

Trustee Questions
April 10, 2023 Meeting of the Board
Revised 4.12.23

FROM TRUSTEE ANDERTON

1. Why 4 separate charges for Collaborative Behavior Solutions LLC for \$1,291.68, \$1,471.74, \$2,478.72, and \$2660.14?
 - a. Each expenditure is tied to a separate contract and a student needing behavioral intervention services. We pay each expenditure separately since we need to apply the payment to the purchase order corresponding to the specific contract. (Shannon Johnston)
2. Why are so many classroom supplies being purchased at Fred Meyer, Super One, etc, rather than finding other, less expensive sources? If lesson plans and activities are planned in advance, shouldn't this allow for searching out the most economical ways to obtain these materials?
 - a. Fred Meyer and Super 1 are approved vendors that accept Purchase Orders and allow teachers and staff to shop with a Purchase Order. This ensures the expenditure has flowed through the proper approval chain and District internal controls. Our teachers and staff shop from a variety of vendors, both locally and online, depending on the items they need for their lesson plans, offices, and events. Classroom budgets are small, but our staff responsibly stay within budget and do their best to stretch their funds to get needed supplies for their classrooms, buildings, and departments. Sometimes staff members need fresh supplies for cooking and life skill classes that cannot be sourced from online vendors. Our buildings and departments also host staff and parent meetings, so they need to be able to go to vendors like Fred Meyer, Super 1, and Costco to get refreshments. Staff must use a Purchase Order for vendors like Fred Meyer and Super 1, so these purchases are planned and prepared beforehand. The benefit of shopping locally allows departments and buildings to also save on shipping, support the local economy, and the stores know our staff and accommodate them with needed items. Our staff often use Amazon over other vendors for the best price. Still, there are a variety of circumstances, as described above, that make local vendors a better option in some circumstances.
 - b. Below is the total amount purchased from Fred Meyer and Super 1 across all our schools and departments in FY21 and FY22 as of our last check run. If we just look at these amounts divided across our buildings, each building would be spending \$2,000 to \$3,000 on Super 1 and \$1,000 to \$1,500 with Fred Meyer, which makes up a very small portion of their building budgets.
 - i. Fred Meyer
 1. FY22: \$24,592.23
 2. FY23: \$16,900.56
 - ii. Super1:
 1. FY22: \$54,401.57
 2. FY23: \$34,607.82
 - c. Our District operates a decentralized purchasing system, so building and department staff are researching the items they need and submitting the requisitions for their orders. Larger districts sometimes run a centralized

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purchasing and inventory system. A purchasing department typically does the ordering, creates purchasing catalogs for departments and buildings, and runs a centralized warehouse that houses this inventory. Items available are more limited, but the purchasing department can source the best-priced items. A centralized purchasing department and warehouse would require more oversight costs, including purchasing and warehouse staff, vehicles, and warehouse space, so it takes a much larger organization to achieve cost savings with this model. I have audited purchasing and inventory systems for school districts that have implemented a centralized purchasing process. These models work well for Districts with more than 20,000 students. The smallest District I have seen use this model has 16,000 students, and the District was looking into analyzing if they would save from a decentralized purchasing system. (Shannon Johnston)

