

Agenda of Regular Meeting

The Board of Trustees

San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, January 17, 2024, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act. All persons in physical attendance must comply with current state and local public health orders, including those regarding face masks/coverings, maintain at least 3 feet of social distance from one another, and remain in compliance with any other state and local public health orders issued in connection with the Covid-19 Pandemic. One or more of the vendors being considered at this meeting may appear through video conference call / Microsoft Teams / Zoom. Any such presentation will be visible and audible to anyone attending the open meeting.

Members of the public who desire to address the board regarding an item on this agenda must comply with the following registration procedures: Public comments may be submitted to acardonajr@seisd.net at any time prior to the board meeting time.

Public comment shall occur at the beginning of the meeting and shall follow all other requirements and limitations under SEISD Board Policy BED (Local).

The subjects to be discussed or considered or upon which any formal action may be taken are listed below. Items do not have to be taken in the order shown on this meeting notice. All items on the consent agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**

Mr. Eduardo Chavez, Board President

- A. Call Meeting to Order
- B. Roll Call
- C. Pledge of Allegiance
- D. **San Elizario ISD Mission Statement**

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (five-minute limit)

3. **DISTRICT RECOGNITIONS**

- A. School Board Appreciation Month

Dr. Jeannie Meza-Chavez, Superintendent

1.	Mariachi Aguila	
2.	Librarians	
B.	Lorenzo G. Alarcon Elementary School - 2023 - 2024 Fall Semester Average Daily Attendance Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent	
C.	Lorenzo G. Alarcon Elementary School - 2023 - 2024 Fall Semester Students with Perfect Attendance Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent	
D.	San Elizario High School - CTE Law Enforcement Program - Level 2 Non-Commissioned Security Officer Certification Ms. Sandra Sanchez, CTE Administrator	
E.	Ann M. Garcia-Enriquez Middle School - Named a School to Watch by the Texas Schools to Watch Team Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent	8
F.	Ann M. Garcia-Enriquez Middle School - 7th Grade Boys Basketball - Undefeated Mr. Cesar Morales, Executive Director Athletics	
G.	Nominees - District Employee of the Year, District Rookie Teacher of the Year, District Elementary Teacher of the Year, and District Secondary Teacher of the Year Ms. Blanca Cruz, Executive Director Human Resources	
H.	Introduction of Alfonso Borrego, Sr. Elementary School Assistant Principal - Ms. Lydia Sandate Ms. Martha Santana, Principal, Alfonso Borrego, Sr. Elementary School	
4.	NEW BUSINESS / BOARD ACTION ITEMS	
A.	Discussion and possible board action to revise policy BF(LOCAL) - Second Reading Board of Trustees	11
B.	Report on the Intruder Detection Audit Findings and Corrective Action Required Mr. Troy Enriquez, Principal, San Elizario High School	14
C.	Consider and possible board action on the 4-Day District Calendar for 2024-2025 Ms. Lisa Renegar, Research and Evaluation Administrator	15
1.	Presentation	18
D.	Discussion and possible Board action to adopt a new District Mission and Vision Mr. Eduardo Chavez, Board President	35
1.	Vision Statement Information Ms. Lisa Renegar, Research and Evaluation Administrator	
2.	Mission Statement Information Ms. Lisa Renegar, Research and Evaluation Administrator	
E.	Discussion and possible action to set a date for the following meetings: Board of Trustees	
1.	Insurance Carriers Presentation	
2.	Budget Workshop	
F.	Discussion and Presentation/Update on the Elementary and Secondary School Emergency Relief Fund (ESSER III) Mr. Edgar Ponce, ESSER Programs Coordinator	37
1.	Presentation	38
G.	Public comment and input on the Elementary and Secondary School Emergency Relief Fund (ESSER III) Mr. Edgar Ponce, ESSER Programs Coordinator	49

H.	Consider and possible Board action to approve emergency contract for repair of school facilities in accordance with policy CH Mr. Jesus Martinez, Executive Director Support Services	50
I.	Discussion and possible Board action on the Organizacion Progresiva de San Elizario Lease Agreement Renewal Mr. Jesus Martinez, Executive Director Support Services	92
5.	CONSENT AGENDA - Consider and possible Board action on	
A.	Financial Reports Mr. Norberto Rivas, Chief Financial Officer	
1.	Tax Report	116
2.	Financial Statements	118
3.	Investment Report	124
4.	Purchase Orders exceeding \$25,000.00	135
	• PO#49992 - IQP Canopies LLC - \$57,788.64	
	• PO#49993 - Dantek Systems Inc - \$28,130.00	
	• PO#50095 - AREDI Enterprises - \$62,266.00	
	• PO#50189 - All Trades Electrical Contractor's Inc - \$85.343.02	
	• Revision to PO#48446 - EP Big Media, Inc - revising amount to \$807,210.00	
	• Revision to PO#47782 - CDW Government LLC - revising quantity to 140	
5.	Budget Amendment	151
B.	Consider and possible Board action to approve final payment to AREDI Enterprises LLC for the Sambrano Library Improvements - PO# 49055 Mr. Jesus Martinez, Executive Director Support Services	153
C.	Policy Update 122: Board of Trustees	
1.	(LOCAL) policies (adopt, revise, or repeal):	155
	CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY	
	CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY	
	DC(LOCAL): EMPLOYMENT PRACTICES	
	EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS	
	EHBC(LOCAL): SPECIAL PROGRAMS - COMPENSATORY SERVICES AND INTENSIVE PROGRAMS	
	EHBCA(LOCAL): COMPENSATORY SERVICES AND INTENSIVE PROGRAMS - ACCELERATED INSTRUCTION	
	FEA(LOCAL): ATTENDANCE - COMPULSORY ATTENDANCE	
	FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT	
	FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION	
	FL(LOCAL): STUDENT RECORDS	
D.	Consider and possible Board action on Special Programs Dual Language Education SEL EHBE(LOCAL) and EHBE(REGULATION) Dr. Rogelio Segovia, Associate Superintendent, and Ms. Susana Frescas, Instructional Programs Administrator	197
E.	Consider and possible action regarding the approval of the Early Resignation Notice Incentive for the 2023-2024 School Year Ms. Blanca Cruz, Executive Director Human Resources	207

F.	Consider and possible Board action on approval of the Teacher Apprenticeship Program MOU with Region 19 Ms. Blanca Cruz, Executive Director Human Resources	212
G.	Consider and possible Board action on Campus Monitoring Student Progress / Effective School Framework - Targeted Improvement Plans Campus Principals	223
1.	San Elizario High School Mr. Troy Enriquez, Principal, San Elizario High School	224
2.	Ann M. Garcia-Enriquez Middle School Mr. Richard Salcido, Principal, Ann M. Garcia-Enriquez Middle School	240
3.	Alfonso Borrego Sr. Elementary School Ms. Martha Santana, Principal, Alfonso Borrego Sr. Elementary School	252
4.	Lorenzo G. Alarcon Elementary School (Plan was approved during the September 20, 2023 Board Meeting) Ms. Leticia de Santos, Principal, Lorenzo G. Alarcon Elementary School	268
5.	Josefa L. Sambrano Elementary School Mr. Ernesto Seigel, Principal, Josefa L. Sambrano Elementary School	286
6.	Lorenzo G. Loya Primary School Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School	300
H.	Consider and possible Board action on the 2024 - 2025 West Texas Food Service Coop Interlocal Agreement Ms. Aggie Reyes, Executive Director Child Nutrition Services	316
I.	Consider approval of minutes for the following: Board of Trustees	
1.	November 7, 2023 - Working Meeting	320
2.	November 8, 2023 - Regular Board Meeting	321
J.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
1.	Support Services Department Mr. Jesus Martinez, Executive Director Support Services	328
2.	Technology Department Mr. Horacio Hernandez, Executive Director Technology	334
6.	PRESENTATION / REPORTS / INFORMATION	
A.	El Paso County Digital Library Card (Presentation) Commissioner Pct. 3, Iliana Holguin	337
B.	Goal Progress Monitoring (Information) Ms. Lisa Renegar, Research and Evaluation Administrator	
1.	(HB3) - Goal 2 - Overall Academic Growth in Reading Ms. Lisa Renegar, Research and Evaluation Administrator	350
C.	San Elizario Early College High School Update (Information) Mr. Troy Enriquez, Principal, San Elizario High School	352
D.	Professional Learning Communities (PLCs) Schedule (Information) Dr. Rogelio Segovia, Associate Superintendent	353
E.	Board Training (Information) Dr. Jeannie Meza-Chavez, Superintendent	

1. Texas Education for Homeless Children and Youth Video Training - Link Emailed 354
(Information)
Ms. Teresita Parra, Social Worker, and Ms. Sylvia Graves, Social Worker
2. 2024 TASB Grassroots Meeting
Thursday, January 25, 2024
6:00 p.m. - 8:00 p.m.
Socorro ISD Technology Service Center
12440 Rojas Ave, El Paso, TX
3. Far West Texas School Board Association Meeting
Saturday, February 17, 2024
8:30 a.m. - 12:30 p.m.
Starlight Event Center - Sunset Room
4. Far West Texas School Board Association Spring Workshop
Thursday, May 23, 2024
5:00 p.m. - 9:00 p.m.
Starlight Event Center - Sunset Room
- F. TEC 37.108 (b) District Safety and Security Audit Results (Information) 355
Mr. Jesus Martinez, Executive Director Support Services
- G. Legislative Updates: 88th Legislative Session (Information) 395
Dr. Jeannie Meza-Chavez, Superintendent
- H. Child Nutrition Services Updates (Information)
Ms. Aggie Reyes, Executive Director Child Nutrition Services
 1. Texas Department of Agriculture Annual Financial Audit 427
 2. Acceptance into the Local Food for Schools Grant Program 429
 3. Meal Service Update 431
7. **EXECUTIVE SESSION**
The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072, 551.074, and 551.076 Texas Gov. Code:
 - A. Discussion on Employee / Board / Superintendent Communication
 - B. Discussion on the Intruder Detection Audit Findings and Corrective Action Required
8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
 - A. Discussion and possible action on the Intruder Detection Audit Findings and Corrective Action Required
9. **NEXT MEETING DATE:**
Regular Board Meeting: Tuesday, February 13, 2024, at 5:30 p.m.
10. **ADJOURNMENT**

If, during the course of the meeting covered by this Notice, the Board of Trustees should determine that a closed or executive meeting or session of the Board of Trustees is required, then such closed or executive meeting or session as authorized by the Texas Open Meetings Act, Texas Government Code Section 551.001 et seq., will be held by the School Board at the date, hours, and place given in this Notice or as soon after the commencement of the meeting covered by this Notice as the School Board may conveniently meet in such closed or executive meeting or session concerning any and all purposes permitted by the Act, including, but not limited to the following sections and purposes:

Texas Government Code Section:

- 551-071 Private consultation with the board's attorney.
- 551-072 Discussing purchases, exchange, leases, or value of real property.
- 551-073 Discussing negotiated contracts for prospective gifts or donations.
- 551-074 Discussing personnel or to hear complaints against personnel
- 551-076 Deliberation regarding security devices
- 551-082 Considering discipline of a public school child, or complaint or charge against personnel
- 551-083 Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representative to follow, in consultation with representatives of employee groups.
- 551-084 Excluding witnesses from a hearing.

Should any final action, decision, or final vote be required in the opinion of the school Board with regard to any matter considered in such closed or executive meeting or session, then the final action, or final vote shall be either:

- (a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
- (b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

LOCALLY ELECTED, COMMUNITY CONNECTED



School Board Recognition Month
January 2024



December 12, 2023

Richard Salcido, Principal
Ann M. Garcia-Enriquez Middle School
San Elizario ISD
12280 Socorro Road
San Elizario, TX 79849

Dear Richard:

Congratulations to Ann M. Garcia-Enriquez Middle School being named a School to Watch by the Texas Schools to Watch team! The visiting team was extremely impressed by the many positive things that are taking place at Ann M. Garcia-Enriquez Middle School. Your administrative team has created a positive learning environment, and the entire staff made a great impression on members of the site team. Parents, students, and staff are pleased with the programs that are offered at Ann M. Garcia-Enriquez Middle School. Also, the site team saw numerous examples of the Schools to Watch criteria evidenced at your campus.

Below are just some of the strengths observed by the site team when we visited Ann M. Garcia-Enriquez MS:

- Parkview has a strong leadership team, teachers who work together to improve curriculum and instruction, and a commitment to assessment and accountability to bring about continuous improvement.
- Garcia-Enriquez teachers participate in the personalized communities and daily conference periods weekly to review data and various areas for instruction. (Re-teaching activities, bell ringers, exit tickets etc.)
- The master schedule provides common planning periods by content area for PLCs.
- AVID incorporated for students to become more active in their own progress and instruction and the campus is also utilizing Fundamental 5 Lesson Framing and closing the lesson.
- Master schedule has also embedded an advisory period for students and the schedule implemented provides time to ensure students time to develop Social Emotional Learning through CharacterStrong lessons aside from the AVID strategies, interventions and remediation and enrichment.

- The STW team saw several examples of challenging instructional strategies. Activities were grade-level appropriate and engaging for students. There was ongoing feedback provided to students regarding their work in all classrooms.
- Blended instruction is provided where students can utilize technology in classes for various assignments.
- Targeted tutoring interventions for Special needs and Emergent Bilingual students are embedded throughout the day with 'Strengthening Your Wings Camps'.
- Garcia-Enriquez teachers meet and have Best Practice Thursdays where they share with each other and conduct instructional rounds to observe one another in classes outside of their own content.
- The campus has a range of extracurricular activities and clubs for students. Students felt their voice was heard and could share feelings with staff.
- Flexible targeted tutoring schedules to meet the needs of students are available to include intersessions and summer school.
- There is strong evidence of closing the gaps for student groups who typically struggle with state standardized testing.
- The curriculum is aligned with state standards and learning goals were visible and evident in classroom visits.
- Students were able to track and self-reflect their progress on the data assessment in their data binders.
- Students cited teachers' willingness to explain things in different ways and help them through tutorials, teacher websites/resources, etc. as beneficial to their learning.
- Students are recognized in multiple ways for their achievements at the campus and many teachers recognize students individually and collectively in their respective classrooms.
- Students stated they feel safe and cared for by their teachers and felt that they could go to any staff on campus if they needed a listening ear.
- There was an obvious and genuine caring relationship between staff and students. Teachers and administrators knew and used students' names, smiled, and greeted students.
- Students are given multiple opportunities to be connected to each other with the numerous clubs and organizations that are offered at the campus. Many students are involved in multiple extra-curriculars, clubs, and student organizations.
- Garcia-Enriquez provides monthly parent sessions to include on various topics (literacy, social media usage, core values, bullying, vaping usage etc.) They also issue parent surveys so parents can provide future topics of interest for these sessions.
- Campus procedures are clear, and the staff demonstrated that they were all on board and being consistent in this area.
- Evidence of relationship building practices is strong and this has created a 'family' atmosphere at the campus. Students love being at school and parents indicate that they feel welcome on the campus.
- The campus has clear expectations for keeping the building organized and safe. Staff stood in the middle of the hall during transitions and greeted students passing by.

- Teachers cited strong administrative leadership and support as integral to their own professional facility and satisfaction/happiness in their jobs.

As the school continues its path towards excellence, the site team suggests the following items for consideration based on the STW criteria:

- Continue working towards creating more opportunities for Interdisciplinary/cross curricular and project-based learning. This will strengthen the campus student engagement and vision.
- Student voice on campus is underway and seems to be moving forward. Continue to find ways in which students can be more involved in the overall campus improvement. They will be in to the changes if they feel they played a role in making those decisions.

It was clear from our visit that Ann M. Garcia-Enriquez Middle School displays characteristics that meet the criteria of a Texas School to Watch campus. The visiting team strongly believes that all schools in Texas and across the United States would benefit from witnessing your programs and all the great things that Garcia-Enriquez MS exhibits. I believe that if you continue in your journey of 'Mission Possible: Becoming the World's Greatest Middle School' you will one become exactly that. Please let us know how we can assist you as you continue your journey as a model school with the Schools to Watch program.

Sincerely,

Leticia Menchaca

Leticia Menchaca
State Director, Schools to Watch
TASSP Associate Executive Director



San Elizario ISD
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San Elizario, TX 79849
Phone 915.872.3900
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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Board Policy BF(LOCAL) [Second Reading]
Date: January 17, 2024

HISTORY:

As per BF(LOCAL), the proposed adoption of local policies or amendments must undergo a two-meeting process before adoption by the Board.

RATIONALE:

At the request of the Board of Trustees, the administration is proposing an amendment to BF(LOCAL) with the aim of streamlining the process, allowing both policy adoption and amendments to occur in a single meeting. This would eliminate the need for a separate first and second reading by the Board of Trustees.

BUDGET:

There are no budgetary implications on this item.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board of Trustees to approve the BF(LOCAL) amendment to streamline the adoption and amendment process for local policies.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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PROPOSED REVISIONS

Within the context of current law, the District shall be guided by Board-adopted written policies that are given appropriate distribution and are accessible to staff members, parents, students, and community residents.

Organization

Legally referenced policies contain provisions from federal and state statutes and regulations, case law, and other legal authority that together form the framework for local decision making and implementation. These policies are binding on the District until the cited provisions are repealed, revised, or superseded by legislative, regulatory, or judicial action.

Legally referenced policies are not adopted by the Board.

At each policy code the legally referenced policy and the Board-adopted local policy must be read together to further a full understanding of a topic.

Terms

The terms "Trustee" and "Board member" are used interchangeably in the local policy manual. Both terms are intended to reflect all the duties and obligations of the office.

[See AB for District name terminology.]

Harmony with Law

Newly enacted law is applicable when effective. No policy or regulation, or any portion thereof, shall be operative if it is found to be in conflict with applicable law.

Severability

If any portion of a policy or its application to any person or circumstance is found to be invalid, that invalidity shall not affect other provisions or applications of policy that can be given effect without the invalid provision or application; and to this end the provisions of this policy manual are declared to be severable.

Policy Development

Policies and policy amendments may be initiated by the Superintendent, Board members, school personnel, or community citizens, but generally shall be recommended for the Board's consideration by the Superintendent.

Official Policy Manual

The Board shall designate one copy of the local policy manual as the official policy manual of the District. The official copy shall be kept in the central administration office, and the Superintendent shall be responsible for its accuracy and integrity and shall maintain a historical record of the District's policy manual.

Adoption and Amendment

Local policies may be adopted or amended by a majority of the Board at any regular or special meeting, provided that

Board members have had advance written notice of the proposed change and that it has been placed on the agenda for such meeting.

~~Proposed local policies or amendments introduced and recommended to the Board at one meeting shall not be adopted until a subsequent meeting. Emergency adoption, however, may occur in one meeting if special circumstances demand an immediate response.~~

Local policies become effective upon Board adoption or at a future date designated by the Board at the time of adoption.

TASB Localized
Updates

After Board review of legally referenced policies and adoption of local policies, the new material shall be incorporated into the official policy manual and into other localized policy manuals maintained by the District. If discrepancies occur between different copies of the manual, the version contained in the official policy manual shall be regarded as authoritative.



San Elizario ISD
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San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Mr. Troy Enriquez, Principal, San Elizario High School
Subject: Discussion on the Intruder Detection Audit Findings and Corrective Action Required
Date: January 17, 2024

HISTORY: A comprehensive Texas School Safety Center Intruder Detection Audit was conducted on November 29, 2023 at one of our campuses. The detailed audit report including any corrective actions to address was received on November 29, 2023.

RATIONALE: The top priority of the San Elizario Independent School District and the State of Texas is keeping students and staff safe every day. The Texas School Safety Center recently conducted an Intruder Detection Audit at one of our campuses. The audits test whether a campus is accessible to an unauthorized individual. This audit, conducted as part of Governor Abbott's school safety directives for all school systems following the tragedy in Uvalde, seeks to help districts identify how campuses can improve safety for students, such as ensuring exterior doors are locked. The audit provides us with an opportunity to create a safer learning environment for our students and staff.

We are working closely with our district's School Safety & Security Committee to ensure that we are training all our staff and securing our doors for the protection of everyone at our campuses. The support from the state in conducting the Intruder Detection Audits is just one of the many actions we are taking to ensure our schools are safe. We know that this work does not end, and we appreciate the Board's support.

We acknowledge that parents and community members are likely very interested in the details of the audit results; however, it is in the best interest of the students that we do not share this information to the broader public as it could lead to compromising important campus security information. Specific details of the Intruder Detection Audit will be discussed in the executive session and have also been shared with the district's Safety and Security Committee. San Elizario I.S.D. is committed to providing a safe and secure learning environment for our students and staff.

BUDGET: There is no budget impact

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the Board to discuss specific details of the Intruder Detection Audit in the executive session.

Please check one: For approval Report / Information only Recognition only
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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Approval of 2024-2025 SEISD District Calendar
Date: January 17, 2024

HISTORY:

The Board of Trustees approves the SEISD district calendar on an annual basis. The 2024-2025 district calendar is hereby presented for review and approval.

RATIONALE:

The 2024-2025 district calendar has been in development since the current school year began. This calendar reflects the continuation of the 4-day school week. The development of this calendar has included review by P & I, the District Advisory Team, the Cabinet Team, etc. The District Advisory Team includes participation by parents and community members. During development, 2 variations of the 2024-2025 calendar were presented to all district employees in the form of an informational video. The two drafts differed slightly, and all employees voted on their preferred version.

There were 388 votes for the preferred version of the 2024-2025 district calendar. Draft A won with 82% of the vote:

Which draft of the 2024-2025 San Elizario ISD 4-day week calendar is your favorite? ¿Qué borrador del calendario semanal de 4 días de San Elizario ISD 2024-2025 es su favorito?*



	Count	Percentage
Draft A (Borrador A)	319	82.22%
Draft B (Borrador B)	69	17.78%
Total	388	100%

Draft A, which is presented here for review, is a calendar that is very similar to the current 2023-2024 district calendar. The anticipated bell schedule associated with this calendar will also be the same as the current 2023-2024 calendar. The only difference that may be noted is on November 5, 2024. This is national Election Day. On that date, there will be a half-day early release for all staff and students, so that employees and students of age may be encouraged to vote. Instructional minutes will still remain within acceptable limits.

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BUDGET:

There is no budget associated with this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the 2024-2025 district calendar as presented.

Please check one: For approval Report / Information only Recognition only
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2024-2025 District Calendar

San Elizario ISD

July 2024						
S	M	T	W	T	F	S
	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 2024						
S	M	T	W	T	F	S
				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 2024						
S	M	T	W	T	F	S
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 2024						
S	M	T	W	T	F	S
		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 2024						
S	M	T	W	T	F	S
					1	2
3	4	>5 VOTE	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 2024						
S	M	T	W	T	F	S
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				

Annual Instructional Minutes
 Required Total for Grades PPK-12: 75,600
 SEISD Instructional Minutes: 76,230

Early Release for Students and Staff
 Nov. 5 (Election Day), Dec. 19, Apr. 17

Grading Periods
 1st 9-Weeks July 23--Sept. 27
 2nd 9-Weeks Oct. 15--Dec. 19
 3rd 9-Weeks Jan. 8--Feb. 28
 4th 9-Weeks Mar. 18--May 30

Graduation Day--May 30

Holidays / District Closure
 July 2-5 Independence Day Closure
 Oct. 1-4, 8-11 Fall Intersession
 Nov. 26-29 Thanksgiving Break
 Dec. 20-Jan. 3 Winter Holidays
 Mar. 4-7 Spring Intersession
 Mar. 11-14 Spring Break
 Apr. 18 Good Friday

Inclement Weather Makeup Days (as needed)
 May 5, May 12, May 19

Parent/Teacher Conferences--Fall and Spring
 GEMS Sept. 10 and Feb. 18
 SEHS Sept. 12 and Feb. 20
 Alarcon/Borrogo Oct. 22 and Mar. 25
 Loya/Sambrano Oct. 24 and Mar. 27

Smart Snack Exemption Days
 Oct. 31, Dec. 19, Feb. 14, Apr. 17, May 30

Student Learning Days (149 Days)
 Fall Semester: 75 Spring Semester: 74

Teacher Guided Planning (PM)--Sept. 27, Apr. 4

Teacher Professional Development
 July 10 (New Teacher Orientation), July 16-18 (full days), Oct. 31 (1/2 day), Feb. 14 (1/2 day)

Teacher Workdays--July 19, Jan. 7, June 3

LEGEND

- Teacher Professional Development
- Teacher Workday
- Graduation Day
- Mindful Eagle Mondays
- Early Release for Students
- 190-day Employee Workday
- First or Last Day of 9-Weeks
- Intersession
- Teacher Guided Planning
- Inclement Weather Makeup
- Early Release for Students and Staff
- Holiday/District Closure
- Election Day
- Smart Snack Exemption Day
- New Teacher Orientation
- TELPAS State Testing Window
- Parent / Teacher Conferences
- STAAR State Testing Window

*Note: State Testing Windows are subject to change as per TEA.

January 2025						
S	M	T	W	T	F	S
			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 2025						
S	M	T	W	T	F	S
						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 2025						
S	M	T	W	T	F	S
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 2025						
S	M	T	W	T	F	S
		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 2025						
S	M	T	W	T	F	S
				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 2025						
S	M	T	W	T	F	S
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					



2024-2025 SEISD District Calendar

LISA D. RENEGAR

JANUARY 17, 2024

Calendar Development Process



This 2024-2025 district calendar is almost identical to our current 2023-2024 calendar.



Two options were presented to all employees for voting. This version is Draft A, which won 82% of the vote.



2024-2025 will be year 2 of the 4-day week. That is unchanged in the calendar before you.

19



The calendar being presented has been examined with feedback provided by numerous stakeholders for over 5 months.

Calendar Development Timeline



Initial Draft + DAT Feedback



P & I Feedback



Cabinet Feedback



Employee Feedback/Voting



Final Revisions / Final Draft

At-a-Glance

Similar Appearance
4-day week
Mindful Eagle Mondays
Balanced Semesters
Same Holidays
Same PD, Workdays
Same # Teacher Days
Same # Student Days
New Item: Election Day

July 2024						
S	M	T	W	T	F	S
	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 2024						
S	M	T	W	T	F	S
				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 2024						
S	M	T	W	T	F	S
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 2024						
S	M	T	W	T	F	S
		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 2024						
S	M	T	W	T	F	S
					1	2
3	4	>5 VOTE	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 2024						
S	M	T	W	T	F	S
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		21		



2024-2025 District Calendar San Elizario ISD

Annual Instructional Minutes
Required Total for Grades PPK-12: 75,600
SEISD Instructional Minutes: 76,230

Early Release for Students and Staff
Nov. 5 (Election Day), Dec. 19, Apr. 17

Grading Periods
1st 9-Weeks July 23--Sept. 27
2nd 9-Weeks Oct. 15--Dec. 19
3rd 9-Weeks Jan. 8--Feb. 28
4th 9-Weeks Mar. 18--May 30

Graduation Day--May 30

Holidays / District Closure
July 2-5 Independence Day Closure
Oct. 1-4, 8-11 Fall Intersession
Nov. 28-29 Thanksgiving Break
Dec. 20-Jan. 3 Winter Holidays
Mar. 4-7 Spring Intersession
Mar. 11-14 Spring Break
Apr. 18 Good Friday

Inclement Weather Makeup Days (as needed)
May 5, May 12, May 19

Parent/Teacher Conferences--Fall and Spring
GEMS Sept. 10 and Feb. 18
SEHS Sept. 12 and Feb. 20
Alarcon/Borrego Oct. 22 and Mar. 25
Loyal/Sambrano Oct. 24 and Mar. 27

Smart Snack Exemption Days
Oct. 31, Dec. 19, Feb. 14, Apr. 17, May 30

Student Learning Days (149 Days)
Fall Semester: 75 Spring Semester: 74

Teacher Guided Planning (PM)--Sept. 27, Apr. 4

Teacher Professional Development
July 10 (New Teacher Orientation), July 16-18 (full days), Oct. 31 (1/2 day), Feb. 14 (1/2 day)

Teacher Workdays--July 19, Jan. 7, June 3

LEGEND

- Teacher Professional Development
- Teacher Workday
- Graduation Day
- Mindful Eagle Mondays
- Early Release for Students
- 100-day Employee Workday
- First or Last Day of 9-Weeks
- Intersession
- Teacher Guided Planning
- Inclement Weather Makeup
- Early Release for Students and Staff
- Holiday/District Closure
- Election Day
- Smart Snack Exemption Day
- New Teacher Orientation
- TELPAS State Testing Window
- Parent / Teacher Conferences
- STAAR State Testing Window

*Note: State Testing Windows are subject to change as per TEA.

