's public school funding system as constitutional and the 85th Texas State Legislature and the called Special Session made no major changes to the state funding formulas. Absent of changes in state law, additional revenue can be generated either by increase in the tax rate or the increase of student enrollment. For fiscal years 2017-18 and 2018-19, the only additional revenues the District will recognize will be from increased tax revenues from the TRE. The District is experiencing a recent trend of declining enrollment in the student population and a demographic study predicts this trend to continue through 2020-21.

Executive Summary continued

The graph below depicts the district's 10 year revenue trend.

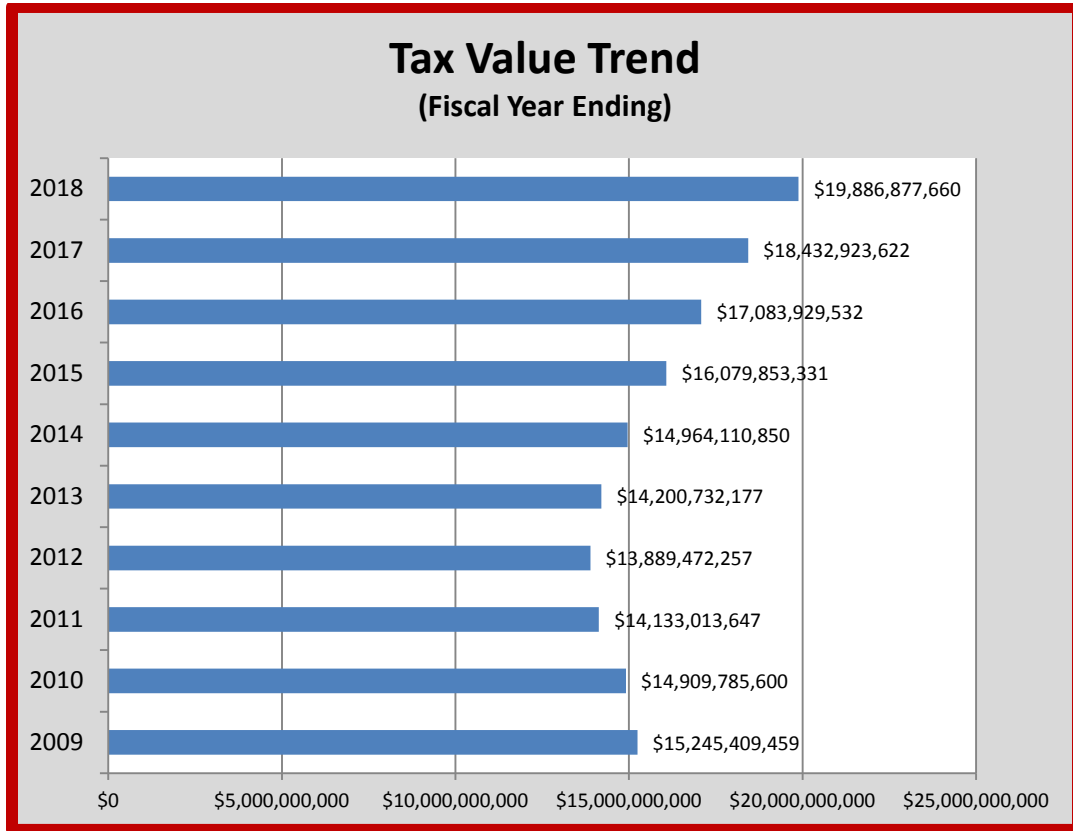


Source: District's audited Financial Statements unless budgeted.

The graph above is the result of applying the formulas described in Texas school finance law, where applicable, to CFB data. The graph depicts the unpredictable nature of Property Tax revenue and state funding since 2007, which is tied to District enrollment and funding allocation formulas. The state chose to use Federal Stimulus funds to supplant state funding for the 2009-10 and 2010-11 fiscal year and one-time Education Job Funds were provided for the 2011-12 fiscal year. Beginning in 2012-13 those Federal funds have been eliminated. Property tax revenue increased significantly in 2016-17 due to the approval of a tax ratification election by district voters. The continued growth of appraised values within the district has contributed to the increase in property tax revenue in 2017-18 as well.

Executive Summary continued

The graph below depicts the district's property tax base trend over a 10 year period.

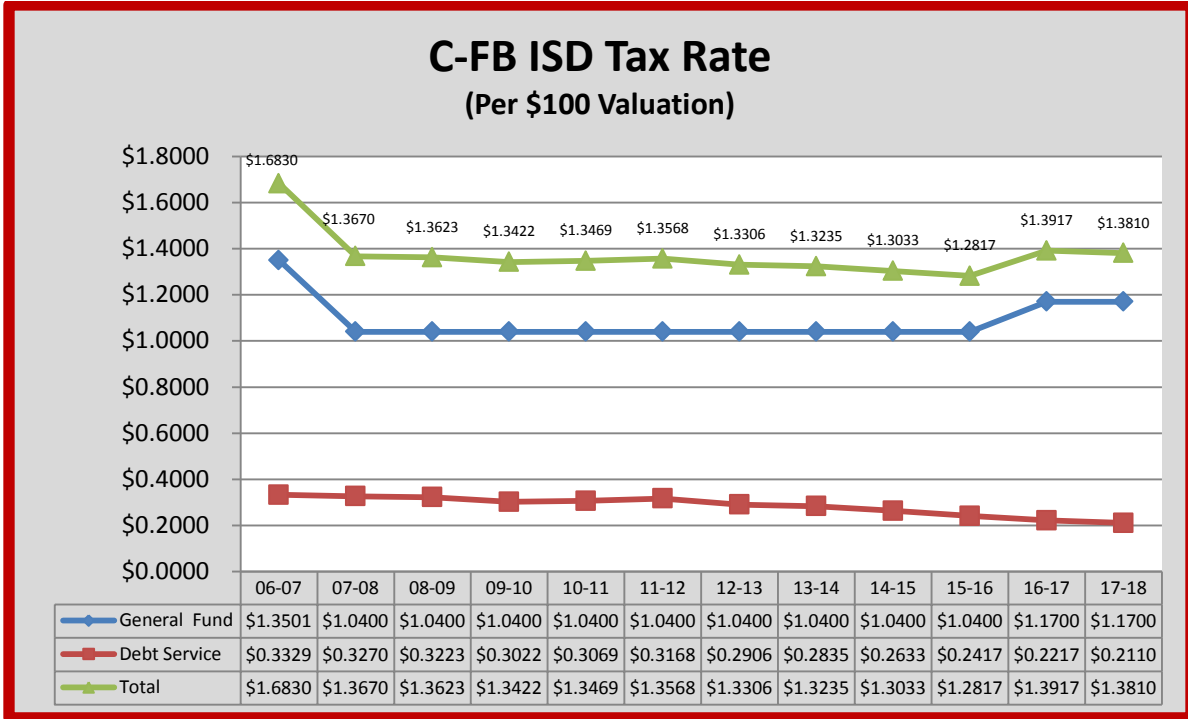


Source: The number is equal to the beginning certified taxable values.

As the graph above depicts, the District's tax base has been increasing since 2012. Some significant tax base increases since 2012 have been in 2014-15, \$1,115,742,481 or 7.46%, in 16-17, \$1,348,994,090 or 7.90% and in 2017-18, \$1,453,954,038 or 7.89%.

Executive Summary continued

The graph below depicts the 12 year tax rate trend.



As the graph above depicts, the district has lowered the overall tax rate 9 of the last 12 years. The district has made every effort to refund outstanding bonds when possible to lower the overall debt service requirement for the district. Twelve years of data is used to illustrate the tax rate prior to the State mandated tax rate compression that began in 06-07. The 2016-17 general fund tax rate of \$1.17 is first year of the voter approved tax increase that passed in November 2016.

Executive Summary continued

Expenditures

General Fund expenditures are budgeted to increase \$7,930,374 or 2.89% over 2016-17 beginning budget expenditures.

The following table provides a comparison of expenditures by object.

General Fund Expenditures By Major Object

	Beginning Budget 2013-14	Beginning Budget 2014-15	Beginning Budget 2015-16	Beginning Budget 2016-17	Beginning Budget 2017-18	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$ 167,344,973	\$ 171,835,892	\$ 177,647,394	\$ 186,383,122	\$ 189,653,036	1.75%	72.02%
Purchased Services	21,309,576	22,071,027	22,448,792	28,453,953	32,056,852	12.66%	12.17%
Supplies & Materials	9,375,902	15,586,352	11,324,254	11,201,322	8,553,222	-23.64%	3.25%
Other Operating	18,935,131	21,696,506	26,148,216	29,494,973	32,663,634	10.74%	12.40%
Capital Outlay	430,500	454,633	415,500	424,500	421,500	-0.71%	0.16%
Total	\$ 217,396,082	\$ 231,644,410	\$ 237,984,156	\$ 255,957,870	\$ 263,348,244	2.89%	100.00%

Since the education of students is a labor-intensive process, payroll expenditures comprise about 72.02% of the General Fund expenditures. If the Tax Increment Financing payment of \$29.35 million and the recapture payment of \$9.28 million are excluded, then the payroll costs account for 84.40% of the District's General Fund expenditures.

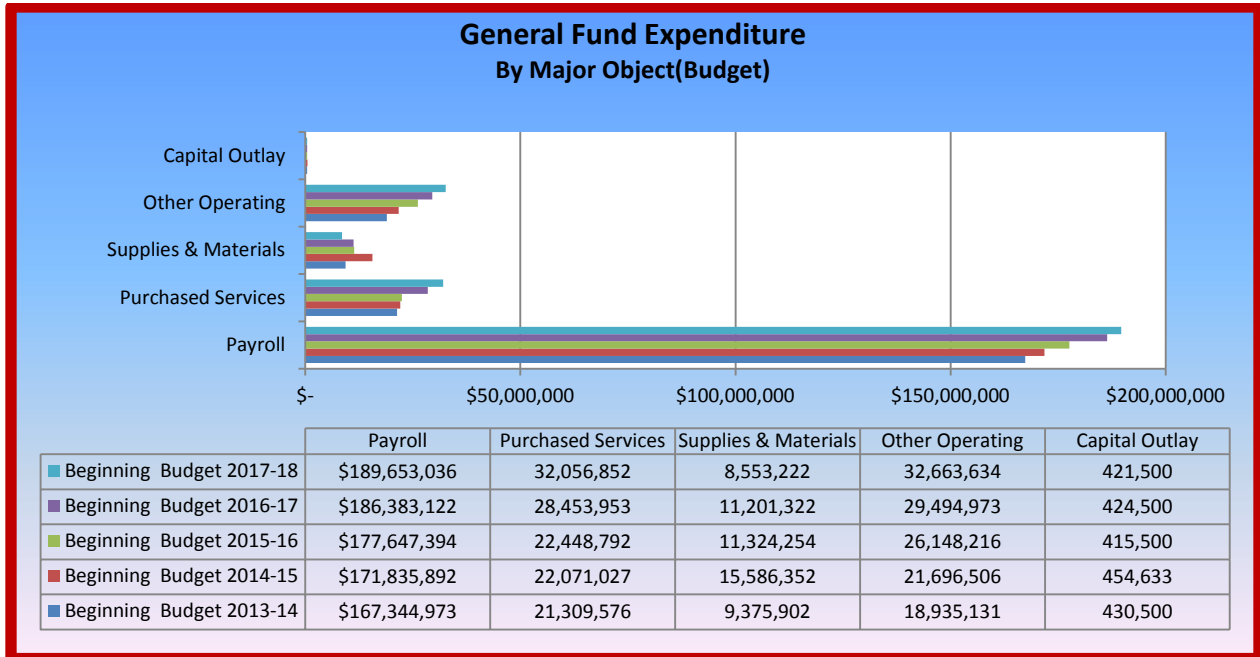
The district bases its payroll budget on established staffing guidelines and enrollment projections at each campus. For the 2017-18 year, the district staffed at relatively the same levels as the prior year in non-legally mandated areas.

Since the state mandates a lower class size for elementary classrooms (state law mandates a maximum class size of 22 to 1 in grades kindergarten to 4), the elementary student/teacher ratios are expected to remain low. A board of trustee priority has been to reduce class sizes and avoid requesting State Waivers for the 22 to 1 ratio. For 2017-18, the District continues to strive to keep lower class sizes but has asked for 10 State Waivers for cases that administration feels it is necessary. The District will continue to search for qualified teachers to reduce the number of waivers even further. The District requested 59 waivers in 2011-12, 77 waivers in 2012-13, 59 waivers in 2013-14, 28 waivers in 2014-15, 0 in 2015-16, 12 in 2016-17 and 10 in 2017-18.

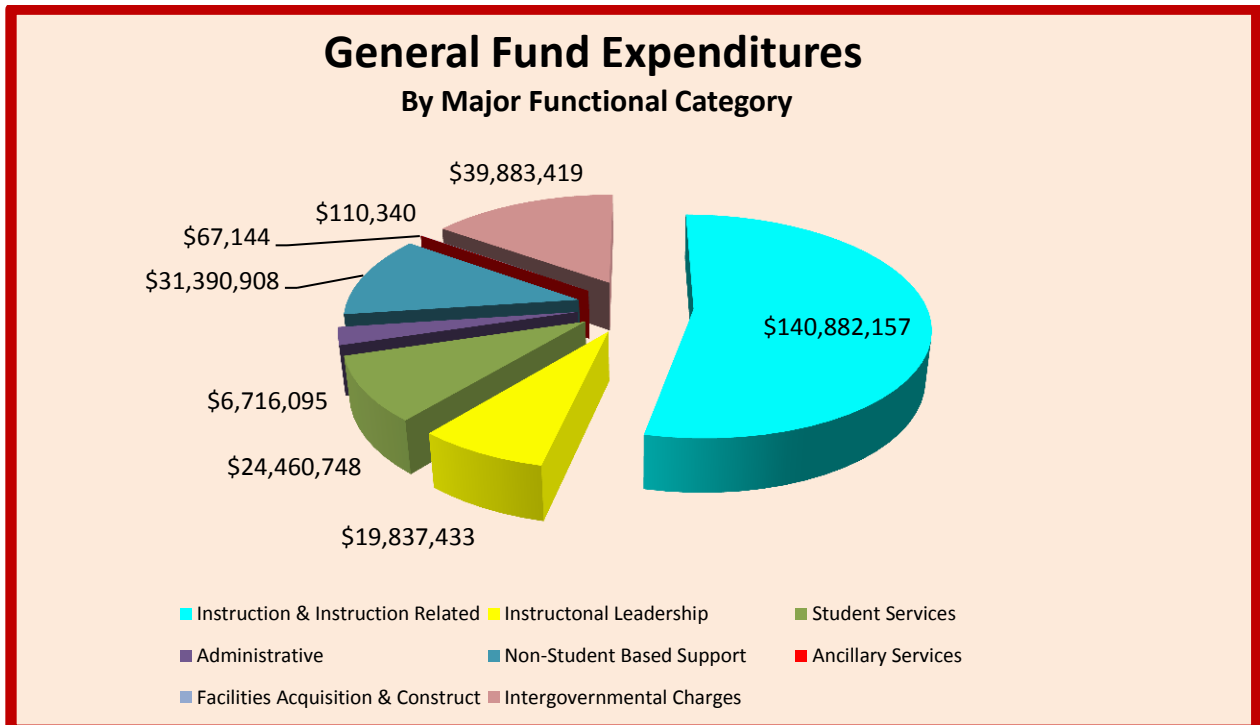
For fiscal years beyond 2017-18, the approval of Tax Ratification Election will provide flexibility for the District to invest in programs and initiatives that will enhance student achievement. The Texas Supreme Court decision provides no urgency for legislative changes to be made in the school funding formulas. The District has an adequate fund balance to handle any unforeseen expenditures.

Executive Summary continued

The graph below depicts budgeted expenditures by major object over time.



The following graph depicts the District’s 2017-18 budget emphasis on curriculum and instruction, while continuing to control and monitor administrative expenditures.



Executive Summary continued

Personnel

To make a substantial change in a school district budget, the district must increase or decrease the number of employees. This is because the majority of the expenditures are personnel related (84.40% of the total General Fund budget when you exclude the Tax Increment Finance Zone and Chapter 41 payments of \$29.35 million and \$9.28 million.) The District was able to adopt a balanced budget (revenues = expenditures) with the approval of a Tax Ratification Election for the first time in many years. The TRE provides an additional revenue source but the District wants to continue to operate as efficiently as possible. In previous years, the District adopted large deficit budgets but the practice of continuing to evaluate each area for cost savings without impacting student achievement has prevented the District from realizing those large deficits. Budget efficiencies can be gained through the evaluation of personnel and staffing. This becomes even more difficult as the overall student enrollment declines but students that are at risk, economically disadvantaged and English as a second language populations grow. Positions will be evaluated as staff retire or otherwise leave the district to determine if the position can be eliminated without impacting student achievement.

The graph below shows the student enrollment and total staff full-time equivalents over time. The 2017-18 information as compared to 2016-17 shows an increase of 10 full time equivalent employees while student enrollment has increased by 22 students over the same time period. In 2017-18, the board approved an additional 17 teaching units to reduce elementary class sizes in excess of 22:1. The District has identified the need for additional teaching assistant at various campuses. The District is actively seeking qualified candidates to fill the approved positions.

CARROLLTON-FARMERS BRANCH ISD	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18*	16-17 to 17-18	Percent	
								Change	
Total Staff	3,026	3,032	3,071	3,097	3,112	3,122	10	0.32%	
Total Enrollment	26,385	26,347	26,210	25,796	25,276	25,298	22	0.09%	

* Estimated as of 10/27/17

Compensation Package

The budgeted compensation package includes a salary increase of 4.0% for all teachers and auxiliary staff and 3.0% for professionals PA4 and above for fiscal year 2017-18 and the continuation of annual performance pay of \$250 to \$500. The performance pay is based upon academic results from the 2016-17 school year. Our salary schedule for *new* teachers does provide for differing amounts based on years of experience.

Executive Summary continued

Debt Service Fund

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.

Revenue

Debt Service Fund revenue is budgeted to increase \$851,457 or 2.06% over the 2016-17 budget. The tax rate that is adopted each year is based upon the revenue needed to fund the yearly debt service requirements. The debt service requirement increased from 2016-17 to 2017-18. Even though the debt service payments increased for the fiscal year, the District was able to adopt a lower tax rate because of the increase in taxable values. The following table provides a comparison of revenues by source for the 2017-18 budget compared to the 2016-17 budget. The District does not anticipate large fluctuations in debt service revenue beyond fiscal year 2017-18.

Debt Service Fund Revenue Sources Comparison

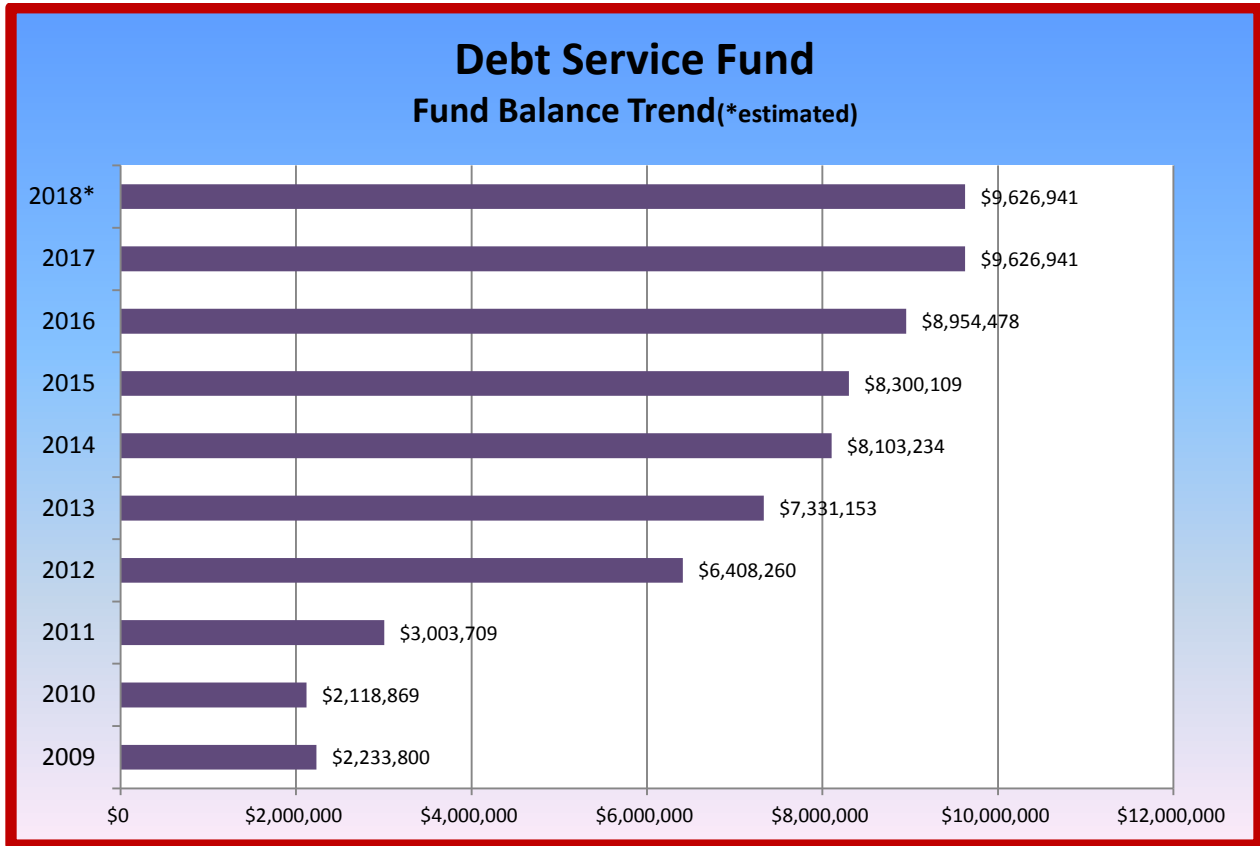
	Beginning Budget 2016-2017	Beginning Budget 2017-2018	Percentage Increase (Decrease)
Taxes	\$39,716,008	\$40,550,680	2.10%
State	640,792	607,577	-5.18%
Other Local Sources	10,000	60,000	500.00%
Total	\$40,366,800	\$41,218,257	2.11%

Expenditures

Debt Service Fund expenditures are budgeted at \$41,218,257, an increase of \$851,457 or 2.06% over the 2016-17 budget. Beginning in fiscal year 2018-19, the debt service payment requirements are scheduled to decline until 2033, which will allow the district to issue additional authorized bonds with minimal impact on the tax rate, assuming no major change in values.

Executive Summary continued

The graph below depicts the Debt Service Fund balance over time.



Large increases in the Debt Service tax rate are not anticipated at this time. In the past the district had annual bond sales to provide funding for new facilities and necessary renovations. As mentioned above, due to budget constraints in the General Fund, the district elected not to issue any new bonds in the 2008-09, 2009-10, or 2010-11 fiscal year but executed a bond sale refunding in November 2010, a new bond sale combined with a refunding in May 2012 and May 2013, a refunding in October 2014, February 2015, November 2015 and November 2016. The District will strive to structure debt with a principal retirement schedule that allows us to issue bonds with minimal increases to the Debt Service tax rate. As of August 31, 2017, the District had \$211,775,000 in outstanding principal and \$51,137,838 in outstanding interest payments.

The ratio of net bonded debt to assessed value for the District is 0.85%. Education legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. Under Chapter 45 of the Texas Education Code, as amended, a district is required to demonstrate that it has the ability to pay debt service from a tax levied at a rate of \$.50 or less per \$100 of assessed valuation before bonds may be issued.

Executive Summary continued

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.

Quick Bonded Debt Facts

Outstanding Bonded Debt as of 08/31/18	\$178,975,000
Bond Rate (Permanent School Foundation Guaranteed)	Aaa - Moody's Investor Service AAA - Standard & Poor's Corp
Bond Rate (underlying)	Aa1 - Moody's Investors Service AA+ - Standard & Poor's Corp
Authorized but Unissued School Building Bonds	\$0



Executive Summary continued

Food Service Fund

The continual focus on streamlining operations has resulted in an increase in total budgeted expenditures in the Food Service Fund, which is attributable to a 4.0% and 3.0% raise given to employees and the increasing cost of food products.

Revenue

Food Service Fund revenue is budgeted to increase \$452,200 or 3.56% more than the 2016-17 budget. The following table provides a comparison of revenues by source for the 2017-18 budget compared to the 2016-17 budget year.

Food Service Fund Revenue Sources Comparison

	Beginning Budget 2016-2017	Beginning Budget 2017-2018	Percentage Increase (Decrease)
Local Sources	\$ 2,813,264	\$ 3,001,551	6.69%
State Sources	70,000	70,000	0.00%
Federal Sources	9,807,555	10,071,468	2.69%
Total	\$ 12,690,819	\$ 13,143,019	3.56%

The Food Service Fund accounts for the operation of the district's school cafeterias. The majority of the local revenues are derived from charges to users. Local revenues constitute 22.84% of the revenue budget. The federal revenue is received from the U. S. Department of Agriculture under the National School Lunch Program, the School Breakfast Program and the Food Distribution Program. Federal revenues equal 76.63% of the revenue budget.

Expenditures

Food Service Fund expenditures are budgeted at \$13,143,019, an increase of \$452,200 or 3.56% more than the 2016-17 budget. As the District's student enrollment declines, it has an impact on the meals served. As costs continue to rise, the School Nutrition department will continue to evaluate ways to implement cost savings with minimal impact on meal services.

Executive Summary continued

The following table provides a comparison of expenditures by object for the 2017-18 budget compared to the 2016-17 budget year.

Food Service Fund Expenditure by Object Comparison to Prior Year

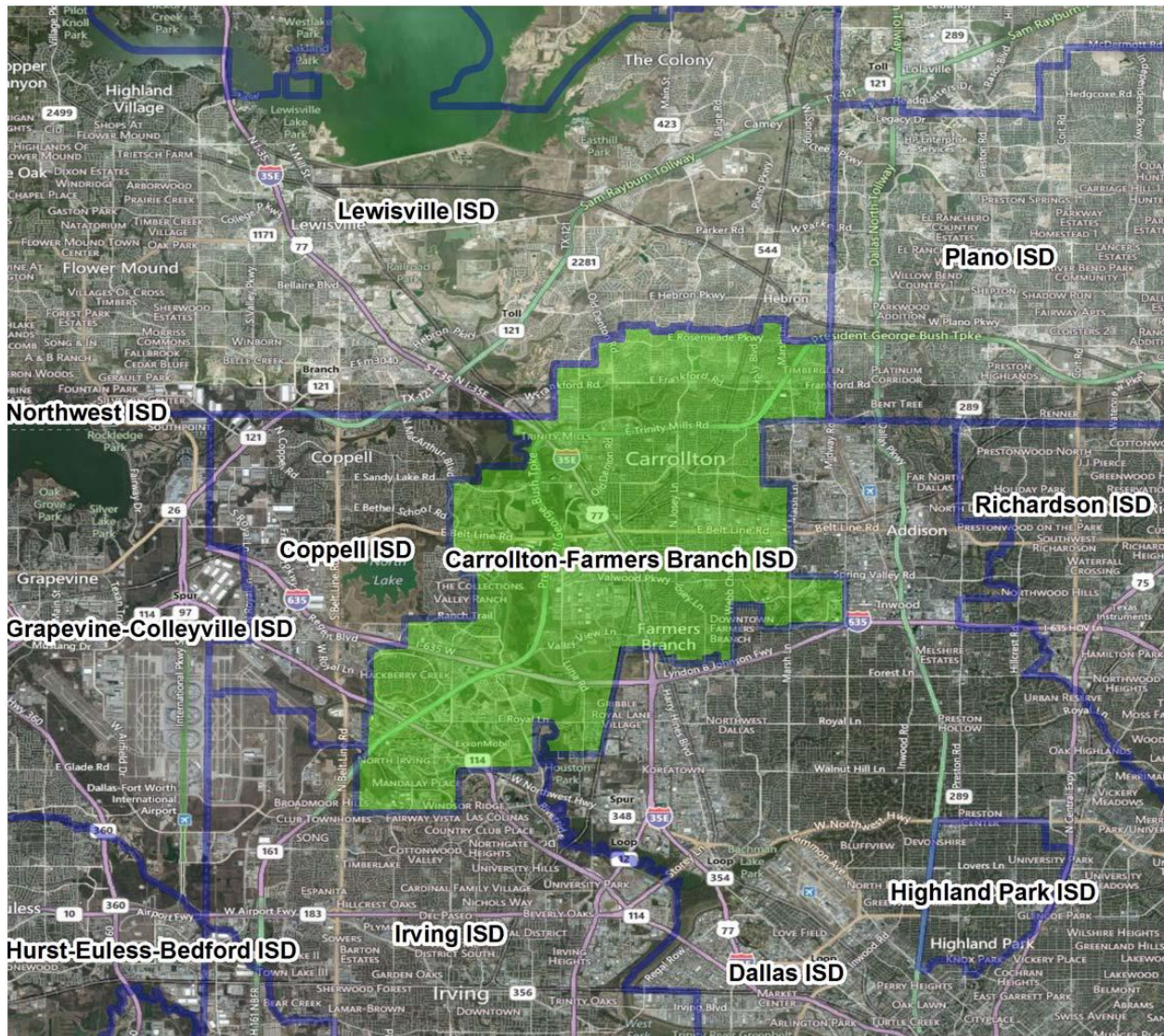
	Beginning Budget 2016-2017	Beginning Budget 2017-2018	Percentage Increase (Decrease)
Payroll	\$ 5,979,319	\$ 6,328,491	5.84%
Purchased Services	379,500	457,000	20.42%
Supplies & Materials	6,305,000	6,293,300	-0.19%
Other Operating/Capital	27,000	64,228	137.88%
Total	\$ 12,690,819	\$ 13,143,019	3.56%



Executive Summary continued

Future Outlook

Carrollton-Farmers Branch Independent School District is located in north central Texas on the northern edge of Dallas. The District overlaps a small area of the City of Dallas, and includes most of the City of Carrollton and about 70% of the City of Farmers Branch as well as portions of the Cities of Irving, Addison and Coppell.



Executive Summary continued

The local economy remains strong in the Dallas-Fort Worth area. The diversity of the businesses located here and the range of housing available combined with the transportation grid and proximity to Dallas-Fort Worth and Alliance airports provide a degree of protection from the economic cycles that is not available to most school districts.

The Dallas-Fort Worth area is an important center of trade, finance and other major services. It is also a critical point in the national transportation complex. The District itself is a primary warehousing and distribution center. Due in part to the transportation infrastructure, cost of doing business and workplace, the Metroplex draws many new corporations and individuals to the area each year. Major businesses have located their corporate headquarters here.

The district's largest taxpayer is only 0.97% of the taxable value of the district. This lack of dependence on a single employer or business segment means that the loss of even a large business will not have a significant negative impact on the education of children, or imperil the future payment of obligations.

The location of the District along Interstate 35, Interstate 635, Bush Tollway and the Dallas North Tollway together with its proximity to the Dallas-Fort Worth International Airport (approximately eight miles from the District), has provided a major impetus for growth in the northwest quadrant of Dallas County and the school district. The upgrading of the road system within the metroplex continues to be a plus for the District. A combination of interstate highways, state highways, a light rail system and toll roads ensures that residents can easily commute to jobs anywhere in the metroplex and serves as a magnet for the location of new businesses coming into the area. The Dallas Area Rapid Transit (DART) light rail system has major stops in the District. The Cities of Carrollton and Farmers Branch have initiated plans in these transit areas for high-density housing, retail, restaurants and offices in a quality urban environment. These projects are underway in various areas of the cities. A major highway widening project is nearing completion for Interstate 35, which will further encourage growth and development.

The Valwood Improvement Authority was created in 1974 as the Farmers Branch-Carrollton Flood Control District, thus extending the development of industrial land along the Trinity River flood plain as the largest planned industrial/business park in Dallas County. Wholly contained within the Cities of Carrollton and Farmers Branch, the Authority has major freeway access, rail and motor line services.

Valley Ranch, a mixed-use development of 2,400 acres, is located south of Beltline Road and north of the LBJ Freeway. Approximately 1,800 acres of the development is located within the District and approximately 1,200 of those acres is devoted to residential property.

Las Colinas, a mixed-use development of some 12,000 acres, lies immediately east of the Dallas-Fort Worth International Airport. This master-planned community contains quality residential areas, business parks, shopping centers, green-belt areas, several country clubs, an equestrian

Executive Summary continued

center, office parks, luxury hotels, a complete recording and sound studio for motion picture production, hospital facilities, and a community college. Some 4,300 acres of Las Colinas lie within the District. While construction has been sporadic, there has been significant new activity in both commercial and residential projects.

La Villita, a unique community within Las Colinas, is an upscale 200 acre development containing multi-family, small office buildings, single-family and town homes. The District opened an elementary school in La Villita in 2008 and has secured a site for a middle school. La Villita's site is rich in water features, particularly the 30 acre Lake Royal and its two canals. Small parks and plazas are scattered throughout the community, giving residents places to gather. There is also a system of hiking and biking trails, both paved and natural-surface along the Elm Fork of the Trinity River. While enrollment growth is stagnant or declining in most areas of the District, Las Colinas and specifically the La Villita community continues to grow.

A major redevelopment project was initiated in Addison in 2007 where 2,400 older apartments were torn down and replaced with a complete new urban environment. This development includes a 12 acre waterfront park with open spaces, an amphitheater, a neighborhood park, 500,000 sq. ft. of office space, 6,000 housing units and retail businesses. Additional redevelopment projects are also underway on a smaller scale in both the cities of Carrollton and Farmers Branch.

While actual construction has been slow to start, the last remaining large area of undeveloped land known as Mercer Crossing in the city of Farmers Branch is beginning to see activity. Several projects have been presented to the city for consideration; the latest plan includes 656 single family and 1,750 multi-family units as well as an amenity center, amphitheater, senior living, hotel and commercial buildings. The development project has moved out of the planning stage into the early construction phase. Construction is expected to continue over the coming years. Several other multi-family projects have been completed along with one commercial project.

Executive Summary continued

The Product

District Overview

With the Mission Statement in mind, the Carrollton-Farmers Branch Independent School District believes that partnerships and collaborations combined with an integrated educational program of quality, equity, challenge, and innovation prepare each student for the world of tomorrow.

Location

CFB encompasses 53.42 square miles in northwest Dallas County with a smaller portion in southeast Denton County. CFB provides instructional services to children who live in portions of Carrollton, Farmers Branch, Addison, Coppell, Dallas and Irving.

Parent/Community Involvement

Strong parental support and community alliances are keys to a successful public education system. CFB has a PTA or PTSA on every regular school campus, multi-school business partnerships and specialized parent booster clubs on secondary campuses.

Educational Services

Every student is valued in CFB, and the Division of Educational Services provides systemic support through an online curriculum, Community of Learners (COL) through Canvas, a learning management system. The COL provides additional specificity to the state standards. The district uses the curriculum framework of Understanding by Design to guide localization of state standards.

Gifted Education

CFB has had gifted education instructional programs in place since 1978. Over 1,900 identified students in kindergarten through grade twelve participate in broad-based, advanced programs. The Leading Exceptional Academic Producers (LEAP) program supports the needs of the profoundly gifted student. Academic Creative Education (ACE) is designed to challenge students who are performing above their chronological age or grade level. The district is also one of 14 districts in the state of Texas to offer the full International Baccalaureate continuum, offering the Primary Years Programme, Middle Years Programme and the Diploma Programme.

Special Education

The district offers a continuum of service options for students with disabilities, age 3 through 21, who require specially designed instruction and are eligible for special education and related services. An Individual Education Program (IEP) is developed to meet the individual needs of each student who is eligible.

Career & Technology Education

The district has identified 16 career clusters, which are organized around broad career fields:

- Agriculture, Food & Natural Resources

Executive Summary continued

- Architecture & Construction
- Arts, Audio Visual Technology & Communications
- Business, Management & Administration
- Education & Training
- Finance
- Government & Public Administration
- Health Science
- Hospitality & Tourism
- Human Services
- Information Technology
- Law, Public Safety, Corrections & Security
- Manufacturing
- Marketing, Sales & Service
- Science, Technology, Engineering & Mathematics
- Transportation, Distribution & Logistics

With careful consideration and discussion, each student can identify a specific and individualized cluster and then a “path.” There are 81 individual career pathways in the 16 career clusters. Students are urged to carefully consider the questions at the beginning of each cluster/pathway. When one or more cluster/pathway appears interesting, students look carefully at the possible degrees, careers and working conditions associated with these area(s); then they choose the related high school elective courses that would help them prepare for each pathway.

In addition, high schools provide in-depth career pathway study through the following academies. These academies are open to all incoming 9th grade CFB high school students through an application process.

- Media Arts and Technology
- Biomedical Professions
- International Business
- Law and Criminal Justice
- Math, Engineering, Technology & Sciences

In addition, students have the opportunity to choose from more than 100 Career & Technology Education courses offered in the 16 career clusters identified above.

Athletics and Fine Arts

Students can participate in a variety of extracurricular and co-curricular activities from football to orchestra. At the high school level, fourteen boys’ sports and fifteen girls’ sports are offered as well as art, band, choir, dance, drill team, orchestra, speech, debate and theatre. In middle school, five sports are offered for girls and four sports are offered for boys as well as band, choir, art, orchestra and theatre. Art and music are offered at the elementary level for every K-5 student. The high school sports are: cheerleading, athletic training, swim/diving, power lifting,

Executive Summary continued

football, volleyball, cross country, basketball, softball, baseball, soccer, track, tennis, golf and wrestling. The middle school sports are: football, volleyball, basketball, track, cheerleading and soccer.

Facilities

Since 1990, in four separate elections, the voters of the Carrollton-Farmers Branch ISD have authorized over \$600 million in general obligation bonds. The most recent election in 2003 was for \$300.165 million alone and passed by more than 78% of the votes.

Accountability Ratings

Explanation of the 2017 State of Texas Accountability System

The Texas Education Agency is charged with assessing public school students on what they have learned and determining district and school accountability ratings. Since 2013, campuses and districts can earn one of two ratings: Met Standard or Improvement Required.

For the fifth consecutive year the district earned a rating of Met Standard. In 2017, 34 out of 36 campuses also earned the Met Standard.

In 2017, campuses and districts had to meet target scores on three indexes: Index 1 *or* Index 2 *and* Index 3 *and* Index 4 to earn a rating of Met Standard. These same requirements were in place for 2015 and 2016 academic school years.

**TEXAS EDUCATION AGENCY
2017 Accountability Summary
CARROLLTON-FARMERS BRANCH ISD (057903)**

Accountability Rating
Met Standard

Met Standards on	Did Not Meet Standards on
- Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness	- NONE

Index 1: Student Achievement - Provides an overview of student performance based on satisfactory achievement across all subjects for all students. It acts as a snapshot of how many students met Level 2 Satisfactory requirement in new Progressive performance standards.

Index 2: Student Progress - Focuses on actual student growth independent of overall achievement levels for each race/ethnicity student group, students with disabilities,

Executive Summary continued

and English language learners. Year-to-year student growth is evaluated by subject and student group with a weighted calculation – each student group is weighted equally regardless of number of test-takers in each student group.

Index 3: Closing Performance Gaps - Emphasizes improving academic achievement of the economically disadvantaged student group and the lowest performing race/ethnicity student groups at each campus or district.

Index 4: Postsecondary Readiness – Applies to all campuses underscoring the role of elementary & middle schools to prepare students for the rigors of high school. It consists of STAAR Level II Final results, graduation rates, and percentage of diploma plans to highlight the importance of developing college and career ready graduates.

Distinction Designations

Under the current state accountability system, campuses in Texas that achieve the rating of Met Standard can earn additional recognition.

Distinction Designations recognize outstanding academic achievement in reading/ELA, mathematics, science, and social studies. They can also be awarded based on the following three areas:

- Top 25% in Student Progress (Index 2)
- Top 25% in Closing Achievement Gap (Index 3)
- Academic Achievement in Mathematics (Index 4)

Indicators evaluated include performance at the STAAR Level III (Advanced) standard for selected grades and subject areas in elementary and middle schools, and indicators including SAT/ACT and AP/IB participation and performance for high schools. Attendance rate is included as an indicator for reading/ELA and math.

CFB ISD earned a total of 97 Distinction Designations out of a possible 221 in 2017:

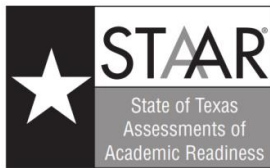
2017 Distinction(s) Earned in CFB ISD	Elementary Campuses	Middle Schools	High Schools	District Total
Academic Achievement in Reading/ELA	11	3	4	18
Academic Achievement in Math	9	2	4	15
Academic Achievement in Science	10	1	4	15
Academic Achievement in Social Studies	N/A	4	2	6
Top 25% in Student Progress	7	2	4	13
Top 25% in Closing Achievement Gap	11	1	2	14
Postsecondary Readiness	10	2	4	16

Executive Summary continued

Twenty-five campuses in CFBISD earned at least one Distinction Designation and six campuses received all available distinctions possible.

To earn a Distinction Designation, a campus must be in the top quartile of their comparison group based on the indicators shown below. Comparison groups are unique to each campus and are determined by the state based on shared characteristics: e.g. number of students, percentage of ELL, percentage of economically disadvantaged, and mobility rate.

State of Texas Assessments of Academic Readiness (STAAR)



The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for:

- Reading and mathematics, grades 3-8
- Writing at grades 4 and 7
- Science at grades 5 and 8
- Social studies at grade 8
- End-of-course (EOC) for English I, English II, Algebra I, Biology and U.S. History.

In 2017, our students surpassed the state’s STAAR passing percentages for Approaches Grade Level across ALL Subjects and Mathematics. They surpassed the state passing percentage in Science and Social Studies.

Approaches Grade Level or Above			
2017 STAAR	Texas	Region	District
All Subjects	75%	77%	75%
Reading	72%	73%	71%
Mathematics	79%	80%	79%
Writing	67%	69%	64%
Science	79%	80%	80%
Social Studies	77%	80%	79%

Met or Exceeded Progress			
2017 STAAR	Texas	Region	District
All Subjects	61%	63%	61%
Reading	59%	60%	59%
Mathematics	64%	65%	62%

Executive Summary continued

Meets Grade Level or Above			
2017 STAAR	Texas	Region	District
Two or More Subjects	48%	51%	47%
Reading	48%	51%	46%
Mathematics	48%	51%	48%
Writing	38%	41%	36%
Science	52%	54%	51%
Social Studies	51%	54%	55%

Masters Grade Level			
2017 STAAR	Texas	Region	District
All Subjects	20%	23%	20%
Reading	19%	21%	17%
Mathematics	23%	26%	22%
Writing	12%	14%	12%
Science	19%	22%	20%
Social Studies	27%	31%	30%

Overall, our students met or surpassed the state in 57% of the performance standards shown above and reported within 2017 Texas Academic Performance Report. C-FB ISD met or surpassed the region in 14% of STAAR-related areas.

Advanced Placement

Advanced Placement (AP) is an accelerated level of instruction. AP courses provide college level coursework in a high school setting and are open to all CFB students at each high school. Enrolling in an AP class provides a powerful opportunity for students to acquire the knowledge, sophisticated concepts, and skills needed for college success.

AP/IB Participation			
Cohort 2016	Texas	Region	District
All Subjects	25.5%	32.1%	32.5%
ELA	15.5%	21.0%	23.5%
Mathematics	6.8%	9.3%	8.4%
Science	10.4%	13.6%	13.2%
Social Studies	14.8%	19.4%	14.3%

AP/IB Performance > = Criterion			
Cohort 2016	Texas	Region	District
All Subjects	49.5%	53.6%	51.1%
ELA	43.3%	45.9%	35.7%
Mathematics	54.0%	61.4%	53.3%
Science	35.1%	39.5%	37.3%
Social Studies	41.6%	46.5%	48.1%

AP Exam scores range from 1-5.

Scores are interpreted as a measure of achievement in a college-level AP course. They are based on a weighted combination of student responses to multiple-choice and free-response questions:

- 5 = extremely well qualified
- 4 = well qualified
- 3 = qualified
- 2 = possibly qualified
- 1 = no recommendation

During May 2017 administration, 1,905 students in CFBISD took a total of 3,212 AP Exams in 33 subject areas.

Executive Summary continued

Top AP Exam Participation (comprising 66% of all exams taken in CFBISD):

Spanish Language	699 exams	22% of total exams
English Language and Composition	388 exams	12% of total exams
English Literature and Composition	271 exams	8% of total exams
Unites States History	231 exams	7% of total exams
World History	214 exams	7% of total exams
Human Geography	161 exams	5% of total exams
Physics 1	149 exams	5% of total exams

Compared to 2016 AP exam performance the number of students testing increased by 113 and he overall number of tests taken increased by 85. Additionally, the percentage of total exams meeting the criteria of a 3 or higher increased from 50% to 54%.

CFB ISD 2017 AP Exam Performance Total Number of AP Exam Test-Takers: 1,905

District AP Exam Score Summary	5	4	3	2	1	# Total Exams Taken	# Scores 3 or Higher
Number of Exams Taken	214	513	993	979	513	3,212	1,720
Percentage of Total Exams	7%	16%	31%	30%	16%	100	54%

District AP Exam Score by Subject	5	4	3	2	1	# Total Exams Taken	% Scores 3 or Higher
Art History	1	1	4	8	1	15	40%
Music Theory	2	4	8	5	2	21	67%
Studio Art: 2-D Design Portfolio	7	18	14	1		40	98%
Studio Art: 3-D Design Portfolio	3	2	9	7		21	67%
Studio Art: Drawing Portfolio		4	5	1		10	90%
English Language and Composition	12	39	98	159	80	388	38%
English Literature and Composition	7	26	71	132	35	271	38%
European History	1		4	3		8	63%
Human Geography	10	20	34	31	66	161	40%
Macroeconomics	3	6	6	7	11	33	45%
Microeconomics	1	8	8	8	14	39	44%
Psychology	24	33	21	14	18	110	71%
United States Government and Politics	3	10	12	18	29	72	35%
United States History	22	30	62	72	45	231	49%
World History	12	43	66	68	25	214	57%

Executive Summary continued

Calculus AB	4	10	5	13	9	41	46%
Calculus BC	18	11	24	20	9	82	65%
Computer Science A	1	1	12	7	8	43	65%
Computer Science Principles	1	1	3	4		9	56%
Statistics	7	14	27	36	37	121	40%
Biology	3	16	44	46	19	128	49%
Chemistry	8	15	34	32	15	104	55%
Environmental Science	5	12	11	21	14	63	44%
Physics 1	4	16	29	63	37	149	33%
Physics 2	1	1	14	13	1	30	53%
Physics C: Electricity and Magnetism	2	7	9	11	6	35	51%
Physics C: Mechanics	5	16	8	9	2	40	73%
Chinese Language and Culture	1					1	100%
French Language and Culture	2	3	6	4	2	17	65%
German Language and Culture				1		1	0%
Japanese Language and Culture				2	1	3	0%
Spanish Language and Culture	35	139	337	161	27	699	73%
Spanish Literature and Culture		2	8	2		12	83%

Advanced Placement Equity and Excellence Report

Students who score a 3 or higher on an AP Exam are counted only once, regardless of how many AP Exams they took.

The percentage of students for the Graduating Class of 2016 vs. 2017 grew from 30.7% to 33.8%. The percent of students scoring a 3 or higher in 10th grade increased from 13.3% in 2016 to 14.6% in 2017. Eleventh grade student performance increased for the same years from 17.5% to 18.5%. Twelfth graders remained relatively steady from the previous year at 14.5%.

District	Score 3 or higher	How is this calculated?
Graduating Class Summary	33.8%	Number of your district's seniors who scored 3 or higher on at least one AP Exam at any point during high school divided by the total number of your district's seniors.
12th Grade	14.5%	Number of AP students per grade level who scored 3 or higher on at least one AP Exam this year divided by the total number of students in each grade.
11th Grade	18.5%	
10th Grade	14.6%	

Executive Summary continued

Advanced Placement Recognitions

College Board offers several AP Awards to students who have demonstrated college-level achievement through AP courses and exams.

AP Scholar – Students who earn scores of 3 or higher on three or more AP Exams

AP Scholar with Honor – Students who earn an average score of at least 3.25 on all AP Exams taken and scores of 3 or higher on four or more AP Exams

AP Scholar with Distinction – Students who earn an average score of at least 3.5 on all AP Exams taken and scores of 3 or higher on five or more AP Exams

National AP Scholar – Granted to students who earn an average score of at least 4.0 on all AP Exams taken and scores of 4 or higher on eight or more AP Exams

In 2017, 295 students in CFBISD were recognized for their AP performance, representing an increase of 36 student recognitions over the prior year.

2017 Advanced Placement Recognitions	Creekview	Smith	Turner	District
AP Scholar <i>(score 3 or higher on 3 or more exams)</i>	74	50	50	174
AP Scholar with Honor <i>(score 3 or higher on 4 or more exams)</i>	18	9	16	43
AP Scholar with Distinction <i>(score 3 or higher on 5 or more exams)</i>	36	20	13	69
National AP Scholar <i>(score 4 or higher on 8 or more exams)</i>	7	1	1	9

SAT/ACT Results

Postsecondary Readiness factors included in the 2017 Texas Academic Performance Report (TAPR) show the graduating class has surpassed the state for two consecutive years in meeting college-ready benchmarks on college entrance exams:

SAT/ACT Results			
% Tested	Texas	Region	District
Class of 2016	71.6%	74.4%	60.0%
Class of 2015	68.3%	73.8%	62.2%
Class of 2014	66.3%	67.0%	60.9%

SAT/ACT Results			
At/Above Criterion	Texas	Region	District
Class of 2016	22.5%	27.0%	25.7%
Class of 2015	24.3%	27.9%	27.6%
Class of 2014	25.1%	30.1%	28.7%

Executive Summary continued

SAT Results

The SAT is administered by the College Board and is designed to measure the verbal and math aptitudes of high school students.

SAT scores range from 200 to 800.

A score of 500 in any content area (or composite score of 1550) acts as a college ready benchmark indicating 65% likelihood of achieving a B-minus grade point average or higher during the first year of college.

SAT mean scores for Graduating Class of 2016 surpassed the state average in all areas: Reading, Math, Writing, and Total Combined score.

SAT Results for 2016		Mean SAT Scores			
College-Bound Seniors	#Tested	Reading	Math	Writing	Composite
Nation	1,637,589	494	508	482	1484
Texas	196,028	466	478	449	1393
District	869	479	500	462	1441
Creekview High School	257	490	518	472	1480
Early College	65	482	502	464	1448
Ranchview High School	123	477	490	459	1426
Smith High School	211	480	499	473	1452
Turner High School	213	463	484	443	1390

ACT Results

The ACT is an achievement test with four content exams including English, reading, mathematics, and science, plus an optional writing test and is used as a college entrance exam.

ACT scores range from 1-36.

College ready benchmark scores represent a level of achievement for students to have a 50% chance of obtaining a B or higher (or about a 75% chance of C or higher) in corresponding college-bearing first-year college course:

College Course	ACT Subject Area	ACT Benchmark
English Language	English	18
College Algebra	Math	22
Social Studies	Reading	22
Biology	Science	23

Executive Summary continued

The overall composite score for the CFB ISD seniors taking the ACT in 2013 was slightly lower than both the state and national scores.

ACT mean scores for Graduating Class of 2016 surpassed the national and state averages in Math, Science, and Composite scores.

ACT Results for 2016	Count	Mean ACT Scores				
		English	Math	Reading	Science	Composite
Nation	2,090,342	20.1	20.6	21.3	20.8	20.8
Texas	142,877	19.4	20.7	21.0	20.7	20.6
District	424	19.2	21.0	20.5	20.5	20.4
Creekview High School	117	20.8	22.9	22.2	22.5	22.2
Early College	45	18.7	20.7	19.4	19.9	19.8
Ranchview High School	62	20.0	21.0	21.4	20.3	20.9
Smith High School	78	20.0	21.5	21.1	21.1	21.0
Turner High School	122	16.8	19.2	18.4	18.6	18.4

PSAT/NMSQT Results

The PSAT/NMSQT went through major revisions in 2016 to measure the knowledge and skills that research shows are most essential for college and career readiness and success. The assessment still includes three sections: Reading, Writing/Language, and Math.

PSAT scores range from 320 to 1520.

A student's scores on the Reading Test and the Writing and Language Test are combined for an Evidence-Based Reading and Writing (EBRW) score. Both the EBRW and Math have a score range of 160-760.

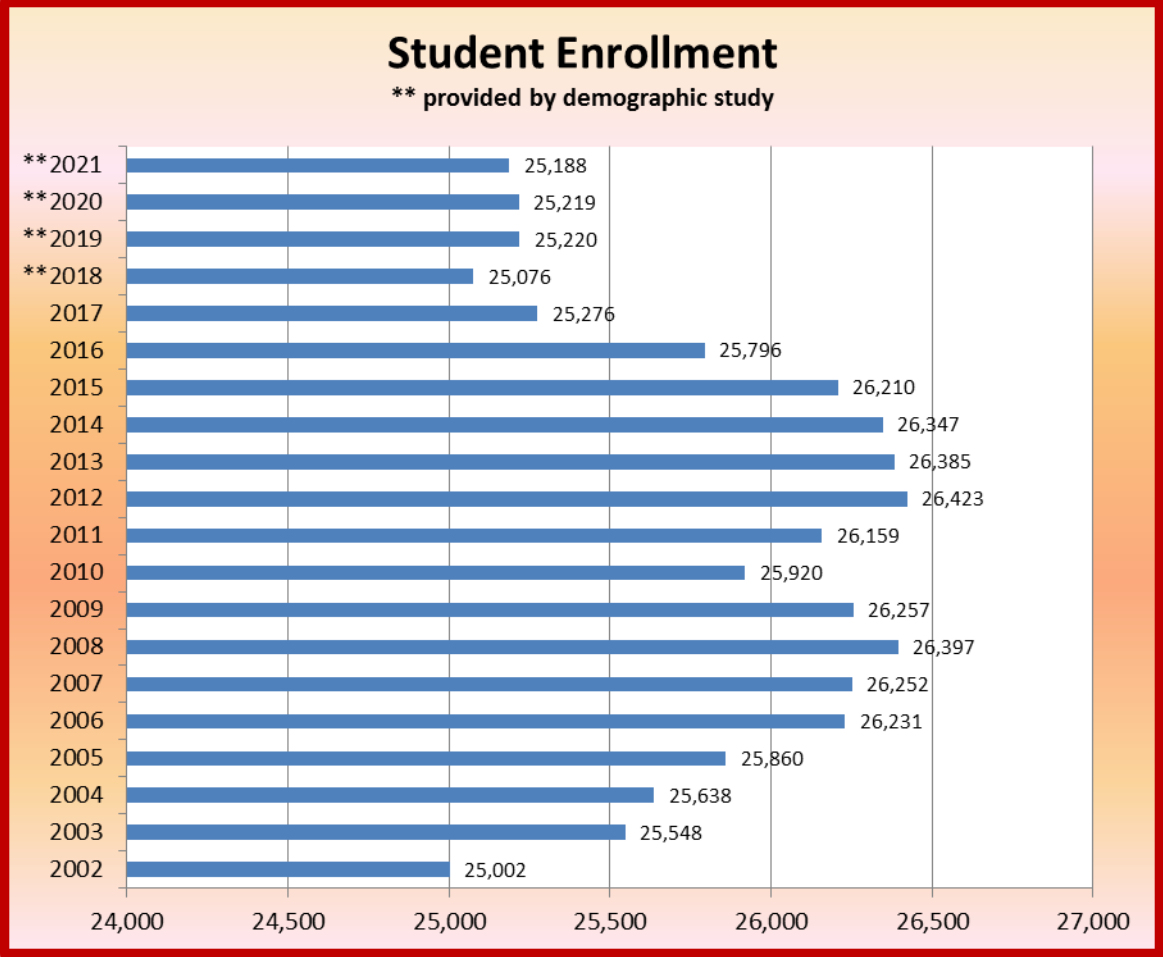
2016-17 PSAT/NMSQT	Average PSAT Scores			
Juniors (Class of 2018)	# Tested	Evidence-based Reading & Writing	Math	Total Score
National	1,783,299	514	506	1019
Texas	226,663	484	486	970
District	1,571	467	476	943
Creekview High School	452	473	484	956
Early College	82	489	519	1008
Ranchview High School	407	474	478	952
Smith High School	444	474	480	953
Turner High School	186	449	456	905

Executive Summary continued

For students in their junior year of high school, the PSAT is also the National Merit Scholarship Qualifying Test. The National Merit Semifinalists and National Merit Commended Recipients are selected from the highest scores on the PSAT.

Enrollment Trends

The graph below depicts the District’s past, present and future estimates for Student enrollment.



Future enrollment estimates for 2017-2018 and beyond were based upon a 2016 demographic study performed for the district. The projection was based a comprehensive study that looked a numerous variables such as the district’s new home construction forecast, current lot inventory, district demographics, etc.

Based on current enrollment trends, the District’s growth is concentrated in its Western edge. Due to this current and anticipated growth, the District added classroom space at LaVillita Elementary School in 2016, which was opened in August of 2008. In August 2014 the district

Executive Summary continued

completed the construction of a new facility at Las Colinas Elementary that included additional capacity for future growth. Construction was completed in 2016 to expand Ranchview High School.

Enrollment trends in all other parts of the District indicate that current facilities will be adequate with minor renovation and additions.



Executive Summary continued

District Improvement Plan

Each year the district’s planning process includes developing a plan to improve student performance.

The District Improvement Plan is developed with input from all stakeholders, including staff and community members that serve on an advisory District Improvement Council. This year the plan was developed with a three year outlook. Major strategies were developed for each guiding objective.

Below is a chart of the department primarily responsible for each guiding objective.

Organizational Unit	Person Reponsible	Objective	Description
Associate Superintendent for Educational Services	Georgeanne Warnock	1	Continuously improve student learning
Associate Superintendent for Educational Services/ Associate Superintendent for Business Services	Georgeanne Warnock/ Tonya Tillman	2	Continuously improve the learning environment
Associate Superintendent for Business Services	Tonya Tillman	3	Continuously improve operational effectiveness
Chief of Communications	Angela Shelley	4	Continuously improve community support

Tactical steps are developed to accomplish each major strategy identified in the plan. Each Campus Improvement Plan is aligned with the District Improvement Plan. A summary of the district’s plan follows.



Executive Summary continued



**DISTRICT PLAN
2017-2018
VISION 2020**

OUR VISION: Learn More. Achieve More.

OUR MISSION: Continuous Improvement.

OUR GOAL: High Achievement for Each Student.