3. A payment for over \$9K to Institute for Multi-Sensory Education LLC for training seems a bit excessive when the district is considering declaring a financial emergency. Please explain this expense and the purpose of this training.
 - a. IMSE/OG training helps our teachers meet the requirements of Idaho's dyslexia legislation and is a key component of teaching foundational literacy skills. We are honoring the requests of those who had already signed up to take these courses, as it had been part of their plan to meet this requirement. However, we have frozen the ability for anyone else to sign up to take these courses after March 17 and hope we can resume helping teachers be trained in this critical learning for our students. (Katie Grapuman)
4. \$8,400 to Karchney Consulting Lab Host for strategic planning consulting, what is this?
 - a. Katy Karchney is an independent contractor who has provided consultation and facilitation for the district in the Instructional Framework through the Lab Host Network and Deeper Learning Institutes. Her services were part of the PD plan presented to the Board. Katy had been part of the creation of the Lab Host Network and Deeper Learning Institutes for more than four years. The goal is to build our internal capacity this year by working alongside her and then undertake this ourselves next year. (Katie Graupman)
5. * While I understand many maintenance needs come up without warning, there seems to be an excessive amount of charges at Lowe's for maintenance and custodial needs. Could these purchases be made in a more economical way? Have other options within our community and online been looked into for cost savings? Could better planning allow for more of these purchases to be made in advance in a more economical way?
 - a. In FY22, maintenance spent \$33,507 at Lowe's and \$27,332 in FY23. For Home Depot, \$17,149 was spent in FY22 and \$16,470 in FY23. The maintenance and custodial staff service 17 school campuses and 4 operational buildings. The totals are about \$1,600 per building for Lowe's and less than \$1,000 per building for Home Depot, which can be smaller than some household improvement budgets. Maintenance does use Lowe's and Home Depot for emergencies and routine maintenance items that they need to source parts quickly. Home Depot and Lowe's can be more affordable if items are not needed in bulk, and

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maintenance does not have to pay for shipping. Lowe's and Home Depot also comply with the District's purchasing procedures, accept Purchase Orders and make it efficient for our team to purchase at the store. Lowe's and Home Depot are also under a cooperative contract with Omnia Partners, a cooperative purchasing consortium to which the District belongs. The Omnia contracts meet state procurement requirements, and the District is entitled to rebates and savings. For bulk custodial supplies, our Maintenance department sources from Walter E Nelson through the District's cooperative purchase agreement with 1GPA, a cooperative purchasing consortium, to get the best price and stocks that are available and that can be guaranteed for delivery. (Shannon Johnston, Jeff Voeller)

6. What exactly does the expense of over \$18K to Inspired by You LLC cover?
 - a. The \$18K expense to Inspired by You LLC is for Behavioral Intervention (BI) therapy services provided by the Behavioral Support Intervention Specialist for the 2022-2023 school year at Canfield Middle School. (Shannon Johnston)
7. What is the Peak One Administration flex spending of \$1,580 for?
 - a. Peak 1 administers our FSA (Flex Savings Account) benefit program for employees. It is a pre-tax set aside of dollars for employees to use for medical expenses. It is a voluntary deduction from their compensation. The District pays the Administration fee for Peak 1. It cost the District \$4/mo. per employee enrolled in the program. (Eric Davis)
8. The charges for school lunch pizza in March total approximately \$142K. Is this a monthly expense? When did the district last evaluate this expense? Almost all agree that the pizza served at lunch tastes like cardboard and ends up being thrown away. Isn't this an extreme waste of money, especially when our students are asking for more healthy options at lunch?
 - a. The March Pizza Hut expenditures total \$11,640.25. This monthly expense averages between \$10,000 to \$12,000 per month. We offer pizza as a choice at all of the secondary schools. The crust is whole wheat, a requirement of the USDA Federal School Lunch Guidelines. I polled a few of our sites, and Pizza is a popular choice, and they have yet to notice a significant amount of waste. Pizza is publicly bid, and a board-approved contract is awarded. This contract will be bid again next year.
 - b. We have heard from several of the SAG representatives that students want better lunches and more food. Ed Ducar, Director of Nutrition Services, will meet with the different groups to listen. One of the challenges in this department is that we operate under very stringent Federal USDA Nutrition Guidelines that limit sodium, trans fats, sugar, require whole grains, etc. Each menu item has to fit within the specific limits based on these requirements, which can impact taste and limit the quantity. This department is audited for compliance, where menus are inspected, ingredients checked, and kitchens are observed to ensure what we serve complies. We will continue to seek opportunities to discover menu items that students enjoy and meet the requirements. (Jeff Voeller)

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9. Has the district looked into the cost difference of offering water and juice at lunch and cut back on milk offerings? I would be curious to know if there would be a cost savings in doing so, while making other healthy choices available?
- a. We are required by USDA Federal School Lunch Guidelines to offer Milk as part of the Dairy Requirements. Students are not required to take milk, but it must be offered. Because we serve fresh fruits and vegetables with lunch we have not offered juice as a competing option. We do offer juice with breakfast. The Unit Cost of Juice is \$.23 and the unit cost of milk is \$.31 (Jeff Voeller)
10. What exactly did the expense of \$52,850 to Range cover in promoting the levies?

