

December 19, 2001

The Honorable Rick Perry  
The Honorable William R. Ratliff  
The Honorable James E. "Pete" Laney  
Members of the Texas Legislature  
Commissioner James E. Nelson

Fellow Texans:

I am pleased to present this report on the progress of the Santa Gertrudis Independent School District (SGISD) in implementing my Texas School Performance Review (TSPR) recommendations.

In August 2000, I released the results of my review of the district's operations. This review offered 27 recommendations that could save SGISD taxpayers a net of nearly \$156,377 by 2004-05. The review also noted a number of SGISD's exemplary programs and model services provided by district administrators, teachers and staff.

After a little more than one year, we returned to check on how well the district's leadership put these proposals into practice. Over the last year, SGISD has implemented, or is in the process of implementing, 24 of the proposals, or 89 percent. The district has realized net savings of \$20,800 to date and expects those savings over five years to reach nearly \$117,700.

This report is available on my Web site at  
[www.window.state.tx.us/tspr/santapr/](http://www.window.state.tx.us/tspr/santapr/).

Thanks for all that you do for Texas.

Sincerely,



Carole Keeton Rylander  
Texas Comptroller

# Santa Gertrudis ISD Progress Report December 2001

## Introduction

In August 2000, the Texas Comptroller of Public Accounts' Texas School Performance Review (TSPR) completed a comprehensive school review of the Santa Gertrudis Independent School District (SGISD). During October 2001, TSPR staff members returned to assess the district's progress in implementing their recommendations.

Since 1991, TSPR has recommended more than 5,500 ways to save taxpayers in 63 different public school districts more than \$600 million over five years. TSPR also conducts follow-up reviews of districts that have had at least one year to implement its recommendations. The 37 "progress reports" conducted to date show that 90 percent of TSPR's combined proposals have been acted upon, saving taxpayers more than \$109 million, with more savings expected in the future.

## Improving the Texas School Performance Review

Upon taking office in January 1999, Texas Comptroller Carole Keeton Rylander consulted school district officials, parents, and teachers and carefully examined past reviews and progress reports in an effort to make the Texas School Performance Review more valuable, even vital, to the state's more than 1,000 school districts. Having served as a teacher and later as a school board president, Comptroller Rylander has vowed to make TSPR more accountable to local school districts and the communities they represent.

Comptroller Rylander began by establishing new criteria for selecting school districts for future reviews. Priority now is given to districts judged to be poor-performing, academically or financially, and to reviews that will benefit the greatest number of students. To ensure that this process also serves small districts, reviews of numerous school district in close proximity, regardless of academic or financial status are also done to achieve some economy of scale, as was the case with the smaller districts reviewed in Kleberg County.

Recognizing that only about 52 cents of every education dollar is spent on instruction, Comptroller Rylander's goal is to channel more of every education dollar into the classroom. In addition, the comptroller has acted

to ensure that school districts' best practices and exemplary models will not be left buried inside individual TSPR reports. Instead, Comptroller Rylander has ordered best practices and exemplary programs to be shared quickly and systematically among all the state's school districts, and with anyone who requests such information. There is simply no reason for a district that has solved a problem to keep the solution to itself. Comptroller Rylander has directed TSPR to serve as an active clearinghouse of the best and brightest ideas in Texas public education. Best practices identified in the original review of KISD are included in the Comptroller's best practices database, "*A+ Ideas for Managing Schools*" (AIMS), which is accessible on the web at [www.aimsdatabase.org](http://www.aimsdatabase.org).

Under Comptroller Rylander's approach, the TSPR team and consultants work with districts to:

- ensure students and teachers receive the support and resources necessary to succeed;
- identify innovative options to address core management challenges;
- ensure administrative activities are performed efficiently, without duplication and in a manner that spurs education;
- develop strategies to ensure the districts' processes and programs are continually assessed and improved;
- understand the links among the districts' functional areas and determine ways to provide a seamless system of services;
- challenge any process, procedure, program or policy that impedes instruction and recommend ways to reduce or eliminate obstacles; and
- put goods and services to the "Yellow Pages test"-government should do no job if there is a business in the Yellow Pages that can do that job better and at a lower cost.