Approval Date:

Revised: January 4, 2024

July 2024

July 2024						
S	M	T	W	T	F	S
	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			

- July 2-5: District closure
 - 190-day employees will work
 - July 2, 3, and 15
- July 12: New Teacher orientation
- July 16-18: Teacher PD
- July 19: Teacher workday
- July 23: Students return

August 2024

August 2024						
S	M	T	W	T	F	S
				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

- No special dates to note in August 2024.
- First full month of the new school year.

September 2024

September 2024						
S	M	T	W	T	F	S
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					

- Sept. 10: GEMS P/T conferences
- Sept. 12: SEHS P/T conferences
- Sept 27:
 - Last day of 1st 9 weeks
 - Student early release
 - Teacher guided planning (PM)

October 2024

October 2024						
S	M	T	W	T	F	S
		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		

- Oct. 1-4; 8-11: Fall Intersession
- Oct. 1-4; 8-11:
 - 190-day employees work
- Oct. 15: First day of 2nd 9 weeks
- Oct. 22: Alarcon/Borrego P/T conferences
- Oct. 24: Loya/Sambrano P/T conferences
- Oct. 31:
 - Early release students
 - Teacher PD (PM)
 - Smart snack day

November 2024

November 2024						
S	M	T	W	T	F	S
					1	2
3	4	>5 VOTE	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

- Nov. 5: Early release for students and staff—Election Day
- Nov. 26-29: Thanksgiving week closure

December 2024

December 2024						
S	M	T	W	T	F	S
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				

- Dec. 3-13: STAAR re-testing window
- Dec. 19: Early release students/staff
- Dec. 19: Smart snack day
- Dec. 20-31: Winter holidays
- Dec. 20: 190-day employee workday

January 2025

January 2025						
S	M	T	W	T	F	S
			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	

- Jan. 1-3: Winter holidays, cont'd
- Jan. 7: Teacher workday
- Jan. 8: First day of 3rd 9 weeks

February 2025

February 2025						
S	M	T	W	T	F	S
						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	

- Feb. 14:
 - Early release students
 - Teacher PD (PM)
- Feb. 14: Smart snack day
- Feb. 18: GEMS P/T conferences
- Feb. 20: SEHS P/T conferences
- Feb. 28: Last day of 3rd 9 weeks
- Feb. 18-28: TELPAS testing window

March 2025

March 2025						
S	M	T	W	T	F	S
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					

- Mar. 4-7:
 - Intersession week
 - 190-day employees work
- Mar. 11-14: Spring break
- Mar. 18: First day of 4th 9 weeks
- Mar. 18-28: TELPAS testing window
- Mar. 25: Alarcon/Borrego P/T conferences
- Mar. 27: Loya/Sambrano P/T conferences

April 2025

April 2025						
S	M	T	W	T	F	S
		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			

- April 4:
 - Early release students
 - Teacher guided planning (PM)
- April 8-11, 15-17, 22-25, 29-30:
 - STAAR testing window
- April 17:
 - Early release for students and staff
 - Smart snack day
- April 18: Good Friday holiday

May 2025

May 2025						
S	M	T	W	T	F	S
				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

- May 1-2: STAAR testing window
- May 5, 12, 19:
 - Inclement weather makeup days (if needed)
- May 30:
 - Last day of school
 - Graduation day
- May 30: Smart snack day

June 2025

June 2025						
S	M	T	W	T	F	S
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					

- June 3: Teacher workday
- June 17-27: STAAR re-testing window

Administrative Recommendation

It is recommended that the Board approve the 2024-2025 district calendar as presented.



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa Renegar; Planning & Instruction
Subject: Development of District Mission and Vision Statements
Date: January 17, 2024

HISTORY:

It is common to see organizations with mission and vision statements describing the goals of said organization. Mission and Vision statements are distinctly different. Vision statements represent an overarching goal: the goal the organization wishes to achieve. They are broad, evoke emotion, and should be memorable. Mission statements fall underneath the Vision statement and should demonstrate the steps needed to achieve the Vision. Mission statements are also usually longer.

San Elizario ISD has a Mission statement written into policy, which is read aloud at each Board of Trustees meeting by the Board President:

“San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, and employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.”

SEISD's Mission statement, as noted above, was initially called a Vision statement and first appeared on a Board agenda on September 11, 2013. This Vision statement was then *relabelled* as a Mission statement, but the wording of the statement remained the same. This occurred at the BOT meeting held on October 21, 2019.

Since October 21, 2019, SEISD has adopted a Mission statement but no longer had a Vision statement. It then became necessary to create a Vision statement, which began as per the timeline listed below.

RATIONALE:

Developing a Vision statement was careful and lengthy and encompassed the ideas of stakeholder groups, including employees, parents, and community members. The timeline below describes the steps taken to develop our current Vision statement, which has been in place for two years.

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October 20, 2021—The Leadership team was trained on the purpose and process of creating Mission and Vision statements. The Leadership team brainstormed and narrowed their Vision statement ideas to their top 3 favorites.

November 5, 2021—Parents were trained in creating Mission and Vision statements. The top 3 Vision statement ideas from the Leadership team were presented, with additional suggestions from parents noted. Changes were made based on the feedback received.

November 6-18, 2021—Each Principal presented the Vision statement training to their faculty and staff with additional ideas noted and collected.

November 19, 2021—After the feedback was collected from these stakeholder groups, there were 35 ideas for the SEISD Vision statement. These ideas were collated and presented to Dr. Meza-Chavez, who narrowed the list down to the 5 Vision statements, which were determined to be the most powerful and popular of the 35 ideas.

December 6, 2021—The top 5 Vision statement ideas were presented to the Leadership team as a survey. Their task was to narrow the list down to their top 3 favorites.

July 12, 2022—The SEISD Board of Trustees examined the top 3 favorite Vision statement ideas based on the survey results from the Leadership team. Following discussion and a vote, the Board selected “San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!” as SEISD’s official Vision statement. This statement comprised 32% of the Leadership team vote, the highest vote-getter.

BUDGET:

There is no budget associated with this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the timeline for the creation of our current Mission and Vision statements.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative, and academically superior district.



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Edgar Ponce, Coordinator of ESSER Programs
Subject: Discussion and Presentation/Update on the Elementary and Secondary School
Emergency Relief Fund (ESSER III)
Date: January 17, 2024

HISTORY: In 2021 the District applied for the CRRSA ESSER II grant and for the ARP ESSER III grant.

RATIONALE: The ARP ESSER III grant has a compliance requirement requiring grantees to review and update as appropriate both their Safe Return to In-Person Instruction and Continuity of Services Plan and their Plan for Uses of ARP ESSER III funds plans. The purpose of this agenda item is to present the Plan for Uses of ARP ESSER III funds. Summarizing the districts expenses and use of funds can be found in the website shared below using the QR code.



BUDGET IMPACT: There is no budget impact with this item.

ADMINISTRATIVE RECOMMENDATION: This agenda item is for information only and does not require any action.

Please check one: For approval Report / Information only Recognition only

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San Elizario Independent School District



Elementary and Secondary School Emergency
Relief Fund (ESSER) Update

January³⁸ 17, 2024



San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)

Grant Compliance Requirement

The Safe Return to In-Person Instruction and Continuity of Services Plan and the LEA's Plan for Uses of ARP ESSER I, ESSER II, ESSER III Funds must be reviewed at least every 6 months and updated as appropriate.



San Elizario Independent School District

District Use of Funds Update – ESSER III – as of 1/4/2024

#	Groups	Funds Budgeted	Funds Used
1	Loss of learning	\$4,236,150	\$3,691,854
2	Technology integration	\$1,609,073	\$1,609,073
3	Professional development	\$88,494	\$78,857
4	Family/Community Engagement	\$355,043	\$335,434
5	Safe to return in person and continuity of services	\$845,929	\$755,818
6	Mental health and behavioral supports	\$526,743	\$490,388
7	Grant administration (to include supplanted staff)	\$6,173,592	\$5,269,922
8	Student Enrichment & Afterschool Programs	\$87,936	\$31,805
9	Resources to address needs of individual schools	\$1,252,944	\$915,309
10	Retention of Staff	\$464,993	\$464,993
	Total	\$15,640,897	\$13,643,453



San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)

ESSER III Position (non-supplanted staff) Snapshot as of /1/04/2024

Campus	Role	Status	Campus	Role	Status
SEHS	At Risk Aide	Filled	Alarcon	Bilingual Aide	Filled
SEHS	Bilingual Aide	Filled	Alarcon	Parent Liaison	Filled
SEHS	Campus Receptionist	Filled	Borrego	Bilingual Aide	Filled
SEHS	Counselor	Filled	Borrego	Special Education Aide	Filled
SEHS	Monitor-Campus	Filled	Sambrano	Monitor-Campus	Filled
SEHS	Monitor-Campus	Filled	Sambrano	Monitor-Campus	Filled
GEMS	Special Education Aide	Filled	Sambrano	Bilingual Aide	Filled
GEMS	Bilingual Aide	Filled	Sambrano	Special Education Aide	Filled
GEMS	Campus Receptionist	Filled	Sambrano	Campus Receptionist	Filled
Loya	Counselor	Filled	Other	ESSER Program Coord.	Filled
Loya	Parent Liaison	Filled	Other	LVN	Filled
Loya	Campus Receptionist	Filled	Other	LSSP	Filled
Loya	School Improvement Coord.	Filled			



San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund (ESSER)

District Use of Funds Update – ESSER III – as of 1/04/2024

#	Groups	Funds Budgeted	Total Grant	% Budgeted
1	Loss of Learning	\$4,236,150	\$15,640,897	27%

#	Groups	Funds Used	Total Grant	% Used
1	Loss of Learning	\$3,691,854	\$15,640,897	24%

NOTE: The ESSER III grant requires a minimum of 20% of total grant funds to be allocated towards the loss of learning due to the impact of the COVID 19 pandemic.

ESSER III Grant End Date: September 2024



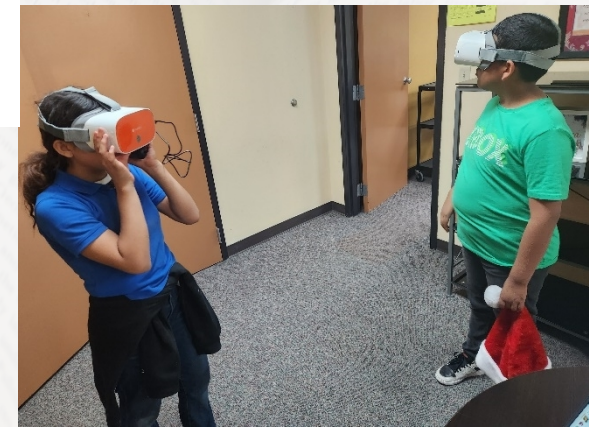
San Elizario Independent School District

Class VR Sets

4 Campuses – Borrego, Alarcon, GEMS, SEHS

SIMPLE CLASSROOM
CONTROLS

TO MANAGE HEADSETS AND
DELIVER ENGAGING LESSONS



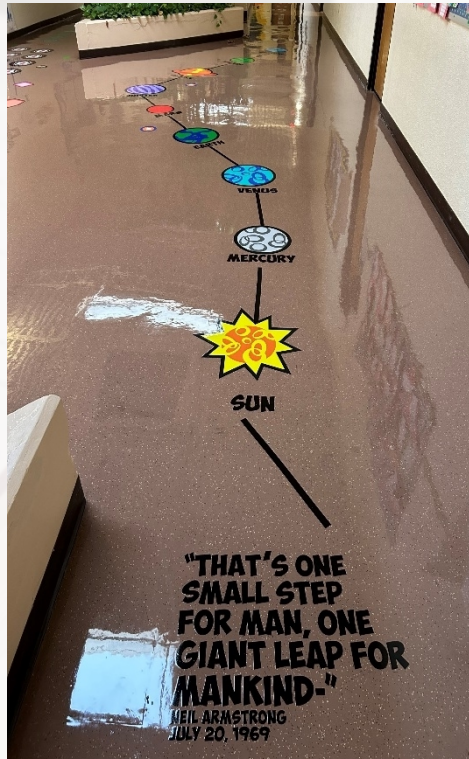
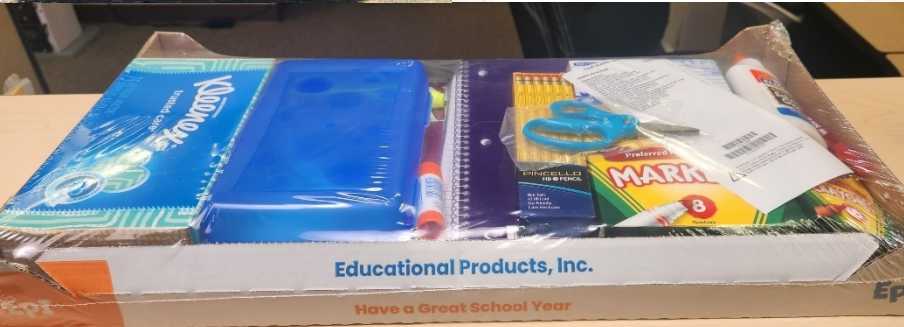


San Elizario Independent School District

- Student Supplies 24-25 School Year
- Fine Arts Supplies
- High School Student Project, additional common seating, CTE support (worked with Mrs. Sanchez and teachers to identify their needs)
- Sensory Paths



Roll over image to zoom in



Program

- Graphic Design and Multimedia Arts Program of Study
- Business Management Program of Study
- Automotive Program of Study
- Carpentry (Construction) Program of Study
- Culinary Arts Program of Study
- Digital Communications (A/V Production) Program of Study
- Health Science Program of Study - Brand New program
- Law Enforcement Program of Study
- Cosmetology and Personal Care Services Program of Study
- Engineering Program of Study High School
- Engineering Program of Study Middle School
- Biomedical Science Program of Study



San Elizario Independent School District

In order to summarize and recap all that our district has done, there was a google sites created with all information which is also part of your board book.

[ESSER SEISD Overview](#)





San Elizario Independent School District

In conclusion, I would like to thank you for allowing me to be part of this transformative process by maximizing ESSER funds for our students, community and San Elizario Independent School District.





San Elizario Independent School District

Elementary and Secondary School Emergency Relief Fund
(ESSER)

Questions and comments welcomed at this time

San Elizario Independent School District



Elementary and Secondary School Emergency Relief Fund
(ESSER) Update and Public Input

Thank You for EVERYTHING you are doing for our Eagles



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Coordinator of ESSER Programs
Subject: Public comment and input on the Elementary and Secondary School Emergency Relief Fund (ESSER III)
Date: January 17, 2024

HISTORY: In 2021 the District applied for the CRRSA ESSER II grant and for the ARP ESSER III grant.

RATIONALE: The ARP ESSER III grant has a compliance requirement requiring grantees to review and update as appropriate both their Safe Return to In-Person Instruction and Continuity of Services Plan and their Plan for Uses of ARP ESSER III plans. The purpose of this agenda item is to allow for public and stakeholder feedback.

BUDGET IMPACT: There is no budget impact with this item.

ADMINISTRATIVE RECOMMENDATION: This agenda item is for information only and does not require any action.

Please check one: For approval Report / Information only Recognition only

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Executive Director of Support Services
Subject: Consider and Board action to approve emergency contract for repair of school facilities in accordance with policy CH
Date: January 17, 2024

HISTORY: On December 21, 2023, during the winter break, a water leak was discovered at the central administration offices at approximately 8:00 p.m. The leak was caused by a ruptured water hose supplying water to the toilet in one of the single-use restrooms. Due to the restroom not having a floor drain, the water spread to adjacent rooms, primarily affecting the finance, child nutrition, and adjacent areas.

RATIONALE: Immediate response was coordinated, and water extraction began shortly after discovery. We brought in two of our custodians to start with water removal that night. A company specializing in water removal and mitigation (ServPro) was also called to come in and begin water extraction, drying, and dehumidifying. They also came on the same night. Since water seeped through walls and insulation, sections of drywall had to be removed to remove wet insulation and ensure fast and complete water and moisture extraction. The complete process lasted eight days and the total cost for the water removal and mitigation service was \$47,842. ServPro was also asked to provide a quote for the reconstruction of the damaged areas and that quote came in at \$92,785. An insurance claim for these two costs was opened for the affected areas' water removal, mitigation, and reconstruction with TASB, our insurance carrier, and the district's insurance deductible will be \$25,000 for this claim.

CH (Local) Exception for Emergency Contracts:

In the event of a catastrophe, emergency, or natural disaster affecting the District, the Board delegates to the Superintendent the authority to contract for the replacement, construction, or repair of school equipment or facilities in accordance with law, if emergency replacement, construction, or repair is necessary for the health and safety of District students and staff. The Superintendent shall report to the Board at the next regular meeting any contract made under this authority. [See Disaster Exception, CH(LEGAL)]

The delegation regarding emergency contracts does not waive competitive purchasing requirements under Education Code Chapter 44. Only the Board is authorized to waive competitive purchasing requirements under limited circumstances in accordance with Education Code 44.031(h). [See Emergency Damage or Destruction, CH(LEGAL)]

ServPro is an approved vendor on the TASB BuyBoard purchasing cooperative under the 'General Disaster Recovery and Restoration Services 675-22' contract thus satisfying the purchasing requirement noted above.

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Phone 915.872.3900
Fax 915.872.3903

BUDGET: The net budget impact to cover the total water damage cost of \$140,627 (\$47,842 for water removal & mitigation plus \$92,785 (for reconstruction) will be the \$25,000 deductible paid for the insurance claim.

ADMINISTRATIVE RECOMMENDATION: The recommendation is for the Board of Trustees to approve the emergency contract with ServPro for repair of school facilities due to the water damage incident that occurred on December 21, 2023.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

BLMR Disaster Recovery, LLC
 4584 Ripley Dr. Building 9A
 El Paso, TX 79922 US
 office@servpro11089.com

Invoice



BILL TO
San Elizario ISD 1050 CHICKEN RANCH RD SAN ELIZARIO, TX 79949

SHIP TO
San Elizario ISD 1050 CHICKEN RANCH RD SAN ELIZARIO, TX 79949

INVOICE #	DATE	TOTAL DUE	DUE DATE	TERMS	ENCLOSED
3104	01/03/2024	\$47,842.04	02/02/2024	Net 30	

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
12/21/2023	Water Remed	Commercial Water Mitigation Services and Demo_Taxable Items	1	47,842.04	47,842.04

Payments should be mailed to:
 4584 Ripley Ave Building 9A
 El Paso, TX 79922

SUBTOTAL	47,842.04
TAX	0.00
TOTAL	47,842.04
BALANCE DUE	\$47,842.04

If you prefer to pay by card, we accept American Express, Discover, Master Card, and Visa. This service may be used by contacting our office at 915-234-2614. Please note that there is a 4% credit card processing fee.



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
Building 9
El Paso, TX 79922
915-234-2679

Client: San Elizario ISD_Recon
Property: 1050 Chicken Ranch Rd
San Elizario, TX 79949

Home: (915) 383-6694

Operator: MGARCIA

Estimator: Vicente Herrera

Business: (915) 234-2614

Type of Estimate: Water Damage

Date Entered: 12/21/2023

Date Assigned:

Date Est. Completed:

Date Job Completed: 12/29/2023

Price List: TXEP8X_DEC23

Labor Efficiency: Restoration/Service/Remodel

Estimate: 02-SANE-LIZAR

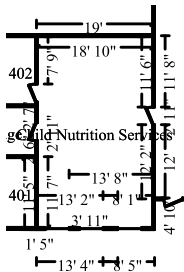


Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679

CONTINUED - Camino Real Conference Room

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
7. Seal/prime (1 coat) then paint (1 coat) the surface area	94.98 SF		0.00	0.94	0.00	17.86	107.14
8. Paint the walls - one coat	1,337.44 SF		0.00	0.66	0.00	176.54	1,059.25
9. Remove Cove base molding - rubber or vinyl, 4" high	69.05 LF		0.29	0.00	0.00	4.00	24.02
10. Cove base molding - rubber or vinyl, 4" high	148.60 LF		0.00	1.99	0.00	59.14	354.85
11. Install Outlet or switch cover	10.00 EA		0.00	2.24	0.00	4.48	26.88
12. Dust control barrier per square foot	50.00 SF		0.70	0.00	0.00	7.00	42.00
Door							
13. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
14. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
15. Paint door/window trim & jamb - Large - 1 coat (per side)	2.00 EA		0.00	24.77	0.00	9.90	59.44
Content							
16. Content Manipulation charge - per hour	10.00 HR		0.00	39.90	0.00	79.80	478.80
17. Final cleaning - construction - Commercial	1,042.14 SF		0.00	0.23	0.00	47.94	287.63
18. TV Brackets - Wall or ceiling mounted - Detach & reset	1.00 EA		0.00	40.20	0.00	8.04	48.24
Totals: Camino Real Conference Room					0.00	1,543.62	9,261.70



Child Nutrition Services

Height: 9'

901.50 SF Walls	588.54 SF Ceiling
1,490.04 SF Walls & Ceiling	588.54 SF Floor
65.39 SY Flooring	100.17 LF Floor Perimeter
100.17 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
19. R&R Carpet tile	588.54 SF		0.60	3.53	0.00	486.14	2,916.81
20. Floor prep (scrape rubber back residue)	588.54 SF		0.00	0.47	0.00	55.32	331.93
21. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49

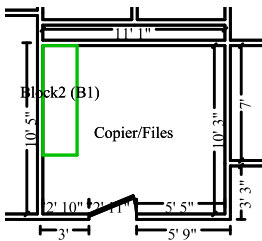


Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679

CONTINUED - Child Nutrition Services

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Wall							
22. 1/2" - drywall per LF - up to 2' tall Double layered drywall	46.45 LF		0.00	12.68	0.00	117.80	706.79
23. Batt insulation replacement per LF - 6" - up to 2' tall	46.45 LF		0.00	3.81	0.00	35.40	212.37
24. Seal/prime (1 coat) then paint (1 coat) the surface area	92.90 SF		0.00	0.94	0.00	17.46	104.79
25. Paint the walls and ceiling - one coat	1,490.04 SF		0.00	0.66	0.00	196.68	1,180.11
26. Cove base molding - rubber or vinyl, 4" high	100.17 LF		0.00	1.99	0.00	39.86	239.20
27. Install Outlet or switch cover	7.00 EA		0.00	2.24	0.00	3.14	18.82
28. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
29. Mask and cover large light fixture	3.00 EA		0.00	19.03	0.00	11.42	68.51
30. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	3.00 EA	30.49	0.00	0.00	0.00	18.30	109.77
Door							
31. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
32. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
33. Paint door/window trim & jamb - Large - 1 coat (per side)	2.00 EA		0.00	24.77	0.00	9.90	59.44
Content							
34. Content Manipulation charge - per hour	8.00 HR		0.00	39.90	0.00	63.84	383.04
35. Final cleaning - construction - Commercial	588.54 SF		0.00	0.23	0.00	27.08	162.44
Totals: Child Nutrition Services					0.00	1,100.94	6,605.61



Copier/Files

Height: 9'

384.00 SF Walls	113.60 SF Ceiling
497.60 SF Walls & Ceiling	113.60 SF Floor
12.62 SY Flooring	42.67 LF Floor Perimeter
42.67 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
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Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679

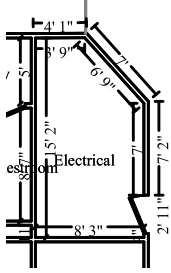
CONTINUED - Copier/Files

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
36. R&R Vinyl tile	113.60 SF		1.07	3.25	0.00	98.16	588.91
37. Floor preparation for resilient flooring	113.60 SF		0.00	0.47	0.00	10.68	64.07
38. R&R Vinyl reducer strip - for carpet	3.20 LF		0.36	3.60	0.00	2.54	15.21
39. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
40. 1/2" - drywall per LF - up to 2' tall Double layered drywall	23.99 LF		0.00	12.68	0.00	60.84	365.03
41. Batt insulation replacement per LF - 6" - up to 2' tall	23.99 LF		0.00	3.81	0.00	18.28	109.68
42. Seal/prime (1 coat) then paint (1 coat) the surface area	47.98 SF		0.00	0.94	0.00	9.02	54.12
43. Paint the walls - one coat	384.00 SF		0.00	0.66	0.00	50.68	304.12
44. Cove base molding - rubber or vinyl, 4" high	42.67 LF		0.00	1.99	0.00	16.98	101.89
45. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
Door							
46. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
47. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
48. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Cabinets							
49. R&R Cabinetry - lower (base) units	6.67 LF		7.12	244.94	0.00	336.26	2,017.50
50. R&R Cabinetry - upper (wall) units	10.25 LF		7.12	157.34	0.00	337.14	2,022.86
51. R&R Countertop - flat laid plastic laminate	6.67 LF		4.10	40.65	0.00	59.70	358.19
52. R&R 4" backsplash for flat laid countertop	8.17 LF		0.86	8.01	0.00	14.48	86.95
Content							
53. Content Manipulation charge - per hour	6.00 HR		0.00	39.90	0.00	47.88	287.28
54. Final cleaning - construction - Commercial	113.60 SF		0.00	0.23	0.00	5.22	31.35
Totals: Copier/Files					0.00	1,094.88	6,569.27



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679



Electrical

Height: 9'

396.96 SF Walls
 511.10 SF Walls & Ceiling
 12.68 SY Flooring
 44.11 LF Ceil. Perimeter

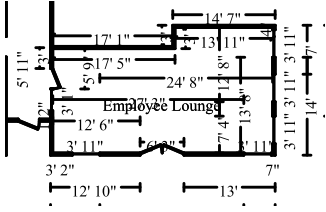
114.14 SF Ceiling
 114.14 SF Floor
 44.11 LF Floor Perimeter

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
55. R&R Vinyl tile	114.14 SF		1.07	3.25	0.00	98.62	591.71
56. Floor preparation for resilient flooring	114.14 SF		0.00	0.47	0.00	10.74	64.39
57. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
58. 1/2" - drywall per LF - up to 4 inches tall Double layered drywall	24.75 LF		0.00	3.99	0.00	19.76	118.51
59. Batt insulation replacement per LF - 6" - up to 2' tall	20.75 LF		0.00	3.81	0.00	15.82	94.88
60. Seal/prime (1 coat) then paint (1 coat) the surface area	49.50 SF		0.00	0.94	0.00	9.30	55.83
61. Paint more than the walls - one coat additional paint for electrical pipe	516.96 SF		0.00	0.66	0.00	68.24	409.43
62. Cove base molding - rubber or vinyl, 4" high	44.11 LF		0.00	1.99	0.00	17.56	105.34
63. Dust control barrier per square foot	200.00 SF		0.70	0.00	0.00	28.00	168.00
Door							
64. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
65. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
66. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
67. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88
68. Final cleaning - construction - Commercial	114.14 SF		0.00	0.23	0.00	5.26	31.51
Totals: Electrical					0.00	304.80	1,828.59



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679



Employee Lounge

Height: 9'

885.00 SF Walls
 1,391.53 SF Walls & Ceiling
 56.28 SY Flooring
 98.33 LF Ceil. Perimeter

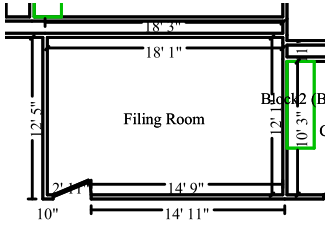
506.53 SF Ceiling
 506.53 SF Floor
 98.33 LF Floor Perimeter

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
69. Regrout tile floor	506.53 SF		0.00	2.64	0.00	267.44	1,604.68
70. Clean floor - tile - Heavy clean	604.86 SF		0.00	0.92	0.00	111.30	667.77
Wall							
71. 1/2" - drywall per LF - up to 4 inches tall Double layered drywall	7.88 LF		0.00	3.99	0.00	6.28	37.72
72. Batt insulation replacement per LF - 6" - up to 2' tall	7.88 LF		0.00	3.81	0.00	6.00	36.02
73. Seal/prime (1 coat) then paint (1 coat) the surface area	15.76 SF		0.00	0.94	0.00	2.96	17.77
74. Paint the walls - one coat	885.00 SF		0.00	0.66	0.00	116.82	700.92
75. Dust control barrier per square foot	250.00 SF		0.70	0.00	0.00	35.00	210.00
Door							
76. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
77. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
78. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
79. Content Manipulation charge - per hour	6.00 HR		0.00	39.90	0.00	47.88	287.28
80. Final cleaning - construction - Commercial	506.53 SF		0.00	0.23	0.00	23.30	139.80
81. Refrigerator - Remove & reset	1.00 EA		0.00	42.81	0.00	8.56	51.37
Totals: Employee Lounge					0.00	647.48	3,884.95



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679



Filing Room

Height: 9'