Range Services	Amount
Campaign Retainer	\$3,750
Focus Group: Set up, sit in, research and final messaging	\$2,000
Facebook: Creative and media	\$8,250
Instagram: Creative and media	\$3,500
Snapchat: Creative and media	\$3,500
Twitter: Creative and media	\$3,500
Pandora: Creative and media	\$3,250
Radio/TV Production: VO Talent, Production Value, and HTML Creative	\$7,850
Online HTML : Admin, creative, and HTML	\$7,850
Network Media	\$3,250
Youtube Media	\$3,250
Absentee Postcard: Admin and Creative	\$1,250
Absentee Mailer Creative	\$1,250
CDA Press Ad Designs	\$550
HTML: Media and Programming	\$4,600
Total	\$57,600

(Shannon Johnston)

11. What is the PLC conference in Phoenix, AZ?
- a. All building administrators and their school based leadership teams (4-8 teachers) were asked to attend a PLC summit or institute fall or winter of this current school year. This specific conference known as the summit served as the initial kickoff for many of our building leaders and their teams as they prepare for full staff PLC professional development coming this August 2022. This PD was presented to the board on August 1, 2022 as part of the overall Professional Development plan for this current school year. (Dr. Hocker)

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12. When was the last time bids were asked for to accomplish the functions of Skyward in our district?
- a. Because of the amount of data involved, time invested, and level of knowledge needed by all staff, we have not gone to bid for Skyward for years. However, we do check pricing for comparable programs, and have found that Skyward is still a good value. For example, one of the programs that would be under consideration, PowerSchool, cost Seattle Public Schools more than \$20/student for 50,000 students on a 3 year contract, and that is just for the student information system (SIS) component, not including the business and HR management portions. We currently pay about \$11/student for the SIS portion of Skyward. Since Skyward is moving to a new platform next year anyways, we plan to do a more extensive purchasing process next year, and compare it to several other competitors before we continue with them again. (Seth Deniston)

FROM TRUSTEE BJERKE

1. There is an expenditure that is listed as Title I delinquent, what does that mean? Cost is \$5270
 - a. Title I-D: Neglected, Delinquent, or At-Risk are federal funds to provide prevention and intervention programs for youth who are neglected, delinquent, or at-risk. We use our Title I-D funds for staff and non-personnel support at Kootenai Behavioral Health and Kootenai County Juvenile Detention Center (JDC). The \$5,270 in costs for March consist of supplies for \$45.97, \$277.13 in mileage for the District's JDC Title Liaison, and \$4,905 for March payroll expenditures for the Title Liaison. (Shannon Johnston)
2. On the hotel room expenditures for the wrestling team each room is \$559.96. How many students share a room?
 - a. There were 3 athletes per room for the State wrestling tournament. (Shannon Johnston)
 - b. The \$559.96 expenditure is a total for the driver. Schools are responsible to pay for the driver's room. The per night cost was \$139.99 and the total for 4 nights to cover the tournament was \$559.96. (Trent Derrick)
3. Kroc Center Rental is listed as \$1125 and a local grant. Was this part of the SOS grant? If not, who is this grant from?
 - a. Yes, this expenditure was paid from the \$45,000 grant from Blue Cross of Idaho Foundation that the Mental Health department received for Sources of Strength. (Shannon Johnston)
4. What is Peak 1 Admin?
 - a. Peak 1 is a part of our benefits program. They administer our FSA (Flex Spending Account) for our employees medical expenses and dependent care FSA. (Eric Davis)
5. What is the PBL conference?