Finally, Comptroller Rylander has opened her door to Texans who share her optimism about TSPR's potential. Suggestions to improve school reviews are welcome at any time. The Comptroller is a staunch believer in public education and public accountability.

Detailed information can be obtained from TSPR by calling 1-800-531-5441 extension 5-3676, or by visiting the Comptroller's Web site at [www.window.state.tx.us](http://www.window.state.tx.us).

## TSPR in the Santa Gertrudis Independent School District

In January 2000, Texas Comptroller Carole Keeton Rylander selected the four districts in Kleberg County-Kingsville ISD, Ricardo ISD, Riviera ISD and Santa Gertrudis ISD for school performance reviews. After two failed attempts to secure consultants to assist with the reviews, work began in earnest in May 2000. Based upon more than three months of work, this August 2000 report identified SGISD's exemplary programs and suggested concrete ways to improve district operations. If fully implemented, the Comptroller's 27 recommendations could result in net savings of \$156,377 over the five years following the initial report's publication.

The TSPR's team, which was made up of Deloitte and Touche LLP, Inc. and Comptroller staff joined together to conduct this review. The team interviewed district employees, school board members, parents, business leaders and community members. In addition, a public forum was held at SGISD's Academy High School on May 18, 2000 from 6:00 p.m. to 8:00 p.m. To obtain additional comments, the review team conducted focus group sessions with teachers and business leaders. The Comptroller's office also received letters and phone calls from a wide array of parents, teachers and members of the community.

A total of 173 respondents answered surveys. Eleven campus and central administrators and support staff, two principals, 22 teachers, 59 parents and 79 students completed written surveys as part of the review. The review team also consulted two databases of comparative educational information maintained by the Texas Education Agency (TEA)-the Academic Excellence Indicator System (AEIS) and the Public Education Information Management System (PEIMS).

SGISD selected peer districts for comparisons based on similarities in student enrollment, student performance and community and student demographics. The selected peer districts were Agua Dulce ISD, Ben Bolt/Palito Blanco CISD and Riviera ISD.

### ***SGISD in Profile***

SGISD is located in Kleberg County approximately 40 miles south of the city of Corpus Christi. The county seat is located in Kingsville, which is the home of the King Ranch. Santa Gertrudis was formally established in 1917 as one of three schools associated with the King Ranch of South Texas.

Santa Gertrudis ISD is fully accredited by the Texas Education Agency (TEA) and has operated as an independent school district since 1942.

In 1994, TEA approved the formation of Academy High School; a collaborative program of Santa Gertrudis ISD, Driscoll ISD and Texas

A&M - Kingsville. The school began with a freshman class in 1994-95 and expanded to serve students through the twelfth grade by 1997-98.

Under the state's funding formulas, Santa Gertrudis ISD was previously categorized as a Chapter 41, or property-wealthy district. Property-wealthy districts are required to share their wealth with property-poor districts or return money to the state for redistribution.

SGISD is still classified as a Chapter 41 or property-wealthy district, but acceptance of tuition free transfer students allows the district to reduce its wealth per students below the minimum wealth level of \$300,000 per student and consequently is not required to send money to the state.

Currently, the district operates two schools in two separate locations: a combination elementary/ middle school that includes students from early childhood through grade eight and a high school that includes grades nine through 12. Enrollment for 2001-02 has reached 277 students.

The district is served by the Texas Education Agency's (TEA) Regional Education Service Center II (Region 2) in Corpus Christi.

In 2001-02, SGISD's student enrollment is 74 percent Hispanic, 26 percent Anglo and less than 1 percent "Other." More than 53 percent of SGISD's students are classified as economically disadvantaged.

For the first time in 2000, SGISD received a Recognized rating from the Texas Education Agency (TEA), and both schools also were rated as Recognized. In 2000-01, 89.4 percent of all students passed the Reading portion of the Texas Assessment of Academic Skills (TAAS), 87.9 percent passed the Math portion of the test and 97.2 percent passed the Writing portion. Improvements were achieved in nearly all categories and subcategories of students taking the test.