Executive Summary continued

BOARD OF TRUSTEES

John Mathews, *President*

Nancy Cline, *Vice President*

Guillermo Ramos, *Secretary*

Randy Schackmann, *Assistant Secretary*

Richard Fleming, *Board Member*

Tara Hrbacek, *Board Member*

Candace Valenzuela, *Board Member*

ADMINISTRATORS

Dr. Bobby Burns, *Superintendent*

Georgeanne Warnock, *Associate Superintendent, Educational Services*

Tonya Tillman, *Associate Superintendent, Business Services*

Michelle Bailey, *Assistant Superintendent of Secondary Schools*

Tracy Smith, *Assistant Superintendent of Elementary Schools*

Angela Shelley Brown, *Chief of Communications*

Dr. Darrell Coleman, *Chief of Staff*

David Finley, *Chief Operations Officer*

Scott Roderick, *Chief Financial Officer*

Cathy Webb, *Chief Data & Technology Officer*

Executive Summary continued

EXECUTIVE SUMMARY:

The goal of Carrollton-Farmers Branch Independent School District is high achievement for each student. Our work to help students reach their highest potential is guided by the following objectives:

Continuously improve student learning	
The instructional core is composed of the teacher and student in the presence of content. The relationship between the teacher, student, and content determines the nature of instructional practice. The only way to improve instruction is by increasing the level of knowledge and skill the teacher brings to instruction, change the role of the student in instruction, and to increase the level and complexity of content.	<p>How do we improve <u>student learning</u>?</p> <ul style="list-style-type: none"> ✓ Improve the instructional core ✓ Improve feedback and observation ✓ Improve data-informed decision making ✓ Increase innovative programming including digital learning
Continuously improve the learning environment	
The learning environment comprises both the physical space and the emotional environment. Students must feel safe and secure, both physically and emotionally, in order for learning to occur.	<p>How do we improve the <u>learning environment</u>?</p> <ul style="list-style-type: none"> ✓ Ensure safety and security ✓ Meet physical and emotional needs ✓ Provide effective learning facilities
Continuously improve operational effectiveness	
Operational effectiveness is the efficiency of business processes and fiscal resources.	<p>How do we improve <u>operational effectiveness</u>?</p> <ul style="list-style-type: none"> ✓ Improve human resources management ✓ Improve financial management ✓ Improve business operations ✓ Improve technology infrastructure and operations
Continuously improve community support	
Community support comprises support from parents, business, faith-based organizations, and community leadership. Schools cannot do it alone; CFB relies on partnership with stakeholders in the community for continued success.	<p>How do we improve <u>community support</u>?</p> <ul style="list-style-type: none"> ✓ Provide a culture of caring through community relations ✓ Build trust through communication ✓ Improve brand reputation through marketing

Executive Summary continued

Below is the board policy that guides the district’s planning and decision making process.

Carrollton-Farmers Branch ISD
057903

PLANNING AND DECISION-MAKING PROCESS

BQ
(LOCAL)

	<p>The Board shall approve and periodically review the District's vision, mission, and goals to improve student performance. The vision, mission, goals, and the approved District and campus objectives shall be mutually supportive and shall support the state goals and objectives under Education Code, Chapter 4. [See AE(EXHIBIT)]</p>
<p>DISTRICT IMPROVEMENT PLANNING PROCESS</p>	<p>The District's planning process to improve student performance includes the development of the District's educational goals, the legal requirements for the District and campus improvement plans, all pertinent federal planning requirements, and administrative procedures. The Board shall approve the process under which the educational goals are developed and shall ensure that input is gathered from the District-level committee. [See BQA]</p>
<p>PARENT AND FAMILY ENGAGEMENT PLAN</p>	<p>The Board shall ensure that the District and campus improvement plans, as applicable, address all elements required by federal law for receipt of Title I, Part A funds, including elements pertaining to parent and family engagement. The District-level and campus-level committees shall involve parents and family members of District students in the development of such plans and in the process for campus review and improvement of student academic achievement and campus performance. [See EHBD]</p>
<p>ADMINISTRATIVE PROCEDURES AND REPORTS</p>	<p>The Board shall ensure that administrative procedures are developed in the areas of planning, budgeting, curriculum, staffing patterns, staff development, and school organization; adequately reflect the District's planning process; and include implementation guidelines, time frames, and necessary resources. The District-level and campus-level committees shall be involved in the development of these procedures. [See BQA and BQB]</p> <p>The Superintendent shall report periodically to the Board on the status of the planning process, including a review of the related administrative procedures, any revisions to improve the process, and progress on implementation of identified strategies.</p>
<p>EVALUATION</p>	<p>The Board shall ensure that data are gathered and criteria are developed to undertake the required biennial evaluation to ensure that policies, procedures, and staff development activities related to planning and decision-making are effectively structured to positively impact student performance.</p>

DATE ISSUED: 7/6/2016
UPDATE 105
BQ(LOCAL)-A1

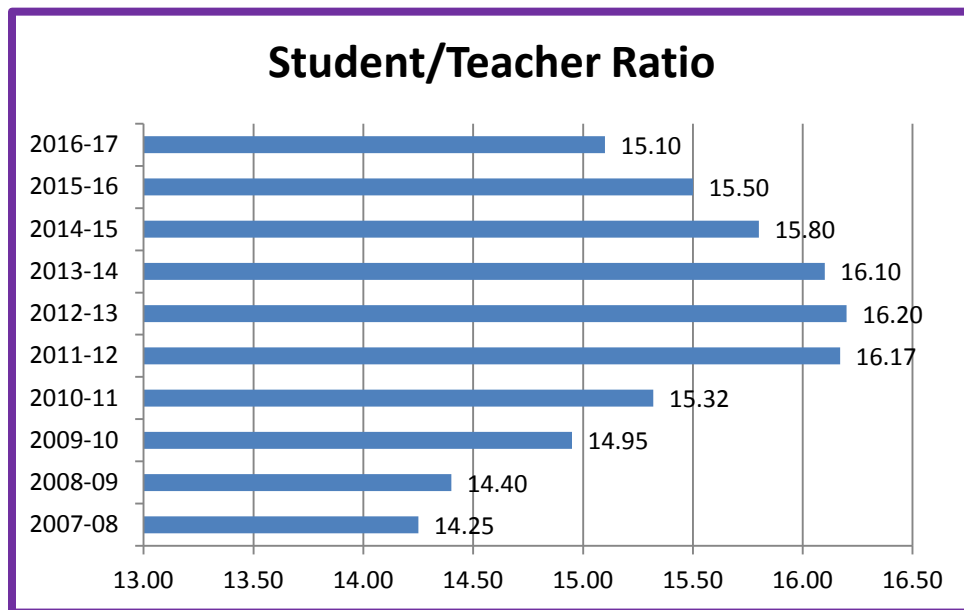
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Executive Summary continued

Personnel

The graph below depicts District's student/teacher ratio changes over time.



(SOURCE: TSDS PEIMS: Staff FTE Summary)

Texas school districts received historical reductions in funding beginning in 2011-12, which had a major impact on the number of teachers in the classroom.

Executive Summary continued

The table below depicts the Staff by Sex and Ethnicity for 2016-17.

	White	Hispanic	Black	Other	Totals
Male	371.5	157.0	71.0	83.5	683.0
Male Percentage	11.9%	5.1%	2.3%	2.7%	22.0%
Female	1,399.0	627.0	227.0	175.6	2,428.6
Female Percentage	45.0%	20.2%	7.3%	5.6%	78.0%

(Source: TSDS PEIMS: Staff FTE Summary)



Executive Summary continued

The table below depicts the Staff by Highest Degree-changes over time.

Teacher by Highest Degree Held

(Source: TSDS PEIMS: Staff FTE Summary)

	2012-13	2012-13	2013-14	2013-14	2014-15	2014-15	2015-16	2015-16	2016-17	2016-17
		%		%		%		%		%
No Degree	5	0.3%	5.1	0.3%	5	0.3%	8	0.5%	10.8	0.6%
Bachelors	1,201.0	73.8%	1,210.0	73.8%	1,230.4	74.1%	1,207.7	72.6%	1,203.2	71.9%
Masters	412	25.3%	411.5	25.1%	412.7	24.9%	432.8	26.0%	444.2	26.5%
Doctorate	10.2	0.6%	12	0.7%	12	0.7%	15	0.9%	16	1.0%

The graph below depicts the Teachers by Years of Experience- changes over time.

Teachers by Years of Experience

(Source: TSDS PEIMS: Staff FTE Summary)

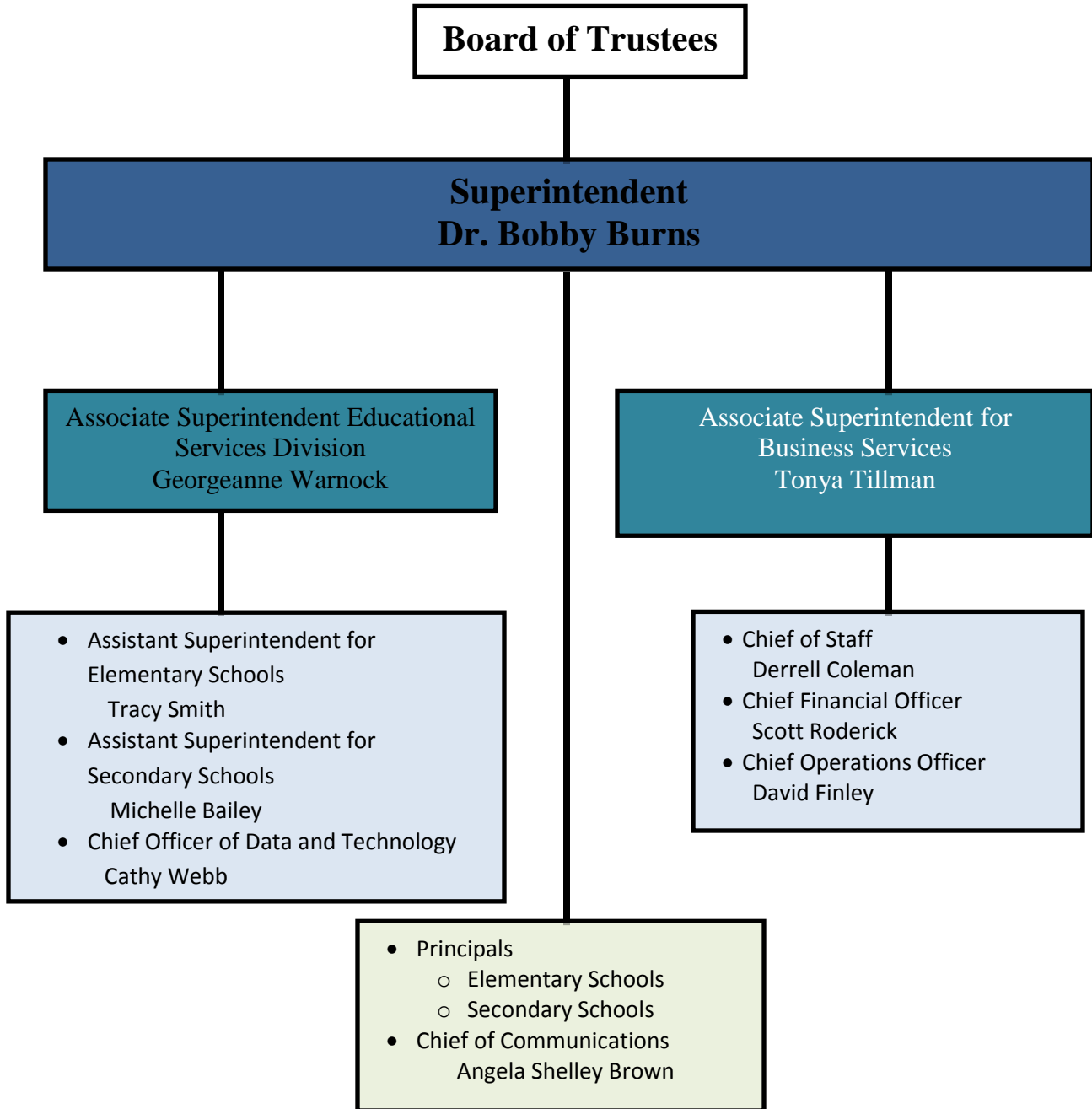
	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Beginning Teachers	178.4	134.1	74	95.7	82.5	146.5	135.3	130	116.6	122.3
1-5 Years Experience	695.8	722.2	653.7	564	486.7	431	450.6	497.2	540	558.4
6-10 Years Experience	435.4	403.2	413.3	430.1	440.7	427	427.1	404.8	353.8	330.4
11-20 Years Experience	317.7	341	364.9	394.2	423.5	426.3	440.8	440.7	462.6	472.3
Over 20 Years Experience	220.5	220.9	221.3	218.3	201.5	197.4	184.9	187.4	190.5	190.8
Avg Exp Teachers-TX	8.8	8.8	9.6	9.9	10.2	10	9.8	9.8	9.8	9.8
Avg Exp Teachers-District	5.4	5.6	6.4	6.8	7.2	7.1	6.9	6.9	6.9	6.9



Organizational Section

Organizational Section continued

Carrollton-Farmers Branch ISD Organizational Chart 2017-18



Organizational Section continued

Board of Trustees

John Mathews – President
Nancy Cline – Vice President
Guillermo William Ramos – Secretary
Randy Schackmann – Assistant Secretary
Richard Fleming - Member
Tara Hrbacek - Member
Candace Valenzuela - Member

Descriptions of Organization Units

Office of the Superintendent: The Superintendent is responsible for providing leadership and direction for the development of an educational system that is based on the needs of students, on standards of excellence and equity, and on community goals. This office is responsible for the coordination of the overall administration of the school district and liaison with the Board of Trustees. This office also oversees and manages district policies and procedures as well as directing district compliance with public information requests and open meetings requirements.

Associate Superintendent for Business Services: The Associate Superintendent for Business Services oversees all of the business support activities for the school district including personnel, accounting, budget, finance, maintenance, purchasing, transportation, food service and construction.

Associate Superintendent for Educational Services: The educational services division is responsible for providing district curriculum documents based on the TEKS that identify specific knowledge and skills students will acquire by grade level and subject area. The division designs assessments and facilitates meetings to assure alignment of the written, taught and tested curriculum. The division is also involved in regularly scheduled and ongoing study of the curricula designed to support collaborative planning and focus on student learning.

Chief Officer of Data and Technology: The Technology Division is responsible for supporting instructional, media, and business technology applications. The division also supports telecommunications systems including voice, video, data, and Internet applications.

Chief of Staff: This Department has responsibility for administering all of personnel operations including: personnel policies and practices; employment, and post- employment; and, compensation for employees.

Chief of Communications: The Office of Strategic Communications promotes positive public relations between the school district and the community and within the school district. The office provides timely information to staff, faculty, students, parents and the community through print, broadcast and electronic mediums.

Organizational Section continued

Following is a summary table of full-time staff counts over the past five years by employee role. The categories listed are based upon Texas Education Agency coding guidelines.

Full-Time Staff Counts - All Funds						
	Actual 2011-12	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17
Total Personnel	3,063.10	3,026.03	3,032.58	3,071.70	3,097.12	3,111.62
Teachers	1,633.90	1,628.27	1,638.68	1,660.10	1,663.53	1,674.18
Pre-Kindergarten	34.87	35.25	35.66	34.37	35.03	35.16
Kindergarten	128.86	128.04	131.15	127.12	122.38	120.31
Elementary (Grades 1-6)	720.02	721.89	21.51	21.61	21.87	23.78
Grade 1 *			135.66	127.30	126.25	122.17
Grade 2 *			119.73	127.20	130.77	125.84
Grade 3 *			115.64	121.76	129.65	129.30
Grade 4 *			124.97	122.63	122.73	127.54
Grade 5 *			108.28	104.76	111.61	118.72
Grade 6 *			106.23	103.69	96.78	94.85
Grade 7 *			91.83	97.68	93.37	85.95
Grade 8 *			83.33	89.68	83.83	86.83
Middle School (Grades 6-8)		30.98	23.20	31.06	74.55	79.60
Secondary (Grades 7-12)	665.23	631.42	30.11			
Secondary (Grades 9-12) *			441.14	497.06	479.42	489.40
All Grade Levels	84.92	80.69	70.24	54.18	35.29	34.73
Support Staff	347.67	351.46	356.61	372.00	374.97	375.85
Athletic Trainer	5.73	5.54	5.39	5.14	6.45	5.00
Audiologist	1.00	1.00	1.00	1.00	1.00	1.00
Counselors	57.00	55.67	55.41	56.99	56.00	56.00
Department Head	3.00	3.00	3.00	3.00	3.00	3.00
Ed Diagnosticians	31.94	31.94	31.94	32.94	33.46	34.48
Librarians	38.79	40.00	38.91	40.00	40.00	39.93
Nurses/Physicians	36.00	34.00	33.45	33.00	32.97	33.00
Occupational Therapist	7.00	7.00	7.00	8.00	7.82	8.00
Orientation/Mobility Specialist	1.00	1.00	1.00	1.00	1.00	1.00
Other Campus Professional	58.96	59.56	61.68	69.65	38.86	38.84
Other Non-Campus Prof Personnel	66.17	71.67	76.80	79.87	111.83	111.52
Physical Therapist	2.00	2.00	2.00	2.00	2.00	2.00
Psychologist/Assoc Psychologists	5.08	5.08	5.08	6.08	6.08	6.58
Social Worker	1.00	1.00	1.00			
Speech Thrpst/Speech Lang Pathologist	33.00	33.00	32.95	33.33	34.50	35.50
Administrators	132.43	128.34	130.71	130.20	133.63	136.90
Admin/Instructional Officers	35.42	32.88	17.63	18.00	17.00	18.00
Principals	38.45	36.48	37.00	37.00	37.00	37.00
Assistant Principals	47.00	47.00	46.55	49.00	49.40	52.15
Superintendents	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Superintendents	2.00	4.00	4.30	4.00	4.00	4.00
Athletic Director	1.00	1.00	1.00	1.00	1.00	1.00
Business Manager	0.58	1.00	1.00	1.00	1.00	1.00
Dir-Personnel/Human Resources	2.00	0.00	1.00	1.00	1.00	0.00
Registrar	3.00	3.00	3.00	3.00	3.00	3.00
Tax Assessor/Collector	1.00	1.00	1.00	1.00	1.00	1.00
Teacher Supervisor	0.98	0.98	17.23	14.20	18.23	18.75
Total Professional	2,114.00	2,108.07	2,126.00	2,162.30	2,172.13	2,186.93
Educational Aides	192.70	185.76	188.29	186.00	195.94	214.52
Auxiliary Staff	756.40	732.20	718.29	723.40	729.05	710.17
<i>Percentage increase (decrease) from Prior Year</i>	<i>-2.22%</i>	<i>-1.21%</i>	<i>0.22%</i>	<i>1.29%</i>	<i>0.83%</i>	<i>0.47%</i>
Source: Texas Education Agency's Standard Reports						
*Change in Classification by the Texas Education Agency						

Organizational Section continued

Organizational Unit	Funding Source
Office of Superintendent	General Fund
Chief of Staff	General Fund
Associate Superintendent for Business Services	General Fund Food Service Fund Capital Projects Fund
Associate Superintendent for Educational Services	General Fund
Chief Officer of Data and Technology	General Fund
Chief of Communications	General Fund

Vision Statement: *Learn More. Achieve More.*

Mission Statement: *Continuous Improvement.*

Goal: *High Achievement for Each Student.*

Guiding Objectives:

- *Continuously improve student learning*
- *Continuously improve the learning environment*
- *Continuously improve operational effectiveness*
- *Continuously improve community support*

Following is a summary of the District Improvement Plan tactical steps that are planned from 2017 through 2020.

Organizational Section continued

Guiding Objective 1

Continuously improve student learning

In CFB, our efforts to improve student learning include improving teachers’ knowledge and skill, improving student engagement with content, and improving the level and rigor of content.

There are many performance measurements included in the District Improvement Plan but we have included only a couple for reference purposes. The complete list of performance measurements can be found on the district website.

Performance Measurement	2016	2017	2018	2019	2020
ERG District Performance Index Percentile (Includes STAAR Level 1, Level 2, Level 3, Graduation Plan, CCR, & Graduation Rate)	Target: 88 Actual: 78	Target: 91 Actual: Published in Fall 2017	Target: 86	Target: 88	Target: 90
TEA State Accountability Rating	Target: Met Standard Actual: Met Standard	Target: Met Standard Actual: Met Standard	Target: A	Target: A	Target: A

¹ District Performance Index (DPI) is a measurement established by Educational Resource Group (ERG). DPI is based on the AEIS/TAPR demographically adjusted values for each of the core academic metrics. Since the units of measure for each of these metrics are different, the District Performance Index is defined as the weighted average of the percentiles of these core metrics according to the following: Met Standard, Met Panel Recommendation, Met Advanced, & College & Career Readiness. The higher the value of the District Performance Index, the better the overall academic achievement.

Organizational Section continued

Guiding Objective 1

Continuously improve instructional practice

Tactical steps to improve the instructional core:

2017-2018	2018-2019	2019-2020
Continue to support content coaching in elementary, middle, and high school. Content directors will provide ongoing training and development of content coaches	Continue to support content coaching in elementary, middle, and high school. Content directors will provide ongoing training and development of content coaches	Continue to support content coaching in elementary, middle, and high school. Content directors will provide ongoing training and development of content coaches
Provide ongoing training for principals through individual coaching sessions and in small group professional learning communities	Based on feedback from 2017-18, provide ongoing training for principals through individual coaching sessions and in small group professional learning communities	Based on feedback from 2018-19, provide ongoing training for principals through individual coaching sessions and in small group professional learning communities
Based on needs identified in data, continue professional development on engaging academic strategies through Learn More Achieve More Annual Conference, ongoing professional development of teachers and directors, ongoing professional development of principals, ongoing professional development of paraprofessionals, and ongoing campus-led professional development	Based on needs identified in data, continue professional development on engaging academic strategies through Learn More Achieve More Annual Conference, ongoing professional development from content directors, ongoing professional development of principals, and ongoing campus-led professional development	Based on needs identified in data, continue professional development on engaging academic strategies through Learn More Achieve More Annual Conference, ongoing professional development from content directors, ongoing professional development of principals, and ongoing campus-led professional development
Study Excellence through Equity with Secondary Principals Study Choice Words and Opening Minds with elementary principals	Study Visible Learning with all principals	Study a relevant text identified based on needs of the district -Continued next page -

Organizational Section continued

Study the following with content directors: Visible Learning for Literacy, Excellence through Equity, Who Owns the Learning?, and The Way of the Shepherd	Study a relevant text(s) identified based on needs of the district	Study a relevant text(s) identified based on needs of the district
Continue study of Calkins' units of study with elementary principals	Continue study of Calkins' units of study with elementary principals	Continue study of Calkins' units of study with elementary principals
Continue refining district-wide problem of practice to improve student literacy through Instructional Rounds	Continue refining district-wide problem of practice to improve student critical thinking and literacy through Instructional Rounds	Continue refining district-wide problem of practice to improve student critical thinking and literacy through Instructional Rounds
Conduct Instructional Rounds network visits to observe and collect data on campus instruction	Conduct Instructional Rounds network visits to observe and collect data on campus instruction	Conduct Instructional Rounds network visits to observe and collect data on campus instruction
Use observation data to guide instructional and professional development decisions	Use observation data to guide instructional and professional development decisions	Use observation data to guide instructional and professional development decisions
Study data and student writing at each Instructional Rounds network visit to build understanding of current state of literacy and develop improvement strategies	Determine area of study at each Instructional Rounds network visit to build understanding of current state of literacy and develop improvement strategies	Determine area of study at each Instructional Rounds network visit to build understanding of current state of literacy and develop improvement strategies
Build use of Reading Learning Progressions for 3-5 Reading Performance Tasks, including Special Education	Build use of Reading Learning Progressions for 3-5 Reading Performance Tasks, including Special Education	Build use of Reading Learning Progressions for 3-5 Reading Performance Tasks, including Special Education
Build use of Writing Rubrics and Progressions for K-6 Writing Performance Tasks, including Special Education	Build use of Writing Rubrics and Progressions for K-6 Writing Performance Tasks, including Special Education	Build use of Writing Rubrics and Progressions for K-6 Writing Performance Tasks, including Special Education
		-Continued next page -

Organizational Section continued

Continue to provide authentic opportunities to listen, speak, read, and write in all content areas	Continue to provide authentic opportunities to listen, speak, read, and write in all content areas	Continue to provide authentic opportunities to listen, speak, read, and write in all content areas
Continue to support student choice through a Reader's/Writer's Workshop Model	Continue to support student choice through a Reader's/Writer's Workshop Model	Continue to support student choice through a Reader's/Writer's Workshop Model
Use performance tasks to allow for student transfer of skills and knowledge in all content areas	Use performance tasks to allow for student transfer of skills and knowledge in all content areas	Use performance tasks to allow for student transfer of skills and knowledge in all content areas
Continue to build knowledge of differentiation strategies through study with content directors, principals, and teachers	Continue to build knowledge of differentiation strategies through study with content directors, principals, and teachers	Continue to build knowledge of differentiation strategies through study with content directors, principals, and teachers
Provide ongoing Intervention support for students through Tier 2 and Tier 3 programming	Provide ongoing Intervention support for students through Tier 2 and Tier 3 programming	Provide ongoing Intervention support for students through Tier 2 and Tier 3 programming
Provide ongoing intervention for students diagnosed with dyslexia through MTA program	Provide ongoing intervention for students diagnosed with dyslexia through MTA program	Provide ongoing intervention for students diagnosed with dyslexia through MTA program
Continue to support the AVID program at secondary schools, including but not limited to professional development and staff for tutoring; Complete process for Polk Middle School to serve as a National Demonstration site	Continue to support the AVID program at secondary schools, including but not limited to professional development and staff for tutoring	Continue to support the AVID program at secondary schools, including but not limited to professional development and staff for tutoring
Continue building and revising curriculum to increase rigor and alignment with state standards	Continue building and revising curriculum to increase rigor and alignment with state standards	Continue building and revising curriculum to increase rigor and alignment with state standards
Increase access to high-interest and accessible classroom libraries for all students	Increase access to high-interest and accessible classroom libraries for all students	Increase access to high-interest and accessible classroom libraries for all students -Continued next page -

Organizational Section continued

Continue to increase teacher understanding of language acquisition and how to meet the needs of English Language Learners	Continue to increase teacher understanding of language acquisition and how to meet the needs of English Language Learners	Continue to increase teacher understanding of language acquisition and how to meet the needs of English Language Learners
Continue to increase teacher understanding of students with special needs and how to differentiate for students served by Special Education	Continue to increase teacher understanding of students with special needs and how to differentiate for students served by Special Education	Continue to increase teacher understanding of students with special needs and how to differentiate for students served by Special Education

Tactical steps to improve Feedback and Observation:

2017-2018	2018-2019	2019-2020
Continue to develop observation and feedback skills for those instructional support staff, administrators, and teacher leaders who are providing feedback to teachers	Continue to develop observation and feedback skills for those instructional support staff, administrators, and teacher leaders who are providing feedback to teachers	Continue to develop observation and feedback skills for those instructional support staff, administrators, and teacher leaders who are providing feedback to teachers
Support principals, assistant principals, and instructional support staff as they implement Leverage Leadership/TAGS	Support principals, assistant principals, and instructional support staff as they implement Leverage Leadership/TAGS	Support principals, assistant principals, and instructional support staff as they implement Leverage Leadership/TAGS
Provide TAGS training for all teachers and appraisers in CFB	Provide TAGS training for all teachers and appraisers in CFB	Provide TAGS training for all teachers and appraisers in CFB
Continue to pilot SLO (Student Learning Objectives) with select teachers at elementary, middle, and high school Determine 2017-18 growth measure with pilot teachers and committee	Implement SLO at all campuses based on pilot in 2016-18	Implement SLO at all campuses based on pilot in 2018-19

Organizational Section continued

Tactical steps to improve data informed decision making:

2017-2018	2018-2019	2019-2020
Secure ERG for teacher use Continue to provide professional development for principals and teachers on using ERG for instructional improvement	Continue to provide professional development for principals and teachers on using ERG for instructional improvement	Continue to provide professional development for principals and teachers on using ERG for instructional improvement
Provide time, through use of substitutes and/or flexible scheduling, for teachers to analyze interim assessment data and to determine next steps for instruction	Provide time, through use of substitutes and/or flexible scheduling, for teachers to analyze interim assessment data and to determine next steps for instruction	Provide time, through use of substitutes and/or flexible scheduling, for teachers to analyze interim assessment data and to determine next steps for instruction
Continue support of data analysis and teacher understanding of data protocols Provide professional development to teach data protocols at both district and campus levels	Continue support of data analysis and teacher understanding of data protocols Provide professional development to teach data protocols at both district and campus levels	Continue support of data analysis and teacher understanding of data protocols Provide professional development to teach data protocols at both district and campus levels
Develop workshops for teachers and administrators for most effective use of Eduphoria	Develop workshops for teachers and administrators for most effective use of Eduphoria	Develop workshops for teachers and administrators for most effective use of Eduphoria
Develop MAP Road map; build coach, teacher, and administrator knowledge of how to use MAP data effectively	Continue to build coach and administrator knowledge of how to use MAP data effectively	Continue to build coach and administrator knowledge of how to use MAP data effectively
Determine, with instructional staff, strategies for monitoring student progress by content	Train teachers on progress monitoring for students	Refine processes for student self-progress monitoring -Continued next page -

Organizational Section continued

<p>Provide YouthTruth Survey to students in grades 3-12</p> <p>Analyze data with central office and campus staff to determine trends</p> <p>Analyze data with students at each campus to hear student feedback and improve engagement</p>	<p>Provide YouthTruth Survey to students in grades 3-12</p> <p>Analyze data with central office and campus staff to determine trends</p> <p>Analyze data with students at each campus to hear student feedback and improve engagement</p>	<p>Provide YouthTruth Survey to students in grades 3-12</p> <p>Analyze data with central office and campus staff to determine trends</p> <p>Analyze data with students at each campus to hear student feedback and improve engagement</p>
<p>Revise interim assessments to ensure alignment to state standards, college-ready standards, and to ensure assessments are cumulative in nature</p>	<p>Revise interim assessments to ensure alignment to state standards, college-ready standards, and to ensure assessments are cumulative in nature</p>	<p>Revise interim assessments to ensure alignment to state standards, college-ready standards, and to ensure assessments are cumulative in nature</p>
<p>Review TEA authored interim benchmarks and determine how to implement in CFB</p>	<p>Determine next steps for use of TEA authored interim benchmarks based on feedback from 2017-18</p>	<p>Determine next steps for use of TEA authored interim benchmarks based on feedback from 2018-19</p>
<p>Support campus graduation team committees and SNAP teams at high schools, middle schools, and elementary schools in order to improve graduation rate and increase support for students</p>	<p>Support campus graduation team committees and SNAP teams at middle and elementary schools in order to improve graduation rate and increase support for students</p>	<p>Support campus graduation team committees and SNAP teams at middle and elementary schools in order to improve graduation rate and increase support for students</p>

Tactical steps to increase Innovative Programming and Digital Learning:

2017-2018	2018-2019	2019-2020
<p>Promote the Digital Learning certification program for teachers</p>	<p>Promote the Digital Learning certification program for teachers</p>	<p>Promote the Digital Learning certification program for teachers</p>
<p>Provide multiple learning experiences to build teachers' digital literacy</p>	<p>Provide multiple learning experiences to build teachers' digital literacy</p>	<p>Provide multiple learning experiences to build teachers' digital literacy</p> <p>-Continued next page -</p>

Organizational Section continued

Provide two district-wide experiences related to building awareness and understanding of digital literacy: Game On and Hour of Code	Provide two district-wide experiences related to building awareness and understanding of digital literacy: Game On and Hour of Code	Provide two district-wide experiences related to building awareness and understanding of digital literacy: Game On and Hour of Code
Provide instructional coaching support to teachers who are implementing use of Chromebooks and/or iPads in classrooms	Provide instructional coaching support to teachers who are implementing use of Chromebooks and/or iPads in classrooms	Provide instructional coaching support to teachers who are implementing use of Chromebooks and/or iPads in classrooms
Provide training to teachers regarding Learning Management System (LMS), Canvas	Provide training to teachers regarding Learning Management System (LMS), Canvas	Provide training to teachers regarding Learning Management System (LMS), Canvas
Refine and add to list of digital resources for teacher use	Refine and add to list of digital resources for teacher use	Refine and add to list of digital resources for teacher use
Create at least one professional development course in Canvas for CFB teachers, principals, and instructional staff	Create at least one professional development course in Canvas for CFB teachers, principals, and instructional staff	Create at least one professional development course in Canvas for CFB teachers, principals, and instructional staff
Provide Chromebooks at Grade 8 for use per campus plan	Provide iPads at Grade 2 and Chromebooks at Grades 5 and 11 for use per campus plan	Provide Chromebooks at Grade 12 for use per campus plan
Provide continued support for project based learning at middle school campuses and at R.L. Turner's METSA	Provide continued support for project based learning at middle school campuses and at R.L. Turner's METSA	Provide continued support for project based learning at middle school campuses and at R.L. Turner's METSA
Create differentiated digital learning activities and performance tasks within the curriculum; include student research skills	Create differentiated digital learning activities and performance tasks within the curriculum; include student research skills	Create differentiated digital learning activities and performance tasks within the curriculum; include student research skills
Evaluate results of full-day PreK and determine next steps for Pre-K program in 2018-19	Evaluate results of full-day PreK and determine next steps for Pre-K program in 2019-20	Evaluate results of full-day PreK and determine next steps for Pre-K program in 2020-21
		-Continued next page -

Organizational Section continued

Conduct demographic study and examine programming to recapture and retain students including, but not limited to, expansion of dual language, STEM programming, Fine Arts programming, and language immersion	Implement innovative programming in each high school feeder pattern; investigate options for program expansion in 2019-20	Implement innovative programming in each high school feeder pattern; investigate options for program expansion in 2020-21
Support the Dynamic Learning Project at middle school; plan for continued implementation in 2018-19 following the end of the grant period	Continue support of learning from the 2017-18 Dynamic Learning Project Grant	Continue support of learning from the 2017-18 Dynamic Learning Project Grant
Review demographic study and determine additional programming to meet student needs in an alternative setting at Mary Grimes Education Center	Implement programming changes in Phase I of improvements at Mary Grimes	Implement programming changes in Phase 2 of improvements at Mary Grimes
Enhance CTE Programming by reviewing work force data and developing steps for improvement of CTE programming in 2018-19 and 2019-20	Implement plan determined for improvement of CTE programming in 2017-18	Implement plan determined for improvement of CTE programming in 2017-18
GT Pilot Program in Mathematics at 5 campuses elementary Grades 3 and 4 to better meet student academic strengths	Expand GT Mathematics program to all elementary campuses in grades 3 and 4; expand GT pilot to 5th grade at initial pilot campuses	Expand GT Mathematics program to all elementary campuses in grades 5; Review and refine GT mathematics program at elementary campuses
Expand Night School Programming to meet the needs of students	Review and refine night school programming based on student, counselor, and principal feedback	Review and refine night school programming based on student, counselor, and principal feedback
Excellence for All Initiative in middle schools	Review feedback for Excellence for All Initiative and determine next steps	Review feedback for Excellence for All Initiative and determine next steps

Organizational Section continued

Guiding Objective 2

Continuously improve the learning environment

As we work to improve the learning environment, CFB is committed to ensuring safety and security, meeting physical and emotional needs, providing effective learning facilities, and increasing access to digital learning for all students, teachers, and staff.

Performance measures used to determine improvement in Objective 2 include:

Performance Measurement	2016	2017	2018	2019	2020
Student Attendance Rate	97%	Target: 97.1% Actual: 95.7%	Target: 96%	Target: 96.5%	Target: 97%

Tactical steps to improve safety and security:

2017-2018	2018-2019	2019-2020
Utilize facility assessment data to identify effectiveness of campus security control and develop long range operational plan	Implement improvements according to timeline and as specified in plan to include facility and personnel elements	Monitor improvements to campus security, including entry processes and visitor identification
Review operation guidelines related to safety and security practices and procedures and identify areas for improvement	Revise operating guidelines as improvements to safety and security practices are implemented including appropriate staff training	Continue to adjust operating guidelines as long range plan evolves and in accordance with relevant current social conditions
Continue analysis of district security systems, including standardizing keyless entry systems district-wide	Monitor uniformity of components and placement of devices for efficiency	Evaluate components for viability and relationship to current technologies

Organizational Section continued

Tactical steps to meet the physical and emotional needs of students and staff:

2017-2018	2018-2019	2019-2020
Teach digital citizenship and appropriate use to teachers and students	Continue to build digital citizenship of students	Continue to build digital citizenship of students
Train staff in restorative discipline practices Pilot restorative discipline at select elementary and middle school campuses	Continue to build restorative practices at elementary and middle school campuses	Continue to build restorative practices at all campuses
Provide training on intervention strategies to Counselors and Administrators to address social and emotional needs of students	Continue to develop skills of counselors and administrators the social and emotional needs of students	Continue to develop skills of counselors and administrators the social and emotional needs of students
Continue Behavior and Culture training for teachers new to CFB and as on-going training for returning teachers	Continue Behavior and Culture training for teachers new to CFB and as on-going training for returning teachers	Continue Behavior and Culture training for teachers new to CFB and as on-going training for returning teachers
Refine CFB New Hire Academy based on feedback from Summer 2017 for implementation in 2018	Refine CFB New Hire Academy based on feedback from Summer 2018 for implementation in 2019	Refine CFB New Hire Academy based on feedback from Summer 2019 for implementation in 2020
Continue to increase participation in daily vigorous physical activity and usage of brain breaks during classroom instruction	Continue to increase participation in daily vigorous physical activity and usage of brain breaks during classroom instruction	Continue to increase participation in daily vigorous physical activity and usage of brain breaks during classroom instruction
Continue to improve the counseling program and provide support for counselors to maximize support provided to students	Continue to improve the counseling program and provide support for counselors to maximize support provided to students	Continue to improve the counseling program and provide support for counselors to maximize support provided to students

Organizational Section continued

Tactical steps to improve effective learning facilities:

2017-2018	2018-2019	2019-2020
Perform facilities assessment and determine viability of capital improvement plan to address aging facilities, including evaluation of bond campaign	Prioritize campus needs to establish construction schedule to align with long range and funding plan	Evaluate construction progress and costs to identify resources to achieve the expectations of the capital campaign
Continue to determine the disposition of Tax Increment Financing (TIF) funds and initiate final TIF projects	Determine plan and initiate final disposition of TIF funds	Evaluate and determine appropriate course of action for unspent TIF funds
Initiate comprehensive electronic work order system to improve operational effectiveness. Collect data through available reporting mechanisms	Review reporting and evaluate progress of work order system and identify areas for improvement. Modify/add to/abandon data collection as needed to reflect department goals and increase transparency	Continue to monitor work order system and data collection to identify continued improvement measures and overall department operations
Evaluate service center organizational structure and identify opportunities to improve operational effectiveness	Implement improvements to organizational structure and staffing models to improve operational effectiveness	Evaluate survey data to determine areas for improvement
Review operation guidelines related to facility service operations and identify areas for improvement	Adjust Operating Guidelines to improve effectiveness and train staff accordingly. Publish guidelines on web-site and communicate access to campus leadership	Continue to monitor and adjust operational guidelines

Organizational Section continued

Guiding Objective 3	Continuously improve operational effectiveness
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Using resources effectively to improve personnel retention, financial management, business operations, and technology infrastructure is important in CFB.

Performance measures used to determine improvement in Objective 3:

Number of Days in Fund Balance

Administrative Cost Ratio

Performance Measurement	2016	2017	2018	2019	2020
Number of Days in Fund Balance	Target: > 110 Actual: 137	Target: >135	Target: > 135	Target: > 130	Target: >125
Administrative Cost Ratio	Target: < 8.55% Actual: 137	Target: < 8.55%	Target: < 8.55%	Target: < 8.55%	Target: < 8.55%
Beginning Teacher Pay	Actual: \$49,500	Target: \$50,700 Actual: \$50,750	Target: \$52,000 Actual: \$52,425	Target: \$53,475	Target: \$55,000

Tactical steps to improve human resources management:

2017-2018	2018-2019	2019-2020
Continue to monitor the market as it applies to teacher salaries. Consider adjusting the salary scale to remain competitive	Continue to monitor the market as it applies to teacher salaries. Consider adjusting the salary scale to remain competitive	Continue to monitor the market as it applies to teacher salaries. Consider adjusting the salary scale to remain competitive -Continue next page -

Organizational Section continued

Monitor employee perception of compensation using TASB survey or similar survey to compare results to determine steps for improvement	Monitor employee perception of compensation using TASB survey or similar survey to compare results to determine steps for improvement	Monitor employee perception of compensation using TASB survey or similar survey to compare results to determine steps for improvement
Develop communication plan to educate staff about district pay and benefits	Continue to enhance and improve communication plan	Continue to enhance and improve communication plan
Conduct an annual market analysis of surrounding districts' stipend pay. Conduct stipend study tri-annually Review Athletic Stipends	Conduct an annual market analysis of surrounding districts' stipend pay. Conduct stipend study tri-annually Review Fine Arts Stipends	Conduct an annual market analysis of surrounding districts' stipend pay. Conduct stipend study tri-annually Review Masters, Doctorate, Bilingual Stipends
Analyze and enhance the recruiting and marketing processes to expand our qualified applicant pool and improve diversity of staff.	Evaluate results of strategies implemented to determine effectiveness and opportunities for additional enhancements	Continue to implement teacher recruitment and marketing plan initiated in 2017-18
Continue to develop a new hire orientation for paraprofessional staff	Evaluate results of new hire orientation and identify areas for improvements	Implement improvements to new hire orientation plan

Tactical steps to improve financial management:

2017-2018	2018-2019	2019-2020
Analyze district per student trends and other relevant data of area districts and identify potential areas for improvement	Identify successful initiatives implemented by peer districts to determine if these processes could be leveraged to the benefit of the district	Continue to analyze district per student trends and other relevant data of area districts and identify potential areas for improvement -Continue next page -

Organizational Section continued

Develop 2018-19 resource allocation plan that maintains identified fund balance level	Evaluate the District's long term financial stability and develop 2019-20 resource allocation plan that includes 1)impact of expiration of TIF funds 2) impact of 2019 legislative session 3)maintenance of adequate fund balance	Evaluate the District's long term financial stability and develop 2020-21 resource allocation plan that maintains fund balance level
Evaluate bond refunding opportunities for eligible debt issues and initiate refunding if applicable	Continue to evaluate bond refunding opportunities for eligible debt issues and initiate refunding if applicable	Continue to evaluate bond refunding opportunities for eligible debt issues and initiate refunding if applicable

Tactical steps to improve business operations:

2017-2018	2018-2019	2019-2020
Review budget and financial reporting communication practices related to transparency and user friendly documents	Continue to monitor and enhance communication practices related to budget and financial reporting	Continue to monitor and enhance communication practices related to budget and financial reporting
Review initial fall staffing levels after classroom balancing to determine effectiveness of the staffing allotment process	Continue to review staff/student ratios as well as program staffing to determine alignment with enrollment trends	Continue to review staff/student ratios as well as program staffing to determine alignment with enrollment trends
Evaluate business training environment and identify areas for improvement	Expand training opportunities for business processes	Expand training opportunities for business processes
Evaluate business practices and identify areas for enhancement	Implement enhancements to business practices	Continue to evaluate business practices and identify areas for enhancement

Organizational Section continued

Tactical steps to improve technology infrastructure & operations:

2017-2018	2018-2019	2019-2020
Continue to upgrade campus network operations gear, including telephony	Continue to upgrade campus network operations gear	Continue to upgrade campus network operations gear
Continue to upgrade campus wireless access capability with enhanced cabling and more powerful access points	Continue to upgrade wireless access capability with enhanced cabling and more powerful access points	Continue to upgrade wireless access capability with enhanced cabling and more powerful access points
Investigate options for wireless access from home	Determine feasibility of wireless access options for student home use	Determine next steps regarding home wireless access

Guiding Objective 4

Continuously improve community support

To garner support from our community in CFB, we strive to provide excellent customer service, promote district accolades and initiatives, and encourage involvement from community organizations and leadership.

Performance measures used to determine improvement in Objective 4:

Performance Measurement	2016	2017	2018	2019	2020
Achieving Quality Together Survey	Target: 90% Actual: 90%	Target: 91% Actual: 92%	Target: 93%	Target: 94%	Target: 95%
Engagement with Community – Number of interactions – Website Page Views	Target: 7 million Actual: 7.7 million	Target: 7 million Actual: 10.3 million	Target: 11 million	Target: 13 million	Target: 15 million

Organizational Section continued

Tactical steps to improve a culture of caring through community relations:

2017-2018	2018-2019	2019-2020
Enhance the iCare Initiative for all staff members by building brand ambassadors focused on “I Care”	Continue the iCare Initiative for all staff members by building brand ambassadors focused on “I Care”	Continue the iCare Initiative for all staff members by building brand ambassadors focused on “I Care”
Enhance the iCare Customer Service Initiative by developing a real-time customer-focused evaluation system	Continue to enhance the iCare Customer Service Initiative by developing a real-time customer-focused evaluation system	Continue to enhance the iCare Customer Service Initiative by developing a real-time customer-focused evaluation system

Tactical steps to improve trust through communications:

2017-2018	2018-2019	2019-2020
Increase the network of communicators sharing the positive information about CFB including developing the Ambassadors in Action program	Continue to increase the network of stakeholders engaging with CFBISD	Continue to increase the network of stakeholders engaging with CFBISD
Explore and implement new platforms to communicate effectively with multi-generations both internally and externally	Continue to explore and implement new messages to communicate effectively with multi-generations of stakeholders	Continue to explore and implement new messages to communicate effectively with multi-generations of stakeholders
Build trust with local businesses and community organizations who serve as partners with CFBISD	Continue to build trust with local businesses and community organizations who serve as partners with CFBISD	Continue to build trust with local businesses and community organizations who serve as partners with CFBISD
Develop a Crisis Communications Response Protocol as a means to build trust through school safety	Implement a Crisis Communications Response Protocol as a means to build trust through school safety	Continue to implement a Crisis Communications Response Protocol as a means to build trust through school safety

Organizational Section continued

Tactical steps to improve brand reputation through marketing:

2017-2018	2018-2019	2019-2020
Build brand loyalty to CFBISD from our current staff members	Continue to build brand loyalty to CFBISD from our current staff members	Continue to build brand loyalty to CFBISD from our current staff members
Build brand awareness and reputation for parents of young children	Continue to build brand awareness and reputation for parents of young children	Continue to build brand awareness and reputation for parents of young children
Build and strengthen brand reputation with families of students about the opportunities in CFBISD in order to attract and retain families	Continue to build and strengthen brand reputation with families of students about the opportunities in CFBISD in order to attract and retain families	Continue to build and strengthen brand reputation with families of students about the opportunities in CFBISD in order to attract and retain families
Transform the district's website and all communication tools to achieve a more visual experience and develop an accessible website	Continue to transform the district's website and all communication tools to achieve a more visual experience	Continue to transform the district's website and all communication tools to achieve a more visual experience
Build brand awareness among families living outside of CFBISD encouraging them to attend our campuses	Continue to build brand awareness among families living outside of CFBISD encouraging them to attend our campuses	Continue to build brand awareness among families living outside of CFBISD encouraging them to attend our campuses

Organizational Section continued

Objective 1: Programs & Systems Safeguards

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Continue strategies to address academic needs of lowest performing subpopulations (Special Education) by expanding professional development training options for all district staff to include: Accommodations training, positive behavior interventions, teaching procedures	Executive Director of Special Education	July 2017	1% increase in performance on STAAR and STAAR-A in all content areas	Local Funds; Title Funds; Title I Parent Ed	8 and 10
Continue strategies to address academic needs of lowest performing subpopulations (English Language Learners) by strengthening support provided to teachers via professional development regarding meeting ELL needs, strengthening adherence to the 50-50 dual language framework, and implementing language software to strengthen foundational English language	Director of Bilingual/ES L	9/8/17 To 6/9/18	1% increase in performance on STAAR in all content areas; additionally a 1% increase in TELPAS growth in each of the 4 domains	State Comp Ed; Tile II	1,2,3, 4,6,9, and 10
Provide academic support to meet the needs of lowest performing subpopulations (Economically Disadvantaged, Hispanic, & African-American) by providing academic training to staff, focused tutorials and effective Response to Intervention strategies	Assistant Superintendent of Elementary Schools Assistant Superintendent of Secondary Schools	October, December, March, May	1% increase in performance on STAAR in all content areas	Local Funds, Immigrant Funds	1,2,3, 5,9, and 10

Organizational Section continued

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Continue professional development regarding strategies for lowest performing students to meet potential	Associate Superintendent of Educational Services	7/24/17 To 6/9/18	1-2% increase in performance on STAAR in all subjects and 3% for lowest performing subpopulations Evidence of professional development in classroom observations	Title I Funds; Title II Funds	3 and 4
Adopt and implement support program for dyslexic students by conducting professional development, monitoring the use of the program, and researching dyslexia programs	Director of Language Arts	September 2017	1% increase in STAAR reading scores on STAAR and STAAR A		4 and 9
Continue graduation teams at high schools and work toward implementing a similar system at middle schools to reduce dropout rate	Executive Director of Career and Technology, Counseling, and Nurses	8/28/17 to 6/7/18	Achieve 4 year graduation rate at 95%		
Expand CTE education for students through implementation of House Bill 5 requirements.	Executive Director of Career and Technology, Counseling, and Nurses	February 2018	100% of 9 th grade students begin high school with an endorsement		5

Organizational Section continued

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Provide support for on-going remedial instruction for students who have not met STAAR requirements by providing support through Read 180, double blocked STAAR instruction, writing coaching and instructional tutorial support	Assistant Superintendent of Elementary Schools Assistant Superintendent of Secondary Schools	October 2017 To March 2018	1% increase on STAAR in all students; 3% increase in lowest performing groups	Personnel (\$600,000) from local funds	4
Provide Credit by Exam opportunities for credit recovery, course acceleration in secondary, or grade acceleration within district guidelines. Provide placement based on results	Executive Director Advanced Academic Services Director of Assessment and Accountability	8/24/17 to 7/7/18	Improve four year graduation rates; provide access to accelerated instructional opportunities.	\$4000 local funds for assessments	
Continue process to inform middle school and high school students and their parents, through counselors, about higher education admissions, financial aid, TEXAS Program, Teach for Texas, the need for students to make informed curriculum decisions, and sources of further information on higher education admissions, financial aid, and scholarship opportunities.	Executive Director of Career and Technology, Counseling, and Nurses	8/28/17 to 6/7/18	1% increase in scholarship monies; 2% increase in National Clearinghouse data for attendance at university/college	Local Funds; Title I Parent Education Funds	
Conduct Kindergarten Roundups, Kinder parent meetings and/or Meet the Teacher nights to transition students to the next grade level -Continued next page -	Assistant Superintendent of Elementary Schools	February to April, 2018	100% of students making a successful transition to the new grade level	Title I Parent Ed Funds	7

Organizational Section continued

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Accelerate the performance of subpopulations not meeting Texas Accountability System Safeguards (specifically special education students in math, writing and social studies and limited English students in social studies) by providing teachers with immediate feedback on their teaching moves, and facilitating appropriate and timely Response to Intervention and tutorial programs to students	Assistant Superintendent of Elementary Schools Assistant Superintendent of Secondary Schools	October 2017	1% increase in STAAR and STAAR-A for all content areas	Title I funds ; General Funds	4, 9, and 10
Integrate technology into the instructional program by embedding in CoL and supporting integration with coaches and specialists	Director Of Instructional Technology	August 2017	At least one digital experience embedded in curriculum for each unit of study	Local funds for technology purchases Planned professional learning for ITS, instructional leadership, teachers	

Organizational Section continued

Objective 2: Programs & Systems Safeguards

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
<p>All staff members will be trained annually in the C-FB ISD Suicide Prevention Protocol including warning signs, risk factors, and resources.</p> <p>All secondary students in grades 6-12 will participate annually in Suicide Prevention training which includes information regarding warning signs, risk factors, and resources.</p>	Executive Director of Career and Technology, Counseling, and Nurses	8/21/17 to 6/7/18	Training reports and sign in sheets (staff) Guidance Lessons and documentation spreadsheet (students)	Local Funds	
<p>Implement conflict resolution programs:</p> <ol style="list-style-type: none"> 1. Elementary- Utilize weekly R-Time program to promote positive peer relationships 2. Middle School- Utilize weekly Negotiate program to promote effective conflict resolution 3. High School- Continue Be Project group to foster healthy relationships 	Executive Director of Career and Technology, Counseling, and Nurses	8/28/17 to 6/7/18	R-Time, Negotiate and Be Project session dates, agendas, and lessons	Local funds	
<p>Monitor and respond to violence intervention support requests</p> <p>-Continued next page –</p>	Executive Director of Career and Technology, Counseling, and Nurses	8/21/17 to 6/7/18	Collect and monitor data received from forms and provide additional support		

Organizational Section continued

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
Expand positive behavior intervention through professional development	Executive Director of Career and Technology, Counseling, and Nurses	July 2017 through June 2018	Reduce out-of-school disciplinary placements by 3% and provide Behavior Coach support to classroom teachers. Provide learning opportunities for learning through the Learn More Achieve More Conference		
Staff and students in all grade levels will receive age appropriate annual training in preventing, identifying, responding, and reporting incidents of bullying, cyberbullying, physical and verbal aggression, and sexual harassment. Parents will receive information about Bullying and Harassment through the C-FB ISD Parent-Student Handbook.	Executive Director of Career and Technology, Counseling, and Nurses	8/21/17 to 6/7/18	Training survey reports and sign in sheets (staff) Guidance lessons and documentation spreadsheets (students) Bullying and harassment report system Information in CFB ISD Parent-Student Handbook Confidential tip line for reporting		

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Organizational Section continued

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
<p>Staff will receive annual training regarding safety planning for victims of dating violence, school based alternatives for protective orders, and understanding of dating violence.</p> <p>Students in grades 6-12 will be trained annually on healthy relationships as well as the warning signs of and resources for dealing with abusive relationships. Parents will receive information about Dating Violence through the CFB ISD Parent-Student Handbook.</p>	<p>Executive Director of Career and Technology, Counseling, and Nurses</p>	<p>8/21/17 to 6/7/18</p>	<p>Training survey reports and sign in sheets (staff)</p> <p>Guidance lessons and documentation spreadsheets (students)</p> <p>Information in CFB ISD Parent-Student Handbook</p>		
<p>Increase staff, student, and parent awareness of sexual abuse and other maltreatment of children. Training to include information on child abuse reporting protocol, prevention techniques, and likely warning signs. Age appropriate programs across K-12 grade levels to educate students on prevention and protection strategies. Parents will receive information about Child Abuse Prevention and Resources through the CFB ISD Parent-Student Handbook.</p>	<p>Executive Director of Career and Technology, Counseling, and Nurses</p>	<p>8/21/17 to 6/7/18</p>	<p>Training survey reports and sign in sheets (staff)</p> <p>Guidance lessons and documentation spreadsheet (students)</p> <p>Awareness posters at every campus</p> <p>Abuse hotline</p> <p>Information and resources in CFB ISD Parent-Student Handbook</p>	<p>Title 1 Funds \$7,000</p>	

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Organizational Section continued

Action Strategy	Person Responsible	Timeline	Evaluation or Measure	Resources	Title I Component
<p>Staff will be trained annually on drug and alcohol awareness, prevention, and recognizing students in need of substance abuse intervention.</p> <p>Annual Drug and Alcohol prevention training will be provided on an age appropriate basis for grades K-12 at the campus level. Training will be designed to increase awareness and to address the physical and legal consequences of alcohol and drug use.</p>	<p>Executive Director of Career and Technology, Counseling, and Nurses</p>	<p>8/21/17 to 6/7/18</p>	<p>Training survey reports and sign in sheets (staff)</p> <p>Guidance lessons and documentation spreadsheets (students)</p> <p>Red Ribbon Week Activities</p> <p>Parent Education</p>		
<p>Staff and secondary students in grades 6-12 will receive annual training on early warning signs of the need for early mental health intervention. Training for staff to include building skills to manage emotions, building positive relationships, and positive behavior interventions and support.</p>	<p>Executive Director of Career and Technology, Counseling, and Nurses</p>	<p>8/21/17 to 6/7/18</p>	<p>Professional development sign in sheets (staff)</p> <p>Guidance lessons</p>		

Organizational Section continued

Financial Structure and Basis of Accounting

Description of Entity

The Carrollton-Farmers Branch ISD is an independent public educational agency operating under applicable laws and regulations of the State of Texas. A seven member Board of Trustees elected to staggered three-year terms by the District's residents autonomously govern the District. The Carrollton-Farmers Branch ISD Board of Trustees ("Board") is the level of government, which has oversight responsibility and control over all activities related to public school education within the District. The District receives funding from local, state and federal government sources and must comply with all the requirements of these funding source entities. However, the District is not included in any other governmental "reporting entity" as defined in generally accepted accounting principles. The public elects board members who have decision-making authority, the power to designate management, the ability to significantly influence operations and primary accountability for fiscal matters.

The Texas Education Agency and Southern Association of Colleges and Schools provide the District's K-12 education accreditation. Enrollment in the District's 5 high, 6 middle, 24 elementary, and alternative or special program centers was 25,311 as of October 2017.

CFB encompasses 53.42 square miles in northwest Dallas County with a smaller portion in southeast Denton County. CFB provides instructional services to children who live in portions of Carrollton, Farmers Branch, Addison, Coppell, Dallas and Irving. Demographic information for the largest of these cities is included below.