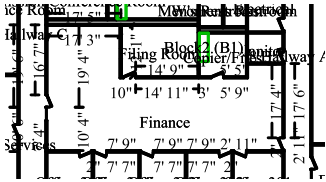
543.00 SF Walls	218.51 SF Ceiling
761.51 SF Walls & Ceiling	218.51 SF Floor
24.28 SY Flooring	60.33 LF Floor Perimeter
60.33 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
82. R&R Vinyl tile	218.51 SF		1.07	3.25	0.00	188.80	1,132.77
83. Floor preparation for resilient flooring	218.51 SF		0.00	0.47	0.00	20.54	123.24
84. R&R Vinyl reducer strip - for carpet	3.20 LF		0.36	3.60	0.00	2.54	15.21
Wall							
85. 1/2" - drywall per LF - up to 2' tall Double layered drywall	30.08 LF		0.00	12.68	0.00	76.28	457.69
86. Batt insulation replacement per LF - 6" - up to 2' tall	30.08 LF		0.00	3.81	0.00	22.92	137.52
87. Seal/prime (1 coat) then paint (1 coat) the surface area	60.16 SF		0.00	0.94	0.00	11.32	67.87
88. Paint the walls - one coat	543.00 SF		0.00	0.66	0.00	71.68	430.06
89. Remove Cove base molding - rubber or vinyl, 4" high	15.08 LF		0.29	0.00	0.00	0.88	5.25
90. Cove base molding - rubber or vinyl, 4" high	60.33 LF		0.00	1.99	0.00	24.02	144.08
91. Dust control barrier per square foot	50.00 SF		0.70	0.00	0.00	7.00	42.00
Door							
92. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
93. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
94. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
95. Content Manipulation charge - per hour	12.00 HR		0.00	39.90	0.00	95.76	574.56
96. Final cleaning - construction - Commercial	218.51 SF		0.00	0.23	0.00	10.06	60.32
Totals: Filing Room					0.00	553.74	3,322.19



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679



Finance

Height: 9'

1,592.37 SF Walls	1,195.57 SF Ceiling
2,787.93 SF Walls & Ceiling	1,195.57 SF Floor
132.84 SY Flooring	176.93 LF Floor Perimeter
176.93 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
97. R&R Carpet tile	1,195.57 SF		0.60	3.53	0.00	987.54	5,925.24
98. Floor prep (scrape rubber back residue)	1,195.57 SF		0.00	0.47	0.00	112.38	674.30
99. Door stop - wall or floor mounted - Detach & reset	2.00 EA		0.00	7.91	0.00	3.16	18.98
Wall							
100. 1/2" - drywall per LF - up to 2' tall Double layered drywall	69.07 LF		0.00	12.68	0.00	175.16	1,050.97
101. Batt insulation replacement per LF - 6" - up to 2' tall	69.07 LF		0.00	3.81	0.00	52.64	315.80
102. Seal/prime (1 coat) then paint (1 coat) the surface area	108.57 SF		0.00	0.94	0.00	20.42	122.48
103. Paint the walls - one coat	1,592.37 SF		0.00	0.66	0.00	210.20	1,261.16
104. Cove base molding - rubber or vinyl, 4" high	176.93 LF		0.00	1.99	0.00	70.42	422.51
105. Install Outlet or switch cover	12.00 EA		0.00	2.24	0.00	5.38	32.26
106. Dust control barrier per square foot	150.00 SF		0.70	0.00	0.00	21.00	126.00
Door							
107. Interior door - Detach & reset - slab only	2.00 EA		0.00	18.26	0.00	7.30	43.82
108. Paint door slab only - 1 coat (per side)	4.00 EA		0.00	24.66	0.00	19.72	118.36
109. Paint door/window trim & jamb - Large - 1 coat (per side)	4.00 EA		0.00	24.77	0.00	19.82	118.90
Content							
110. Content Manipulation charge - per hour	12.00 HR		0.00	39.90	0.00	95.76	574.56
111. Final cleaning - construction - Commercial	1,195.57 SF		0.00	0.23	0.00	55.00	329.98
Totals: Finance					0.00	1,855.90	11,135.32



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
 Building 9
 El Paso, TX 79922
 915-234-2679



Hallway A

Height: 9'

1,173.24 SF Walls
 1,619.18 SF Walls & Ceiling
 49.55 SY Flooring
 130.36 LF Ceil. Perimeter

445.95 SF Ceiling
 445.95 SF Floor
 130.36 LF Floor Perimeter

Missing Wall

6' 1/2" X 9'

Opens into HALLWAY_B

Missing Wall

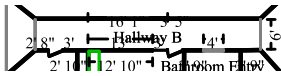
6' 2 9/16" X 9'

Opens into Exterior

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL	
Floor								
112. Regrout tile	445.95 SF		0.00	2.66	0.00	237.24	1,423.47	
113. Clean floor - tile - Heavy clean	576.31 SF		0.00	0.92	0.00	106.04	636.25	
Wall								
114. Paint the walls - one coat	1,173.24 SF		0.00	0.66	0.00	154.86	929.20	
115. Stain & finish paneling	40.00 SF		0.00	1.64	0.00	13.12	78.72	
Content								
116. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88	
Totals: Hallway A						0.00	519.24	3,115.52

Hallway B

Height: 9'



794.33 SF Walls
 1,070.67 SF Walls & Ceiling
 30.70 SY Flooring
 91.22 LF Ceil. Perimeter

276.34 SF Ceiling
 276.34 SF Floor
 87.22 LF Floor Perimeter

Missing Wall

6' 15/16" X 9'

Opens into ROOM23

Missing Wall - Goes to Floor

4' X 6' 8"

Opens into BATHROOM_ENT

Missing Wall

6' 1/2" X 9'

Opens into HALLWAY_A

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
117. Regrout tile	276.34 SF		0.00	2.66	0.00	147.02	882.08
118. Clean floor - tile - Heavy clean	363.56 SF		0.00	0.92	0.00	66.90	401.38
Wall							



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
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 915-234-2679

CONTINUED - Hallway B

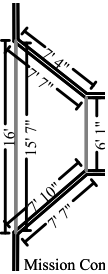
DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
119. Paint the walls - one coat	794.33 SF		0.00	0.66	0.00	104.86	629.12
Content							
120. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88
Totals: Hallway B					0.00	326.76	1,960.46



Hallway C

Height: 9'

1,295.57 SF Walls	463.92 SF Ceiling
1,759.49 SF Walls & Ceiling	463.92 SF Floor
51.55 SY Flooring	143.95 LF Floor Perimeter
143.95 LF Ceil. Perimeter	



Subroom: Room23 (1)

Height: 9'

138.88 SF Walls	63.13 SF Ceiling
202.02 SF Walls & Ceiling	63.13 SF Floor
7.01 SY Flooring	15.43 LF Floor Perimeter
15.43 LF Ceil. Perimeter	

Missing Wall

6' 15/16" X 9'

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Missing Wall

15' 7 5/16" X 9'

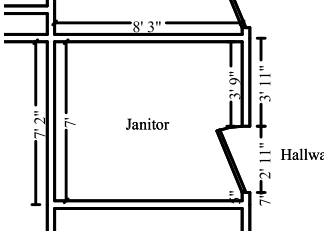
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DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
121. Regrout tile	527.05 SF		0.00	2.66	0.00	280.40	1,682.35
122. Clean floor - tile - Heavy clean	686.44 SF		0.00	0.92	0.00	126.30	757.82
Wall							
123. Paint the walls - one coat	1,434.45 SF		0.00	0.66	0.00	189.34	1,136.08
124. Stain & finish paneling	40.00 SF		0.00	1.64	0.00	13.12	78.72
Content							
125. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88
Totals: Hallway C					0.00	617.14	3,702.85



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

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Janitor

Height: 9'

274.50 SF Walls	57.75 SF Ceiling
332.25 SF Walls & Ceiling	57.75 SF Floor
6.42 SY Flooring	30.50 LF Floor Perimeter
30.50 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
126. R&R Vinyl tile	57.75 SF		1.07	3.25	0.00	49.90	299.38
127. Floor preparation for resilient flooring	57.75 SF		0.00	0.47	0.00	5.42	32.56
128. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
129. 1/2" - drywall per LF - up to 4 inches tall Double layered drywall	30.50 LF		0.00	3.99	0.00	24.34	146.04
130. Seal/prime (1 coat) then paint (1 coat) the floor perimeter	30.50 SF		0.00	0.94	0.00	5.74	34.41
131. Paint the walls - one coat	274.50 SF		0.00	0.66	0.00	36.24	217.41
132. Cove base molding - rubber or vinyl, 4" high	30.50 LF		0.00	1.99	0.00	12.14	72.84
133. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
Door							
134. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
135. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
136. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
137. Content Manipulation charge - per hour	3.00 HR		0.00	39.90	0.00	23.94	143.64
138. Final cleaning - construction - Commercial	57.75 SF		0.00	0.23	0.00	2.66	15.94
139. Water heater - Detach & reset	1.00 EA		0.00	589.63	0.00	117.92	707.55
D&R to access affected area behind							
Ladder							
140. Sandblasting	5.00 SF		0.00	1.21	0.00	1.22	7.27
Removing damages at base of ladder							

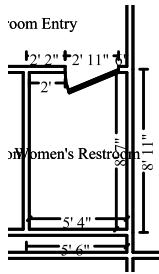


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CONTINUED - Janitor

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
141. Seal/prime (1 coat) then paint (1 coat) the surface area Sealing and painting ladder	10.00 SF		0.00	0.94	0.00	1.88	11.28
Totals: Janitor					0.00	308.42	1,850.43



Women's Restroom

Height: 9'

250.50 SF Walls	45.78 SF Ceiling
296.28 SF Walls & Ceiling	45.78 SF Floor
5.09 SY Flooring	27.83 LF Floor Perimeter
27.83 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
142. Regrout tile	45.78 SF		0.00	2.66	0.00	24.36	146.13
143. Clean floor - tile - Heavy clean	73.61 SF		0.00	0.92	0.00	13.54	81.26
Wall							
144. 1/2" - drywall per LF - up to 2' tall Double layered drywall	17.17 LF		0.00	12.68	0.00	43.54	261.26
145. Batt insulation replacement per LF - 6" - up to 2' tall	8.58 LF		0.00	3.81	0.00	6.54	39.23
146. Drywall patch / small repair, ready for paint	1.00 EA		0.00	102.33	0.00	20.46	122.79
147. Seal/prime (1 coat) then paint (1 coat) the surface area	9.58 SF		0.00	0.94	0.00	1.80	10.81
148. Paint the walls - one coat	250.50 SF		0.00	0.66	0.00	33.06	198.39
149. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
Door							
150. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
151. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
152. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							

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CONTINUED - Women's Restroom

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
153. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88
154. Final cleaning - construction - Commercial	45.78 SF		0.00	0.23	0.00	2.10	12.63
Totals: Women's Restroom					0.00	178.82	1,073.00



Men's Restroom

Height: 9'

252.00 SF Walls	46.49 SF Ceiling
298.49 SF Walls & Ceiling	46.49 SF Floor
5.17 SY Flooring	28.00 LF Floor Perimeter
28.00 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
155. Regrout tile	46.49 SF		0.00	2.66	0.00	24.74	148.40
156. Clean floor - tile - Heavy clean	74.49 SF		0.00	0.92	0.00	13.70	82.23
Wall							
157. 1/2" - drywall per LF - up to 2' tall	8.58 LF		0.00	12.68	0.00	21.76	130.55
Double layered drywall							
158. Batt insulation replacement per LF - 6" - up to 2' tall	8.58 LF		0.00	3.81	0.00	6.54	39.23
159. Install Ceramic tile base	8.58 LF		0.00	8.13	0.00	13.96	83.72
Reset existing tiles							
160. Seal/prime (1 coat) then paint (1 coat) the surface area	8.58 SF		0.00	0.94	0.00	1.62	9.69
161. Paint the walls - one coat	252.00 SF		0.00	0.66	0.00	33.26	199.58
162. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
Door							
163. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
164. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
165. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							

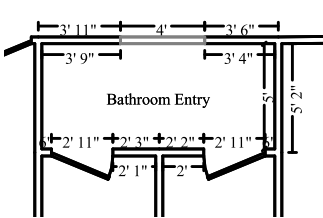


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CONTINUED - Men's Restroom

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
166. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88
167. Final cleaning - construction - Commercial	46.49 SF		0.00	0.23	0.00	2.14	12.83
Totals: Men's Restroom					0.00	151.14	906.73



Bathroom Entry

Height: 9'

262.94 SF Walls	55.48 SF Ceiling
318.42 SF Walls & Ceiling	55.48 SF Floor
6.16 SY Flooring	28.18 LF Floor Perimeter
32.18 LF Ceil. Perimeter	

Missing Wall - Goes to Floor

4' X 6' 8"

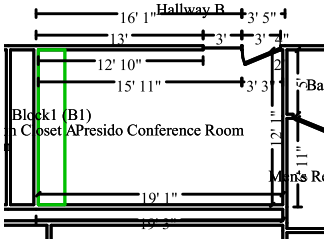
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DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
168. Regrout tile	55.48 SF		0.00	2.66	0.00	29.52	177.10
169. Clean floor - tile - Heavy clean	83.66 SF		0.00	0.92	0.00	15.40	92.37
Wall							
170. 1/2" - drywall per LF - up to 2' tall Double layered drywall	12.40 LF		0.00	12.68	0.00	31.44	188.67
171. Batt insulation replacement per LF - 6" - up to 2' tall	6.90 LF		0.00	3.81	0.00	5.26	31.55
172. Install Ceramic tile base Reset existing tiles	5.50 LF		0.00	8.13	0.00	8.94	53.66
173. Seal/prime (1 coat) then paint (1 coat) the surface area	12.40 SF		0.00	0.94	0.00	2.34	14.00
174. Paint the walls - one coat	262.94 SF		0.00	0.66	0.00	34.70	208.24
Content							
175. Content Manipulation charge - per hour	1.00 HR		0.00	39.90	0.00	7.98	47.88
Totals: Bathroom Entry					0.00	135.58	813.47



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Presido Conference Room

Height: 9'

561.10 SF Walls	230.70 SF Ceiling
791.81 SF Walls & Ceiling	230.70 SF Floor
25.63 SY Flooring	62.34 LF Floor Perimeter
62.34 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
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Floor

176. R&R Carpet tile	230.70 SF		0.60	3.53	0.00	190.56	1,143.35
177. Floor prep (scrape rubber back residue)	230.70 SF		0.00	0.47	0.00	21.68	130.11

Wall

178. 1/2" - drywall per LF - up to 2' tall Double layered drywall	25.91 LF		0.00	12.68	0.00	65.70	394.24
179. Batt insulation replacement per LF - 6" - up to 2' tall	25.91 LF		0.00	3.81	0.00	19.74	118.46
180. Baseboard - 4 1/4" hardwood	62.34 LF		0.00	6.97	0.00	86.90	521.41
181. Stain & finish baseboard	62.34 LF		0.00	1.54	0.00	19.20	115.20
182. R&R Chair rail - 2 1/2" stain grade Remove for wallpaper application	62.34 LF		0.40	3.90	0.00	53.60	321.67
183. Stain & finish chair rail	62.34 LF		0.00	1.54	0.00	19.20	115.20
184. Remove Wallpaper	509.28 SF		0.96	0.00	0.00	97.78	586.69
185. Prep wall for wallpaper	561.10 SF		0.00	0.63	0.00	70.70	424.19
186. Wallpaper	561.10 SF		0.00	2.48	0.00	278.30	1,669.83
187. Install Outlet or switch cover	6.00 EA		0.00	2.24	0.00	2.68	16.12
188. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00

Door

189. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
190. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
191. Paint door/window trim & jamb - Large - 1 coat (per side)	2.00 EA		0.00	24.77	0.00	9.90	59.44

Cabinets

192. R&R Cabinetry - lower (base) units bases swollen due to water damages	9.48 LF		7.12	244.94	0.00	477.90	2,867.43
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CONTINUED - Presido Conference Room

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
193. Detach & Reset Countertop - flat laid plastic laminate	12.08 LF	15.88	0.00	0.00	0.00	38.36	230.19
194. Detach & Reset 4" backsplash for flat laid countertop	15.08 LF	3.24	0.00	0.00	0.00	9.78	58.64
195. Sink - single - Detach & reset	1.00 EA		0.00	162.95	0.00	32.60	195.55
196. R&R P-trap assembly - ABS (plastic)	1.00 EA		7.11	67.00	0.00	14.82	88.93
197. R&R Cabinetry - upper (wall) units Replacement to match new lower cabinets	12.08 LF		7.12	157.34	0.00	397.34	2,384.02
Content							
198. Content Manipulation charge - per hour	3.00 HR		0.00	39.90	0.00	23.94	143.64
199. Final cleaning - construction - Commercial	230.70 SF		0.00	0.23	0.00	10.62	63.68
200. TV Brackets - Wall or ceiling mounted - Detach & reset	1.00 EA		0.00	40.20	0.00	8.04	48.24
Totals: Presido Conference Room					0.00	1,966.36	11,798.33



Mission Closet A

Height: 9'

250.60 SF Walls	22.16 SF Ceiling
272.77 SF Walls & Ceiling	22.16 SF Floor
2.46 SY Flooring	27.84 LF Floor Perimeter
27.84 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
201. R&R Carpet tile	22.16 SF		0.60	3.53	0.00	18.30	109.82
202. Floor prep (scrape rubber back residue)	22.16 SF		0.00	0.47	0.00	2.08	12.50
Wall							
203. 1/2" - drywall per LF - up to 2' tall Double layered drywall	13.91 LF		0.00	12.68	0.00	35.28	211.66
204. Batt insulation replacement per LF - 6" - up to 2' tall	13.91 LF		0.00	3.81	0.00	10.60	63.60
205. Seal/prime (1 coat) then paint (1 coat) the surface area	13.91 SF		0.00	0.94	0.00	2.62	15.70

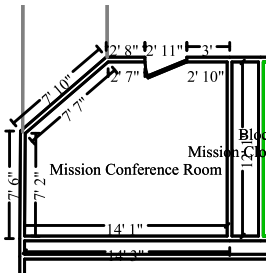


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CONTINUED - Mission Closet A

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
206. Paint the walls - one coat	250.60 SF		0.00	0.66	0.00	33.08	198.48
207. Cove base molding - rubber or vinyl, 4" high	27.84 LF		0.00	1.99	0.00	11.08	66.48
Door							
208. Detach & Reset Bypass (sliding) door set - Colonist	2.00 EA	25.77	0.00	0.00	0.00	10.30	61.84
209. Paint door slab only - 1 coat (per side)	4.00 EA		0.00	24.66	0.00	19.72	118.36
210. Paint door/window trim & jamb - Large - 1 coat (per side)	2.00 EA		0.00	24.77	0.00	9.90	59.44
Content							
211. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
212. Final cleaning - construction - Commercial	22.16 SF		0.00	0.23	0.00	1.02	6.12
Totals: Mission Closet A					0.00	185.90	1,115.52



Mission Conference Room

Height: 9'

442.21 SF Walls	155.37 SF Ceiling
597.58 SF Walls & Ceiling	155.37 SF Floor
17.26 SY Flooring	49.13 LF Floor Perimeter
49.13 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
213. R&R Carpet tile	155.37 SF		0.60	3.53	0.00	128.34	770.02
214. Floor prep (scrape rubber back residue)	155.37 SF		0.00	0.47	0.00	14.60	87.62
Wall							
215. 1/2" - drywall per LF - up to 2' tall	29.81 LF		0.00	12.68	0.00	75.60	453.59
Double layered drywall							
216. Batt insulation replacement per LF - 6" - up to 2' tall	29.81 LF		0.00	3.81	0.00	22.72	136.30
217. Seal/prime (1 coat) then paint (1 coat) the surface area	59.62 SF		0.00	0.94	0.00	11.20	67.24
218. Paint the walls - one coat	442.21 SF		0.00	0.66	0.00	58.38	350.24

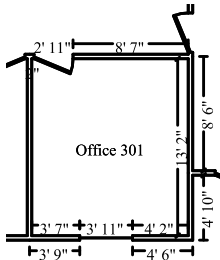


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CONTINUED - Mission Conference Room

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
219. Cove base molding - rubber or vinyl, 4" high	49.13 LF		0.00	1.99	0.00	19.56	117.33
220. Install Outlet or switch cover	1.00 EA		0.00	2.24	0.00	0.44	2.68
221. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
Door							
222. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
223. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
224. Paint door/window trim & jamb - Large - 1 coat (per side)	2.00 EA		0.00	24.77	0.00	9.90	59.44
Content							
225. Content Manipulation charge - per hour	2.00 HR		0.00	39.90	0.00	15.96	95.76
226. Final cleaning - construction - Commercial	155.37 SF		0.00	0.23	0.00	7.14	42.88
Totals: Mission Conference Room					0.00	380.86	2,285.20



Office 301

Height: 9'

447.00 SF Walls	153.61 SF Ceiling
600.61 SF Walls & Ceiling	153.61 SF Floor
17.07 SY Flooring	49.67 LF Floor Perimeter
49.67 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
227. R&R Carpet tile	153.61 SF		0.60	3.53	0.00	126.88	761.29
228. Floor prep (scrape rubber back residue)	153.61 SF		0.00	0.47	0.00	14.44	86.64
229. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
230. 1/2" - drywall per LF - up to 2' tall Double layered drywall	49.67 LF		0.00	12.68	0.00	125.96	755.78
231. Batt insulation replacement per LF - 6" - up to 2' tall	49.67 LF		0.00	3.81	0.00	37.84	227.08



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CONTINUED - Office 301

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
232. Seal/prime (1 coat) then paint (1 coat) more than the floor perimeter	99.33 SF		0.00	0.94	0.00	18.68	112.05
233. Paint the walls - one coat	447.00 SF		0.00	0.66	0.00	59.00	354.02
234. Cove base molding - rubber or vinyl, 4" high	49.67 LF		0.00	1.99	0.00	19.76	118.60
235. Install Outlet or switch cover	2.00 EA		0.00	2.24	0.00	0.90	5.38
236. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
237. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	1.00 EA	30.49	0.00	0.00	0.00	6.10	36.59
Door							
238. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
239. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
240. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
241. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
242. Final cleaning - construction - Commercial	153.61 SF		0.00	0.23	0.00	7.06	42.39
Totals: Office 301					0.00	475.56	2,853.45



Office 302

Height: 9'

- 429.00 SF Walls
- 569.44 SF Walls & Ceiling
- 15.60 SY Flooring
- 47.67 LF Ceil. Perimeter
- 140.44 SF Ceiling
- 140.44 SF Floor
- 47.67 LF Floor Perimeter

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
243. R&R Carpet tile	140.44 SF		0.60	3.53	0.00	116.02	696.03
244. Floor prep (scrape rubber back residue)	140.44 SF		0.00	0.47	0.00	13.20	79.21
245. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							

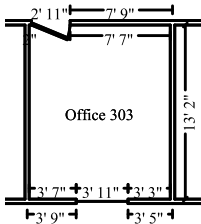


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CONTINUED - Office 302

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
246. 1/2" - drywall per LF - up to 2' tall Double layered drywall	30.50 LF		0.00	12.68	0.00	77.34	464.08
247. Batt insulation replacement per LF - 6" - up to 2' tall	30.50 LF		0.00	3.81	0.00	23.24	139.45
248. Seal/prime (1 coat) then paint (1 coat) the surface area	61.00 SF		0.00	0.94	0.00	11.46	68.80
249. Paint the walls - one coat	429.00 SF		0.00	0.66	0.00	56.62	339.76
250. Cove base molding - rubber or vinyl, 4" high	47.67 LF		0.00	1.99	0.00	18.98	113.84
251. Install Outlet or switch cover	2.00 EA		0.00	2.24	0.00	0.90	5.38
252. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
253. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF ***Door***	1.00 EA	30.49	0.00	0.00	0.00	6.10	36.59
254. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
255. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
256. Paint door/window trim & jamb - 1 coat (per side) ***Content***	2.00 EA		0.00	21.05	0.00	8.42	50.52
257. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
258. Final cleaning - construction - Commercial	140.44 SF		0.00	0.23	0.00	6.46	38.76
Totals: Office 302					0.00	389.26	2,335.53



Office 303

Height: 9'

429.00 SF Walls	140.44 SF Ceiling
569.44 SF Walls & Ceiling	140.44 SF Floor
15.60 SY Flooring	47.67 LF Floor Perimeter
47.67 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
259. R&R Carpet tile	140.44 SF		0.60	3.53	0.00	116.02	696.03



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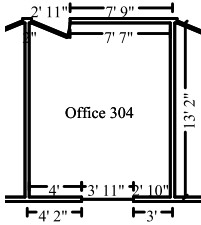
CONTINUED - Office 303

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
260. Floor prep (scrape rubber back residue)	140.44 SF		0.00	0.47	0.00	13.20	79.21
261. Door stop - wall or floor mounted - Detach & reset ***Wall***	1.00 EA		0.00	7.91	0.00	1.58	9.49
262. 1/2" - drywall per LF - up to 2' tall Double layered drywall	30.66 LF		0.00	12.68	0.00	77.76	466.53
263. Batt insulation replacement per LF - 6" - up to 2' tall	30.66 LF		0.00	3.81	0.00	23.36	140.17
264. Seal/prime (1 coat) then paint (1 coat) the surface area	61.32 SF		0.00	0.94	0.00	11.52	69.16
265. Paint the walls - one coat	429.00 SF		0.00	0.66	0.00	56.62	339.76
266. Cove base molding - rubber or vinyl, 4" high	47.67 LF		0.00	1.99	0.00	18.98	113.84
267. Install Outlet or switch cover	3.00 EA		0.00	2.24	0.00	1.34	8.06
268. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
269. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF ***Door***	1.00 EA	30.49	0.00	0.00	0.00	6.10	36.59
270. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
271. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
272. Paint door/window trim & jamb - 1 coat (per side) ***Content***	2.00 EA		0.00	21.05	0.00	8.42	50.52
273. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
274. Final cleaning - construction - Commercial	140.44 SF		0.00	0.23	0.00	6.46	38.76
Totals: Office 303					0.00	390.30	2,341.74



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Office 304

Height: 9'

429.00 SF Walls
 569.44 SF Walls & Ceiling
 15.60 SY Flooring
 47.67 LF Ceil. Perimeter

140.44 SF Ceiling
 140.44 SF Floor
 47.67 LF Floor Perimeter

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
275. R&R Carpet tile	140.44 SF		0.60	3.53	0.00	116.02	696.03
276. Floor prep (scrape rubber back residue)	140.44 SF		0.00	0.47	0.00	13.20	79.21
277. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
278. 1/2" - drywall per LF - up to 2' tall Double layered drywall	11.00 LF		0.00	12.68	0.00	27.90	167.38
279. Batt insulation replacement per LF - 6" - up to 2' tall	11.00 LF		0.00	3.81	0.00	8.38	50.29
280. Seal/prime (1 coat) then paint (1 coat) the surface area	22.00 SF		0.00	0.94	0.00	4.14	24.82
281. Paint the walls - one coat	429.00 SF		0.00	0.66	0.00	56.62	339.76
282. Cove base molding - rubber or vinyl, 4" high	47.67 LF		0.00	1.99	0.00	18.98	113.84
283. Install Outlet or switch cover	1.00 EA		0.00	2.24	0.00	0.44	2.68
284. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
285. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	1.00 EA	30.49	0.00	0.00	0.00	6.10	36.59
Door							
286. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
287. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
288. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
289. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
290. Final cleaning - construction - Commercial	140.44 SF		0.00	0.23	0.00	6.46	38.76

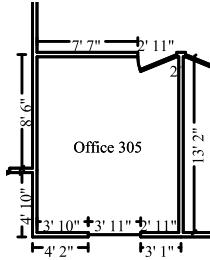


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4584 Ripley Drive
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CONTINUED - Office 304

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Totals: Office 304					0.00	317.18	1,902.99



Office 305

Height: 9'

428.37 SF Walls	139.98 SF Ceiling
568.35 SF Walls & Ceiling	139.98 SF Floor
15.55 SY Flooring	47.60 LF Floor Perimeter
47.60 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
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Floor

291. R&R Carpet tile	139.98 SF		0.60	3.53	0.00	115.62	693.74
292. Floor prep (scrape rubber back residue)	139.98 SF		0.00	0.47	0.00	13.16	78.95
293. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49

Wall

294. 1/2" - drywall per LF - up to 2' tall	19.83 LF		0.00	12.68	0.00	50.28	301.72
Double layered drywall							
295. Batt insulation replacement per LF - 6" - up to 2' tall	19.83 LF		0.00	3.81	0.00	15.12	90.67
296. Seal/prime (1 coat) then paint (1 coat) the surface area	39.66 SF		0.00	0.94	0.00	7.46	44.74
297. Paint the walls - one coat	428.37 SF		0.00	0.66	0.00	56.54	339.26
298. Cove base molding - rubber or vinyl, 4" high	47.60 LF		0.00	1.99	0.00	18.94	113.66
299. Install Outlet or switch cover	1.00 EA		0.00	2.24	0.00	0.44	2.68
300. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
301. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	1.00 EA	30.49	0.00	0.00	0.00	6.10	36.59