In 2000-01, the district employed a staff of 55.8 employees, with teachers accounting for nearly 57 percent. The district had expenditures of more than \$3 million in 2000-01. In 2000-01, 65 percent of SGISD's revenue was generated from local taxes, and 25 percent came from other local and intermediate sources. Ten percent of the district's revenue came from state and federal sources.

In 2000-01, SGISD spent 54 cents of every tax dollar on classroom instruction compared to the state average of 51 cents. SGISD's spending pattern is an improvement over the 52.9 cents that the district spent in 1998-99.

The Academy Entrepreneurs program has been expanded into a three-year program with the junior and senior level focusing on running a school-based business. The program is now contracting with the school district to service all personal computers and maintain both campuses' networking systems. The program will use the district's contract payment to establish a foundation to provide students scholarships for post-secondary education.

Since the review, a new program has been implemented, which deals with video technology and production. The students completing the program will have the skills necessary to enter the television production and video technology job market.

While the district has a lot of work to do, both SGISD staff and TSPR team members see progress. Fourteen of TSPR's recommendations have been implemented, 10 are in various stages of implementation, and two have not been addressed. SGISD officials rejected one recommendation, because they believed implementation was not feasible. (See Appendix A for details on the recommendations' status.)

## Riviera ISD Report Card

<b>Chapter</b>	<b># of Recommendations</b>	<b>Complete</b>	<b>In Progress</b>	<b>Not Implemented</b>	<b>Rejected</b>	<b>Percent Complete In Progress</b>
District Organization and Management	6	3	2	1	0	50%/33%
Educational Service Delivery	5	3	2	0	0	60%/40%
Financial Management	6	5	1	0	0	83%/17%
Operations	10	3	5	1	1	30%/50%
<b>Overall Grade</b>	<b>27</b>	<b>14</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>52%/37%</b>

Excellent = More than 80% complete  
 Satisfactory = 80% to 100% complete or in progress  
 Needs Work = Less than 80% complete or in progress

# Exemplary Programs and Practices

TSPR identified numerous "best practices" in SGISD. Through commendations in each chapter, the report highlighted model programs, operations and services provided by SGISD administrators, teachers and staff members. Other school districts throughout Texas are encouraged to examine the exemplary programs and services to see if they could be adapted to meet their local needs. The TSPR commendations include:

- The Santa Gertrudis ISD gives many stakeholders an opportunity to be involved in the district's decision-making processes through its committee structure. In addition, Academy High School also has seven separate campus committees---the Attendance Committee, the 504 Committee, the Placement Review Committee, the Courtesy Committee, the Academy Awards Committee, the End-of School Committee and the National Honor Society Committee. *During the 2000-01 year, the district continued to have increasing numbers of parent volunteers.*
- Student-led conferences at the high school and elementary/middle school level have increased parent participation and interest and created a positive win-win situation for everyone in the process. While all districts conduct parent/teacher conferences at least twice a year, SGISD has used student-led conferences to update parents on students' progress every nine weeks. Students lead the conference in a presentation of their portfolios and explain what they have learned. In teacher focus groups interviews, the review team heard many success stories about this new process. *During the 2000-01 school year surveys of parents and community members indicated that the student lead conferences were high on the list of priorities of practices to continue on both campuses. Parents of high school students said this process gives them greater insight into their child's progress in school and allows them to become more active participants in their child's development.*
- According to district officials, about 40 percent of the district's students dropped out during the transition from middle to high school. The district, however, has instituted a new performance-based concept for secondary education that has reduced the dropout rate to zero. SGISD has developed a hands-on technology program that allows students to learn technological, business and interpersonal skills. *Through Academy High School's career and technology program, students are organized into a company called Academy Entrepreneurs that builds and sells computers. High school students may choose either a business or technical track. Students participate in the production, marketing, sales and*

*service functions of the "student-run" company. Students are encouraged to sell their products and all profits are placed in a scholarship fund. Moreover, students are allowed to build their own computers that they may keep upon graduation.*