City of Carrollton

Demographics:

Population - 133,351; Male 47.6%, Female 52.4%

Population by Race:

- ❖ White 40.8%
- ❖ Black 9.3%
- ❖ Hispanic or Latino Origin 32.9% (of any race)
- ❖ American Indian 0.3%
- ❖ Asian or Pacific Islander 14.8%
- ❖ Other Race 0.0%
- ❖ Two or more races 1.9%

Median age - 36.2

- Persons under 5 years old 5.8%
- Persons over 18 years old 76.3%
- Persons 65 and over 10.9%

Organizational Section continued

City of Carrollton continued

Demographics:

Economic Characteristics:

- Median household income \$70,673
- Median family income \$84,076
- Per capita income \$33,565

Housing Characteristics:

- ✓ Owner-occupied housing units 58.4%
- ✓ Renter-occupied housing units 41.6%
- ✓ Vacant housing units 3.2%

Area - 36.6 square miles

Source: U.S. Census Bureau, American FactFinder, 2016 American Community Survey

City of Dallas

Demographics:

Population - 1,317,942; Male 49.7%, Female 50.3%

Population by Race:

- ❖ White 28.7%
- ❖ Black 24.4%
- ❖ Hispanic or Latino Origin 41.4% (of any race)
- ❖ American Indian 0.1%
- ❖ Asian or Pacific Islander 3.5%
- ❖ Other Race 0.2%
- ❖ Two or more races 1.7%

Median age - 32.7

- Persons under 5 years old 7.7%
- Persons over 18 years old 75.1%
- Persons 65 and over 10.0%

Economic Characteristics:

- Median household income \$47,243
- Median family income \$51,388
- Per capita income \$30,739

Housing Characteristics:

- ✓ Owner-occupied housing units 40.8%

Organizational Section continued

City of Dallas continued

Demographics:

Housing Characteristics:

- ✓ Renter-occupied housing units 59.2%
- ✓ Vacant housing units 9.6%

Area - 384.7 square miles

Source: U.S. Census Bureau, American FactFinder, 2016 American Community Survey

City of Farmers Branch

Demographics:

Population - 31,052; Male 48.4%, Female 51.6%

Population by Race:

- ❖ White 45.2%
- ❖ Black 3.4%
- ❖ Hispanic or Latino Origin 43.4% (of any race)
- ❖ American Indian 0.1%
- ❖ Asian or Pacific Islander 5.6%
- ❖ Other Race 0.1%
- ❖ Two or more races 2.2%

Median age - 36.7

- Persons under 5 years old 6.3%
- Persons over 18 years old 76.4%
- Persons 65 and over 13.6%

Economic Characteristics:

- Median household income \$60,973
- Median family income \$64,962
- Per capita income \$30,054

Housing Characteristics:

- ✓ Owner-occupied housing units 58.3%
- ✓ Renter-occupied housing units 41.7%
- ✓ Vacant housing units 8.2%

Area - 12.1 square miles

Source: U.S. Census Bureau, American FactFinder, 2011-15 American Community Survey

Organizational Section continued

City of Irving

Demographics:

Population - 238,284; Male 49.2%, Female 50.8%

Population by Race:

- ❖ White 21.7%
- ❖ Black 13.0%
- ❖ Hispanic or Latino Origin 43.6% (of any race)
- ❖ American Indian 0.3%
- ❖ Asian or Pacific Islander 19.5%
- ❖ Other Race 0.1%
- ❖ Two or more races 1.8%

Median age - 32.0

- Persons under 5 years old 7.6%
- Persons over 18 years old 73.8%
- Persons 65 and over 8.2%

Economic Characteristics:

- Median household income \$61,362
- Median family income \$68,367
- Per capita income \$28,568

Housing Characteristics:

- ✓ Owner-occupied housing units 38.3%
- ✓ Renter-occupied housing units 61.7%
- ✓ Vacant housing units 6.7%

Area - 67.6 square miles

Source: U.S. Census Bureau, American FactFinder, 2016 American Community Survey

Organizational Section continued

Selected Major Area Employers		
Employer	Type of Business	Approximate Number of Employees
Carrollton-Farmers Branch ISD	Education	3,112
JP Morgan Investment Services	Financial Services	2,390
Maxim Integrated Products	Semiconductors	1,352
Halliburton Energy Services	Oil field products	1,300
GEICO	Insurance	1,200
McKesson Corporation	Pharmaceuticals	1,000
Tuesday Morning	Decorative/gift items	1,000
Televista	Telecommunications	950
AT&T	Telecommunications	830
TD Industries	Heating & Air Conditioning	811

Source: Oncor Economic Development Department

2017 Tax Roll Principal Taxpayers

Taxpayer	Nature of Property	Taxable Assessed Valuation	Percent of Total Taxable Assessed Valuation	Rank
Piedmont Operating Partners	Rental Property - Commercial	\$ 192,446,000	0.97%	1
AT&T Mobility/AT&T Services Inc./ Southwestern Bell/SWB Video	Telephone Utility/Internet Services	\$ 116,139,840	0.58%	2
Southern Glazers Distributors	Wholesale Distributors	\$ 116,085,178	0.58%	3
Citicorp Credit Services Inc.	Rental Property - Commercial	\$ 110,491,680	0.56%	4
Texas Utilities Electric Co./TXU Energy Retail Co./Oncor Delivery	Power Utility	\$ 108,176,752	0.54%	5
Walmart/Sams Club	Retail	\$ 103,100,455	0.52%	6
Texas Proton Therapy Center	Medical Offices	\$ 84,542,030	0.43%	7
Waters Edge Apartments Phase I & II	Rental Property - Apartments	\$ 84,501,740	0.42%	8
Exxon Mobil Corp.	Petrochemical Production	\$ 84,593,918	0.43%	9
Halliburton Company Inc.	Oilfield Services/Fabrication	\$ 82,912,137	0.42%	10
Totals		\$ 1,082,989,730	5.45%	

Source: District Tax Office

Organizational Section continued

CFB offers a comprehensive instructional program from pre-kindergarten through grade 12. The Texas Education Agency accredits all schools in the District. Along with the regular curriculum, CFB offers gifted and talented, advanced placement, career and technology education, services for children with disabilities from birth through 22 years of age, and bilingual education programs. The broad range of elective courses and extracurricular activities includes athletics, fine arts, intern work experience, and special-interest activities. Other programs include drug awareness, research skills, environmental topics, and advanced technology and after-school enrichment. During the summer, students participate in a variety of summer recreation programs and summer school academic and enrichment courses. A large community education program provides academic and enrichment opportunities for adults and students.

Fund Accounting

The funds and accounts of the District have been established under the rules prescribed in the Financial Accounting and Reporting Module of the Texas Education Agency Financial Accountability System Resource Guide. This budget document contains detailed information for all funds for which the Board of Trustees is required to adopt annual budgets. Budgets for all funds are prepared using the same method of accounting as for financial reports (modified accrual), except for the Capital Projects Fund budget, which is not legally adopted on an annual basis. Under the modified accrual basis of accounting, revenues are recognized in the accounting period in which they become both measurable and available. Expenditures are recorded in the accounting period in which the fund liability is incurred, if measurable (the ability to determine the value), except for principal and interest on general long-term debt, which is recorded when due. The District also includes government-wide statements which report information about the District as a whole using accounting methods similar to those used by private-sector companies in a Comprehensive Annual Financial Report. Following is a description of the funds for which annual budgets are adopted.

What is “Budgetary Basis”?

Budgetary Basis refers to the basis of accounting used to estimate financing sources and uses in the budget.

Cash Basis indicates transactions are recognized only when cash is increased or decreased;

Accrual Basis indicates revenues are recorded when they are earned (whether or not cash is received at the time) and expenditures are recorded when goods and services are received (whether cash disbursements are made at the time or not);

Modified Accrual is the method under which revenues and other financial resources increments are recognized when they become susceptible to accrual; that is, when they become both “measurable” and “available” to finance expenditures of the current period. “Available” means collectible in the current period or soon enough thereafter to be used to pay the liabilities of the current period.

The Carrollton-Farmers Branch Independent School District does not distinguish between Basis of Budgeting and Basis of Accounting. The principles set forth as the Basis of Accounting are observed in the budgeting process. All of the Carrollton-Farmers Branch ISD budgeted funds

Organizational Section continued

are maintained on a Modified Accrual basis. Revenues are recognized when measurable and available to be used to pay liabilities.

General Fund (legal budget adoption required)

The General Fund is used to account for all financial transactions not properly includable in other funds. The principal sources of revenue include local property taxes, state funds, and interest on fund investments. Expenditures include all costs necessary for the daily operation of the schools.

Special Revenue Funds

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

Food Service Fund (legal budget adoption required)

The Food Service Fund is used to account for the District's Food Service Program, including local, state, and federal revenue sources and all costs associated with the operation of the program.

Debt Service Fund (legal budget adoption required)

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.

The following funds are reported in our Comprehensive Annual Financial Report, but are not required to be budgeted under guidelines supplied by the Texas Education Agency.

Governmental Funds: Nonmajor Special Revenue Funds

The District accounts for resources restricted to, or designated for, a specific purpose by the District or a grantor in a special revenue fund. Federal, State, and Local financial assistance is accounted for in a Federal, State, or Local Revenue Fund, and sometimes unused balances must be returned to the grantor at the close of the specified project periods.

Proprietary Funds: Enterprise Funds and Internal Service Funds

Enterprise funds are utilized by the District to account for activities for which outside users are charged a fee roughly equal to the cost of providing the goods or services of those activities. The District's sole enterprise fund accounts for the After the Bell Program (a childcare service). Revenues and expenses related to services provided to organizations inside the District on a cost reimbursement basis are accounted for in an internal service fund. The District's sole internal service fund is its Workers' Compensation Fund.

Organizational Section continued

Fiduciary Funds: Agency Funds

The District accounts for resources held for others in a custodial capacity in agency funds. The District's Agency Funds are the Student Activity Fund and Educational Purchasing Cooperative of North Texas (EPCNT) Activity Fund.

Capital Project Fund

A capital projects fund is a governmental fund that must be used to account, on a project basis, for projects financed by the proceeds from bond issues, or for capital projects otherwise mandated to be accounted for in this fund.

The Texas Education Agency does not require annual board adopted budgets for the Capital Projects Fund, Proprietary Funds and for Special Revenue Funds (with the exception of the Food Service Fund listed above).

Classification of Revenues and Expenditures

Section 44.007 of the Texas Education Code 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 units in conjunction with the Texas Education Agency's Financial Accountability System Resource Guide (FAR). The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. This section further requires that a report be provided at the time 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.



Organizational Section continued

A major purpose of the accounting code structure is to establish the standard school district fiscal accounting system required by law. Although certain codes within the overview may be used at local option, the sequence of the codes within the structure, and the funds and chart of accounts, are to be uniformly used by Texas school districts in accordance with GAAP.

Basic System Expenditure Code Composition

- Fund Code – A mandatory 3-digit code is to be 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 – A mandatory 2-digit code that identifies the purpose of the transaction is used when coding expenditures. The first digit identifies the major service area and the second digit refers to the specific function within the area.
- Object Code – A mandatory 4-digit code identifying the nature and object of an account, a transaction or a source. The first of the four digits identifies the type of account or transaction, the second digit identifies the major area, and the third and fourth digits provide further sub-classifications.
- Sub-Object – Optional code. Used at CFB to provide special accountability for certain programs or areas.
- Organization Code – A mandatory 3-digit code identifying the organization, i.e., campus, department.
- Fiscal Year Code – A mandatory single digit code that identifies the fiscal year of the transaction or the project year of inception of a grant project.
- Program Intent Code – A 2-digit code used to designate services provided to students.
- Optional Code 3, 4, and 5 – Optional code that may be used to further describe the transaction.

District revenues are classified by fund and object or source. There are three major sources: local sources, state sources, and federal sources.

Expenditure budgets are legally adopted at the fund and function level. However, within this document we have included several additional presentations of expenditures. These presentations segregate expenditures by either organization or by major object. Major object codes are used to describe the type of items purchased or services obtained. The major object codes used in this document are: payroll and related costs, purchased and contracted services, supplies and materials, other operating expenditures, debt service, and capital outlay. Fund codes have been previously described. The following is a description of the function codes used throughout this document.

Organizational Section continued

Relationship of Organizational Units

The organizational chart (located at the beginning of this section) and personnel units have been coded with the appropriate function, and a description of those functions has been listed on the following pages. These function codes also pertain to the expenditure information presented in the Financial Section of this book.

CODE

FUNCTION TITLE

10

Instruction and Instructional 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).

Organizational Section continued

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).

Organizational Section continued

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.

Organizational Section continued

60 *Ancillary Services*

61 Community Services

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 from 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.

Organizational Section continued

- 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 Intergovernmental 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.



Organizational Section continued

Significant Financial Policies and Procedures

The following financial policies and procedures of the District significantly influence the development of the annual budget.

Balanced Budget

The District's Board of Trustees are committed to having a balanced budget (revenue = expenditures per fund) under normal circumstances. When unforeseen circumstances require the District to adopt a budget that is not balanced, full disclosure of the circumstances surrounding the decision are itemized for all interested parties in budget documents, such as this one. Further, plans for balancing future budgets are also disclosed and timelines developed for implementing the plan.

Cash Management

The District's cash management goals are safety, liquidity and yield. Specifically:

- Ensure proper collateralization of deposits;
- Ensure adequate balances to cover cash disbursement needs;
- Maximize interest earnings while, at the same time, maximizing safety and liquidity;
- Minimize bank charges.

These goals are accomplished by keeping bank balances as low as possible through transferring all available dollars into either an investment pool used by the District, or investing the available dollars in other types of investments. The District also has an investment advisor who reviews our investments on a quarterly and annual basis.

Cash balances are monitored daily by the District through on-line banking. Using this system allows accounting personnel to minimize bank balances by only transferring into the accounts the funds necessary to cover the dollar amount of checks that are anticipated to be presented to the bank each day. This keeps the low interest bearing bank balances at a minimum, thus maximizing interest earnings through use of investment pools and other investments.

Investment Policies

The Board of Trustees has adopted a written investment policy regarding the investment of its funds as defined in the Public Funds Investment Act of 1995 (and amended by the legislature in 1997). This policy authorizes the District to invest in obligations of the U. S. Treasury, the State of Texas, or certain U. S. Agencies, certificates of deposit, repurchase agreements, commercial paper, money market, no-load mutual funds, and public funds investment pools as permitted by Chapter 2256, Texas Government code.

The main goal of the investment program is to ensure its safety, as well as to maximize financial returns within current market conditions in accordance with the District's investment policy. Assets of the District shall be invested in instruments whose maturities do not exceed two years

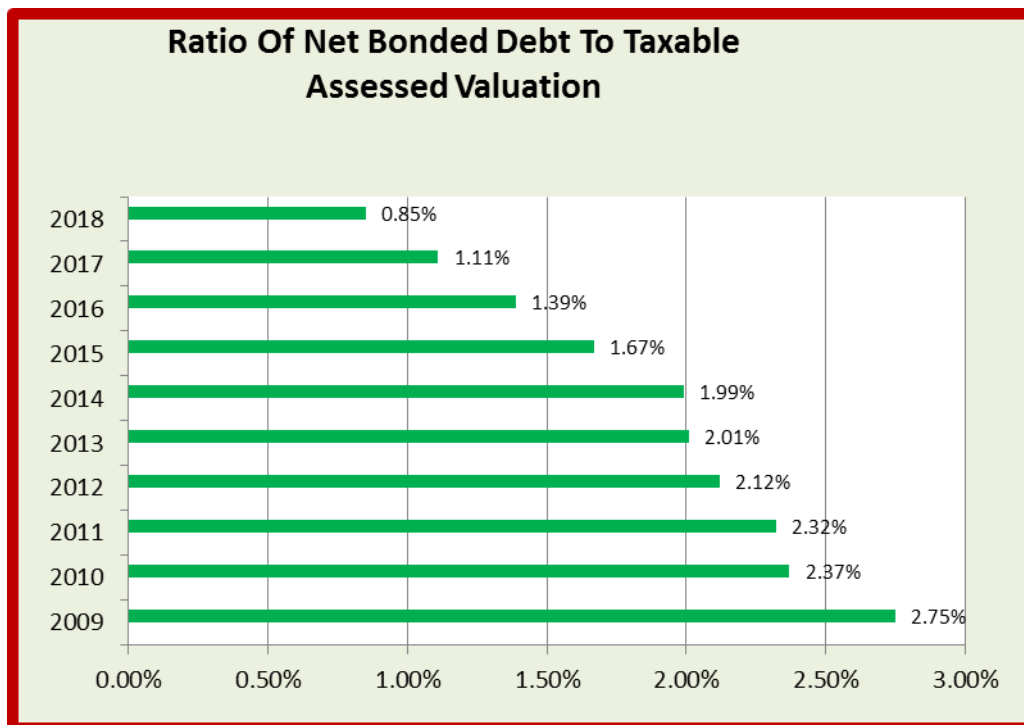
Organizational Section continued

from the time of purchase. The investment portfolio shall be diversified in terms of investment instruments, maturity scheduling, and financial institutions to reduce risk of loss.

Monitoring is performed quarterly as investment reports are submitted to the Board of Trustees for review. In addition, the District's investment officer annually presents a comprehensive report on the investment program and investment activity.

Debt Administration

Debt Service is a major area of cost due to the District's building program, which is primarily financed by the sale of general obligation bonds. The graph below depicts that in 2017-18, the ratio of net bonded debt to Assessed Value for the District is 0.85%. Educational legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. 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.



The District's bonds presently carry a favorable rating of Aaa with Moody's Investment Service and AAA Standard and Poor's (Permanent School Fund Guarantee Program) and an underlying bond rating (without Permanent School Fund guarantee) of Aa1 Moody's Investment Service and AA+ Standard and Poor's.

Organizational Section continued

Reserve Policies

- *General Fund* – The District strives to maintain a General Fund balance equal to a minimum of three months operating expenditures. On August 31, 2017, the District is estimating a Fund balance equal to approximately 147 days’ operating expenditures. The district will continue to strive to maintain the stated fund balance level.
- *Food Service Fund* – The fund balance for Food Service should not exceed three months of average Food Service operations expenditures. Average monthly Food Service expenditures are calculated by dividing the subsequent year’s budgeted expenditures by ten months since the Food Service department only operates for ten months out of the year. On August 31, 2017, the Food Service Fund is estimated to have a fund balance of \$3,370,594 or 2.56 months’ operating expenditures.

Risk Management

The District’s risk management program encompasses various means of protecting the District against loss. Property, casualty, and liability insurance is provided by commercial carriers. In addition, workers’ compensation risks are self-funded and include excess loss insurance policies for claims exceeding a specific limit and an aggregate limit. Beginning January 1, 2009, the District began participating in the Teacher Retirement System of Texas’ health insurance program. This is essentially a fully insured health plan which will eliminate the risk to the District of any large health insurance claim.

Independent Audit and Financial Reporting

In accordance with Section 221.256, Texas Education Code, public school districts in Texas shall have their accounts audited annually. The audit shall be made on an organization-wide basis, and shall involve all fund types and account groups of the school district. In addition to meeting the requirements set forth in State statutes, the audit is also designed to meet the requirements of the federal Single Audit Act of 1984 and the related provisions of the Uniform Grant Guidance in Title 2 CFR Grant and Agreements, Part 200 Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Award.

Once the annual audit is complete, the Annual Financial Report is prepared and submitted to the Texas Education Agency for review. The Annual Financial Report is designed to meet the specific monitoring needs of the Texas Education Agency. Thus, a Comprehensive Annual Financial Report, conforming to the standards of both the Association of School Business Officials International and the Government Finance Officers Association, is also prepared to better serve the needs of taxpayers and other financial statement users. To date, the district has received financial reporting awards from the Association of School Business Officials International and the Government Finance Officers Association since 1976.

Organizational Section continued

Budget Policies and Development Procedures

The state, the Texas Education Agency (TEA), and each local district formulate legal requirements for school district budgets.

Legal Requirements

Sections 44.002 through 44.006 of the *Texas Education Code* establish the legal basis for budget development in Texas school districts. The following items summarize the legal requirements from the code.

- The Superintendent is the budget officer for the District and prepares or causes the budget to be prepared.
- The district budget must be prepared by a date set by the State Board of Education, currently August 20.
- The President of the Board of Trustees must call a public meeting of the Board of Trustees, giving ten days public notice in a newspaper, for the adoption of the district budget. Any taxpayer in the district may be present and participate in the meeting.
- No funds may be expended in any manner other than as provided for in the adopted budget. The Board does have the authority to amend the budget or adopt supplementary emergency budgets to cover unforeseen expenditures.
- The budget must be prepared in accordance with GAAP (Generally Accepted Accounting Principles) and State guidelines.

Annual budgets must be prepared for the following funds: General Fund, Debt Service Fund, and the Food Service Special Revenue Fund.



Organizational Section continued

Budget Development Process

Teachers, principals, community members, and other staff of the District, under the direction of the Associate Superintendent for Business Services, Chief Financial Officer and the Superintendent develop the budget. All expenditure allocations are determined based on projected revenue from State and local sources with the goals of maintaining an appropriate fund balance and combined tax rate while still meeting the District's educational goals.

The budget process begins with the development of the Long-Range Plan that is presented to the Board of Trustees. The enrollment projections contained in this plan form the basis for significant budgetary decisions including per pupil allocations to each campus, instructional staffing allocations, and other required service levels. Once the Long-Range Plan is approved, the Board of Trustees can begin discussions concerning budget strategies and priorities, and establish the budget calendar.

The Chief Financial Officer prepares revenue projections for all funds. These projections are based on enrollment projections, estimates of local tax revenue, State funding formulas, and other significant factors. The State funding formulas are extremely complex. This complexity 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.

Salaries and benefits comprise approximately 84.40% of the annual General Fund operating budget, excluding Chapter 41 and TIF payments. Therefore, the Board of Trustees gives careful consideration to staffing allocations for both instructional and non-instructional positions. The Superintendent evaluates additional personnel units and, after extensive review and analysis, recommendations are presented to the Board of Trustees.

Personnel units are allocated to each campus based on projected student enrollment following State mandated ratios, as applicable. The budget amounts are then developed for each position based on the average cost of employees currently filling each position. Supplemental pay is approved on a year-to-year basis and does not become part of the base salary of an employee.

A salary supplement may be increased, decreased, or eliminated as the Board of Trustees determines the best interest of the District.

In order to decentralize the budget process for non-payroll related budget items, site-based decision making teams, working under the direction of each campus principal, determine how to use allocated monies. Each campus receives a basic allotment per student plus a weighted allotment increment for special populations such as Special Education, Career and Technology, Bilingual Education, Gifted and Talented, and At-Risk students. This allocation per student is to be used for supplies, materials, equipment, staff development, and other appropriate instructional costs. Decisions concerning utilization of these allocations are made by the site based decision-making teams.

Organizational Section continued

Budgets for non-campus units are developed by Central Administration. The Associate Superintendent for Business Services and the Chief Financial Officer review these budgets and make changes, as deemed appropriate.

The Chief Financial Officer develops the Debt Service Fund budget. This budget is constructed based primarily on tax base assumptions (for local revenue projections), State funding estimates, if appropriate, and projected debt retirement requirements.

Following the development process, consolidated budgetary information is presented to the Board of Trustees in workshops and regular meetings. This information is summarized in a variety of different presentations and line item detail is provided, as requested.

Significant dates and events included in the budget development process are summarized on the budget calendars on the following pages of this document.

Capital Improvement Budget Policies

Capital Projects Funds are used to account for the proceeds of General Obligation bonds and related interest earnings and the expenditures of these funds for the construction and equipping of school facilities, to purchase school sites, and renovations or repair of existing facilities. The Board of Trustees does not formally adopt the Capital Projects Funds budgets annually.

These budgets are prepared on a project basis, based on the proceeds available from bond issues and planned expenditures outlined in applicable bond ordinances. Each major construction contract is approved based on the existing availability of bond proceeds and/or approved but unissued bonds. However, the impact of the Capital Projects Funds budgets must be considered during the development of the annual budgets for all other funds. Future operating costs (staffing, utilities, etc.) associated with capital improvements and new facilities must be projected and included in the General Fund budget. Repayment of bonds issued for capital projects must be included in Debt Service Fund projections.

Additionally, certain capital outlay expenditures (such as high cost/unit furniture, equipment, and technology) are budgeted both in the General Fund and the Capital Projects Funds. The Capital Projects Fund budget for 2017-2018 includes building expenditures and, as in past years, furniture, technology and other equipment.

Organizational Section continued

Budget Calendar

January 2017

The Chief Financial Officer begin the payroll budgeting process for the coming year. The prior year payroll budget is a starting point; staff reductions as planned earlier in the year are taken into account as well as any new positions and changes in teacher retirement rates, workers compensation rates, etc. Note: in the current budget shortfall era, there are very few new positions. New teaching positions are typically related to state mandated class size ratios.

March 2017

Budget preparation materials and budget training available for all Principals and Central Administrators; Budget input reviewed and finalized by the end of the month;

April-May 2017

Associate Superintendent for Business Services and Chief Financial Officer review submitted budgets, interview central department administrators; Comparisons to prior year spending, analysis of “new” requests and reductions/additions are made to arrive at a final budgeted amount per location;

May 2017

Final decisions regarding pay for employees that are new to the district and raises are made with related adjustments to the payroll budget;

June 2017

Board considers time, place and location of a public meeting to discuss budget and proposed tax rate for the 2017-18 budget year;

July 2017

District receives certified appraisal roll from appraisal districts. Revenue projections completed;

August 2017

Board considers approval of report from Tax Assessor/Collector:

- a. total certified appraised and taxable property in the district
- b. certified collection rate and amount of excess debt collection in the prior year; Board to consider approval of resolutions to accept the tax roll calculated from presented report on assessed values and to accept from its Assessor her certified estimate of the anticipated collection rate for the school district;

Chief Financial Officer adjusts revenue projections, based on certified tax roll (if appropriate). Significant changes in the revenue projection picture may require adjustments to the expenditures categories;

Organizational Section continued

August 2017

Notice of Budget Hearing to appear in the newspaper. Budget hearing notice must be at least 10 days prior to public meeting and not more than 30 days before the meeting to discuss the budget. Education Code Sec. 44.007;

August 24, 2017

Public Meeting to Discuss 2017-18 Budget and Proposed Tax Rate;

August 24, 2017

Consider all matters related to Adoption of the 2017-18 Budget (board may adopt the budget and tax rate at the public meeting). Or, the board may adopt the budget and wait to adopt the tax rate.);

Consider all matters concerning the Adoption of the Proposed Tax Rate for 2017-18;

School districts subject to an equalized wealth notice must wait to adopt a tax rate until the Commission of Education certifies the wealth is equalized [if applicable] (Education Code Section 44.004c). School districts must adopt the tax rate by September 30th or within 60 days of receiving the certified appraisal roll.

Budget Administration and Management Process

Adoption of the official budget by the Board of Trustees is only the first step in the budget process. Following adoption, the budget administration and management process begins. The budget administration and management process is the process of regulating expenditures throughout the fiscal year to ensure that they do not exceed authorized amounts and that they are used for intended, proper, and legal purposes.

Expenditure Control and Approvals

Expenditure appropriations are allocated between district campus/central organizations or cost centers (campuses, departments, divisions, etc.). Each organization is assigned a budget manager (i.e. principal, department head). The budget manager is accountable for their organization's portion of the General Fund budgets. Each budget manager is authorized to approve the expenditure of funds within their respective organization, provided that funds are expended in accordance with District purchasing procedures and legal requirements.

This is accomplished through the use of the standard account code system prescribed by the Texas Education Agency, which includes an organization code. The code system is described in detail within this document. Each budget manager (or designee) is granted on-line access to the accounting codes for their organization.

Organizational Section continued

Purchase Orders

The Board of Trustees approves all bid awards and contracts. Purchase orders (POs) are prepared for all tangible goods. Once a purchase order is entered and approved at the campus/department level, administrative regulations require that all purchase orders be forwarded to the Purchasing Department for verification of proper coding and compliance with legal purchasing procedures. A software program is used to enter requisitions and checks availability of funds before a requisition is submitted. Funds are encumbered once a user submits the requisition. Encumbrances are reservations of appropriations for goods/services that have not been received. The purpose of this encumbrance is to ensure that obligations are recognized as soon as financial commitments are made in order to prevent inadvertent over expenditure of funds due to lack of information about future commitments. If the Purchasing Department approves the requisition, then the requisition is created into a purchase order and is emailed back to the user to submit to the appropriate vendor.

After the goods are physically received (at the District Warehouse), staff at the campus/department level enters information online that shows what items have been received. The accounts payable department accesses this data and matches vendor invoices with “received” information and payment is made. The encumbrance is liquidated at the time of payment.

Amending the Budget

The budget is legally adopted at the fund and function level. The Board of Trustees has delegated authority for functional changes to the Business Office. {For example, budget transfers from one functional category (e.g. Library) to another functional category (e.g. Instruction) do not require board approval.} Campus and departmental budget transfers are approved by the appropriate Supervisor and submitted to the Business Office for final approval.

However, budget changes that would *increase/decrease* the overall fund are taken to the Board of Trustees for their approval before any action regarding the proposed change is made.

Monitoring the Budget

The District’s interactive, online budgetary accounting and control system provides many useful reports to assist Board Members, Business Services personnel, and budget managers in administering, monitoring and controlling the implementation of the budget. This system provides many checks on account balances to ensure that funds are not over-expended at the budgetary control account level. If sufficient funds are not available at the budgetary control account level, purchase orders and check requisitions cannot be generated.

The Accounting Department carefully monitors comparisons between budget and actual expenditures to maintain cost control and to ensure against over-spending for payroll and related accounts.

Organizational Section continued

Relevant financial reports are submitted to the Board of Trustees on a monthly basis and posted to the district's website. The final step in the budget monitoring process is the evaluation of the results of operations, which is presented annually in the District's Comprehensive Annual Financial Report (CAFR).

Reporting to the Texas Education Agency (TEA)

The District budget must be submitted to the TEA via the Public Education Information Management System (PEIMS) transmission process as of the date established in the annual instructions for the system. The TEA monitors for compliance at the District level only. This monitoring is a legal requirement to ensure mandatory expenditure levels in certain areas. In addition, amended budgets are reflected on the schedule comparing budget and actual results in the Annual Financial and Compliance Report. The requirement for filing the amended budget with the TEA is formally met when the District submits its Annual Financial and Compliance Report.





Financial Section



Financial Section

Revenues

General Fund

The largest portion of funding in the General Fund consists of local revenue, which accounts for approximately 85.84% of the total budgeted funds and is primarily property taxes. The remainder of the revenues necessary to fund operating expenditures is derived from State and Federal funding sources. For additional information, see the General Fund section of this book.

Debt Service

A majority of funding is derived from a designated allocation of the property tax rate, 98.38% for 2017-18. The district will receive hold harmless State funding in 2017-18 to offset the loss in property taxes due to the State increasing the homestead exemption from \$15,000 to \$25,000. The payment from the State is expected to be approximately \$607,577, or 1.47% of the total debt service fund budget. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.15% for 2017-18. Although the State has Debt Service Fund formula allocations, the District does not receive revenue from these programs. For additional information, see the Debt Service Fund section of this book.

Food Service

Approximately 76.63% of the revenue in this fund is received from federal sources, primarily from the United States Department of Agriculture (USDA) under the National School Lunch Program, the School Breakfast Program, and the Food Distribution Program. The remaining revenue is primarily generated from user fees - i.e. student payments for meals. For additional information, see the Food Service Fund section of this book.



Financial Section continued

2017-2018 Budget Short Summary								
	General Fund		Debt Service		Food Service		Memo Totals	
	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total	Revenue	% of Total
Local	\$ 226,045,713	85.84%	\$ 40,610,680	98.53%	\$ 3,001,551	22.84%	\$ 269,657,944	84.88%
State	23,167,422	8.80%	607,577	1.47%	70,000	0.53%	23,844,999	7.51%
On Behalf Retirement Payment	10,085,109	3.83%	-	-	-	-	10,085,109	3.17%
Federal	4,050,000	1.54%	-	-	10,071,468	76.63%	14,121,468	4.44%
Total Revenue	\$ 263,348,244	100.00%	\$ 41,218,257	100.00%	\$ 13,143,019	100.00%	\$ 317,709,520	100.00%
	Expenditures	% of Total	Expenditures	% of Total	Expenditures	% of Total	Expenditures	% of Total
Payroll	\$ 189,653,036	72.02%	\$ -	-	\$ 6,328,491	48.15%	\$ 195,981,527	61.69%
Debt Service	-	-	41,218,257	100.00%	-	-	41,218,257	12.97%
Bus Transportation	5,662,440	2.15%	-	-	-	-	5,662,440	1.78%
Utilities	6,815,000	2.59%	-	-	-	-	6,815,000	2.15%
Chapter 41 Recapture Payments	9,279,130	3.52%	-	-	-	-	9,279,130	2.92%
Other Purchased Services	10,300,282	3.91%	-	-	457,000	3.48%	10,757,282	3.39%
Supplies & Materials	8,553,222	3.25%	-	-	6,293,300	47.88%	14,846,522	4.67%
Tax Increment Financing Zone	29,353,114	11.15%	-	-	-	-	29,353,114	9.24%
Other Operating	3,310,520	1.26%	-	-	27,000	0.21%	3,337,520	1.05%
Capital Outlay	421,500	0.16%	-	-	37,228	0.28%	458,728	0.14%
Total Expenditures	\$ 263,348,244	100.00%	\$ 41,218,257	100.00%	\$ 13,143,019	100.00%	\$ 317,709,520	100.00%
Budgeted Deficit	-	-	-	-	-	-	-	-
Beginning Fund Balance 09/01/17	\$ 86,442,240		\$ 9,626,941		\$ 3,370,594		\$ 99,439,775	
Projected Ending Fund Balance 08/31/18	\$ 86,442,240		\$ 9,626,941		\$ 3,370,594		\$ 99,439,775	

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PARENTS





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Financial Section continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2017-18

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil 2017-18
ESTIMATED REVENUES					
LOCAL AND INTERMEDIATE					
5710 Local Real and Personal Property Taxes	\$ 224,476,713	\$ -	\$ 40,550,680	\$ 265,027,393	\$ 10,569
5730 Tuition and Fees	204,000	-	-	204,000	8.14
5740 Other Revenues from Local Sources	1,025,000	11,500	60,000	1,096,500	44
5750 Revenue from Co-Curricular/Enterprising	340,000	2,990,051	-	3,330,051	133
5760 Local Revenue from Intermediate Sources	-	-	-	-	-
5700 Local and Intermediate Totals	<u>\$ 226,045,713</u>	<u>\$ 3,001,551</u>	<u>\$ 40,610,680</u>	<u>\$ 269,657,944</u>	<u>\$ 10,754</u>
STATE					
5810 Per Capita and Foundation School Program	\$ 23,167,422	\$ -	\$ -	\$ 23,167,422	\$ 924
5820 State Program Revenue Distributed by the TEA	-	70,000	607,577	677,577	27
5830 TRS On-Behalf Payments	10,085,109	-	-	10,085,109	402
5800 State Totals	<u>\$ 33,252,531</u>	<u>\$ 70,000</u>	<u>\$ 607,577</u>	<u>\$ 33,930,108</u>	<u>\$ 1,353</u>
FEDERAL					
5920 Federal Revenues Distributed by the TEA	\$ 150,000	\$10,071,468	\$ -	\$ 10,221,468	\$ 408
5930 Federal Revenues Distributed by Other Government Agencies (Other than the TEA)	3,900,000	-	-	3,900,000	156
5900 Federal Totals	<u>\$ 4,050,000</u>	<u>\$10,071,468</u>	<u>\$ -</u>	<u>\$ 14,121,468</u>	<u>\$ 563</u>
5000 TOTAL ALL REVENUES	<u><u>\$ 263,348,244</u></u>	<u><u>\$ 13,143,019</u></u>	<u><u>\$ 41,218,257</u></u>	<u><u>\$ 317,709,520</u></u>	<u><u>\$ 12,670</u></u>
APPROPRIATED EXPENDITURES					
11 INSTRUCTION					
6100 Payroll Costs	\$ 128,827,898	\$ -	\$ -	\$ 128,827,898	\$ 5,137
6200 Professional and Contracted Services	889,326	-	-	889,326	35
6300 Supplies and Materials	2,345,890	-	-	2,345,890	94
6400 Other Operating Costs	299,153	-	-	299,153	12
Total Function 11	<u>\$ 132,362,267</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 132,362,267</u>	<u>\$ 5,278</u>
12 INSTRUCTIONAL RESOURCES AND MEDIA SERVICES					
6100 Payroll Costs	\$ 3,289,751	\$ -	\$ -	\$ 3,289,751	\$ 131
6200 Professional and Contracted Services	103,924	-	-	103,924	4
6300 Supplies and Materials	572,648	-	-	572,648	23
6400 Other Operating Costs	4,851	-	-	4,851	0
6600 Capital Outlay	-	-	-	-	-
Total Function 12	<u>\$ 3,971,174</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 3,971,174</u>	<u>\$ 158</u>

Financial Section continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2017-18

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
13 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL STAFF DEVELOPMENT					
6100 Payroll Costs	\$ 3,130,578	\$ -	\$ -	\$ 3,130,578	\$ 125
6200 Professional and Contracted Services	470,386	-	-	470,386	19
6300 Supplies and Materials	720,802	-	-	720,802	29
6400 Other Operating Costs	226,950	-	-	226,950	9
6600 Capital Outlay	-	-	-	-	-
Total Function 13	\$ 4,548,716	\$ -	\$ -	\$ 4,548,716	\$ 181
21 INSTRUCTIONAL LEADERSHIP					
6100 Payroll Costs	\$ 2,855,669	\$ -	\$ -	\$ 2,855,669	\$ 114
6200 Professional and Contracted Services	607,547	-	-	607,547	24
6300 Supplies and Materials	343,998	-	-	343,998	14
6400 Other Operating Costs	218,564	-	-	218,564	9
6600 Capital Outlay	32,500	-	-	32,500	1
Total Function 21	\$ 4,058,278	\$ -	\$ -	\$ 4,058,278	\$ 162
23 SCHOOL LEADERSHIP					
6100 Payroll Costs	\$ 15,110,879	\$ -	\$ -	\$ 15,110,879	\$ 603
6200 Professional and Contracted Services	116,477	-	-	116,477	5
6300 Supplies and Materials	370,846	-	-	370,846	15
6400 Other Operating Costs	180,953	-	-	180,953	7
Total Function 23	\$ 15,779,155	\$ -	\$ -	\$ 15,779,155	\$ 629
31 GUIDANCE, COUNSELING AND EVALUATION SERVICES					
6100 Payroll Costs	\$ 9,850,026	\$ -	\$ -	\$ 9,850,026	\$ 393
6200 Professional and Contracted Services	487,243	-	-	487,243	19
6300 Supplies and Materials	337,147	-	-	337,147	13
6400 Other Operating Costs	26,936	-	-	26,936	1
6400 Other Operating Costs	9,000	-	-	9,000	0
Total Function 31	\$ 10,710,352	\$ -	\$ -	\$ 10,710,352	\$ 427
32 SOCIAL WORK SERVICES					
6100 Payroll Costs	\$ 73,800	\$ -	\$ -	\$ 73,800	\$ 3
6200 Professional and Contracted Services	2,940	-	-	2,940	0
Total Function 32	\$ 76,740	\$ -	\$ -	\$ 76,740	\$ 3
33 HEALTH SERVICES					
6100 Payroll Costs	\$ 2,830,437	\$ -	\$ -	\$ 2,830,437	\$ 113
6200 Professional and Contracted Services	2,251	-	-	2,251	0
6300 Supplies and Materials	45,994	-	-	45,994	2
6400 Other Operating Costs	3,278	-	-	3,278	0
Total Function 33	\$ 2,881,960	\$ -	\$ -	\$ 2,881,960	\$ 115

Financial Section continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2017-18

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
34 STUDENT (PUPL) TRANSPORTATION					
6200 Professional and Contracted Services	\$ 5,662,440	\$ -	\$ -	\$ 5,662,440	\$ 226
6300 Supplies and Materials	-	-	-	-	-
Total Function 34	\$ 5,662,440	\$ -	\$ -	\$ 5,662,440	\$ 226
35 FOOD SERVICES					
6100 Payroll Costs	\$ 143,945	\$ 6,328,491	\$ -	\$ 6,472,436	\$ 258
6200 Professional and Contracted Services	-	457,000	-	457,000	18
6300 Supplies and Materials	-	6,293,300	-	6,293,300	251
6400 Other Operating Costs	-	27,000	-	27,000	1
6600 Capital Outlay	-	37,228	-	37,228	1
Total Function 35	\$ 143,945	\$ 13,143,019	\$ -	\$ 13,286,964	\$ 530
36 COCURRICULAR/EXTRACURRICULAR ACTIVITIES					
6100 Payroll Costs	\$ 2,335,184	\$ -	\$ -	\$ 2,335,184	\$ 93
6200 Professional and Contracted Services	646,559	-	-	646,559	26
6300 Supplies and Materials	755,904	-	-	755,904	30
6400 Other Operating Costs	1,247,664	-	-	1,247,664	50
6600 Capital Outlay	-	-	-	-	-
Total Function 36	\$ 4,985,311	\$ -	\$ -	\$ 4,985,311	\$ 199
41 GENERAL ADMINISTRATION					
6100 Payroll Costs	\$ 4,983,648	\$ -	\$ -	\$ 4,983,648	\$ 199
6200 Professional and Contracted Services	1,236,345	-	-	1,236,345	49
6300 Supplies and Materials	211,508	-	-	211,508	8
6400 Other Operating Costs	284,594	-	-	284,594	11
6600 Capital Outlay	-	-	-	-	-
Total Function 41	\$ 6,716,095	\$ -	\$ -	\$ 6,716,095	\$ 268
51 PLANT MAINTENANCE					
6100 Payroll Costs	\$ 12,237,525	\$ -	\$ -	\$ 12,237,525	\$ 488
6200 Professional and Contracted Services	9,262,216	-	-	9,262,216	369
6300 Supplies and Materials	1,990,667	-	-	1,990,667	79
6400 Other Operating Costs	732,826	-	-	732,826	29
6600 Capital Outlay	361,000	-	-	361,000	14
Total Function 51	\$ 24,584,234	\$ -	\$ -	\$ 24,584,234	\$ 980

Financial Section continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2017-18

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
52 SECURITY AND MONITORING SERVICES					
6100 Payroll Costs	\$ 1,131,121	\$ -	\$ -	\$ 1,131,121	\$ 45
6200 Professional and Contracted Services	655,130	-	-	655,130	26
6300 Supplies and Materials	24,859	-	-	24,859	1
6400 Other Operating Costs	21,051	-	-	21,051	1
6600 Capital Outlay	19,000	-	-	19,000	1
Total Function 52	\$ 1,851,161	\$ -	\$ -	\$ 1,851,161	\$ 74
53 DATA PROCESSING SERVICES					
6100 Payroll Costs	\$ 2,710,560	\$ -	\$ -	\$ 2,710,560	\$ 108
6200 Professional and Contracted Services	1,364,244	-	-	1,364,244	54
6300 Supplies and Materials	829,709	-	-	829,709	33
6400 Other Operating Costs	51,000	-	-	51,000	2
Total Function 53	\$ 4,955,513	\$ -	\$ -	\$ 4,955,513	\$ 198
61 COMMUNITY SERVICES					
6100 Payroll Costs	\$ 31,675	\$ -	\$ -	\$ 31,675	\$ 1
6200 Professional and Contracted Services	19,519	-	-	19,519	1
6300 Supplies and Materials	3,250	-	-	3,250	0
6400 Other Operating Costs	12,700	-	-	12,700	1
Total Function 61	\$ 67,144	\$ -	\$ -	\$ 67,144	\$ 3
71 DEBT SERVICE					
6500 Debt Service	\$ -	\$ -	\$ 41,218,257	\$ 41,218,257	\$ 1,644
Total Function 71	\$ -	\$ -	\$ 41,218,257	\$ 41,218,257	\$ 1,644
81 FACILITIES ACQUISITION AND CONSTRUCTION					
6100 Payroll Costs	\$ 110,340	\$ -	\$ -	\$ 110,340	\$ 4
Total Function 81	\$ 110,340	\$ -	\$ -	\$ 110,340	\$ 4
91 CONTRACTED INSTRUCTIONAL SERVICES BETWEEN PUBLIC SCHOOLS					
6200 Professional and Contracted Services	\$ 9,279,130	\$ -	\$ -	\$ 9,279,130	\$ 370
Total Function 91	\$ 9,279,130	\$ -	\$ -	\$ 9,279,130	\$ 370
92 Incremental Costs Assoc with Chap 41					
6200 Professional and Contracted Services	\$ -	\$ -	\$ -	\$ -	\$ -
Total Function 92	\$ -	\$ -	\$ -	\$ -	\$ -
95 PAYMENTS TO JUVENILE JUSTICE ALTERNATIVE EDUCATION PROGRAMS					
6200 Professional and Contracted Services	\$ 200,000	\$ -	\$ -	\$ 200,000	\$ 8
Total Function 95	\$ 200,000	\$ -	\$ -	\$ 200,000	\$ 8

Financial Section continued

Carrollton-Farmers Branch Independent School District Estimated Revenues, Expenditures, Other Resources and Fund Balances Official Budgets 2017-18

	General Fund	Food Service Fund	Debt Service Fund	Memorandum Totals	Estimated Per Pupil
97 PAYMENTS TO TAX INCREMENT FUND					
6400 Other Operating Costs	\$ 29,353,114	\$ -	\$ -	\$ 29,353,114	\$ 1,171
Total Function 97	<u>\$ 29,353,114</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 29,353,114</u>	<u>\$ 1,171</u>
99 OTHER INTERGOVERNMENTAL CHARGES					
6200 Professional and Contracted Services	\$ 1,051,175	\$ -	\$ -	\$ 1,051,175	\$ 42
Total Function 99	<u>\$ 1,051,175</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 1,051,175</u>	<u>\$ 42</u>
6000 TOTAL ALL EXPENDITURES	<u>\$ 263,348,244</u>	<u>\$ 13,143,019</u>	<u>\$ 41,218,257</u>	<u>\$ 317,709,520</u>	<u>\$ 12,670</u>
Excess (Deficiency) of Revenues Over (Under) Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
OTHER RESOURCES/NON-OPERATING RESOURCES					
7915 Operating Transfers In	-	-	-	-	-
7919 Extraordinary Item (Insurance Refund)	-	-	-	-	-
7000 Total Other Resources	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
Excess (Deficiency) of Revenues and Other Resources Over (Under) Expenditures	\$ -	\$ -	\$ -	\$ -	\$ -
FUND BALANCES					
3110 Beginning Fund Balance 09/01 ESTIMATED	<u>\$ 86,442,240</u>	<u>\$ 3,370,594</u>	<u>\$ 9,626,941</u>	<u>\$ 99,439,775</u>	
3110 Ending Fund Balance 08/31	<u>\$ 86,442,240</u>	<u>\$ 3,370,594</u>	<u>\$ 9,626,941</u>	<u>\$ 99,439,775</u>	



Financial Section continued

**Carrollton-Farmers Branch Independent School District
Combined Budget Summary
General Fund, Debt Service Fund and Food Service Special Revenue Fund
2017-2018**

Revenues	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Food Service Fund</u>	<u>Memo Total</u>	<u>Memo Total</u>	<u>Memo Total</u>
				2017-18	2016-17	2015-16
Local and Intermediate Sources						
5711 Taxes, Current Year Levy	\$ 223,439,213	\$ 40,295,448	\$ -	\$ 263,734,661	\$ 247,616,546	\$ 209,209,846
5712-5719 Taxes, Prior Year, Penalty & Interest	1,037,500	255,232	-	1,292,732	1,307,802	1,312,500
5737-5739 Tuition	204,000	-	-	204,000	247,000	247,000
5742 Investment Earnings	250,000	60,000	8,500	318,500	160,500	125,870
5743 Rent	620,000	-	-	620,000	620,000	620,000
5744 Revenue from Foundations, Gifts & Bequests	15,000	-	-	15,000	15,000	15,000
5749;5769 Other Revenue from Local Sources	140,000	-	3,000	143,000	150,800	195,340
5751 Food Service Activity	-	-	2,990,051	2,990,051	2,811,964	3,019,773
5752 & 5759 Athletic & Enterprising Activity	340,000	-	-	340,000	340,000	340,000
Total Local and Intermediate Revenue	<u>\$ 226,045,713</u>	<u>\$ 40,610,680</u>	<u>\$ 3,001,551</u>	<u>\$ 269,657,944</u>	<u>\$ 253,269,612</u>	<u>\$ 215,085,329</u>
State Program Revenues						
5811 Per Capita Apportionment	\$ 4,734,525	\$ -	\$ -	\$ 4,734,525	\$ 9,337,986	\$ 4,314,878
5812-5819 Foundation School Program	18,432,897	-	-	18,432,897	21,164,555	41,033,022
5829 State Revenue Distributed by TEA	-	607,577	70,000	677,577	710,792	756,660
5831 Teacher Retirement On-Behalf Payments	10,085,109	-	-	10,085,109	10,674,989	10,208,243
Total State Program Revenue	<u>\$ 33,252,531</u>	<u>\$ 607,577</u>	<u>\$ 70,000</u>	<u>\$ 33,930,108</u>	<u>\$ 41,888,322</u>	<u>\$ 56,312,803</u>
Federal Program Revenues						
5921 School Breakfast Program	\$ -	\$ -	\$ 1,440,487	\$ 1,440,487	\$ 1,465,458	\$ 1,447,123
5922 National School Lunch Program	-	-	7,539,531	7,539,531	7,256,373	7,265,747
5923 United States Department of Agriculture (USDA) Donated Commodities	-	-	898,932	898,932	903,392	782,864
5929 Federal Revenues Distributed by TEA	150,000	-	192,518	342,518	332,332	349,900
5931 School Health and Related Services (SHARS)	3,900,000	-	-	3,900,000	3,900,000	3,000,000
Total Federal Program Revenues	<u>\$ 4,050,000</u>	<u>\$ -</u>	<u>\$ 10,071,468</u>	<u>\$ 14,121,468</u>	<u>\$ 13,857,555</u>	<u>\$ 12,845,634</u>
Total Revenue	<u>\$ 263,348,244</u>	<u>\$ 41,218,257</u>	<u>\$ 13,143,019</u>	<u>\$ 317,709,520</u>	<u>\$ 309,015,489</u>	<u>\$ 284,243,766</u>

Financial Section continued

Carrollton-Farmers Branch Independent School District
 Combined Budget Summary
 General Fund, Debt Service Fund and Food Service Special Revenue Fund
 2017-2018

<i>Expenditures</i>				2017-18	2016-17	2015-16
	<u>General Fund</u>	<u>Debt Service Fund</u>	<u>Food Service Fund</u>	<u>Memo Total</u>	<u>Memo Total</u>	<u>Memo Total</u>
11 Instruction	\$ 132,362,267	-	-	\$ 132,362,267	\$ 133,858,900	\$ 127,412,392
12 Instructional Resources & Media	3,971,174	-	-	3,971,174	3,847,108	3,757,166
13 Curriculum & Staff Development	4,548,716	-	-	4,548,716	4,373,528	4,334,795
21 Instructional Leadership	4,058,278	-	-	4,058,278	3,924,925	3,721,382
23 School Leadership	15,779,155	-	-	15,779,155	15,016,544	14,388,005
31 Guidance, Counseling & Evaluation	10,710,352	-	-	10,710,352	10,616,266	10,111,604
32 Social Work Services	76,740	-	-	76,740	74,126	75,760
33 Health Services	2,881,960	-	-	2,881,960	2,748,020	2,668,494
34 Transportation	5,662,440	-	-	5,662,440	5,482,940	5,062,940
35 Food Services	143,945	-	13,143,019	13,286,964	12,836,835	12,882,844
36 Co-Curricular/Extra Curricular	4,985,311	-	-	4,985,311	4,886,803	4,820,639
41 General Administration	6,716,095	-	-	6,716,095	6,452,357	6,630,362
51 Plant Maintenance & Operation	24,584,234	-	-	24,584,234	24,466,222	23,955,005
52 Security & Monitoring Services	1,851,161	-	-	1,851,161	1,701,492	1,580,470
53 Data Processing	4,955,513	-	-	4,955,513	4,922,613	4,947,854
61 Community Services	67,144	-	-	67,144	122,536	153,688
71 Debt Services	-	41,218,257	-	41,218,257	40,366,800	4,042,416
81 Facilities Acquisition & Construction	110,340	-	-	110,340	105,269	101,384
91 Contracted Instructional Services	9,279,130	-	-	9,279,130	5,789,005	-
92 Incremental Costs Assoc with Chap 41	-	-	-	-	-	-
95 Juvenile Justice Alternative Ed Programs	200,000	-	-	200,000	200,000	200,000
97 Tax Increment Financing Zone	29,353,114	-	-	29,353,114	26,238,200	22,975,600
99 Other Intergovernmental Charges	1,051,175	-	-	1,051,175	985,000	990,000
Total Appropriated Expenditures	\$ 263,348,244	\$ 41,218,257	\$ 13,143,019	\$ 317,709,520	\$ 309,015,489	\$ 254,812,800
<i>Other Sources & Uses</i>						
Operating Transfers In	-	-	-	-	-	-
Net Other Sources & Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<i>Estimated Change in Fund Balance</i>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (6,947,034)
<i>Fund Balance 9/1</i>	86,442,240	9,626,941	3,370,594	99,439,775	91,098,086	86,956,568
Estimated Fund Balance 8/31	\$ 86,442,240	\$ 9,626,941	\$ 3,370,594	\$ 99,439,775	\$ 91,098,086	\$ 80,009,534

Financial Section continued

Five Year Summary General Fund, Debt Service and Food Service Revenue

	Beginning Budget 2013-2014	Beginning Budget 2014-2015	Beginning Budget 2015-2016	Beginning Budget 2016-2017	Beginning Budget 2017-2018
Local Sources	\$ 196,737,096	\$206,807,340	\$ 215,085,329	\$ 253,269,612	\$ 269,657,944
State Sources	55,453,529	55,433,493	56,312,803	41,888,322	33,930,108
Federal Sources	10,247,577	11,234,695	12,845,634	13,857,555	14,121,468
Sub-Total	\$ 262,438,202	\$273,475,528	\$ 284,243,766	\$ 309,015,489	\$ 317,709,520
Other Sources	\$ -	\$ -	\$ -	\$ -	\$ -
Total	\$ 262,438,202	\$273,475,528	\$ 284,243,766	\$ 309,015,489	\$ 317,709,520

Five Year Summary General Fund, Debt Service and Food Service Expenditures By Major Object

	Beginning Budget 2013-2014	Beginning Budget 2014-2015	Beginning Budget 2015-2016	Beginning Budget 2016-2017	Beginning Budget 2017-2018
Payroll	\$ 172,692,612	\$177,140,142	\$ 183,554,422	\$ 192,362,441	\$ 195,981,527
Debt Service	41,232,101	40,951,504	40,420,416	40,366,800	41,218,257
Purchased Services	21,680,576	22,468,327	22,919,292	23,044,448	23,234,722
Supplies & Materials	15,116,233	21,343,152	17,685,154	17,506,322	14,846,522
Chapter 41 Recapture	-	-	-	5,789,005	9,279,130
Tax Increment Financing	15,860,725	18,544,302	22,975,600	26,238,200	29,353,114
Other Operating	3,092,906	3,173,704	3,196,416	3,283,773	3,337,520
Capital Outlay	430,500	476,890	439,500	424,500	458,728
Total	\$ 270,105,653	\$284,098,021	\$ 291,190,800	\$ 309,015,489	\$ 317,709,520

GENERAL FUND

General Fund continued

The General Fund is used to account for all financial transactions not properly included in other funds. The principal sources of revenue include local property taxes, State revenue, interest income, and federal revenue. Expenditures include all costs associated with the operations of the schools.

Revenue Trends and Assumptions

The largest portion of funding in the General Fund consists of local revenue, which accounts for approximately 82.33% of total budgeted funds and is primarily property taxes. The remainder of the revenue necessary to fund operating expenditures is derived from State and Federal funding sources.

Legislative History regarding Texas Public School funding

In May 2006 the Texas Legislature passed House Bill 1. HB1 provided for a reduction to 88.67 percent of the 2005-06 Maintenance & Operations tax rate for 2006-07. Districts reducing tax rates by this amount were guaranteed the better of 2005-06 or 2006-07 state aid and local tax revenue. Under HB 1, during the 2007-08 school year, districts further reduced their tax rates to 66.67 percent of the 2005-06 Maintenance & Operations tax rate. After the initial tax rate reduction, districts had access to an equalized \$0.04 without voter approval, and an additional equalized \$0.02 in 2008-09 with voter approval at rates higher than the normal yield. The CFB ISD Board of Trustees elected to set a Maintenance & Operations tax rate of \$1.04 in 2007-08. This is equal to the compression rate of 66.67 percent times the 2005-06 tax rate of \$1.50 plus \$0.04 of the available \$0.04 referenced in HB 1.

Although the intent of HB1 was to equalize funding per student throughout the state (commonly called a target revenue system) large discrepancies exist. HB 3646 was passed with the 81st legislature (completed June 1, 2009) and is a modified continuation of the target revenue system. Districts with lower than average target revenue amounts were increased by up to a maximum of \$350/per weighted average daily attendance (WADA); the rest of the districts were given a minimum of \$120/per student in WADA. Accompanying the increase in state funds was a mandate to give a raise to a specific group of employees. This mandated raise used 74% of the new money allocated to the district. The state funded \$1.866 billion for formula improvements and \$1.3 billion to maintain the Foundation School Program from Federal American Recovery and Reinvestment Act (ARRA) funds. In July of 2011 the Texas Legislature passed Senate Bill 1. SB1 continued the target revenue concept with slight modification from previous legislation.

With the State of Texas facing large deficits for the biennium, SB1 created a regular program adjustment factor (RPAF) that was set at 0.9239 in 2011-12 and 0.98 in 2012-13. The formula also established a reduction to target revenue per WADA by applying a target revenue adjustment factor (TRAF) of .9235 in 2012-13. During the 2013 Legislative Session, the Texas Legislature adopted a biennial budget that “restored” \$3.2 billion of the \$4 billion that was cut from basic state aid during the 2011 session. The RPAF was increased from .98 to 1 and the TRAF was increased from .9235 to .9263. The Legislature did not materially change the Finance System during the session.

General Fund continued

The 2013 session resulted in increases to the equalized wealth level for taxes up to the compressed rate to \$495,000 per WADA in 2013-14 and \$504,000 in 2014-15; no recapture for the next six cents. Pennies above the compressed tax rate plus six cents are recaptured at \$319,500. During the 2015 Legislative Session, the Texas Legislature increased the basic allotment from \$5,040 to \$5,140 that resulted in a per student gain in revenue. For CFB, the 2015-16 gain in formula funding was offset by a loss in Tier I funding, due to the district's growth in property value in 2014-15. The 2017 Texas Legislature failed to pass any significant education funding bills during the session. The Governor of Texas call a special session with a list of 20 items on the agenda which included teacher salary increase, school finance reform, school choice for special needs and property tax reform. The Special Session ended with little progress made in the areas of school finance. HB 21 was passed that allocated about \$212 million to help the TRS-Care fund for surging health care premiums for retirees. HB 21 also included a hardship grant to provide assistance to school districts that are will lose "Additional State Aid for Tax Reduction (ASATR)" on September 1, 2017. HB 21 will not benefit the district with any additional funding.

The District's assessed value of taxable property increased from \$18.4 billion to \$19.9 billion or an increase of 7.89%. The Texas Comptroller of Public Accounts annually certifies the final property value on or before July 1. The district reduces the certified taxable value by 2.5% to 3.0% when calculating tax revenue. This is because the District has been experiencing a "shrinkage" in the tax roll during the collection year as more property owners are protesting their taxes resulting in a lower net tax roll. There have also been increasing numbers of properties that are exempt from taxes.

Under the current system, if a district's Tier I state aid plus local revenue at its compressed rate is more than the target level, the district gets to keep it all and is considered to be a "formula" district. If a district's Tier I state aid plus local revenue at the compressed rate is less than the target level, the district continues to receive "Additional State Aid for Tax Reduction (ASATR)". Additional State Aid for Tax Reduction (ASATR) won't exist after September 1, 2017 due to the sunset provision written into the law. CFBISD has not received ASATR for several years.

General Fund continued

A partial history of the District's tax roll is below.

General Fund Tax Revenue Analysis					
Source	Fiscal Year	Original Budget	Actual Including Delinquent	Actual Overage (Shortage)	Change Percentage
Audit	2007-08	\$152,090,892	\$147,862,344	(\$4,228,548)	-2.78%
Audit	2008-09	\$155,846,789	\$152,467,862	(\$3,378,927)	-2.17%
Audit	2009-10	\$152,074,275	\$150,496,867	(\$1,577,408)	-1.04%
Audit	2010-11	\$143,223,842	\$142,913,208	(\$310,634)	-0.22%
Audit	2011-12*	\$140,839,249	\$141,382,002	\$542,753	0.39%
Audit	2012-13	\$142,011,916	\$144,578,172	\$2,566,256	1.81%
Audit	2013-14	\$150,360,002	\$151,581,728	\$1,221,726	0.81%
Audit	2014-15	\$160,778,924	\$162,426,903	\$1,647,979	1.02%
Audit	2015-16	\$169,945,041	\$172,908,572	\$2,963,531	1.74%
Estimated	2016-17**	\$208,358,340	\$207,164,752	(\$1,193,588)	-0.57%

* 2011-12 budget was recalculated to reflect a 2.5% shrinkage from the original certified value in order to be comparable to prior year estimates.
 ** 2016-17 - The voters approved a tax ratification election (TRE) that raised the M&O tax rate from \$1.04 to \$1.17.

State revenue consists mainly of two categories totaling \$23,167,422 or 8.80%. The components of State revenue are explained in detail in the Information section of this book. The District has budgeted for the following State revenue sources for 2017-18:

- (1) Foundation School Fund: \$18,432,897
- (2) Available School Fund – State Portion: \$4,734,525

The State revenue sources discussed above and local revenue from property tax collections make up approximately 94.0% of total revenue. The majority of the remaining revenue is contributed by the State of Texas for the Teacher Retirement System (TRS) on-behalf of the District's

General Fund continued

employees. This amount is also recognized as an expenditure estimate, which is calculated at 6.8% of eligible employee earnings.

Enrollment

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations while others parts are experiencing enrollment declines. Based on current enrollment trends, the District's growth is concentrated on its Western edge. The district commissioned a demographic study in 2016 and it was updated in 2017 that shows that the homes being built in the district are only yielding approximately .21 kids and new multifamily units are only yielding .26. Even though the district is seeing new construction, the district isn't anticipating a large influx of new students with these new units. Projections will be that student enrollment will flat or decrease over the coming years except in the western portions. Due to the growth on the west side, the District added classroom space at LaVillita Elementary School, Bush Middle School and Ranchview High School. The enrollment trend indicates that current facilities will be adequate, with minor renovation and additions.