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- a. Part of NExA's focus for implementing the district strategic plan is through PBL (Project Based Learning). The investment to continue this professional learning for staff has been discussed with the district, and Mrs. Peak, as the new principal, has continued to pay for the conference for several new teachers through her building and literacy funds as well as secured donations from her school PTA and donors. With a significant staff turnover this year, she has supported the school mission with the students' best interests in mind. This support may also be part of the high staff retention rate at NExA this year. (Patty Morrison)

FROM TRUSTEE SMITH

- 1. Regarding the public comment on aerosolized inhalers, has the policy been run by our Health Care team? If someone could speak to the specific public comment regarding concern over inhalers, that would be helpful.
 - a. Number 4 of the definitions section states "Drugs" shall mean..."any prescription of patent drug, except those for which permission to use in school has been granted pursuant to Board policy...". Self-administration of a prescribed inhaler is covered in Policy 3510, Procedure 3510-P, and I.C. 33-520. (Leanne Bullamore)
- 2. As a heads up, I'd love to hear Ms. Graupman share about the new process of curriculum review as this is our first time through it with the changes from the state.
 - a. I can speak to this tonight, but here are some highlights I would give:
 - i. **The community and teachers collaborated beautifully and worked hard to help each other be heard and understood.** Through each person's sincere desire to do what is best for kids, they were able to talk through some potentially difficult topics and come to unanimous conclusions in both science and ELA.
 - ii. **We should likely have a mechanism for releasing people from the committee if they cannot attend more than 25% of the meetings and if we have enough people who applied who are ready and willing to take their place.** This wasn't considered in the initial plan and, therefore, not communicated to our members, so I didn't enact it this time, but I would do so moving forward. I believe everyone applies with the full intention of being able to attend and participate in most meetings. However, life circumstances do happen that cause some individuals to be unable to attend meetings (whose dates had been shared as part of the application process). When that occurs, and when we have others who would like to participate, it would be helpful to be able to excuse those who can no longer attend.
 - iii. **It would be best to extend the review period for the committee.** We had important pre-planning meetings with teachers from across the district at all grade levels that began in November, but the committee meetings began in January. Ideally, we would begin pre-planning meetings in August or September and begin committee meetings in

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October or November so that we could work toward a potential adoption finalized by the Board in early May.

- iv. **Pre-planning and parallel meetings with teachers were essential for this process.** By examining current data, examining standards, considering and writing philosophy statements, and looking for gaps and strengths in the current system, we were able to increase the efficiency of our committee as we searched for resources that would meet District needs. In addition, larger groups of teachers (The Elementary ELA and Secondary Science Academies) met in parallel with the committee to examine and use the resources and serve as a conduit between their schools and the committee. They were then able to provide feedback to the committee from a broader perspective. This was important to the process, as well, and gave everyone greater confidence in their ability to make decisions for the entire district.
 - v. **After the conclusion of the final meetings, both groups expressed a high level of satisfaction in the ultimate result through an informal survey** (for the science committee, each member ranked their satisfaction as 5/5, and for the ELA committee, it was almost all 4-5/5). We learned some lessons through this process (e.g., make sure all the links we share with the committee are “viewable by anyone with the link” instead of “anyone in the district” and give people the drafts of the previous meeting's minutes sooner). However, we worked through these hiccups and tried to ensure each person had their needs met. Ultimately, I think each member felt that their voice mattered and their choice was truly in the best interest of students, our district, and our community. (Katie Graupman)
3. Can I please get a list of some other school districts that are using Benchmark as their ELC curriculum. Both Idaho/and or any others in the Northwest?
- a. Post Falls School District uses an older version of Benchmark (not Benchmark Advance 2022).
 - b. Orofino School District uses Benchmark Advance. The two folks you could talk with are Denise Pomponio (pompond@jsd171.org) or Lindsay Waggener (waggenerl@jsd171.org).
 - c. Wasatch School District in Utah. They have 5 large elementary schools. They use the 2018 copyright of the same program – which is similar to what we are reviewing. Stephanie Discher is the principal at Old Mill Elementary (stephanie.discher@wasatch.edu), and she would be a great person to talk with.
 - d. Adams 12 Five Star Schools
 - i. Contact: Ms. Trena Speirs, Director of Literacy
 - ii. Email: trena.speirs@adams12.org
 - iii. Work Tel: 720-972-4278
 - iv. Admin Assistant: Terri Johnson