- SGISD's Special Education program aggressively seeks financial resources to serve special education students. In November 1999, the district began receiving additional funds through the federal government's School Health and Related Services (SHARS) program. SHARS reimburses districts for services the district provides to Medicaid-eligible students with disabilities. For example, if a student's Individual Education Plan (IEP) mandates occupational, physical or speech therapy, and that student is Medicaid-eligible, the district can receive Medicaid reimbursement for providing these services. From November 1999 to May 2000, the district received about \$4,500 dollars in additional funds. *The district will continue the program as long as the district has eligible students.*
- Santa Gertrudis ISD used the "Yellow Page Test" to decide how best to provide an Alternative Education Program (AEP). Beginning in 2000-01, SGISD anticipates a savings of \$5,000 per year though a contract with Coastal Bend Youth City to provide alternative education for students who have been suspended or who have violated the code of conduct and been assigned to an AEP program. *Since the original review, the Coastal Bend Youth City became a charter school and has declined to accept AEP students. The district is now providing its own AEP program as needed.*
- SGISD takes advantage of cooperative purchasing through the Regional Education Service Center II (Region 2). The Cooperative Purchasing Program prepares, prints, advertises and tallies formal bid proposals and analyzes bid awards for multiple districts. *SGISD is continuing to participate in the program because of the cost savings achieved.*

## TSPR Key Recommendations

Listed below are some of the key recommendations that district administrators and staff said they believe had the greatest impact on district operations. These recommendations are organized by chapter and by the area of operation outlined in the original report.

### **District Organization and Management**

**Recommendation 2: Integrate the district's planning documents into a district strategic plan and link the plans to the budget.** According to



the district, this recommendation prompted district officials to take a close look at the direction the district wanted to take.

## **Education Service Delivery**

**Recommendation 9: Identify campus and districtwide systems that will provide access to necessary student, administrative and financial information and establish a plan for integration.** This recommendation caused the district to assess the need and to place this as a higher priority than it had been in the past. Being a small district it was helpful in making the process easier and more reliable (lessen the chance of error).

## **Financial Management**

**Recommendation 13: Develop a formal procedures manual for the business office that details day-to-day operations.** Implementing this recommendation will provide district's personnel a clearer understanding of the district's business procedures.

## **Operations**

**Recommendation 18: Formulate a facilities and maintenance strategic plan for both the elementary and high school campuses.** This recommendation forced the district to look at the district's facilities and maintenance needs and to develop a financial plan to meet those needs.

## **What Remains to be Done?**

SGISD has made steady progress toward implementing TSPR recommendations. Ninety percent of the TSPR recommendations either have been implemented or are being implemented at the present time. District administrators have not implemented two of the report's recommendations and rejected one, and have provided the reasons for their decisions. The section below addresses the key areas requiring additional attention.

## **Discipline Procedures**

SGISD has tried to persuade Driscoll ISD to develop joint disciplinary procedures but as of yet, officials have been unable to accomplish this task. TSPR encourages SGISD to continue to communicate with Driscoll so the students have a smooth transition into Academy High School.

## **Maintenance Scheduling**

SGISD officials have communicated with the Texas A&M at Kingsville University about the need to schedule maintenance projects during times when the high school is not in session but have not yet reached a formal agreement with the university on this issue. The university is working more effectively with the high school to schedule maintenance projects during times when the high school is not in session, but at this time, SGISD has been unable to formalize a mutually agreed-upon maintenance schedule.

## **Energy Conservation**

TSPR has recommended SGISD participate in the State Power Program to reduce the district's utility bills. The district had signed up for a September 2001 conference hosted by the Comptroller's State Energy Conservation Office, but the conference was cancelled due to the events on September 11. In spite of the delays, energy conservation and the reduction of the utility costs should remain a priority with the district. The Comptroller's staff will continue to work with SGISD to conserve energy and reduce costs.

## **SGISD's Ideas for Improving the Texas School Performance Review**

The TSPR team does not assume that its school review process works so well that it cannot be improved. Therefore, as part of the progress report preparation, TSPR asked SGISD staff members and administrators what went right with the review, what went wrong and how the process could be improved.