Federal Funds

The District receives certain federal revenue that is accounted for in the General Fund. Federal revenue consists mainly of reimbursements from the School Health and Related Services (SHARS) program. SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to students in special education. The budgeted amount for 2017-18 is \$3,900,000 or 1.48% of the total revenue budget.

School District Retiree Health Plan

Plan Description. The Carrollton-Farmers Branch ISD contributes to the Texas Public School Retired Employees Group Insurance Program (TRS-Care), a cost-sharing multiple-employer defined benefit post-employment health care plan administered by the Teacher Retirement System of Texas. TRS-Care Retired Plan provides health care coverage for certain persons (and their dependents) who retired under the Teacher Retirement System of Texas. The statutory authority for the program is Texas Insurance Code, Chapter 1575. Section 1575.052 grants the TRS Board of Trustees the authority to establish and amend basic and optional group insurance coverage for participants. The TRS issues a publicly available financial report that includes financial statements and required supplementary information for the TRS-Care. That report may be obtained by visiting the TRS web site at www.trs.state.tx.us, by writing to the Communications Department of the Teacher Retirement System of Texas at 1000 Red River Street, Austin, Texas 78701, or by calling 1-800-223-8778.

Funding Policy. Contribution requirements are not actuarially determined but are legally established each biennium by the Texas Legislature. Texas Insurance Code, Sections 1575.202, 203, and 204 establish state, active employee, and public school contributions, respectively. Funding for free basic coverage is provided by the program based upon public school district

General Fund continued

payroll. Per Texas Insurance Code, Chapter 1575, the public school contribution may not be less than 0.25% or greater than 0.75% of the salary of each active employee of the public school. Funding for optional coverage is provided by those participants selecting the optional coverage. Contribution rates and amounts are shown in the table below for fiscal years ending 2017-2015.

Contribution Rates						
Year	Active Member		State		School District	
	Rate	Amount	Rate	Amount	Rate	Amount
2017	0.65%	\$ 1,058,634	1.00%	\$ 1,500,612	0.55%	\$ 1,004,827
2016	0.65%	\$ 1,027,088	1.00%	\$ 1,466,686	0.55%	\$ 967,276
2015	0.65%	\$ 994,901	1.00%	\$ 1,438,037	0.55%	\$ 934,442

Defined Benefit Pension Plan

The district contributes to the Teacher Retirement System (TRS) of Texas, a cost-sharing multiple employer defined benefit plan. As a result of the adoption of GASB 68, the district reported a liability of \$58,699,831 for its proportionate share of TRS's net pension liability. The district has no legal obligation related to retirement benefits. The liability was recognized for reporting purposes only on the government-wide financial statements and has no effect on the district's budget.

Expenditure Summary

The General Fund expenditure budget for 2017-18 is \$263,348,244. This is an increase of \$7,390,374 or 2.89% more than the 2016-17 expenditure budget. The 2017-18 budget contains additional allocations from an increase in Chapter 41 payments, compensation plan adjustments and Tax Increment Financing (TIF) Zone payments. The board approved a salary increase of 4% for all teachers and auxiliary staff and a 3% for professionals PA4 and above is estimated to increase payroll costs approximately \$5.2 million. Additionally, Chapter 41 payments are estimated to increase \$3.4 million for 2017-18 due to the increase in property values and TIF Zone payments are expected to increase approximately \$3.1 million due to increased property values in the zone, which drives the payment amount.

On November 8, 2017, voters of the district approved a tax ratification election (TRE) which increased the M&O tax rate to \$1.17. The increase of property taxes of the TRE allowed the district to adopt a balanced budget for 2016-17 and 2017-18. CFB School Board and Management knows that deficit budgets could not be sustained over the long-run and knew that the current state funding formulas do not allow for new programs, inflation or future compensation increases and that a TRE was important to providing long-term financial stability. The District continues to work toward a balanced budget in a deliberate manner; with the goal of being as efficient as possible without affecting student achievement.

As always, the majority of a school district's expenditures are for personnel costs, 72.02% (84.40% if excluding the Tax Increment Finance payment). CFB ISD's salary schedule for *new*

General Fund continued

teachers does provide for differing amounts based on years of experience. Salary schedules are included in the Information Section of this book.

Other significant expenditure items include the following:

Payroll	\$ 189,653,036	72.02%
Tax Increment Finance Payment	29,353,114	11.15%
Chapter 41 Recapture Payments	9,279,130	3.52%
Technology Enhancement	500,000	0.19%
Utilities	6,815,000	2.59%
Student Transportation	5,662,440	2.15%
Instructional supplies	1,177,067	0.45%
Appraisal District	1,051,175	0.40%
Insurance & Bonding	861,315	0.33%
Computer Service Contract	52,025	0.02%
Copier Rentals	516,562	0.20%
Legal	487,989	0.19%
Capital Outlay	421,500	0.16%
Audit	59,000	0.02%
Election Costs	47,500	0.02%
Sum	\$ 245,936,853	93.39%

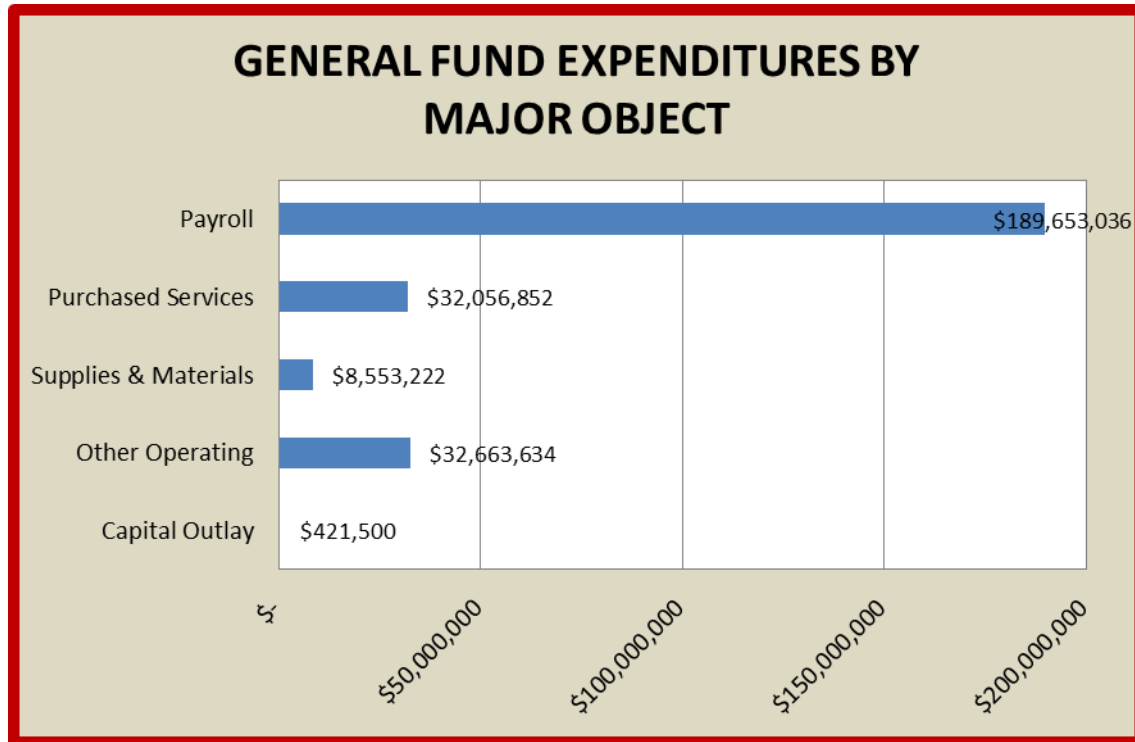
The above items equal 93.39% of the total 2017-18 budget.

General Fund Expenditures By Major Object

	Beginning Budget 2016-17	Beginning Budget 2017-18	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$ 186,383,122	\$ 189,653,036	1.75%	72.02%
Purchased Services	28,453,953	32,056,852	12.66%	12.17%
Supplies & Materials	11,201,322	8,553,222	-23.64%	3.25%
Other Operating	29,494,973	32,663,634	10.74%	12.40%
Capital Outlay	424,500	421,500	-0.71%	0.16%
Total	\$ 255,957,870	\$ 263,348,244	2.89%	100.00%

General Fund continued

The graph below depicts the 2017-18 budget by major object.

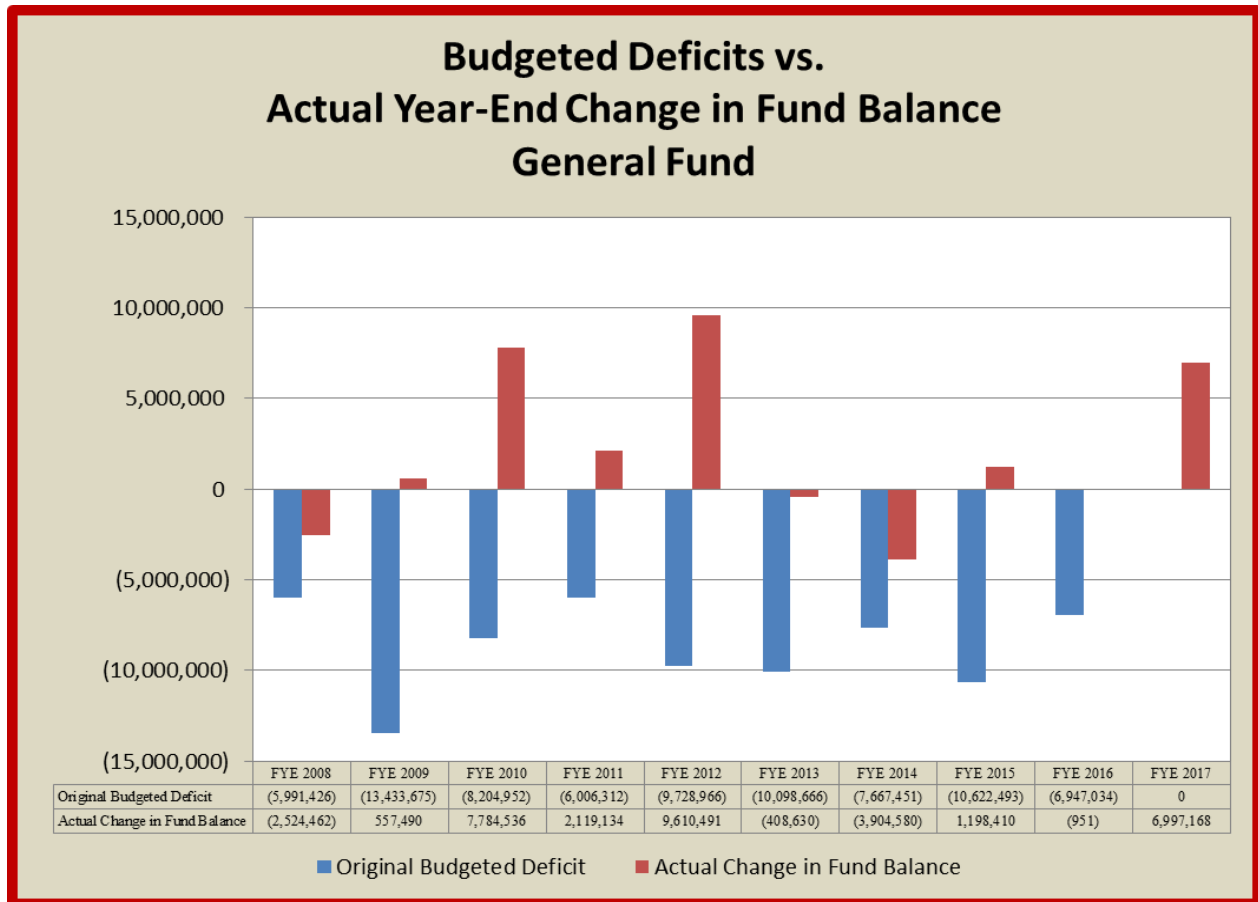


Impact on Fund Balance

The District's fund balance is not projected to increase or decrease; leaving a projected fund balance of \$86,442,240. This projected balance represents 140 days expenditures or approximately 38.47% of the annual budgeted operating expenditures and provides moderate stability to provide flexibility in adjusting for projections of future revenue and expenditures.

The approved tax ratification election (TRE) enabled the District to adopt balanced budget for 2016-17 and 2017-18 fiscal years. The 2017-18 budget should not have a negative impact on fund balance where in past years the District utilized fund balance in an attempt to minimize drastic personnel staffing and other changes that would be necessary to balance the budget if completed in one year. On-going efforts to review programs in a cost vs. benefit manner continue as we look to the future. At the same time, sustained efforts to reduce costs *as we go* are in place. Even if central departments have money in their budget, they are encouraged to "stop-look-evaluate" first to make sure that the purchase is something required. Because of this philosophy, coupled with other factors, the district has had many more *budgeted* deficits than *realized* deficits.

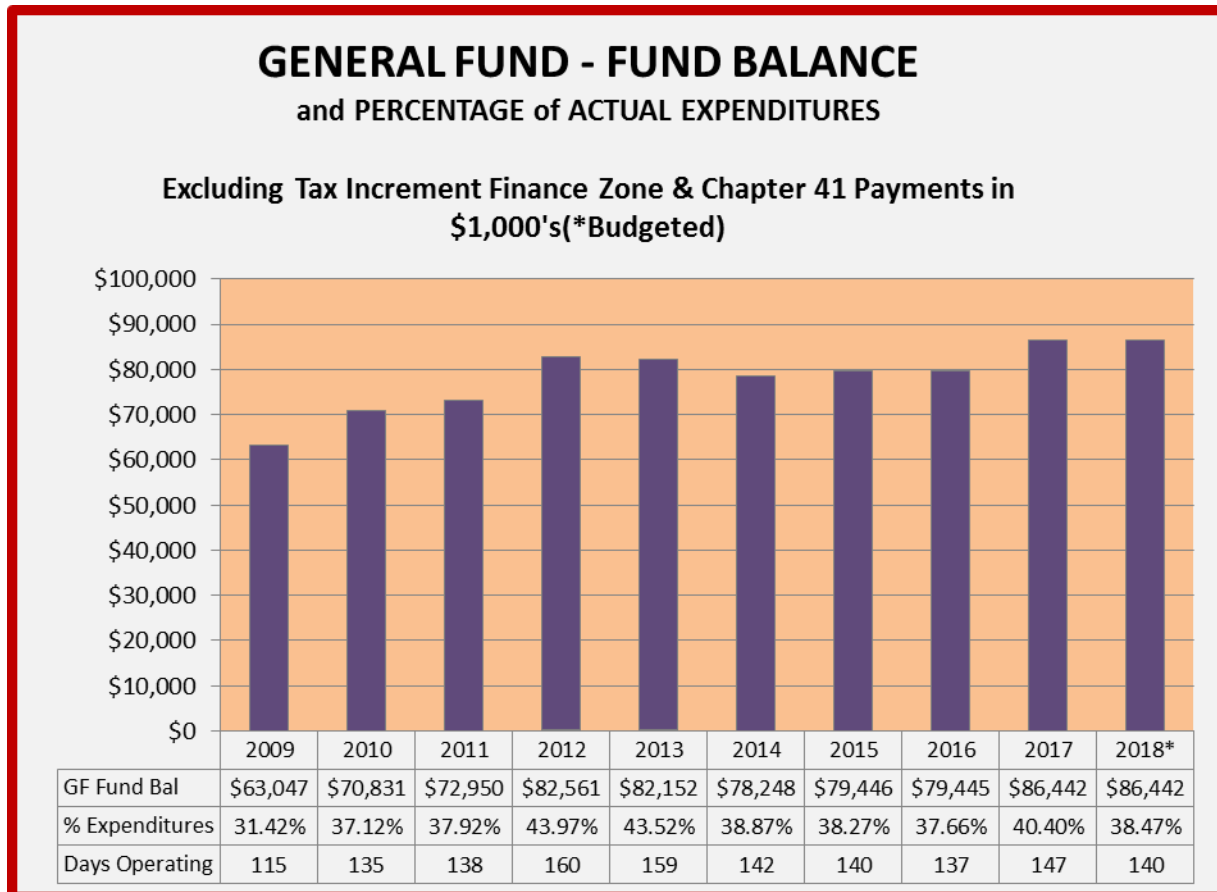
General Fund continued



2010	State revenue reimbursement due to audit of 2005 Taxable Values for the years 2006-07, 2007-08, 2008-09 + \$2,389,017
	State revenue reimbursement related to the Tax Increment Finance Zone for years 2006-07, 2007-08, 2008-09 + \$1,471,602
	State revenue reimbursement of prior year Chapter 41 payment due to audit of the 2005 Taxable values + \$1,282,506
2012	3 less work days in August 2012 as compared to August 2011 for teachers and most other non year round employees
2013	Electricity - \$774,000; SHARS revenue +\$674,000 State revenue reimbursement due to property value audits +835,898
2014	Electricity - \$335,000 State revenue reimbursement due to property value audits +239,937; SHARS + \$370,000
2015	Transportation decrease from prior year \$504,000; Technology unspent - \$1,067,000 State revenue reimbursement due to property value audits +1,434,434; SHARS + \$742,000
2016	State revenue reimbursement due to property value audit + \$2,181,826; SHARS + \$1,960,000
2017	State revenue reimbursement due to property value audit + \$1,936,864; SHARS + \$2,860,750; Payroll Accrual reduction due to 5 less days in fiscal year + \$2,800,000

General Fund continued

The graph below depicts the fund balance of the General Fund as a percentage of the total expenditures over time.



The above graph includes one-time federal funds of \$4,075,812 that was received by the district in 2011-12 that resulted in general fund expenditures being shifted for one year.

Note: In Board Policy CA (LOCAL), there is language regarding the Board's minimum fund balance aspirations for the General Fund. In an effort to provide adequate cash flow for its operations, the District shall make every effort to maintain an unassigned fund balance equal to a minimum of two months of operations costs. As the chart above shows, the District has been able to exceed this guideline in the past and is projected to continue this trend in the future.

In August 2017, the board committed \$9,000,000 fund balance of the General Fund for future building renovations, technology purchases and transportation upgrades.

General Fund continued

General Fund Five Year Summary of Revenues and Expenditures

	Audited 2013-14	Audited 2014-15	Audited 2015-16	Beginning Budget 2016-17	Estimated Actual 2016-17	Beginning Budget 2017-18	Increase (Decrease)	% Change	% Of Total
<i>Estimated Revenues</i>									
LOCAL AND INTERMEDIATE									
Tax Revenues	\$ 152,362,340	\$ 163,296,377	\$ 173,871,147	\$ 209,208,340	\$ 208,199,504	\$ 224,476,713	\$ 15,268,373	7.30%	85.24%
Other Local	1,400,640	1,837,801	1,763,642	1,522,000	2,222,293	1,569,000	47,000	3.09%	0.60%
STATE									
Per Capita and other state revenue	47,193,293	48,475,903	44,053,371	30,502,541	30,017,004	23,167,422	(7,335,119)	-24.05%	8.80%
On-behalf Retirement Payment	9,800,913	10,079,032	9,476,090	10,674,989	9,835,227	10,085,109	(589,880)	-5.53%	3.83%
FEDERAL									
Direct	2,354,735	3,090,236	5,056,617	4,050,000	4,550,671	4,050,000	-	0.00%	1.54%
Total Estimated Revenue	\$ 213,111,921	\$ 226,779,349	\$ 234,220,867	\$ 255,957,870	\$ 254,824,699	\$ 263,348,244	\$ 7,390,374	2.89%	100.00%
<i>Appropriated Expenditures</i>									
11 Instruction	\$ 120,562,460	\$ 124,693,818	\$ 125,595,185	\$ 133,858,900	\$ 124,797,595	\$ 132,362,267	\$ (1,496,633)	-1.12%	50.26%
12 Instructional Resources & Media	3,624,063	3,897,565	3,759,510	3,847,108	3,742,594	3,971,174	124,066	3.22%	1.51%
13 Curriculum & Staff Development	4,057,807	3,780,875	4,132,207	4,373,528	3,960,398	4,548,716	175,188	4.01%	1.73%
21 Instructional Leadership	3,068,126	3,228,172	3,367,186	3,924,925	3,529,168	4,058,278	133,353	3.40%	1.54%
23 School Leadership	13,520,772	14,195,757	14,631,049	15,016,544	14,977,200	15,779,155	762,611	5.08%	5.99%
31 Guidance Counseling & Evaluation	9,313,572	9,719,307	9,880,225	10,616,266	10,119,897	10,710,352	94,086	0.89%	4.07%
32 Social Work Services	140,089	68,002	68,949	74,126	68,530	76,740	2,614	3.53%	0.03%
33 Health Services	2,559,622	2,564,320	2,755,568	2,748,020	2,743,026	2,881,960	133,940	4.87%	1.09%
34 Transportation	4,602,207	4,098,670	4,779,017	5,482,940	4,785,729	5,662,440	179,500	3.27%	2.15%
35 Food Services	126,610	81,151	56,967	146,016	75,368	143,945	(2,071)	-1.42%	0.05%
36 Co-Curricular/Extra Curricular	4,470,301	4,365,191	4,711,733	4,886,803	4,721,834	4,985,311	98,508	2.02%	1.89%
41 General Administration	5,576,365	5,733,153	6,064,037	6,452,357	6,025,530	6,716,095	263,738	4.09%	2.55%
51 Plant Maintenance & Operation	21,219,761	21,816,848	22,246,358	24,466,222	22,884,486	24,584,234	118,012	0.48%	9.34%
52 Security & Monitoring Services	1,516,817	1,477,867	1,625,823	1,701,492	1,738,794	1,851,161	149,669	8.80%	0.70%
53 Data Processing	5,772,319	6,668,538	6,014,882	4,922,613	8,488,361	4,955,513	32,900	0.67%	1.88%
61 Community Services	178,075	154,868	84,325	122,536	57,194	67,144	(55,392)	-45.20%	0.03%
81 Facilities Acquisition & Construction	95,654	130,890	230,015	105,269	262,543	110,340	5,071	4.82%	0.04%
91 Contracted Instructional Services	-	-	-	5,789,005	5,945,227	9,279,130	3,490,125	60.29%	3.52%
92 Incremental Costs Assoc w ith Chap 41	-	-	-	-	-	-	-	0.00%	0.00%
95 Juvenile Justice Alternative Ed Prgrms	8,639	31,486	39,869	200,000	5,166	200,000	-	0.00%	0.08%
97 Tax Increment Financing Zone	15,713,810	17,974,812	22,623,080	26,238,200	25,873,965	29,353,114	3,114,914	11.87%	11.15%
99 Other Intergovernmental Charges	889,432	899,649	932,440	985,000	965,009	1,051,175	66,175	6.72%	0.40%
Total Appropriated Expenditures	\$ 217,016,501	\$ 225,580,939	\$ 233,598,425	\$ 255,957,870	\$ 245,767,614	\$ 263,348,244	\$ 7,390,374	2.89%	100.00%
<i>Other Sources & Uses</i>									
Contractual Obligation Proceeds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	-
Sale of Property	-	-	-	-	100,062	-	-	-	-
Other Resources	-	-	-	-	-	-	-	-	-
Operating Transfers In/Misc Non-Rev	-	-	-	-	-	-	-	-	-
Special Item	-	-	-	-	-	-	-	-	-
Operating Transfers out & Other Uses	-	-	-	-	(4,000,000)	-	-	-	-
Net Other Sources & Uses	\$ -	\$ -	\$ -	\$ -	\$ (3,899,938)	\$ -	\$ -	-	-
<i>Estimated Change in Fund Balance</i>									
Estimated Change in Fund Balance	\$ (3,904,580)	\$ 1,198,410	\$ 622,442	\$ -	\$ 5,157,147	\$ -	\$ -	-	-
Estimated Fund Balance 9/1	82,152,193	78,247,613	79,446,023	79,445,072	79,445,072	86,442,240	6,997,168	-	-
Prior Period Adjustment	-	-	(623,393)	-	1,840,021	-	-	-	-
Estimated Year-end adjustment	-	-	-	6,997,168	-	-	-	-	-
Estimated Fund Balance 8/31	\$ 78,247,613	\$ 79,446,023	\$ 79,445,072	\$ 86,442,240	\$ 86,442,240	\$ 86,442,240	\$ 6,997,168	-	-

See IMPACT ON FUND BALANCE discussion for more detail regarding use of fund balance.

General Fund continued

Carrollton-Farmers Branch Independent School District Budget Appropriations for 2017-2018

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2017-2018 Total
001	R L Turner High	\$ 13,012,621	\$ 152,582	\$ 377,584	\$ 162,847	\$ -	\$ 13,705,634
002	New man Smith High	\$ 11,594,692	\$ 113,382	\$ 265,449	\$ 151,122	\$ -	\$ 12,124,645
003	Mary Grimes Learning Ctr	\$ 724,598	\$ 10,982	\$ 13,618	\$ 2,600	\$ -	\$ 751,798
005	Alternative Ed Prgm	\$ 1,620,504	\$ 10,100	\$ 15,394	\$ 4,850	\$ -	\$ 1,650,848
006	Creekview High	\$ 11,442,425	\$ 122,562	\$ 247,865	\$ 154,142	\$ -	\$ 11,966,994
007	Ranchview High	\$ 6,238,230	\$ 88,936	\$ 205,829	\$ 157,039	\$ -	\$ 6,690,034
008	Denton County JJAEP	\$ -	\$ 25,000	\$ -	\$ -	\$ -	\$ 25,000
009	Dallas County JJAEP	\$ -	\$ 175,000	\$ -	\$ -	\$ -	\$ 175,000
010	Early College High School	\$ 1,290,146	\$ 13,730	\$ 30,635	\$ 4,634	\$ -	\$ 1,339,145
039	High School Summer School	\$ 419,530	\$ 35,650	\$ 3,500	\$ -	\$ -	\$ 458,680
041	Vivian Field Middle	\$ 5,699,467	\$ 83,985	\$ 85,786	\$ 46,359	\$ -	\$ 5,915,597
042	DeWitt Perry Middle	\$ 5,606,658	\$ 75,618	\$ 77,608	\$ 56,513	\$ -	\$ 5,816,397
044	Dan F Long Middle	\$ 4,201,291	\$ 79,035	\$ 70,079	\$ 26,929	\$ -	\$ 4,377,334
045	Blalack Middle	\$ 5,276,974	\$ 33,125	\$ 64,670	\$ 40,197	\$ -	\$ 5,414,966
046	Ted Polk Middle	\$ 5,736,943	\$ 78,335	\$ 80,242	\$ 41,009	\$ -	\$ 5,936,529
047	Barbara Bush Middle	\$ 4,111,953	\$ 75,590	\$ 68,087	\$ 32,554	\$ -	\$ 4,288,184
099	Middle School Summer School	\$ 306,217	\$ 35,000	\$ 4,000	\$ -	\$ -	\$ 345,217
102	Carrollton Elementary	\$ 3,579,687	\$ 9,815	\$ 42,195	\$ 21,750	\$ -	\$ 3,653,447
103	Central Elementary	\$ 3,273,863	\$ 12,440	\$ 53,300	\$ 8,280	\$ -	\$ 3,347,883
105	Good Elementary	\$ 2,904,749	\$ 10,300	\$ 41,075	\$ 22,250	\$ -	\$ 2,978,374
106	Janie Stark Elementary	\$ 3,682,866	\$ 6,700	\$ 65,730	\$ 6,700	\$ -	\$ 3,761,996
109	Farmers Branch Elementary	\$ 3,172,549	\$ 11,600	\$ 40,380	\$ 8,700	\$ -	\$ 3,233,229
110	Blanton Elementary	\$ 2,813,542	\$ 6,270	\$ 41,080	\$ 6,800	\$ -	\$ 2,867,692
111	June Thompson Elementary	\$ 2,961,521	\$ 12,350	\$ 32,390	\$ 9,800	\$ -	\$ 3,016,061
112	Country Place Elementary	\$ 2,538,641	\$ 9,350	\$ 25,955	\$ 4,510	\$ -	\$ 2,578,456
113	Dale B Davis Elementary	\$ 2,974,365	\$ 8,037	\$ 50,868	\$ 7,300	\$ -	\$ 3,040,570
114	McCoy Elementary	\$ 2,521,014	\$ 8,151	\$ 29,313	\$ 7,900	\$ -	\$ 2,566,378
116	Furneau Elementary	\$ 2,825,343	\$ 9,000	\$ 26,449	\$ 6,565	\$ -	\$ 2,867,357
117	Marie Huie Sp Ed Campus	\$ 1,126,031	\$ -	\$ 14,845	\$ 2,000	\$ -	\$ 1,142,876
118	Rosemeade Elementary	\$ 2,522,615	\$ 7,937	\$ 26,610	\$ 3,234	\$ -	\$ 2,560,396
120	Las Colinas Elementary	\$ 2,607,716	\$ 8,900	\$ 36,461	\$ 17,300	\$ -	\$ 2,670,377
121	Tom Landry Elementary	\$ 2,166,304	\$ 8,970	\$ 25,525	\$ 6,490	\$ -	\$ 2,207,289
122	Kent Elementary	\$ 2,457,645	\$ 7,418	\$ 30,847	\$ 5,200	\$ -	\$ 2,501,110
123	Riverchase Elementary	\$ 2,379,663	\$ 12,140	\$ 22,800	\$ 4,710	\$ -	\$ 2,419,313
124	McKamy Elementary	\$ 2,981,427	\$ 8,705	\$ 33,561	\$ 7,539	\$ -	\$ 3,031,232
125	Sheffield Elementary	\$ 4,743,378	\$ 24,635	\$ 49,600	\$ 15,475	\$ -	\$ 4,833,088
126	Rainwater Elementary	\$ 2,188,698	\$ 6,004	\$ 23,870	\$ 4,411	\$ -	\$ 2,222,983
128	Freeman Elementary	\$ 2,778,608	\$ 8,200	\$ 38,100	\$ 7,750	\$ -	\$ 2,832,658
129	Kathryn McWhorter Elementary	\$ 3,196,657	\$ 11,555	\$ 44,192	\$ 3,638	\$ -	\$ 3,256,042
131	Dave Blair Intermediate	\$ 3,381,663	\$ 14,460	\$ 41,624	\$ 10,951	\$ -	\$ 3,448,698
132	LaVillita Elementary	\$ 3,289,891	\$ 8,110	\$ 45,060	\$ 5,400	\$ -	\$ 3,348,461
135	Neil R. McLaughlin/Nancy H. Strickland	\$ 4,044,881	\$ 13,264	\$ 68,256	\$ 3,110	\$ -	\$ 4,129,511
198	Outdoor Education Center	\$ 78,558	\$ -	\$ -	\$ -	\$ -	\$ 78,558
199	Elementary Summer School	\$ 401,923	\$ 156,750	\$ 10,000	\$ -	\$ -	\$ 568,673

General Fund continued

Carrollton-Farmers Branch Independent School District Budget Appropriations for 2017-2018 *continued*

#	Name	Payroll	Purchased & Contracted	Supplies & Materials	Other Operating	Capital Outlay	2017-2018 Total
701	Superintendent	\$ 465,969	\$ 26,000	\$ 4,350	\$ 19,050	\$ -	\$ 515,369
702	Board of Trustees	\$ -	\$ 505,450	\$ 4,940	\$ 98,800	\$ -	\$ 609,190
703	Tax Office	\$ 178,843	\$ 1,089,166	\$ 35,743	\$ 7,900	\$ -	\$ 1,311,652
719	Student Services	\$ 189,670	\$ 3,315	\$ 9,885	\$ 7,800	\$ -	\$ 210,670
727	Strategic Communications	\$ 711,852	\$ 247,075	\$ 15,825	\$ 10,771	\$ -	\$ 985,523
729	Business Office	\$ 1,624,588	\$ 228,012	\$ 73,446	\$ 45,500	\$ -	\$ 1,971,546
731	Personnel-Professional	\$ 1,038,700	\$ 160,112	\$ 52,453	\$ 76,228	\$ -	\$ 1,327,493
732	Personnel-Support	\$ 69,810	\$ -	\$ -	\$ -	\$ -	\$ 69,810
734	Purchasing	\$ 393,302	\$ 28,090	\$ 14,025	\$ 12,195	\$ -	\$ 447,612
735	Textbook Coordinator	\$ 48,595	\$ 300	\$ 841	\$ -	\$ -	\$ 49,736
931	Maintenance	\$ 6,482,332	\$ 9,036,771	\$ 1,541,464	\$ 752,452	\$ 308,750	\$ 18,121,769
932	Distribution Ctr	\$ 581,701	\$ 17,575	\$ 28,262	\$ 1,425	\$ 71,250	\$ 700,213
933	Transportation	\$ -	\$ 5,533,190	\$ 5,000	\$ -	\$ -	\$ 5,538,190
951	Stadium	\$ 63,853	\$ 5,000	\$ 9,500	\$ -	\$ -	\$ 78,353
954	Natorium	\$ 85,051	\$ -	\$ 19,000	\$ -	\$ -	\$ 104,051
960	Assoc Supt for Educational Services	\$ 3,508,571	\$ 388,048	\$ 601,308	\$ 201,424	\$ 32,500	\$ 4,731,851
963	Adult Education	\$ -	\$ 6,294	\$ -	\$ -	\$ -	\$ 6,294
966	Dir of Special Programs	\$ 333,750	\$ 27,590	\$ 83,750	\$ 66,710	\$ -	\$ 511,800
968	Coordinator of Bilingual/ESL	\$ 262,219	\$ 5,000	\$ 40,226	\$ 22,333	\$ -	\$ 329,778
970	Chief Officer of Data and Technology	\$ 2,740,236	\$ 1,938,994	\$ 852,659	\$ 51,000	\$ -	\$ 5,582,889
976	Coordinator of Learning Media	\$ 359,279	\$ 148,024	\$ 115,169	\$ 15,935	\$ -	\$ 638,407
977	Advanced Academic Services	\$ 809,491	\$ 108,800	\$ 70,489	\$ 44,750	\$ -	\$ 1,033,530
980	Director of Athletics	\$ 469,092	\$ 43,037	\$ 41,680	\$ 6,300	\$ -	\$ 560,109
981	Student Services	\$ 83,521	\$ 5,190	\$ 24,384	\$ 2,750	\$ -	\$ 115,845
982	Dir of Fine Arts	\$ 350,306	\$ 177,027	\$ 488,747	\$ 226,227	\$ -	\$ 1,242,307
983	Dir of Career & Technology	\$ 716,106	\$ 99,640	\$ 275,143	\$ 129,500	\$ -	\$ 1,220,389
985	Assessment & Accountability	\$ 269,966	\$ 273,600	\$ 174,612	\$ 22,000	\$ 9,000	\$ 749,178
995	Dir of Special Education	\$ 2,498,562	\$ 396,800	\$ 103,300	\$ 21,500	\$ -	\$ 3,020,162
996	Student Nutrition	\$ 50,500	\$ -	\$ -	\$ -	\$ -	\$ 50,500
999	Undistributed Organization	\$ 14,391,124	\$ 9,949,079	\$ 1,296,589	\$ 29,732,526	\$ -	\$ 55,369,318
	Totals	\$ 189,653,036	\$32,056,852	\$8,553,222	\$32,663,634	\$421,500	\$263,348,244
	<i>Percentage of Total</i>	72.02%	12.17%	3.25%	12.40%	0.16%	100.00%



DEBT SERVICE

Debt Service Overview

The Debt Service Fund accounts for payments of principal, interest, and related fees on the District's general obligation bonds. Under Texas Law, only these Debt Service payments can be charged to this fund.

The most recent bond election was held on October 25, 2003 for \$300.165 million and passed by more than 78% of the votes. There are a number of limitations and restrictions contained in the various General Obligation bonds indentures. The following chart shows bond sales since the 2003 bond election.

Bond Sale	Rates	Amount	Use
Unlimited Tax Refunding Bonds, Series 2016 November 17, 2016	3.0% - 5.0%	\$48,420,000	Refund a portion of the outstanding debt.
Unlimited Tax Refunding Bonds, Series 2015A December 17, 2015	2.0% - 5.0%	\$23,495,000	Refund a portion of the outstanding debt.
Unlimited Tax Refunding Bonds, Series 2015 January 15, 2015	2.0% - 5.0%	\$23,655,000	Refund a portion of the outstanding debt.
Unlimited Tax Refunding Bonds, Series 2014 October 2, 2014	.57% - .93%	\$11,070,000	Refund a portion of the outstanding debt.
Unlimited Tax School Building & Refunding Bonds, Series 2013A and Series 2013B, May 15, 2013	2.0% - 5.0%	\$69,950,000	Construction, renovation, acquisition, and equipment of school buildings, pay cost of issuance of bonds. Refund a portion of the outstanding debt.
Unlimited Tax School Building & Refunding Bonds, 2012 May 15, 2012	2.0% - 5.0%	\$54,965,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds. Refund a portion of the outstanding debt.
Unlimited Tax Refunding Bonds, 2010 November 4, 2010	3.0% - 5.0%	\$63,565,000	Advance refund a portion of the outstanding debt.
Unlimited Tax School Building & Refunding Bonds, 2008 May 8, 2008	3.5% - 5.0%	\$57,435,000	Refund a portion of the District's outstanding debt; acquisition of school buses, constructing, renovating & equipping school buildings & the acquisition of land for school buildings, & to pay issuance costs of bonds.
Unlimited Tax School Building & Refunding Bonds, 2007 February 22, 2007	4.0% - 5.0%	\$105,775,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds. Refund a portion of the outstanding debt.
School Building Unlimited Tax Bonds, Series 2006 April 15, 2006	4.5% - 5.0%	\$41,220,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds.
School Building Unlimited Tax Bonds, Series 2005 March 1, 2005	3.0% - 5.0%	\$54,810,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds.
Unlimited Tax Refunding Bonds, 2004 March 15, 2004	2.0% - 5.0%	\$23,855,000	Advance refund a portion of the outstanding debt.
School Building Unlimited Tax Bonds, Series 2004 March 15, 2004	2.0% - 5.0%	\$54,350,000	Acquisition, construction, & equipping school buildings, technology, pay cost of issuance of bonds.
Unlimited Tax Refunding Bonds, 2003 March 27, 2003	3.0% - 4.0%	\$10,230,000	Advance refund a portion of the outstanding debt.

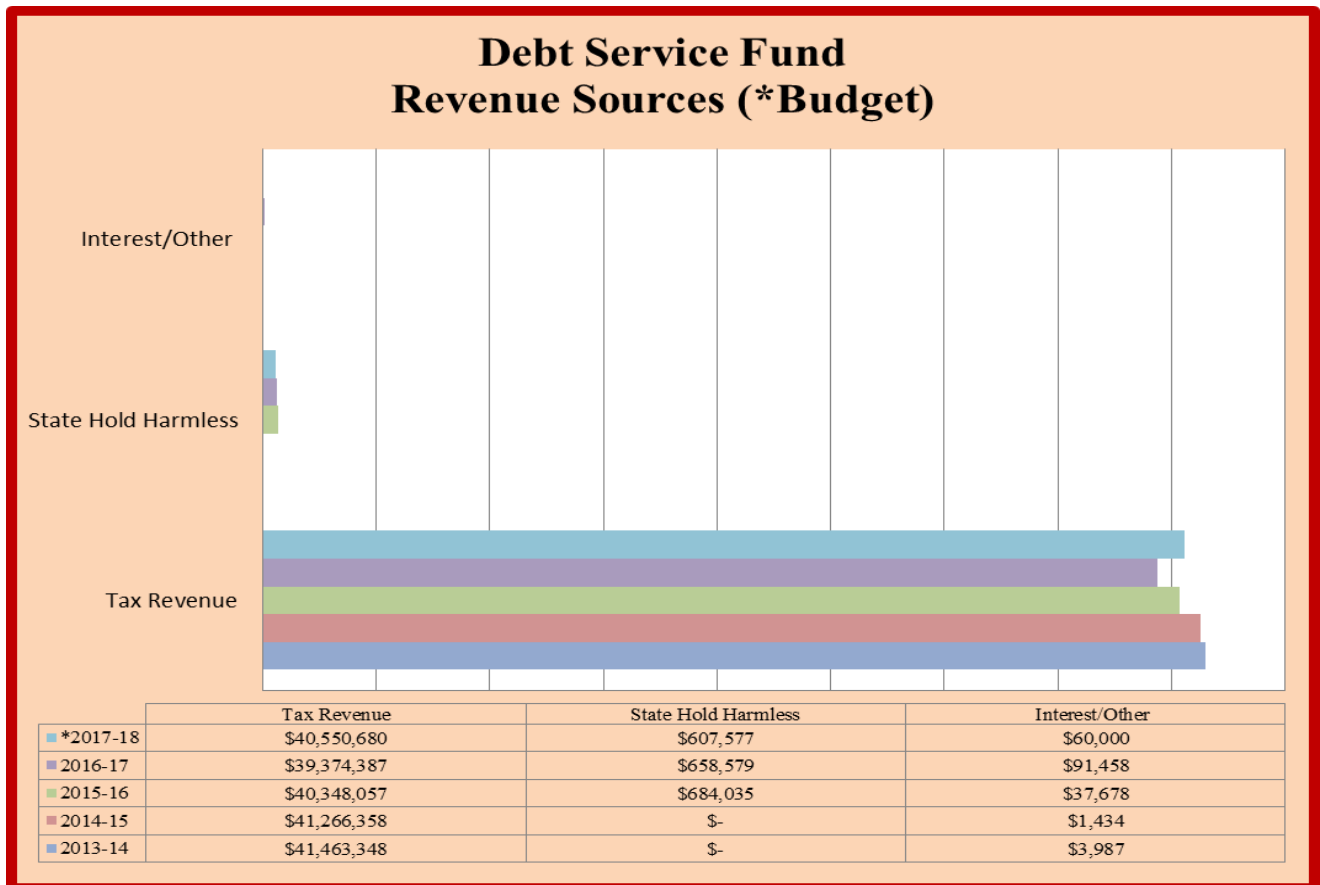
Debt Service continued

Refunding Bonds have been issued for the purpose of generating resources and decreasing the total Debt Service payments. These refunding issues defeased selected General Obligation bonds from the original issues. All future Debt Service payments on the original bonds have been provided for by placing the proceeds of the Refunding Bonds in irrevocable trust. Accordingly, the trust account assets and the liability for defeased bonds are not included in the District’s general purpose financial statements.

Revenue Sources and Trends

A majority of funding is derived from a designated allocation of the property tax rate, 98.38% for 2017-18. The district will receive approximately \$607,577, or 1.47% of total debt service funding, for hold harmless State funding to offset the loss in tax revenue due to a proposed increase in the 2015 mandated homestead exemption. The remainder of the Debt Service revenue is from interest income derived from temporary investments, 0.15% for 2017-18. Although the State has Debt Service Fund formula allocations, the District does not receive revenue from these programs.

The graph below depicts the change in CFB ISD’s Debt Service revenue sources over time.



Debt Service continued

Debt Service Expenditures

The budget consists of the following amounts: \$32,800,000 for bond principal payments, \$8,403,257 for bond interest payments, and \$15,000 for bond fees and miscellaneous costs. Detailed Debt Service requirements are located within this section of the budget document.

The District continues to retire debt at a steady pace, but facility needs require issuance of new debt at a similar pace. District personnel continually work with the community to review the facility needs of the District and to provide for those needs through additional debt issuance, as necessary, while minimizing the financial impact on the taxpayer. Bonds authorized as part of the 2003 bond program were originally scheduled for sale through fiscal 2010. Due to student and economic growth trends declining, the final sale was delayed until May 2013.

Historically, the District's administration and Board have followed the advice of our financial advisors (Hilltop Securities Inc.) and structured debt with a principal retirement schedule that allows the District to continue to issue bonds without significantly increasing the Debt Service tax rate. The tax rate for 2017-18 reflects a decrease of \$0.01. The tax rate decrease was largely due to a taxable value increase of 7.89%.

Debt Service is a major area of cost due to the District's building program, which is primarily financed by the sale of general obligation bonds. The ratio of net bonded debt to assessed value for the District is 0.85%. Education legislation has eliminated limits on outstanding debt. However, prior law limited debt to 10% of assessed value, and the District is well below that level. 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. The General Obligation bond requirements to maturity as of September 1, 2017 total \$211,775,000 in principal payments and \$51,137,838 in interest payments.

The District used the proceeds from bond sales to fund construction of new campuses, remodeling of campuses and other district buildings, furnishing new buildings, and purchase large technology expenditures.

The district does not have any immediate plans to issue additional debt.

Debt Service continued

Carrollton-Farmers Branch ISD
Debt Service Fund
Five Year Summary of Revenues and Expenditures

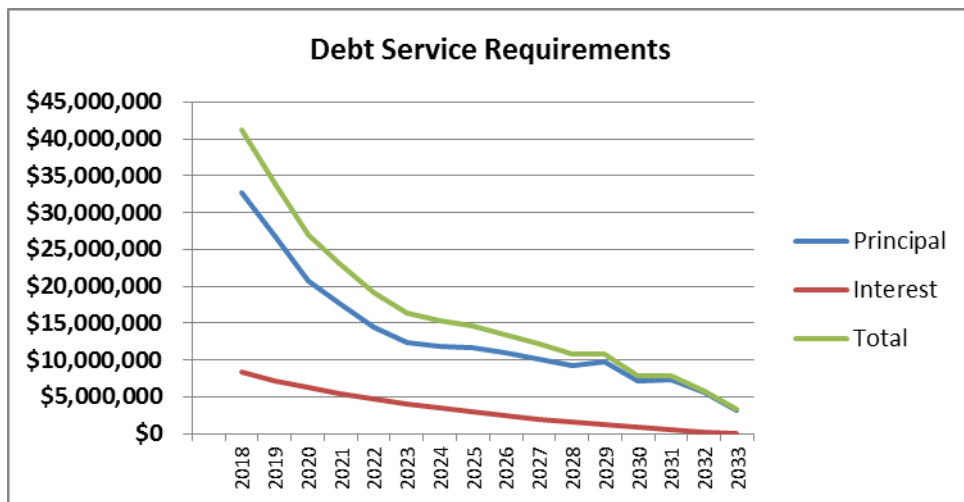
	Audited 2013-14	Audited 2014-15	Audited 2015-16	Beginning Budget 2016-17	Estimated Actual 2016-17	Beginning Budget 2017-18	Increase (Decrease)	% Change	% Of Total
<i>Revenues</i>									
Local & Intermediate									
Tax Revenues	\$ 41,463,348	\$ 41,266,358	\$ 40,348,057	\$ 39,716,008	\$ 39,374,387	\$ 40,550,680	\$ 834,672	2.02%	98.38%
State Hold Harmless	-	-	684,035	640,792	658,579	607,577	(33,215)	0.00%	1.47%
Interest/Other Income	3,987	1,434	37,678	10,000	91,458	60,000	50,000	3486.75%	0.15%
Total Revenue	\$ 41,467,335	\$ 41,267,792	\$ 41,069,770	\$ 40,366,800	\$ 40,124,424	\$ 41,218,257	\$ 851,457	2.06%	100.00%
<i>Expenditures</i>									
71 Debt Services									
Principal	\$ 26,755,000	\$ 28,295,000	\$ 29,525,000	\$ 30,310,000	\$ 30,310,000	\$ 32,800,000	\$ 2,490,000	8.80%	79.58%
Interest	14,472,101	12,446,881	10,887,351	10,046,800	9,141,542	8,403,257	(1,643,543)	-13.20%	20.39%
Issuance Costs & Fees	7,800	303,266	229,630	10,000	342,306	15,000	5,000	1.65%	0.04%
Total Expenditures	\$ 41,234,901	\$ 41,045,147	\$ 40,641,981	\$ 40,366,800	\$ 39,793,848	\$ 41,218,257	\$ 851,457	2.07%	100.00%
Other Sources & Uses									
Sale of Bonds	\$ -	\$ 34,725,000	\$ 23,495,000	\$ -	\$ 48,420,000	\$ -	\$ -	-	-
Operating Transfers In/Misc Non-Rev	539,647	-	-	-	7,017	-	-	-	-
Premium or Discount on Issuance of Bonds	-	2,642,857	2,371,708	-	4,592,084	-	-	-	-
Other (Uses)	-	-	-	-	-	-	-	-	-
Payment to Bond Refunding Escrow Agent	-	(37,393,627)	(25,640,128)	-	(52,677,214)	-	-	-	-
Net Other Sources & Uses	\$ 539,647	\$ (25,770)	\$ 226,580	\$ -	\$ 341,887	\$ -	\$ -	-	-
<i>Estimated Change in Fund Balance</i>	\$ 772,081	\$ 196,875	\$ 654,369	\$ -	\$ 672,463	\$ -	\$ -	-	-
<i>Estimated Fund Balance 9/1</i>	7,331,153	8,103,234	8,300,109	8,954,478	8,954,478	9,626,941	672,463	-	-
<i>Estimated Year End Adjustment</i>				672,463				-	-
Estimated Fund Balance 8/31	\$ 8,103,234	\$ 8,300,109	\$ 8,954,478	\$ 9,626,941	\$ 9,626,941	\$ 9,626,941	\$ 672,463	-	-

Debt Service continued

Carrollton-Farmers Branch ISD Debt Service Fund

Debt Retirement Summary

Fiscal Year Ended 8/31	Principal	Interest	Total	Percent Retired
2018	32,800,000	8,403,256	41,203,256	15.49%
2019	26,765,000	7,231,800	33,996,800	12.64%
2020	20,735,000	6,262,975	26,997,975	9.79%
2021	17,575,000	5,420,631	22,995,631	8.30%
2022	14,440,000	4,659,500	19,099,500	6.82%
2023	12,420,000	4,028,222	16,448,222	5.86%
2024	11,935,000	3,461,881	15,396,881	5.64%
2025	11,640,000	2,921,231	14,561,231	5.50%
2026	10,985,000	2,412,978	13,397,978	5.19%
2027	10,175,000	1,956,469	12,131,469	4.80%
2028	9,315,000	1,567,141	10,882,141	4.40%
2029	9,720,000	1,174,606	10,894,606	4.59%
2030	7,105,000	810,075	7,915,075	3.35%
2031	7,405,000	516,094	7,921,094	3.50%
2032	5,580,000	247,003	5,827,003	2.63%
2033	3,180,000	63,975	3,243,975	1.50%
Totals	\$ 211,775,000	\$ 51,137,837	\$ 262,912,837	100.00%



Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT
 COMPUTATION OF DIRECT AND OVERLAPPING DEBT
 AUGUST 31, 2017
 (UNAUDITED)

Taxing Jurisdiction	Total Tax Supported Debt as of 08/31/17	Estimated % Applicable	District's Overlapping Tax Supported Debt as of 08/31/17
Town of Addison	91,100,000	5.85%	5,329,350
City of Carrollton	170,030,000	53.13%	90,336,939
City of Coppell	63,740,000	6.29%	4,009,246
City of Dallas	1,632,595,997	1.07%	17,468,777
Dallas County	199,545,000	6.37%	12,711,017
Dallas County Community College District	263,140,000	6.37%	16,762,018
Dallas County Hospital District	703,770,000	6.37%	44,830,149
Dallas County Utility and Reclamation District	208,550,000	50.84%	106,026,820
Dallas County Schools	52,172,000	6.37%	3,323,356
Denton County	645,305,000	2.88%	18,584,784
City of Farmers Branch	35,850,000	58.05%	20,810,925
City of Irving	440,055,000	26.08%	114,766,344
Irving Flood Control District III	420,000	69.32%	291,144
Northwest Dallas County Flood Control District	15,835,000	64.28%	10,178,738
Valwood Improvement Authority	15,032,760	94.80%	<u>14,251,056</u>
Subtotal, overlapping debt			\$ 479,680,663
Carrollton-Farmers Branch ISD - Direct Debt			<u>\$ 237,922,994</u>
Total Direct and Overlapping Tax Supported Debt			<u><u>\$ 717,603,657</u></u>
Ratio of Direct and Overlapping Tax Supported Debt to Taxable Assessed Valuation			3.61%
Per Capita Overlapping Total Tax Supported Debt			\$ 3,805

Source: District Comprehensive Annual Financial Report

Debt Service continued

CARROLLTON-FARMERS BRANCH INDEPENDENT SCHOOL DISTRICT
COMPUTATION OF LEGAL DEBT MARGIN
AUGUST 31, 2017
(UNAUDITED)

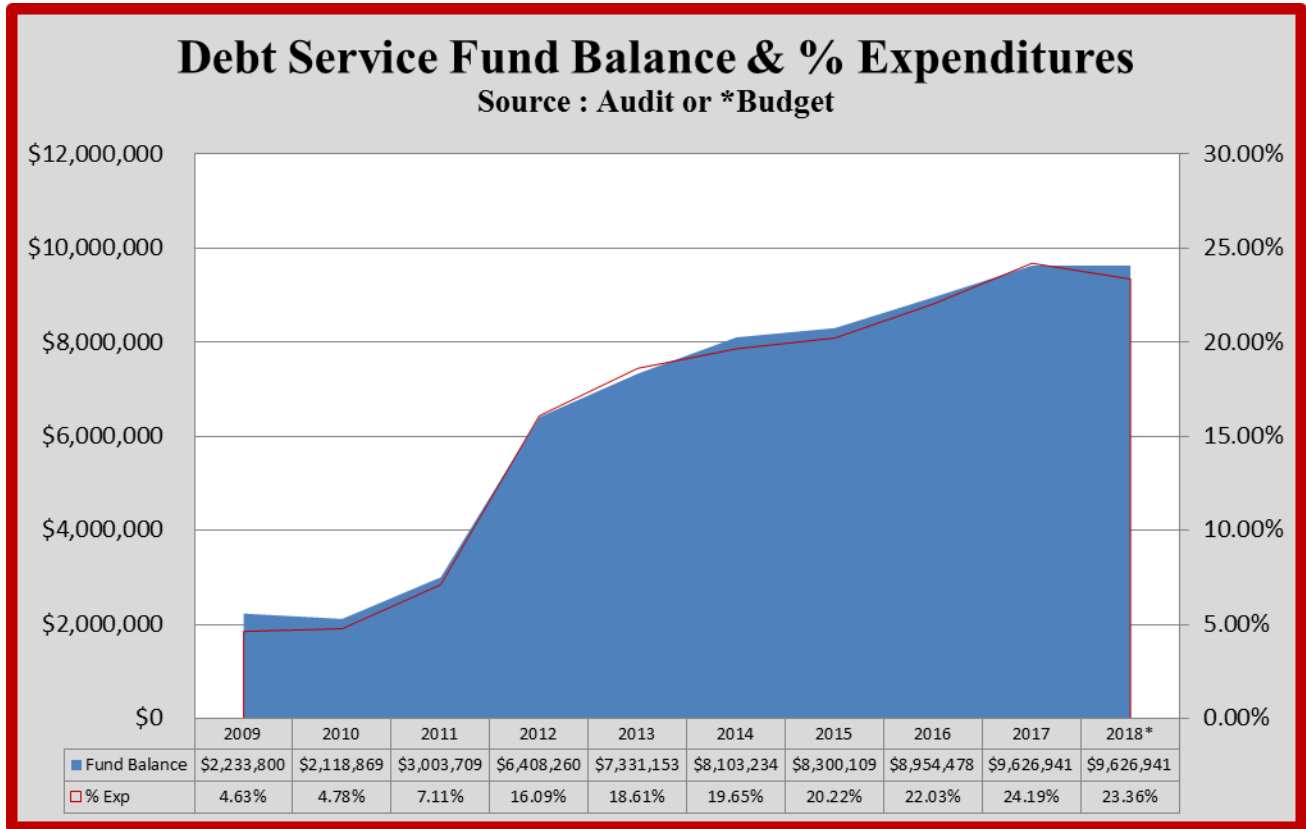
Assessed value		\$ <u>19,886,877,660</u>
Debt limit ten percent of assessed value*		\$ 1,988,687,766
Amount of debt applicable to debt limit:		
Total bonded debt	\$ 178,975,000	
Less:		
Net assets in debt service funds	\$ <u>9,626,941</u>	
Total amount of debt applicable to debt limit		\$ <u>169,348,059</u>
Legal debt margin		\$ <u>1,819,339,707</u>

* This percentage is in accordance with the recommendations of the Texas Education Agency as stated in the Texas Education Code, Bulletin 721, Sec. 20.04.

Current law does not limit debt to 10%. Under Chapter 45 of the Texas Education Code, as amended, a district is required to demonstrate that it has the ability to pay debt service from a tax levied at a rate of \$0.50 per \$100 of assessed valuation before bonds may be issued. See "Tax Information-Tax Rate Limitations" for more information.

Source: District-provided information

Debt Service continued



Note: While debt service fund balance should not be excessive, we believe, to ensure stability, this fund balance should maintain 10% to 20% of debt service expenditures in fund balance. This balance has declined from 2009 to 2010. In 2011, fund balance increased because of significant savings achieved through a bond refunding executed in November 2010. In 2012, fund balance increased due to less than projected shrinkage occurring in the 2011 certified taxable value, which resulted in higher than expected tax collections. Slight increases in reserve funds occurred from 2013 through 2015. In fiscal years 2015-16 and 2016-17, the District completed two bond refundings that saved the District \$2.5 million and \$12.8 million in debt service payments over the life of the bonds. The refundings contributed to the increase in fund balances in 2016 and 2017. The District will monitor the balance in order to continue to ensure that an adequate balance is maintained to offset future unexpected fluctuations in value.



FOOD SERVICE FUND

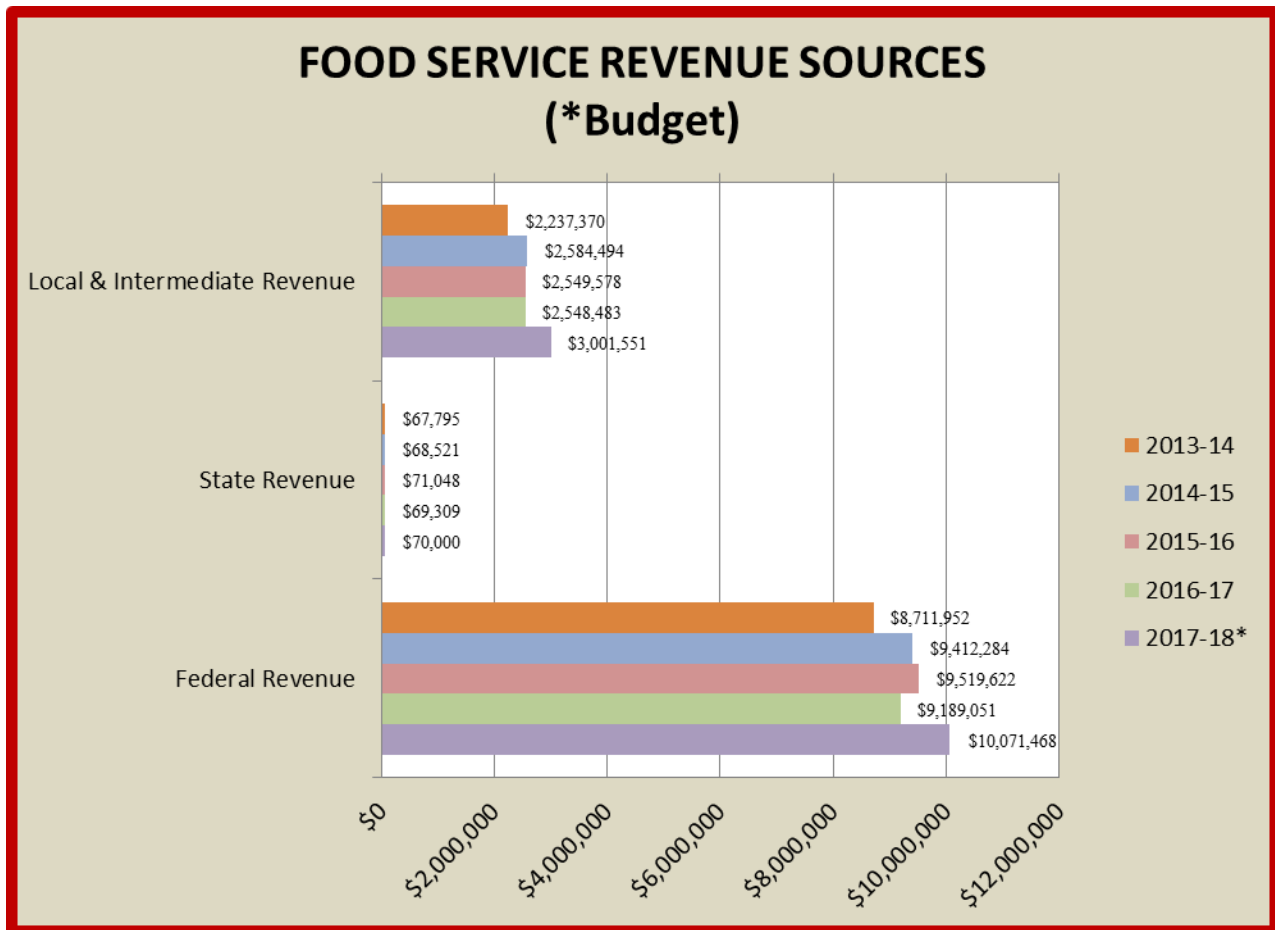
Food Service Fund Overview

The District’s Food Service Fund operations are accounted for in the Food Service Special Revenue Fund. Although Special Revenue Funds are generally not included in the annual budget adopted by the Board of Trustees, the Texas Education Agency’s regulations require inclusion of the Food Service Fund.