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- v. Notes: This district adopted Benchmark Advance c2022 Gr. K-5 in 35 elementary schools for the 23-24SY. They also added Gr. 6 to one GT school in their district.
- e. Douglas County School District Re-1
 - i. Contact: Erica Mason, Director - Curriculum, Instruction & Assessment
 - ii. Email: elmason@dcsdk12.org
 - iii. Contact: Kristie Krier - District Literacy Coordinator / Benchmark
 - iv. Email: kristie.krier@dcsdk12.org
 - v. Notes: Benchmark Advance c2022 - Gr. K-6
- f. District: Douglas County School District Re-1
 - i. School: Cherokee Trail Elementary - a Gr. K-6 site
 - ii. Contact: Josh Miller, Principal
 - iii. Email: josh.miller@dcsdk12.org
- g. In addition, here are a list of districts also using the 2022 Benchmark Advance:

ARIZONA	Paradox Valley Charter School	Lawrence USD 497
Washington ESD	World Compass Acdmy	MICHIGAN
CALIFORNIA	Charter Schls	Global Educational Excellence
El Sol Academy	Wray SD RD-2	New Haven Comm Schls
Palo Alto USD	DELAWARE	
Marin Christian Academy	Christina SD	MINNESOTA
Mission Preparatory Schl		Al-Amal School
Nativity School	INDIANA	Cleveland PSD
Salesian College Prep	Bartholomew CSC-Clifty Creek ES	Forest Lake Area Schools
COLORADO	Lawrence TWP MSD	Southwest Int District 288
Adams 12 Five Star Schools	Logansport Comm Schls (Adelante)	Triton PS
Denver PS - Beach Court ES	Madison CSC	MISSOURI
Douglas Cnty SD RE-1	Manchester Comm Schls (Adelante)	Clinton SD
Elbert Cnty SD C-2	Riverside-Global Prep Academy	Forsyth SD
Global Village Academy	South Bend Comm Schls (Adelante)	Lincoln Co R3/Troy
Charter Schls	Trinity Lutheran School	Monett SD
Idalia Cnty SD RJ-3		Washington SD
Mapleton PS	KANSAS	NEW JERSEY
Montezuma-Cortez SD RE-1		Greenwich Twp SD
		National Park SD

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Westville SD
Woodbury Heights SD

PENNSYLVANIA
Interboro SD

Menomonie SD
Mineral Point SD
Spooner Area SD
Wisconsin Heights SD

NORTH CAROLINA
Richmond County PS
Scotland County PS

VIRGINIA
Bedford Cnty PS
Norfolk PS

WYOMING
Natrona Cnty SD #1

OREGON
Creswell SD

WISCONSIN
Clinton CSD
Maple SD

(Katie Graupman)

4. Regarding the ELA Curriculum Review resolution, is this a hope for additional teacher prep time above and beyond what we already do? Or just a recommendation that we give time and space for additional teacher training on the new curriculum?
- a. The resolution was a hope on the part of the committee for additional teacher prep time above and beyond what they already do. However, they made this recommendation with the understanding that the Board may or may not be in a position to grant this recommendation. (Katie Graupman)