Door

302. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
303. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
304. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52

Content

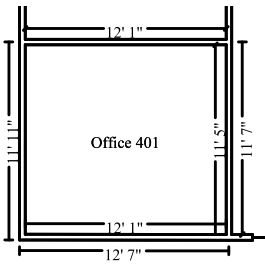


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CONTINUED - Office 305

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
305. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
306. Final cleaning - construction - Commercial	139.98 SF		0.00	0.23	0.00	6.44	38.64
Totals: Office 305					0.00	349.04	2,094.28



Office 401

Height: 8'

- 375.86 SF Walls
- 513.71 SF Walls & Ceiling
- 15.32 SY Flooring
- 46.98 LF Ceil. Perimeter
- 137.85 SF Ceiling
- 137.85 SF Floor
- 46.98 LF Floor Perimeter

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
307. R&R Carpet tile	137.85 SF		0.60	3.53	0.00	113.86	683.18
308. Floor prep (scrape rubber back residue)	137.85 SF		0.00	0.47	0.00	12.96	77.75
309. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
310. R&R Cove base molding - rubber or vinyl, 4" high	46.98 LF		0.29	1.99	0.00	21.42	128.53
311. Paint the walls - one coat	375.86 SF		0.00	0.66	0.00	49.62	297.69
312. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
313. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	3.00 EA	30.49	0.00	0.00	0.00	18.30	109.77
Door							
314. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
315. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18
316. Paint door/window trim & jamb - Large - 1 coat (per side)	2.00 EA		0.00	24.77	0.00	9.90	59.44
Content							
317. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52

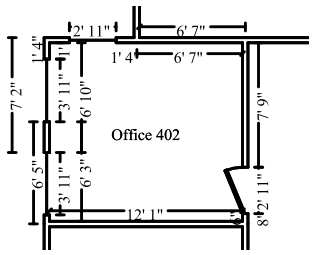


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CONTINUED - Office 401

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
318. Final cleaning - construction - Commercial	137.85 SF		0.00	0.23	0.00	6.34	38.05
Totals: Office 401					0.00	282.92	1,697.52



Office 402

Height: 9'

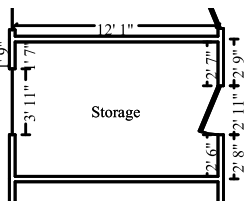
418.50 SF Walls	134.93 SF Ceiling
553.43 SF Walls & Ceiling	134.93 SF Floor
14.99 SY Flooring	46.50 LF Floor Perimeter
46.50 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
319. R&R Carpet tile	134.93 SF		0.60	3.53	0.00	111.46	668.72
320. Floor prep (scrape rubber back residue)	134.93 SF		0.00	0.47	0.00	12.68	76.10
321. Door stop - wall or floor mounted - Detach & reset	1.00 EA		0.00	7.91	0.00	1.58	9.49
Wall							
322. 1/2" - drywall per LF - up to 2' tall	42.48 LF		0.00	12.68	0.00	107.74	646.39
Double layered drywall							
323. Batt insulation replacement per LF - 6" - up to 2' tall	42.48 LF		0.00	3.81	0.00	32.38	194.23
324. Seal/prime (1 coat) then paint (1 coat) the surface area	84.96 SF		0.00	0.94	0.00	15.98	95.84
325. Paint the walls - one coat	418.50 SF		0.00	0.66	0.00	55.24	331.45
326. Cove base molding - rubber or vinyl, 4" high	46.50 LF		0.00	1.99	0.00	18.50	111.04
327. Install Outlet or switch cover	4.00 EA		0.00	2.24	0.00	1.80	10.76
328. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
329. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	3.00 EA	30.49	0.00	0.00	0.00	18.30	109.77
Door							
330. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
331. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18

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CONTINUED - Office 402

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
332. Paint door/window trim & jamb - 1 coat (per side)	2.00 EA		0.00	21.05	0.00	8.42	50.52
Content							
333. Content Manipulation charge - per hour	4.00 HR		0.00	39.90	0.00	31.92	191.52
334. Final cleaning - construction - Commercial	134.93 SF		0.00	0.23	0.00	6.20	37.23
Totals: Office 402					0.00	439.22	2,635.16



Storage

Height: 9'

361.50 SF Walls	96.67 SF Ceiling
458.17 SF Walls & Ceiling	96.67 SF Floor
10.74 SY Flooring	40.17 LF Floor Perimeter
40.17 LF Ceil. Perimeter	

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
Floor							
335. R&R Vinyl tile	96.67 SF		1.07	3.25	0.00	83.52	501.14
336. R&R Vinyl reducer strip - for carpet	3.20 LF		0.36	3.60	0.00	2.54	15.21
337. Floor preparation for resilient flooring	96.67 SF		0.00	0.47	0.00	9.08	54.51
Wall							
338. Remove Cove base molding - rubber or vinyl, 4" high	19.09 LF		0.29	0.00	0.00	1.10	6.64
339. Cove base molding - rubber or vinyl, 4" high	40.17 LF		0.00	1.99	0.00	15.98	95.92
340. Paint the walls - one coat	361.50 SF		0.00	0.66	0.00	47.72	286.31
341. Dust control barrier per square foot	25.00 SF		0.70	0.00	0.00	3.50	21.00
342. Detach & Reset Window blind - PVC - 1" - 7.1 to 14 SF	1.00 EA	30.49	0.00	0.00	0.00	6.10	36.59
Door							
343. Interior door - Detach & reset - slab only	1.00 EA		0.00	18.26	0.00	3.66	21.92
344. Paint door slab only - 1 coat (per side)	2.00 EA		0.00	24.66	0.00	9.86	59.18



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CONTINUED - Storage

DESCRIPTION	QTY	RESET	REMOVE	REPLACE	TAX	O&P	TOTAL
345. Paint door/window trim & jamb - 1 coat (per side) ***Content***	2.00 EA		0.00	21.05	0.00	8.42	50.52
346. Content Manipulation charge - per hour	6.00 HR		0.00	39.90	0.00	47.88	287.28
347. Final cleaning - construction - Commercial	96.67 SF		0.00	0.23	0.00	4.44	26.67
Totals: Storage					0.00	243.80	1,462.89
Total: Main Level					0.00	14,758.86	88,552.70
Total: SKETCH1					0.00	14,758.86	88,552.70
Line Item Totals: 02-SANE-LIZAR					0.00	15,464.34	92,785.58

Grand Total Areas:

15,054.37 SF Walls	6,726.48 SF Ceiling	21,780.85 SF Walls and Ceiling
6,726.48 SF Floor	747.39 SY Flooring	1,675.85 LF Floor Perimeter
0.00 SF Long Wall	0.00 SF Short Wall	1,683.85 LF Ceil. Perimeter
6,726.48 Floor Area	7,100.28 Total Area	15,054.37 Interior Wall Area
5,411.24 Exterior Wall Area	549.16 Exterior Perimeter of Walls	
0.00 Surface Area	0.00 Number of Squares	0.00 Total Perimeter Length
0.00 Total Ridge Length	0.00 Total Hip Length	



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

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Summary for Dwelling

Line Item Total	77,321.24
Overhead	7,732.17
Profit	7,732.17
Replacement Cost Value	\$92,785.58
Net Claim	\$92,785.58

Vicente Herrera



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

4584 Ripley Drive
Building 9
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Recap of Taxes, Overhead and Profit

	Overhead (10%)	Profit (10%)
Line Items	7,732.17	7,732.17
Total	7,732.17	7,732.17



Servpro of West El Paso, Servpro of Southeast El Paso/Butterfield

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Recap by Room

Estimate: 02-SANE-LIZAR

Job	3,527.40	4.56%
Area: SKETCH1		
Area: Main Level		
Camino Real Conference Room	7,718.08	9.98%
Child Nutrition Services	5,504.67	7.12%
Copier/Files	5,474.39	7.08%
Electrical	1,523.79	1.97%
Employee Lounge	3,237.47	4.19%
Filing Room	2,768.45	3.58%
Finance	9,279.42	12.00%
Hallway A	2,596.28	3.36%
Hallway B	1,633.70	2.11%
Hallway C	3,085.71	3.99%
Janitor	1,542.01	1.99%
Women's Restroom	894.18	1.16%
Men's Restroom	755.59	0.98%
Bathroom Entry	677.89	0.88%
Presido Conference Room	9,831.97	12.72%
Mission Closet A	929.62	1.20%
Mission Conference Room	1,904.34	2.46%
Office 301	2,377.89	3.08%
Office 302	1,946.27	2.52%
Office 303	1,951.44	2.52%
Office 304	1,585.81	2.05%
Office 305	1,745.24	2.26%
Office 401	1,414.60	1.83%
Office 402	2,195.94	2.84%
Storage	1,219.09	1.58%
Area Subtotal: Main Level		73,793.84 95.44%
Area Subtotal: SKETCH1		73,793.84 95.44%
Subtotal of Areas		77,321.24 100.00%
Total	77,321.24	100.00%

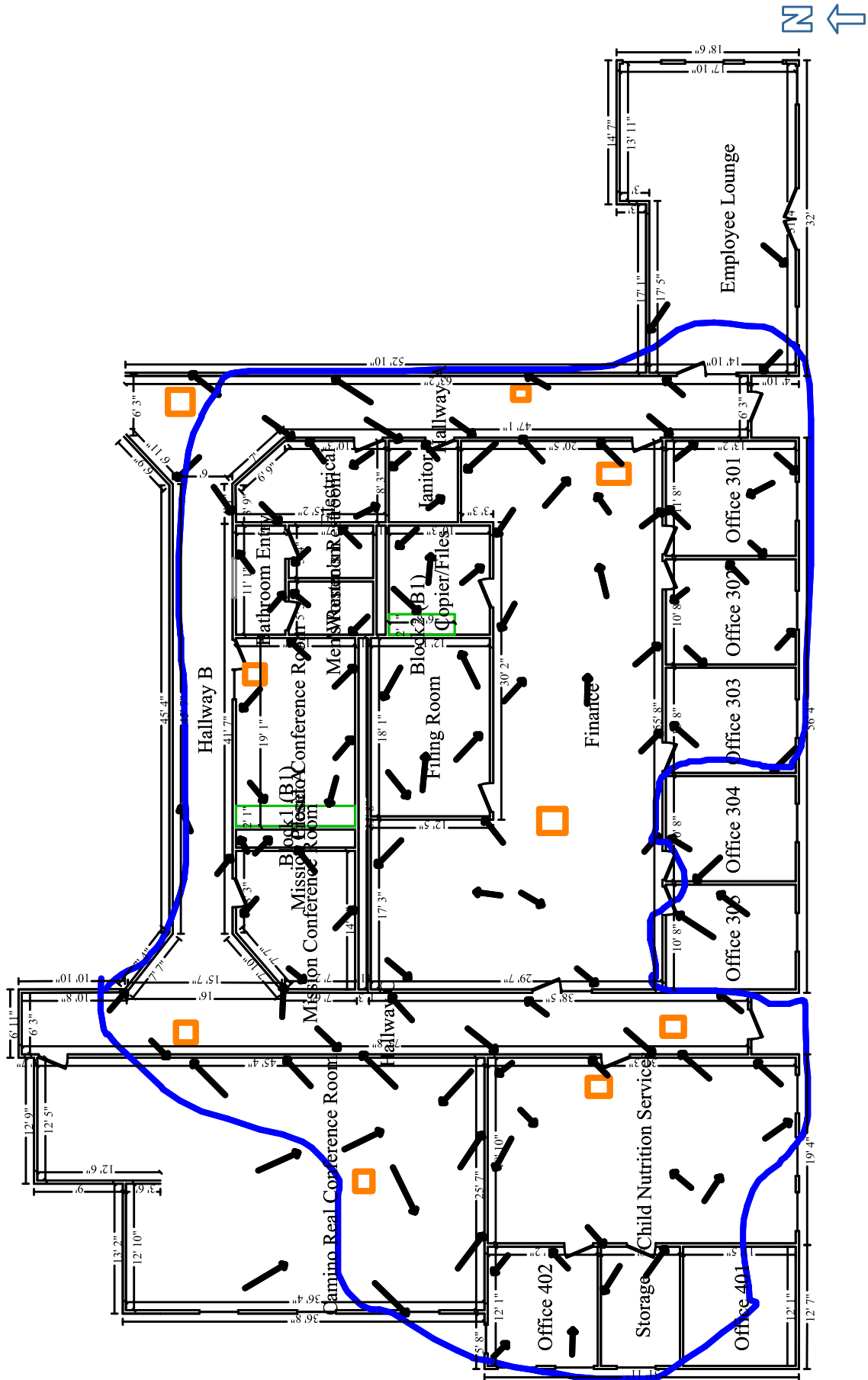


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Recap by Category

O&P Items	Total	%
APPLIANCES	42.81	0.05%
CABINETS	8,046.46	8.67%
CLEANING	3,518.92	3.79%
CONTENT MANIPULATION	4,269.30	4.60%
GENERAL DEMOLITION	5,330.63	5.75%
DOORS	435.00	0.47%
DRYWALL	6,808.34	7.34%
ELECTRICAL	109.76	0.12%
FLOOR COVERING - CARPET	16,923.24	18.24%
FLOOR COVERING - CERAMIC TILE	1,337.24	1.44%
FLOOR COVERING - VINYL	4,332.37	4.67%
FINISH CARPENTRY / TRIMWORK	677.64	0.73%
FINISH HARDWARE	183.23	0.20%
INSULATION	1,994.69	2.15%
LABOR ONLY	3,001.60	3.23%
PLUMBING	819.58	0.88%
PAINTING	13,457.33	14.50%
TILE	3,830.73	4.13%
WINDOW TREATMENT	457.35	0.49%
WALLPAPER	1,745.02	1.88%
O&P Items Subtotal	77,321.24	83.33%
Overhead	7,732.17	8.33%
Profit	7,732.17	8.33%
Total	92,785.58	100.00%

















San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Subject: Consider and Possible Board Action on Lease Agreement Term Extension Between San Elizario ISD and Organizacion Progresiva of San Elizario
Date: January 17, 2024

HISTORY: The original Lease Agreement was executed on January 18, 2023, and made effective as of January 1, 2023 (the “Original Lease Agreement”). On April 17, 2023, a First Amendment to the Original Lease Agreement was approved by the Board. The termination date of the Original Lease Agreement remained December 31, 2023 (subject to options to extend, if any). Mr. Antonio Araujo is requesting one more year to allow Organizacion Progresiva to distribute the current clothing inventory that is stored in the building.

RATIONALE: The provisions of the second amendment would modify the Original Lease Agreement with the provisions of the second amendment to be effective as of January 1, 2024. The term of the lease would be extended for a period of one year, and would terminate on December 31, 2024, unless otherwise extended by written agreement of the parties.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: Administration recommends for the Board to consider extending the Lease term.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative, and academically superior district.

SECOND AMENDMENT
TO GROUND FACILITIES LEASE AGREEMENT

This document is the SECOND Amendment to the Ground Facilities Lease Agreement entered into by the SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT (“Landlord” or “SEISD”) and LA ORGANIZACION PROGRESIVA DE SAN ELIZARIO INC. (“Tenant” or “OP”), originally executed on January 18, 2023, and made effective as of January 1, 2023 (the “Original Lease Agreement”). The provisions of this amendment shall modify the Original Lease Agreement with the provisions of this amendment to be effective as of January 1, 2024. By signing this Amendment, Landlord and Tenant agree to the following amendments to the Original Lease Agreement.

1. Extension of Term:

The term of the lease is extended for a period of one year and shall terminate on December 31, 2024. The term shall end on this date unless otherwise extended by written agreement of the Parties.

2. Entire Agreement: Except as expressly modified in this Second Amendment, all terms and conditions of the Original Lease Agreement and prior amendments remain in full force and effect. This Second Amendment, together with the Original Lease Agreement and First Amendment, constitute the entire agreement between the Landlord SEISD and Tenant OP regarding the Tenant OP’s Lease Agreement and supersede all prior and contemporaneous agreements or understanding, whether written or oral.

[signature page follows]

EXECUTED as of the date first shown below in El Paso County, Texas.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

_____ Date: _____
Eduardo Chavez, Board President

ORGANIZACION PROGRESIVA DE SAN ELIZARIO

_____ Date: _____
Antonio Araujo, Director

Ground Facilities Lease Agreement

Date: January 18, 2023

Landlord: San Elizario Independent School District, a Texas independent school district
("Landlord" or "SEISD")

Landlord's Address:

San Elizario Independent School District
1050 Chicken Ranch Rd.
PO Box 920
San Elizario, TX 79849
Attention: Superintendent

Tenant: La Organizacion Progresiva de San Elizario Inc., a Texas nonprofit corporation
("Tenant" or "OP"). Tenant is, and shall continuously be throughout the term of
this lease, a non-profit organization established under section 501(c)(3) of the
U.S. Internal Revenue Code.

Tenant's Address:

La Organizacion Progresiva de San Elizario Inc.
P.O. Box 423
San Elizario, TX 79849
Attention: Director

Premises:

Approximate square feet: 2,616 square feet

Name of Building: Building @ Alarcon Park _____

Street address/suite: 1444 Main Street _____

City, state, zip: San Elizario, Texas 79849

Premises are more particularly described and depicted in Exhibit A (legal description)
and Exhibit B (floor plan)

Initial Term (months): 12 months

Commencement Date: January 1, 2023

Termination Date: December 31, 2023 (subject to options to extend, if any)

Base Rent (annual): \$10.00

Security Deposit: \$0

Permitted Use:

To provide certain community services offered by OP to the children, families, and community in and surrounding the San Elizario Independent School District in a community-based center. Such services shall include food distribution and/or clothing distribution. Permitted use shall include those listed in Exhibit C, and be consistent with the terms herein.

Tenant's Insurance: As required by Insurance Addendum

~~**Landlord's Insurance:** As required by Insurance Addendum~~

Tenant's Rebuilding Obligations: If the Premises are damaged by fire or other elements, Tenant will be responsible for repairing or rebuilding the following leasehold improvements: All partitions, walls, ceiling systems, wiring, light fixtures, floors, finishes, wall coverings, floor coverings, signs, doors, hardware, windows, window coverings, plumbing, heating, ventilating, and air-conditioning equipment, and other improvements originally installed in the Premises by Tenant.

Recitals

A. Landlord is the owner of the Premises.

B. Tenant desires to lease the Premises.

C. The Landlord and Tenant are committed to supporting OP's community improvement program and services for students, parents and members of the community within the SEISD area, and have each determined that offering these services for students and their families, as well as community members, will greatly benefit SEISD students and SEISD taxpayers.

D. Landlord and Tenant will increase their efficiency and effectiveness as entities providing public services by entering into this lease and, as such, are entering into this lease pursuant to the terms and conditions herein (hereinafter, the "lease" or "agreement").

In consideration of the mutual benefits expressed, it is agreed as follows:

A. Definitions

A.1. "Agent" means agents, contractors, employees, licensees, and, to the extent under the control of the principal, invitees.

A.2. "Building Operating Hours" means 8:00 A.M. to 8:00 P.M. Monday through Saturday, except holidays.

A.3. "Common Areas" means all facilities and areas of the Building and Parking Facilities and the related land that are intended and designated by Landlord from time to time for the common, general, and nonexclusive use of all tenants or users of the Building. Landlord has the exclusive control over and right to manage the Common Areas. Common Areas shall be limited to those areas shown in Exhibit B.

A.4. "Essential Services" means the following services: (a) air-conditioning and heating to the Premises reasonable for the Permitted Use (exclusive of air-conditioning or heating for electronic data-processing or other specialized equipment) during Building Operating Hours and at such other times at such additional cost as Landlord and Tenant may agree on; (b) hot and cold water for lavatory and drinking purposes; (c) electric current for normal office machines, outpatient clinic equipment, and the Building's standard lighting reasonable for the Permitted Use; and (d) lighting in Common Areas and fluorescent lights in the Building's standard light fixtures on the Premises. Essential Services shall not include internet and telephone service, which shall be provided for by Tenant at its sole cost, expense and risk.

A.5. "Injury" means (a) harm to or impairment or loss of property or its use, (b) harm to or death of a person, or (c) "personal and advertising injury" as defined in the form of liability insurance Tenant is required to maintain.

A.6. "Building" or "Premises" means the rental property owned by SEISD, located at 1444 Main Street, San Elizario Texas. 79849.

A.7. "Parking Facility" means the facility or area described in the attached parking facility rider.

A.8. "Rent" means Base Rent plus any other amounts of money payable by Tenant to Landlord.

B. Tenant's Obligations

B.1. Tenant agrees to -

B.1.a. Lease the Premises for the entire Term beginning on the Commencement Date and ending on the Termination Date.

B.1.b. Subject to tenant improvements to be constructed at the Premises at Tenant's sole cost and expense in accordance with this lease, accept the Premises in their present condition "AS IS," the Premises being currently suitable for the Permitted Use.

B.1.c. Obey (i) all laws relating to Tenant's use, maintenance of the condition, and

occupancy of the Premises and Tenant's use of any Common Areas in the Building; (ii) any requirements imposed by utility companies serving or insurance companies covering the Premises or Building; and (iii) any rules and regulations for the Building and Common Areas adopted by Landlord.

B.1.d. Pay annually, in advance, on the fifteenth day of the first month of Landlord's fiscal year, the Base Rent to Landlord at Landlord's Address.

B.1.e. Utilize the Premises, and provide such services to the general public, as stated in Exhibit C attached hereto.

B.1.f. Obtain and pay for all utility services used by Tenant and not provided by Landlord. Tenant shall obtain and pay for its internet and telephone service and related equipment. Tenant's telecommunications network and firewall shall be maintained, and remain throughout the lease term, independent of Landlord's telecommunications network and firewall.

~~*B.1.g.* Allow Landlord to enter the Premises to perform Landlord's obligations, inspect the Premises at least twice a year, and show the Premises to prospective tenants.~~

B.1.h. Repair, replace, and maintain any part of the Premises that Landlord is not obligated to repair, replace, or maintain, normal wear excepted.

B.1.i. Submit in writing to Landlord any request for repairs, replacement, and maintenance that are the obligations of Landlord.

B.1.j. Vacate the Premises and return all keys to the Premises on the last day of the Term, as may be extended in accordance with this lease.

B.1.k. On request, execute an estoppel certificate that states the Commencement Date and Termination Date of the lease, identifies any amendments to the lease, describes any rights to extend the Term or purchase rights, lists defaults by Landlord, and provides any other information reasonably requested.

B.1.l. Arrange with Landlord in advance for any heating, air-conditioning, or electrical needs in excess of the services provided by Landlord and pay for such additional services as billed by Landlord.

B.1.m. TO THE GREATEST EXTENT ALLOWABLE BY LAW, INDEMNIFY, DEFEND, AND HOLD LANDLORD AND ITS AGENTS, HARMLESS FROM ANY INJURY (AND ANY RESULTING OR RELATED CLAIM, ACTION, LOSS, LIABILITY, OR REASONABLE EXPENSE, INCLUDING ATTORNEY'S FEES AND OTHER FEES AND COURT AND OTHER COSTS) OCCURRING IN ANY PORTION OF THE PREMISES. THE INDEMNITY CONTAINED IN THIS PARAGRAPH (i) IS INDEPENDENT OF TENANT'S INSURANCE, (ii) WILL NOT BE LIMITED BY COMPARATIVE NEGLIGENCE STATUTES OR DAMAGES PAID UNDER THE WORKERS' COMPENSATION ACT OR SIMILAR EMPLOYEE BENEFIT ACTS, (iii) WILL

SURVIVE THE END OF THE TERM, AND (iv) WILL APPLY EVEN IF AN INJURY IS CAUSED IN WHOLE OR IN PART BY THE ORDINARY NEGLIGENCE OR STRICT LIABILITY OF LANDLORD BUT WILL NOT APPLY TO THE EXTENT AN INJURY IS CAUSED BY THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF LANDLORD AND LIENHOLDER, AND THEIR RESPECTIVE AGENTS.

B.1.n. Ensure the safe and secure keeping of keys assigned to Tenant at all times. Tenant shall not make any copies of any keys provided to Tenant by Landlord or its agents. If any of such keys is misplaced or otherwise unaccounted for Tenant shall IMMEDIATELY inform Landlord. Tenant shall pay Landlord a \$35 administrative fee for each key Landlord replaces for the benefit of Tenant, including the Master Key (as defined below). In addition, Tenant shall pay all costs incurred by Landlord related to the replacement of the Master Key.

B.1.o. Abide by the terms and conditions of this lease at all times.

B.2. Tenant agrees not to -

B.2.a. Use the Premises for any purpose other than the Permitted Use.

B.2.b. Create a nuisance.

B.2.c. Interfere with any other tenant's normal business operations or Landlord's management of the Building.

B.2.d. Permit any waste.

B.2.e. Use the Premises in any way that would increase insurance premiums, or void insurance on the Building.

B.2.f. Change Landlord's lock system.

B.2.g. Alter the Premises.

B.2.h. Allow a lien to be placed on the Premises.

B.2.i. Assign this lease or sublease any portion of the Premises without Landlord's written consent.

B.2.j. Conduct any individual or group electioneering activities on Landlord's property, to include meetings for the purpose or resulting in political campaigning, forming or performing the duties of a political action committee, political advertising, campaign communications, or electioneering, as those terms are used in state law or any other activities specifically prohibited by SEISD Board Policies, including but not limited to GKD (local) (prohibiting campaign related use of SEISD property).

C. Landlord's Obligations

{Firm Documents/1938/000/00341475.DOCX }

C.1. Landlord agrees to -

C.1.a. Lease to Tenant the Premises for the entire Term beginning on the Commencement Date and ending on the Termination Date, subject to any right to terminate or options to extend in accordance with this lease.

C.1.b. Obey all laws relating to Landlord's operation of the Building and Common Areas.

C.1.c. Provide the Essential Services.

C.1.d. Repair, replace, and maintain the (i) roof, (ii) foundation, (iii) Common Areas, (iv) structural soundness of the exterior walls, doors, corridors, and windows, and (v) other structures or equipment serving the Premises.

C.1.e. Return the Security Deposit, if any, to Tenant, less itemized deductions, if any, on or before the sixtieth day after the date Tenant surrenders the Premises.

C.1.f. [intentionally deleted]

C.1.g. Provide Tenant with detailed invoices for all heating, air-conditioning, and electrical charges in excess of the Essential Services for which Landlord requests reimbursement.

C.1.h. Provide Tenant four sets of keys, of which only one key shall be a "master key" ("Master Key") that provide access by way of the main entrance that exist as of the date of Landlord's execution of this lease; and of which three sets of keys shall be for the Premises and other spaces to which Tenant is allowed routine access under this lease, and provide access to Landlord's telecommunications room upon reasonable advance notice to Landlord.

C.1.i. Abide by the terms and conditions of this lease at all times.

C.2. Landlord agrees not to -

C.2.a. Interfere with Tenant's possession of the Premises as long as Tenant abides by the terms and conditions of this lease and/or is not in default.

D. General Provisions

Landlord and Tenant agree to the following:

D.1. Alterations. Tenant shall make no alterations in or additions or improvements in or to, or install any equipment in or maintain signs advertising its business on the Premises without, in each case, obtaining the written advance approval of Landlord. Landlord may impose reasonable conditions to its approval. If any alterations, additions, or improvements in or to the Premises are made necessary by reason of the special use and occupancy of the Premises

by Tenant, Tenant agrees that it will make all such alterations, additions, and improvements in or to the Premises at its own expense and in compliance with all building codes, ordinances, and governmental regulations pertaining to such work, use, or occupancy. Tenant agrees that it will hold Landlord harmless against all expenses, liens, claims, and damages to either property or person that may or might arise because any repairs, alterations, additions, or improvements are made. Any physical additions or improvements to the Premises made by Tenant will become the property of Landlord. Landlord may require that Tenant, at the end of the Term and at Tenant's expense, remove any physical additions and improvements, repair any alterations, and restore the Premises to the condition existing at the Commencement Date, normal wear excepted.

D.2. Abatement. Tenant's covenant to pay Rent and Landlord's covenants are independent. Except as otherwise provided, Tenant will not be entitled to abate Rent for any reason.

D.3. Insurance. Tenant and Landlord will maintain the respective insurance coverages described in the attached Insurance Addendum.