Revenue Sources

Approximately 76.63% of the revenue in this fund is received from the United States Department of Agriculture (USDA) under the National School Lunch Program, the School Breakfast Program, and the Food Distribution Program. The remaining revenue is primarily generated from local sources such as user fees - i.e. student payments for meals, 22.84% for 2017-18.

The graph below depicts Food Service Sources of Revenue over time.



Food Service Fund continued

Expenditure Sources

Food Service expenditures primarily consist of Payroll, 48.15%, and Supplies and Materials, 47.87%. The majority of the supplies and materials' budget consists of expenditures for food.

Carrollton-Farmers Branch ISD
Food Service Fund
Five Year Summary of Revenues and Expenditures

	Audited 2013-14	Audited 2014-15	Audited 2015-16	Beginning Budget 2016-17	Estimated Actual 2016-17	Beginning Budget 2017-18	Increase (Decrease)	%	%
								Change	Of Total
<i>Revenues</i>									
Local & Intermediate Revenue	\$ 2,237,370	\$ 2,584,494	\$ 2,549,578	\$ 2,813,264	\$ 2,548,483	\$ 3,001,551	\$ 188,287	6.69%	22.84%
State Revenue	67,795	68,521	71,048	70,000	69,309	70,000	-	0.00%	0.53%
Federal Revenue	8,711,952	9,412,284	9,519,622	9,807,555	9,189,051	10,071,468	263,913	2.69%	76.63%
Total Revenue	\$ 11,017,117	\$ 12,065,299	\$ 12,140,248	\$ 12,690,819	\$ 11,806,843	\$ 13,143,019	\$ 452,200	3.56%	100.00%
<i>Expenditures</i>									
35 Food Service	\$ 10,582,953	\$ 10,817,100	\$ 11,295,632	\$ 12,690,819	\$ 11,134,785	\$ 13,143,019	\$ 452,200	3.56%	100.00%
81 Capital Outlay	-	-	-	-	-	-	-	0%	0.00%
Total Expenditures	\$ 10,582,953	\$ 10,817,100	\$ 11,295,632	\$ 12,690,819	\$ 11,134,785	\$ 13,143,019	\$ 452,200	3.56%	100.00%
<i>Other Sources & Uses</i>									
Operating Transfers In/Misc Non-Rev	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	-
Net Other Sources & Uses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	-	-
<i>Estimated Change in Fund Balance</i>									
Estimated Change in Fund Balance	\$ 434,164	\$ 1,248,199	\$ 844,616	\$ -	\$ 672,058	\$ -	\$ -	-	-
Estimated Fund Balance 9/1	171,557	605,721	1,853,920	2,698,536	2,698,536	3,370,594	672,058	-	-
Estimated Fund Balance 8/31	\$ 605,721	\$ 1,853,920	\$ 2,698,536	\$ 2,698,536	\$ 3,370,594	\$ 3,370,594	\$ 672,058	-	-

Food Service Fund continued

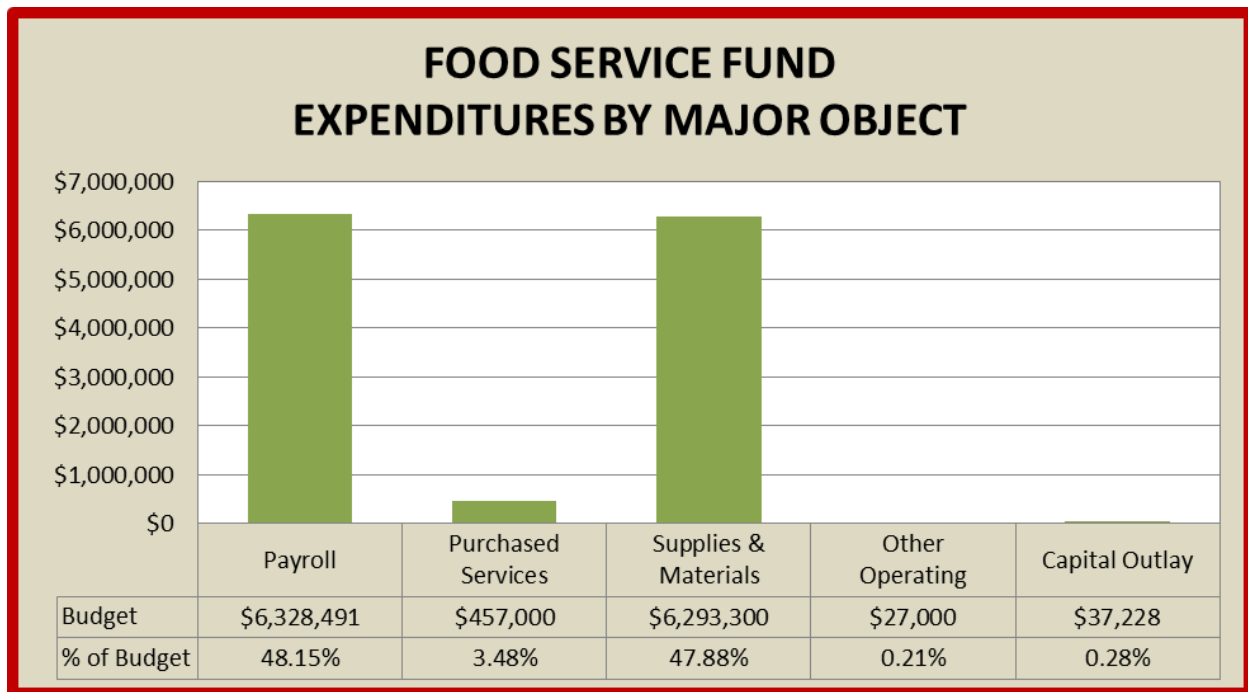
Food Service Fund Expenditures by Object Comparison to Prior Year

	Beginning Budget 2016-17	Beginning Budget 2017-18	Percentage Increase (Decrease)	Percentage of Total
Payroll	\$ 5,979,319	\$ 6,328,491	5.84%	48.15%
Purchased Services	379,500	457,000	20.42%	3.48%
Supplies & Materials	6,305,000	6,293,300	-0.19%	47.87%
Other Operating	27,000	27,000	0.00%	0.21%
Capital Outlay	-	37,228	0.00%	0.28%
Total	\$ 12,690,819	\$ 13,143,019	3.56%	100.00%

Fund Balance

The fund balance for Food Service should not exceed three months of average food service operating expenditures. Fund balance at August 31, 2017 was \$3,370,594. This represents approximately 3.08 months' operating expenditures (Budget/12 months; use 12 months since the Food Service Fund does offer a summer feeding program). The District will submit a plan to the Texas Department of Agriculture outline what will be done to reduce the excess fund balance.

The graph below depicts Food Service budgeted expenditures by major object.



Food Service Fund continued

Other Food Service Information:

For the 2016-17 fiscal year, the Food Service Department employed approximately 225 people. The Food Service Department participates in:

- School Breakfast Program;
- National School Lunch Program;
- After School Snack Program and
- The Summer Food Service Program.

School Breakfast Program:

- Texas has mandated breakfast programs in schools with more than 10% free/reduced students.
- Schools serving 40% or more of their lunches to free/reduced students receive severe need reimbursements of \$0.34 cents per student. In CFBISD, 37 schools qualify for severe need reimbursement.
- Over 713,000 breakfasts were served last year to CFBISD students.
- 37 CFBISD schools qualify for severe need reimbursements.

Breakfast Revenues

	Free	Reduced	Paid
Federal Funds	\$1.75	\$1.45	\$0.30
Price Charged	\$0.00	\$0.30	\$2.00
Severe Need	\$0.34	\$0.34	\$0.00
Total Revenue	\$1.75 to \$2.09	\$1.75 to \$2.09	\$2.30

Daily Serving Size and Nutrient Requirements for Breakfast

	<i>Pre-Kindergarten</i>	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades 9-12</i>
Grains	<i>1---0.5 oz.</i>	<i>1---1.8 oz.</i>	<i>1---2 oz.</i>	<i>2---2.2 oz.</i>
Fruits	<i>1/2 cup</i>	<i>1 cup</i>	<i>1 cup</i>	<i>1 cup</i>
Fluid Milk	<i>3/4 cup</i>	<i>1 cup</i>	<i>1 cup</i>	<i>1 cup</i>
Calories	<i>N/A</i>	<i>350-500</i>	<i>400-550</i>	<i>450-600</i>
Sodium	<i>N/A</i>	<i>≤ 540 mg</i>	<i>≤ 600 mg</i>	<i>≤ 640 mg</i>
Saturated Fat from Calories	<i>N/A</i>	<i>< 10%</i>	<i>< 10%</i>	<i>< 10%</i>
Trans fat	<i>Nutrition label must indicate zero grams of trans fat per serving</i>			

Food Service Fund continued

Lunch Program:

- Over 2.58 million lunches were served last year to CFB ISD students.

Lunch Revenues

	Free	Reduced	Paid
Federal Funds	\$3.31	\$2.91	\$0.39
Price Charged	\$0.00	\$0.40	\$3.00
Commodity Value	\$0.34	\$0.34	\$0.34
Total Revenue	\$3.65	\$3.65	\$3.73

Daily Serving Size and Nutrient Requirements for Lunch

	<i>Pre-Kindergarten</i>	<i>Grades K-5</i>	<i>Grades 6-8</i>	<i>Grades 9-12</i>
<i>Meats</i>	<i>1---1.5 oz.</i>	<i>1---2 oz.</i>	<i>1---2 oz.</i>	<i>2---2.2 oz.</i>
<i>Grains</i>	<i>1---0.5 oz.</i>	<i>1---1.8 oz.</i>	<i>1---2 oz.</i>	<i>2---2.2 oz.</i>
<i>Fruits</i>	<i>¼ cup</i>	<i>½ cup</i>	<i>½ cup</i>	<i>1 cup</i>
<i>Vegetables</i>	<i>¼ cup</i>	<i>¾ cup</i>	<i>¾ cup</i>	<i>1 cup</i>
<i>Fluid Milk</i>	<i>¾ cup</i>	<i>1 cup</i>	<i>1 cup</i>	<i>1 cup</i>
<i>Calories</i>	<i>N/A</i>	<i>550-650</i>	<i>600-700</i>	<i>750-850</i>
<i>Sodium</i>	<i>N/A</i>	<i>≤ 1230 mg</i>	<i>≤ 1360 mg</i>	<i>≤ 1420 mg</i>
<i>Saturated Fat from Calories</i>	<i>N/A</i>	<i>< 10%</i>	<i>< 10%</i>	<i>< 10%</i>
<i>Trans fat</i>	<i>Nutrition label must indicate zero grams of trans fat per serving</i>			

After School Snack Program:

- Schools with 50% free/reduced can become area eligible and receive reimbursement for all students participating at the free rate.
- Partnered with the After the Bell and tutorial programs to provide snacks.
- Offer snacks in all of the CFB ISD schools when requested by Principals.
- Served over 201,000 snacks after school generating federal revenues of over \$165,000.

After School Snack Revenues

	Free	Reduced	Paid
Federal Funds	\$0.88	\$0.44	\$0.08
Price Charged	\$0.00	\$0.15	\$0.50
Total Revenue	\$0.88	\$0.59	\$0.58
Area Eligible	\$0.88	\$0.88	\$0.88

Food Service Fund continued

Requirements for an After School Snack:

- Must include two servings of any two of the following components: meat, grain, milk fruit and/or vegetable.

Summer Food Program:

- Provides breakfast and lunch in conjunction with summer school and Summer Funshine programs.
- For the summer of 2017 provided over 13,200 breakfasts and 20,900 lunches for total revenue of approximately \$95,600.
- Follows the same requirements and has the same reimbursement as the National School Lunch Program.

New Initiatives:

In the 2016-2017 school year, Student Nutrition focused the majority of its efforts towards insourcing equipment repair, replacement, and preventative maintenance. This process involved the repair and maintenance of millions of dollars-worth of equipment housed in our thirty-six school kitchens. In an effort to reduce equipment-related expenses, the department hired and trained a new Equipment Specialist to perform repairs and complete a bi-annual preventative maintenance schedule. Providing these services in-house has allowed the department to decrease expenses by eliminating the mark up on labor and parts as well as providing more insight into necessary practices to increase the longevity of the kitchen equipment. The savings created by this new position allowed the department to purchase thirty-five new pieces of commercial equipment for twenty-one kitchens in the district. Additionally, an equipment repair, replacement, and parts RFP was bid and awarded to ensure all necessary aspects of equipment maintenance were in place for the upcoming school year.

The Student Nutrition Department's focus for the 2017-2018 school year will be to award a temperature monitoring bid that will provide a platform for automating the federally mandated food safety program based on Hazard Analysis Critical Control Point (HACCP) principles. This temperature monitoring platform will include an equipment and software system that will measure and record the temperatures of all thirty-six kitchens' walk-in cooler/freezers and dishmachines as well as providing handheld devices for food temperatures during the preparation, cooking, holding, serving, and storing phases. This purchase should facilitate more accurate and timely HACCP recordkeeping as well as reduce labor time spent taking and recording temperatures.



CAPITAL BUDGET

Capital Improvements Plan

Following is a description of the District's capital improvements plan, which includes budgeted capital expenditures as well as summary descriptions of capital improvements projects. Current works-in-progress will be described, including all planned expenditures for the 2017-18 budget year, plus a brief narrative will be provided for each project.

The District defines capital expenditures and projects as follows:

Capital Expenditures - total charges incurred for the acquisition of a capital asset such as land, buildings, equipment, or permanent improvements to such items. The item must cost \$5,000 minimum per unit and have a useful life of one year or more to be considered a capital asset.

Capital Project - an activity that is distinguishable from other tasks or work being performed, has a scheduled and definitive beginning and ending, does not occur routinely or annually, and results in a capital improvement or acquisition of some kind.

Capital Budget Development - Carrollton-Farmers Branch ISD utilizes large, comprehensive bond programs to address facility and major technology needs. As a part of the bond election process, the District develops a framework of projects to be addressed. These projects are determined through internal staff analysis and input from the community. Each year this framework is re-analyzed to determine which projects should be started. Enrollment and program changes are major considerations in identifying the current year's projects. Once the projects are identified, specific budgets are established on a project basis.

History

Since 1990, in four separate elections, the voters of the Carrollton-Farmers Branch Independent School District have authorized over \$600 million in general obligation bonds. The most recent election held on October 25, 2003 was for \$300.165 million alone and passed by more than 78% of the votes.

Capital Improvements Plan continued

The status of the 2003 bond referendum is as follows:

Bond Proceeds	
<u>Disposition of Authorized Bonds</u>	
Bonds Sold:	
March 15, 2004	\$56,400,000
March 1, 2005	\$56,600,000
April 15, 2006	\$41,300,000
February 22, 2007	\$45,000,000
May 8, 2008	\$30,000,000
May 15, 2012	\$25,000,000
May 15, 2013	\$45,865,000
Authorized but Unissued	\$0
Total	\$300,165,000

Bonds authorized as part of the 2003 bond program were originally scheduled for sale through fiscal 2010. Due to student and economic slow-downs, the final sale was delayed until May 2013.



Capital Improvements Plan continued

**CARROLLTON-FARMERS BRANCH ISD
2003 BOND REFERENDUM EXPENDITURES
TOTAL AUTHORIZED - \$300,165,000**

Org #	School Name	FY 2004-2007 Actual	FY 2008 Actual	FY 2009 Actual	FY 2010 Actual	FY 2011 Actual	FY 2012 Actual	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual	FY 2016 Actual	FY 2017 Actual	All Years Total
High Schools:													
001	R. L. Turner	\$ 26,004,820	\$ 1,011,202	\$ 196,043	\$ 81,217	\$ 276,022	\$ 1,234,375	\$ 17,932	\$ -	\$ 21,463	\$ 1,527	\$ 6,168	\$ 28,850,769
002	Newman Smith	24,050,053	363,814	39,672	-	189,126	777,663	-	-	93,351	61,809	-	25,575,488
003	Mary Grimes	153,579	193,674	11,775	31,080	-	167,993	-	-	-	-	-	558,101
005	Bea Salazar	164,542	62,273	1,999	-	-	-	-	-	-	-	6,000	234,814
006	Creekview	2,872,953	9,030,602	569,363	19,387	205,212	676,291	-	11,830	247,549	-	-	13,633,187
007	Ranchview	1,039,384	241,493	11,359	21,000	314,447	123,124	-	1,353,995	6,957,556	2,472,273	543	12,535,174
010	Early College HS	110,111	4,316	-	76,637	1,749	-	-	-	-	-	-	192,813
Sub-Total		\$ 54,395,442	\$ 10,907,374	\$ 830,211	\$ 229,321	\$ 986,556	\$ 2,979,446	\$ 17,932	\$ 1,365,825	\$ 7,319,919	\$ 2,535,609	\$ 12,711	\$ 81,580,346
Middle Schools:													
041	Vivian Field	\$ 710,910	\$ 202,176	\$ 204,519	\$ 4,474,703	\$ 547,793	\$ 71,240	\$ 254,242	\$ 2,370	\$ 14,480	\$ -	\$ 24,265	\$ 6,506,698
042	DeWitt Perry	1,169,191	357,494	4,070,807	1,709,863	42,800	151,805	4,093	-	-	-	-	7,506,053
044	Dan Long	766,291	227,111	54,505	-	370,215	615,466	254,452	448	-	69,180	7,520,496	9,878,164
045	Charles Blalack	710,747	6,263,373	5,981,008	32,367	319	31,040	16,662	-	-	-	-	13,035,516
046	Ted Polk	619,786	188,158	2,896	-	-	19,026	199,407	4,552,837	359,621	-	-	5,941,731
047	Barbara Bush	510,382	236,951	11,240	-	1,205	76,691	161,792	-	-	-	21,890	1,020,151
Sub-Total		\$ 4,487,307	\$ 7,475,262	\$ 10,324,975	\$ 6,216,933	\$ 962,332	\$ 965,268	\$ 890,648	\$ 4,555,655	\$ 374,101	\$ 69,180	\$ 7,566,651	\$ 43,888,312
Elementary Schools:													
102	Carrollton	\$ 304,946	\$ 247,452	\$ 38,386	\$ -	\$ -	\$ 12,684	\$ -	\$ -	\$ 2,615,237	\$ 1,169,750	\$ 1,928,376	\$ 6,316,830
103	Central	302,069	247,631	31,880	-	739	432,281	94,931	-	-	8,160	-	1,117,691
105	R. E. Good	236,175	207,219	32,621	274,520	2,644,225	11,422,568	367,318	-	-	-	-	15,184,646
106	Janie Stark	11,618,448	90,347	34,020	799	-	-	-	-	-	10,690	-	11,754,304
107	Montgomery	275,521	83,579	29,882	-	-	-	-	-	-	-	-	388,982
108	McLaughlin	356,884	933,842	80,343	-	-	-	-	-	-	-	-	1,371,069
109	Farmers Branch	251,022	257,768	3,658,848	808,906	1,057	9,161	-	-	-	-	-	4,986,762
110	L. F. Blanton	11,581,024	564,809	30,454	970	-	-	-	-	-	-	-	12,177,257
111	Thompson	10,225,599	88,093	51,606	-	-	-	-	-	-	-	-	10,365,298
112	Country Place	387,810	4,302,893	4,922,913	139,719	-	3,758	-	-	-	-	2,629	9,759,722
113	Dale B. Davis	218,443	194,568	31,778	-	10,781	2,349	-	18,960	3,305,243	30,201	-	3,812,323
114	McCoy	206,769	319,242	3,193,307	360,548	-	654,064	48,546	-	-	-	4,375	4,786,851
116	Fumeaux	1,640,996	1,930,678	123,105	-	-	-	-	-	6,465	5,225	34,968	3,741,437
117	Marie Huie Sp Ed	88,064	71,812	1,067	-	-	4,463	-	-	-	5,942	-	171,348
118	Rosemeade	214,485	170,330	268,364	4,506,689	229,897	-	-	-	57,989	-	-	5,447,754
119	Sheffield Primary	1,771,384	1,693,276	29,355	-	-	-	-	-	-	-	-	3,494,015
120	Las Colinas	199,414	219,369	32,947	-	-	168,750	4,903,344	10,781,519	221,719	-	-	16,527,062
121	Tom Landry	186,772	184,938	38,989	-	-	11,979	-	-	-	-	-	422,678
122	E. L. Kent	205,399	229,985	29,882	746,627	-	15,268	-	-	1,085,793	39,247	-	2,352,201
123	Riverchase	222,066	224,081	36,869	-	-	-	-	-	-	-	27,967	510,983
124	McKamy	242,889	306,533	150,921	13,325	-	13,389	-	-	916,753	26,073	-	1,669,883
125	Sheffield Intern.	166,823	212,357	36,869	-	-	1,385,865	69,079	-	-	452,901	2,455	2,326,349
126	Rainwater	194,747	203,170	30,889	-	-	12,684	-	-	-	3,375,267	78,094	3,894,851
128	Freeman	76,882	45,316	41,957	-	79,287	-	-	1,501,476	702,402	41,294	-	2,488,614
129	McWhorter	1,642,217	576,145	49,967	191	-	-	-	-	-	-	12,855	2,281,375
131	Blair Intermed.	313,235	369,526	96,502	3,366,565	342,290	-	-	-	-	-	16,382	4,504,500
132	LaVillita	-	11,300	10,069	-	-	-	-	-	-	-	-	21,369
133	Pre-K Center II	12,379	1,485	-	-	-	-	-	-	-	-	-	13,864
134	Kelly Center	7,232,566	36,700	-	-	-	-	-	-	-	-	-	7,269,266
135	Strickland Intern.	2,361,988	10,570,076	466,137	1,598	-	-	-	-	-	-	13,299	13,413,098
Sub-Total		\$ 52,737,016	\$ 24,594,520	\$ 13,579,927	\$ 10,220,457	\$ 3,308,276	\$ 14,149,263	\$ 5,483,218	\$ 12,282,995	\$ 5,625,318	\$ 8,439,792	\$ 2,151,601	\$ 152,572,383
Administration/Support		\$ 14,493,073	\$ 2,312,828	\$ 3,039,293	\$ 863,782	\$ 419,802	\$ 299,263	\$ 492,277	\$ 622,069	\$ 195,959	\$ -	\$ 690,860	\$ 23,429,206
TOTALS		\$ 126,112,838	\$ 45,289,984	\$ 27,774,406	\$ 17,530,493	\$ 5,676,966	\$ 18,393,240	\$ 6,884,075	\$ 18,826,544	\$ 13,515,297	\$ 11,044,581	\$ 10,421,823	\$ 301,470,247

Capital Improvements Plan continued

Carrollton-Farmers Branch I.S.D.

2017-18 Construction Budget

	<u>Total Project Plan</u>	<u>2017-18 Project Plan Budget</u>
TIF - Irving #1		
<u>Project - Landry Addition</u>		
Professional Services	100,000	100,000
Construction Services	3,050,000	3,050,000
Total Landry Project	3,150,000	3,150,000
<u>Design Services - Capital Improvement Projects</u>		
Professional Services	220,000	128,290
Total Irving Design Services Project	220,000	128,290
<u>Uncommitted Projects</u>		
Uncommitted	-	52,250,568
Total Uncommitted Funds	-	52,250,568
GRAND TOTALS IRVING TIF #1	3,370,000	55,528,858
TIF - Farmers Branch #1		
<u>Uncommitted Projects</u>		
Uncommitted	-	9,838,537
Total Uncommitted Funds	-	9,838,537
GRAND TOTALS FARMERS BRANCH TIF #1	-	9,838,537
TIF - Farmers Branch #2		
<u>Uncommitted Projects</u>		
Uncommitted	-	500,860
Total Uncommitted Funds	-	500,860
GRAND TOTALS FARMERS BRANCH TIF #2	-	500,860
Construction Fund 2012		
<u>Rosemeade - Sound System</u>		
Professional Services	3,700	3,700
Supplies	9,300	9,300
Total Rosemeade Project	13,000	13,000
<u>Grimes - Roof Repairs</u>		
Professional Services	10,000	10,000
Construction Services	190,000	190,000
Total Grimes Project	200,000	200,000

Capital Improvements Plan continued

	<u>Total Project Plan</u>	<u>2017-18 Project Plan Budget</u>
Construction Fund 2012 continued		
<u>Perry - Lighting System Upgrade</u>		
Professional Services	30,974	30,974
Total Perry MS Project	30,974	30,974
<u>Rainwater - Intercom System</u>		
Professional Services	17,000	17,000
Total Rainwater Project	17,000	17,000
<u>Polk MS - Carpet Upgrade</u>		
Construction Services	147,444	147,444
Total Polk MS Project	147,444	147,444
<u>Fund District-Wide Costs</u>		
Fine Arts - Projects	381,666	381,666
Total Fund District-Wide Costs	381,666	381,666
<u>Uncommitted Projects</u>		
Uncommitted	-	1,398,246
Total Uncommitted Funds	-	1,398,246
GRAND TOTALS CONSTRUCTION FUND 2012	790,084	2,188,330
Construction Fund 2013		
<u>Project Long MS - Renovations</u>		
Professional Services	431,820	109,404
Construction Services	7,491,120	294,120
Total Long Project	7,922,940	403,524
<u>Natorium - HVAC & Renovations</u>		
Professional Services	187,000	108,958
Construction Services	1,605,223	992,405
Total Natorium Project	1,792,223	1,101,363
<u>Uncommitted Projects</u>		
Uncommitted	-	9,697,910
Total Uncommitted Funds	-	9,697,910
GRAND TOTALS CONSTRUCTION FUND 2013	9,715,163	11,202,797

Capital Improvements Plan continued

New Facilities and Work in Progress:

The major projects that are in progress are nearing the final stages. Following is a brief summary of these projects, its estimated impact on the operating budget and estimated total cost and completion dates.

PROJECT: Natatorium Renovations

Description:

Carrollton-Farmers Branch ISD's natatorium was originally constructed in 1998. This project represents the first major renovations and upgrades to this facility. The project, as designed, is comprised of 74% building systems upgrade, 16% architectural or cosmetic renovations and a 10% contingency. These renovations included: painting all interior surfaces, painting all steel doors and frames, new scoreboard, power wash and seal exterior block walls. The buildings existing mechanical system will remain operational until delivery and installation of the new components. Building mechanical systems for pools are atypical to standard building systems by their sophistication in dealing with humidity, venting and water related issues.

Operating Budget Impact:

Operation costs should not be materially affected. The upgrade of newer and more efficient mechanical equipment should reduce repair and maintenance costs. Staff is optimistic that by improving the efficiencies of this facility that a slight reduction in operational costs may be achieved.

Project Costs/Status:

The estimated cost of this project is \$1.8 million and is expected to be completed late 2017 or early 2018.

Capital Improvements Plan continued

PROJECT: Dan F. Long Middle School Renovations

Description:

Long Middle School was constructed in 1981 and has experienced renovations and remodels in 1982, 1991, 1998, 2003 and 2011. The work slated for 2017 will consist of roof and HVAC equipment, with finish upgrades in many of the classrooms and gymnasium. A security vestibule will round out the scope of work.

Operating Budget Impact:

It is anticipated that through the installation of modern technologies employed with the roof top equipment and building envelope enhancements coupled with lighting upgrades within the building, the operational costs of this facility should see a decline. Updated finishes with resilient products may also defray custodial costs for this facility.

Project Costs/Status:

A budget for this project is \$7.9 million. This will help put this project ahead of typical seasonal work and provide for more competitive pricing. The renovations were completed for students of Long Middle School to start school in the facility with minor finishes to be completed in September 2017.

PROJECT: Tom Landry Elementary School Additions

Description:

Tom Landry Elementary School was constructed in 1996 and has not seen any major renovations or additions. Landry Elementary is located close to the Mercer Crossing development. Even though demographic reports have projected minimal student enrollment growth from this project, the district feels it is prudent to be proactive. The size of the project has not been determined but initial discussions would add additional classrooms and provide for appropriate student capacity for the foreseeable future.

Operating Budget Impact:

The addition of square footage to a facility will have an impact on operational costs such as: additional staff, heating and cooling or upkeep of extra space. The project is still in the beginning stages so exact impact on the operating budget will be dependent on the final design and student growth.

Project Costs/Status:

The initial budget for this project is \$3.2 million and will be funded by the Irving Tax Increment Reinvestment Zone #1. The project is in the beginning stages and design work should start in 2018.

Capital Improvements Plan continued

Miscellaneous Statistical Data August 31, 2017 (unaudited)			
Geographic Area:			53.41 Square Miles
	Originally Opened/ Replaced	Capacity/ Square Feet	Acreage
Instructional Sites:			
Senior High Schools:			
Creekview	1998	368,182	70
Grimes Learning Ctr	1989	32,700	5
Smith	1973	496,782	29
Turner	1960	414,288	54.8
Ranchview	2002	371,632	54
Middle Schools:			
Blalack	1986	171,150	21
Bush	1998	160,155	23
Field	1959	182,525	16
Long	1981	164,500	21
Perry	1936	195,067	21
Polk	1997	159,578	32
Alternative Campuses:			
Huie Ctr	1982	29,750	5
Salazar - Academic Character Training	1993	32,400	5
Elementary Schools:			
Blair Intermediate	2002	97,228	9.8
Blanton	2007	75,160	10
Carrollton	1951	83,180	9
Central	1965	93,690	19
Country Place	1982	64,801	8
Davis	1975	76,485	8
Farmers Branch	1968	72,005	10
Freeman	2004	85,426	11.6
Furneaux	1982	59,406	9
Good	2012	82,146	11
Kent	1989	89,742	17
La Villita	2008	102,308	10
Landry	1996	73,500	10
Las Colinas	2014	89,000	10
McCoy	1979	65,849	10
McKamy	1992	79,577	15
McLaughlin*	1960	73,300	10
McWhorter	2001	88,418	13.5
Rainwater	1994	80,000	12
Riverchase	2000	75,160	10
Rosemeade	1984	61,396	11
Sheffield Intermediate**	1989	66,767	11.5
Sheffield Primary**	1985	59,406	8
Stark	2006	83,400	11
Strickland*	2008	77,631	7
Thompson	2006	75,160	15
Totals		4,808,850	643.2

*, ** - Campus consolidated for operating and PEIMS purposes but still housed in separate facilities

Capital Improvements Plan continued

Building Area - Elementary Schools

Facility	Elementary Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Blair Intermediate	2002	2010	97,228		97,228	9.8
Blanton Elementary	2007		75,160		75,160	10
Carrollton Elementary	1951	1969; 1975; 1989; 1999; 2016	83,180		83,180	9
Central Elementary	1965	1966; 1988; 1991; 2001	93,690		93,690	19
Country Place Elementary	1982	2009	64,801		64,801	8
Davis Elementary	1975	1977; 2001	76,485	3,876	80,361	8
Farmers Branch Elem	1968	1970; 1975, 2003, 2009	72,005		72,005	10
Freeman Elementary	2004	2014	85,426		85,426	11.6
Furneaux Elementary	1982	2008	59,406		59,406	9
Good Elementary	2012		82,146		82,146	11
Stark Elementary	2006	2006	83,400		83,400	11
Kent Elementary	1989	1991	89,742		89,742	17
Landry Elementary	1996		73,500		73,500	10
Las Colinas	2014		89,000		89,000	10
La Villita Elementary	2008	2016	102,308		102,308	10
McCoy Elementary	1979	2009	65,849		65,849	10
McKamy Elementary	1992		79,577		79,577	15
McLaughlin Elementary*	1960	1966; 1972; 1999	73,300		73,300	10
McWhorter	2001	2007	88,418		88,418	13.5
Rainwater Elemetnary	1994		80,000		80,000	12
Riverchase Elementary	2000		75,160		75,160	10
Rosemeade Elementary	1984	2010	61,396		61,396	11
Sheffield Intermediate**	1989		66,767		66,767	11.5
Sheffield Primary**	1985	2008	59,406		59,406	8
Strickland Intermediate*	2008		77,631		77,631	7
Thompson Elementary	2006		75,160		75,160	15
Total Permanent Elementary School Area			2,030,141			
Total Elementary School Portable Area				3,876		
Total Elementary School Area (Gross)					2,034,017	
Total Property Size (Acres)						286.4

*, ** - Campus consolidated for operating and PEIMS purposes but still housed in two separate facilities

Building Area - Middle Schools

Facility	Middle Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Blalack Middle School	1986	1998, 2009	171,150		171,150	21
Bush Middle School	1998	2016	160,155		160,155	23
Long Middle School	1981	1982; 1991; 1998; 2003; 2017	164,500		164,500	21
Pery Middle School	1936	1952; 1996; 1997, 2010	195,067		195,067	21
Polk Middle School	1997	2014	159,578		159,578	32
Field Middle School	1959	1962; 1964; 1968; 1971; 1993; 1998; 2001; 2010	182,525		182,525	16
La Villita Middle School						20.3
Total Permanent Middle School Area			1,032,975			
Total Middle School Portable Area				0		
Total Middle School Area (Gross)					1,032,975	
Total Property Size (Acres)						154.3

Building Area - High Schools

Facility	High Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Creekview High School	1998	2008	368,182	1,536	369,718	70
Ranchview High School	2002	2015, 2016	371,632		371,632	54
Smith High School	1973	1980; 1987; 1993; 1998; 2000, 2006	496,782		496,782	29
Turner High School	1960	1961; 1962; 1964; 1966; 1971; 1993; 1998; 2000, 2008	414,288		414,288	54.8
Total Permanent High School Area			1,650,884			
Total High School Portable Area				1,536		
Total High School Area (Gross)					1,652,420	
Total Property Size (Acres)						207.8

Capital Improvements Plan continued

Building Area - Alternative Schools

Facility	Alternative Schools Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Huie Special Ed Ctr	1982		29,750		29,750	5
Grimes Learning Ctr	1989		32,700		32,700	5
Academic Character Training	1993		32,400		32,400	5
Total Permanent Alternative School Area			94,850			
Total Alternative School Portable Area				0		
Total Alternative School Area (Gross)					94,850	
Total Property Size (Acres)						15.00

Building Area - Support Facilities

Facility	Support Facilities Date of Original Construction	Date of Additions	Net Permanent Building Area	Portable Area	Total Building Area (Gross)	Property Size (Acerage)
Administration	1982		28,000		28,000	14
Administration Annex	1971		13,824		13,824	
Agriculture Site	1981		16,188		16,188	24
Ed. Services Building A	2005		42,906		42,906	
Ed. Services Building B	2005		16,687		16,687	
Ed. Services Building C	1990		38,756		38,756	4.75
CLC Sanctuary and Support	1990		14,000		14,000	5
Wesley Bld. @ CLC			24,700		24,700	
Counseling Center			2,341		2,341	
Technology Learning Ctr	1985		62,000		62,000	4
Kelly Field House	1996		6,740		6,740	21
Child Development Academy	2007		47,513		47,513	9.5
Montgomery(former elementary)	1955	1960; 1970; 1975; 1987; 1997; 2010	27,210		27,210	
Service Ctr	1972		88,560		88,560	9
Stadium/Natorium	1963	1974; 1978; 1993; 1998	81,000	1,536	82,536	25
Living Materials Ctr	1950		4,500		4,500	3
La Villita Events site						42.5
Total Permanent Alternative School Area			514,925			
Total Alternative School Portable Area				1,536		
Total Alternative School Area (Gross)					516,461	
Total Property Size (Acres)						161.8

Combined Building Area - Carrollton-Farmers Branch ISD

Total District Permanent Facility Area	5,323,775			
Total District Portable Area		6,948		
Total District Area (Gross)			5,330,723	
Total Property Size (Acres)				825.2

Demolished Buildings

FACES	1960/2005 Demo	77	11,000		11,000	2.5
Original Stark Elementary	1963/2006 Demo	64,65,70,72,87	59,797		59,797	
Original Thompson/Woodlake	1974/2006 Demo	77	54,492		54,492	
Original Blanton Elementary	1972/2007 Demo	73,97	64,527	6,237	70,764	
Pre-K Center (Fyke Road)	1970/2007 Demo		18,299		18,299	
Montgomery Elementary	1955/2010 Demo	Partial	40,390		40,390	
Good Elementary	1957/2012 Demo	67;75;89	66,944		66,944	
Las Colinas Elementary	1986/2014 Demo		75,099		75,099	
Family Ctr	1994/2017 Demo		2,197		2,197	



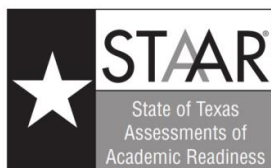
Informational Section



Student Data

Student Data continued

The following section provides various reports of student results for *prior years*.



State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) program, which was implemented in spring 2012, includes annual assessments for:

- Reading and mathematics, grades 3-8
- Writing at grades 4 and 7
- Science at grades 5 and 8
- Social studies at grade 8
- End-of-course (EOC) for English I, English II, Algebra I, Biology and U.S. History.

In 2016, our students surpassed the state’s STAAR passing percentages across ALL Subjects; and in the following tested subject areas: Reading, Mathematics, and Social Studies. They met the state passing percentage in Science.

Phase-in Satisfactory or Above			
2016 STAAR	Texas	Region	District
All Subjects	75%	76%	76%
Reading	73%	74%	74%
Mathematics	76%	77%	77%
Writing	69%	71%	67%
Science	79%	80%	79%
Social Studies	77%	80%	82%

Met or Exceeded Progress			
2016 STAAR	Texas	Region	District
All Subjects	62%	63%	62%
Reading	60%	62%	61%
Mathematics	63%	65%	63%

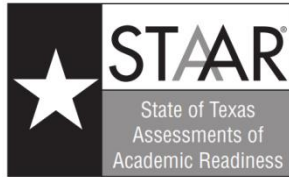
Postsecondary Readiness Standard			
2016 STAAR	Texas	Region	District
Two or More Subjects	45%	48%	45%
Reading	46%	49%	45%
Mathematics	43%	46%	42%
Writing	41%	45%	40%
Science	47%	50%	45%
Social Studies	47%	52%	52%

Advanced Standard			
2016 STAAR	Texas	Region	District
All Subjects	18%	21%	18%
Reading	17%	19%	16%
Mathematics	15%	22%	20%
Writing	15%	17%	15%
Science	16%	18%	16%
Social Studies	22%	26%	24%

Student Data continued

State of Texas Assessments of Academic Readiness (STAAR)

Significant changes to the Texas testing program began during 2011-2012 school year when the STAAR (State of Texas Assessments of Academic Readiness) replaced TAKS (Texas Assessment of Knowledge and Skills) as the new Texas student assessment program.



STAAR is a more rigorous assessment than previous state tests. It contains more test questions at most grade levels. Greater emphasis is placed on critical thinking skills and all STAAR tests have a time limit of 4 hours (or 5 hours for English I & English II EOC exams).

In 2015 our students surpassed the state’s STAAR passing percentages in Reading, Mathematics, and Science; the met the state passing percentage in Social Studies.

Phase-in Satisfactory or Above			
2015 STAAR	Texas	Region	District
All Subjects	77%	79%	79%
Reading	77%	79%	80%
Mathematics	81%	83%	85%
Writing	72%	74%	71%
Science	78%	80%	80%
Social Studies	78%	80%	78%

Met or Exceeded Progress			
2015 STAAR	Texas	Region	District
All Subjects	57%	59%	58%
Reading	59%	61%	60%
Mathematics	47%	51%	51%
Writing	56%	58%	53%

Postsecondary Readiness Standard			
2015 STAAR	Texas	Region	District
Two or More Subjects	41%	44%	42%
Reading	46%	48%	46%
Mathematics	48%	51%	48%
Writing	34%	38%	33%
Science	44%	47%	46%
Social Studies	44%	48%	45%

Advanced Standard			
2015 STAAR	Texas	Region	District
All Subjects	16%	19%	16%
Reading	17%	19%	16%
Mathematics	20%	23%	21%
Writing	9%	11%	9%
Science	16%	18%	17%
Social Studies	19%	23%	21%

Level 2: Satisfactory			
2014 STAAR	Texas	Region	District
Reading (Grades 3-8)	76%	76%	78%
Math (Grades 3-8)	74%	75%	74%
Writing (Grades 4 & 7)	71%	73%	71%
Science (Grades 5 & 8)	72%	74%	76%
Social Studies (Grade 8)	62%	67%	66%

Level 3: Advanced			
2014 STAAR	Texas	Region	District
Reading Grades 3-8	18%	21%	18%
Math Grades 3-8	16%	19%	15%
Writing Grades 4 & 7	6%	8%	7%
Science Grades 5 & 8	15%	16%	16%
Social Studies	14%	17%	15%

Student Data continued

Students who entered high school as a 9th grader for the first time during 2011-12 school year will graduate under STAAR testing requirements. Under recent HB5 legislation, these cohort 2015 students will need to earn Level II Satisfactory score on the following STAAR-EOC assessments: English 1, English 2, Algebra, Biology, and U.S. History.

On STAAR End-of-Course (EOC) Exams, our students surpassed the state and regional passing percentages in Algebra, Biology, English II, and U.S. History.

Level 2: Satisfactory			
2014 EOC	Texas	Region	District
Algebra 1	81%	82%	85%
Biology	91%	92%	93%
English I	62%	65%	65%
English II	66%	69%	70%
U.S. History	92%	93%	95%

Level 3: Advanced			
2014 EOC	Texas	Region	District
Algebra 1	18%	21%	16%
Biology	12%	14%	14%
English I	6%	8%	6%
English II	6%	7%	7%
U.S. History	16%	20%	20%

Student Data continued

The following table represents the AP exam scores for 2016.

District AP Exam Score Summary	5	4	3	2	1	# Total Exams Taken	# Scores 3 or Higher
Number of Exams Taken	216	494	835	927	655	3,127	1,545
Percentage of Total Exams	7	16	27	29	21	100	50%

District AP Exam Score by Subject	5	4	3	2	1	# Total Exams Taken	# Scores 3 or Higher
Art History	2	5	6	6	3	22	59%
Music Theory	2	2	4	4	2	14	57%
Studio Art: 2-D Design Portfolio	7	20	13	5		45	89%
Studio Art: 3-D Design Portfolio		5	6	1		12	92%
Studio Art: Drawing Portfolio	1	1	9	2		13	85%
English Language and Composition	17	45	92	212	96	462	33%
English Literature and Composition	7	29	71	145	67	319	34%
Human Geography	15	30	33	28	66	172	45%
Macroeconomics	2	2	3	9	17	33	21%
Microeconomics	2	4	9	7	8	30	50%
Psychology	16	34	24	21	51	146	51%
United States Government and Politics	7	5	17	19	27	75	39%
United States History	9	39	52	76	63	239	42%
World History	15	39	101	62	17	234	66%
Calculus AB	7	10	7	9	9	42	57%
Calculus BC	25	4	10	2	13	54	72%
Computer Science A	1	6	6	2	8	23	57%
Statistics	4	17	31	30	54	136	38%
Biology	4	22	38	43	33	140	46%
Chemistry	3	7	18	22	21	71	39%
Environmental Science	5	9	8	16	10	48	46%
Physics 1	4	16	36	77	61	194	29%
Physics 2	1	2	9	21	9	42	29%
Physics C: Electricity and Magnetism	5	7	6	6	6	30	60%
Physics C: Mechanics	9	13	9	4	5	40	78%
Chinese Language and Culture		1				1	100%
French Language and Culture		2	5	2	1	10	70%
Japanese Language and Culture	3			1	1	5	60%
Spanish Language and Culture	43	117	194	79	5	438	81%
Spanish Literature and Culture		1	18	16	2	37	51%

Student Data continued

The following table represents the AP exam scores for 2015.

District AP Exam Score Summary	5	4	3	2	1	# Total Exams Taken	# Scores 3 or Higher
Number of Exams Taken	211	509	846	1,024	738	3,328	1,566
Percentage of Total Exams	6	15	25	31	22	100	47%
District AP Exam Score by Subject	5	4	3	2	1	# Total Exams Taken	# Scores 3 or Higher
Art History	1	2	2	7	3	15	33%
Music Theory	9	4	10	4	3	30	77%
Studio Art: 2-D Design Portfolio	9	18	5	4		36	89%
Studio Art: 3-D Design Portfolio	1	7	7	3		18	83%
Studio Art: Drawing Portfolio	1	2	5	4		12	67%
English Language and Composition	13	34	80	146	78	351	36%
English Literature and Composition	9	40	99	192	64	404	37%
European History	1						100%
Human Geography	9	26	31	31	61	128	42%
Macroeconomics		6	8	16	19	49	29%
Microeconomics	3	9	12	9	4	37	65%
Psychology	14	27	29	15	42	127	55%
United States Government and Politics	4	14	12	32	38	100	30%
United States History	18	39	66	87	65	275	45%
World History	6	26	68	91	34	225	44%
Calculus AB	9	6	8	5	27	55	42%
Calculus BC	22	7	17	6	24	76	61%
Computer Science A	2	1	2	4	7	16	31%
Statistics	9	19	33	27	43	130	47%
Biology	4	26	33	44	17	124	51%
Chemistry	3	3	24	42	24	96	31%
Environmental Science	6	14	16	23	20	79	46%
Physics 1	3	12	30	95	125	265	17%
Physics 2	1	1	8	22	2	34	29%
Physics C: Electricity and Magnetism	8	11	4	10	16	49	47%
Physics C: Mechanics	6	18	12	10	8	54	67%
Chinese Language and Culture	4		2			6	100%
French Language and Culture		1	4		2	7	71%
Japanese Language and Culture			1			1	100%
Spanish Language and Culture	36	129	207	89	11	472	79%
Spanish Literature and Culture		7	11	7	1	26	69%

Student Data continued

The chart below depicts Students by Category- changes over time.

Students by Category

(Source: TSDS PEIMS: Student Data Review Report)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
All Students	26,397	26,257	25,920	26,159	26,423	26,385	26,347	26,210	25,796	25,276
Title I	17,598	18,088	19,604	20,320	16,627	16,864	17,390	17,541	23,675	23,940
Special Ed	2,742	2,470	2,506	2,555	2,606	2,443	2,425	2,477	2,614	2,755
Gifted & Talented	2,502	2,494	2,419	2,387	2,291	2,113	2,121	2,041	1,929	1,905
Career & Tech	4,712	4,690	4,872	4,913	5,219	5,414	5,364	5,139	5,032	4,865
LEP	6,262	6,293	5,985	5,995	5,908	6,310	6,484	6,912	7,003	7,190
Bilingual	2,901	2,922	2,912	2,967	3,118	3,465	3,683	3,791	3,806	3,645
ESL	3,345	3,409	3,127	3,110	2,893	3,051	3,055	3,446	3,516	3,821
Migrant	8	5	3	3	7	5	4	7	5	-
Eco Disadv	14,302	15,002	15,393	15,376	16,420	16,452	16,401	16,920	16,676	16,271
At Risk	12,494	12,908	12,528	12,031	11,879	12,059	12,778	13,054	13,471	13,270
Immigrant	1,043	1,167	219	851	801	903	846	980	1,095	1,424
Transfer Students	180	188	169	188	196	153	164	218	268	308



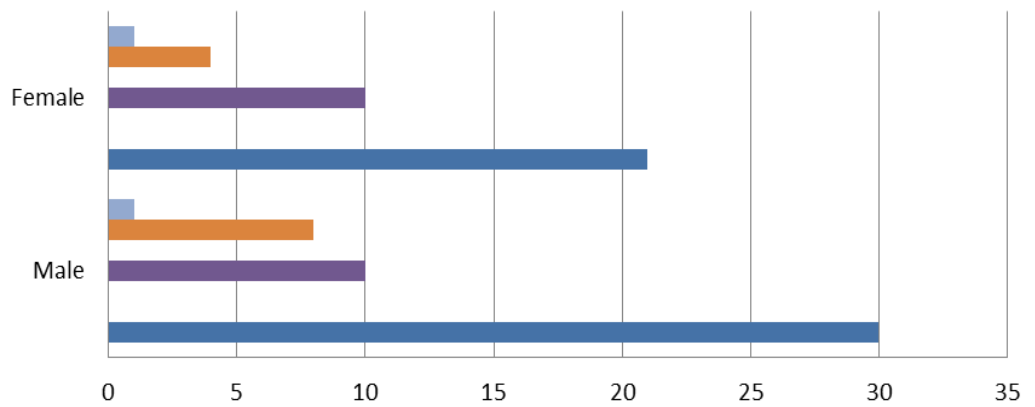
Student Data continued

Student Dropout Information

(Source: TSDS PEIMS: Student Data Review Report)

	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
Grade 7	not reported	2	29	1	3	1	1	1	1	1
Grade 8	10	1	13	3	0	2	4	3	0	2
Grade 9	46	32	30	29	22	18	13	17	21	13
Grade 10	39	37	21	19	17	18	23	18	13	20
Grade 11	48	26	16	32	41	37	38	35	20	23
Grade 12	90	51	32	41	39	54	30	33	15	26
Totals	233	149	141	125	122	130	109	107	70	85

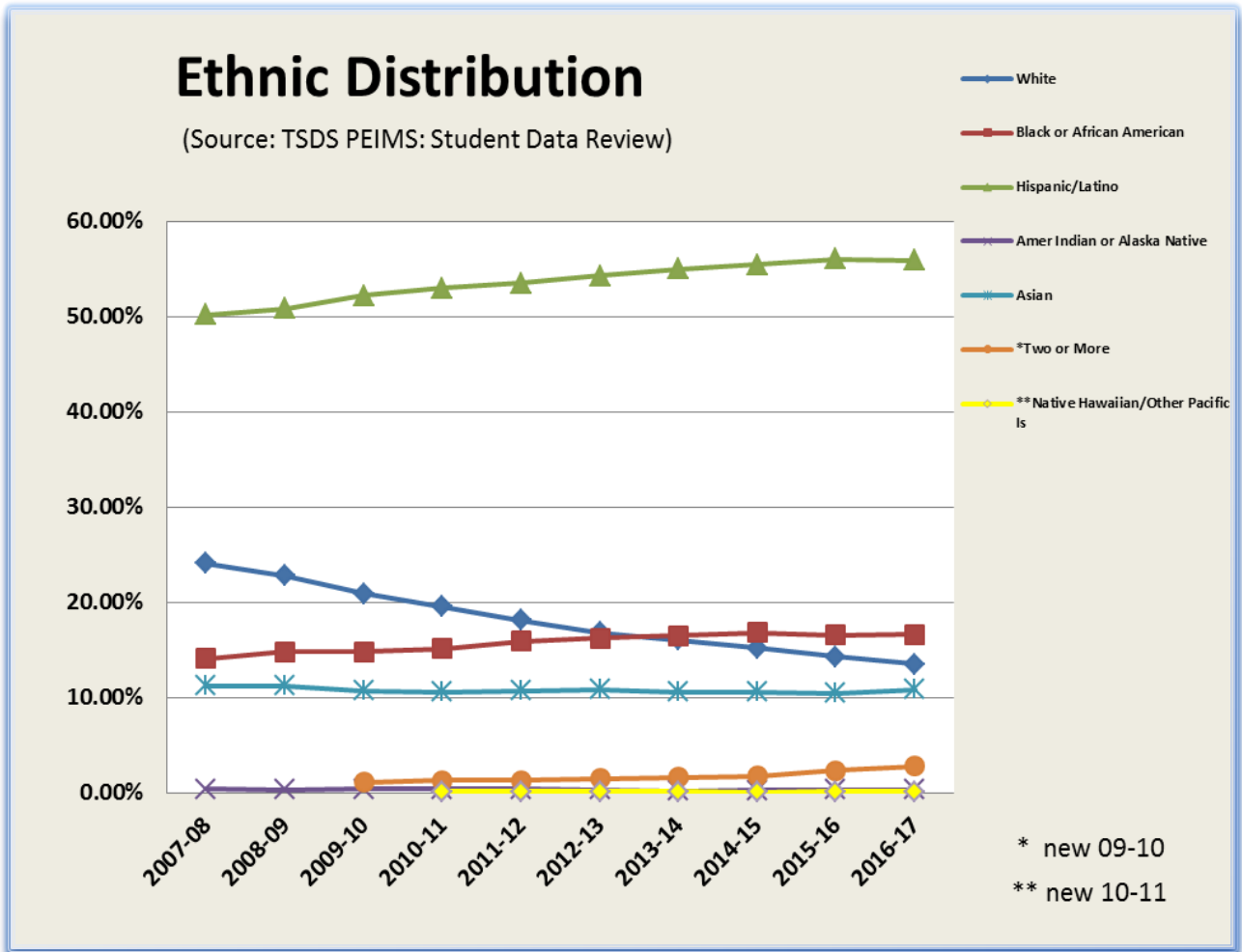
Dropout by Ethnicity & Gender 2016-2017



	Male	Female
Two or More Races	1	1
White	8	4
Hawaiian/Pacific Islander	0	0
Black/African American	10	10
Asian	0	0
American Indian/Alaska Native	0	0
Hispanic/Latino	30	21

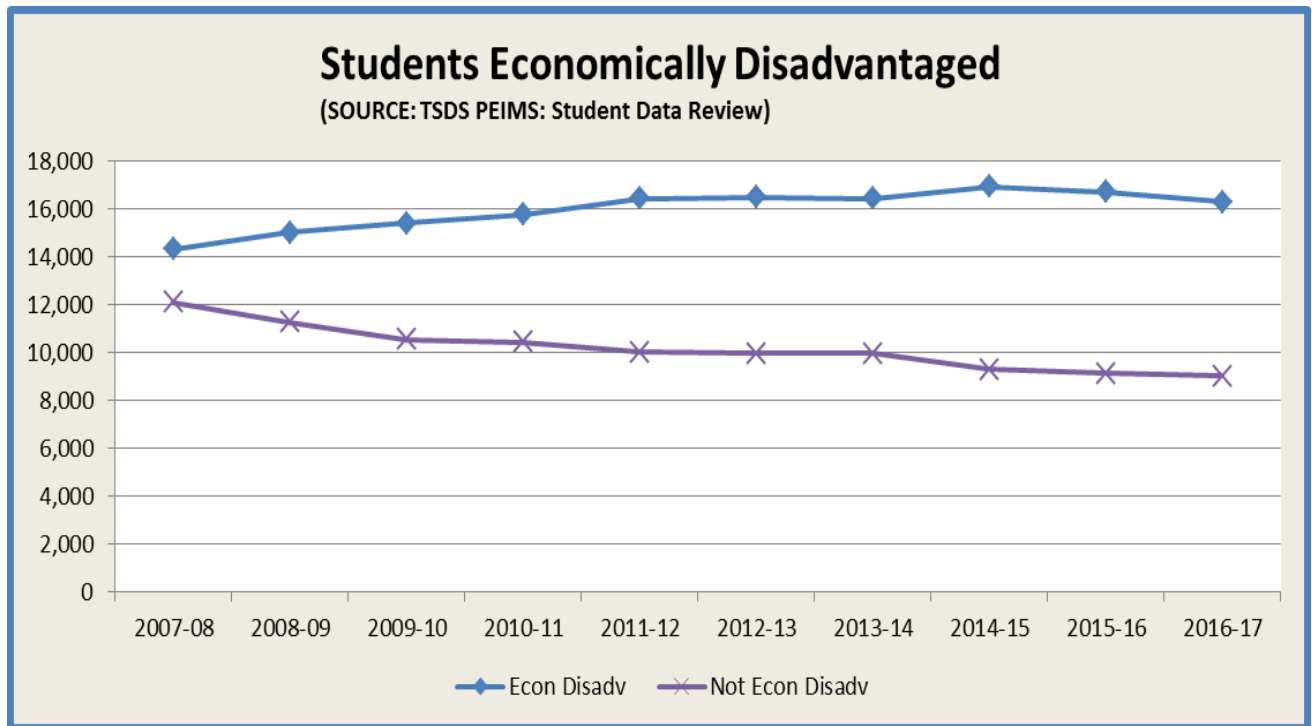
Student Data continued

The graph below depicts the change in Student Ethnicity over time.



Student Data continued

The graph below depicts the Students Economically Disadvantaged by Count over time.



Student Data continued

CFB ISD Campus Enrollment

#	Name	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
001	Turner High	2,019	2,124	2,134	2,140	2,072	2,096	2,044
002	Smith High	2,030	2,058	2,041	1,980	1,973	1,909	1,935
003	Grimes Learning Ctr	251	212	142	80	70	88	53
005	Alternative Ed Prgm	94	88	70	57	53	45	50
006	Creekview High	2,082	2,034	1,981	1,917	1,964	1,974	1,900
007	Ranchview High	807	831	810	801	843	864	887
009	Dallas/Denton County JJAEP	15	10	9	7	4	5	4
010	Early College High School	252	267	275	313	300	306	311
042	Field Middle	930	911	907	930	971	1,007	1,003
042	Perry Middle	933	942	962	999	1,049	1,017	1,074
044	Long Middle	796	796	760	756	718	686	641
045	Blalack Middle	972	982	950	953	942	918	934
046	Polk Middle	1,042	1,090	1,065	1,082	1,100	1,060	1,041
047	Bush Middle	767	720	699	685	672	696	663
102	Carrollton Elementary	650	676	654	656	640	647	579
103	Central Elementary	726	734	748	745	668	622	601
105	Good Elementary	503	499	595	615	592	545	559
106	Stark Elementary	533	537	611	693	692	719	745
108	McLaughlin Elementary	396	392	0	0	0	0	0
109	Farmers Branch Elementary	506	497	504	540	566	557	559
110	Blanton Elementary	555	603	594	578	555	512	478
111	Thompson Elementary	515	503	589	590	604	547	530
112	Country Place Elementary	362	370	357	339	327	362	412
113	Davis Elementary	535	571	568	555	586	579	592
114	McCoy Elementary	411	413	406	400	422	435	436
116	Furneaux Elementary	365	363	358	371	375	346	296
117	Huie Sp Ed Campus	4	20	48	50	45	66	89
118	Rosemeade Elementary	338	360	429	444	444	441	417
119	Sheffield Primary	498	544	0	0	0	0	0
120	Las Colinas Elementary	505	504	519	526	592	542	567
121	Landry Elementary	462	443	453	435	466	457	425
122	Kent Elementary	472	449	398	397	398	397	406
123	Riverchase Elementary	362	313	296	428	365	407	394
124	McKamy Elementary	575	558	577	513	513	497	483
125	Sheffield Intermediate	339	348	927	927	958	896	885
126	Rainwater Elementary	451	454	444	408	419	392	347
128	Freeman Elementary	560	582	634	614	541	490	453
129	McWhorter Elementary	626	653	730	770	717	676	602
131	Blair Elementary	776	760	732	691	691	672	588
132	LaVillita Elementary	459	497	623	571	584	585	635
135	Strickland Intermediate	372	399	786	791	719	736	658
	Totals	26,159	26,423	26,385	26,347	26,210	25,796	25,276
	Percentage Change	0.92%	1.01%	-0.14%	-0.14%	-0.66%	-2.09%	-2.02%

Student Data continued

The graph below depicts at risk students by sex, ethnicity and grade as of the last Friday in October 2016, referred to as the snapshot date.