Feedback from other districts already has prompted improvements in TSPR's review process. For example, early reports did not include implementation strategies, and districts told TSPR they needed help in getting started. As a result, school reviews now include implementation strategies and timelines for each recommendations.

Santa Gertrudis administrators and board members made the following observations:

According to the superintendent, the entire process was productive. He thought the reason was because the district had a positive attitude about the review. He said the TSPR staff did a good job of gathering the information. He also thought the cost savings were realistic with the exception of one or two recommendations.

The superintendent believed that the TSPR team did not have sufficient personnel with practical school experience and that the team did not understand the needs and problems of a small school district. At the time of the review, TSPR had examined large districts for the most part, but TSPR now has improved its own processes and has increased the number of small district reviews.

## Appendix A: Status of Recommendations and Savings

### Chapter 1: District Organization and Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	SGISD's Projected Five-Year Savings (Costs)	Comments
1	Supplement the criteria used to evaluate the superintendent's performance with additional indicators and goals. p. 19	Not Implemented	\$0	\$0	\$0	The current superintendent's evaluation contains all of the required criteria plus the components for student performance. Therefore, the school board did not believe that any adjustments were necessary.
2	Integrate the district's planning documents into a district strategic plan and link the plan to the budget. p. 21	Complete	\$0	\$0	\$0	This is an ongoing process. During the 2000-01 year the budgets were linked to the plans. This year, the district is revising its campus and district plans and they will be used as the basis for the budget process that will begin in Januarv

						2002. The district has set both campus and districtwide budget priorities.
3	Increase involvement of district and campus SBDM committees in the budgeting process. p. 24	In Progress	\$0	\$0	\$0	The district is revising its campus and district improvement plans. In October the elementary school plan was reviewed and approved. In November, the high school plan was reviewed and in December the district plan is scheduled for review. 2001-02 was the first year that Academy High School came under SGISD's sole jurisdiction. Driscoll now pays tuition for its students under a tuition transfer agreement. The state reimburses Driscoll for most of the tuition, and SGISD will have a campus

						improvement plan specifically for Academy and will be required to have a district improvement plan for the first time.
4	Review the current PEIMS reporting process and identify any weaknesses that would allow incorrect reporting of data. p. 25	Complete	\$0	\$0	\$0	The district has developed a PEIMS manual for both campuses. The counselor is responsible for entering information, and the principals are responsible for the personnel. The district has developed a check and balance system so the campus principal checks the data before it is submitted and again when the data is returned to the district for verification. The coordinator meets with personnel at both campuses to ensure they are doing what needs to be done and to provide

						information on procedural changes.
5	Develop a district policy to authorize the superintendent to make all final decisions about the hiring and termination of non-administrative employees. p. 26	Complete	\$0	\$0	\$0	The board approved this new policy one month after the final report was issued. This policy allows the district to hire teachers more quickly. The superintendent still informs the board of all decisions, but the new policy saves time. The board still is involved in hiring and firing administrative personnel.
6	Develop a plan in conjunction with existing business and civic partners to increase business participation. p. 29	In Progress	\$0	\$0	\$0	The district has three major taxpayers: Exxon, the King Ranch and the energy providers. The superintendent meets each month with the King Ranch leadership. They do not have a written plan. They do have a relationship with business partners as part

						of the Academy High School Based Business. There is a board of directors that is nominated and includes business and educational representatives. The program's managers report quarterly to the board of directors, and the board serves as consultant to the students. They are setting up a foundation. Revenues will come in from the sale of the computers and the operation of this school-based business.
	<b>Totals: Chapter 1</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	



## Appendix A: Status of Recommendations and Savings

### Chapter 2: Educational Service Delivery

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	SGISD's Projected Five-Year Savings (Costs)	Comments
7	Set goals for improving performance for economically disadvantaged students and create a plan for instructional delivery to meet these goals. p. 44	Complete	\$0	\$0	\$0	This district is aligning the curriculum at the elementary level and will then align the curriculum at the high school level. At each of those levels, the staff is addressing the needs of special populations. Within the plans they address Compensatory Education despite the fact that the state does not send the district compensatory education funding because of the district's Chapter 41 status.
8	Comply with the Texas State Plan for the Education of Gifted/Talented Students and adopt a five-year plan for the Gifted and Talented	Complete	\$0	\$0	\$0	The board approved the plan in spring 2001.