D.4. Release of Claims/Subrogation. LANDLORD AND TENANT RELEASE EACH OTHER AND LIENHOLDER, AND THEIR RESPECTIVE AGENTS, FROM ALL CLAIMS OR LIABILITIES FOR DAMAGE TO THE PREMISES OR BUILDING, DAMAGE TO OR LOSS OF PERSONAL PROPERTY WITHIN THE BUILDING, AND LOSS OF BUSINESS OR REVENUES THAT ARE COVERED BY THE RELEASING PARTY'S PROPERTY INSURANCE OR THAT WOULD HAVE BEEN COVERED BY THE REQUIRED INSURANCE IF THE PARTY FAILS TO MAINTAIN THE PROPERTY COVERAGES REQUIRED BY THIS LEASE. THE PARTY INCURRING THE DAMAGE OR LOSS WILL BE RESPONSIBLE FOR ANY DEDUCTIBLE OR SELF-INSURED RETENTION UNDER ITS PROPERTY INSURANCE. LANDLORD AND TENANT WILL NOTIFY THE ISSUING PROPERTY INSURANCE COMPANIES OF THE RELEASE SET FORTH IN THIS PARAGRAPH AND WILL HAVE THE PROPERTY INSURANCE POLICIES ENDORSED, IF NECESSARY, TO PREVENT INVALIDATION OF COVERAGE. THIS RELEASE WILL NOT APPLY IF IT INVALIDATES THE PROPERTY INSURANCE COVERAGE OF THE RELEASING PARTY. **THE RELEASE IN THIS PARAGRAPH WILL APPLY EVEN IF THE DAMAGE OR LOSS IS CAUSED IN WHOLE OR IN PART BY THE ORDINARY NEGLIGENCE OR STRICT LIABILITY OF THE RELEASED PARTY OR ITS AGENTS BUT WILL NOT APPLY TO THE EXTENT THE DAMAGE OR LOSS IS CAUSED BY THE GROSS NEGLIGENCE OR WILLFUL MISCONDUCT OF THE RELEASED PARTY OR ITS AGENTS.**

D.5. Casualty/Total or Partial Destruction

D.5.a. If the Premises are damaged by casualty, Landlord shall have no obligation to restore the Premises and, subject to Tenant's option to satisfy its Rebuilding Obligations as provided below, may terminate this lease by written notice delivered to Tenant. Tenant shall have the option to satisfy its Rebuilding Obligations at its sole cost and expense by providing Landlord written notice of same within ten (10) days after the casualty ("Rebuilding Obligation Notice") and the lease shall continue as written. Tenant shall satisfy its Rebuilding Obligations

within sixty (60) days after the date of the Rebuilding Obligation Notice.

D.5.b. If Landlord chooses not to restore, this lease will terminate. If Landlord chooses to restore, Landlord will notify Tenant of the estimated time to restore and give Tenant an option to terminate this lease by notifying Landlord within ten days. If Tenant does not terminate this lease, the lease will continue and Landlord will restore the Premises as provided in D.5.a. above.

D.5.c. To the extent the Premises are untenable after the casualty and this lease is not terminated, the Rent will be adjusted as may be fair and reasonable.

D.6. Condemnation/Substantial or Partial Taking

D.6.a. If the Premises cannot be used for the purposes contemplated by this lease because of condemnation or purchase in lieu of condemnation, this lease will terminate.

D.6.b. Tenant will have no claim to the condemnation award or proceeds in lieu of condemnation.

D.7. [Intentionally deleted]

D.8. Default by Landlord/Events. Defaults by Landlord are failing to comply with any provision of this lease within thirty days after written notice and failing to provide Essential Services to Tenant within fifteen days after written notice.

D.9. Default by Landlord/Tenant's Remedies. Tenant's remedies for Landlord's default are to terminate this lease.

D.10. Default by Tenant/Events. Defaults by Tenant are (a) failing to pay timely Rent, (b) abandoning the Premises or vacating a substantial portion of the Premises, and (c) failing to comply within ten days after written notice with any provision of this lease other than the defaults set forth in (a) and (b). In the event Tenant fails at any time to provide the services stated in Exhibit C, SEISD may provide written notice of such breach to OP and OP shall have thirty (30) days to cure the breach.

D.11. Default by Tenant/Landlord's Remedies. Landlord's remedies for Tenant's default are to (a) enter and take possession of the Premises; (b) enter the Premises and perform Tenant's obligations; and (c) terminate this lease by written notice and sue for damages. Landlord may enter and take possession of the Premises by self-help, by picking or changing locks if necessary, and may lock out Tenant or any other person who may be occupying the Premises, until the default is cured, without being liable for damages.

D.12. Default/Waiver. It is not a waiver of default if the nondefaulting party fails to declare immediately a default or delays in taking any action. Pursuit of a remedy does not preclude pursuit of another remedy.

D.13. Landlord's Obligation to Cover Costs Under the Lease Limited. Notwithstanding

anything herein to the contrary, Landlord may terminate or suspend its obligation to cover any costs of utilities or other services under this lease at any time in its sole discretion at the expiration of each SEISD's budget period occurring during the term of this lease or otherwise in the event of non-appropriation by SEISD of funds for its payment obligations hereunder. SEISD may also terminate this lease should OP be unable to continue to provide services as outlined in Exhibit C.

D.14. Security Deposit. If Tenant defaults, Landlord may use the Security Deposit, if any, to pay arrears of Rent, to repair any damage or injury, or to pay any expense or liability incurred by Landlord as a result of the default.

D.15. Holdover. If Tenant does not vacate the Premises following termination of this lease, Tenant will become a tenant at will and must vacate the Premises on receipt of notice from Landlord. No holding over by Tenant, whether with or without the consent of Landlord, will extend the Term.

~~*D.16. Annual Evaluation of Tenant's Services and Landlord's Obligations.*~~ The success and future direction of the services provided by OP in accordance with Exhibit C and SEISD's obligations under this lease shall be re-evaluated at least annually by Landlord's administration and Tenants executives to determine whether changes or amendments to this lease or Exhibit C are necessary or advisable. The parties shall negotiate in good faith any amendments to this lease and its exhibits accordingly.

D.17 Early Termination. OP may terminate this lease, for any reason, by providing not less than ninety (90) days advance written notice to SEISD ("90-Day Notice Period"). If OP terminates the lease after commencing, but before completing, its tenant improvements, Tenant shall restore the Premises to its original condition at its sole cost and expense on or before the end of the 90-Day Notice Period.

D.18. Attorney's Fees. If either party retains an attorney to enforce this lease, the party prevailing in litigation is entitled to recover reasonable attorney's fees and other fees and court and other costs.

D.19. Venue. Exclusive venue is in El Paso County, Texas, wherein the Premises are located.

D.20. Entire Agreement. This lease, its exhibits, addenda and riders, are the entire agreement of the parties concerning the lease of the Premises by Landlord to Tenant. There are no representations, warranties, agreements, or promises pertaining to the Premises or the lease of the Premises by Landlord to Tenant, and Tenant is not relying on any statements or representations of any agent of Landlord, that are not in this lease and any exhibits, addenda, and riders.

D.21. Amendment of Lease. This lease may be amended only by an instrument in writing signed by both Landlord and Tenant.

D.22. Limitation of Warranties. THERE ARE NO IMPLIED WARRANTIES OF MERCHANTABILITY, OF FITNESS FOR A PARTICULAR PURPOSE, OR OF ANY OTHER KIND ARISING OUT OF THIS LEASE, AND THERE ARE NO WARRANTIES THAT EXTEND BEYOND THOSE EXPRESSLY STATED IN THIS LEASE.

D.23. Notices. Any notice required or permitted under this lease must be in writing. Any notice required by this lease will be deemed to be given (whether received or not) the earlier of receipt or three business days after being deposited with the United States Postal Service, postage prepaid, certified mail, return receipt requested, and addressed to the intended recipient at the address shown in this lease. Notice may also be given by regular mail, personal delivery, courier delivery, or e-mail and will be effective when received. Any address for notice may be changed by written notice given as provided herein. Notice to each party must be sent to the person and address indicated on page 1 of this lease.

D.24. Use of Common Areas. Tenant will have the nonexclusive right to use the Common Areas subject to any reasonable rules and regulations that Landlord may prescribe.

D.25. Abandoned Property. Landlord may retain, destroy, or dispose of any property left on the Premises at the end of the Term.

D.26. Extension Option. [Paragraph removed]

D.27. Asbestos. Buildings or structures located on the Premises may contain asbestos-containing material or presumed asbestos-containing material as defined by OSHA regulations. Tenant has inspected the Premises and conducted such tests and inspections as Tenant deems necessary or desirable. Tenant will provide Landlord with copies of all such test results and inspections. Tenant will comply with all rules and regulations relating to asbestos in performing any maintenance, housekeeping, construction, renovation, or remodeling of the premises, and Tenant will bear all costs related to removal and disposal of asbestos from the Premises.

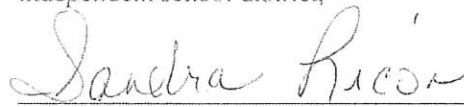
D.28 NO WAIVER OF SOVEREIGN IMMUNITY. NOTWITHSTANDING ANY PROVISIONS HEREIN CONTAINED TO THE CONTRARY, LANDLORD DOES NOT WAIVE ANY RIGHTS TO SOVEREIGN IMMUNITY.

D.29 OP Employee Background Checks. OP shall submit to Landlord information for all OP employees occupying the Premises for purposes of background checks by SEISD, or OP may submit to Landlord copies of background checks on said employee. All OP employees with disqualifying convictions must be immediately removed from the Premises. **It is understood and agreed between the parties that noncompliance by OP with this paragraph D.29 may be grounds for immediate termination of this lease.**

D.30 Mediation of Disputes. The parties to this lease agree to negotiate in good faith in an effort to resolve any dispute related to this lease that may arise between the parties. If the dispute cannot be resolved by negotiation between the parties to the dispute, they shall submit the dispute to mediation before resorting to litigation. If the need for mediation arises, the parties to the dispute shall choose a mutually acceptable mediator and shall share the cost of mediation

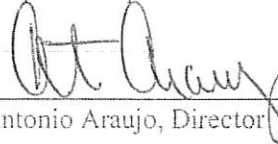
services equally.

San Elizario Independent School District, a Texas
independent school district,



Sandra Licon, Board President

Organización Progresiva de San Elizario, a Texas
nonprofit corporation



Antonio Araujo, Director

Insurance Addendum

1. OP shall obtain and maintain, during the term of this lease, fire and extended casualty insurance for the full insurable value of the rental property or Premises. OP shall also obtain and maintain during the term of this lease general liability insurance, covering such risks as OP and SEISD may be liable under the laws of the State of Texas. Such general liability insurance shall name SEISD as an additional insured as further provided in section below. OP shall provide SEISD a certificate of insurance or insurance policy evidencing such insurance coverage no later than 5 days after the start date of this lease.

2. Each such policy shall be noncancellable for any cause without first giving SEISD thirty (30) days prior written notice. SEISD, along with its officers, agents and employees shall be named as an additional insured on all said policy or policies of insurance.

3. Subject to all of the foregoing, the insurance coverage required to be furnished by OP hereunder may be in a blanket policy covering all of OP's operations.

4. A copy of each such policy, or a certificate of such insurance together with a receipt showing all premiums paid thereon annually shall be delivered to SEISD upon the commencement of the term of this license and annually thereafter throughout the original and any extended term of this license.

Parking Facility Rider to Office Lease

Parking Facility: Surface parking lot

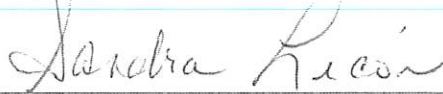
Number of Reserved Spaces: 6

Number of Nonreserved Spaces: 0

General Provisions

1. Tenant leases from Landlord, for the Term, the parking spaces indicated above in the Parking Facility.
2. Tenant may not assign or sublet any parking space without Landlord's prior written consent.

San Elizario Independent School District, a Texas independent school district,



Sandra Licon, Board President

Organizacion Progresiva de San Elizario, a Texas nonprofit corporation.



Antonio Araujo, Director

EXHIBIT A
LEGAL DESCRIPTION OF PREMISES
(SEE ATTACHED)

EXHIBIT B
PREMISES FLOOR PLAN
(SEE ATTACHED)

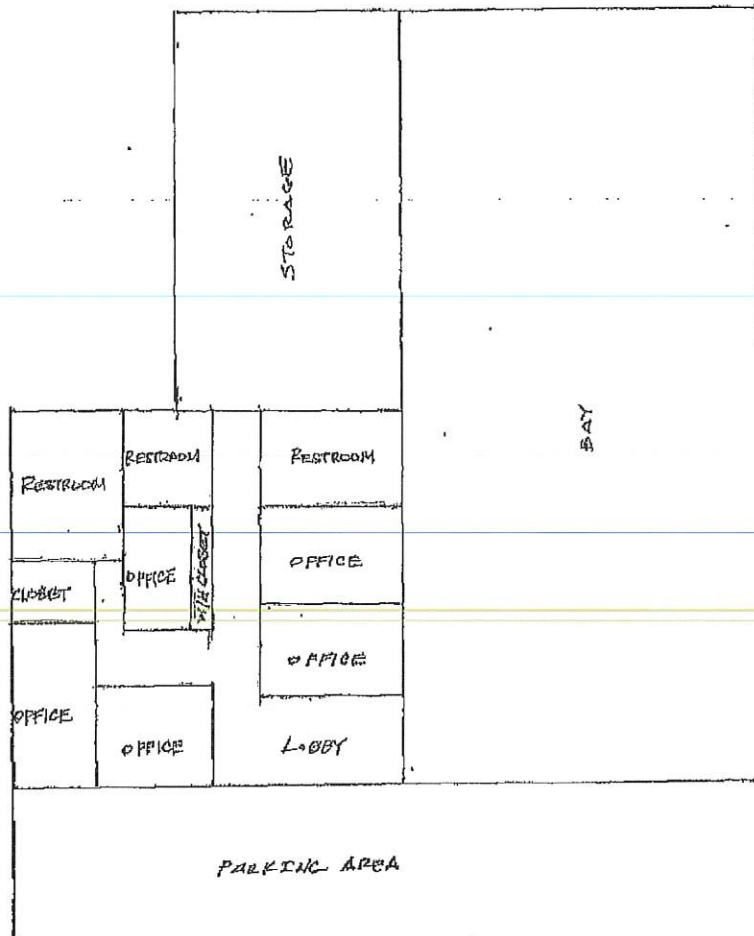
EXHIBIT C

TENANT'S USE OF PREMISES AND SERVICES PROVIDED

1. Assign a minimum of two staff persons to provide services at least 2 days per week.
2. Make the utilized spaces accessible to the general public at least 2 days per week from 9:00 am to 5:00 pm.
3. Provide community improvement programs or services as required by OP's mission, program guidelines and/or grants, if any.
4. Involve additional providers as necessary, subject to prior written approval by Landlord.

EXHIBIT A
LEGAL DESCRIPTION OF PREMISES
30 SAN ELIZARIO TR 11 (0.292 AC)

EXHIBIT B



NOT TO SCALE

FIRST AMENDMENT
TO GROUND FACILITIES LEASE AGREEMENT

This document is the First Amendment to the Ground Facilities Lease Agreement entered into by the SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT ("Landlord" or "SEISD") and LA ORGANIZACION PROGRESIVA DE SAN ELIZARIO INC. ("Tenant" or "OP"), originally executed on January 18, 2023, and made effective as of January 1, 2023 (the "Original Lease Agreement"). The provisions of this amendment shall modify the Original Lease Agreement with the provisions of this amendment to be effective as of April 17, 2023. By signing this Amendment, Landlord and Tenant agree to the following amendments to the Original Lease Agreement.

1. Insurance Addendum: In exchange for the additional assurances in paragraph 2 below, Landlord hereby agrees to waive the fire and extended casualty requirements under the Insurance Addendum to the Original Lease Agreement. Landlord maintains its own insurance of this type and will maintain such coverage in the absence of Tenant's own fire and extended casualty insurance.
2. Tenant's Obligations: In exchange for Landlord's waiver specified above, Tenant agrees to observe all obligations in the Original Lease Agreement under section B. ("Tenant's Obligations"), and in addition, comply with the following facilities use prohibitions to prevent and avoid fire-related damage and liability:
 - a. Tenant will not cause, maintain or permit anything to be done in the Premises (as defined in the Original Lease Agreement) nor keep anything in the Premises which will, in the opinion of Landlord, increase the possibility of fire or other casualty or increase the then existing premiums for or void the coverage of any insurance upon the building or contents of the building comprising the subject Premises.
 - b. Under no circumstances should Tenant bring the following items into the Premises:
 - i. Traditional chip pans, deep-fat fryers, rice cookers, candles, fairy lights, incense sticks, fireworks or any other items using or requiring a naked flame.
 - ii. No cooking appliances to be used in Premises.
 - iii. No additional pieces of domestic upholstered furniture should be brought into the Premises.
 - iv. Heating appliances, including paraffin, calor-gas or other bottled-gas heaters are not permitted on the Premises.
 - v. Smoking is strictly prohibited in the Premises or any part of the building and cigarettes should never be lit inside. This prohibition includes the use of electronic or smokeless cigarettes.

- vi. Barbeques are strictly prohibited and are not allowed inside, outside or in the parking areas of the Premises or any part of the building of which they form part.
 - vii. IN LINE WITH THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT'S NO SMOKING POLICY, TENANT AND THEIR GUESTS ARE NOT PERMITTED TO SMOKE INSIDE ANY PREMISES, OR ANY PART OF THE BUILDING OR BUILDINGS OF WHICH THE PREMISES FORM PART.
3. Entire Agreement: Except as expressly modified in this First Amendment, all terms and conditions of the Original Lease Agreement remain in full force and effect. This First Amendment, together with the Original Lease Agreement, constitute the entire agreement between the Landlord SEISD and Tenant OP regarding the Tenant OP's Lease Agreement and supersede all prior and contemporaneous agreements or understanding, whether written or oral.

[signature page follows]

EXECUTED as of the date first shown below in El Paso County, Texas.

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Sandra Licon
Sandra Licon, Board President

Date: 00/9/23

ORGANIZACION PROGRESIVA DE SAN ELIZARIO

Antonio Araujo
Antonio Araujo, Director

Date: 4/28/2023



San Elizario ISD
 P.O. Box 920
 San Elizario, TX 79849
 Phone 915.872.3900
 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports - Tax Report
Date: January 17, 2024

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the August 23, 2023 special Board meeting for a total rate of \$0.8916. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7219 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1697.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2023 tax year which is based on the levy billed on October 1, 2023.

BUDGET IMPACT: Collections as of November 30, 2023 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,090,799	\$491,493	\$2,582,292	
Current Year Collections	\$157,315	\$36,981	\$194,296	\$194,296
Current Year Levy Outstanding	\$1,933,484	\$454,512	\$2,387,997	
Prior Year Collections				\$58,881
Penalty & Interest Collections				\$18,021
Total Collections				\$271,197

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2023 through 11/30/2023

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2023	-	-	38,562.46	38,562.46	38,562.46	38,562.46	1.49%	4,114.61	4,114.61
Oct 2023	51,932.45	51,932.45	18,864.25	57,426.71	70,796.70	109,359.16	4.23%	3,266.02	7,380.63
Nov 2023	142,363.37	194,295.82	19,474.87	76,901.58	161,838.24	271,197.40	10.50%	3,492.51	10,873.14
Dec 2023									
Jan 2024									
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Jul 2024									
Aug 2024									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2023	2,606,839.10	N/A	N/A	Total Levy Collected	194,295.82	58,880.86	253,176.68
Levy-Billed 10/1/2023	2,589,559.24	601,116.53	3,190,675.77	Total Penalty & Interest	-	18,020.72	18,020.72
Adjusted Levy YTD	2,582,292.32	592,411.63	3,174,703.95	Total Levy + P&I	194,295.82	76,901.58	271,197.40
Increase/Decrease	(7,266.92)	(8,704.90)	(15,971.82)	Taxes as percent of levy	7.52%	2.28%	9.80%
Levy Outstanding	2,387,996.50	533,530.77	2,921,527.27	P&I as percent of levy	0.00%	0.70%	0.70%
				Total as percent of levy	7.52%	2.98%	10.50%
				Collection Fee	-	10,873.14	10,873.14
				Total Collected YTD	194,295.82	87,774.72	282,070.54



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: January 17, 2024

HISTORY: The district’s fiscal year runs from July 1st through June 30th. The district’s fiscal accounts are audited annually and the results are typically presented at the regular board meeting in November.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of November 30, 2023 which are attached to this memo. Included are:

- Exhibit G-1: presents budget and actual amounts for the general fund
- Exhibit J-3: presents budget and actual amounts for the debt service fund
- Exhibit C-1: presents the balance sheet for governmental funds
- Exhibit C-3: presents revenues and expenditures for governmental funds
- Exhibit H-4: presents revenues and expenses for internal service funds

BUDGET IMPACT: There is no budget impact associated with this agenda item.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2023

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 4,020,927	\$ 4,020,927	\$ 627,373	\$ (3,393,554)
5800	State Program Revenues	31,261,292	31,261,292	10,780,978	(20,480,314)
5900	Federal Program Revenues	6,295,000	6,295,000	1,591,544	(4,703,456)
5020	Total Revenues	<u>41,577,219</u>	<u>41,577,219</u>	<u>12,999,895</u>	<u>(28,577,324)</u>
EXPENDITURES:					
Current:					
0011	Instruction	18,108,055	18,008,055	7,092,829	10,915,226
0012	Instructional Resources and Media Services	138,227	138,227	40,740	97,487
0013	Curriculum and Instructional Staff Development	212,323	312,323	63,496	248,827
0021	Instructional Leadership	795,327	820,327	336,958	483,369
0023	School Leadership	1,659,864	1,584,864	542,350	1,042,514
0031	Guidance, Counseling and Evaluation Services	1,238,095	1,238,095	498,102	739,993
0032	Social Work Services	62,375	62,375	25,501	36,874
0033	Health Services	378,076	388,076	158,370	229,706
0034	Student (Pupil) Transportation	1,941,006	1,861,006	974,284	886,722
0035	Food Services	4,060,000	4,060,000	1,456,340	2,603,660
0036	Extracurricular Activities	1,327,471	1,357,471	439,682	917,789
0041	General Administration	1,813,788	1,813,788	791,199	1,022,589
0051	Facilities Maintenance and Operations	6,347,081	6,347,081	2,468,727	3,878,354
0052	Security and Monitoring Services	1,259,021	1,467,421	478,515	988,906
0053	Data Processing Services	1,304,130	1,204,130	366,154	837,976
0061	Community Services	36,845	36,845	16,003	20,842
Debt Service:					
0071	Debt Service	795,738	895,738	589,194	306,544
Capital Outlay:					
0081	Facilities Acquisition and Construction	2,154,297	2,274,297	789,932	1,484,365
Intergovernmental:					
0099	Other Intergovernmental Charges	52,500	52,500	12,565	39,935
6030	Total Expenditures	<u>43,684,219</u>	<u>43,922,619</u>	<u>17,140,941</u>	<u>26,781,678</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,107,000)</u>	<u>(2,345,400)</u>	<u>(4,141,046)</u>	<u>(1,795,646)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	6,129	(18,871)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>6,129</u>	<u>(18,871)</u>
1200	Net Changes in Fund Balances	<u>(2,082,000)</u>	<u>(2,320,400)</u>	<u>(4,134,917)</u>	<u>(1,814,517)</u>
0100	Fund Balance - July 1 (Beginning)	-	17,601,593	17,601,593	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (2,082,000)</u>	<u>\$ 15,281,193</u>	<u>\$ 13,466,676</u>	<u>\$ (1,814,517)</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2023

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 627,898	\$ 627,898	\$ 66,835	\$ (561,063)
5800	State Program Revenues	1,063,966	1,063,966	-	(1,063,966)
5020	Total Revenues	1,691,864	1,691,864	66,835	(1,625,029)
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,624,413	1,624,413	441,706	1,182,707
6030	Total Expenditures	1,624,413	1,624,413	441,706	1,182,707
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	67,451	67,451	(374,871)	(442,322)
OTHER FINANCING SOURCES (USES):					
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	67,451	67,451	(374,871)	(442,322)
0100	Fund Balance - July 1 (Beginning)	-	349,327	349,327	-
3000	Fund Balance - June 30 (Ending)	\$ 67,451	\$ 416,778	\$ (25,544)	\$ (442,322)

SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF NOVEMBER 30, 2023

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
ASSETS			
1110 Cash and Cash Equivalents	\$ 13,052,776	\$ 860,881	\$ 13,913,657
1220 Property Taxes - Delinquent	604,519	77,019	681,538
1230 Allowance for Uncollectible Taxes (Credit)	(54,948)	(6,829)	(61,777)
1240 Receivables from Other Governments	524,881	1,907,029	2,431,910
1250 Accrued Interest	-	-	-
1260 Due from Other Funds	2,995,025	321,151	3,316,176
1290 Other Receivables	-	-	-
1300 Inventories	248,763	-	248,763
1410 Prepayments	-	-	-
1000 Total Assets	<u>17,371,016</u>	<u>3,159,251</u>	<u>20,530,267</u>
LIABILITIES			
2110 Accounts Payable	428,564	65,609	494,174
2150 Payroll Deductions and Withholdings Payable	359,272	-	359,272
2160 Accrued Wages Payable	1,364,855	347,283	1,712,138
2170 Due to Other Funds	1,065,268	1,937,533	3,002,801
2180 Due to Other Governments	-	44,474	44,474
2200 Accrued Expenditures	82,914	-	82,914
2300 Unearned Revenues	53,895	5,610	59,505
2000 Total Liabilities	<u>3,354,768</u>	<u>2,400,509</u>	<u>5,755,278</u>
DEFERRED INFLOWS OF RESOURCES			
2601 Unavailable Revenue - Property Taxes	549,571	70,191	619,762
2600 Total Deferred Inflows of Resources	<u>549,571</u>	<u>70,191</u>	<u>619,762</u>
FUND BALANCES			
Nonspendable Fund Balance:			
3410 Inventories	194,868	-	194,868
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	932,819	147,311	1,080,130
3470 Capital Acquisition and Contractual Obligation	-	382,285	382,285
3480 Retirement of Long-Term Debt	-	(25,543)	(25,543)
3490 Other Restricted Fund Balance	-	184,496	184,496
3510 Committed Fund Balance - Construction	305,196	-	305,196
3545 Committed Fund Balance - Other	2,800,000	-	2,800,000
3600 Unassigned Fund Balance	9,233,793	-	9,233,793
3000 Total Fund Balances	<u>13,466,676</u>	<u>688,550</u>	<u>14,155,226</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 17,371,016</u>	<u>\$ 3,159,251</u>	<u>\$ 20,530,267</u>

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2023

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 627,373	\$ 158,128	\$ 785,501
5800 State Program Revenues	10,780,978	160,203	10,941,181
5900 Federal Program Revenues	1,591,544	3,793,768	5,385,312
5020 Total Revenues	<u>12,999,895</u>	<u>4,112,099</u>	<u>17,111,994</u>
EXPENDITURES:			
Current:			
0011 Instruction	7,092,829	1,872,717	8,965,546
0012 Instructional Resources and Media Services	40,740	161,691	202,431
0013 Curriculum Instructional Staff Development	63,496	546,044	609,540
0021 Instructional Leadership	336,958	60,326	397,284
0023 School Leadership	542,350	418,456	960,806
0031 Guidance, Counseling and Evaluation Services	498,102	166,468	664,570
0032 Social Work Services	25,501	67,568	93,069
0033 Health Services	158,370	66,267	224,637
0034 Student (Pupil) Transportation	974,284	21,267	995,551
0035 Food Services	1,456,340	29,401	1,485,741
0036 Extracurricular Activities	439,682	81,479	521,161
0041 General Administration	791,199	15,293	806,492
0051 Facilities Maintenance and Operations	2,468,727	245,932	2,714,659
0052 Security and Monitoring Services	478,515	33,861	512,376
0053 Data Processing Services	366,154	88,855	455,009
0061 Community Services	16,003	88,299	104,302
Debt Service:			
0071 Debt Service	589,194	487,562	1,076,756
Capital Outlay:			
0081 Facilities Acquisition and Construction	789,932	-	789,932
Intergovernmental:			
0099 Other Intergovernmental Charges	12,565	-	12,565
6030 Total Expenditures	<u>17,140,941</u>	<u>4,451,486</u>	<u>21,592,427</u>
1100 Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(4,141,046)</u>	<u>(339,387)</u>	<u>(4,480,433)</u>
OTHER FINANCING SOURCES (USES)			
7912 Sale of Real and Personal Property	6,129	-	6,129
7915 Transfers In	-	-	-
8911 Transfers Out (Use)	-	-	-
7080 Total Other Financing Sources (Uses)	<u>6,129</u>	<u>-</u>	<u>6,129</u>
1200 Net Change in Fund Balances	<u>(4,134,917)</u>	<u>(339,387)</u>	<u>(4,474,304)</u>
0100 Fund Balance - July 1 (Beginning)	17,601,593	1,027,937	18,629,530
1300 Prior Period Adjustment	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ 13,466,676</u>	<u>\$ 688,550</u>	<u>\$ 14,155,226</u>

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE FIVE MONTHS ENDING NOVEMBER 30, 2023

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 1,811,583	\$ 61,804	\$ 1,873,387
Total Operating Revenues	<u>1,811,583</u>	<u>61,804</u>	<u>1,873,387</u>
OPERATING EXPENSES:			
Professional and Contracted Services	1,807,219	39,566	1,846,785
Other Operating Costs	469,617	-	469,617
Total Operating Expenses	<u>2,276,836</u>	<u>39,566</u>	<u>2,316,402</u>
Operating Income (Loss)	<u>(465,253)</u>	<u>22,238</u>	<u>(443,015)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	374	28,205	28,579
Total Nonoperating Revenues (Expenses)	<u>374</u>	<u>28,205</u>	<u>28,579</u>
Income (Loss) Before Transfers	(464,879)	50,443	(414,436)
Transfer In	-	-	-
Change in Net Position	<u>(464,879)</u>	<u>50,443</u>	<u>(414,436)</u>
Total Net Position - July 1 (Beginning)	<u>(240,359)</u>	<u>1,033,273</u>	<u>792,914</u>
Total Net Position - June 30 (Ending)	<u>\$ (705,238)</u>	<u>\$ 1,083,716</u>	<u>\$ 378,478</u>



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: January 17, 2024

HISTORY: Not less than quarterly, the investment officer shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Funds Investment Act for the preceding report period in accordance with section 2256.023 of the Texas Government Code.