TSDS PEIMS REPORTS DATA REVIEW																		
At Risk Students by Sex, Ethnicity, and Grade																		
2016-2017 Fall Collecton																		
	Hispanic/Latino				American Indian		Asian		African American		White		Pacific Islander		Two or More			
Grade	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Total	%
EE	55	23	2	0	44	12	15	3	25	11	0	0	3	2	195	0.8%		
PK	234	211	1	2	77	93	44	48	17	17	0	0	7	7	758	3.0%		
KG	485	466	5	4	139	146	148	157	146	128	1	1	43	35	1,904	7.5%		
01	492	505	3	3	159	110	155	171	148	96	4	3	37	27	1,913	7.6%		
02	543	521	2	2	129	138	163	172	147	117	0	0	37	27	1,998	7.9%		
03	573	535	3	4	135	117	194	154	118	152	1	0	26	19	2,031	8.0%		
04	582	568	2	1	102	98	187	160	130	116	0	1	36	30	2,013	8.0%		
05	558	500	0	3	105	81	186	159	146	117	0	1	22	27	1,905	7.5%		
06	513	549	4	2	70	52	160	170	117	115	2	2	18	25	1,799	7.1%		
07	550	506	2	0	88	70	146	151	115	113	1	2	29	18	1,791	7.1%		
08	577	500	1	2	69	60	155	136	122	122	1	0	24	14	1,783	7.1%		
09	656	623	3	4	84	78	189	152	134	119	0	1	26	23	2,092	8.3%		
10	545	469	5	2	86	81	141	157	150	112	2	1	32	16	1,799	7.1%		
11	512	488	3	3	92	70	144	140	135	139	1	1	26	17	1,771	7.0%		
12	397	398	0	2	86	67	119	124	140	146	1	1	24	19	1,524	6.0%		
Totals	7,272	6,862	36	34	1465	1273	2146	2054	1,790	1,620	14	14	390	306	25,276	100.0%		
Percent	28.8%	27.1%	0.1%	0.1%	5.8%	5.0%	8.5%	8.1%	7.1%	6.4%	0.1%	0.1%	1.5%	1.2%		100.0%		



Student Data continued

The charts below and on the following pages represent historical SAT and ACT results.

SAT Results for 2016		Average SAT Scores			
College-Bound Seniors	#Tested	Reading	Math	Writing	Composite
Nation	1,637,589	494	508	482	1484
Texas All Schools	193,028	466	478	449	1393
District	869	479	500	462	1441
Creekview High School	257	490	518	472	1480
Early College	65	482	502	464	1448
Ranchview High School	123	477	490	59	1426
Smith High School	211	480	499	473	1452
Turner High School	213	463	484	443	1390

SAT Results for 2015		Average SAT Scores			
College-Bound Seniors	#Tested	Reading	Math	Writing	Composite
Nation	1,332,096	489	498	475	1462
Texas All Schools	193,768	470	486	454	1410
Texas Public Schools	179,131	464	482	448	1394
District	953	480	503	468	1451
Creekview High School	278	491	516	472	1479
Early College	85	447	461	440	1348
Ranchview High School	119	477	508	475	1460
Smith High School	237	502	515	491	1508
Turner High School	234	460	490	446	1396

Student Data continued

SAT Results for 2014		Average SAT Scores			
College-Bound Seniors	#Tested	Reading	Math	Writing	Composite
Nation	1,672,395	497	513	487	1497
Texas	179,036	476	495	461	1432
District	929	486	514	476	1476
Creekview High School	297	491	523	478	1492
Early College	90	457	490	451	1398
Ranchview High School	112	479	516	474	1469
Smith High School	220	507	520	504	1531
Turner High School	210	474	502	456	1432

SAT Results for 2013					
Campus	Count	Critical			Combined
		Reading	Math	Writing	
Turner High School	246	461	490	449	1400
Smith High School	182	492	510	483	1485
Creekview High School	327	505	526	482	1513
Ranchview High School	159	467	502	463	1432
Early College	30	441	476	435	1352
District	944	483	508	469	1460
National	1,660,047	496	514	488	1498
Texas	172,870	477	499	461	1437

Student Data continued

ACT Results for 2016	Count	Average ACT Scores				
		English	Math	Reading	Science	Composite
Nation	2,090,342	20.1	20.6	21.3	20.8	20.8
Texas	142,877	19.4	20.7	21.0	20.7	20.6
District	424	19.2	21.0	20.5	20.5	20.4
Creekview High School	117	20.8	22.9	22.2	22.5	22.2
Early College	45	18.7	20.7	19.4	19.9	19.8
Ranchview High School	62	20.0	21.0	21.4	20.3	20.9
Smith High School	78	20.0	21.5	21.1	21.1	21.0
Turner High School	122	16.8	19.2	18.4	18.6	18.4

ACT Results for 2015	Count	Average ACT Scores				
		English	Math	Reading	Science	Composite
Nation	1,924,436	20.4	20.8	21.4	20.9	21
Texas	124,764	19.8	21.1	21.1	21.0	20.9
District	393	19.5	21.9	20.9	21.5	21.1
Creekview High School	119	20.5	22.7	22.2	22.4	22.2
Early College	5	23.0	24.0	21.6	22.8	23.0
Ranchview High School	55	18.0	21.2	19.6	20.2	19.9
Smith High School	104	20.7	22.7	21.9	22.4	22.1
Turner High School	110	17.8	20.5	19.1	20.3	19.5

ACT Results for 2014	Count	Average ACT Scores				
		English	Math	Reading	Science	Composite
Nation	1,845,787	20.3	20.9	21.3	20.8	21.0
Texas	116,547	19.8	21.4	21.1	21.0	20.9
District	417	19.5	21.8	20.8	21.2	21.0
Creekview High School	137	20.3	22.8	21.7	21.9	21.8
Early College	14	17.2	22.3	20.6	20.9	20.4
Ranchview High School	50	18.9	21.4	20.0	20.4	20.3
Smith High School	97	21.1	22.2	21.8	22.0	21.9
Turner High School	119	18.0	20.5	19.3	20.1	19.6

Student Data continued

<u>ACT Results for 2013</u>						
Campus	Count	English	Math	Reading	Science	Composite
Turner High School	118	17.5	19.9	19.3	19.4	19.2
Smith High School	99	19.4	21.5	20.4	21.3	20.7
Creekview High School	139	20.8	22.9	22.3	22.3	22.2
Ranchview High School	70	18.8	20.7	20.0	19.9	20.0
Early College	3	18.0	19.7	20.6	21.3	20.0
District	429	19.2	21.4	20.6	20.9	20.6
Nation	1,799,243	20.2	20.9	21.1	20.7	20.9
Texas	109,841	19.8	21.5	21.0	20.9	20.9

Salary Schedules



Salary Schedules

2017-2018 CARROLLTON-FARMERS BRANCH ISD TEACHER NEW HIRE SALARY SCHEDULE - 187 DAYS

YEARS OF EXPERIENCE	DAILY RATE	SALARY
0	\$280.35	\$52,425
1	\$281.35	\$52,612
2	\$282.35	\$52,799
3	\$283.35	\$52,986
4	\$284.35	\$53,173
5	\$285.35	\$53,360
6	\$287.35	\$53,734
7	\$289.35	\$54,108
8	\$291.35	\$54,482
9	\$293.35	\$54,856
10	\$295.35	\$55,230
11	\$297.35	\$55,604
12	\$299.35	\$55,978
13	\$301.35	\$56,352
14	\$303.35	\$56,726
15	\$305.35	\$57,100
16	\$307.35	\$57,474
17	\$309.35	\$57,848
18	\$311.35	\$58,222
19	\$313.35	\$58,596
20	\$315.35	\$58,970
21	\$317.35	\$59,344
22	\$319.35	\$59,718
23	\$321.35	\$60,092
24	\$323.35	\$60,466
25	\$325.35	\$60,840
26	\$327.35	\$61,214
27	\$329.35	\$61,588
28	\$331.35	\$61,962
29	\$333.35	\$62,336
30+	\$335.35	\$62,710

An annual stipend of \$1,800 will be paid to classroom teachers with a Master's Degree that is confirmed as having been completed prior to the beginning of the school year.

An annual stipend of \$3,600 will be paid to classroom teachers with a Doctorate that is confirmed as having been completed prior to the beginning of the school year.

This is a hiring schedule for the 2017-2018 school year only. Neither past nor future salaries can be accurately calculated from this hiring schedule.

Salary Schedules continued

Carrollton Farmers Branch Independent School District Salary Schedule 2017-2018 Professional / Administrative

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
MAXIMUM DAILY RATE	336.21	372.11	391.23	402.73	433.95
MIDPOINT DAILY RATE	297.29	320.4	346.08	363.48	391.63
MINIMUM DAILY RATE	231.17	280.35	300.63	323.4	348.08

Grade 1

Academic Advisor At Risk (220)*
 Accountant (230)*
 Child Daycare Director (215)*
 Language Services Specialist (197)*
 Occupational Therapy Asst (187)
 Personnel Certification Officer (230)*
 Physical Therapist Assistant (188)*
 Professional Cataloger (220)*
 Specialist Community Liaison (197)*
 Supervisor Warehouse (230)*
 Translator Curriculum Asst (187)*
 Web Specialist (230)*

Grade 2

Academy Facilitator (212)
 Attendance Officer (200)*
 Athletic Trainer (187)
 Behavior Resource Specialist (187)
 Coord International BACC-HS(212)
 Digital Technology Specialist (197)
 Head Band Director HS (220)
 Head Orchestra Director HS (190)
 Instructional Coach Literacy (187)
 Instructional Facilitator (187)
 Interventionist (187)
 Librarian (188,197)
 Nurse (187)
 Parent/In-home Trainer (187)
 Pe/Health/Athletics Specialist (187)
 School Age Parenting Prog. Educ. (187)
 SpEd Behavior Interventionist (200)
 SpEd Visually Impaired (188)
 Teacher (187,190,197,200,202,212,220)

Grade 3

Audiologist (187)
 Autism Specialist (200)
 Behavior Coach (187)
 Communications Specialist (230)*
 Counselor (188, 200, 205, 207)
 Counseling/AVID Facilitator (230)
 Educational Diagnostician (193, 198)
 Grad Team Coach (202)
 Instructional Coach (187)
 Instructional Coach-PBL (187)
 Instructional Specialist (187, 197)
 Lead Behavior Resource Specialist (193)
 Lead HS Counselor (212)
 Lead Educational Diagnostician (220)
 Lead LSSP (198)
 Lead Occupational Therapist (210)
 Lead Speech Path (205)
 LSSP (187, 193)
 Occupational Therapist (188)
 Physical Therapist (210)
 Specialist Adv Academics (215)
 Specialist Program Compliance (202)
 Specialist – Mutlimedia (230)
 Speech Pathologist (187)
 Specialist-Technology Resource Acquisition (230)
 Supervisor-Natorium (230)
 Title I Instructional Coach (187)
 Title III Bil/ESL Specialist
 Title III Instructional Coach

Grade 4

Assistant Principal Elem (210)
 Coordinator Employee Benefit (230)*
 Coordinator - PEIMS (230)
 Coord. Student Nutrition (230)
 Head Football Coach - HS Athletic Coordinator (226)
 Nurse – Manager (220)

Grade 5

Accountant II (230)*
 Accounting Supervisor (230)*
 Assistant Principal MS (210)
 Construction Supervisor (230)*
 Coordinator Info Systems (230)*
 Coordinator-Assess. Exter. (230)*
 Coordinator BIL/ESL (230)
 Coordinator Community Rel. (230)
 Coordinator Fine Arts (230)
 Coordinator Special Educ. (230)
 Director-Library Media Ser (230)
 Director Student Nutrition (230)*
 Marketing Coordinator (230)
 Maintenance Supervisor (230)*
 Purchasing Supervisor (230)
 Tax Assessor/Collector (230)*

Salary Schedules continued

Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
467.57	503.82	542.85	584.94	616.30	664.06	843.90
422.01	454.70	489.92	527.93	569.18	613.29	790.22
375.46	404.56	435.91	469.72	520.70	561.05	732.84

Grade 6

Assistant Principal HS (212)
 Coordinator Federal Funds (230)
 Coordinator –Tech Services (230)
 Director Curriculum & Instruct. (230)
 Director Student Services (230)

Grade 8

Director After School Program (230)
 Director Purchasing (230)
 Principal Elementary (215)
 Principal Grimes (215)

Grade 10

Chief Financial Officer (230)
 Chief Officer of Data and Technology (230)
 Chief Operations Officer (230)
 Principal High School (226)

Grade 7

Associate Principal HS (220)
 Coordinator-Assessment Internal (230)
 Director Accounting (230)
 Director Assess./Accountability (230)
 Director Athletics (230)
 Director Bilingual/ESL (230)
 Director Financial Reporting (230)*
 Director Fine Arts (230)
 Director Payroll & Benefits (230)*
 Director Plant Operations/Security (230)
 Director Digital Learning (230)
 Principal – AEP (226)

Grade 9

Chief of Communications (230)
 Dir-Adv Academic Svcs & World Languages (230)
 Director Personnel (230)
 Executive Director CTE/Counseling/ Nurses (230)
 Executive Dir Special Educ (230)
 Principal HS ECHS (226)
 Principal Middle School (226)

Grade 11

Assistant Superintendent Elem. (230)
 Assistant Superintendent Secondary (230)
 Chief of Staff (230)

Grade 12

Associate Superintendent for Business Services (230)
 Associate Superintendent Educational Services (230)

***Non-Contracted Position**

Salary Schedules continued

Salary Schedule 2017-2018 Clerical / Technical

	Grade 2	Grade 3	Grade 4
MAXIMUM HOURLY RATE	18.44	20.88	22.30
MIDPOINT HOURLY RATE	15.96	18.30	19.95
MINIMUM HOURLY RATE	13.86	15.70	16.76

Grade 2

Assistant - Behavior Title I
 Assistant - Bilingual
 Assistant - Comp Lab
 Assistant - ELL Title I
 Assistant - ESL
 Assistant - Inst Bldg
 Assistant - Pre-K
 Assistant - Specials
 Assistant - Title I
 Clerk - Elementary
 Clinic Assistant
 SP Assistant - Bil Speech
 SP Assistant - CM
 SP Assistant - Job Coach
 SP Assistant - MOU
 SP Assistant - PPCD

Grade 3

Clerk - Counselor HS
 Clerk - Data Entry Tech
 Clerk - Diag (193, 198)
 Clerk - MS
 Clerk - Receptionist HS
 Clerk - Special Ed
 SP Assistant - Behavior Bridg. Cl
 SP Assistant - Positive Behavior
 SP - Receptionist (205)
 SP Assistant - AA
 SP Assistant - Autism
 SP Assistant - Communications
 SP Assistant - Dev Ctr
 SP Assistant - Inclusion MS&HS
 SP Assistant - MAC
 SP Assistant - PAS
 SP Assistant - Sup Ctr Elem
 SP Assistant - VAC
 SP Assistant - ABC Elem
 SP Assistant - Visually Impaired

Grade 4

Bookkeeper HS
 Clerk - After the Bell
 Clerk - Attendance HS
 Clerk - CTE/Counseling/Nurses
 Clerk - Fine Arts
 Clerk - Itinerant
 Clerk - LPAC-BIL-ESL
 Clerk - Media
 Clerk - Recpt Admin Bldg
 Clerk - Record (193,210,220,226)
 Clerk - SP Purchasing
 Clerk - SP Records

Salary Schedules continued

Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
24.70	27.48	30.46	33.88	37.66
22.10	24.53	27.24	30.29	33.66
18.53	20.58	22.85	25.38	28.22

Grade 5

Clerk - Accounting
 Clerk - Advanced Academics
 Clerk - Data Entry Biling./ESL
 Clerk - Ed. Serv.
 Clerk - Payroll
 Clerk - Personnel Appl
 Clerk - SNS
 Clerk - Tax Office
 Secretary - Associate Principal
 Secretary - Athletics
 Secretary - Distribution Center
 Secretary - District Media Ctr
 Secretary - Facility Serv
 Secretary - Plant Op&Security
 Secretary - Principal AEP
 Secretary - Principal Elem
 Secretary - Principal Grimes
 Secretary - Principal MS
 Secretary - Purchasing
 Secretary - SP Coordinators

Grade 6

Secretary - After the Bell
 Secretary - Dir Curriculum
 Secretary - Dir Bilingual/ESL
 Secretary - Dir Personnel
 Secretary - Principal HS

Grade 7

Secretary - Dir Adv Academics
 Secretary - Dir of Assessment
 Secretary - Dir Athletics
 Secretary - Dir Fine Arts
 Secretary - Dir Student Serv
 Secretary - Chief Tech &
 Data Officer
 Secretary - Chief Operations
 Officer
 Secretary - Ex Dir CTE/
 Counseling/ Nurses
 Secretary - Ex Dir Sp Ed
 Secretary - Guidance & Comm
 Secretary - Strategic Commun.

Grade 8

Secretary - Associate Superintendent
 Secretary - Assistant Superintendent

Grade 9

Secretary, Superintendent

Salary Schedules continued

Salary Schedule 2017-2018 Specialist/Technical

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
	HOURLY	HOURLY	HOURLY	HOURLY	DAILY	DAILY	DAILY	DAILY	DAILY
MAXIMUM RATE	24.71	27.44	30.47	33.90	295.72	328.10	374.53	389.22	424.00
MIDPOINT RATE	22.11	24.54	27.25	30.30	263.86	293.68	320.73	347.97	379.04
MINIMUM RATE	18.68	20.75	23.04	25.62	215.43	247.90	270.19	293.93	320.13

Grade 1 - [Non-Exempt]

Grade 2 - [Non-Exempt]

Specialist - Aux Personnel Records
Specialist - Computer Help Desk I
Specialist – Sub Management System
Lead - Teacher CDA

Grade 3 - [Non-Exempt]

Purchasing Buyer
Database Manager
Purchasing Agent
Specialist - Accounting
Specialist - Emp Benefits Assistant
Specialist - Payroll
Specialist - Purch Tech
Specialist - SNS Accounts
Visual Service Prod Assistant

Grade 4 - [Non-Exempt]

Specialist - Assistant Payroll Director
Specialist - Cabling Tech
Specialist - Computer Help Desk III
Specialist - Employee Benefits
Specialist - Personnel Records

Grade 5 - [Exempt]

Environmental Technician
SNS Supervisor I
SNS Supervisor II
Specialist - Workers' Compensation

Grade 6 - [Exempt]

Records Management Officer
Specialist - Special Project Manager
Specialist - Student Data

Grade 7 - [Exempt]

Specialist - Asst. Network Systems
Specialist - Payroll Systems
Specialist - Telecom and Finance
Technology – Student Information Systems

Grade 8 - [Exempt]

Grade 9 - [Exempt]

Specialist Network Systems Manager

Salary Schedules continued

Salary Schedule 2017-2018 Manual Trades (Hourly Positions)

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7
MAXIMUM HOURLY RATE	14.98	16.76	19.26	21.07	23.56	26.36	29.46
MIDPOINT HOURLY RATE	13.34	15.02	17.24	18.97	21.20	23.68	26.50
MINIMUM HOURLY RATE	11.21	12.62	14.49	16.03	17.93	20.04	22.40

Grade 1

Custodian
SNS - Floater
SNS - Production Assistant

Grade 2

Custodian - Flex Crew
Custodian - Grimes Lead
Daycare - Caregiver
Grounds - Athletics
Grounds - Groundskeeper
SNS - Production Specialist

Grade 3

Carpenter - Painter
Custodian - Head Elementary School
Custodian - Lead ESDC
Custodian - Lead Middle School
Distribution Center - Support
Grounds - Landscape
Grounds - Lead Crew
Head Custodian - Flex
Plumbing - Tech I
Electrical - Tech I
SNS - Manager Trainee

Grade 4

Custodian - Head-Middle School
Custodian - Lead-High School
Distribution Center - Lead Support
Distribution Center - Receiving
Electrical - Tech II
Plumbing - Tech II
General Maintenance - Roofer
General Maintenance - Worker
Grounds - Equipment Operator
Grounds - Head Athletic Painter
Grounds - Irrigator
Grounds - Lead Athletics
HVAC Tech I
Security Officer

Grade 5

Carpentry - Carpenter
Custodian - Head High School
Custodian - Rover
Daycare - Teacher
Distribution Center - Inventory Ctrl
Distribution Center - Textbooks
General Maintenance- HerbicideApp
General Maintenance- High School
Plumbing - Sprinkler Repair
Stadium Complex Manager
Plumbing - Journeyman
Electrical - Journeyman

Grade 6

Custodian - Lead Rover
Electrical - Fire Alarm Tech
Electrical - Tech III
Plumbing - Tech III
Grounds - Licensed Irrigator
Grounds - Lead Athletics Crew
Grounds - Lead Campus Crew
Grounds - Lead Equipment Tech

Grade 7

Carpentry - Lead
Electrical - Lead Electrician
HVAC - Lead
Plumbing - Lead

Salary Schedules continued

Salary Schedule 2017-2018 Exempt Manual Trades (Salaried Positions)

	MTB	MTC	MTD	MTE	MTF	MTG
MAXIMUM DAILY RATE	19.40	21.20	23.77	26.48	29.78	263.77
MIDPOINT DAILY RATE	17.36	19.09	21.33	23.82	26.78	237.09
MINIMUM DAILY RATE	15.41	17.26	19.19	21.02	23.19	202.30

Grade MTB

None

Grade MTF

SNS Training and Catering Specialist (198 days)
SNS Equipment Specialist

Grade MTC

Student Nutrition Manager - Elementary School

Grade MTG

Custodian - Department Head*
Electrical Systems - Department Head*
Exteriors - Department Head*
Interiors and Finishes - Department Head*
Security - Department Head*
Supervisor of Security, Technology*

Grade MTD

SNS Manager - Middle School

Grade MTE

SNS Manager - High School

* Denotes Exempt Status under FLSA as
Managerial Foreman

Miscellaneous Financial Information



Miscellaneous Financial Information continued

State and Local Funding of School Districts in Texas

(Source: First Southwest Company and District-provided information)

Litigation Relating to the Texas Public School Finance System

On seven occasions in the last thirty years, the Texas Supreme Court (the "Court") has issued decisions assessing the constitutionality of the Texas public school finance system (the "Finance System"). The litigation has primarily focused on whether the Finance System, as amended by the Texas Legislature (the "Legislature") from time to time in response to the litigation, (i) met the requirements of article VII, section 1 of the Texas Constitution, which requires the Legislature to "establish and make suitable provision for the support and maintenance of an efficient system of public free schools," or (ii) imposed a statewide ad valorem tax in violation of article VIII, section 1-e of the Texas Constitution because the statutory limit on property taxes levied by school districts for maintenance and operation purposes had allegedly denied school districts meaningful discretion in setting their tax rates. In response to the Court's previous decisions, the Legislature enacted multiple laws that made substantive changes in the way the Finance System is funded in efforts to address the prior decisions declaring the Finance System unconstitutional.

On May 13, 2016, the Court issued its opinion in the most recent school finance litigation, which was styled *Morath, et.al v. The Texas Taxpayer and Student Fairness Coalition, et al.*, No. 14-0776 (Tex. May 13, 2016) ("Morath"). The plaintiffs and intervenors in the case had alleged that the Finance System, as modified by Legislature in response to prior decisions of the Court, violated article VII, section 1 and article VIII, section 1-e of the Texas Constitution. In its opinion, the Court held that "despite the imperfections of the current school funding regime, it meets minimum constitutional requirements." The Court also noted that:

Lawmakers decide if laws pass, and judges decide if those laws pass muster. But our lenient standard of review in this policy-laden area counsels modesty. The judicial role is not to second-guess whether our system is optimal, but whether it is constitutional. Our Byzantine school funding "system" is undeniably imperfect, with immense room for improvement. But it satisfies minimum constitutional requirements.

Miscellaneous Financial Information continued

Current Public School Finance System

General

The following language constitutes only a summary of the Finance System as it is currently structured. For a more complete description of school finance and fiscal management in the State, reference is made to Vernon's Texas Codes Annotated, Education Code, Chapters 41 through 46, as amended.

Funding for school districts in the State is provided primarily from State and local sources. State funding for all school districts is provided through a set of funding formulas comprising the "Foundation School Program," as well as two facilities funding programs. Generally, the Finance System is designed to promote wealth equalization among school districts by balancing State and local sources of funds available to school districts. In particular, because districts with relatively high levels of property wealth per student can raise more local funding, such districts receive less State aid, and in some cases, are required to disburse local funds to equalize their overall funding relative to other school districts. Conversely, because districts with relatively low levels of property wealth per student have limited access to local funding, the Finance System is designed to provide more State funding to such districts. Thus, as a school district's property wealth per student increases, State funding to the school district is reduced. As a school district's property wealth per student declines, the Finance System is designed to increase that district's State funding. The Finance System provides a similar equalization system for facilities funding wherein districts with the same tax rate for debt service raise the same amount of combined State and local funding. Facilities funding for debt incurred in prior years is expected to continue in future years; however, State funding for new school facilities has not been consistently appropriated by the Texas Legislature, as further described below.

Local funding is derived from collections of ad valorem taxes levied on property located within each district's boundaries. School districts are authorized to levy two types of property taxes: a limited M&O tax to pay current expenses and an unlimited interest and sinking fund ("I&S") tax to pay debt service on bonds. Generally, under current law, M&O tax rates are subject to a statutory maximum rate of \$1.17 per \$100 of taxable value for most school districts. (Although a few districts can exceed the \$1.17 limit as a result of authorization approved in the 1960s.) Current law also requires school districts to demonstrate their ability to pay debt service on outstanding indebtedness through the levy of an ad valorem tax at a rate of not to exceed \$0.50 per \$100 of taxable property at the time bonds are issued. Once bonds are issued, however, districts may levy a tax to pay debt service on such bonds unlimited as to rate or amount (see "TAX INFORMATION – Tax Rate Limitations" herein). As noted above, because property values vary widely among school districts, the amount of local funding generated by the same tax rate is also subject to wide variation among school districts.

Miscellaneous Financial Information continued

Local Funding for School Districts

The primary source of local funding for school districts is collections from ad valorem taxes levied against taxable property located in each school district. Prior to reform legislation that became effective during the 2006-2007 fiscal year (the “Reform Legislation”), the maximum M&O tax rate for most school districts was generally limited to \$1.50 per \$100 of taxable value. At the time the Reform Legislation was enacted, the majority of school districts were levying an M&O tax rate of \$1.50 per \$100 of taxable value. The Reform Legislation required each school district to “compress” its tax rate by an amount equal to the “State Compression Percentage”. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. For the 2018-19 State fiscal biennium, the State Compression Percentage has been set at 66.67%, effectively setting the maximum compressed M&O tax rate for most school districts at \$1.00 per \$100 of taxable value. School districts are permitted, however, to generate additional local funds by raising their M&O tax rate by up to \$0.04 above the compressed tax rate without voter approval (for most districts, up to \$1.04 per \$100 of taxable value). In addition, if the voters approve a tax rate increase through a local referendum, districts may, in general, increase their M&O tax rate up to a maximum M&O tax rate of \$1.17 per \$100 of taxable value and receive State equalization funds for such taxing effort (see “AD VALOREM TAX PROCEDURES – Public Hearing and Rollback Tax Rate” herein). Elections authorizing the levy of M&O taxes held in certain school districts under older laws, however, may subject M&O tax rates in such districts to other limitations (See “TAX RATE LIMITATIONS” herein).

State Funding for School Districts

State funding for school districts is provided through the Foundation School Program, which provides each school district with a minimum level of funding (a “Basic Allotment”) for each student in average daily attendance (“ADA”). The Basic Allotment is calculated for each school district using various weights and adjustments based on the number of students in average daily attendance and also varies depending on each district’s compressed tax rate. This Basic Allotment formula determines most of the allotments making up a district’s basic level of funding, referred to as “Tier One” of the Foundation School Program. The basic level of funding is then “enriched” with additional funds known as “Tier Two” of the Foundation School Program. Tier Two provides a guaranteed level of funding for each cent of local tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates above \$1.00 per \$100 of taxable value). The Finance System also provides an Existing Debt Allotment (“EDA”) to subsidize debt service on eligible outstanding school district bonds, an Instructional Facilities Allotment (“IFA”) to subsidize debt service on newly issued bonds, and a New Instructional

Facilities Allotment (“NIFA”) to subsidize operational expenses associated with the opening of a new instructional facility. IFA primarily addresses the debt service needs of property-poor school districts. In 2017, the 85th Texas Legislature appropriated funds in the amount of \$1,378,500,000 for the 2018-19 State fiscal biennium for the EDA, IFA, and NIFA.

Miscellaneous Financial Information continued

State Funding for School Districts continued

Tier One and Tier Two allotments represent the State's share of the cost of M&O expenses of school districts, with local M&O taxes representing the district's local share. EDA and IFA allotments supplement a school district's local I&S taxes levied for debt service on eligible bonds issued to construct, acquire and improve facilities. Tier One and Tier Two allotments and existing EDA and IFA allotments are generally required to be funded each year by the Texas Legislature. Since future-year IFA awards were not funded by the Texas Legislature for the 2018-19 State fiscal biennium and debt service assistance on school district bonds that are not yet eligible for EDA is not available, debt service on new bonds issued by districts to construct, acquire and improve facilities must be funded solely from local I&S taxes.

Tier One allotments are intended to provide all districts a basic level of education necessary to meet applicable legal standards. Tier Two allotments are intended to guarantee each school district that is not subject to the wealth transfer provisions described below an opportunity to supplement that basic program at a level of its own choice; however, Tier Two allotments may not be used for the payment of debt service or capital outlay.

As described above, the cost of the basic program is based on an allotment per student known as the "Basic Allotment". For the 2018-19 State fiscal biennium, the Basic Allotment is \$5,140 for each student in average daily attendance. The Basic Allotment is then adjusted for all districts by several different weights to account for inherent differences between school districts. These weights consist of (i) a cost adjustment factor intended to address varying economic conditions that affect teacher hiring known as the "cost of education index", (ii) district-size adjustments for small and mid-size districts, and (iii) an adjustment for the sparsity of the district's student population. The cost of education index, district-size and population sparsity adjustments, as applied to the Basic Allotment, create what is referred to as the "Adjusted Allotment". The Adjusted Allotment is used to compute a "regular program allotment", as well as various other allotments associated with educating students with other specified educational needs.

Tier Two supplements the basic funding of Tier One and provides two levels of enrichment with different guaranteed yields (i.e., guaranteed levels of funding by the State) depending on the district's local tax effort. The first six cents of tax effort that exceeds the compressed tax rate (for most districts, M&O tax rates ranging from \$1.00 to \$1.06 per \$100 of taxable value) will, for most districts, generate the a guaranteed yield of \$99.41 and \$106.28 per cent per weighted student in average daily attendance ("WADA") in the 2017-18 and 2018-19 State fiscal years, respectively. The second level of Tier Two is generated by tax effort that exceeds the district's compressed tax rate plus six cents (for most districts eligible for this level of funding, M&O tax rates ranging from \$1.06 to \$1.17 per \$100 of taxable value) and has a guaranteed yield per cent per WADA of \$31.95 for the 2018-19 State fiscal biennium. Property-wealthy school districts that have an M&O tax rate that exceeds the district's compressed tax rate plus six cents are subject to recapture above this tax rate level at the equivalent wealth per student of \$319,500 (see "Wealth Transfer Provisions" below).

Miscellaneous Financial Information continued

State Funding for School Districts continued

Previously, a district with a compressed tax rate below \$1.00 per \$100 of taxable value (known as a "fractionally funded district") received a Basic Allotment which was reduced proportionately to the degree that the district's compressed tax rate fell short of \$1.00. Beginning in the 2017-2018 fiscal year, the compressed tax rate of a fractionally funded district now includes the portion of such district's current M&O tax rate in excess of the first six cents above the district's compressed tax rate until the district's compressed tax rate is equal to the state maximum compressed tax rate of \$1.00. Thus, for fractionally funded districts, each eligible one cent of M&O tax levy above the district's compressed tax rate plus six cents will have a guaranteed yield based on Tier One funding instead of the Tier Two yield, thereby reducing the penalty against the Basic Allotment.

In addition to the operations funding components of the Foundation School Program discussed above, the Foundation School Program provides a facilities funding component consisting of the Instructional Facilities Allotment (IFA) program and the Existing Debt Allotment (EDA) program. These programs assist school districts in funding facilities by, generally, equalizing a district's I&S tax effort. The IFA guarantees each awarded school district a specified amount per student (the "IFA Guaranteed Yield") in State and local funds for each cent of tax effort to pay the principal of and interest on eligible bonds issued to construct, acquire, renovate or improve instructional facilities. The guaranteed yield per cent of local tax effort per student in ADA has been \$35 since this program first began in 1997. New awards of IFA are only available if appropriated funds are allocated for such purpose by the State Legislature. To receive an IFA award, in years where the State Legislature allocates appropriated funds for new IFA awards, a school district must apply to the Commissioner in accordance with rules adopted by the Commissioner before issuing the bonds to be paid with IFA state assistance. The total amount of debt service assistance over a biennium for which a district may be awarded is limited to the lesser of (1) the actual debt service payments made by the district in the biennium in which the bonds are issued; or (2) the greater of (a) \$100,000 or (b) \$250 multiplied by the number of students in ADA. The IFA is also available for lease-purchase agreements and refunding bonds meeting certain prescribed conditions. Once a district receives an IFA award for bonds, it is entitled to continue receiving State assistance for such bonds without reapplying to the Commissioner. The guaranteed level of State and local funds per student per cent of local tax effort applicable to the bonds may not be reduced below the level provided for the year in which the bonds were issued. The 85th State Legislature did not appropriate any funds for new IFA awards for the 2018-2019 State fiscal biennium; however, awards previously granted in years the State Legislature did appropriate funds for new IFA awards will continue to be funded. State financial assistance is provided for certain existing eligible debt issued by school districts through the EDA program. The EDA guaranteed yield (the "EDA Yield") was the same as the IFA Guaranteed Yield (\$35 per cent of local tax effort per student in ADA).

The 85th Texas Legislature changed the EDA Yield to the lesser of (i) \$40 or a greater amount for any year provided by appropriation; or (ii) the amount that would result in a total additional EDA of \$60 million more than the EDA to which districts would have been entitled to if the

Miscellaneous Financial Information continued

State Funding for School Districts continued

EDA Yield were \$35. The yield for the 2017-2018 fiscal year is approximately \$37. The portion of a district's local debt service rate that qualifies for EDA assistance is limited to the first 29 cents of debt service tax (or a greater amount for any year provided by appropriation by the Texas Legislature). In general, a district's bonds are eligible for EDA assistance if (i) the district made payments on the bonds during the final fiscal year of the preceding State fiscal biennium, or (ii) the district levied taxes to pay the principal of and interest on the bonds for that fiscal year. Each biennium, access to EDA funding is determined by the debt service taxes collected in the final year of the preceding biennium. A district may not receive EDA funding for the principal and interest on a series of otherwise eligible bonds for which the district receives IFA funding.

A district may also qualify for a NIFA allotment, which provides assistance to districts for operational expenses associated with opening new instructional facilities. The 85th Texas Legislature appropriated funds in the amount of \$23,750,000 for each of the 2017-18 and 2018-19 State fiscal years for NIFA allotments.

2006 Legislation

Since the enactment of the Reform Legislation in 2006, most school districts in the State have operated with a "target" funding level per student ("Target Revenue") that is based upon the "hold harmless" principles embodied in the Reform Legislation. This system of Target Revenue was superimposed on the Foundation School Program and made existing funding formulas substantially less important for most school districts. The Reform Legislation was intended to lower M&O tax rates in order to give school districts "meaningful discretion" in setting their M&O tax rates, while holding school districts harmless by providing them with the same level of overall funding they received prior to the enactment of the Reform Legislation. To make up for this shortfall, the Reform Legislation authorized Additional State Aid for Tax Reduction ("ASATR") for each school district in an amount equal to the difference between the amount that each district would receive under the Foundation School Program and the amount of each district's Target Revenue funding level. However, in subsequent legislative sessions, the Texas Legislature has gradually reduced the reliance on ASATR by increasing the funding formulas, and beginning with the 2017-18 school year, the statutes authorizing ASATR are repealed (eliminating revenue targets and ASATR funding).

2017 Legislation

The 85th Texas Legislature, including the regular session which concluded on May 29, 2017 and the special session which concluded on August 15, 2017, did not enact substantive changes to the Finance System. However, certain bills during the regular session and House Bill 21, which was passed during the special session and signed by the Governor on August 16, 2017, revised certain aspects of the formulas used to determine school district entitlements under the Finance System. In addition to amounts previously discussed, the 85th Texas Legislature additionally

Miscellaneous Financial Information continued

2017 Legislation continued

appropriated funds to (i) establish a Financial Hardship Transition Program, which provides grants (“Hardship Grants”) to those districts which were heavily reliant on ASATR funding, and (ii) provide an Adjustment for Rapid Decline in Taxable Value of Property (“DPV Decline Adjustment”) for districts which experienced a decline in their tax base of more than four percent for tax years 2015 and 2016. A district may receive either a Hardship Grant or a DPV Decline Adjustment, but cannot receive both. In a case where a district would have been eligible to receive funding under both programs, the district will receive the greater of the two amounts.

Wealth Transfer Provisions

Some districts have sufficient property wealth per student in WADA (“wealth per student”) to generate their statutory level of funding through collections of local property taxes alone. Districts whose wealth per student generates local property tax collections in excess of their statutory level of funding are referred to as “Chapter 41” districts because they are subject to the wealth equalization provisions contained in Chapter 41 of the Texas Education Code. Chapter 41 districts may receive State funds for certain competitive grants and a few programs that remain outside the Foundation School Program. Otherwise, Chapter 41 districts are not eligible to receive State funding. Furthermore, Chapter 41 districts must exercise certain options in order to reduce their wealth level to equalized wealth levels of funding, as determined by formulas set forth in the Reform Legislation. For most Chapter 41 districts, this equalization process entails paying the portion of the district’s local taxes collected in excess of the equalized wealth levels of funding to the State (for redistribution to other school districts) or directly to other school districts with a wealth per student that does not generate local funds sufficient to meet the statutory level of funding, a process known as “recapture”.

The equalized wealth levels that subject Chapter 41 districts to recapture for the 2018-2019 State fiscal biennium are set at (i) \$514,000 per student in WADA with respect to that portion of a district’s M&O tax effort that does not exceed its compressed tax rate (for most districts, the first \$1.00 per \$100 of taxable value) and (ii) \$319,500 per WADA with respect to that portion of a district’s M&O tax effort that is beyond its compressed rate plus \$.06 (for most districts, M&O taxes levied above \$1.06 per \$100 in taxable value). So long as the State's equalization program under Chapter 42 of the Texas Education Code is funded to provide tax revenue equivalent to that raised by the Austin Independent School District on the first six pennies of tax effort that exceed the compressed tax rate, then M&O taxes levied above \$1.00 but at or below \$1.06 per \$100 of taxable value (“Golden Pennies”) are not subject to the wealth equalization provisions of Chapter 41. Because funding at the Austin Independent School District level is currently being provided to school districts under Chapter 42 of the Texas Education Code, no recapture is currently associated with the Golden Pennies. Chapter 41 districts with a wealth per student above the lower equalized wealth level but below the higher equalized wealth level must equalize their wealth only with respect to the portion of their M&O tax rate, if any, in excess of \$1.06 per \$100 of taxable value. Under Chapter 41, a district has five options to reduce its wealth per student so that it does not exceed the equalized wealth levels: (1) a district may consolidate

Miscellaneous Financial Information continued

Wealth Transfer Provisions continued

by agreement with one or more districts to form a consolidated district; all property and debt of the consolidating districts vest in the consolidated district; (2) a district may detach property from its territory for annexation by a property-poor district; (3) a district may purchase attendance credits from the State; (4) a district may contract to educate nonresident students from a property-poor district by sending money directly to one or more property-poor districts; or (5) a district may consolidate by agreement with one or more districts to form a consolidated taxing district solely to levy and distribute either M&O taxes or both M&O taxes and I&S taxes. A Chapter 41 district may also exercise any combination of these remedies. Options (3), (4) and (5) require prior approval by the Chapter 41 district's voters.

A district may not adopt a tax rate until its effective wealth per student is at or below the equalized wealth level. If a district fails to exercise a permitted option, the Commissioner must reduce the district's property wealth per student to the equalized wealth level by detaching certain types of property from the district and annexing the property to a property-poor district or, if necessary, consolidate the district with a property-poor district. Provisions governing detachment and annexation of taxable property by the Commissioner do not provide for assumption of any of the transferring district's existing debt. The Commissioner has not been required to detach property in the absence of a district failing to select another wealth-equalization option.

The School Finance System as Applied to the District

On August 18, 2016 the Board of Trustees adopted a total tax rate that exceeded the calculated 2016 rollback tax rate. As a result of the adopted rate, the District was required to conduct a tax ratification election for the purpose of permitting the registered voters of the District to determine whether to approve the tax rate adopted by the Board of Trustees.

On November 8, 2016 the district held a tax ratification election and the voters approved the \$1.17 maintenance and operation tax rate previously adopted by the Board of Trustees. The District's wealth per student for the 2017-18 school year is above the equalized wealth value. Accordingly, the District has been required to exercise one of the permitted wealth equalization options. As a district with wealth per student in excess of the equalized wealth value, the District reduces its wealth per student by exercising Option 3 (purchase of attendance credits) pursuant to Chapter 41 of the Texas Education Code, as amended, which the District has budgeted to be \$9.2 million for the fiscal year ending in 2018. District voters previously authorized Option 3 as a means of equalizing wealth at an election held within the District. As a so-called "Chapter 41 district", the District does not receive any State funding to pay debt service requirements on its outstanding indebtedness, including the Bonds. For a detailed discussion of State funding for school districts, see "CURRENT PUBLIC SCHOOL SYSTEM – State Funding for School Districts".

Miscellaneous Financial Information continued

The School Finance System as Applied to the District - continued

A district's wealth per student must be tested for each future school year and, if it exceeds the maximum permitted level, must be reduced by exercise of one of the permitted wealth equalization options. Accordingly, if the District's wealth per student should exceed the maximum permitted level in future school years, it will be required each year to exercise one or more of the wealth reduction options. If the District were to consolidate (or consolidate its tax base for all purposes) with a property-poor district, the outstanding debt of each district could become payable from the consolidated district's combined property tax base, and the District's ratio of taxable property to debt could become diluted. If the District were to detach property voluntarily, a portion of its outstanding debt (including the Bonds) could be assumed by the district to which the property is annexed, in which case timely payment of the Bonds could become dependent in part on the financial performance of the annexing district.

Tax Information

Ad Valorem Tax Law

The appraisal of property within the District is the responsibility of the Dallas and Denton Appraisal District (the "Appraisal District"). Excluding agricultural and open-space land, which may be taxed on the basis of productive capacity, the Appraisal District are required under Title I of the Texas Tax Code (the "Property Tax Code") to appraise all property within the Appraisal District on the basis of 100% of its market value and is prohibited from applying any assessment ratios. In determining the market value of property, different methods of appraisal may be used, including the cost method of appraisal, the income method of appraisal and the market data comparison method of appraisal, and the method considered most appropriate by the chief appraiser is to be used. State law requires the appraised value of a residence homestead to be based solely on the property's value as a residence homestead, regardless of whether residential use is considered to be the highest and best use of the property. State law further limits the appraised value of a residence homestead for a tax year to an amount not to exceed the lesser of (1) the property's market value in the most recent year in which the market value was determined by the appraisal office or (2) the sum of (a) 10% of the property's appraised value in the preceding year, (b) the appraised value of the property for the preceding tax year; and (c) the market value of all new improvements to the property. The value placed upon property within the Appraisal District is subject to review by an Appraisal Review Board, within each Appraisal District, consisting of members appointed by the Board of Directors of each respective Appraisal District. The Appraisal District are required to review the value of property within the Appraisal District at least every three years. The District may require annual review at its own expense, and is entitled to challenge the determination of appraised value of property within the District by petition filed with the appropriate Appraisal Review Board.

Miscellaneous Financial Information continued

Ad Valorem Tax Law continued

Reference is made to the Property Tax Code, for identification of property subject to taxation; property exempt or which may be exempted from taxation, if claimed; the appraisal of property for ad valorem taxation purposes; and the procedures and limitations applicable to the levy and collection of ad valorem taxes.

Article VIII of the State Constitution ("Article VIII") and State law provide for certain exemptions from property taxes, the valuation of agricultural and open-space lands at productivity value, and the exemption of certain personal property from ad valorem taxation.

Certain residence homestead exemptions from ad valorem taxes for public school purposes are mandated by Section 1-b, Article VIII, and State law and apply to the market value of residence homesteads in the following sequence:

\$25,000 (effective January 1, 2015); and an additional

\$10,000 for those 65 years of age or older, or the disabled. A person over 65 and disabled may receive only one \$10,000 exemption, and only one such exemption may be received per family, per residence homestead. State law also mandates a freeze on taxes paid on residence homesteads of persons 65 years of age or older which receive the \$10,000 exemption. Such residence homesteads shall be appraised and taxes calculated as on any other property, but taxes shall never exceed the amount imposed in the first year in which the property received the \$10,000 exemption. The freeze on ad valorem taxes on the homesteads of persons 65 years of age or older for general elementary and secondary public school purposes is also transferable to a different residence homestead. If improvements (other than repairs or improvements required to comply with governmental requirements) are made to the property, the value of the improvements is taxed at the then current tax rate, and the total amount of taxes imposed is increased to reflect the new improvements with the new amount of taxes then serving as the ceiling on taxes for the following years. Effective January 1, 2004, the freeze on taxes paid on residence homesteads of persons 65 years of age and older was extended to include the resident homesteads of "disabled" persons, including the right to transfer the freeze to a different residence homestead. A "disabled" person is one who is "under a disability for purposes of payment of disability insurance benefits under the Federal Old Age, Survivors and Disability Insurance". Also, a surviving spouse of a taxpayer who qualifies for the freeze on ad valorem taxes is entitled to the same exemption so long as the property is the homestead of the surviving spouse and the spouse is at least 55 years of age at the time of the death of the individual's spouse. Pursuant to a constitutional amendment approved by the voters on May 12, 2007, legislation was enacted to reduce the school property tax limitation (commonly referred to as a "freeze" on ad valorem taxes) on residence homesteads of persons 65 years of age or over or of disabled persons to correspond to reductions in local school district tax rates from the 2005 tax year to the 2006 tax year and from the 2006 tax year to the 2007 tax year (see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM - Overview" herein). The school property tax limitation provided by the constitutional amendment and enabling legislation apply to the 2007 and subsequent tax years.

Miscellaneous Financial Information continued

Ad Valorem Tax Law continued

In addition, under Section 1-b, Article VIII, and State law, the governing body of a political subdivision, at its option, may grant either or both of the following:

- (i) An exemption of not less than \$3,000 of the market value of the residence homestead of persons 65 years of age or older and the disabled from all ad valorem taxes thereafter levied by the political subdivision;

- (ii) An exemption of up to 20% of the market value of residence homesteads; minimum exemption \$5,000.

After the exemption described in (i) above is authorized, such exemption may be repealed or decreased or increased in amount (a) by the governing body of the political subdivision or (b) by a favorable vote of a majority of the qualified voters at an election called by the governing body of the political subdivision, which election must be called upon receipt of a petition signed by at least 20% of the number of qualified voters who voted in the preceding election of the political subdivision. In the case of a decrease, the amount of the exemption may not be reduced to less than \$3,000 of the market value. However, the governing body of a political subdivision is prohibited from repealing or reducing the amount of an optional homestead exemption that was in place for the 2014 tax year (fiscal year 2015) for a period ending December 31, 2019.

The surviving spouse of an individual who qualifies for the exemption listed in (i) above for the residence homestead of a person 65 or older (but not the disabled) is entitled to an exemption for the same property in an amount equal to that of the exemption for which the deceased spouse qualified if (i) the deceased spouse died in a year in which the deceased spouse qualified for the exemption, (ii) the surviving spouse was at least 55 years of age at the time of the death of the individual's spouse and (iii) the property was the residence homestead of the surviving spouse when the deceased spouse died and remains the residence homestead of the surviving spouse.

In the case of residence homestead exemptions granted under Section 1-b, Article VIII, ad valorem taxes may continue to be levied against the value of homesteads exempted where ad valorem taxes have previously been pledged for the payment of debt if cessation of the levy would impair the obligation of the contract by which the debt was created.

State law and Section 2, Article VIII, mandate an additional property tax exemption for disabled veterans or the surviving spouse or children of a deceased veteran who died while on active duty in the armed forces; the exemption applies to either real or personal property with the amount of assessed valuation exempted ranging from \$5,000 to a maximum of \$12,000 ; provided, however, that a disabled veteran who receives from the from the United States Department of Veterans Affairs or its successor 100 percent disability compensation due to a service-connected disability and a rating of 100 percent disabled or of individual unemployment is entitled to an exemption from taxation of the total appraised value of the veteran's residence homestead. In addition, effective January 1, 2012, and subject to certain conditions, surviving spouses of a

Miscellaneous Financial Information continued

Ad Valorem Tax Law continued

deceased veteran who had received a disability rating of 100% will be entitled to receive a residential homestead exemption equal to the exemption received by the deceased spouse until such surviving spouse remarries.

Article VIII provides that eligible owners of both agricultural land (Section 1-d) and open-space land (Section 1-d-1), including open-space land devoted to farm or ranch purposes or open-space land devoted to timber production, may elect to have such property appraised for property taxation on the basis of its productive capacity. The same land may not be qualified under both Section 1-d and 1-d-1.

Nonbusiness personal property, such as automobiles or light trucks, are exempt from ad valorem taxation unless the governing body of a political subdivision elects to tax this property. Boats owned as nonbusiness property are exempt from ad valorem taxation.

Article VIII, Section 1-j of the Texas Constitution provides for "freeport property" to be exempted from ad valorem taxation. Freeport property is defined as goods detained in Texas for 175 days or less for the purpose of assembly, storage, manufacturing, processing or fabrication. Notwithstanding such exemption, counties, school districts, junior college districts and cities may tax such tangible personal property provided official action to tax the same was taken before April 1, 1990. Decisions to continue to tax may be reversed in the future; decisions to exempt freeport property are not subject to reversal.

Article VIII, Section 1-n of the Texas Constitution provides for the exemption from taxation of "goods-in-transit." "Goods-in-transit" is defined by Section 11.253 of the Tax Code, which is effective for tax years 2008 and thereafter, as personal property acquired or imported into Texas and transported to another location in the State or outside of the State within 175 days of the date the property was acquired or imported into Texas. The exemption excludes oil, natural gas, petroleum products, aircraft and special inventory, including motor vehicle, vessel and out-board motor, heavy equipment and manufactured housing inventory. Section 11.253 permits local governmental entities, on a local option basis, after holding a public hearing, to take official action to tax goods-in-transit by January 1 of the first tax year in which the local governmental entities propose to tax goods-in-transit. A taxpayer may receive only one of the freeport exemption or the goods-in-transit exemption for items of personal property.

A city or county may create a tax increment financing district ("TIF") within the city or county with defined boundaries and establish a base value of taxable property in the TIF at the time of its creation. Overlapping taxing units, including school districts, may agree with the city or county to contribute all or part of future ad valorem taxes levied and collected against the "incremental value" (taxable value in excess of the base value) of taxable real property in the TIF to pay or finance the costs of certain public improvements in the TIF, and such taxes levied and collected for and on behalf of the TIF are not available for general use by such contributing taxing units. Prior to September 1, 2001, school districts were allowed to enter into tax

Miscellaneous Financial Information continued

Ad Valorem Tax Law continued

abatement agreements to encourage economic development. Under such agreements, a property owner agrees to construct certain improvements on its property. The school district in turn agrees not to levy a tax on all or part of the increased value attributable to the improvements until the expiration of the agreement. The abatement agreement could last for a period of up to 10 years. School districts have been prohibited from entering into new tax abatement agreements since September 1, 2001. In addition, credit will not be given by the Commissioner of Education in determining a district's property value wealth per student for (1) the appraised value, in excess of the "frozen" value, of property that is located in a TIF created after May 31, 1999 (except in certain limited circumstances where the municipality creating the tax increment financing zone gave notice prior to May 31, 1999 to all other taxing units that levy ad valorem taxes in the TIF of its intention to create the TIF and the TIF was created and had its final project and financing plan approved by the municipality prior to August 31, 1999), or (2) for the loss of value of abated property under any abatement agreement entered into after May 31, 1993. Notwithstanding the foregoing, in 2001 the Legislature enacted legislation known as the Texas Economic Development Act, which provides incentives for school districts to grant limitations on appraised property values and provide ad valorem tax credits to certain corporations and limited liability companies to encourage economic development within the district. Generally, during the last eight years of the ten-year term of a tax limitation agreement, the school district may only levy and collect ad valorem taxes for maintenance and operation purposes on the agreed-to limited appraised property value. The taxpayer is entitled to a tax credit from the school district for the amount of taxes imposed during the first two years of the tax limitation agreement on the appraised value of the property above the agreed-to limited value. Additional State funding is provided to a school district for each year of such tax limitation in the amount of the tax credit provided to the taxpayer. During the first two years of a tax limitation agreement, the school district may not adopt a tax rate that exceeds the district's rollback tax rate (see "TAX INFORMATION - Public Hearing and Rollback Tax Rate" and "TAX INFORMATION - District Application of Tax Code").

Tax Rate Limitation

A school district is authorized to levy maintenance and operation taxes subject to approval of a proposition submitted to district voters. The maximum M&O tax rate that may be levied by a district cannot exceed the voted maximum rate or the maximum rate described in the next two succeeding paragraphs. The maximum voted maintenance tax rate for the District is \$1.50 per \$100 of assessed valuation as approved by the voters at an election held on February 28, 1959 pursuant to the authority conferred by former Article 2784e-1, Vernon's Ann. Civ. Stat. ("Article 2784e-1").

Article 2784e-1 further limited the District's annual, local maintenance and operations tax levy based upon a comparison between the District's outstanding bonded indebtedness and the District's taxable assessed valuation per \$100 of assessed valuation. Article 2784e-1 provides for a reduction of \$0.10 for each one percent (1%) or major fraction thereof increase in bonded

Miscellaneous Financial Information continued

Tax Rate Limitation continued

indebtedness beyond seven percent (7%) of assessed value of property in the District. This limitation is capped when the District's bonded indebtedness is ten percent (10%) (or greater) of the District's assessed valuation which would result in an annual maintenance and operations tax levy not to exceed \$1.20. Lastly, the Texas Attorney General in reviewing the District's transcript of proceedings will allow the District to reduce the amount of its outstanding bonded indebtedness by the amount of funds (on a percentage basis) that the District receives in State assistance for the repayment of this bonded indebtedness (for example, if the District anticipates that it will pay 75% of its bonded indebtedness from State assistance, for the purposes of Article 2784e-1, the Texas Attorney General will assume that only 25% of the District's bonded indebtedness is outstanding and payable from local ad valorem taxes). With the issuance of the Bonds, the District's ratio of bonded indebtedness to taxable assessed valuation is 1.06% . See "TAX INFORMATION - Table 1 Valuation, Exemptions and Tax Supported Debt" herein.

The maximum tax rate per \$100 of assessed valuation that may be adopted by the District may not exceed the lesser of (A) \$1.50, or such lower rate as described in the preceding paragraphs, and (B) the sum of (1) the rate of \$0.17, and (2) the product of the "State Compression Percentage" multiplied by \$1.50. The State Compression Percentage has been set, and will remain, at 66.67% for fiscal year 2017–18. The State Compression Percentage is set by legislative appropriation for each State fiscal biennium or, in the absence of legislative appropriation, by the Commissioner. For a more detailed description of the State Compression Percentage, see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM - Local Funding for School Districts". Furthermore, a school district cannot annually increase its tax rate in excess of the district's "rollback tax rate" without submitting such tax rate to a referendum election and a majority of the voters voting at such election approving the adopted rate. See "TAX INFORMATION - Public Hearing and Rollback Tax Rate."

The levy of a maximum \$1.17 tax rate for maintenance and operations was approved by the voters in the District at a tax ratification election held on November 8, 2016. Prior to such ratification, the District was limited to a \$1.04 tax rate for maintenance and operations.

A school district is also authorized to issue bonds and levy taxes for payment of bonds subject to voter approval of one or more propositions submitted to the voters under Section 45.003(b)(1), Texas Education Code, as amended, which provides a tax unlimited as to rate or amount for the support of school district bonded indebtedness (see "THE BONDS - Security and Source of Payment").

Chapter 45 of the Texas Education Code, as amended, requires a district to demonstrate to the Texas Attorney General that it has the prospective ability to pay debt service on a proposed issue of bonds, together with debt service on other outstanding "new debt" of the district, from a tax levied at a rate of \$0.50 per \$100 of assessed valuation before bonds may be issued. In demonstrating the ability to pay debt service at a rate of \$0.50, a district may take into account State allotments to the district which effectively reduces the district's local share of debt service.

Miscellaneous Financial Information continued

Tax Rate Limitation continued

Once the prospective ability to pay such tax has been shown and the bonds are issued, a district may levy an unlimited tax to pay debt service. Taxes levied to pay debt service on bonds approved by district voters at an election held on or before April 1, 1991 and issued before September 1, 1992 (or debt issued to refund such bonds) are not subject to the foregoing threshold tax rate test. In addition, taxes levied to pay refunding bonds issued pursuant to Chapter 1207, Texas Government Code, are not subject to the \$0.50 tax rate test; however, taxes levied to pay debt service on such bonds are included in the calculation of the \$0.50 tax rate test as applied to subsequent issues of "new debt."

The Bonds are being issued as "refunding bonds" and therefore, are not subject to the \$0.50 threshold tax rate test. Under current law, a district may demonstrate its ability to comply with the \$0.50 threshold tax rate test by applying the \$0.50 tax rate to an amount equal to 90% of projected future taxable value of property in the district, as certified by a registered professional appraiser, anticipated for the earlier of the tax year five years after the current tax year or the tax year in which the final payment for the bonds is due. However, if a district uses projected future taxable values to meet the \$0.50 threshold tax rate test and subsequently imposes a tax at a rate greater than \$0.50 per \$100 of valuation to pay for bonds subject to the test, then for subsequent bond issues, the Attorney General must find that the district has the projected ability to pay principal and interest on the proposed bonds and all previously issued bonds subject to the \$0.50 threshold tax rate test from a tax rate of \$0.45 per \$100 of valuation. The District has not used projected property values to satisfy this threshold test.