	Program. p. 47					
9	Identify campus and districtwide systems that will provide access to necessary student, administrative and financial information and establish a plan for integration. p. 53	In Progress	\$0	\$0	\$0	Within the campus and district improvement plans, one of the priorities is the development of a strong information management system. The district is planning to set up a file server specifically for administrative technology. The district has upgraded the RSCCC system and added additional work stations at the high school, and the new file server will allow the staff to share files and submit data directly. The district also has a new security system to ensure confidentiality of the information. Scheduling has been performed using the new system, which has improved reporting.
10	Include violence prevention and	Complete	\$0	\$0	\$0	This recommendation

	<p>intervention plans and incident statistics in district and campus improvement plans and share the information with teachers, parents and administrators. p. 59</p>					<p>has been implemented, and a crisis management plan presented to the board in October. The district is also considering revisions to this plan based upon the events of September 11 and since the university has already experienced bomb scares and anthrax threats that could affect the school, particularly if the school were shut down or evacuated.</p>
11	<p>Develop joint disciplinary procedures between Santa Gertrudis ISD and Driscoll ISD to ease student transition into Academy High School. p. 60</p>	In Progress	\$0	\$0	\$0	<p>SGISD has approached Driscoll but it has not yet adjusted its processes and procedures to change its plans. Each spring, this is addressed with the Driscoll administration and board. Thus far, a mutually agreeable solution has not been reached. SGISD is committed to</p>

						continuing to try to work with Driscoll ISD on this issue.
	<b>Totals: Chapter 2</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

## Appendix A: Status of Recommendations and Savings

### Chapter 3: Financial Management

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	SGISD's Projected Five-Year Savings (Costs)	Comments
12	Seek to ensure both real and perceived independence of the district's external auditor. p. 69	Complete	\$0	\$0	\$0	SGISD has an extremely good relationship with the external auditor and the contract for payroll. The superintendent met with the auditor and established assurances that there would be no conflicts between the external audit and the people who work on a day-to-day basis. Annually, the district will reassess this relationship and ensure that the two functions of the accounting firm remain separate and independent.
13	Develop a formal procedures manual for the business office that details day-to-day operations. p. 71	In Progress	\$0	\$0	\$0	The business procedures are in rough draft. The forms and procedures are documented. The principals have been given the written information but not yet in this format. The procedures are being followed. In

						the area of cash handling, the district completely reorganized to ensure that a minimum number of people handle cash and that safeguards are in place to avoid misappropriation or clerical errors.
14	Establish a formal budget calendar. p. 72	Complete	\$0	\$0	\$0	The formal budget calendar is not in the draft business procedures. The timeframe begins in January 2001 as the budget preparation process begins and works through the development process. The benefit is to have this on the calendar to ensure that all timelines and deadlines are being met.
15	Designate a central office staff member as backup for payroll and cross-train the employee to perform all payroll functions. p. 73	Complete	\$0	\$0	\$0	The accounting firm has two people trained in the function, and they serve as backup to one another. The PEIMS coordinator/business manager is familiar with this process and would serve as the district backup if the need arises.
16	Develop a comprehensive purchasing procedures	Complete	\$0	\$0	\$0	The purchasing function is set up as section of the overall business

	manual. p. 76					procedures manual. This section is complete and has been distributed to campus staff during the 2000-01 school year.
17	Conduct annual inventories of the district's fixed assets and establish an accountability system for high-risk assets. p. 77	Complete	\$0	\$0	\$0	Implementing this recommendation will be an ongoing process. The inventory is performed every three years with an annual update. The inventory was updated during the summer of 2001 and another complete inventory will be performed as part of GASB 34 in 2002. Previously the district had joint property with Driscoll ISD, and most of that property is now obsolete, so a new complete inventory will consist of only SGISD assets.
	<b>Totals: Chapter 3</b>		<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	