RATIONALE: The purpose of this agenda item is to present that investment report for the month of November 2023.

BUDGET IMPACT: Interest earned by fund is summarized in the investment report which is attached to this memo.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

Please check one: For approval Report / Information only Recognition only

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San Elizario I.S.D.
 Statement of Interest Earned
 For The Five Months Ending November 30, 2023

General Fund	\$	242,111.27
Interest & Sinking (Debt Service) Fund	\$	9,383.95
Capital Projects Fund	\$	8,350.69
Health Insurance Fund	\$	374.22
Workers Compensation Fund	\$	28,205.03
Total	\$	<u>288,425.16</u>

We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Norberto Rivas

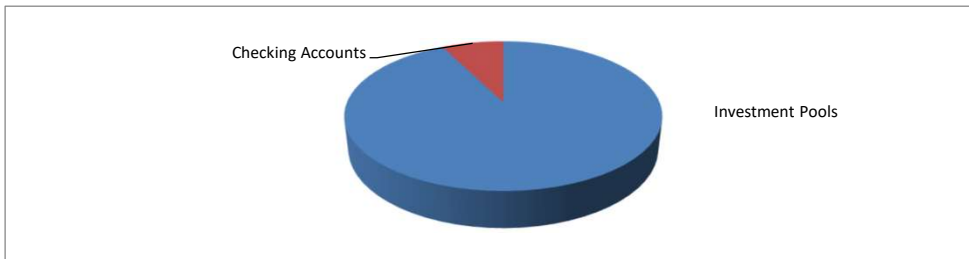
Chief Financial Officer

January 3, 2024

Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 14,588,500	92.50%	Overnight
Checking Accounts	\$ 1,183,056	7.50%	Overnight
	<u>\$ 15,771,555</u>		



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-23	31-Jul-23	Overnight	\$ 649,456.02	1.65%	\$ 933.11
01-Aug-23	31-Aug-23	Overnight	\$ 1,345,105.79	1.65%	\$ 1,663.34
01-Sep-23	30-Sep-23	Overnight	\$ 522,659.56	1.65%	\$ 1,151.62
01-Oct-23	31-Oct-23	Overnight	\$ 488,872.61	1.65%	\$ 989.77
01-Nov-23	30-Nov-23	Overnight	\$ 969,576.22	1.65%	\$ 966.59
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					\$ 5,704.43

Earnings allowance is earned based on the available bank balance and is used to offset monthly bank analyzed charges.

Wells Fargo- Food Service Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-23	31-Jul-23	Overnight	\$ 26,501.35	0.00%	\$ -
01-Aug-23	31-Aug-23	Overnight	\$ 35,566.24	0.00%	\$ -
01-Sep-23	30-Sep-23	Overnight	\$ 48,921.34	0.00%	\$ -
01-Oct-23	31-Oct-23	Overnight	\$ 59,428.54	0.00%	\$ -
01-Nov-23	30-Nov-23	Overnight	\$ 81,122.54	0.00%	\$ -
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					\$ -

This bank balance is combined with the general operating account for the purpose of the earning allowance.

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 4,189,259.96	5.37%	\$ 21,019.72
01-Aug-23	31-Aug-23	Overnight	\$ 652,739.69	5.53%	\$ 15,037.66
01-Sep-23	30-Sep-23	Overnight	\$ 7,288,438.93	5.59%	\$ 12,272.15
01-Oct-23	31-Oct-23	Overnight	\$ 6,102,258.19	5.61%	\$ 29,650.88
01-Nov-23	30-Nov-23	Overnight	\$ 7,938,276.94	5.65%	\$ 28,477.29
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 106,457.70

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 494,622.42	5.31%	\$ 2,220.52
01-Aug-23	31-Aug-23	Overnight	\$ 496,926.76	5.49%	\$ 2,304.34
01-Sep-23	30-Sep-23	Overnight	\$ 198,456.32	5.53%	\$ 1,529.56
01-Oct-23	31-Oct-23	Overnight	\$ 199,394.19	5.57%	\$ 937.87
01-Nov-23	30-Nov-23	Overnight	\$ 200,314.42	5.62%	\$ 920.23
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 7,912.52

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 3,719,012.57	5.12%	\$ 16,018.37
01-Aug-23	31-Aug-23	Overnight	\$ 3,772,036.61	5.30%	\$ 16,841.76
01-Sep-23	30-Sep-23	Overnight	\$ 811,493.50	5.32%	\$ 9,107.19
01-Oct-23	31-Oct-23	Overnight	\$ 846,034.89	5.32%	\$ 3,747.15
01-Nov-23	30-Nov-23	Overnight	\$ 990,011.73	5.35%	\$ 4,081.29
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 49,795.76

Texas CLASS Investment Pool- General Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 3,339,233.84	5.32%	\$ 15,064.21
01-Aug-23	31-Aug-23	Overnight	\$ 3,354,796.04	5.48%	\$ 15,562.20
01-Sep-23	30-Sep-23	Overnight	\$ 3,370,052.51	5.52%	\$ 15,256.47
01-Oct-23	31-Oct-23	Overnight	\$ 3,385,987.26	5.55%	\$ 15,934.75
01-Nov-23	30-Nov-23	Overnight	\$ 3,401,566.98	5.86%	\$ 15,579.72
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 77,397.35

GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: account closed)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 250,000.00	0.80%	\$ 169.86
01-Aug-23	31-Aug-23	Overnight	\$ 250,000.00	0.80%	\$ 169.86
01-Sep-23	30-Sep-23	Overnight	\$ 250,000.00	0.80%	\$ 164.38
01-Oct-23	31-Oct-23	Overnight	\$ -	0.80%	\$ 43.84
01-Nov-23	30-Nov-23	Overnight	\$ -	0.00%	\$ -
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 547.94

Total General Fund Interest Earned **\$ 242,111.27**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 259,349.66	5.37%	\$ 1,176.33
01-Aug-23	31-Aug-23	Overnight	\$ 260,566.79	5.53%	\$ 1,217.13
01-Sep-23	30-Sep-23	Overnight	\$ 261,761.22	5.58%	\$ 1,194.43
01-Oct-23	31-Oct-23	Overnight	\$ 263,008.00	5.61%	\$ 1,246.78
01-Nov-23	30-Nov-23	Overnight	\$ 264,230.18	5.65%	\$ 1,222.18
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 6,056.85

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 138,613.06	5.12%	\$ 587.35
01-Aug-23	31-Aug-23	Overnight	\$ 144,759.38	5.30%	\$ 639.92
01-Sep-23	30-Sep-23	Overnight	\$ 149,912.51	5.32%	\$ 640.91
01-Oct-23	31-Oct-23	Overnight	\$ 156,118.98	5.32%	\$ 691.58
01-Nov-23	30-Nov-23	Overnight	\$ 188,443.13	5.35%	\$ 767.34
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 3,327.10

Total Debt Service Fund Interest Earned **\$ 9,383.95**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 375,560.02	5.12%	\$ 1,625.42
01-Aug-23	31-Aug-23	Overnight	\$ 377,250.04	5.30%	\$ 1,690.02
01-Sep-23	30-Sep-23	Overnight	\$ 378,898.46	5.32%	\$ 1,648.42
01-Oct-23	31-Oct-23	Overnight	\$ 380,611.45	5.32%	\$ 1,712.99
01-Nov-23	30-Nov-23	Overnight	\$ 382,285.29	5.35%	\$ 1,673.84
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 8,350.69

Total Capital Projects Fund Interest Earned **\$ 8,350.69**

Health Insurance Fund

Wells Fargo- Health Insurance						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 9,511.35	1.01%	\$	72.65
01-Aug-23	31-Aug-23	Overnight	\$ 71,472.99	1.09%	\$	99.59
01-Sep-23	30-Sep-23	Overnight	\$ 211,011.65	1.09%	\$	84.92
01-Oct-23	31-Oct-23	Overnight	\$ 115,018.64	1.09%	\$	73.87
01-Nov-23	30-Nov-23	Overnight	\$ 41,656.04	1.09%	\$	43.19
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$	-
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$	-
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	\$ 374.22
Total Health Insurance Fund Interest Earned						\$ 374.22

Workers Compensation Fund

Wells Fargo- Worker's Compensation						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 75,307.93	1.02%	\$	67.96
01-Aug-23	31-Aug-23	Overnight	\$ 67,882.22	1.09%	\$	65.26
01-Sep-23	30-Sep-23	Overnight	\$ 102,225.44	1.09%	\$	79.42
01-Oct-23	31-Oct-23	Overnight	\$ 102,168.73	1.09%	\$	88.90
01-Nov-23	30-Nov-23	Overnight	\$ 90,700.70	1.09%	\$	86.29
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$	-
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$	-
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	\$ 387.83

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 1,200,945.31	5.31%	\$	5,391.44
01-Aug-23	31-Aug-23	Overnight	\$ 1,206,540.26	5.49%	\$	5,594.95
01-Sep-23	30-Sep-23	Overnight	\$ 1,212,022.62	5.53%	\$	5,482.36
01-Oct-23	31-Oct-23	Overnight	\$ 1,217,750.99	5.57%	\$	5,728.37
01-Nov-23	30-Nov-23	Overnight	\$ 1,223,371.07	5.62%	\$	5,620.08
01-Dec-23	31-Dec-23	Overnight	\$ -	0.00%	\$	-
01-Jan-24	31-Jan-24	Overnight	\$ -	0.00%	\$	-
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	\$ 27,817.20
Total Worker's Compensation Fund Interest Earned						\$ 28,205.03



First Public
12007 Research Blvd.
Austin, Texas 78759
800-558-8875 • firstpublic.com

Fund Performance Update

November 30, 2023

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank
Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

As expected, the Federal Open Market Committee (FOMC) kept policy on hold at its November 1 meeting. The messaging was perceived as dovish by the market. The Federal Reserve (Fed) highlighted tightening financial conditions, as higher bond yields have been doing the work of the central bank. The Fed also raised its macro assessment of the US economy from “solid” to “strong.” The jobs report was below expectations with the unemployment rate increasing to 3.9%. The consumer price index (CPI) was slightly below consensus expectations as was retail sales. The consumer appears to be taking a breather after a summer spending spree. The dovish tone of the Fed pushed US Treasury yields lower in November. Yields fell as much as 60 basis points during the month with the longer maturing bonds leading the way. The equity markets were pleased with the notion of lower interest rates as the S&P 500 gained 9% during the month. The Fed funds futures market has removed any probability of additional rate hikes and is pricing in rate cuts by the second quarter of 2024.

Active Participants This Month

Schools and Colleges	586
Other Governmental Entities	90
<i>Total</i>	<i>676</i>

Government Overnight Fund

Return Information

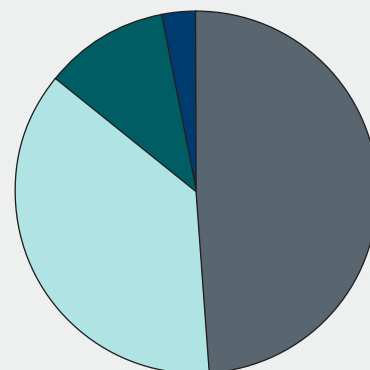
November 30, 2023

Average Monthly Return (a)	5.35%
SEC 7-day Fund Yield (b)	5.36%
Weighted Average Maturity One (c)	33 days
Weighted Average Maturity Two (c)	111 days
Portfolio Maturing beyond One Year	10%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,050,018,683.54	2,050,018,683.54
US Treasuries	597,234,931.78	597,438,809.05
Agencies	2,706,887,649.58	2,707,832,025.98
Money Market Funds	151,830,000.20	151,830,000.20
Total Assets	5,505,971,265.10	5,507,119,518.77

Investment Distribution



Agencies	49%
Cash Repo	37%
Treasuries	11%
Money Market	3%

(a) The return information represents the average annualized rate of return on investments for the time period referenced. Return rates reflect a partial waiver of the Lone Star Investment Pool operating expense. Past performance is no guarantee of future results.

Corporate Overnight Fund

Return Information

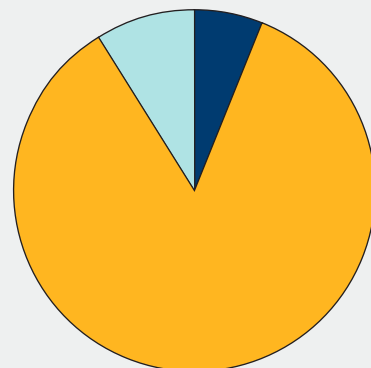
November 30, 2023

Average Monthly Return (a)	5.62%
SEC 7-day Fund Yield (b)	5.63%
Weighted Average Maturity One (c)	53 days
Weighted Average Maturity Two (c)	82 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	262,114,432.13	262,114,432.13
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,550,914,218.05	2,551,469,126.86
Money Market Funds	150,380,083.40	150,387,586.94
Total Assets	2,963,408,733.58	2,963,971,145.93

Investment Distribution



Commercial Paper	86%
Cash/Repo	9%
Money Market	5%

(b)

SEC 7-Day Yield Calculation

$$\text{Yield} = 2 \left[\left[\frac{a-b}{cd} + 1 \right]^6 - 1 \right]$$

*a - Dividend and interest income
b - Expenses accrued for the period
c - Average daily number of shares outstanding during the period that was entitled to dividends
d - Maximum offering price per share on the last day of the period*

Corporate Overnight Plus Fund

Return Information

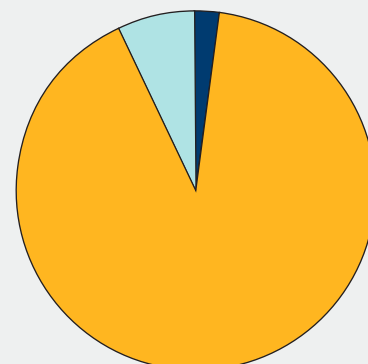
November 30, 2023

Average Monthly Return (a)	5.65%
SEC 7-day Fund Yield (b)	5.66%
Weighted Average Maturity One (c)	64 days
Weighted Average Maturity Two (c)	92 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

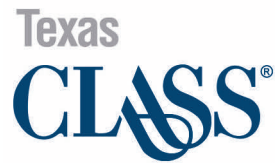
	Book Value	Market Value
Cash/Repo	682,663,081.86	682,663,081.86
US Treasuries	-	-
Agencies	-	-
Commercial Paper	8,812,192,711.88	8,814,346,003.60
Money Market Funds	170,445,668.22	170,446,179.95
Total Assets	9,665,301,461.96	9,667,455,265.41

Investment Distribution



Commercial Paper	91%
Cash/Repo	7%
Money Market	2%

(c) The Weighted Average Maturity One calculation uses the industry standard definition of state maturity for floating rate instruments, the number of days until the next reset date. The Weighted Average Maturity Two calculation uses the final maturity of any floating rate instruments, as opined in Texas Attorney General Opinion No. JC0359.



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
11/01/2023	0.000152955	5.5826%
11/02/2023	0.000152960	5.5830%
11/03/2023	0.000459114	5.5859%
11/04/2023	0.000000000	5.5859%
11/05/2023	0.000000000	5.5859%
11/06/2023	0.000152731	5.5747%
11/07/2023	0.000152799	5.5772%
11/08/2023	0.000153045	5.5861%
11/09/2023	0.000153288	5.5950%
11/10/2023	0.000458586	5.5795%
11/11/2023	0.000000000	5.5795%
11/12/2023	0.000000000	5.5795%
11/13/2023	0.000152853	5.5787%
11/14/2023	0.000152985	5.5847%
11/15/2023	0.000153102	5.5883%
11/16/2023	0.000153098	5.5881%
11/17/2023	0.000459636	5.5923%
11/18/2023	0.000000000	5.5923%
11/19/2023	0.000000000	5.5923%
11/20/2023	0.000153112	5.5885%
11/21/2023	0.000153146	5.5899%
11/22/2023	0.000306226	5.5886%
11/23/2023	0.000000000	5.5886%
11/24/2023	0.000459240	5.5874%
11/25/2023	0.000000000	5.5874%
11/26/2023	0.000000000	5.5874%
11/27/2023	0.000153169	5.5848%
11/28/2023	0.000152994	5.5843%
11/29/2023	0.000153079	5.5874%
11/30/2023	0.000153220	5.5925%

Performance results are shown net of all fees and expenses and reflect the reinvestment of dividends and other earnings. Many factors affect performance including changes in market conditions and interest rates and in response to other economic, political, or financial developments. Investment involves risk including the possible loss of principal. No assurance can be given that the performance objectives of a given strategy will be achieved. **Past performance is no guarantee of future results. Any financial and/or investment decision may incur losses.**



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Executive Director-Support Services
Subject: Purchase Order # 49992 - IQP Canopies LLC.
Date: January 17, 2024

HISTORY: During the regular Board meeting held on October 11, 2023, additional funds for phase 2 of improvements and renovations to the Fernie Madrid Eagle Park were approved. A shade canopy for the fitness court area is part of the approved items on phase 2.

RATIONALE: A 63' x 52' x 13' six posts, hip roof canopy to provide shade to the fitness court users and equipment. The canopy will cover the area which is approximately 3276 sq.ft. We selected a vendor that is part of the Region 19 Allied States Purchasing Cooperative RFP# 22-7425.

BUDGET: The funds to cover the purchase have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order for IQP Canopies LLC.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE

49992

Date: 12/08/2023

Page 1 of 1

VENDOR: 9816

**TO: IQP Canopies LLC
12867 Azogue Ave
EL PASO, TX 79938**

**SHIP TO: San Elizario Independent School
200 N. Herring Rd
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-329-8346

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Support Services - S. Renteria

REC. GRP: Support Services - S. Renteria

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			57788.64		57788.64

(1) 63'X52'X13' Six Posts, Hip Roof Canopy @ \$55,036.80
(1) Payment Bond @ \$2,75.84

Supplies and Installation of posts set into grounds with concrete foundation, all structure warranty.

REGION 19 22-7425
FM-Alarcon Park

TOTAL 57788.64

P.O. Source	Account Number	Amount
Project Requisition	199.81.6639.23.862.99	57,788.64

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
- POs are cancelled if not shipped complete within 90 days.
- If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

**THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.**

Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Executive Director of Technology
Subject: Dantek Systems Approval of PO# 49993
Date: January 17, 2024

HISTORY: Over the past five years, the district has taken the initiative to upgrade the PA (Public Announcement) systems at each campus to support better campus lockdowns, lock-ins, bell schedules, and announcements. This PA system is part of a project to unite all buildings into a common PA system where centralized communication can happen.

RATIONALE: The administration building does not have a PA, and a new system must be purchased and installed. This PA system will equip the Administration building with a new PA system and be compatible with the same type of PA system. The new PA system will include new speakers and wiring.

BUDGET IMPACT: Total cost for this project: \$28,130.00

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve purchasing and installation of a new PA system for the administration building.

Please check one: For approval Report / Information only Recognition only

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE

49993

Date: 12/08/2023

Page 1 of 1

VENDOR: 10349

**TO: Dantek Systems Inc
1462 Vanderbilt Dr
EL PASO, TX 79935**

**SHIP TO: San Elizario Independent School
200 N. Herring
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-629-7200

VENDOR FAX: 915-629-7204

VENDOR EMAIL:

REC. LOC: Technology - M. Fierro

REC. GRP: Technology - M. Fierro

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			28130.00		28130.00

PA hardware and installation for Administration Building

Region 19 RFP #21-7409

TOTAL 28130.00

P.O. Source	Account Number	Amount
Project Requisition	199.51.6395.82.886.99	3,415
Project Requisition	199.51.6639.82.886.99	24,715

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

- Reference all packages & packing slips with PO Number
- Ship prepaid
- Tax Exempt No. 74 6002231
- Invoice in duplicate; Attn: Accounts Payable
- Do not fill order at higher price without Purchasing Dept. approval
- POs are cancelled if not shipped complete within 90 days.
- If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.

Herberto Rivas



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Executive Director-Support Services
Subject: Purchase Order #50095 - AREDi Enterprises, LLC.
Date: January 17, 2024

HISTORY: As part of the continuing Improvements to the Fernie Madrid Eagle Park (FM EP), the Board approved several other additional items pertaining to phase two. In part, the list includes landscaping behind the bleachers and around the park, adding shade trees and irrigation, and constructing a perimeter rock wall around the new fitness area.

RATIONALE: We obtained quotes from two different vendors and selected the vendor with the lowest bid. We selected a vendor that is part of the YISD/CTPA Purchasing Cooperative #223000RFP. The scope of work includes all materials, labor, equipment, and supervision necessary to clear and level existing dirt and rock to prepare to receive new canyon padre rock, install weed barrier mesh, apply weed killer and herbicide, and install a three-eighths Canyon Padre Red rock. Additionally, excavate a trench approximately 10" to 12" deep and run 1" PVC Pipe in order to install irrigation drippers system, rain bird 1" valve with filter & pressure regulator (30/40 PSI) to be connected to existing irrigation system and timer. Furthermore, construct a concrete sidewalk to connect the basketball courts to the main track, construct a 1'high rock wall and plant 5 Texas Ash trees. Bond requirement is included.

BUDGET: The funds to cover this work have been allocated under the 199-account budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order for AREDi Enterprises, LLC.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ, and retain a quality staff so that San Elizario is a proud, innovative, and academically superior district



**San Elizario Independent School
District**

1050 Chicken Ranch Road
San Elizario, TX 79849-9999
(915) 872-3900

BLANKET/PROJECT PURCHASE

50095

Date: 12/19/2023

Page 1 of 1

VENDOR: 10791

**TO: AREDI Enterprises
1002 West Missouri
EL PASO, TX 79902**

**SHIP TO: San Elizario Independent School
200 N. Herring Rd
San Elizario, TX 79849-**

ATTN:

VENDOR PHONE: 915-346-1181

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Support Services - S. Renteria

REC. GRP: Support Services - S. Renteria

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			62266.00		62266.00

(1)Clean and level existing dirt and rock to prepare to receive new canyon padre rock, install weed barrier mesh, apply weed killer and herbicide and install new rock. Excavate a trench to install irrigation drippers system. Construct a concrete sidewalk to connect courts to track. All material and labor to be included @ \$62,266

Fernie Madrid Park
Landscaping
YISD District / CTPA 223000

TOTAL 62266.00

P.O. Source	Account Number	Amount
Project Requisition	199.51.6249.23.862.99	62,266

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

1. Reference all packages & packing slips with PO Number
2. Ship prepaid
3. Tax Exempt No. 74 6002231
4. Invoice in duplicate; Attn: Accounts Payable
5. Do not fill order at higher price without Purchasing Dept. approval
6. POs are cancelled if not shipped complete within 90 days.
7. If federal funds (funds starting with a 2 from the first three-digit code in the account number) have been referenced on this PO, these items will need to follow the Federal Regulation 2 CFR 200.322, The Domestic Preferences for Procurements (commonly referenced as Buy American).

THIS PURCHASE ORDER IS NOT BINDING
UNLESS SIGNED BY A PURCHASING AGENT.

Maribel Rivas



Enterprises, LLC

Construction & Facilities Maintenance

1002 West Missouri
El Paso TX. 79902

December 8, 2023

San Elizario Independent School District
Socorro Rd,
El Paso, TX 79907

Subject: FM EP-Landscaping, Trees, Irrigation, Concrete and Rockwall

Dear Mr. Jesus Martínez:

AREDi Enterprises, LLC is pleased to provide you our proposal inclusive of all materials, labor, equipment and supervision necessary to clear and level existing dirt and rock to prepare to receive new canyon padre rock, install weed barrier mesh, apply weed killer and herbicide and install a 3/8 Canyon Padre Red rock. With area of phase 1 measuring 3800SF and area of phase 2 measuring 8500SF. Excavate a trench approximately 10" to 12" deep and run 1" PVC Pipe in order to install irrigation drippers system, rain bird 1" valve with filter & pressure regulator (30/40 PSI) to be connected to existing irrigation system and timer. Construct a concrete sidewalk to connect the basketball courts to the main track, construct a 1' high rockwall with a 6" footing and to plant 5 Texas Ash trees. This pricing is offered in reference to YISD District Repair Projects of Limited Scope Contract No. 223000RFP and good for 60 days from the date of this letter. Bond requirement included.

Total Amount: 62,266.00 (Sixty Two Thousand Two Hundred Sixty Six Dollars and 00/100)

We look forward to providing safe, responsive, quality services to San Elizario ISD. Please do not hesitate to call me at (915) 346-1181 if you have any questions or concerns.

Sincerely,

Rebeca Arellano-Díaz
Owner
(915) 346-1181

Exclusions: Permits, Sales Tax, Delays by Phase Interruptions, Cleanup After Other Contractors or Any Other Scope of Work Not Listed in This Proposal



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: All Trades Electrical – Network Operations Center Generator: PO# 50189
Date: January 17, 2024

HISTORY: Relocating the district’s Network Operating Center to the Excell Administration Annex from Alarcon Elementary School has opened up the possibility of providing more reliable network services to all stakeholders for today and future generations.

RATIONALE: Part of the electrical upgrade was to leave the necessary accommodations to install a gas-powered electrical generator. This natural gas-powered generator will provide electricity to the Network Operating Center in case of power loss and keep our systems, connections, air conditioning, and internet functional until power is restored.

BUDGET IMPACT: Total cost for this project: \$85,343.02

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to fund the purchase and installation of a natural gas-powered generator to equip the Network Operating Center with failover power and protect the servers and network equipment.

Please check one: For approval Report / Information only Recognition only

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San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Norberto Rivas, Chief Financial Officer
Subject: Consider and Possible Board action to approve revision to EP Big Media, Inc.,
purchase order #48446 from original amount of \$761,640 to new amount of \$807,210
Date: July 17, 2024

HISTORY: During the high school jumbotron project's initial digging of the column footings, the water table was found to be higher than the needed depth for the steel columns. A location with a higher elevation was selected as an alternate. Although, the second location is an improvement, the water table is still high.

RATIONALE: The engineer has confirmed the necessary footing installation modifications to address the high-water table. The modifications will ensure the stability and structural integrity of the column footings. The additional work is as follows: remobilize to drill, provide and install four (4) steel pipes measuring 36" diameter x 10' long, place plywood and tarps on track during all operations, contract concrete pump truck to pour the new holes since concrete truck will not be able to access new location, remove soil from site, backfill with aggregate material as needed, and provide mini-excavator for pushing pipe in holes, remove six sections of chain link fencing, chain link fabric, top rail and vertical posts to access new location, install new vertical posts for fencing after completion, move rockscape back into place.

BUDGET: An increase to the PO of \$45,570

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order revision to address the additional work needed.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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PURCHASE ORDER REVISION REQUEST FORM

Vendor Name: EP Big Media Campus/Dept. Finance/Technology

Purchase Order # 48446

- Price Adjustment
 Add New Line Item
 Close/Void Purchase Order
 Delete Line Item
 Other

Reason for Revision **(Please include support backup):**

Change of order for the High School scoreboard project.

Total Amount of Original PO: \$ \$761,640

Adjusted Cost: \$ \$45,570

New PO Total Amount: \$ 807,210

Account # 199.81.6619.82.001.99

Director/Principal Approval Signature	Date
Processed By (Finance Dept.) Signature	Date

PO Revisions for price adjustments are only required when changes are over \$100.00dls.