That being said, an adoption year is a great opportunity for teacher growth. We are increasing the # of times district grade level teams, and content area teachers are meeting next year. This will provide time for discussing all the ins and outs of this large adoption as well as increase opportunities for sharing among these grade level/content area experts. The instructional coaching team continues to be a strong building level and 1-1 support to teachers and will have the ELA adoption as part of their outlined duties to support. Further, we will think through intentional ways to roll this out and support teachers (hopefully beginning as soon as this May or June) as they begin working in this curriculum, should the Board approve it and the District be able to purchase it. (Patty Morrison and Katie Graupman)

5. Can you share with us how classroom science experiment budgets currently work? I see that the committee is recommending a change.
- a. Currently, science experiment budgets are provided out of building funds. In discussions with teachers and administrators, it seems that this has been uneven from building to building and from year to year. In the Middle School, for example, individual teachers might receive anywhere from \$50 to \$300 per year for their budget for experiments. I asked each team to detail the amount needed to properly fund a year's science experiments to get a rough estimate. This includes one-time expenses that would only need to be replenished occasionally or rarely (e.g., electric burners, glass beakers, balance scales, etc.) and some expenses that would need to be replaced yearly (popsicle sticks, food coloring, aluminum foil, earthworms). Teachers created a cost list for what it would take to properly

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outfit a grade level at a middle school to do the work of science (as science teachers could share some supplies purchased in bulk). At middle school, the cost for the first year would be about \$2,000 per grade level per school (or about \$6,000 district-wide). The cost for subsequent years would be less (closer to \$1,000 per grade level per school) since many materials would not need to be repurchased unless damaged, lost, or stolen. At the high school level, we haven't completed this cost analysis. Still, it would likely be similar to Middle School for the core courses (Physical Science, Chemistry, Biology, and Physics. Elective courses would be an additional expense).

The discrepancy between current science classroom budgets (more so at the middle school level since high school science department budgets appear to be set somewhat higher) and the need for materials means that teachers are funding some experiments out of pocket, are relying on parent donations, are hoping for grants to cover these basic needs, or are simply not doing them. Teachers are asking our district to provide a stable source of funding for science classrooms for students to engage in the work of science, which we would need to provide as a line item in the curriculum budget, assuming there is funding available to do so. (Katie Graupman)

6. For community feedback purposes, are we not using Thought Exchange anymore?
Curious about the link that is in the proposed Strategic Plan.
 - a. We placed a pause on ThoughtExchange with the departure of Scott, who was trained in running an exchange. In order to be timely in seeking feedback regarding the new strategic plan, we plan to use GoogleForms and Surveys for the next month or so. We plan to re-engage with ThoughtExchange moving forward. (Dr. Hocker)
7. How will potential revisions of the Draft Strategic Plan be done? What's the best way to give feedback on the Mission/Vision statement?
 - a. There is an online form at www.cdaschools.org/strategicplan which will be used to collect feedback on the draft visualization, mission/vision statements, and motto. A synthesis of feedback will be provided for consideration of action. (Dr. Nelson)