## Appendix A: Status of Recommendations and Savings

### Chapter 4: Operations

Rec#	General Recommendation	Implementation Status	TSPR's Projected Five-Year Savings (Costs)	Actual Savings (Costs) to Date	SGISD's Projected Five-Year Savings (Costs)	Comments
18	Formulate a facilities and maintenance strategic plan for both the elementary and high school campuses. p. 84	In Progress	\$0	\$0	\$0	The district has been revising the facility renovation plan for Academy High School and is reassessing facility needs on both campuses. The district is identifying priority facility and maintenance needs.
19	Develop and implement a custodial staffing allocation formula to ensure SGISD custodians are employed in a cost-effective manner. p. 85	Rejected	\$59,805	\$0	\$0	The superintendent believed a staffing formula did not apply to a district of SGISD's size. The district and Texas A & M University at Kingsville had an arrangement so that the university



						<p>provided custodians. For 2000-01, SGISD chose to eliminate the contract staff at the high school and employed 4 part time custodians who work after hours. While the district rejected the formula concept, the district's reassessment of the custodial arrangement at the high school resulted in considerable savings.</p>
20	<p>Develop written custodial procedures and provide them to the staff. p. 86</p>	In Progress	\$0	\$0	\$0	<p>While the district has no written procedures yet, the district does have job descriptions for the custodians Each custodian is assigned zones. Teachers have forms they can turn in to</p>

						show what tasks have not been completed each day.
21	Stipulate in the facilities lease contract with the university that all scheduled maintenance and upgrades to the facility must be by the district prior to implementation. p. 88	Not Implemented	\$0	\$0	\$0	The superintendent met with university officials who were not receptive to formally amending the lease. While no formal agreement has been made, the university is working more effectively with the high school to schedule maintenance projects during times when the high school is not in session. While this situation is an improvement, the district remains subject to the university's scheduling.
22	Develop an energy program to improve the district's energy efficiency. p. 91	In Progress	\$0	\$0	\$42,000	The district is requiring all thermostats to be set at standard temperatures

						during times of peak use and non-use. Meetings have been held with staff, and attempts are under way to participate in some statewide and regional energy-saving initiatives.
23	Participate in the State Power Program to receive a discount in the district's utility bills. p. 92	In Progress	\$4,640	\$0	\$4,700	The district has examined the program and other options. Additional information from the state and other programs will be reviewed.
24	Install programmable thermostats to reduce utility bills. p. 93	In Progress	\$8,444	\$0	\$9,000	The district is examining the cost of programmable thermostats. Over the five years following the review, district officials believe the savings could be dedicated to paying for the equipment, however, in the long haul they believe

						the savings could be significant.
25	Identify specific preventive maintenance procedures to be part of the HVAC maintenance contract deliverables. p. 94	Complete	\$0	\$0	\$0	The district has developed procedures for the contractor. The district also has a maintenance agreement that requires the contractor to perform monthly and annual maintenance. The district expanded the contract to include any necessary repairs. During the summer of 2001, the contractor fixed the HVAC equipment before the beginning of school.
26	Investigate the feasibility of offering a lunch program and taking part in the National School Breakfast and Lunch Program at the elementary school. p. 97	Complete	\$83,488	\$10,800	\$54,000	The district is participating in the programs and have realized some additional revenues at the elementary school level.

27	Develop performance standards to monitor the effectiveness of the food service program at Academy High School. p. 100	Complete	\$0	\$0	\$0	As part of the food service agreement with the university, a vendor must meet the requirements of the free and reduced price lunch program. The Regional Education Service Center performs an annual inspection and meets with the cafeteria manager and reviews the guidelines and operating procedures required by law. Since the university changed managers, the working relationship has greatly improved and a formal change to the contract in the future may be possible.
	<b>Totals: Chapter 4</b>		<b>\$156,377</b>	<b>\$20,800</b>	<b>\$117,700</b>	
	<b>TOTAL SAVINGS</b>		<b>\$156,377</b>	<b>\$20,800</b>	<b>\$117,700</b>	