Public Hearing and Rollback Tax Rate

In setting its annual tax rate, the governing body of a school district generally cannot adopt a tax rate exceeding the district's "rollback tax rate" without approval by a majority of the voters voting at an election approving the higher rate. The tax rate consists of two components: (1) a rate for funding of maintenance and operation expenditures and (2) a rate for debt service. The rollback tax rate for a school district is the lesser of (A) the sum of (1) the product of the district's "State Compression Percentage" for that year multiplied by \$1.50, (2) the rate of \$0.04, (3) any rate increase above the rollback tax rate in prior years that were approved by voters, and (4) the district's current debt rate, or (B) the sum of (1) the district's effective maintenance and operations tax rate, (2) the product of the district's State Compression Percentage for that year multiplied by \$0.06; and (3) the district's current debt rate (see "CURRENT PUBLIC SCHOOL FINANCE SYSTEM - Local Funding for School Districts" for a description of the "State Compression Percentage"). If for the preceding tax year a district adopted an M&O tax rate that was less than its effective M&O tax rate for that preceding tax year, the district's rollback tax for the current year is calculated as if the district had adopted an M&O tax rate for the preceding tax year equal to its effective M&O tax rate for that preceding tax year.

Miscellaneous Financial Information continued

Public Hearing and Rollback Tax Rate continued

The "effective maintenance and operations tax rate" for a school district is the tax rate that, applied to the current tax values, would provide local maintenance and operating funds, when added to State funds to be distributed to the district pursuant to Chapter 42 of the Texas Education Code, as amended, for the school year beginning in the current tax year, in the same amount as would have been available to the district in the preceding year if the funding elements of wealth equalization and State funding for the current year had been in effect for the preceding year.

Section 26.05 of the Property Tax Code, as amended, provides that the governing body of a taxing unit is required to adopt the annual tax rate for the unit before the later of September 30 or the 60th day after the date the certified appraisal roll is received by the taxing unit, and a failure to adopt a tax rate by such required date will result in the tax rate for the taxing unit for the tax year to be the lower of the effective tax rate calculated for that tax year or the tax rate adopted by the taxing unit for the preceding tax year. Before adopting its annual tax rate, a public meeting must be held for the purpose of adopting a budget for the succeeding year. A notice of public meeting to discuss budget and proposed tax rate must be published in the time, format and manner prescribed in Section 44.004 of the Texas Education Code, as amended. Section 44.004(e) of the Texas Education Code, as amended, provides that a person who owns taxable property in a school district is entitled to an injunction restraining the collection of taxes by the district if the district has not complied with such notice requirements or the language and format requirements of such notice as set forth in Section 44.004(b), (c) and (d), and, if applicable, subsection (i) and if such failure to comply was not in good faith. Section 44.004(e) further provides the action to enjoin the collection of taxes must be filed before the date the district delivers substantially all of its tax bills. A district may adopt its budget after adopting a tax rate for the tax year in which the fiscal year covered by the budget begins if the district elects to adopt its tax rate before receiving the certified appraisal roll. A district that adopts a tax rate before adopting its budget must hold a public hearing on the proposed tax rate followed by another public hearing on the proposed budget rather than holding a single hearing on the two items.

Property Assessment and Tax Payment

Property within the District is generally assessed as of January 1 of each year. Business inventory may, at the option of the taxpayer, be assessed as of September 1. Oil and gas reserves are assessed on the basis of pricing information contained in the most recently published Early Release Overview of the Annual Energy Outlook published by the United States Energy Information Administration, as well as appraisal formulas developed by the State Comptroller of Public Accounts. Effective January 1, 2016, the valuation of assessment of oil and gas reserves will depend upon pricing information in either the standard edition of the Annual Energy Outlook or, if the most recently published edition of the Annual Energy Outlook was published before December 1 of the preceding calendar year, the Short-Term Energy Outlook report

Miscellaneous Financial Information continued

Property Assessment and Tax Payment continued

published in January of the current calendar year. Taxes become due October 1 of the same year, and become delinquent on February 1 of the following year. Taxpayers 65 years old or older are permitted by State law to pay taxes on homesteads in four installments with the first installment due on February 1 of each year and the final installment due on August 1.

Penalties and Interest

Charges for penalty and interest on the unpaid balance of delinquent taxes are made as follows:

Month	Cumulative Penalty	Cumulative Interest	Total
February	6.00%	1.00%	7.00%
March	7.00%	2.00%	9.00%
April	8.00%	3.00%	11.00%
May	9.00%	4.00%	13.00%
June	10.00%	5.00%	15.00%
July	12.00%	6.00%	18.00%

After July, the penalty remains at 12%, and interest accrues at a rate of one percent (1%) for each month or portion of a month the tax remains unpaid. A delinquent tax continues to accrue interest as long as the tax remains unpaid, regardless of whether a judgment for the delinquent tax has been rendered. The purpose of imposing such interest penalty is to compensate the taxing unit for revenue lost because of the delinquency. In addition, if an account is delinquent in July, an attorney's collection fee of up to 20% may be added to the total tax penalty and interest charge.

Taxes levied by the District are a personal obligation of the owner of the property. On January 1 of each year, a tax lien attaches to property to secure the payment of all taxes, penalties and interest ultimately imposed for the year on the property. The lien exists in favor of the State and each taxing unit, including the District, having the power to tax the property. The District's tax lien is on a parity with tax liens of all other such taxing units. A tax lien on real property has priority over the claim of most creditors and other holders of liens on the property encumbered by the tax lien, whether or not the debt or lien existed before the attachment of the tax lien. Personal property under certain circumstances is subject to seizure and sale for the payment of delinquent taxes, penalty and interest. At any time after taxes on property become delinquent, the District may file suit to foreclose the lien securing payment of the tax, to enforce personal liability for the tax, or both. In filing a suit to foreclose a tax lien on real property, the District must join other taxing units that have claims for delinquent taxes against all or part of the same property. The ability of the District to collect delinquent taxes by foreclosure may be adversely affected by the amount of taxes owed to other taxing units, adverse market conditions, taxpayer redemption rights, or bankruptcy proceedings which restrain the collection of a taxpayer's debt. Federal bankruptcy law provides that an automatic stay of actions by creditors and other entities,

Miscellaneous Financial Information continued

Penalties and Interest continued

including governmental units, goes into effect with the filing of any petition in bankruptcy. The automatic stay prevents governmental units from foreclosing on property and prevents liens for post-petition taxes from attaching to property and obtaining secured creditor status unless, in either case, an order lifting the stay is obtained from the bankruptcy court. In many cases post-petition taxes are paid as an administrative expense of the estate in bankruptcy or by order of the bankruptcy court.

District Application of Tax Code

The District does grant an exemption to the market value of the residence homestead of persons 65 years of age or older or the disabled.

The District has not granted any part of the additional exemption of up to 20% of the market value of residence homesteads; minimum exemption of \$5,000.

See Table 1 for a listing of the amounts of the exemptions described above.

Ad valorem taxes are not levied by the District against the exempt value of residence homesteads for the payment of debt.

The District does not tax nonbusiness personal property; and the District collects its own taxes.

The District does not permit split payments of taxes, and discounts for the early payment of taxes are not allowed.

The District does not tax freeport property.

The District does tax "goods-in-transit".

The District has not adopted a tax abatement policy.

Tax Increment Finance Zones

Background:

Tax Increment Financing ("TIF") is a special provision found in the Texas Property Tax Code §311.03. TIF zones enable taxing entities to fund certain improvements and provide for the revitalization of specific geographical areas. Typically, TIF zones are designed to finance infrastructure projects that encourage commercial growth.

Miscellaneous Financial Information continued

Tax Increment Finance Zones continued

Each participating entity pays incremental taxes into the TIF fund on an annual basis. Then, a portion of this payment is returned to the entity (per the participation agreement) to fund its own capital projects within the zone. One benefit of a TIF zone is the increased tax revenue that is eventually realized for all entities involved due to the land improvements and real estate development.

CFB ISD TIF Agreements:

CFBISD participates in three separate TIF agreements – City of Irving TIF #1, City of Farmers Branch TIF #1 and City of Farmers Branch TIF #2. The City of Irving TIF is located in the Las Colinas area and was adopted 12-22-98. The City of Farmers Branch TIF #1 is located in the Southwest quadrant of Farmers Branch (also known as “Mercer Crossing”) and was adopted 12-21-98. The City of Farmers Branch TIF #2 is located north and south of Valley View Lane, east of I-35, and was adopted 07-21-99. All TIF agreements are for a period of twenty years.

Each TIF has a “base value” which is the sum of the taxable property values within the boundary lines of the zone in the first active year of the agreement. The “base year” is 1998 for Irving & FB #1 and 1999 for FB #2. The TIF payment for any given year is a function of the taxable values for the prior year less the base year values since CFB elected to base the TIF payment on the “adjusted” value rather than the current value. This is known as the increment. The increment is then multiplied by CFB ISD’s tax rate that was in effect for 2005, per Texas Tax Code 311.013(n) to compute the payment amount (there are many other variables, but this is the basic formula).

Per the respective participation agreements, the District receives a payment return of 67% from the Irving TIF, 65% from the FB #1 TIF, and 30% from the FB #2 TIF. These amounts are kept in separate special revenue funds and are to be used to build new schools or to improve existing structures.

Farmers Branch TIF #1:

The District participates in the Farmers Branch Tax Increment Reinvestment Zone #1 (“Farmers Branch TIF #1”). The tax increment base of the Farmers Branch TIF #1 established on January 1, 1998 was \$42,008,044. For Tax Year 2017, the Farmers Branch TIF #1 Taxable Assessed Value is \$288,931,185. For the Fiscal Year Ending 2017 the Tax Year 2015 Farmers Branch TIF #1 Taxable Assessed Value was \$143,466,360 and was used for the April 2017 payment calculation. The District has agreed to pay to Farmers Branch TIF #1 the proceeds received from the District’s property taxes pursuant to the District’s total maintenance and operations tax rate plus the debt service tax rate as of tax year 2005 on the total incremental taxable assessed value located with TIF #1 (the “FB #1 Tax Increment Payments”). Under the terms of the tax increment reinvestment zone participation agreement (the “Farmers Branch TIF #1 Agreement”), the District is to receive a reimbursement of 65% of the FB #1 Tax Increment Payments actually received for the purpose of paying all or a portion of Zone School Project Costs in the TIF. The FB #1 Tax Increment Payments are due to be paid in April of each year. As of November 2017,

Miscellaneous Financial Information continued

Tax Increment Finance Zones continued

the payments to date by the District into the Farmers Branch TIF #1 have been \$14,362,785 and the return payments to the District have totaled \$9,335,810. The Farmers Branch TIF #1 Agreement is scheduled to terminate on December 20, 2018. The current school Finance System, including the Reform Legislation, includes provisions that are designed to "hold harmless" districts that have entered into certain qualifying tax increment agreements, such as the Farmers Branch #1 Agreement. In addition, the Farmers Branch TIF #1 agreement includes provisions that release the District from its obligations to make payments to Farmers Branch TIF #1 should applicable law governing the District adversely affect the District financially as a result of its participation in the Farmers Branch TIF #1 Agreement.

Farmers Branch TIF #2:

The District participates in the Farmers Branch Tax Increment Reinvestment Zone #2 (Farmers Branch TIF #2"). The tax increment base for the Farmers Branch TIF #2 adopted on July 21, 1999 was \$15,815,680. For Tax Year 2017, the Farmers Branch TIF #2 Taxable Assessed Valuation is \$60,787,653. For the Fiscal Year Ending 2017 the Tax Year 2015 Farmers Branch TIF #2 Taxable Assessed Valuation was \$51,100,270 and was used for the April 2017 payment calculation. The District has agreed to pay to Farmers Branch TIF #2 the proceeds received from the District's property taxes pursuant to the District's total maintenance and operations tax rate plus the debt service tax rate as of tax year 2005 on the total incremental taxable assessed value located with TIF #1 (the "FB #2 Tax Increment Payments"). Under the terms of the tax increment reinvestment zone participation agreement (the "Farmers Branch TIF #1 Agreement"), the District is to receive a reimbursement of 30% of the FB #2 Tax Increment Payments actually received for the purpose of paying all or a portion of Zone School Project Costs in the TIF. The FB #2 Tax Increment Payments are due to be paid in April of each year. As of November 2017, the payments to date by the District into the Farmers Branch TIF #2 have been \$1,654,942 and the return payments to the District have totaled \$496,484. The Farmers Branch TIF #2 Agreement is scheduled to terminate on July 20, 2019. The current school Finance System, including the Reform Legislation, includes provisions that are designed to "hold harmless" districts that have entered into certain qualifying tax increment agreements, such as the Farmers Branch #2 Agreement. In addition, the Farmers Branch TIF #2 agreement includes provisions that release the District from its obligations to make payments to Farmers Branch TIF #2 should applicable law governing the District adversely affect the District financially as a result of its participation in the Farmers Branch TIF #2 Agreement.

Irving TIF #1:

The District participates in the Irving Tax Increment Reinvestment Zone #1 ("Irving TIF #1"). The tax increment base for the Irving TIF #1 adopted on December 22, 1998 was \$241,945,218. For Tax Year 2017, the Irving TIF #1 Taxable Assessed Valuation is \$1,760,132,900. For the Fiscal Year Ending 2017 the Tax Year 2015 Irving TIF #1 Taxable Assessed Valuation was \$1,535,890,257 and was used for the April 2017 payment calculation. The District has agreed to pay to Irving TIF #1 the proceeds received from the District's property taxes pursuant to the District's total maintenance and operations tax rate plus the debt service tax rate as of tax year

Miscellaneous Financial Information continued

Tax Increment Finance Zones continued

2005 on the total incremental taxable assessed value located with TIF #1 (the "Irving #1 Tax Increment Payments"). Under the terms of the tax increment reinvestment zone participation agreement (the "Irving TIF #1 Agreement"), the District is to receive a reimbursement of 67% of the Irving #1 Tax Increment Payments actually received for the purpose of paying all or a portion of Zone School Project Costs in the TIF. The Irving #1 Tax Increment Payments are due to be paid in April of each year. As of November 2017, the payments to date by the District into the Irving TIF #1 have been \$168,599,165 and the return payments to the District have totaled \$112,961,440. The Irving TIF #1 Agreement is scheduled to terminate on December 31, 2018. The current school Finance System, including the Reform Legislation, includes provisions that are designed to "hold harmless" districts that have entered into certain qualifying tax increment agreements, such as the Irving #1 Agreement. In addition, the Irving TIF #1 agreement includes provisions that release the District from its obligations to make payments to Irving TIF #1 should applicable law governing the District adversely affect the District financially as a result of its participation in the Farmers Branch TIF #1 Agreement.



Miscellaneous Financial Information continued

2017 Summary of Appraisal Rolls

		Totals of Dallas & Denton		Totals Combined
		Dallas	Denton	
# of Parcels		33,278	13,770	47,048
Personal Property		\$ 3,613,750,090	\$ 205,287,716	\$ 3,819,037,806
Land		3,696,765,010	1,128,574,963	4,825,339,973
Improvements		11,033,252,790	3,184,070,839	14,217,323,629
Total Market Value *		\$ 18,343,767,890	\$ 4,517,933,518	\$ 22,861,701,408
Less Exemptions				
	Homestead	\$ (414,958,905)	\$ (223,000,527)	\$ (637,959,432)
	Over 65	(48,705,100)	(26,519,800)	(75,224,900)
	Homestead Cap Adj	(105,089,665)	(74,755,244)	(179,844,909)
	Absolute	(1,179,032,855)	(210,496,052)	(1,389,528,907)
	Ag Deferral	(56,402,212)	-	(56,402,212)
	Disabled Veteran	(1,863,120)	(1,154,000)	(3,017,120)
	Total Disabled Veteran	(12,092,323)	(5,902,288)	(17,994,611)
	Disabled Person	(2,943,450)	(1,010,000)	(3,953,450)
	PP Nominal Value	(89,290)	(6,313)	(95,603)
	Mineral Rights	(1,000)	-	(1,000)
	Personal Property Vehicle	-	(30,000)	(30,000)
	Freeport	(705,508,350)	(22,300,256)	(727,808,606)
	Pollution Control	(462,751)	(4,545)	(467,296)
Est. Net Taxable Under Protest		\$ 88,397,812	\$ 29,106,486	\$ 117,504,298
Total Taxable Value & Under Protest		\$ 15,905,016,681	\$ 3,981,860,979	\$ 19,886,877,660
*New Construction Included in Market Value		\$ 200,168,650	\$ 33,250,859	

Miscellaneous Financial Information continued

Funding Elements		From
Students		Date Entry
1.	Refined Average Daily Attendance (ADA)	23,472.624
2.	Regular Program ADA (Line 1 - Line 3 - Line 4) (Link to Detail Report)	21,655,368
3.	Special Education FTEs (Link to Detail Report)	912.763
4.	Career & Technology FTEs	904.493
5.	Advanced Career & Technology FTEs	115.533
6.	High School ADA	6,648.400
7.	Weighted ADA (WADA) (Link to Detail Report)	31,600.336
8.	Prior Year Refined ADA	23,672.624
9.	Texas School for the Blind and Visually Impaired ADA	0.000
10.	Texas School for the Deaf ADA	0.000
Staff		
11.	Full-time Staff (not MSS)	1,227.920
12.	Part-time Staff (not MSS)	7.330
Property Values		
13.	2017 (current tax year) Locally Certified Property Value	Not Needed
14.	2016 (prior tax year) State Certified Property Value ("T2" value)	16,460,544,810
Tax Rates and Collections		
15.	2005 Adopted M&O Tax Rate	1.5000
16.	2017-18 Compressed M&O Tax Rate	1.0000
17.	Average Tax Collection Rate	Not Needed
18.	2017-18 M&O Tax Rate	1.1700
19.	2017-18 M&O Tax Collections (Link to Detail Report)	\$202,602,741
20.	2017-18 I&S Tax Collections	\$40,420,448
21.	2017-18 Total Tax Collections	\$243,023,189
22.	2017-18 Total Tax Levy	\$266,398,647
Funding Components		
23.	Adjusted Allotment (Link to Detail Report)	\$5,651
24.	Revenue at Compressed Rate (RACR) per WADA	\$5,636
25.	Cost of Education Index (CEI)	1.140
26.	Adjusted CEI	1.140
27.	Per Capita Rate	\$200.000
Tier I Allotments		
Program Intent Codes - Allotments		
28.	11-Regular Program Allotment	\$122,374,485
29.	23-Special Education Adjusted Allotment (Spend 52%)	\$17,165,156
30.	22-Career & Technology Allotment (Spend 58%)	\$6,906,018
31.	21-Gifted & Talented Adjusted Allotment (Spend 55%)	\$789,915
32.	24-Comp Ed Allotment (Spend 52%) (no Detail Report included)	\$19,009,265
33.	25-Bilingual Education Allotment (Spend 52%)	\$3,718,528
34.	11-Public Education Grant	\$0
35.	99-New Instructional Facilities Allotment (NIFA)	\$0
36.	99-Transportation Allotment (no Detail Report included)	\$0
37.	31-High School Allotment	\$1,828,310
38.	Total Cost of Tier I (Link to Tier I Detail Report)	\$171,791,677
39.	Less: Local Fund Assignment	\$164,605,448
40.	State Share of Tier I	\$7,186,229
41.	Per Capita Distribution from the Available School Fund (ASF)	\$4,734,525
Foundation School Program (FSP) State Funding		
42.	Greater of State Share of Tier I or (ASF+NIFA+HS)	\$7,186,229
43.	Tier II State Aid (Link to Tier II Detail Report)	\$9,435,563
44.	Other Programs (Link to Detail Report)	\$6,545,631
45.	Less: Total Available School Fund (\$200 * Prior Year ADA)	(\$4,734,525)
46.	Total FSP Operating Fund	\$18,432,897
State Aid by Funding Source		
Fund Code/Object Code - Funding Source		
47.	199/5812 - Foundation School Fund	\$18,432,897
48.	199/5811 - Available School Fund	\$4,734,525
49.	599/5829 - Existing Debt Allotment (EDA) (Link to Detail Report)	\$0
50.	599/5829 - Instructional Facilities Allotment (IFA) (Bond) (Link to Detail Report)	\$0
51.	599/5829 - Instructional Facilities Allotment (Lease Purchase) (See Link Above)	\$0
52.	I&S Hold Harmless (ASAHE for Facilities on TEA's Report) (see HH1718-Calcs tab)	\$607,577
53.	TOTAL 2017-18 FSP/ASF STATE AID	\$23,774,999

Miscellaneous Financial Information continued

ADDITIONAL INFO: (Not on TEA's Summary of Finances)

SUMMARY OF TOTAL STATE/LOCAL M&O REVENUE:		
54.	M&O Rev From State (not including Fund 599)	\$23,167,422
55.	M&O Rev From Local Taxes (net of recapture and up to compressed rate)	\$170,917,495
56.	M&O Rev From Local Taxes (up to \$.06 above compressed rate; no recapture)	\$10,389,884
57.	M&O Rev From Local Taxes (net of any recapture)	\$12,016,232
58.	Additional M&O Rev Resulting From ASATR Credit Against Recapture	N/A
59.	2017-18 TOTAL STATE/LOCAL M&O REVENUE	\$216,491,033
60.	Less: Credit Balance Due State (See Foundation School Fund balance above)	\$0
61.	2017-18 NET TOTAL STATE/LOCAL M&O REVENUE	\$216,491,033

SUMMARY OF TOTAL CHAPTER 41 RECAPTURE:		
62.	Recapture at the \$514000 Level	\$2,247,241
63.	Recapture at the \$319500 Level	\$7,031,889
64.	Total 2017-18 Recapture	\$9,279,130
65.	Less: ASATR Credit Against Recapture	N/A
66.	Total 2017-18 Recapture Payments To TEA (Link to Detail Report)	\$9,279,130

Other Program Detail		Based on Data Entry
1.	State Aid Reduction for WADA Sold	\$0
2.	M&O Hold Harmless (ASAHE on TEA's Report) (See HH1718-Calcs tab)	\$0
3.	Additional Aid for ESCs and educational districts (Ins. Code 1579.251(b))	\$0
4.	Additional State Aid for Tax Reduction - N/A (Link to ASATR Detail Report)	\$0
5.	Supplemental TIF Payment	\$5,929,838
6.	Tax Credit for Tax Code, Chapter 313 Value Limitations	\$0
7.	Chapter 42 Funding Credit Against Recapture	\$0
8.	Staff Allotment	\$615,793
9.	Windham Schools	\$0
10.	Tuition Allotment (42.106)	\$0
11.	Texas School for the Blind and Visually Impaired	\$0
12.	Texas School for the Deaf	\$0
13.	Adjustment for HB 1 Tax Compression for TSB	\$0
14.	Adjustment for HB 1 Tax Compression for TSD	\$0
15.	Penalty for Setting Rate Below Compressed Rate	\$0
16.	Total Other Programs (See Note Below)	\$6,545,631

Miscellaneous Financial Information continued

Funding Elements:

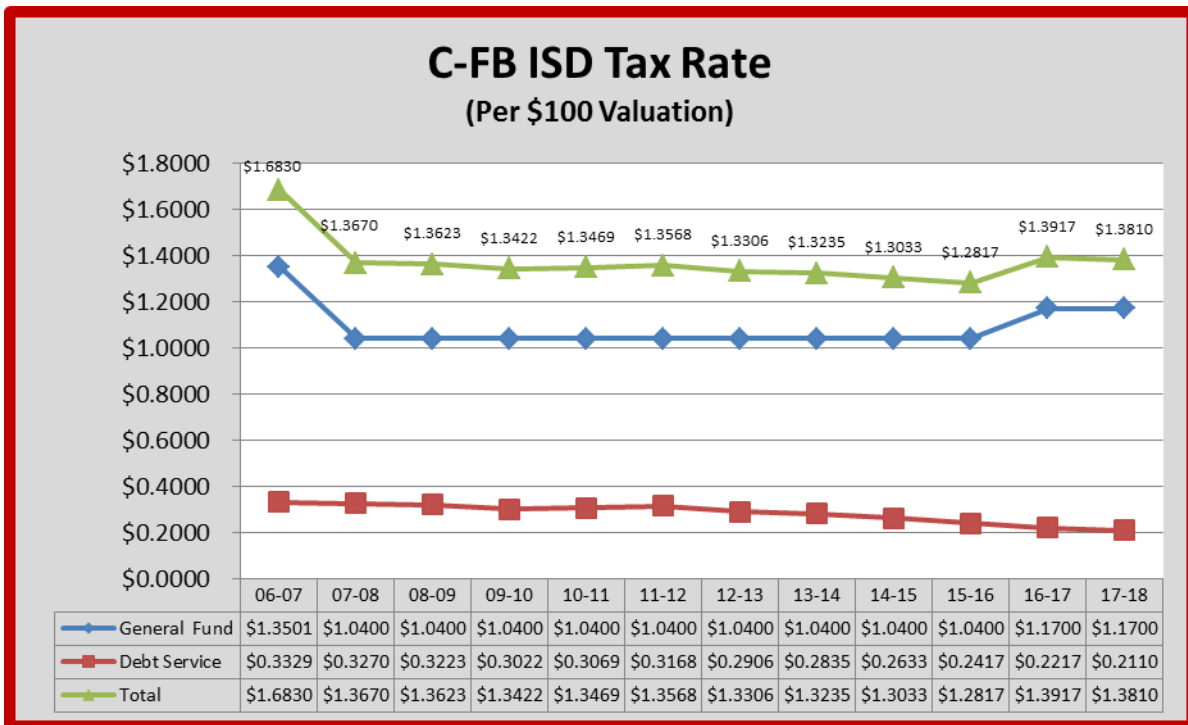
2017-18	85th Leg
Basic Allotment	5,140
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	99.41
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	514,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	200.000
2018-19	85th Leg
Basic Allotment	5,140
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	106.28
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	514,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	200.000
2019-20	85th Leg
Basic Allotment	5,140
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	106.28
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	514,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	200.000
2020-21	85th Leg
Basic Allotment	5,140
Level 1 Guaranteed Yield	
Level 2 Guaranteed Yield	106.28
Level 3 Guaranteed Yield	31.95
Level 1 Equalized Wealth Level	514,000
Level 2 Equalized Wealth Level	319,500
Per Capita Rate	375.000

Miscellaneous Financial Information continued

Tax Rate Impact

The District’s tax rate consists of two separate components, a General Fund (sometimes called Maintenance & Operations) rate and a Debt Service rate. Taxes are calculated by dividing the assessed property value (less exemptions, if applicable) by 100 and multiplying the result by the tax rate. The Dallas Central Appraisal District and Denton County Appraisal District determine property values for Carrollton-Farmers Branch Independent School District.

The graph below depicts the tax rate trend.



Miscellaneous Financial Information continued

Carrollton-Farmers Branch ISD Impact of Budget on Selected Taxpayers Based on Assessed/Market Value of a Home

Assessed Values Combined Tax Rate	Less \$25,000 Homestead Exemption	Taxable Value (Assessed - Homestead Exemption)	* 2013-14 \$1.3235	* 2014-15 \$1.3033	** 2015-16 \$1.2817	*** 2016-17 \$1.3917	*** 2017-18 \$1.3810	Increase (Decrease) (\$0.0107)	Monthly Impact
\$50,000	(\$25,000)	\$25,000	\$463.23	\$456.16	\$320.43	\$347.93	\$345.25	(\$2.68)	(\$0.22)
\$75,000	(\$25,000)	\$50,000	\$794.10	\$781.98	\$640.85	\$695.85	\$690.50	(\$5.35)	(\$0.45)
\$100,000	(\$25,000)	\$75,000	\$1,124.98	\$1,107.81	\$961.28	\$1,043.78	\$1,035.75	(\$8.03)	(\$0.67)
\$125,000	(\$25,000)	\$100,000	\$1,455.85	\$1,433.63	\$1,281.70	\$1,391.70	\$1,381.00	(\$10.70)	(\$0.89)
\$150,000	(\$25,000)	\$125,000	\$1,786.73	\$1,759.46	\$1,602.13	\$1,739.63	\$1,726.25	(\$13.38)	(\$1.11)
\$175,000	(\$25,000)	\$150,000	\$2,117.60	\$2,085.28	\$1,922.55	\$2,087.55	\$2,071.50	(\$16.05)	(\$1.34)
\$200,000	(\$25,000)	\$175,000	\$2,448.48	\$2,411.11	\$2,242.98	\$2,435.48	\$2,416.75	(\$18.72)	(\$1.56)
\$250,000	(\$25,000)	\$225,000	\$3,110.23	\$3,062.76	\$2,883.83	\$3,131.33	\$3,107.25	(\$24.07)	(\$2.01)

* Calculated using \$15,000 homestead exemption

** Calculated using \$25,000 exemption

*** M&O tax rate of \$1.17

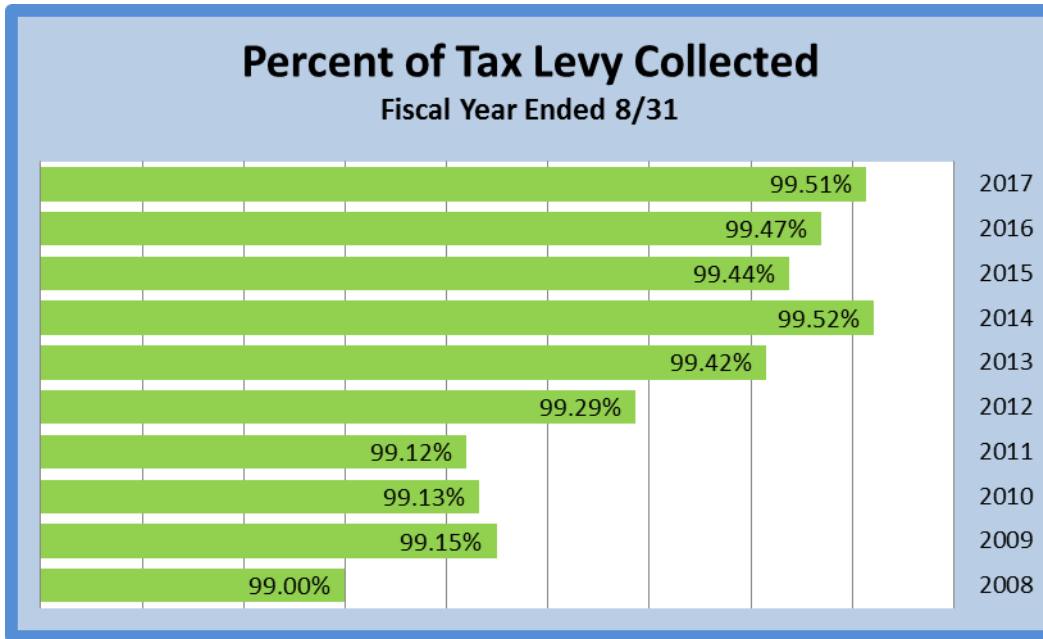
Carrollton-Farmers Branch ISD Comparison of Tax Rates (Per \$100 Assessed Valuation)

Year Ending 8/31	General Fund	Debt Service	Total	Increase (Decrease)	%
2009	\$1.0400	\$0.3223	\$1.3623	(\$0.3207)	-17.56%
2010	\$1.0400	\$0.3022	\$1.3422	(\$0.0201)	-1.48%
2011	\$1.0400	\$0.3069	\$1.3469	\$0.0047	0.35%
2012	\$1.0400	\$0.3168	\$1.3568	\$0.0099	0.74%
2013	\$1.0400	\$0.2906	\$1.3306	(\$0.0262)	-1.93%
2014	\$1.0400	\$0.2835	\$1.3235	(\$0.0071)	-0.53%
2015	\$1.0400	\$0.2633	\$1.3033	(\$0.0202)	-1.53%
2016	\$1.0400	\$0.2417	\$1.2817	(\$0.0216)	-1.66%
2017	\$1.1700	\$0.2217	\$1.3917	\$0.1100	8.58%
2018	\$1.1700	\$0.2110	\$1.3810	(\$0.0107)	-0.77%

Miscellaneous Financial Information continued

Carrollton-Farmers Branch ISD Comparison of Tax Collections to Levy

Fiscal Year Ended 8/31	Total Tax Levy	Current Tax Collections	Percent Of Levy Collected	Delinquent Taxes Collected		Total Taxes Collected Plus Interest & Penalty	Collected as Percent of Current Tax Levy	Outstanding Delinquent Taxes	Delinquent Taxes as Percent of Tax Levy
				Delinquent Taxes	Interest & Penalty				
2008	\$ 195,655,990	\$ 193,698,097	99.00%	\$ 599,179	\$ 1,382,558	\$ 195,679,834	100.01%	\$ 4,634,946	2.37%
2009	\$ 202,093,926	\$ 200,374,994	99.15%	\$ (657,402)	\$ 1,236,064	\$ 200,953,656	99.44%	\$ 4,797,973	2.37%
2010	\$ 195,089,303	\$ 193,396,978	99.13%	\$ 820,636	\$ 1,254,948	\$ 195,472,563	100.20%	\$ 3,803,121	1.95%
2011	\$ 186,476,139	\$ 184,834,361	99.12%	\$ 247,219	\$ 1,063,818	\$ 186,145,398	99.82%	\$ 4,134,227	2.22%
2012	\$ 185,082,381	\$ 183,761,421	99.29%	\$ 680,197	\$ 770,423	\$ 185,212,041	100.07%	\$ 4,211,373	2.28%
2013	\$ 185,400,956	\$ 184,316,782	99.42%	\$ 664,962	\$ 899,000	\$ 185,880,744	100.26%	\$ 3,425,691	1.85%
2014	\$ 193,864,815	\$ 192,936,358	99.52%	\$ (34,159)	\$ 704,348	\$ 193,606,547	99.87%	\$ 2,916,550	1.50%
2015	\$ 204,847,553	\$ 203,696,301	99.44%	\$ (157,882)	\$ 733,958	\$ 204,272,377	99.72%	\$ 3,416,465	1.67%
2016	\$ 213,856,595	\$ 212,722,883	99.47%	\$ 395,789	\$ 777,072	\$ 213,895,744	100.02%	\$ 3,749,982	1.75%
2017	\$ 247,866,509	\$ 246,661,547	99.51%	\$ (253,960)	\$ 780,282	\$ 247,187,869	99.73%	\$ 4,180,940	1.69%



Miscellaneous Financial Information continued

CARROLLTON FARMERS BRANCH ISD
CALCULATIONS OF AD VALOREM TAX REVENUES
2017 - 2018

ESTIMATED TAX

<u>Maintenance and Operations</u>	Per \$100 Valuation	
Assessed Valuation of	*	19,290,271,330 @ \$1.17000
Less Delinquency		1.00%
Net Current Tax Collections		223,439,213
Plus Estimated Delinquent Collections		187,500
Total Tax Revenue for Maintenance and Operations		\$ 223,626,713 84.69%
 <u>Debt Service</u>		
Assessed Valuation of		19,290,271,330 @ \$0.2110
Less Delinquency		1.00%
Net Current Tax Collections		40,295,448
Plus Estimated Delinquent Collections		125,000
Total Tax Revenue for Debt Service		40,420,448 15.31%
 <u>Total</u>		
Assessed Valuation of		19,290,271,330 @ \$1.3810
Less Delinquency		1.00%
Net Current Tax Collections		263,734,661
Plus Estimated Delinquent Collections		312,500
Total Tax Revenue		264,047,161 100.00%
 * Certified Value adjusted 3.0 % for estimated shrinkage value		
TIF		21,023,972
		202,602,741

Miscellaneous Financial Information continued

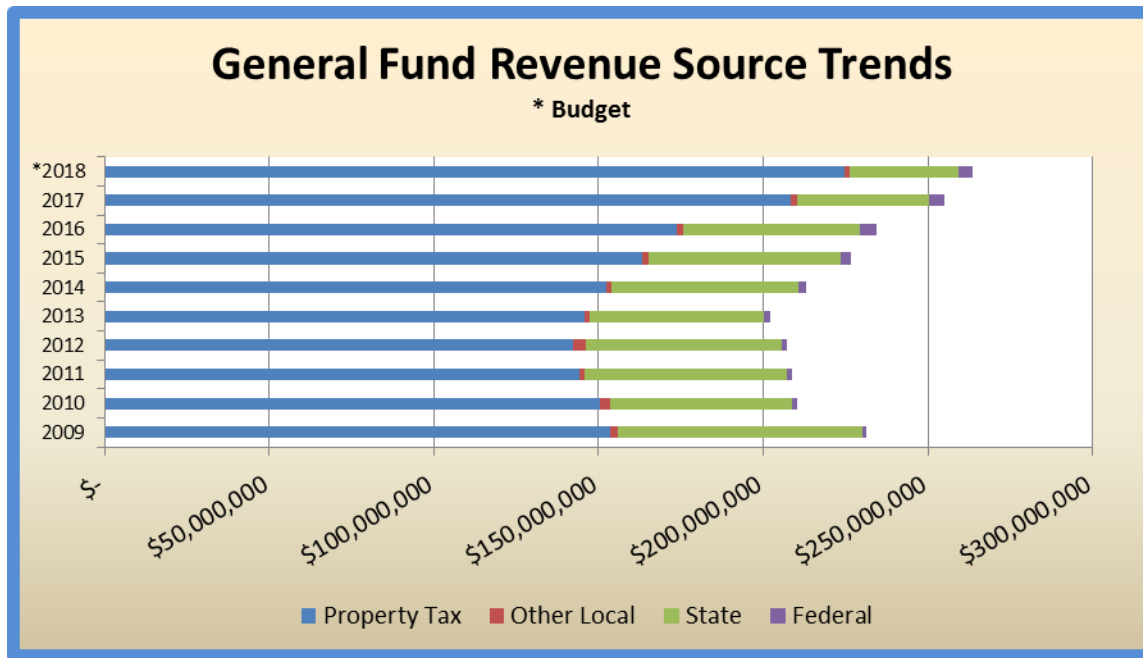
General Fund

Revenue Source Trends - Last Ten Years

Year	Property Tax	Other Local	State	Federal	Total
2009	\$ 153,622,695	\$ 2,163,529	\$ 74,391,110	\$ 1,279,421	\$ 231,456,756
2010	\$ 150,416,541	\$ 2,974,453	\$ 55,510,142	\$ 1,288,605	\$ 210,189,741
2011	\$ 144,004,815	\$ 1,565,389	\$ 61,573,975	\$ 1,593,507	\$ 208,737,686
2012	\$ 142,157,713	\$ 4,126,129	\$ 59,523,731	\$ 1,291,612	\$ 207,099,185
2013	\$ 145,569,900	\$ 1,690,440	\$ 52,930,878	\$ 1,984,463	\$ 202,175,681
2014	\$ 152,362,340	\$ 1,400,640	\$ 56,994,206	\$ 2,354,735	\$ 213,111,921
2015	\$ 163,296,377	\$ 1,837,801	\$ 58,554,935	\$ 3,090,236	\$ 226,779,349
2016	\$ 173,871,147	\$ 1,763,642	\$ 53,529,461	\$ 5,056,617	\$ 234,220,867
2017	\$ 208,199,504	\$ 2,222,293	\$ 39,852,231	\$ 4,550,671	\$ 254,824,699
*2018	\$ 224,476,713	\$ 1,569,000	\$ 33,252,531	\$ 4,050,000	\$ 263,348,244

Source: District's audited financial statements

* Budget



Note: For fiscal years 2009-2011, the State used Federal Stimulus dollars to supplant State funding. The State mandated a tax rate reduction in 2008 that was offset by additional State funds.

Miscellaneous Financial Information continued

Full-Time Staff Counts - All Funds						
	Actual 2011-12	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17
Total Personnel	3,063.10	3,026.03	3,032.58	3,071.70	3,097.12	3,111.62
Teachers	1,633.90	1,628.27	1,638.68	1,660.10	1,663.53	1,674.18
Pre-Kindergarten	34.87	35.25	35.66	34.37	35.03	35.16
Kindergarten	128.86	128.04	131.15	127.12	122.38	120.31
Elementary (Grades 1-6)	720.02	721.89	21.51	21.61	21.87	23.78
Grade 1 *			135.66	127.30	126.25	122.17
Grade 2 *			119.73	127.20	130.77	125.84
Grade 3 *			115.64	121.76	129.65	129.30
Grade 4 *			124.97	122.63	122.73	127.54
Grade 5 *			108.28	104.76	111.61	118.72
Grade 6 *			106.23	103.69	96.78	94.85
Grade 7 *			91.83	97.68	93.37	85.95
Grade 8 *			83.33	89.68	83.83	86.83
Middle School (Grades 6-8)		30.98	23.20	31.06	74.55	79.60
Secondary (Grades 7-12)	665.23	631.42	30.11			
Secondary (Grades 9-12) *			441.14	497.06	479.42	489.40
All Grade Levels	84.92	80.69	70.24	54.18	35.29	34.73
Support Staff	347.67	351.46	356.61	372.00	374.97	375.85
Athletic Trainer	5.73	5.54	5.39	5.14	6.45	5.00
Audiologist	1.00	1.00	1.00	1.00	1.00	1.00
Counselors	57.00	55.67	55.41	56.99	56.00	56.00
Department Head	3.00	3.00	3.00	3.00	3.00	3.00
Ed Diagnosticians	31.94	31.94	31.94	32.94	33.46	34.48
Librarians	38.79	40.00	38.91	40.00	40.00	39.93
Nurses/Physicians	36.00	34.00	33.45	33.00	32.97	33.00
Occupational Therapist	7.00	7.00	7.00	8.00	7.82	8.00
Orientation/Mobility Specialist	1.00	1.00	1.00	1.00	1.00	1.00
Other Campus Professional	58.96	59.56	61.68	69.65	38.86	38.84
Other Non-Campus Prof Personnel	66.17	71.67	76.80	79.87	111.83	111.52
Physical Therapist	2.00	2.00	2.00	2.00	2.00	2.00
Psychologist/Assoc Psychologists	5.08	5.08	5.08	6.08	6.08	6.58
Social Worker	1.00	1.00	1.00			
Speech Thrpst/Speech Lang Pathologist	33.00	33.00	32.95	33.33	34.50	35.50
Administrators	132.43	128.34	130.71	130.20	133.63	136.90
Admin/Instructional Officers	35.42	32.88	17.63	18.00	17.00	18.00
Principals	38.45	36.48	37.00	37.00	37.00	37.00
Assistant Principals	47.00	47.00	46.55	49.00	49.40	52.15
Superintendents	1.00	1.00	1.00	1.00	1.00	1.00
Assistant Superintendents	2.00	4.00	4.30	4.00	4.00	4.00
Athletic Director	1.00	1.00	1.00	1.00	1.00	1.00
Business Manager	0.58	1.00	1.00	1.00	1.00	1.00
Dir-Personnel/Human Resources	2.00	0.00	1.00	1.00	1.00	0.00
Registrar	3.00	3.00	3.00	3.00	3.00	3.00
Tax Assessor/Collector	1.00	1.00	1.00	1.00	1.00	1.00
Teacher Supervisor	0.98	0.98	17.23	14.20	18.23	18.75
Total Professional	2,114.00	2,108.07	2,126.00	2,162.30	2,172.13	2,186.93
Educational Aides	192.70	185.76	188.29	186.00	195.94	214.52
Auxiliary Staff	756.40	732.20	718.29	723.40	729.05	710.17
<i>Percentage increase (decrease) from Prior Year</i>	<i>-2.22%</i>	<i>-1.21%</i>	<i>0.22%</i>	<i>1.29%</i>	<i>0.83%</i>	<i>0.47%</i>

Source: Texas Education Agency's Standard Reports
 *Change in Classification by the Texas Education Agency

Miscellaneous Financial Information continued

Staff Salaries					
2012-13 through 2016-17					
	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17
Total Personnel	\$ 139,515,803	\$ 142,085,482	\$ 146,767,147	\$ 150,321,044	\$ 154,926,262
Teachers	\$ 84,447,225	\$ 85,877,095	\$ 88,696,324	\$ 90,454,799	\$ 93,329,346
Pre-Kindergarten	1,811,261	1,865,086	1,851,400	1,917,317	1,967,548
Kindergarten	6,551,370	6,755,828	6,723,812	6,641,613	6,685,450
Elementary (Grades 1-6)	37,008,223	1,160,686	1,200,676	1,249,440	1,387,916
Grade 1 *		6,906,740	6,590,008	6,637,648	6,649,912
Grade 2 *		6,179,361	6,652,979	6,906,053	6,868,321
Grade 3 *		5,966,492	6,410,447	6,978,272	7,056,476
Grade 4 *		6,375,909	6,397,053	6,570,741	6,979,984
Grade 5 *		5,642,323	5,526,039	5,918,945	6,503,328
Grade 6 *		5,576,619	5,591,322	5,292,046	5,277,693
Grade 7 *		4,798,600	5,174,327	5,011,263	4,716,694
Grade 8 *		4,393,069	4,808,339	4,599,037	4,855,070
Middle School (Grades 6-8)	1,589,552	1,202,628	1,674,161	4,136,678	4,562,384
Secondary (Grades 7-12)	33,282,832	1,587,297			
Secondary (Grades 9-12) *		23,710,902	27,259,338	26,776,108	27,964,191
All Grade Levels	4,203,987	3,755,555	2,836,423	1,819,638	1,854,379
Support Staff	\$ 21,589,299	\$ 21,940,685	\$ 23,236,544	\$ 23,843,967	\$ 24,561,992
Athletic Trainer	315,546	309,077	303,184	385,421	307,686
Corrective Therapist/Audiologist	68,137	69,779	71,798	73,878	76,378
Counselors	3,385,769	3,375,085	3,538,896	3,567,162	3,639,000
Department Head	247,372	253,554	261,161	218,043	267,186
Ed Diagnosticians	1,980,294	2,024,404	2,113,791	2,161,878	2,252,587
Librarians	2,280,282	2,200,164	2,292,836	2,341,527	2,345,957
Nurses/Physicians	1,736,586	1,750,033	1,745,576	1,756,872	1,815,022
Occupational Therapist	448,365	459,575	513,065	508,755	536,828
Orientation/Mobility Specialist	53,108	49,504	50,942	52,423	54,204
Other Campus Professional	3,410,670	3,620,625	4,189,554	2,317,571	2,438,968
Other Non-Campus Prof Personnel	5,319,624	5,511,246	5,761,042	7,961,812	8,160,552
Physical Therapist	118,190	121,145	124,779	128,522	133,019
Psychologist/Assoc Psychologists	292,821	295,925	355,318	364,913	404,908
Social Worker	61,204	62,735			
Speech Thrpst/Speech Lang Pathologist	1,871,331	1,837,834	1,914,602	2,005,190	2,129,697
Administrators	\$ 10,428,065	\$ 10,927,648	\$ 11,135,073	\$ 11,509,546	\$ 12,078,133
Admin/Instructional Officers	2,212,010	1,474,806	1,516,598	1,514,861	1,640,883
Principals	3,410,243	3,526,824	3,635,182	3,737,004	3,858,248
Assistant Principals	3,386,252	3,339,676	3,566,815	3,616,264	3,890,384
Superintendents	236,555	242,406	249,605	257,020	265,930
Assistant Superintendents	619,230	659,947	635,243	578,386	657,330
Athletic Director	97,950	100,400	103,413	106,515	110,244
Business Manager	121,799	124,844	128,588	132,446	122,834
Dir-Personnel/Human Resources	*	110,071	113,374	116,776	-
Registrar	200,578	200,401	206,368	212,511	221,775
Tax Assessor/Collector	73,280	75,113	77,367	79,688	82,478
Teacher Supervisor	70,168	1,073,160	902,520	1,158,075	1,228,027
Total Professional	116,464,589	118,745,428	123,067,941	125,808,312	129,969,471
Educational Aides	\$ 3,938,408	\$ 4,042,914	\$ 4,101,015	\$ 4,416,531	\$ 4,907,895
Auxiliary Staff	\$ 19,112,806	\$ 19,297,140	\$ 19,598,191	\$ 20,096,201	\$ 20,048,896
<i>Percentage increase (decrease) from Prior Year</i>	<i>-1.52%</i>	<i>1.84%</i>	<i>3.29%</i>	<i>2.42%</i>	<i>3.06%</i>

Source: Texas Education Agency's Standard Reports

* Change in Classification by the Texas Education Agency

Miscellaneous Financial Information continued

The table below depicts the District's General Fund past actual expenditures and 2017-2018 budget estimates for payroll by major object.

General Fund Payroll by Major Object 2011-12 through 2017-18								
	Actual 2011-12	Actual 2012-13	Actual 2013-14	Actual 2014-15	Actual 2015-16	Actual 2016-17	Budget 2017-18	Increase (Decrease)
6112 Substitute Pay for Professional Personnel	\$ 2,132,814	\$ 2,072,913	\$ 2,160,925	\$ 1,984,963	\$ 2,163,610	\$ 2,337,705	\$ 2,441,175	\$ 103,470
6117 Other Salaries for Teachers & Other Professionals	2,203,569	2,074,728	2,079,382	2,082,606	2,160,484	2,031,383	2,204,816	173,433
6118 Professional Personnel - Stipends	3,350,895	3,387,094	3,275,368	3,247,259	3,405,926	3,366,384	3,834,096	467,712
6119 Salaries for Teachers and Other Professionals	104,545,783	109,391,531	112,080,760	116,614,612	120,621,501	119,199,054	128,458,213	9,259,159
Sub-Total Professional Pay	\$ 112,233,061	\$ 116,926,266	\$ 119,596,435	\$ 123,929,440	\$ 128,351,521	\$ 126,934,526	\$ 136,938,300	\$ 10,003,774
6121 Extra Duty Pay - Overtime	\$ 368,436	\$ 258,238	\$ 567,029	\$ 342,460	\$ 388,281	\$ 344,186	\$ 1,141,550	\$ 797,364
6122 Salaries or Wages for Substitute Support Personnel	220,662	166,919	229,477	207,334	112,208	173,008	230,000	56,992
6125 Part-time, Temporary, Substitutes for Clerical	501,542	560,380	527,695	511,629	535,942	554,648	589,904	35,256
6129 Salaries for Support Personnel	19,732,096	19,766,852	19,894,772	20,231,839	21,128,232	20,942,566	22,605,099	1,662,533
Sub-Total Support Pay	\$ 20,822,736	\$ 20,752,389	\$ 21,218,973	\$ 21,293,262	\$ 22,164,663	\$ 22,014,408	\$ 24,566,553	\$ 2,552,145
6131 Contract buyouts	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
6135 Longevity Pay for Professionals	317,250	355,000	358,500	382,500	376,000	351,000	432,500	81,500
6136 Longevity Pay for Support Staff	134,500	125,500	184,000	188,000	205,000	196,500	208,000	11,500
6137 Supplemental Performance Pay	-	-	1,188,000	590,250	-	-	1,188,000	1,188,000
6134 & 6139 Employee Allow ances	182,751	193,453	202,290	226,277	199,466	204,485	229,358	24,873
Sub-Total	\$ 634,501	\$ 673,953	\$ 1,932,790	\$ 1,387,027	\$ 780,466	\$ 751,985	\$ 2,057,858	\$ 1,305,873
6141 Social Security & Medicare	\$ 1,802,892	\$ 1,860,825	\$ 1,915,495	\$ 1,962,755	\$ 2,012,795	\$ 2,069,885	\$ 2,249,271	\$ 179,386
6142 Group Health & Life Insurance	6,584,608	6,495,008	6,522,166	6,586,022	6,596,971	6,580,109	6,657,722	77,613
6143 Workers' Compensation	1,028,880	520,390	533,700	899,461	982,459	1,080,944	1,115,426	34,482
6144 Teacher Retirement On-Behalf Payments	8,938,117	8,662,891	9,800,913	10,079,032	9,476,090	9,835,227	10,085,109	249,882
6145 Unemployment Compensation	264,912	201,548	151,151	90,582	79,450	82,904	150,000	67,096
6146 Teacher Retirement - TRS Care	1,848,109	1,982,217	2,217,193	2,352,534	3,206,173	3,419,082	3,907,191	488,109
6148 Employee Allow ances	225,923	255,221	194,324	124,329	157,814	224,945	250,000	25,055
6149 Non-OASDI	-	-	-	1,782,352	1,663,099	1,665,089	1,675,606	10,517
Sub-Total Benefits	\$ 20,693,441	\$ 19,978,100	\$ 21,334,942	\$ 23,877,067	\$ 24,174,851	\$ 24,958,185	\$ 26,090,325	\$ 1,132,140
Grand Totals	\$ 154,383,739	\$ 158,330,708	\$ 164,083,140	\$ 170,486,796	\$ 175,471,501	\$ 174,659,104	\$ 189,653,036	\$ 14,993,932

NOTE: In 2011-12 the district received \$4,075,812 one-time federal funds that were used for payroll costs that are not reflected in the above schedule.



Miscellaneous Financial Information continued

Carrollton-Farmers Branch ISD Debt Service Fund Bond Schedule

Description	Interest Rate Payable	Amounts Original Issue	Amounts Outstanding September 1, 2017	Issued Current Year/Budgeted	Retired Current Year
Series 2008 Building/Refunding	2.05% to 4.280%	\$ 57,435,000	\$ 2,385,000	\$ -	\$ 1,045,000
Series 2010 Building/Refunding	1.38% to 5.0%	63,565,000	10,070,000	-	3,195,000
Series 2012 Building/Refunding	2.0% to 5.0%	54,965,000	45,565,000	-	2,560,000
Series 2013A Building	2.0% to 5.0%	41,250,000	35,995,000	-	1,550,000
Series 2013B Refunding	2.0% to 5.0%	28,700,000	23,795,000	-	2,580,000
Series 2015 Refunding	2.0% to 5.0%	23,655,000	22,480,000	-	1,235,000
Series 2015A Refunding	2.0% to 5.0%	23,495,000	23,065,000	-	4,475,000
Series 2016 Refunding	3.0% to 5.0%	48,420,000	48,420,000	-	16,160,000
Total Bonded Indebtedness		\$341,485,000	\$ 211,775,000	\$ -	\$ 32,800,000

Miscellaneous Financial Information continued

Amounts Outstanding August 31, 2018	Interest Current Year	Year Ending 8/31/2019		Year Ending 8/31/2020		September 1, 2021 To Maturity Interest
		Principal	Interest	Principal	Interest	
\$ 1,340,000	\$ 81,000	\$ 80,000	\$ 58,500	\$ 65,000	\$ 55,600	\$ 394,844
6,875,000	266,156	3,355,000	155,925	3,520,000	52,800	-
43,005,000	2,058,700	2,695,000	1,927,325	2,840,000	1,788,950	9,403,225
34,445,000	1,570,675	1,630,000	1,491,175	1,705,000	1,416,325	9,456,938
21,215,000	953,150	2,685,000	847,850	2,785,000	752,375	1,917,400
21,245,000	886,500	1,265,000	842,975	1,300,000	797,825	4,154,813
18,590,000	918,825	4,730,000	688,700	2,760,000	501,450	2,091,062
32,260,000	1,668,250	10,325,000	1,219,350	5,760,000	897,650	1,821,525
\$ 178,975,000	\$ 8,403,256	\$ 26,765,000	\$ 7,231,800	\$ 20,735,000	\$ 6,262,975	\$ 29,239,807

Miscellaneous Financial Information continued

Debt Service Fund

Debt Service Requirements to Maturity by Issue

August 31, 2018

Fiscal Year Ending Aug. 31	Total		Series 2008		Series 2010		Series 2012	
			Building/ Refunding		Building/ Refunding		Building/ Refunding	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2018	\$ 32,800,000	\$ 8,403,256	\$ 1,045,000	\$ 81,000	\$ 3,195,000	\$ 266,156	\$ 2,560,000	\$ 2,058,700
2019	26,765,000	7,231,800	80,000	58,500	3,355,000	155,925	2,695,000	1,927,325
2020	20,735,000	6,262,975	65,000	55,600	3,520,000	52,800	2,840,000	1,788,950
2021	17,575,000	5,420,631	70,000	52,856			2,980,000	1,643,450
2022	14,440,000	4,659,500	70,000	49,925			3,135,000	1,490,575
2023	12,420,000	4,028,222	75,000	46,797			3,305,000	1,329,575
2024	11,935,000	3,461,881	80,000	43,406			3,485,000	1,159,825
2025	11,640,000	2,921,231	80,000	39,856			3,650,000	999,700
2026	10,985,000	2,412,978	85,000	36,091			3,810,000	850,500
2027	10,175,000	1,956,469	90,000	32,044			3,965,000	695,000
2028	9,315,000	1,567,142	95,000	27,766			4,130,000	533,100
2029	9,720,000	1,174,606	100,000	23,256			4,325,000	342,375
2030	7,105,000	810,075	105,000	18,450			1,485,000	197,125
2031	7,405,000	516,095	110,000	13,413			1,560,000	121,000
2032	5,580,000	247,003	115,000	8,209			1,640,000	41,000
2033	3,180,000	63,975	120,000	2,775				
Totals	\$ 211,775,000	\$ 51,137,839	\$ 2,385,000	\$ 589,944	\$ 10,070,000	\$ 474,881	\$ 45,565,000	\$ 15,178,200

Fiscal Year Ending Aug. 31	Series 2013A		Series 2013B		Series 2015		Series 2015A	
	Building		Refunding		Refunding		Refunding	
	Principal	Interest	Principal	Interest	Principal	Interest	Principal	Interest
2018	\$ 1,550,000	\$ 1,570,675	\$ 2,580,000	\$ 953,150	\$ 1,235,000	\$ 886,500	\$ 4,475,000	\$ 918,825
2019	1,630,000	1,491,175	2,685,000	847,850	1,265,000	842,975	4,730,000	688,700
2020	1,705,000	1,416,325	2,785,000	752,375	1,300,000	797,825	2,760,000	501,450
2021	1,785,000	1,337,600	2,880,000	653,000	1,360,000	731,325	2,920,000	359,450
2022	1,875,000	1,246,100	2,995,000	535,500	1,420,000	661,825	620,000	280,250
2023	1,970,000	1,149,975	3,135,000	397,225	1,480,000	589,325	635,000	264,525
2024	2,060,000	1,059,525	3,290,000	245,550	1,550,000	513,575	660,000	241,800
2025	2,155,000	964,450	3,445,000	86,125	1,625,000	434,200	685,000	214,900
2026	2,265,000	853,950			1,695,000	363,912	715,000	186,900
2027	2,380,000	737,825			1,770,000	303,275	745,000	157,700
2028	2,485,000	634,838			1,835,000	240,188	770,000	131,250
2029	2,595,000	526,475			1,910,000	174,650	790,000	107,850
2030	2,715,000	407,300			1,980,000	106,575	820,000	80,625
2031	2,825,000	296,500			2,055,000	35,963	855,000	49,219
2032	2,940,000	181,200					885,000	16,594
2033	3,060,000	61,200						
Totals	\$ 35,995,000	\$ 13,935,113	\$ 23,795,000	\$ 4,470,775	\$ 22,480,000	\$ 6,682,113	\$ 23,065,000	\$ 4,200,038

Miscellaneous Financial Information continued

Fiscal Year Ending Aug. 31	Series 2016 Refunding	
	Principal	Interest
2018	\$ 16,160,000	\$ 1,668,250
2019	10,325,000	1,219,350
2020	5,760,000	897,650
2021	5,580,000	642,950
2022	4,325,000	395,325
2023	1,820,000	250,800
2024	810,000	198,200
2025	-	182,000
2026	2,415,000	121,625
2027	1,225,000	30,625
2028		
2029		
2030		
2031		
2032		
2033		
Totals	<u>\$ 48,420,000</u>	<u>\$ 5,606,775</u>



LONG RANGE FINANCIAL FORECASTS

Long Range Financial Forecasts

General and Debt Service Forecasts

The following financial forecasts are used to determine the impact of current financial decisions on subsequent fiscal years. The model used for the General and Debt Service Funds is much more detailed than the one used for the Food Service Special Revenue Fund, since many more factors and assumptions are involved. Review and evaluation of these plans, in conjunction with the budget development process, ensures that the short-term financial decisions are made only after consideration of the long-term consequences.