EP BIG MEDIA, INC.
 5710 Doniphan Dr. El Paso, Texas 79932
 sales@bigmediasigns.com
 (915) 591-7446

www.bigmediasigns.com



Quote 17848

Steel casings & Change order #1 RFP - 22-7432 - Division
 8 and 10 Construction Specialty Purchase

SALES REP INFO
 Enrique Quintana III
 Senior Account Executive
 henry@bigmediasigns.com
 (915) 478-2526

QUOTE DATE
 Thu, 01/04/2024
 QUOTE EXPIRY DATE
 Sat, 02/03/2024
 TERMS
 Net 30

REQUESTED BY
 San Elizario Independent School District
 1050 Chicken Ranch
 San Elizario, TX 79849

INSTALL ADDRESS
 San Elizario HS
 13981 Socorro Rd
 San Elizario, TX 79849

CONTACT INFO
 Jesus Martinez
 j.martinez@seisd.net
 (915) 872-3980 x 3491

#	ITEM	QTY	UOM	U.PRICE	DISC	DISC.PRICE	TOTAL (EXCL. TAX)	TAXABLE
1	Holes with steel pipe casings Scope of work: Provide 4 steel pipes measuring 36" diameter x 10' long. Install pipes underground 3 ft from running track Place plywood and tarps on track during all operations Concrete pump truck to pour the new holes since concrete truck will not be able to access location Install (4) 10' x 3'. Steel pipes under ground during drilling operation to allow a solid structure for concrete to settle properly Empire Contractors will remove all soil from site If ground continues to cave and pipes not to exceed 5 ft, Empire Contractors will back fill wit more aggregate materials **Water needed on site from customer** Mobilize to drill 4 holes to be 12' deep with mini excavator to help push pipe in hole for beams and concrete	1	Each	\$42,577.7778	10.0%	\$38,320.00	\$38,320.00	Y
2	Change Order #1 Scope of work: Remove 6 sections of chain link fencing, chain link fabric, top rail and vertical posts Place plywood and tarps on track during all operations Remobilize to drill (1) hole because of discovery of water 7' underground Install new vertical posts for fencing (posts supplied by SEISD) Empire Contractors to supply 6' chain link fence around working area for safety Back fill holes that have been excavated with dirt from new holes and move rocks back into place.	1	Each	\$8,055.5556	10.0%	\$7,250.00	\$7,250.00	Y

This handcrafted quote is based on the specific information you've given us and is valid for 30 days.

When you approve this quote, you are agreeing to pay 100% of the quoted price. We require a 50% deposit or formal Purchase Order to begin work on your project. Once we receive your deposit or Purchase order, we'll schedule your project and email you an estimated completion date. The remaining balance is due upon completion of your order or upon expiration of Net terms.

Need to make that changes?

No problem - but please realize, changes to quantity or specifications will affect your price. We will provide you with an updated quote based on the changes.

Subtotal:	\$45,570.00
Sales Tax (0%):	\$0
Total:	\$45,570.00

Customer Discount

\$5,063.33

SIGNATURE:

147

DATE:



PURCHASE ORDER REVISION REQUEST FORM

Vendor Name: CDW Campus/Dept. Finance/Technology

Purchase Order # 47782

- Price Adjustment
 Add New Line Item
 Close/Void Purchase Order
 Delete Line Item
 Other

Reason for Revision (**Please include support backup**):

Battery powered towers across OEMs were discontinued.

Replaced by a different type of tower and qty changed from 70 to 140 and price \$347.50 which the amt of the PO stayed the same. No change on total amt.

Total Amount of Original PO: \$ 48,650

Adjusted Cost: \$ _____

New PO Total Amount: \$ \$48,650

Account # 282.11.6395.09.001.11

Director/Principal Approval Signature	Date
Processed By (Finance Dept.) Signature	Date

PO Revisions for price adjustments are only required when changes are over \$100.00dls.



Thank you for choosing CDW. We have received your quote.

Hardware Software Services IT Solutions Brands Research Hub

QUOTE CONFIRMATION

NORMA AVILA,

Thank you for considering CDW•G for your technology needs. The details of your quote are below. **If you are an eProcurement or single sign on customer, please log into your system to access the CDW site.** You can search for your quote to retrieve and transfer back into your system for processing.

For all other customers, click below to convert your quote to an order.

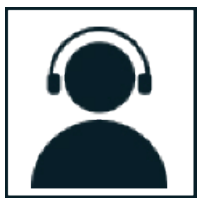
Convert Quote to Order

QUOTE #	QUOTE DATE	QUOTE REFERENCE	CUSTOMER #	GRAND TOTAL
NRVC470	1/9/2024	SEISD ANYWHERE REPL 2	1980708	\$48,650.00

QUOTE DETAILS				
ITEM	QTY	CDW#	UNIT PRICE	EXT. PRICE
Anywhere 8 Port Mobile Charge Station	140	6633805	\$347.50	\$48,650.00
Mfg. Part#: AC-COLLABR-8				
Contract: TIPS 230105 Tech Solutions, Products, and Services (230105)				

SUBTOTAL	\$48,650.00
SHIPPING	\$0.00
SALES TAX	\$0.00
GRAND TOTAL	\$48,650.00

PURCHASER BILLING INFO	DELIVER TO
Billing Address: SAN ELIZARIO IND SCHL DST ACCTS PAYABLE PO BOX 920 SAN ELIZARIO, TX 79849-0920 Phone: (915) 872-3900 Payment Terms: NET 30 Days-Govt/Ed	Shipping Address: SAN ELIZARIO IND SCHL DST HIGH SCHOOL 200 N HERRING SAN ELIZARIO, TX 79849-0920 Shipping Method: DROP SHIP-GROUND
	Please remit payments to: CDW Government 75 Remittance Drive Suite 1515 Chicago, IL 60675-1515



Sales Contact Info

K12 North Texas Account Team - Mike & Eric | (866) 301-5739 | k12northtexas@cdwg.com

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	Call 800.800.4239

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For more information, contact a CDW account manager.

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San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Budget Amendment
Date: January 17, 2024

HISTORY: The District's 2023-2024 budget was officially approved at the June 21, 2023 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

The purpose of this agenda item is to amend revenues by increasing funds in object category code 5800 State Sources and decreasing funds in object category code 5700 Local and Intermediate Sources due to the increase in the homestead exemption from \$40,000 to \$100,000 with local tax collections projected to be lower while state aid is projected to be higher to offset the loss in local collections due to the higher homestead exemption.

BUDGET IMPACT: The budget impact for this amendment can be seen on the attachment.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the budget amendment as presented.

Please check one: For approval Report / Information only Recognition only

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**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT
GENERAL FUND**

	2023-2024	2023-2024	2023-2024	2023-2024	1/17/2024	2023-2024
	Fund 101	Fund 199	Adopted	Amended	Homestead Exemption	Proposed
REVENUES						
5700 Local and Intermediate Sources	\$ 150,000	\$ 3,870,927	\$ 4,020,927	\$ 4,020,927	\$ (900,000)	\$ 3,120,927
5800 State Sources	\$ 15,000	\$ 31,246,292	\$ 31,261,292	\$ 31,261,292	\$ 900,000	\$ 32,161,292
5900 Federal Programs	\$ 3,835,000	\$ 2,460,000	\$ 6,295,000	\$ 6,295,000		\$ 6,295,000
<i>Total Revenues</i>	<u>\$ 4,000,000</u>	<u>\$ 37,577,219</u>	<u>\$ 41,577,219</u>	<u>\$ 41,577,219</u>		<u>\$ 41,577,219</u>
EXPENDITURES						
11 Instruction	\$ -	\$ 18,108,055	\$ 18,108,055	\$ 18,008,055		\$ 18,008,055
12 Instructional Resources and Media Services	\$ -	\$ 138,227	\$ 138,227	\$ 138,227		\$ 138,227
13 Curriculum and Instructional Staff Development	\$ -	\$ 212,323	\$ 212,323	\$ 312,323		\$ 312,323
21 Instructional Leadership	\$ -	\$ 795,327	\$ 795,327	\$ 820,327		\$ 820,327
23 School Leadership	\$ -	\$ 1,659,864	\$ 1,659,864	\$ 1,584,864		\$ 1,584,864
31 Guidance, Counseling and Evaluation Services	\$ -	\$ 1,238,095	\$ 1,238,095	\$ 1,238,095		\$ 1,238,095
32 Social Work Services	\$ -	\$ 62,375	\$ 62,375	\$ 62,375		\$ 62,375
33 Health Services	\$ -	\$ 378,076	\$ 378,076	\$ 388,076		\$ 388,076
34 Student (Pupil) Transportation	\$ -	\$ 1,941,006	\$ 1,941,006	\$ 1,861,006		\$ 1,861,006
35 Food Services	\$ 4,000,000	\$ 60,000	\$ 4,060,000	\$ 4,060,000		\$ 4,060,000
36 Cocurricular/Extracurricular Activities	\$ -	\$ 1,327,471	\$ 1,327,471	\$ 1,357,471		\$ 1,357,471
41 General Administration	\$ -	\$ 1,813,788	\$ 1,813,788	\$ 1,813,788		\$ 1,813,788
51 Facilities Maintenance and Operations	\$ -	\$ 6,347,081	\$ 6,347,081	\$ 6,347,081		\$ 6,347,081
52 Security and Monitoring Services	\$ -	\$ 1,259,021	\$ 1,259,021	\$ 1,467,421		\$ 1,467,421
53 Data Processing Services	\$ -	\$ 1,304,130	\$ 1,304,130	\$ 1,204,130		\$ 1,204,130
61 Community Services	\$ -	\$ 36,845	\$ 36,845	\$ 36,845		\$ 36,845
71 Debt Service - Principal on Long Term Debt	\$ -	\$ 795,738	\$ 795,738	\$ 895,738		\$ 895,738
81 Facilities Acquisition and Construction	\$ -	\$ 2,154,297	\$ 2,154,297	\$ 2,274,297		\$ 2,274,297
99 Other Intergovernmental Charges	\$ -	\$ 52,500	\$ 52,500	\$ 52,500		\$ 52,500
<i>Total Expenditures</i>	<u>\$ 4,000,000</u>	<u>\$ 39,684,219</u>	<u>\$ 43,684,219</u>	<u>\$ 43,922,619</u>		<u>\$ 43,922,619</u>
REVENUES OVER(UNDER) EXPENDITURES	<u>\$ -</u>	<u>\$ (2,107,000)</u>	<u>\$ (2,107,000)</u>	<u>\$ (2,345,401)</u>		<u>\$ (2,345,401)</u>
OTHER FINANCING SOURCES (USES)						
7912 Sale of Real and Personal Property	\$ -	\$ 25,000	\$ 25,000	\$ 25,000		\$ 25,000
7915 Operating Transfer In	\$ -	\$ -	\$ -	\$ -		\$ -
8911 Operating Transfer Out	\$ -	\$ -	\$ -	\$ -		\$ -
<i>Total Other Financing Sources(Uses)</i>	<u>\$ -</u>	<u>\$ 25,000</u>	<u>\$ 25,000</u>	<u>\$ 25,000</u>		<u>\$ 25,000</u>
FUND BALANCE						
3000 Net Change in Fund Balance	\$ -	\$ (2,082,000)	\$ (2,082,000)	\$ (2,320,401)		\$ (2,320,401)
3000 Total Fund Balance - July 1 (Beginning)	\$ 1,258,789	\$ 16,342,805	\$ 17,601,594	\$ 17,601,594		\$ 17,601,594
3000 Total Fund Balance - June 30 (Ending)	<u>\$ 1,258,789</u>	<u>\$ 14,260,805</u>	<u>\$ 15,519,594</u>	<u>\$ 15,281,193</u>		<u>\$ 15,281,193</u>



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Jesus Martinez, Executive Director of Support Services
Subject: Consider and possible Board action to approve final payment to AREDi Enterprises, LLC., for the Sambrano Library Improvements-PO# 49055
Date: January 17, 2024

HISTORY: AREDi Enterprises LLC., has completed all work regarding the improvements and revitalization work for the Sambrano Elementary library.

RATIONALE: The purpose of this agenda item is to seek Board acceptance of the work and to approve the release of the remaining balance for the aforementioned project in accordance with CV (LOCAL).

BUDGET: The remaining amount of \$2,121.27 which includes any retainage owed to the contractor, will be paid from the allocated funds that were committed for this project.

ADMINISTRATIVE RECOMMENDATION: The recommendation is for the Board of Trustees to approve the final payment as presented.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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AREDI ENTERPRISES, LLC
1002 W Missouri Ave
TX 79902
(915) 9153461181
arediconstruction@gmail.com



Construction & Facilities Maintenance

INVOICE

BILL TO

San Elizario ISD
1050 Chicken Ranch Road
San Elizario, TX 79849-999
El Paso

SHIP TO

San Elizario ISD
1050 Chicken Ranch Road
San Elizario, TX 79849-999
El Paso

INVOICE # 1321

DATE 01/03/2024
DUE DATE 02/02/2024
TERMS Net 30

DATE	ACTIVITY	DESCRIPTION	QTY	RATE	AMOUNT
01/04/2024	Construction & Repairs	Sambrano Library Upgrades for final 5% balance. Project completed	0.05	42,425.38	2,121.27

Net 30 Terms. All overdue invoices will be subject to a 10% late fee after every 30 days

SUBTOTAL	2,121.27
TAX	0.00
TOTAL	2,121.27
BALANCE DUE	\$2,121.27

Instruction Sheet
TASB Localized Policy Manual Update 122

San Elizario ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
CQB	(LOCAL)	Replace policy	Revised policy
CSA	(LOCAL)	ADD policy	See explanatory note
DC	(LOCAL)	Replace policy	Revised policy
DP	(LOCAL)	No policy enclosed	See explanatory note
EHB	(LOCAL)	Replace policy	Revised policy
EHBC	(LOCAL)	DELETE policy	See explanatory note
EHBCA	(LOCAL)	ADD policy	See explanatory note
EIC	(LOCAL)	No policy enclosed	See explanatory note
FEA	(LOCAL)	Replace policy	Revised policy
FFAC	(LOCAL)	Replace policy	Revised policy
FFB	(LOCAL)	Replace policy	Revised policy
FL	(LOCAL)	Replace policy	Revised policy

Explanatory Notes

TASB Localized Policy Manual Update 122

San Elizario ISD

ATTN(NOTE)

GENERAL INFORMATION ABOUT THIS UPDATE

Please note:

Changes at Update 122 are based almost exclusively on legislation from the 88th Regular Legislative Session.

Unless otherwise noted, references to legislative bills throughout these explanatory notes refer to Senate Bills (SB) or House Bills (HB) from the 88th Regular Legislative Session. All referenced bills have already gone into effect unless otherwise noted.

Each regular legislative session, legislation is passed that makes nonsubstantive additions, revisions, or corrections to existing statutes. HB 4595 was passed for this purpose in the 88th Regular Legislative Session. Minor nonsubstantive changes throughout Update 122 result from HB 4595 and are not otherwise mentioned in the explanatory notes.

For more information about the bills mentioned throughout and other changes from the 88th Legislative Session, download the free [2023 Legislative Summary for TASB Members](#) PDF from the TASB store.

The *Local Policy Overview* for Update 122, available with your Update 122 materials under [Local Manual Updates](#) on Policy Online® (TASB login required), provides a general, high-level overview of the changes to the local policies included in the update. **Legal policies provide the legal framework for key areas of district operations and are not adopted by the board.**

Changes to the policy manual based on bills from the special called sessions will be included in Update 123.

QCB(LOCAL)

TECHNOLOGY RESOURCES: CYBERSECURITY

Based on the new notification requirements imposed by SB 271, the security breach notification provisions have been revised to include security incidents.

CSA(LOCAL)

FACILITY STANDARDS: SAFETY AND SECURITY

This new local policy on facility safety and security includes recommended provisions addressing audits of building access control to comply with the commissioner's new school safety rules for facilities, effective May 31, 2023.

DC(LOCAL)

EMPLOYMENT PRACTICES

HB 1789 creates a nepotism exception for hiring bus drivers, regardless of county population, if the *board* approves employment. We recommend adding a note referring to DBE(LEGAL) (concerning nepotism) to this policy that delegates hiring authority for noncontractual employees to the superintendent as a reminder of the special requirements related to this nepotism exception for bus drivers.

Minor revisions have been made regarding employment of contractual personnel for consistency with policy style.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

DP(LOCAL)

PERSONNEL POSITIONS

SB 763 authorizes districts to employ chaplains or accept chaplains as volunteers to provide support, services, and programs for students as assigned by the board. These provisions apply beginning with the 2023-24 school year. While your district currently may allow chaplains along with other visitors or volunteers on campus, SB 763 requires each board to take a record vote not later than six months after the effective date, September 1, 2023, on whether to adopt a policy authorizing a campus to employ or accept

Explanatory Notes

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San Elizario ISD

as a volunteer a chaplain. To facilitate this record vote, TASB Policy Service sent a draft resolution with the [2023 Post-Legislative Policy Changes Policy Alert](#), available in the Policy Online® Governance and Management Library (TASB login required), for consideration by the board between September 1, 2023, and March 1, 2024. If the board approves the option to adopt a policy to authorize district campuses to employ or accept as a volunteer a chaplain, send your TASB policy consultant a copy of the resolution for TASB to update the district's DP(LOCAL) policy to reflect the board's decision. If the board would prefer only to accept chaplains as volunteers like other district or campus volunteers, contact your policy consultant for assistance with language at GKG(LOCAL).

EHB(LOCAL) CURRICULUM DESIGN: SPECIAL PROGRAMS

New provisions are recommended to comply with HB 3928, which requires the board to adopt and implement a policy requiring the district to comply with all rules and standards adopted by the SBOE and guidance published by the commissioner to implement the program to test students for dyslexia and related disorders.

EHBC(LOCAL) SPECIAL PROGRAMS: COMPENSATORY SERVICES AND INTENSIVE PROGRAMS

This local policy containing provisions on accelerated instruction has been moved to EHBCA(LOCAL) (see below) to align with the legal policy created at that code in Update 121.

EHBCA(LOCAL) COMPENSATORY SERVICES AND INTENSIVE PROGRAMS: ACCELERATED INSTRUCTION

This local policy has been recoded from EHBC(LOCAL) to align with EHBCA(LEGAL) created in Update 121. HB 1416 made several changes to the requirements for accelerated instruction. Recommended changes to this local policy reflect that a parent's ability to request a particular teacher after a student fails to perform satisfactorily on a state assessment is no longer limited to students in grades 3, 5, and 8. Other changes delete references to the accelerated learning committee, which has been eliminated. A district now must develop an accelerated learning plan for certain students, and parents still may file a complaint about the plan in accordance with FNG.

EIC(LOCAL) ACADEMIC ACHIEVEMENT: CLASS RANKING

HB 3803 permits parents to elect to have their student repeat a high school course in which the student was enrolled during the previous school year unless the district determines the student has met all requirements for graduation. Absent local policy, TEA guidance provides that the original passing grade must be retained.

Contact your policy consultant for assistance with policy language that reflects the district's option regarding the use of grades from retaken courses in the calculation of class rank and on the transcript.

FEA(LOCAL) ATTENDANCE: COMPULSORY ATTENDANCE

SB 68 allows a district to excuse a student from attending school for career investigation days to visit a professional's workplace during the student's junior and senior years to determine the student's interest in a career in the professional's field. Districts that choose to excuse students for absences to visit a professional's workplace to explore a career in that professional's field must adopt a policy to determine when an absence will be excused for this purpose and a procedure to verify the visit. A new provision offered for the board's consideration at Career Investigation permits such absences for the maximum amount allowed in law — up to two days during a student's junior year and up to two days during the student's senior year. Contact your policy consultant for revisions if the district will allow fewer excused absences or will not allow any excused absences for this purpose.

Explanatory Notes

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The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FFAC(LOCAL) WELLNESS AND HEALTH SERVICES: MEDICAL TREATMENT

Recommended revisions to this policy are based on SB 629, which requires a district to adopt a policy regarding maintenance, administration, and disposal of opioid antagonists at each campus that serves students in grades 6 through 12. Contact the district's policy consultant if your district will implement this policy at campuses serving students in grades below 6.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

FFB(LOCAL) STUDENT WELFARE: CRISIS INTERVENTION

Recommended revisions to this local policy on crisis intervention include the following:

- In accordance with HB 3, provisions have been added at Student Reports to require each campus to establish a clear procedure for students to report concerning behavior by another student.
- Revisions at Employee Confidentiality are based on SB 1720 and allow employees who report a potential threat to elect to keep their identities confidential.

FL(LOCAL) STUDENT RECORDS

HB 1416 repeals provisions related to accelerated learning committees. The references to the accelerated learning committee have been replaced with references to the accelerated education plan that now must be created for certain students who fail to perform satisfactorily on state assessments.

The [Legal Issues in Update 122](#) memo describes common legal concerns and best practices specific to this policy's topic.

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Personnel Duties The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.

Posting Vacancies The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.

Applications All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.

[For information related to the evaluation of criminal history records, see DBAA.]

Employment of Contractual Personnel The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel in the position of assistant principal, principal, and director level and above.

The Board retains final authority for employment of contractual personnel in a position of assistant principal, principal, and director level and above. The Board delegates to the Superintendent the authority to employ contractual personnel in a position below assistant principal.

[See DCA, DCB, DCC, and DCE as appropriate]

Employment of Noncontractual Personnel **Note:** For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).

The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis.

[See DCD]

Employment Assistance Prohibited No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent 10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as required by law and provided by this policy, the District shall not purchase medication to administer to a student.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine auto-injectors at each campus.

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

<i>Notice to Parents</i>	In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.
Opioid Antagonist	This provision shall be applicable to each campus that serves students in grades 6-12.
<i>On Campus</i>	<p>The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.</p> <p>Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.</p>
<i>Maintenance, Availability, Training, and Reporting</i>	<p>Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.</p> <p>All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.</p> <p>The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.</p>
Psychotropics	<p>Except as permitted by law, an employee shall not:</p> <ol style="list-style-type: none">1. Recommend to a student or a parent that the student use a psychotropic drug;2. Suggest a particular diagnosis; or3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.
Medical Treatment	<p>A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.</p> <p>The District shall seek appropriate emergency care for a student as required or deemed necessary.</p>

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The principal is custodian of all records for currently enrolled students. The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any accelerated education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]
 - c. Immunization records. [See FFAB]

STUDENT RECORDS

FL
(LOCAL)

6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or
5. Investigating or evaluating programs.

Transcripts and Transfers of Records

The District may request transcripts from previously attended schools for students transferring into District schools; however, the

ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The director of special education shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at the special education office.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within 10 District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within 10 District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

The District has designated the following categories of information as directory information: student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.



(LOCAL) Policy Comparisons

These documents are generated by an automated process that compares the updated policy to the current policy as found in TASB records.

In this packet, you will find:

- Policies being recommended for revision (annotated)
- New policies (not annotated)
- Policies recommended for deletion (annotated in PDF; not shown in Word)

Annotations are shown as follows:

- Deletions are in a red strike-through font: ~~deleted text~~.
- Additions are in a blue, bold font: **new text**.
- Blocks of text that were moved without changes are shown in green, with double underline and double strike-through formatting to distinguish the text's new placement from its original location: ~~moved text~~ becomes moved text.
- Revision bars appear in the right margin to show sections with changes.

Note: While the annotation software competently identifies simple changes, large or complicated changes—as in an extensive rewrite—may be more difficult to follow. In addition, TASB's recent changes to the policy templates to facilitate accessibility sometimes make formatting changes appear tracked, even though the text remains the same.

For further assistance in understanding policy changes, please refer to the explanatory notes in your Localized Policy Manual update packet or contact your policy consultant.

Contact:	School Districts and Education Service Centers	Community Colleges
	policy.service@tasb.org	colleges@tasb.org
	800.580.7529	800.580.1488

Plan The District shall develop a cybersecurity plan to secure the District's cyberinfrastructure against a cyberattack or any other cybersecurity incidents, determine cybersecurity risk, and implement appropriate mitigation planning.

Coordinator The Superintendent shall designate a cybersecurity coordinator. The cybersecurity coordinator shall serve as the liaison between the District and the Texas Education Agency in cybersecurity matters.

Training The Board delegates to the Superintendent the authority to:

1. Determine the cybersecurity training program to be used in the District;
2. Verify and report compliance with training requirements in accordance with guidance from the Department of Information Resources; and
3. Remove access to the District's computer systems and databases for noncompliance with training requirements as appropriate.

The District shall complete periodic audits to ensure compliance with the cybersecurity training requirements.

Security Breach Notifications Upon discovering or receiving notification of a breach of system security or a security incident, as defined by law, the District shall disclose the breach or incident to affected persons or entities in accordance with the time frames established by law. The District shall give notice by using one or more of the following methods:

1. Written notice.
2. Email, if the District has email addresses for the affected persons.
3. Conspicuous posting on the District's websites.
4. Publication through broadcast media.

The District shall disclose a breach or incident involving sensitive, protected, or confidential student information as required by law.

**Building Access
Control**

Audits of building access control shall include weekly inspections of instructional facilities during school hours to certify all exterior doors are, by default, set to closed, latched, and locked status and cannot be opened from the outside without a key.

The Superintendent shall ensure that the findings of the weekly inspections are:

1. Reported to the District safety and security committee; and
2. Reported to the campus principal or lead administrator of the instructional facility to ensure awareness of any deficiencies identified.

The campus principal or lead administrator shall assign appropriate staff to take action to reduce the likelihood of similar deficiencies in the future.

The results of the weekly reports shall be kept for review as part of the required safety and security audit.

The District's building access control procedures shall not be interpreted as discouraging parents or guardians who have been properly verified as authorized visitors from visiting their student's campus. [See GKC]

Personnel Duties	The Superintendent shall define the qualifications, duties, and responsibilities of all positions and shall ensure that job descriptions are current and accessible to employees and supervisors.
Posting Vacancies	The Superintendent or designee shall establish guidelines for advertising employment opportunities and posting notices of vacancies. These guidelines shall advance the Board's commitment to equal opportunity employment and to recruiting well-qualified candidates. Current District employees may apply for any vacancy for which they have appropriate qualifications.
Applications	<p>All applicants shall complete the application form supplied by the District. Information on applications shall be confirmed before a contract is offered for a contractual position and before hiring or as soon as possible thereafter for a noncontractual position.</p> <p>[For information related to the evaluation of criminal history records, see DBAA.]</p>
Employment of Contractual Personnel	<p>The Superintendent has sole authority to make recommendations to the Board regarding the selection of contractual personnel— in the position of assistant principal, principal, and director level and above.</p> <p>The Board retains final authority for employment of the following contractual personnel: in a position of assistant principal, principal, and director level and above. The Board delegates to the Superintendent final the authority for employment of all other to employ contractual personnel— in a position below assistant principal.</p> <p>[See DCA, DCB, DCC, and DCE as appropriate]</p>
Employment of Noncontractual Personnel	<hr/> <p>Note: For employment of a bus driver related to a Board member or the Superintendent, see DBE(LEGAL).</p> <hr/>
	<p>The Board delegates to the Superintendent final authority to employ and dismiss noncontractual employees on an at-will basis. [See DCD]</p>
Employment Assistance Prohibited	No District employee shall assist another employee of the District or of any school district in obtaining a new job if the employee knows, or has probable cause to believe, that the other employee engaged in sexual misconduct regarding a minor or student in violation of the law. Routine transmission of an administrative or personnel file does not violate this prohibition. [See CJ for prohibitions relating to contractors and agents and DH(EXHIBIT) for the Educators' Code of Ethics.]

Dyslexia and Related Disorders

The District shall comply with all rules and standards adopted by the State Board of Education and guidance published by the commissioner of education to implement the program to test students for dyslexia and related disorders.

In accordance with administrative procedures, the District shall provide regular training opportunities for teachers of students with dyslexia that include new research and practices for educating students with dyslexia.

~~SPECIAL PROGRAMS
COMPENSATORY SERVICES AND INTENSIVE PROGRAMS~~

~~EHBC
(LOCAL)~~

~~Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.~~

~~**Accelerated
Instruction**~~

~~The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.~~

~~**Accelerated
Learning Committee**~~

~~When a student fails to perform satisfactorily on a math or reading state-mandated assessment in grades 3, 5, or 8, an accelerated learning committee shall develop a written educational plan in accordance with law. If a parent requests that the student be assigned to a particular teacher the following school year, the request shall be addressed in accordance with the District's administrative procedures.~~

~~A parent complaint about the content or implementation of the educational plan shall be filed in accordance with FNG.~~

COMPENSATORY SERVICES AND INTENSIVE PROGRAMS
ACCELERATED INSTRUCTION

EHBCA
(LOCAL)

Each student who has been identified as being at risk of dropping out of school, who is not performing at grade level, or who did not perform satisfactorily on a state-mandated assessment shall be provided accelerated and/or compensatory educational services.

**Accelerated
Instruction**

The District shall provide accelerated instruction in accordance with law if a student fails to perform satisfactorily on a state-mandated assessment.

Parent Request

If a student fails to perform satisfactorily on a state-mandated assessment, a parent's request that the student be assigned to a particular teacher the following school year shall be addressed in accordance with the District's administrative procedures.