2022-2023 SY - ELEMENTARY ENROLLMENT NUMBERS

4.12.2023

	Pre School	K 23		1 23		2 26		3 26		4 30		5 30			TOTAL			4.21.2022 Enrollment	4.15.2021 Enrollment		
113 NW Expedition Life-Skills 18 Sections		22 20	21		22 20	21		23 21	22	28 25	26	26 24	24 23	28 23	NExA	425		484	406		
		Total	63		Total	63		Total	66	Total	79	Total	74	Total	80						
105 ATLAS 18 Sections		24 22	23		21 20	21		24 24		27 12	24 13	29 28	8 29	19 30	Atlas	442		442	396		
		Total	69		Total	82		Total	72	Total	63	Total	78	Total	78						
110 SKYWAY Extended Resource 24 Sections		22 21	21 20		23 23 22	23 22		26 26 26	26 25	25 24	24	31 30	30 16	28 9	27 27	Skyway	593		620	509	
		Total	84		Total	113		Total	103	Total	95	Total	107	Total	91						
106 RAMSEY Extended Resource 21 Sections		22 21	21		20 18	19 18		24 24	24	27 26	26	25 23	25 22	29 23	23 19	Ramsey	479		516	471	
		Total	64		Total	75		Total	72	Total	79	Total	95	Total	94						
109 HAYDEN MEADOWS 20 Sections		24 23	24 22		26 24	25		27 26	27	27 7	25 16	28 27	27 28	31 29	29	HM	518		472	390	
		Total	93		Total	75		Total	87	Total	93	Total	82	Total	88						
103 DALTON 15 Sections		25 21	24		22 21	21		27	27	26 13	26 14	29	29 11	29 18	29	Dalton	391		389	352	
		Total	49		Total	64		Total	67	Total	66	Total	69	Total	76						
101 BORAH 14 Sections Pre-School Kinder Plus		16 14	16		23 21	21		20	19	24 13	23 7	25	24	22 21	21	Borah	310		313	281	
		Total	46		Total	65		Total	53	Total	54	Total	49	Total	43						
102 BRYAN 13 Sections		22 21	21		23 23	21		21 20	20	28 20	27	25	24	25 25	25	Bryan	302		315	324	
		Total	43		Total	44		Total	61	Total	55	Total	49	Total	50						
104 FERNAN 14 Sections Life-Skills		22 11	21 10		23 23	20 10		25 15	22	23 15	21 10	28 8	27 17	28		Fernan	331		340	334	
		Total	54		Total	53		Total	62	Total	54	Total	63	Total	45						
107 SORENSEN 12 Sections		23 23	23		23 23	23		26 26	26	26 26	26	28 28	30 29	29		Sorensen	311		314	296	
		Total	46		Total	46		Total	52	Total	52	Total	56	Total	59						
108 WINTON 17 Sections Pathways		19 17	19		23 22	23		25 24	25	23 22	23	27 25	31 30	30		Winton	408		393	338	
		Total	55		Total	68		Total	74	Total	68	Total	52	Total	91						
751 CDA Virtual Academy (CDVA) 2 Sections								3		8		8		5		CDVA	27				
		Total	3		Total	9		Total	9	Total	9	Total	6								
1114 EARLY LEARNING CENTER	77															Enrollment Including Pre-School	4614				
TOTAL	77	666			748			769		758		774		795		4537	4614	4598	4097		
Classes over CAP		Teacher, no students		Students, no teacher		Title								TOTAL SECTIONS		CDVA Sections	Decrease of 61 4.21.2022		Increase of 440 4.15.2021		
Total Sections/Grade		30.5		34.5		32		30.5		29.5		29		186		2					
Avg Class size/Grade		21.84		21.68		24.03		24.85		26.24		27.41		13.50							

2022-2023 SY - SECONDARY ENROLLMENT NUMBERS							4.12.2023			
	6	7	8	9	10	11	12	TOTAL	4.21.2022	4.15.2021
									Enrollment	Enrollment
CMS	238	238	268					744	752	728
Total	238	238	268							
LMMS	197	210	191					598	625	601
Total	197	210	191							
WMS	244	284	288					816	898	779
Total	244	284	288							
CHS				394	412	338	348	1492	1535	1331
Total				394	412	338	348			
LCHS				427	377	344	345	1493	1507	1423
Total				427	377	344	345			
VHS				37	50	61	28	176	173	162
CDA Virtual Academy (CDVA)	11	16	26	22	37			112		
Total	11	16	26	22	37					
JDC*	2	0	4	5	8	3	1	23	7	16
TOTAL	681	732	751	863	847	746	722	5454	5497	5040
	Online enrolled not yet in Skyward			Total enrollment by grade/school					Decrease of 43	Increase of 414
									4.21.2023	4.15.2023
* Students at JDC come from all schools within Kootenai County (CDA, Post Falls, Lakeland, Kootenai) and are enrolled in CDA School District while at JDC.										

* Students at JDC come from all schools within Kootenai County (CDA, Post Falls, Lakeland, Kootenai) and are enrolled in CDA School District while at JDC.