Projection Model Summary

Throughout this model we projected future revenue and expenditures by reviewing past trends.

The Debt Service schedule included here is based on outstanding debt as of August 31, 2017. The district does not have any bond authorization to issue any new debt. Any changes to the debt schedule would be due to any bond refunding that would provide interest savings. Therefore, the debt schedule included here is preliminarily presented for discussion and estimation purposes only.

Each component of the projection model will be discussed in the following section.

Projection Model Components

Projected Revenue

The Revenue portion of each fund's projected revenue schedule combines data reflected on the State Revenue and current tax collection worksheets. Also included are estimates for other categories based on historical trends.

Projected Tax Collections

This worksheet estimates the amount of tax revenue to be generated from the current levy by attempting to predict taxable values, collection rates and tax rates. Prediction is made more complicated by the fact that CFB ISD's taxable value has fluctuated over time from a *decrease* of 1.72% in 2011-12 to an *increase* of 7.89% in 2017-18. The DFW area has been in a significant growth pattern since 2011 with no indication of slowing imminent but if past trends continue then over the next few years the property value growth will start to decelerate. Based on a lower value growth rate model, we use a 6.0% for 2018-19, 4.5% for 2019-20 and 2.5% for 2020-21.

Long Range Financial Forecasts continued

General and Debt Service Forecasts continued

State Revenue Estimate Worksheet

The calculations on these worksheets are based on the *current funding* formula. Three of the most critical factors in estimating General Fund State Aid are Average Daily Attendance (ADA) projections, Full-Time Equivalents (FTE's) for special program students (such as Special Education, Career and Technology, Compensatory Education, Bilingual, Gifted and Talented), and taxable values.

The most critical factor in calculating Debt Service budgets is our debt service requirements. (Under the current State funding formula, CFB ISD does not qualify for State Debt Service funding such as the Instructional Facility Allotments and Existing Debt Allotments due to our taxable value level).

Significant Revenue Trends:

- The District projects taxable value growth for future years but at a smaller growth rate. The DFW economy remains strong but a slight deceleration in the growth cycle is expected. We have seen a steady increase since 2012-13 with a recent high coming in 2016-17 of 7.9%.
- The District will continue to hold a tax rate of \$1.17 for M&O. The District does not see major changes to current law so we will be held to a General Fund tax rate cap of \$1.17/\$100 assessed value (HB 1 compressed rate of 66.67% times the 2005-06 rate of \$1.50 + \$0.17).
- Compensation package that includes a raise of 3% for 2018-19 but no pay adjustment for 2019-20 and 2020-21.
- Based on past history, our collection percentages used for 2017-18 through 2020-21 is 99%.
- Federal revenue sources are not expected to increase significantly over current levels.
- The District does not see significant changes to current law, State sources of revenue will not increase over current levels.

Enrollment

Enrollment projections are one of the most significant factors in the budget development and long-range financial planning process. Enrollment projections are designed to predict the student enrollment of the District based on geographic data, student data, migration data, and historical data of student populations. Enrollment projections are generally estimated using local information, such as changing housing - both when razed and when constructed. During 2016, the District obtained a third party demographic study to produce enrollment projections. The demographic study indicates an enrollment decline in 2017-18 and then minimal losses in enrollment from 2018-19 to 2020-21. For the projections for State funding purposes, the District assumed minimal losses from the 2017-18 enrollment.

Long Range Financial Forecasts continued

General and Debt Service Forecasts continued

Projected Expenditures

This worksheet includes data from the projected Debt schedule and estimates other categories based on historical trends. The General Fund projected expenditures are based on the prior year projected expenditures with the following considerations:

2018-19 – A 3% cost of living pay adjustment; 12.6% increase in TIF payment and the District will have made its final TIF payment in April of 2018; \$18.7 million chapter 41 payment; District will operate a transportation department that was previously outsourced with a budget of \$7.9 million; program changes at certain elementary schools will add \$1 million to our instruction budget.

2019-20 – No cost of living pay adjustment. The projection includes an increase in the chapter 41 payment of \$36,017,651 and the District will no longer have a TIF payment which provides a reduction of \$33,049,424. The conclusion of the TIF agreements will mean over \$2.0 billion will be added back to state funding formula property values which will have a direct impact on our state revenue and chapter 41 payments. The District's fund balance will offset the deficit that is projected.

2020-21 – The projection includes an increase of \$9,211,320 in the chapter 41 payments. No cost of living pay adjustments have been included in the projection. The projection includes \$500,000 reserved for technology.

Debt Service comes from our existing Contractual Obligation Debt Schedule. The Chapter 41 expenditure amount, if required, comes from estimated student counts and taxable wealth applied to the *current* funding formula.

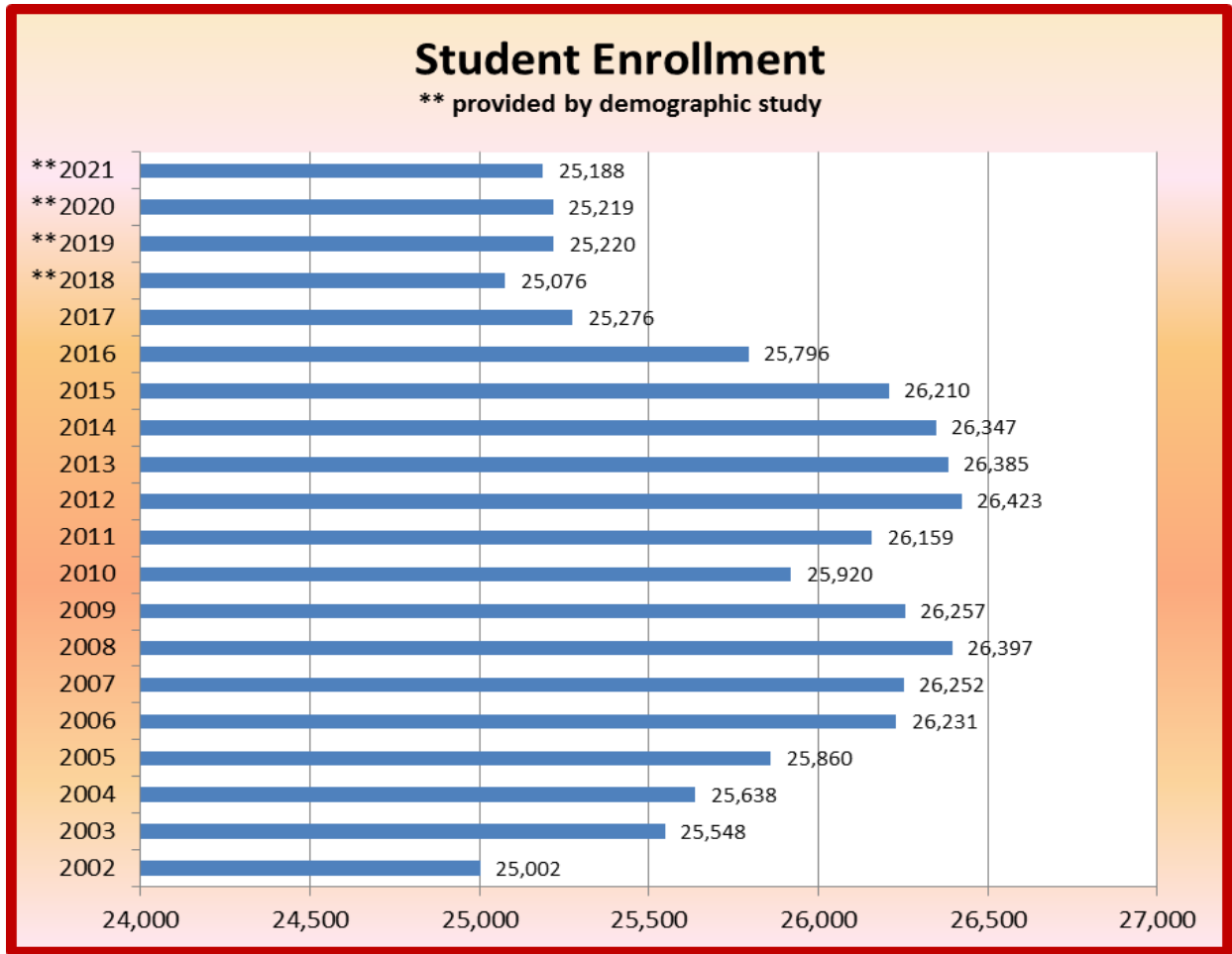
Debt Service

This debt requirement worksheet is based on currently known debt requirements. When the District has future bond sales, this projection will need to be changed to incorporate the new debt.

Food Service Special Revenue Fund

Forecasts for this fund are based on past trends with increases for student growth, if applicable, and inflation. Capital outlay projections are based on estimated opening dates of new facilities and capital outlay replacement requirements at existing facilities.

Long Range Financial Forecasts continued



Student enrollment estimates for 2018-2021 were based upon a third party demographic study performed for the district in 2016 and updated in 2017. For the early part of 2017-18 school year, the enrollment pattern is trending toward a positive variance compared to our original projections which has contributed to the increase of student enrollment for 2018-19.

Long Range Financial Forecasts continued

Projected Tax Collections

General Fund	2017-18	2018-19	2019-20	2020-21
Tax Revenue				
Tax Value(less 3% for shrinkage)	\$ 19,290,271,330	\$ 20,447,687,610	\$ 21,367,833,552	\$ 21,902,029,391
Tax Rate **	\$ 1.1700	\$ 1.1700	\$ 1.1700	\$ 1.1700
Sub-Total Tax Revenue				
@ 98.5% - 99.5% Rate of Collection	\$ 223,439,213	\$ 236,845,566	\$ 247,503,616	\$ 253,691,206
Taxes, Prior Year, Penalty & Interest	1,037,500	1,037,500	1,037,500	1,037,500
Total General Fund Tax Revenue	\$ 224,476,713	\$ 237,883,066	\$ 248,541,116	\$ 254,728,706
Debt Service Fund				
Tax Rate	\$ 0.2110	\$ 0.2070	\$ 0.1230	\$ 0.1020
Debt Service Tax Revenue				
@ 99% - 99.5% Rate of Collection	\$ 40,295,448	\$ 42,115,080	\$ 26,151,023	\$ 22,228,370
Taxes, Prior Year, Penalty & Interest	255,232	255,232	255,232	255,232
Total Debt Service Fund Tax Revenue	\$ 40,550,680	\$ 42,370,312	\$ 26,406,255	\$ 22,483,602
Total Tax Revenue	\$ 265,027,393	\$ 280,253,377	\$ 274,947,371	\$ 277,212,308

Tax Increment Finance Zone Estimate

TIF Payment \$ 29,353,114 \$ 33,049,424 \$ -

NOTE: 2017-18 TIF payment is based upon April 2018 payment estimate. The payment for 2018-19 will be the final TIF payment.

Long Range Financial Forecasts continued

General Fund

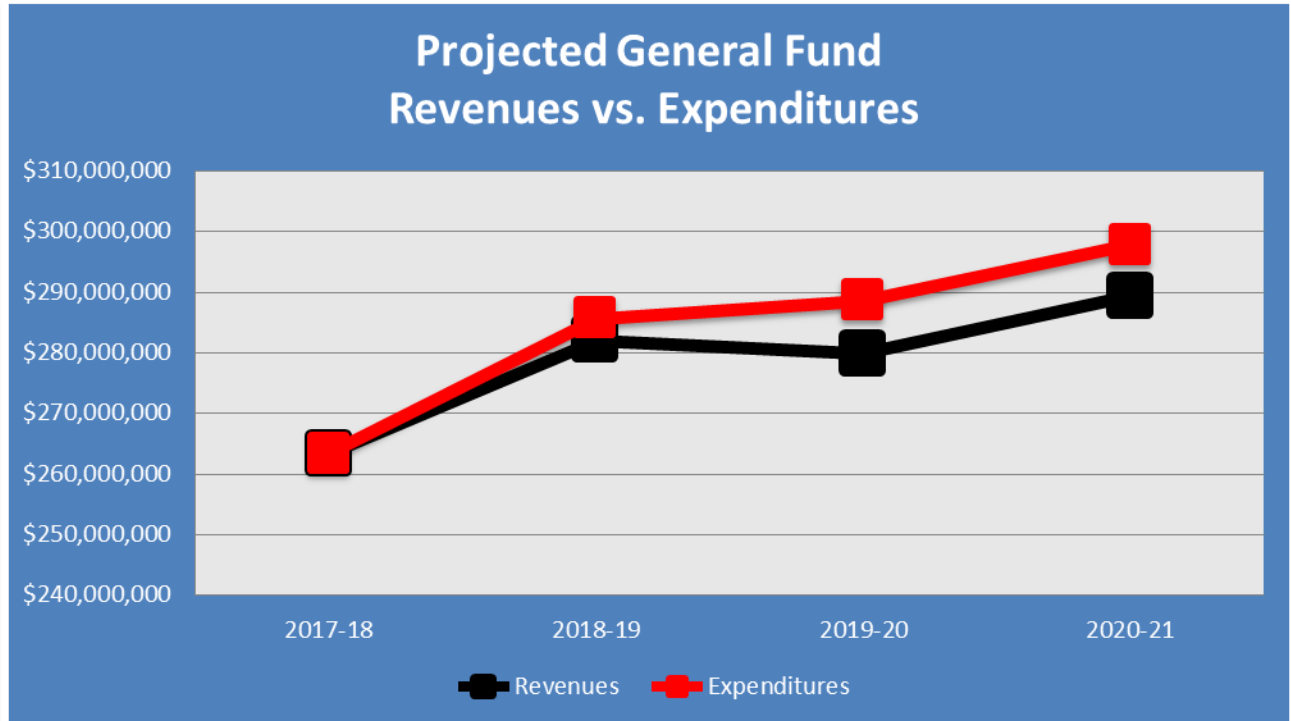
Projected Revenue

	2017-18	2018-19	2019-20	2020-21
Local Revenue				
Tax Revenue				
Tax Value	\$ 19,290,271,330	\$ 20,447,687,610	\$ 21,367,833,552	\$ 21,902,029,391
Tax Rate	\$ 1.1700	\$ 1.1700	\$ 1.1700	\$ 1.1700
Tax Revenue				
Rate of Collection 98.5 - 99.5%	\$ 223,439,213	\$ 236,845,566	\$ 247,503,616	\$ 253,691,206
Taxes, Prior Year, Penalty & Interest	1,037,500	1,037,500	1,037,500	1,037,500
Other Local	1,569,000	1,569,000	1,569,000	1,569,000
Total Projected Local Revenue	\$ 226,045,713	\$ 239,452,066	\$ 250,110,116	\$ 256,297,706
State Revenue				
State Funding Formula	\$ 23,167,422	\$ 28,130,762	\$ 15,245,402	\$ 18,628,925
Teacher Retirement On-Behalf	10,085,109	10,387,662	10,387,662	10,387,662
Total Projected State Revenue	\$ 33,252,531	\$ 38,518,424	\$ 25,633,064	\$ 29,016,587
Total Projected Federal Revenue	\$ 4,050,000	\$ 4,050,000	\$ 4,050,000	\$ 4,050,000
Grand Total Projected Revenue	\$ 263,348,244	\$ 282,020,490	\$ 279,793,180	\$ 289,364,294

Projected Expenditures

11	Instruction	\$ 132,362,267	\$ 137,680,104	\$ 137,680,104	\$ 137,680,104
12	Instructional Resources & Media	3,971,174	4,059,390	4,059,390	4,059,390
13	Curriculum & Staff Development	4,548,716	4,631,068	4,631,068	4,631,068
21	Instructional Leadership	4,058,278	4,134,955	4,134,955	4,134,955
23	School Leadership	15,779,155	16,184,767	16,184,767	16,184,767
31	Guidance, Counseling & Evaluation	10,710,352	10,974,317	10,974,317	10,974,317
32	Social Work Services	76,740	78,723	78,723	78,723
33	Health Services	2,881,960	2,958,038	2,958,038	2,958,038
34	Transportation	5,662,440	7,891,789	7,891,789	7,891,789
35	Food Services	143,945	147,574	147,574	147,574
36	Co-Curricular/Extra Curricular	4,985,311	5,044,219	5,044,219	5,044,219
41	General Administration	6,716,095	6,849,646	6,849,646	6,849,646
51	Plant Maintenance & Operation	24,584,234	24,911,373	24,911,373	24,911,373
52	Security & Monitoring Services	1,851,161	1,881,287	1,881,287	1,881,287
53	Data Processing	4,955,513	5,028,195	5,028,195	5,028,195
61	Community Services	67,144	67,972	67,972	67,972
81	Facilities Acquisition & Construction	110,340	113,314	113,314	113,314
91	Contracted Instructional Services	9,279,130	18,668,762	54,686,413	63,897,733
92	Incremental Costs Assoc with Chap 41	-	-	-	-
95	Juvenile Justice Alternative Ed Prgms	200,000	200,000	200,000	200,000
97	Tax Increment Financing Zone	29,353,114	33,049,424	-	-
99	Other Intergovernmental Charges	1,051,175	1,075,000	1,095,000	1,105,000
	Total Projected Expenditures	\$ 263,348,244	\$ 285,629,917	\$ 288,618,144	\$ 297,839,464
	Other Sources & Uses				
	Operating Transfers In	\$ -	\$ -	\$ -	\$ -
	Total Other Sources & Uses	\$ -	\$ -	\$ -	\$ -
	Projected Change in Fund Balance	\$ (0)	\$ (3,609,427)	\$ (8,824,964)	\$ (8,475,170)
	Estimated Beginning Fund Balance 9/1	\$ 86,442,240	\$ 86,442,240	\$ 82,832,813	\$ 74,007,849
	Estimated Actual Adjustment				
	Estimated Ending Fund Balance 8/31	\$ 86,442,240	\$ 82,832,813	\$ 74,007,849	\$ 65,532,679
	Percentage Expenditure Increase/(Decrease) Over Prior Year Budget as a Percentage of Total Expenditure Budget				
		2.89%	8.46%	1.05%	3.19%
	Estimated Days' Operating in Fund Balance	140	129	115	102

Long Range Financial Forecasts continued



The graph depicts a balanced budget in 2017-18 but as time progresses expenditures are outpacing revenues in future years. For 2018-19, the District will take over transportation services previously operated by Dallas County Schools. The District plans to add additional programs at a number of elementary schools to attract students that are interested in STEM and Fine Arts. The three TIF agreements that the District participates in will come to an end on December 31, 2018 and we will make our final payments in April 2019. For fiscal year 2018-19, a 3% pay adjustment has been included in the expenditure projections but in order to control costs none for fiscal years 2019-20 and 2020-21. The approval of the Tax Ratification Election has provided additional revenues for operations to balance the budget in 2016-17 and 2017-18. For future years, the District will have to evaluate strategies to reduce expenditures without affecting student performance. The decision by the Texas Supreme Court that the current school funding system is constitutional provides a strong indication that the Texas Legislature will not add significant funds to the system in future legislative sessions.

District administrators provide numerous updates at board meetings throughout the year to discuss future resource allocation challenges. At the meetings, administration will provide information on how the current fiscal year is progressing and to evaluate strategies for future resource allocation.

Just as in past years, the district will continue to pursue opportunities to improve efficiencies in operations whenever possible, without impacting the ability of the district to continue to focus on improving instruction.

Long Range Financial Forecasts continued

Debt Service Fund Projected Revenue

	2017-18	2018-19	2019-20	2020-21
Local Revenue				
Tax Revenue				
Tax Value(less 3% for shrinkage)	\$ 19,290,271,330	\$ 20,447,687,610	\$ 21,367,833,552	\$ 21,902,029,391
Tax Rate	\$ 0.2110	\$ 0.2070	\$ 0.1230	\$ 0.1020
Current Tax Revenue				
@ 98.5% - 99.5% Rate of Collection	\$ 40,295,448	\$ 41,903,446	\$ 26,019,611	\$ 22,116,669
Other	315,231	69,699	327,366	281,672
Total Projected Local Revenue	\$ 40,610,679	\$ 41,973,145	\$ 26,346,977	\$ 22,398,341
State Revenue				
State Funding Formula	\$ 607,577	\$ 489,330	\$ 358,048	\$ 304,340
Total Projected State Revenue	\$ 607,577	\$ 489,330	\$ 358,048	\$ 304,340
Total Projected Federal Revenue	\$ -	\$ -	\$ -	\$ -
Grand Total Projected Revenue	\$ 41,218,256	\$ 42,462,475	\$ 26,705,025	\$ 22,702,681

Projected Expenditures

Principal	\$ 32,800,000	\$ 35,310,000	\$ 20,735,000	\$ 17,575,000
Interest	8,403,256	7,137,475	5,955,025	5,112,681
Fees	15,000	15,000	15,000	15,000
Total Projected Expenditures	\$ 41,218,256	\$ 42,462,475	\$ 26,705,025	\$ 22,702,681
Projected Change in Fund Balance	\$ -	\$ -	\$ -	\$ -
Estimated Beginning Fund Balance 9/1	\$ 9,626,941	\$ 9,626,941	\$ 9,626,941	\$ 9,626,941
Projected Ending Fund Balance 8/31	\$ 9,626,941	\$ 9,626,941	\$ 9,626,941	\$ 9,626,941

Long Range Financial Forecasts continued

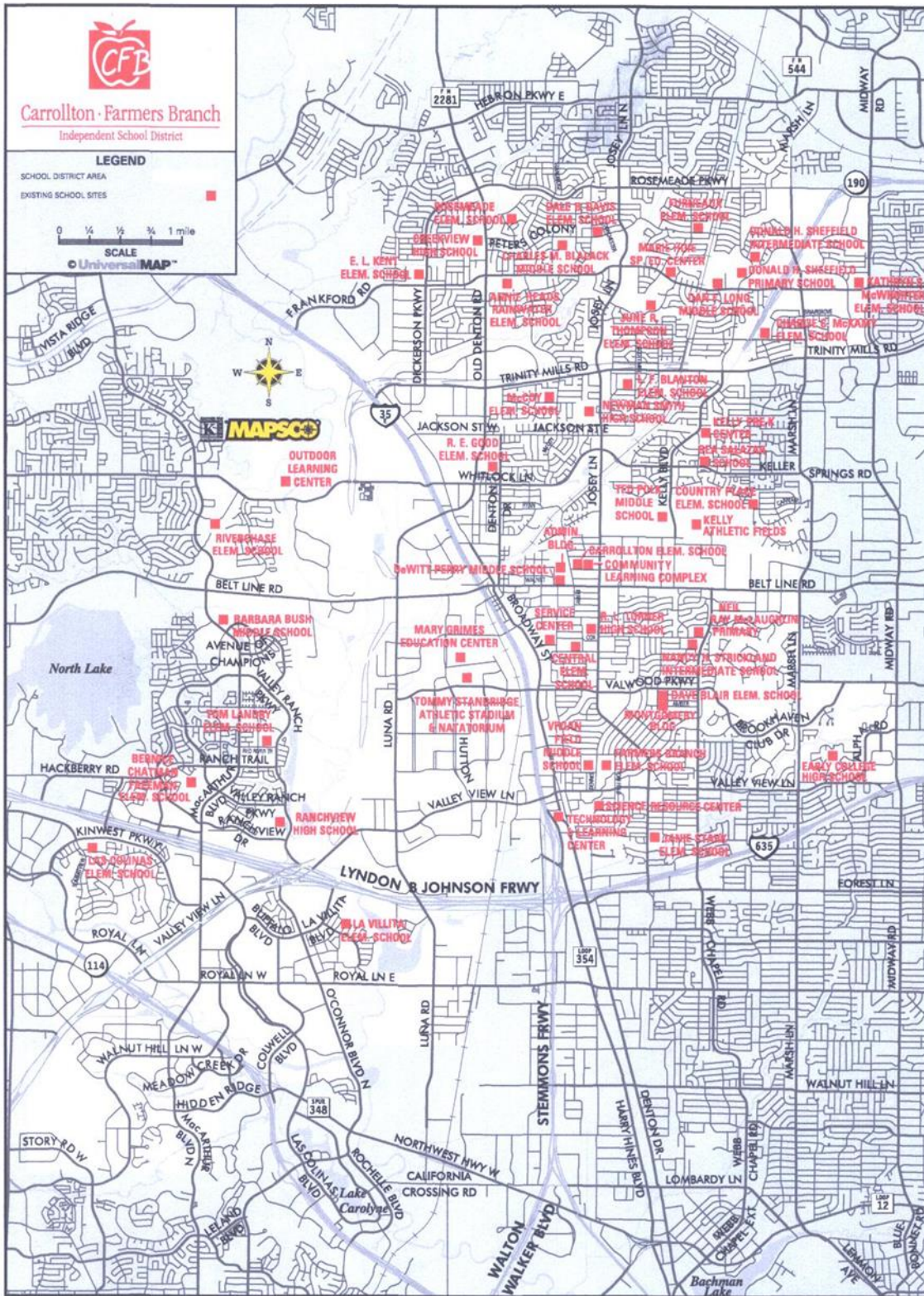
Food Service Fund Projected Revenue and Expenditures

	2017-18	2018-19	2019-20	2020-21
<i>Estimated Revenues*</i>				
Local & Intermediate Revenue	\$ 3,153,505	\$ 3,232,342	\$ 3,313,151	\$ 3,395,979
State Revenue	73,544	75,382	77,267	79,199
Federal Revenue	10,581,336	10,845,869	11,117,016	11,394,942
Total Estimated Revenue	\$ 13,808,384	\$ 14,153,594	\$ 14,507,434	\$ 14,870,120
 <i>Appropriated Expenditures*</i>				
35 Food Service	\$ 13,808,384	\$ 14,153,594	\$ 14,507,434	\$ 14,870,120
Total Appropriated Expenditures	\$ 13,808,384	\$ 14,153,594	\$ 14,507,434	\$ 14,870,120
 <i>Estimated Change in Fund Balance</i>				
	\$ -	\$ -	\$ -	\$ -
<i>Estimated Beginning Fund Balance 9/1</i>	3,370,594	3,370,594	3,370,594	3,370,594
 Estimated Fund Balance 8/31	\$ 3,370,594	\$ 3,370,594	\$ 3,370,594	\$ 3,370,594

* The above projection utilizes a conservative growth estimate of 2.5% in both revenue and expenditures.

Miscellaneous Other Information





SUMMER 2010 EDITION

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School Year At-a-Glance Calendar

177 Days of High Achievement for Each Student

July						
Su	Mo	Tu	We	Th	Fr	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

October						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Important Dates/Holidays

August 21-24	Staff Development
August 25	Teacher Work Day
August 28	First Day of School
August 28	First Day for Pre-K
September 4	District Holiday
October 9	Staff Development Day/School Holiday
November 20-21	Staff Development Day/School Holiday
November 22-24	District Holiday
December 21-22	Early Release/Exams
December 25-29	District Holiday
January 1-5	District Holiday
January 8	Teacher Work Day/School Holiday
January 15	District Holiday
March 12-16	Spring Break/School Holiday
March 30	Bad Weather Day #1
May 25	Bad Weather Day #2
May 28	District Holiday
June 6-7	Early Release/Exams
June 7	Last Day of School
June 8	Teacher Work Day

About Bad Weather Days: March 30 and May 25 are "makeup" days if schools must be closed due to bad weather during the year. Please take these dates into account when planning activities.

October 9, November 20-21, 2017: Teachers take approved training from June 8, 2017 to June 2, 2018 so that these days are school holidays. Grading periods are subject to change based on UIL calendar.

Texas Education Agency testing calendar can be found at www.tea.state.tx.us/student-assessment/calendars.

Student instructional days total 177. First semester has 78 instructional days. Second semester has 99 days. 76,095 Minutes. Teacher work days total 187.

End of Grading Period Dates

1st 9 Weeks:	October 20
2nd 9 Weeks:	December 22
3rd 9 Weeks:	March 23
4th 9 Weeks:	June 7

High School Graduation

Early College High School	June 1 at 7 pm
Creekview	- June 9 at 9 am
Smith	- June 9 at 1 pm
Turner	- June 9 at 4 pm
Ranchview	- June 9 at 7 pm

Calendar Symbols Key

First Day of School	Bad Weather Day
First Day for Pre-K	End of Grading Period
School Holiday	Early Release/Exams
Staff Development Day/Teacher Work Day (No School)	Early Release/Exams/Last Day of School

January						
Su	Mo	Tu	We	Th	Fr	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March						
Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

April						
Su	Mo	Tu	We	Th	Fr	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May						
Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June						
Su	Mo	Tu	We	Th	Fr	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

SCHOOLS/CENTERS/CENTRAL ADMINISTRATION

ELEMENTARY SCHOOLS

Dave Blair	972-968-1000
14055 Heartside	Farmers Branch, TX 75234
L. F. Blanton	972-968-1100
2525 Scott Mill	Carrollton, TX 75006
Carrollton	972-968-1200
1805 Pearl	Carrollton, TX 75006
Central	972-968-1300
1600 S. Perry	Carrollton, TX 75006
Country Place	972-968-1400
2115 Raintree	Carrollton, TX 75006
Dale B. Davis	972-968-1500
3205 Dorchester	Carrollton, TX 75007
Farmers Branch	972-968-1600
13521 Tom Field	Farmers Branch, TX 75234
Bernice Chatman Freeman	972-968-1700
8757 Valley Ranch Parkway	Irving, TX 75063
Furneaux	972-968-1800
3210 Furneaux	Carrollton, TX 75007
R. E. Good	972-968-1900
1012 Study	Carrollton, TX 75006
E. L. Kent	972-968-2000
1800 W. Rosemeade Parkway	Carrollton, TX 75007
Tom Landry	972-968-2100
265 Red River Trail	Irving, TX 75063
Las Colinas	972-968-2200
2200 Kinwest Parkway	Irving, TX 75063
LaVillita	972-968-6900
1601 Camino Lago Way	Irving, TX 75039
McCoy	972-968-2300
2425 McCoy	Carrollton, TX 75006
Charlie McKamy	972-968-2400
3443 Briargrove	Dallas, TX 75287
Neil Ray McLaughlin	972-968-2500
1500 Webb Chapel	Carrollton, TX 75006
Kathryn S. McWhorter	972-968-2600
3678 Timberglen	Dallas, TX 75287
Annie H. Rainwater	972-968-2800
1408 E. Frankford	Carrollton, TX 75007
Riverchase	972-968-2900
272 S. MacArthur	Coppell, TX 75019
Rosemeade	972-968-3000
3550 Kimberly	Carrollton, TX 75007
Donald H. Sheffield	972-968-3200
18110 Kelly	Dallas, TX 75287
Nancy H. Strickland	972-968-5700
3030 Fyke	Farmers Branch, TX 75234
Janie Stark	972-968-3300
12400 Josey	Farmers Branch, TX 75234
June R. Thompson	972-968-3400
2915 Scott Mill	Carrollton, TX 75007

SCHOOLS/CENTERS/CENTRAL ADMINISTRATION

MIDDLE SCHOOLS

Charles M. Blalack 972-968-3500
1706 Peters Colony Carrollton, TX 75007
Barbara Bush 972-968-3700
515 Cowboys Parkway Irving, TX 75063
Vivian Field 972-968-3900
13551 Dennis Farmers Branch, TX 75234
Dan F. Long 972-968-4100
2525 Frankford Dallas, TX 75287
DeWitt Perry 972-968-4400
1709 Belt Line Carrollton, TX 75006
Ted Polk 972-968-4600
2001 Kelly Carrollton, TX 75006

HIGH SCHOOLS

Creekview 972-968-4800
3201 Old Denton Carrollton, TX 75007
Early College High School
Brookhaven College Campus 972-968-6200
3939 Valley View Farmers Branch, TX 75234
Ranchview 214-968-5000
8401 Valley Ranch Parkway E Irving, TX 75063
Newman Smith 972-968-5200
2335 N. Josey Carrollton, TX 75006
R. L. Turner 972-968-5400
1600 Josey Carrollton, TX 75006

CENTERS & OTHER

Educational Services 972-968-6500
1820 Pearl, Building B Carrollton, TX 75006
Child Development Academy 972-968-6000
2325 Heads Lane Carrollton, TX 75006
Mary Grimes Education Center 972-968-5600
1745 Hutton Carrollton, TX 75006
Marie Huie Special Education 972-968-5800
2115 Frankford Carrollton, TX 75007
Bea Salazar School 972-968-5900
2416 Keller Springs Carrollton, TX 75006
Technology/Learning Center 972-968-4300
2427 Carrick Farmers Branch, TX 75234
Service Center 972-968-6300
1505 Randolph Carrollton, TX 75006
Standridge Stadium 972-968-5660
Natorium 972-968-5667
1330 W. Valwood Carrollton, TX 75006
Outdoor Learning Center
1600 E. Sandy Lake Road Coppell, TX 75019
Science Resource Center 972-243-7085
2580 Valley View Lane Farmers Branch, TX 75234

CENTRAL ADMINISTRATION

Administration Building 972-968-6100
1445 N. Perry Carrollton, TX 75006

TASB Employee Survey

The HR Services Division of the Texas Association of School Boards (TASB) conducted a survey of Carrollton-Farmers Branch Independent School District (CFBISD) employees in late January through early February 2017 at the request of the district.

The purpose of the survey was to assess employee attitudes and level of satisfaction with their jobs and work conditions. Survey information may be used by district leaders to understand how respondents perceive specific issues and to reveal the general level of job satisfaction among employees. School districts benefit from an engaged workforce because highly engaged employees remain involved, passionate, and dedicated to their work, according to Gallup's "State of the American Workforce Report" (2013). The same report noted that organizations with more engaged employees also find themselves with lower absenteeism, lower turnover, and higher productivity.

TASB HR Services developed the survey in collaboration with Carrollton-Farmers Branch ISD and has administered the same survey for several years and again this year, to allow year-to-year comparisons. Most of the survey requested that employees respond to statements using a Likert-type scale. Some responses were combined for purposes of analysis. For example, throughout this report, "strongly agree" and "agree" responses were combined to indicate a positive response.

The survey included 10 categories of questions to gather data about the following:

- Demographics
- Job Satisfaction
- Working Conditions
- Compensation and Benefits
- Relationship with Coworkers
- Relationship with Supervisor
- District Communications
- Campus Environment
- Curriculum and Instruction
- Student Discipline
- Customer Service & Support

Carrollton-Farmers Branch ISD provided HR Services a list of employee e-mail addresses, and at the time of survey launch there were 3,190 employees. HR Services sent an e-mail with a link to the survey to CFBISD staff requesting their participation. All employee responses were submitted directly to TASB. A total of 2,132 employees participated in the survey, yielding a response rate of 67 percent, which is slightly below the 2016 response rate of 70 percent.

TASB Employee Survey continued

Employees from all job types and work locations participated in the survey. The largest group of respondents were teachers, composing 51 percent of the total respondents and representing 63 percent of all teachers employed by the district. More than half of the respondents, 52 percent, have worked in the district for nine or fewer years. Respondents were well-distributed across work locations, but the majority of respondents, 44 percent, were from elementary campuses.

Major Findings

Job Satisfaction

Respondents were presented with 10 factors that are often considered important to job satisfaction and were asked to choose their top five. Three factors were chosen by over half of respondents. For 62 percent of respondents, meaningful work was a factor. Within the job satisfaction block of statements, at least 85 percent expressed agreement with each statement. Meaningful work and liking their work were both top rated factors in job satisfaction, both with 97 percent agreement.

Working Environment

Overall, Carrollton-Farmers Branch ISD respondents expressed satisfaction with their working conditions. Nearly all report feeling secure in their employment (94 percent) and working in an environment that is safe (93 percent). Respondents agreed least that their workload is appropriate for their position (76 percent). The majority of respondents are satisfied with the information they receive about benefits (91 percent) and the assistance they receive when they have questions about benefits (91 percent). Respondents were less inclined to agree that their pay was fair (59 percent) or that pay is competitive with other districts in the area (60 percent).

Two blocks of statements cover working relationships—coworker and supervisor. Respondents view coworker relationships very favorably, with over 90 percent of respondents agreeing with each item in this topic. For supervisors, there were two areas with 90 percent agreement, effective training and freedom to make decisions within scope. District communications are viewed positively overall, and almost all respondents, 97 percent, are familiar with the district brand: *Learn more. Achieve more.* Ninety-six percent know the vision and goals of the district.

Learning Climate

Statements about campus environment were only shown to teachers, other campus professionals, and instructional aides, to ensure they were relevant items to respondents. Each item in this section received at least 84 percent agreement among respondents. Respectful treatment from the principal was the highest rated item and held steady at 92 percent agreement from respondents.

Only teachers received items on curriculum and instruction as well as student discipline. Regarding curriculum and instruction, the statement with the most agreement from respondents (94 percent), was that teachers are held to high instructional standards. Two other statements also received at least 90 percent agreement: opportunities for collaboration (91 percent) and sufficient access to instructional technology (90 percent). Within the student discipline block 77 percent of respondents feel that the principal provides leadership for behavioral standards, and the same percentage agree they are given appropriate assistance to resolve disciplinary problems.

TASB Employee Survey continued

Customer Service & Support

At the end of the survey, respondents were asked about any contact with human resources, the business office, technology, or curriculum and instruction support. They were shown additional questions related to each department based on their response. Across all four departments, at least 85 percent of respondents agreed with each item presented.

Summary

Overall, survey participants this year viewed their jobs and the district favorably. In most cases, responses remained consistent with last year's results. The majority of topics had 80 percent or higher agreement on the statements provided; many items had over 90 percent agreement.

Although all topics showed variation from last year, respondents on average had similar views of the district as were held in 2016. The district received high ratings from responding employees across all topics surveyed.



GLOSSARY

Glossary

This glossary contains definitions of terms used in this guide and such additional terms as seem necessary to common understandings concerning financial accounting procedures for schools. Several terms, which are not primarily financial accounting terms, have been included because of the significance for school financial accounting. The glossary is arranged alphabetically with appropriate cross-referencing where necessary.

Abatement – A complete or partial cancellation of a levy imposed by a governmental unit. Abatements usually apply to tax levies or special assessments.

Account – A descriptive heading under which are recorded financial transactions that are similar in terms of a given frame of reference, such as purpose, object, or source.

Accounting Period – A period at the end of which and for which financial statements are prepared; for example, September 1 through August 31.

ACT - Acronym for **American College Test**. An achievement test used as a college entrance exam.

Accrual Basis of Accounting - A method of accounting that recognizes the financial effect of transactions, events, and inter-fund activities when they occur, regardless of the timing of related cash flows.

ADA - Acronym for **Average Daily Attendance**. ADA generally means the aggregate number of days of attendance of all students during a school year divided by the number of days school is in session during such school year.

Administration – Those activities which have as their purpose the general regulation, direction, and control of the affairs of the local education agency that are system-wide and not confined to one school, subject, or narrow phase of school activity.

Ad Valorem Tax – The primary source of local funding for school districts is ad valorem taxes levied against the local tax base. *Ad valorem* means according to the value.

AEIS – Acronym for **Academic Excellence Indicator System**. Annual reports that pull together a wide range of information on the performance of students in each school and district in Texas. The reports also provide extensive information on staff, finances, programs, and demographics for each school and district.

Allocation – A part of a lump-sum appropriation, which is designated for expenditure by specific organization units and/or for special purposes, activities, or objects.

Ancillary services – Auxiliary services that give support or assistance.

Glossary

AP - Acronym for **A**dvanced **P**lacement. AP is an accelerated level of instruction.

Appraisal – (1) The act of appraising. (2) The estimated value resulting from such action.

Appraise – To make an estimate of value, particularly of the value of property. Note, if the property is valued for purposes of taxation, the less-inclusive term “assess” is substituted for the above term.

Appropriation Account – A budgetary account set up to record specific authorization to spend. The account is credited with original and any supplemental appropriations and is charged with expenditures and encumbrances.

Appropriated Budget - The expenditure authority created by the appropriation bills or ordinances that are signed into law and related estimated revenues. The appropriated budget would include all reserves, transfers, allocations, supplemental appropriations, and other legally authorized legislative and executive changes. [NCGA Interpretation 10]

ARRA – Acronym for **A**merican **R**ecovery and **R**einvestment **A**ct of 2009. Under the American Recovery and Reinvestment Act of 2009 (ARRA), most Texas local educational agencies (LEAs) were allocated supplemental federal funds that were available through September 30, 2011. Expenditure of ARRA funds must be accounted for separately from other federal funds awarded to LEAs.

Assess - To value property officially for the purpose of taxation. Note, the term is also sometimes used to denote the levy of taxes, but such usage is not correct because it fails to distinguish between the valuation process and the tax levy process.

Assessed Valuation - A valuation set upon real estate or other property by a government as a basis for levying taxes.

Assets – Property owned by a local education agency, which has a monetary value.

Attrition – A gradual, natural reduction in membership of personnel, as through retirement.

AYP – Acronym for **A**dequate **Y**early **P**rogress; a term associated with the No Child Left Behind federal legislation.

Balanced Budget – A budget where the budgeted revenues equal the budgeted expenditures.

Bill – (1) A term used to denote a law or statute passed by certain legislative bodies. A bill has greater legal formality and standing than a resolution. (2) A statement of an amount owing for goods and services sold on open account.

Glossary

Board of Education – The elected or appointed body, which has been created according to State law and vested with responsibilities for educational activities in a given geographical area. These bodies are sometimes called school boards, governing boards, boards of directors, school committees, school trustees, etc. This definition relates to the general term and covers State boards, intermediate administrative unit boards, and local basic administrative unit boards.

Bond – A written promise, generally under seal, to pay a specified sum of money, called the face value, at a fixed time in the future, called the date of maturity, and carrying interest at a fixed rate, usually payable periodically. The difference between a note and a bond is that the latter usually runs for a longer periods of time and requires greater legal formality.

Bonded Debt – The part of the school district debt, which is covered by outstanding bonds of the district. Sometimes called “Funded Debt or Bonded Indebtedness”.

Bonds Authorized and Unissued – Bonds, which have been legally authorized, but not issued, and which can be issued and sold without further authorization.

Bonds Payable – The face value of bonds issued and unpaid.

Budgetary Accounts – Those accounts necessary to reflect budget operations and conditions, such as estimated revenues, appropriations, and encumbrances, the net balance, and other related information.

Capital Budget – A plan of proposed capital outlays and the means of financing them for the fiscal period. It is usually a part of the current budget. A capital program is sometimes referred to as a capital budget.

Capital Outlays – Expenditures which result in the acquisition of or addition to fixed assets. (see definition of Fixed Assets)

Capital Program – A plan for capital expenditures to be incurred each year over a fixed period of years to meet capital needs arising from the long term work program or otherwise. It sets forth each project or other contemplated expenditure in which the local education agency is to have a part and specifies the full resources estimated to be available to finance the projected expenditures.

Capital Projects Fund - Fund type used to account for financial resources to be used for the acquisition or construction of major capital facilities (other than those financed by proprietary funds and trust funds) [NCGA Statement 1]

Cocurricular Activities – Direct and personal services for public school pupils, such as interscholastic athletics, entertainments, publications, clubs, band, and orchestra, that are

Glossary

managed or operated by the student body under the guidance and direction of an adult, and are not part of the regular instructional program.

Community Services – Those services which are provided for the community as a whole or some segment of the community and which are not restricted to the public schools or adult education programs.

Consultant – A resource person who provides assistance to the regular personnel through conference, demonstration, research, or other means. There are two types of consultants; those retained on a temporary basis and those who are permanently employed.

Contracted Services – Labor, material, and other costs for services rendered by personnel who are not on the payroll of the local education agency.

Current – As used in this manual, the term has reference to the fiscal year in progress.

Current Budget – The annual budget prepared for and effective during the present fiscal year.

Current Expenditures per Pupil – Current expenditures for a given period of time divided by a pupil unit of measure. (average daily membership, average daily attendance, etc.)

Current Year's Tax Levy – Taxes levied for the current fiscal period.

CFB – Acronym for Carrollton Farmers Branch.

DAEP - Acronym for **D**isciplinary **A**lternative **E**ducation **P**rogram. DAEPs serve as alternative education settings for students temporarily removed for disciplinary purposes from their regular instructional settings.

DCAD – Acronym for **D**allas **C**entral **A**ppraisal **D**istrict. DCAD is responsible for appraising property for the purpose of ad valorem property tax assessment on behalf of the 61 local governing bodies in Dallas County . The appraisal district is a political subdivision of the State of Texas.

Debt – An obligation resulting from the borrowing of money or from the purchase of goods and services. Debts of local education agencies include bonds, warrants, and notes, etc.

Debt Limit – The maximum amount of gross or net debt, which is legally permitted by law.

Debt Service Fund – A fund used to account for the accumulation of resources and payment of principal and interest on all bonds.

Deficit – The excess of the obligations of a fund over the fund's resources.

Glossary

Delinquent Taxes – Taxes remaining unpaid on and after the date on which they become delinquent by statute.

Encumbrances - Commitments related to unperformed (executory) contracts for goods or services. For financial reporting purposes, encumbrance accounting is restricted to governmental funds. [NCGA Statement 1]

EOC – Acronym for **End of Course**. An assessment given which students will take as they complete the corresponding course.

EOY – Acronym for **End of Year**.

ES – Acronym for **Elementary School**.

ESEA – Acronym for **Elementary and Secondary Education Act** of 1965. Originally designed to focus federal funding on poor schools with low achieving students, ESEA established Title I, aimed at improving education for disadvantaged children in poor areas. Title I was and remains the cornerstone of ESEA.

ESL – Acronym for **English as a Second Language**. English as a second language programs are defined as intensive programs of instruction designed to develop student proficiency in English and in content areas using second language methods.

Estimated Revenue – When the accounts are kept on an accrual basis, this term designates the amount of revenue estimated to accrue during a given period regardless of whether or not it is all to be collected during the period.

ExCet – Abbreviation for **Examination for the Certification of Educators in Texas**.

Existing Debt Allotment (EDA) – Sometimes referred to as Tier III funding. Granted by the 1999 Legislature guarantees \$35 per student in state and local funds for each cent of effort (up to a maximum of \$.12 per \$100 valuation) to pay the principal and interest on eligible bonds. Eligible bonds are those that require a debt service payment during the 1998-99 fiscal year.

Expenditures- This includes total charges incurred, whether paid or unpaid, for current expense, capital outlay, and debt service. (Transfers between funds, encumbrances, and payments of cash in settlement of liabilities already accounted as expenditures are not considered as expenditures)

Expenses - Charges incurred, whether paid or unpaid, for operation, maintenance, interest, and other charges, which are presumed to benefit the current fiscal period. Note legal provisions sometimes make it necessary to treat as expenses some charges whose benefits extend over future periods. For example, purchases of materials and supplies which may be used over a period of more than one year and payments for insurance which is to be in force for a period

Glossary

longer than one year frequently must be charged in their entirety to the appropriation of the year in which they are incurred and classified as expenses of that year even though their benefits extend also to other periods.

Fiscal Year – A twelve-month period of time to which the annual budget applies and at the end of which a local education agency determines its financial position and the results of its operations.

Fixed Assets – Land, building, machinery, furniture, and other equipment which the school district intends to hold or continue in use over a long period of time. “Fixed” denotes probability or intent to continue use or possession, and does not indicate immobility of an asset.

Food Service – Those activities which have as their purpose the preparation and serving of regular and incidental meals, lunches, or snacks in connection with school activities.

Function – As applied to expenditures, this term has reference to an activity or service aimed at accomplishing a certain purpose or end; for example, Instruction, Instructional Administration, Plant Maintenance and Operations.

Fund – A sum of money or other resource set-aside for specific activities of a school district. The fund accounts constitute a complete entity and all of the financial transactions for the particular fund are recorded in them.

Fund Balance – The excess of assets of a fund over its liabilities and reserves. During the fiscal year prior to closing, it represents the excess of the fund’s assets and estimated revenues for the period over its liabilities, reserves, and appropriations for the period.

GAAP - Acronym for **Generally Accepted Accounting Principles**. GAAP refer to the standard framework of guidelines for financial accounting used in any given jurisdiction; generally known as accounting standards or standard accounting practice.

General Fund – A fund used to finance the ordinary operations of the local education agency. It is available for a legally authorized purpose and consists of money not specifically designated for some other particular purpose.

General Obligation Bonds – Bonds backed by the full faith and credit of the government.

HB1 – Acronym for **House Bill One**, reference to the appropriations bill that changed public school funding, 80th Legislature State of Texas.

Infrastructure - Long-lived capital assets that normally are stationary in nature and normally can be preserved for a significantly greater number of years than most capital assets. Examples of infrastructure assets include roads, bridges, tunnels, drainage systems, water and sewer systems, dams, and lighting systems. [SGAS 34]

Glossary

Instruction – The activities dealing directly with the teaching of students or improving the quality of teaching.

Instructional Facilities Allotment (IFA)- Granted by House Bill 4 in 1997, this program provides a guaranteed level (\$35) of state and local funds per student per penny of tax effort applicable to debt service on eligible bonds. However, there is a limit on funding for each biennium so the District must apply for funding. The applications are ranked based on relative property wealth and funds are awarded up to the dollar limit available.

Interest - A fee charged a borrower for the use of money.

Inventory – A detailed list or record showing quantities, descriptions, values, units of measure, and unit prices of property on hand.

I & S - Acronym for **Interest & Sinking Fund** (Debt Service Fund). Debt service funds are used to account for money that will be used to pay the interest and principal of long-term debts. Bonds used by a government to finance major construction projects, to be paid by tax levies over a period of years, require a debt service fund to account for their repayment.

JJAEP – Acronym for **Juvenile Justice Alternative Education Program**. Students are placed in this program after being expelled from the regular school setting.

LBB – Acronym for **Legislative Budget Board**. The Legislative Budget Board (LBB) is a permanent joint committee of the Texas Legislature that develops budget and policy recommendations for legislative appropriations, completes fiscal analyses for proposed legislation, and conducts evaluations and reviews to improve the efficiency and performance of state and local operations.

LEP – Acronym for **Limited English Proficiency**. Persons who are unable to communicate effectively in English because their primary language is not English and they have not developed fluency in the English language.

Levy – (Verb) To impose taxes or special assessments. (Noun) The total of taxes or special assessments imposed by a governmental unit.

Liability – An obligation, based on a past transaction, to convey assets or perform services in the future.

Long-Term Loan - A loan which extends for more than 5 years from the date the loan was obtained and is not secured by serial or term bonds. Such loans are not legal in Texas under the general statutes.

Glossary

Modified Accrual Basis of Accounting - Basis of accounting according to which (a) revenues are recognized in the accounting period in which they become available and measurable and (b) expenditures are recognized in the accounting period in which the fund liability is incurred, if measurable, except for un-matured interest on general long-term debt and certain similar accrued obligations, which should be recognized when due. [NCGA Statement 1]

National Council on Governmental Accounting (NCGA) - The immediate predecessor of the GASB as the authoritative accounting and financial reporting standard-setting body for state and local governments. The NCGA issued 7 statements and 11 interpretations prior to its dissolution in June 1984. These statements and interpretations remain effective unless superseded by a subsequent GASB pronouncement.

Object – As applied to expenditures, this term has reference to an article or service received; for example, payroll costs, purchased and contracted services, materials, and supplies.

Operating Activities - Term used in connection with cash flows reporting. Operating activities generally result from providing services and producing and delivering goods, and include all transactions and other events that are not defined as capital and related financing, non-capital financing, or investing activities. [SGAS 9]

Other Financing Source - An increase in current financial resources that is reported separately from revenues to avoid distorting revenue trends. The use of the other financing sources category is limited to items so classified by GAAP.

Other Financing Use- A decrease in current financial resources that is reported separately from expenditures to avoid distorting expenditure trends. The use of the other financing uses category is limited to items so classified by GAAP.

Other Postemployment Benefits (OPEB) – Post-employment benefits other than pension benefits. OPEB include post-employment health care benefits, regardless of the type of plan that provides them, and all post-employment benefits provided separately from a pension plan, excluding benefits defined as termination offers and benefits. [SGAS 43]

Overlapping Debt - In the context of the statistical section, the outstanding long-term debt instruments of governments that overlap geographically, at least in part, with the government preparing the statistical section information. That is, debt of another government that at least some of the reporting government's taxpayers will also have to pay in whole or in part. Lower levels of government are not required to treat debt of the state as overlapping debt, even though it technically meets this definition. Furthermore, states, regional governments, and counties are exempted from the requirement to present overlapping debt, although counties are still encouraged to do so. [SGAS 44]

Glossary

Payroll – A list of individual employees entitled to pay, with the amounts due to each for personal services rendered.

PEIMS - Acronym for **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.

Personnel, Full-Time – School employees who occupy positions, the duties of which require them to be on the job on school days, throughout the school year, at least the number of hours the schools in the system are in session.

Personnel, Part-Time – Personnel who occupy positions, the duties of which require less than full time-service. This includes those employed full-time for part of the school year, part-time for all of the school year, and part-time for part of the school year. See also Personnel, Full-Time.

Plant Maintenance (Plant Repairs and Repairs and Replacements of Equipment) – Those activities which are concerned with keeping the grounds, buildings, and equipment at their original condition or completeness or efficiency, either through repairs or by replacements of property. (anything less than replacement of a total building)

Principal of a School – The administrative head of a school (not school district) to whom has been delegated the major responsibility for the coordination and supervision of the activities of the school.

Principal of Bonds – The face value of bonds.

Program – The definition of an effort to accomplish a specific objective or objectives consistent with funds or resources available. Budgets and actual revenue and expenditure records may be maintained per program.

Program Budget – A budget wherein expenditures are based primarily on programs of work and secondarily on character and object. A program budget is a transitional type of budget between the traditional character and object number, on the one hand, and the performance budget on the other.

Refunding Bonds – Bonds issued to pay off bonds already outstanding.

Reimbursement – Cash or other assets received as a repayment of the cost of work or services performed, or of other expenditures made for or on behalf of another governmental unit or department, or for an individual, firm, or corporation.

Glossary

Reserve – An amount set aside for a specified purpose, or an account, which records a portion of the fund balance that is to be segregated for some future use and, therefore, is not available for further appropriation and expenditure.

Rollback Tax – Reference to current State of Texas school finance laws that require Maintenance and Operations tax rate increases (above a certain limit) to be voted on by the public. Rollback elections that fail roll the tax rate back to the previous lower level.

RPAF – Acronym for **Regular Program Adjustment Factor**. During the 2011 legislative session, the Texas Legislature made several changes to school finance formulas. One of these changes codified the calculation of the regular program allotment, which is equal to a district's number of students in average daily attendance multiplied by the adjusted basic allotment and then by what is known as the regular program adjustment factor (RPAF). The RPAF has the effect of reducing the amount of funding school districts receive.

Salary – The total amount regularly paid or stipulated to be paid to an individual, before deductions, for personal services rendered while on the payroll of the school district. Payments for sabbatical leave are also considered as salary.

SAT - Acronym for **Standardized Achievement Tests**. The **SAT** is the nation's most widely used college admission exam.

SCE – Acronym for **State Compensatory Education**. Compensatory education is defined in law as programs and/or services designed to supplement the regular education program for students identified as at risk of dropping out of school.

School – A division of the school system consisting of a group of pupils composed of one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary programs are housed in the same school plant.

School, Elementary – A school classified as elementary by State and local practice and composed of any span of grades not above grade six. In this District this term includes kindergartens and pre-kindergartens if they are under the control of the local board of education.

School, Intermediate – A separately organized elementary school intermediate between early elementary and middle school.

School, Middle – A separately organized secondary school intermediate between elementary, intermediate, and senior high school. In this District middle schools include grades six through eight.

Glossary

School, Public – A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds.

School, Secondary – In this handbook a secondary school comprises any span of grades beginning with the next grade following the elementary/intermediate school and ending with or below grade 12, including middle schools, the different types of high schools, and alternative high schools.

School, Senior High – A school offering the final years of high school work necessary for graduation; invariably preceded by a middle school in the same system.

School, Summer – The name applied to the school session carried on during the period between the end of the regular school term and the beginning of the next regular school term.

Section 504 – For school districts, any child eligible for a district’s public education program is qualified. 34 CFR 104.3(k), 104.38 Parents who have a handicapping condition may also be protected by Section 504. For example, parents who are deaf may be entitled to an interpreter if they need it to have an equal opportunity to participate in school initiated activities regarding their child.

Serial Bonds – Bonds whose principal is to be repaid in periodic installments over the life of the issue.

SHARS- Acronym for **School Health and Related Services**. SHARS is a Medicaid financing program and is a joint program of the Texas Education Agency and the Texas Health and Human Services Commission (HHSC). SHARS allows local school districts to obtain Medicaid reimbursement for certain health-related services provided to students in special education.

Special Revenue Fund - A governmental fund type used to account for the proceeds of specific revenue sources (other than for major capital projects) that are legally restricted to expenditures for specified purposes.

State Aid for Education – Any grant made by a State government for the support of education.

STAAR – Acronym for the **State of Texas Assessments of Academic Readiness**. STAAR replaced the Texas Assessment of Knowledge and Skills (TAKS). The STAAR program includes annual assessments for various grades.

STEM – Academic disciplines of science, technology, engineering and mathematics.

Student Wealth – Assessed value of property divided by school enrollment.

Glossary

Supplemental Taxes – Taxes levied subsequent to the initial levy to add property omitted from the original tax roll(s).

Supply – A material item of an expendable nature that is consumed, worn out, or deteriorated in use; or one that loses its identity through fabrication or incorporation into a different or more complex unit or substance.

TAKS – Acronym for **T**exas **A**ssessment of **K**nowledge and **S**kills exam - A standardized test used in Texas.

TASBO – Acronym for **T**exas **A**ssociation of **S**chool **B**usiness **O**fficials - An independent, not-for-profit professional association dedicated to being the trusted resource for school finance and operations in Texas.

Taxes – Compulsory charges levied by a governmental unit for the purpose of financing services performed for the common benefit. The term includes licenses and permits. It does not include special assessments.

Tax Increment Financing - Financing secured by the anticipated incremental increase in tax revenues, resulting from the redevelopment of an area.

TEA - Acronym for the **T**exas **E**ducation **A**gency - The Texas Education Agency oversees public prekindergarten through high school education, as well as adult basic education programs.

TEKS - Acronym for **T**exas **E**ssential **K**nowledge and **S**kills - The state standards for what students should know and be able to do.

TRE – Acronym for **T**ax **R**atification **E**lection – Texas law requires school districts to calculate two tax rates-effective tax rate and the rollback rate- after the district receives the certified appraisal roll or certified property value estimate from the chief appraiser. Generally, if a school board adopts a tax rate above is rollback tax rate, it must hold an election to ratify that rate. If a majority of the votes cast in the election favor the proposition to approve the rate, the tax rate for the current year is the rate adopted by the board. If the proposition is not approved, the board may not adopt a rate higher than the rollback rate.

TRS – Acronym for **T**eacher **R**etirement **S**ystem - TRS is a public pension plan of the State of Texas.

Underlying Bond Rating – The rating the district would be given by investor services to give relative indications of credit quality to stand alone without the permanent bond guarantee by the State.

Glossary

Unencumbered Balance of Appropriation – That portion of an appropriation not yet expended or encumbered; the balance remaining after deducting from the appropriation the accumulated expenditures and outstanding encumbrances.

Unexpended Balance of Appropriation – That portion of an appropriation not yet expended; the balance remaining after deducting from the appropriation the accumulated expenditures.

Unit Cost – Expenditures for a function, activity, or service divided by the total number of units for which the function, activity, or service was provided.

WADA - Acronym for **Weighted Average Daily Attendance**. WADA is a calculated number that represents the number of students for which a district receives funding after adjusting for special needs.

Wealth Transfer Provisions - Reference to the provision of the State of Texas school finance system that effectively adjusts taxable property wealth per weighted student for each school year to no greater than the “equalized wealth level”, determined in accordance with a formula set forth in the school funding legislation.