**Accelerated
Education Plan**

Appropriate District staff shall develop an accelerated education plan for a student who fails to perform satisfactorily on the same state-mandated assessment for two or more consecutive years.

A parent complaint about the content or implementation of the accelerated education plan shall be filed in accordance with FNG.

Students in violation of the compulsory attendance law shall be reported to the District attendance officer, who may institute court action as provided by law.

Excused Absences

In addition to excused absences required by law, the District shall excuse absences for the following purposes. A student shall be required to submit verification of these absences in accordance with administrative regulations.

Higher Education Visits

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit an accredited institution of higher education.

Career Investigation

The District shall excuse a student for up to two days during the student's junior year and up to two days during the student's senior year to visit a professional's workplace for purposes of exploring the student's interest in pursuing a career in that professional's field.

Armed Services Enlistment

The District shall excuse a student 17 years of age or older for up to four days during his or her enrollment in high school for activities related to pursuing enlistment in a branch of the U.S. Armed Services or Texas National Guard.

Early Voting or Election Clerk

The District shall excuse a student for up to two days per school year to serve as an early voting or election clerk.

Learner or Driver's License

The District shall excuse a student 15 years of age or older for one day during his or her enrollment in high school for each of the following:

- Visiting a driver's license office to obtain a learner license; or
- Visiting a driver's license office to obtain a driver's license.

[For extracurricular activity absences, see FM.]

Withdrawal for Nonattendance

The District may initiate withdrawal of a student under the age of 19 for nonattendance under the following conditions:

1. The student has been absent ~~ten~~10 consecutive school days; and
2. Repeated efforts by the attendance officer and/or principal to locate the student have been unsuccessful.

[For District-initiated withdrawal of students 19 or older, see FEA(LEGAL).]

Students Attending Homeschools

Students who are homeschooled are exempt from the compulsory attendance law to the same extent as students enrolled in other private schools.

ATTENDANCE
COMPULSORY ATTENDANCE

FEA
(LOCAL)

Adequate documentation of homeschooling for withdrawal shall consist of either a statement of withdrawal in accordance with FD(LOCAL) indicating the date homeschooling began, or a signed and dated letter from a parent or guardian indicating that his or her child is being homeschooled and the date the homeschooling began.

The District may request from a parent or guardian a letter of assurance that a child is being educated using a curriculum designed to meet basic education goals of reading, spelling, grammar, mathematics, and a study of good citizenship.

Enforcing
Compulsory
Attendance

If a parent or guardian refuses to submit a requested statement or letter, or if the District has evidence that a school-aged child is not being homeschooled within legal requirements, the District may investigate further and, if warranted, shall pursue legal action to enforce the compulsory attendance law.

No employee shall give any student prescription medication, non-prescription medication, herbal substances, anabolic steroids, or dietary supplements of any type, except as authorized by this or other District policy.

Medication Provided by Parent

The Superintendent shall designate the employees who are authorized to administer medication that has been provided by a student's parent. An authorized employee is permitted to administer the following medication in accordance with administrative regulations:

1. Prescription medication in accordance with legal requirements.
2. Nonprescription medication, upon a parent's written request, when properly labeled and in the original container.
3. Herbal substances or dietary supplements provided by the parent and only if required by the individualized education program or Section 504 plan for a student with disabilities.

Medication Provided by District

Except as [required by law and](#) provided by this policy, the District shall not purchase medication to administer to a student.

Epinephrine

The District authorizes school personnel who have agreed in writing and been adequately trained to administer an unassigned epinephrine auto-injector in accordance with law and this policy. Administration of epinephrine shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing anaphylaxis.

On Campus

Authorized and trained individuals may administer an unassigned epinephrine auto-injector at any time to a person experiencing anaphylaxis on a school campus.

The District shall ensure that at each campus a sufficient number of authorized individuals are trained to administer epinephrine so that at least one trained individual is present on campus during all hours the campus is open. In accordance with state rules, the campus shall be considered open for this purpose during regular on-campus school hours and whenever school personnel are physically on site for school-sponsored activities.

Maintenance, Availability, and Training

The Superintendent shall develop administrative regulations designating a coordinator to manage policy implementation and addressing annual training of authorized individuals in accordance with law; procedures for auto-injector use; and acquisition or purchase, maintenance, expiration, disposal, and availability of unassigned epinephrine auto-injectors at each campus.

WELLNESS AND HEALTH SERVICES
MEDICAL TREATMENT

FFAC
(LOCAL)

<i>Notice to Parents</i>	In accordance with law, the District shall provide notice of the policy to parents regarding the epinephrine program, including notice of any change to or discontinuation of this program.
<i>Opioid Antagonist</i>	This provision shall be applicable to each campus that serves students in grades 6-12.
<i>On Campus</i>	<p>The District authorizes school personnel who have been adequately trained to administer an opioid antagonist in accordance with law and this policy. Administration of an opioid antagonist shall only be permitted when an authorized and trained individual reasonably believes a person is experiencing an opioid-related overdose.</p> <p>Each applicable campus shall have at least one individual who is authorized and trained to administer an opioid antagonist present during regular school hours.</p>
<i>Maintenance, Availability, Training, and Reporting</i>	<p>Each applicable campus shall have at least two unused, unexpired opioid antagonist doses available.</p> <p>All opioid antagonists shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer an opioid antagonist.</p> <p>The Superintendent shall develop administrative regulations addressing acquisition, maintenance, expiration, and disposal of opioid antagonists in the District, as well as reporting, employee training, and emergency notification requirements.</p>
Psychotropics	<p>Except as permitted by law, an employee shall not:</p> <ol style="list-style-type: none">1. Recommend to a student or a parent that the student use a psychotropic drug;2. Suggest a particular diagnosis; or3. Exclude the student from a class or a school-related activity because of the parent's refusal to consent to psychiatric evaluation or examination or treatment of the student.
Medical Treatment	<p>A student's parent, legal guardian, or other person having lawful control shall annually complete and sign a form that provides emergency information and addresses authorization regarding medical treatment. A student who has reached age 18 shall be permitted to complete this form.</p> <p>The District shall seek appropriate emergency care for a student as required or deemed necessary.</p>

**Threat Assessment
and Safe and
Supportive Team**

In compliance with law, the Superintendent shall ensure that a multidisciplinary threat assessment and safe and supportive team is established to serve each campus. The Superintendent shall appoint team members. The team shall be responsible for developing and implementing a safe and supportive school program at each campus served by the team and shall support the District in implementing its multi-hazard emergency operations plan.

Training

Each team shall complete training provided by an approved provider on evidence-based threat assessment programs.

Student Reports

Each campus shall establish a clear procedure for a student to report concerning behavior exhibited by another student for assessment by the team or other appropriate District employee.

Employee
Confidentiality

A District employee who reports a potential threat may elect for the employee's identity to remain confidential and not be subject to disclosure under the state's public information law. The employee's identity shall only be revealed when necessary for the team, the District, or law enforcement to investigate the reported threat.

The District shall maintain a record of the identity of a District employee who elects for the employee's identity to remain confidential.

Imminent Threats or
Emergencies

A member of the team or any District employee may act immediately to prevent an imminent threat or respond to an emergency, including contacting law enforcement directly.

Threat Assessment
Process

The District shall develop procedures as recommended by the Texas School Safety Center. In accordance with those procedures, the threat assessment and safe and supportive team shall conduct threat assessments using a process that includes:

1. Identifying individuals, based on referrals, tips, or observations, whose behavior has raised concerns due to threats of violence or exhibition of behavior that is harmful, threatening, or violent.
2. Conducting an individualized assessment based on reasonably available information to determine whether the individual poses a threat of violence or poses a risk of harm to self or others and the level of risk.
3. Implementing appropriate intervention and monitoring strategies, if the team determines an individual poses a threat of harm to self or others. These strategies may include referral of a student for a mental health assessment and escalation procedures as appropriate.

For a student or other individual the team determines poses a serious risk of violence to self or others, the team shall immediately report to the Superintendent, who shall immediately attempt to contact the student's parent or guardian. Additionally, the Superintendent shall coordinate with law enforcement authorities as necessary and take other appropriate action in accordance with the District's multihazard emergency operations plan.

For a student the team identifies as at risk of suicide, the team shall follow the District's suicide prevention program.

For a student the team identifies as having a substance abuse issue, the team shall follow the District's substance abuse program.

For a student whose conduct may constitute a violation of the District's Student Code of Conduct, the team shall make a referral to the campus behavior coordinator or other appropriate administrator to consider disciplinary action.

As appropriate, the team may refer a student:

1. To a local mental health authority or health-care provider for evaluation or treatment; or
2. For a full individualized and initial evaluation for special education services.

The team shall not provide any mental health-care services, except as permitted by law.

Guidance to School
Community

The team shall provide guidance to students and District employees on recognizing harmful, threatening, or violent behavior that may pose a threat to another person, the campus, or the community and methods to report such behavior to the team, including through anonymous reporting.

Reports

The team shall provide reports to the Texas Education Agency as required by law.

Comprehensive System

The Superintendent shall develop and maintain a comprehensive system of student records and reports dealing with all facets of the school program operation and shall ensure through reasonable procedures that records are accessed by authorized persons only, as allowed by this policy. These data and records shall be stored in a safe and secure manner and shall be conveniently retrievable for use by authorized school officials.

Cumulative Record

A cumulative record shall be maintained for each student from entrance into District schools until withdrawal or graduation from the District.

This record shall move with the student from school to school and be maintained at the school where currently enrolled until graduation or withdrawal. Records for nonenrolled students shall be retained for the period of time required by law. No permanent records may be destroyed without explicit permission from the Superintendent. [See CPC]

Custodian of Records

The ~~principal~~principal is custodian of all records for currently enrolled students. ~~The principal~~The principal is the custodian of records for students who have withdrawn or graduated. The student handbook made available to all students and parents shall contain a listing of the addresses of District schools, as well as the Superintendent's business address.

Types of Education Records

The record custodian shall be responsible for the education records of the District. These records may include:

1. Admissions data, personal and family data, including certification of date of birth.
2. Standardized test data, including intelligence, aptitude, interest, personality, and social adjustment ratings.
3. All achievement records, as determined by tests, recorded grades, and teacher evaluations.
4. All documentation regarding a student's testing history and any accelerated instruction he or she has received, including any ~~documentation of discussion or action by an accelerated learning committee convened~~education plan developed for the student.
5. Health services record, including:
 - a. The results of any tuberculin tests required by the District.
 - b. The findings of screening or health appraisal programs the District conducts or provides. [See FFAA]

- c. Immunization records. [See FFAB]
6. Attendance records.
7. Student questionnaires.
8. Records of teacher, school counselor, or administrative conferences with the student or pertaining to the student.
9. Verified reports of serious or recurrent behavior patterns.
10. Copies of correspondence with parents and others concerned with the student.
11. Records transferred from other districts in which the student was enrolled.
12. Records pertaining to participation in extracurricular activities.
13. Information relating to student participation in special programs.
14. Records of fees assessed and paid.
15. Records pertaining to student and parent complaints.
16. Other records that may contribute to an understanding of the student.

Access by Parents

The District shall make a student's records available to the student's parents, as permitted by law. The records custodian or designee shall use reasonable procedures to verify the requester's identity before disclosing student records containing personally identifiable information.

Records may be reviewed in person during regular school hours without charge upon written request to the records custodian. For in-person viewing, the records custodian or designee shall be available to explain the record and to answer questions. The confidential nature of the student's records shall be maintained at all times, and records to be viewed shall be restricted to use only in the Superintendent's, principal's, or school counselor's office, or other restricted area designated by the records custodian. The original copy of the record or any document contained in the cumulative record shall not be removed from the school.

Copies of records are available at a per copy cost, payable in advance. Copies of records must be requested in writing. Parents may be denied copies of records if they fail to follow proper procedures or pay the copying charge. If the student qualifies for free or

reduced-price lunches and the parents are unable to view the records during regular school hours, upon written request of a parent, one copy of the record shall be provided at no charge.

A parent may continue to have access to his or her child's records under specific circumstances after the student has attained 18 years of age or is attending an institution of postsecondary education. [See FL(LEGAL)]

Access by School Officials

A school official shall be allowed access to student records if he or she has a legitimate educational interest in the records.

For the purposes of this policy, "school officials" shall include:

1. An employee, Board member, or agent of the District, including an attorney, a consultant, a contractor, a volunteer, a school resource officer, and any outside service provider used by the District to perform institutional services.
2. An employee of a cooperative of which the District is a member or of a facility with which the District contracts for placement of students with disabilities.
3. A contractor retained by a cooperative of which the District is a member or by a facility with which the District contracts for placement of students with disabilities.
4. A parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
5. A person appointed to serve on a team to support the District's safe and supportive school program.

All contractors provided with student records shall follow the same rules as employees concerning privacy of the records and shall return the records upon completion of the assignment.

A school official has a "legitimate educational interest" in a student's records when he or she is:

1. Working with the student;
2. Considering disciplinary or academic actions, the student's case, or an individualized education program for a student with disabilities;
3. Compiling statistical data;
4. Reviewing an education record to fulfill the official's professional responsibility; or

5. Investigating or evaluating programs.

**Transcripts and
Transfers of Records**

The District may request transcripts from previously attended schools for students transferring into District schools; however, the ultimate responsibility for obtaining transcripts from sending schools rests with the parent or student, if 18 or older.

For purposes of a student's enrollment or transfer, the District shall promptly forward in accordance with the timeline provided in law education records upon request to officials of other schools or school systems in which the student intends to enroll or enrolls. [See FD(LEGAL), Required Documentation] The District may return an education record to the school identified as the source of the record.

**Records
Responsibility for
Students in Special
Education**

The ~~director of special education~~ **director of special education** shall be responsible for ensuring the confidentiality of any personally identifiable information in records of students in special education.

A current listing of names and positions of persons who have access to records of students in special education is maintained at ~~the special education office~~ **the special education office**.

**Procedure to Amend
Records**

Within 15 District business days of the record custodian's receipt of a request to amend records, the District shall notify the parents in writing of its decision on the request and, if the request is denied, of their right to a hearing. If a hearing is requested, it shall be held within ~~ten~~ **10** District business days after the request is received.

Parents shall be notified in advance of the date, time, and place of the hearing. An administrator who is not responsible for the contested records and who does not have a direct interest in the outcome of the hearing shall conduct the hearing. The parents shall be given a full and fair opportunity to present evidence and, at their own expense, may be assisted or represented at the hearing.

The parents shall be notified of the decision in writing within ~~ten~~ **10** District business days of the hearing. The decision shall be based solely on the evidence presented at the hearing and shall include a summary of the evidence and reasons for the decision. If the decision is to deny the request, the parents shall be informed that they have 30 District business days within which to exercise their right to place in the record a statement commenting on the contested information and/or stating any reason for disagreeing with the District's decision.

**Directory
Information**

The District has designated the following categories of information as directory information: ~~student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of~~

STUDENT RECORDS

FL
(LOCAL)

~~attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams~~ student name; address; telephone listing; electronic mail address; photograph; date and place of birth; major field of study; degrees, honors, and awards received; dates of attendance; grade level; most recent educational institution attended; participation in officially recognized activities and sports; and weight and height of members of athletic teams.



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent, and Ms. Susana Frescas, Administrator of Instructional Programs
Subject: Special Programs Dual Language Education ESL EHBE(LOCAL) and EHBE(REGULATION)
Date: January 17, 2024

HISTORY:

On November 8, 2023, the Board of Trustees for San Elizario formally requested a comprehensive review and modification of policy EHBE(LOCAL).

RATIONALE:

The significant amendment to the policy mandates the district to adopt one-way and two-way dual language as the primary bilingual education models. Also, EHBE(REGULATION) has been developed to provide detailed guidelines for the implementation of board policy EHBE(LOCAL).

BUDGET:

The allocation for the bilingual program during the 2022-2023 school year amounts to \$1,033,036.00.

ADMINISTRATIVE RECOMMENDATION:

The administrative recommendation is for the Board of Trustees to endorse the modifications to board policy EHBE(LOCAL) and to take into consideration EHBE(REGULATION).

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Definitions

For purposes of this policy, emergent bilingual refers to students who qualify for bilingual/ESL services through the Language Proficiency Assessment Committee (LPAC) process and replaces the terms limited English proficient (LEP), English language learner (ELL), and English learner (EL).

Partner language refers to the language other than English in a dual language program, such as Spanish.

Superintendent's
Designee

For purposes of this policy, the Superintendent's designee shall be filled by an executive director or higher-level position.

**District Bilingual
Education Programs**

The preferred models for bilingual education in the District are one-way dual language and two-way dual language.

Each elementary campus that has an enrollment of 18 or more students identified as emergent bilingual in any language classification in the same grade level shall offer a dual language program.

Transitional bilingual/early exit is not an approved District bilingual program model.

**Elementary Dual
Language Programs**

A Dual Language Program is a bilingual educational model in which students learn academic content presented in two languages—English and a partner language—and develop bilingualism, biliteracy, and positive cross-cultural competence. At least 50 percent of instructional time shall be provided in the partner language at all grade levels offered at the school.

For purposes of this policy, the Dual Language Program models are as follows:

1. One-way dual language programs serve one language group of students, specifically emergent bilinguals. For example, students whose primary language is Spanish learn in English and Spanish.
2. Two-way dual language programs integrate two language groups of students, with an equal number of each, or as approximate as possible. For example, emergent bilingual students who speak Spanish and students whose primary language is English learn in both languages.

Unless otherwise specified, Dual Language Program in this policy shall refer to both one-way and two-way dual language models.

Students identified as emergent bilinguals in a dual language program should meet reclassification criteria and be exited from English learner status not earlier than six or later than seven years after enrolling in U.S. schools [19 TAC 89.1210(c)(2)]. Students

identified as emergent bilinguals shall be allowed to continue in the dual language program even after they acquire sufficient English proficiency to meet reclassification criteria and are exited from limited English proficient (LEP) status.

Purpose

The purpose of the Dual Language Program is as follows:

3. Students will participate in a rigorous academic program with high cognitive demand, resulting in students achieving academically in the core content areas in two languages.
4. Students will develop bilingualism and biliteracy, defined as the ability to comprehend and communicate in two languages, both orally and in written form, using grade-level appropriate, complex thinking.
5. Students will develop positive cross-cultural competence.

Eligibility

The parent or guardian of a student identified as emergent bilingual may enroll his or her child in a bilingual program as defined in the first section of this policy or in a one-way or two-way dual language program at the student's home campus.

The parent or guardian of a student not identified as emergent bilingual may apply to enroll his or her child in dual language program at the student's home campus or at another campus. In approving or denying the application, the principal shall consider any potential impact on the emergent bilingual students in the one-way Dual Language Program, including space available for additional students who may enroll.

In accordance with law, access to the Dual Language Program shall not be based on race, creed, color, religious affiliation, age, or disability. [See EHBE(LEGAL)]

Grade Levels

Enrollment in elementary dual language programs will begin at prekindergarten or kindergarten and continue without interruption through the elementary grades.

Students identified as emergent bilinguals who enroll in a dual language program shall be enrolled at their designated grade level based on age and preparation. Students whose primary language is English who apply for the dual language program may begin only in prekindergarten or kindergarten, or within the first four calendar weeks of the beginning of first grade, unless a language assessment in the partner language indicates they have the proficiency necessary to participate.

Support of Program
Goals

The Board and the administration shall support program goals as stated in 19 Administrative Code 89.1210 by providing sufficient

	<p>resources to implement dual language programs with fidelity, including by hiring and retaining highly qualified staff that meet program requirements, funding appropriate professional development, providing instructional resources, and monitoring program implementation.</p>
Assessment	<p>The District shall assess development of partner language proficiency for students in the program and report to parents/guardians on report cards.</p> <p>The Language Proficiency Assessment Committee (LPAC) will determine the language of assessment on state assessments for each student identified as emergent bilingual. The principal, with input from teachers and parents/guardians and in accordance with District guidelines, will determine the language of assessment on local and state assessments for each student whose primary language is English.</p>
Equitable Access	<p>The District is committed to providing equitable access to services for students identified as emergent bilingual.</p>
Expectations for Participants	<p>Parents/guardians of students enrolled in a Dual Language Program are expected to:</p> <ol style="list-style-type: none">1. Enroll the student in the program throughout the elementary school grades;2. Understand the program goals, content, and design;3. Engage in language enrichment activities outside of school when possible; and4. Consent to language proficiency assessments in English and the partner language. <p>Teachers and administrators in the Dual Language Program are expected to:</p> <ol style="list-style-type: none">1. Implement the program with fidelity at all grade levels in which the program is offered [See 19 Administrative Code 89.1210(c)(2) and 89.1245];2. Communicate program goals, content, and design to parents/guardians and students; and3. Facilitate family engagement in the program.
Secondary Dual Language Programs	<p>The District shall provide secondary dual language programs at identified middle and high school campuses. Enrollment in the Dual Language Program will continue uninterrupted from grades 7–8 in middle school and grades 9–12 in high school.</p>

The program design for secondary dual language includes at each grade level at least two District-determined courses taught in the partner language, including one language/literacy course and one core content course (math, science, social studies) or elective course, and at least one English Language Arts/Reading course or other related English language/literacy course.

Changes to secondary dual language program models must be approved by the Superintendent or designee.

The District shall develop criteria for an SEISD Dual Language Seal of Biliteracy that students would receive upon graduation.

Eligibility

Emerging Bilingual students eligible for Dual Language in middle school include:

Middle School

1. Students who have completed a District elementary dual language program; and
2. Students who demonstrate sufficient proficiency in the partner language.

High School

Emerging Bilingual Students eligible for Dual Language in high school include:

1. Students who have completed a District middle school dual language program; and
2. Students who demonstrate sufficient proficiency in the partner language.

Program Monitoring

The District shall monitor program implementation and impact on students' linguistic and academic development using a variety of data points, including the following:

1. Classroom observation data;
2. Teacher and administrator participation in professional learning;
3. Student performance on State and District assessments, interpreted appropriately based on research in dual language education and the development of emergent bilinguals;
4. Language development in the partner language and in English, and
5. Family engagement. [See EHBE(REGULATION)]

The District shall report program implementation to the Board on an annual basis.

Training

The District shall provide orientation and training for all members of the LPAC(s), which shall include a discussion of the committee's duties and a thorough explanation and review of all laws and rules governing the confidentiality of information regarding individual students. In performing their duties, committee members shall be acting for the District and shall observe requirements regarding confidentiality of student records. [See FL]

**District Bilingual
Education Programs**

A dual language program (DLP) is a bilingual educational approach in which students learn two languages in an instructional setting that integrates subject content presented in English and another language. Models may vary depending on the amount of each language used for instruction at each grade level. The program must be based on instruction that adds to the student's first language.

The District offers DLPs as program options for students learning a second language.

DLP Models

For purposes of this policy, the DLP models are as follows:

1. One-way dual language supports one language group of students to become bilingual, bicultural, and biliterate. For example, students whose primary language is Spanish would learn in English and Spanish.
2. Two-way dual language supports two language groups of students to become bilingual, bicultural, and biliterate. For example, an equal number, or as approximate as possible, of students who speak English and another language would learn in both languages.

Unless otherwise specified, DLP in this policy refers to both one-way and two-way dual language programs.

Purpose

The purpose of the DLP is as follows:

1. Students will participate in a rigorous academic program that accelerates their learning.
2. Students will develop a high linguistic proficiency in two languages.
3. Students will develop a high academic proficiency in two languages.
4. Students will develop positive cross-cultural attitudes.

Eligibility

Dual language programs may be school-based, serving primarily students who live within the attendance area of a school serving students from both within and outside of the attendance area of a school.

In accordance with law, access to the DLP will not be based on race, creed, color, religious affiliation, age, or disability. [See EHBE (LEGAL)]

Enrollment

Parents of English learners may enroll their children in either the one-way or two-way DLP.

Grade Levels	<p>Enrollment in the DLP will begin at prekindergarten or kindergarten.</p> <p>Participation in the DLP will continue without interruption through the elementary grades.</p>
Language Proficiency	<p>A student whose native language is English will not be allowed to enter the program after kindergarten unless the student scores at grade-level equivalency on a standardized Spanish language arts achievement test.</p> <p>The District will use a TEA-approved language proficiency test for students in the program, including both language groups, to establish baseline and to monitor data in both languages.</p>
Application Process and Time Line	<p>During the months of January and February, the schools will showcase the DLP at their schools by conducting meetings for all parents living in the SEISD area.</p> <p>Parents will submit applications for the DLP by the end of February. At this time, each school will determine if a lottery will need to be conducted in order to fill the available spaces in the DLP.</p>
Lottery	<p>The District will conduct a lottery when applications to the DLP exceed the number of spaces available for English learners and/or non-English language learners.</p> <p>After the lottery, the students who do not make it into the DLP will be placed on a waiting list. If a space becomes available, the principal will use the waiting list to fill the empty spaces.</p>
Appeal Process	<p>The District will notify parents of the outcome of the lottery via a letter. If a parent is not satisfied with the outcome, the parent may appeal in writing to the administrator of instructional programs within 15 business days after the date of the letter. In consultation with the principal, the administrator of instructional programs will determine acceptance or denial of the appeal and will inform the parent, in writing, of the decision.</p>
DLP Transfers	<p>Upon acceptance to the DLP, the District will issue a curriculum transfer.</p> <p>A student on a curriculum transfer for the DLP must abide by the District transfer policy. [See FDB(LOCAL)]</p> <p>A student in a DLP who moves to a different attendance zone or returns to his or her home school will have priority and will be allowed to enroll in the DLP if there is space and staff available.</p>

	<p>A student in a District-based school whose family decides to no longer participate in the DLP will have his or her curriculum transfer revoked in accordance with the District's transfer policy. [See FDB(LOCAL)]</p>
Sibling Transfer	<p>A sibling curriculum transfer request for the DLP will be allowed if space and staff are available at the sibling's grade level.</p> <p>DLP students' siblings who are not participating in the program will be allowed if space and staff are available at that grade level. [See FDB(LOCAL)]</p>
Transportation	<p>Transportation will not be provided to students participating in a DLP at a school outside of the attendance area in which they live. [See FDB(LOCAL)]</p>
Support of Program Goals	<p>The Board and the administration will support the DLP by hiring and retaining highly qualified staff, funding appropriate professional development, and providing program facilities and instructional resources.</p>
Expectations for Participants	<p>Each student enrolled in the DLP will:</p> <ol style="list-style-type: none">1. Commit to the program throughout the elementary school grades; and2. Maintain a high record of attendance. <p>Each parent of a student enrolled in the DLP will:</p> <ol style="list-style-type: none">1. Ensure that the child attends school every day and is brought to school on time and picked up on time;2. Support and encourage the child to do his or her best every school day;3. Attend parent conferences and workshops and support the school by actively participating in school activities;4. Cooperate and play a key role in the academic, linguistic, and social-emotional development of the child by communicating frequently with the classroom teacher; and5. Agree to have the child assessed for language proficiency in English and the other language, along with other scheduled academic assessments. <p>Teachers and administrators will commit to:</p> <ol style="list-style-type: none">1. Set high academic expectations that will engage all students in preparation for postsecondary success in a bilingual, bicultural, and biliterate global society;

2. Prepare and deliver instruction in two languages in order to provide academically rigorous material to promote student learning and achievement; and
3. Engage parents in the learning process to ensure success for each student.

Evaluation
Assessment

The District will conduct an annual formative and summative evaluation collecting a full range of data to determine the program's impact on students' linguistic, academic, and social-emotional development.

The Language Proficiency Assessment Committee (LPAC) will determine the assessments that each student will take.



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Executive Director HR
Subject: Early Resignation Notice Incentive Pay
Date: January 17, 2024

HISTORY: An early resignation notice incentive is a cash incentive to employees who intend to resign at the end of the school year in return for early notice of resignation. The Texas Education Code allows educators employed under probationary, term, or continuing contracts to provide notice of resignation, without penalty, at any time up until 45 days before the first day of instruction of the following school year (TASB, 2020).

RATIONALE: The early resignation notices will allow the administration to plan for staffing levels for the following school year. The proposed early resignation incentive amount per employee is \$1,000 for a maximum of 25 employees.

The early resignation notice incentive pay provides the administration additional time to plan staffing for the 2024-2025 school year, and it is not connected to any near-certain involuntary layoffs of employees. A copy of the proposed early resignation incentive pay administrative guidelines and agreement are provided on the next pages.

BUDGET: The amount depends on the number of early resignations received. However, the district will only consider the first 25 early resignation notices for a budgeted amount of \$25,000 for this purpose.

ADMINISTRATIVE RECOMMENDATION: The administration recommends the approval of the early resignation notice incentive in the amount of \$1,000 for the first 25 eligible employees as presented.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



Early Resignation Notice Incentive Pay Administrative Guidelines 2023-2024

The Texas Education Code allows educators employed under a probationary, term, or continuing contract to provide notice of resignation, without penalty, at any time up until 45 days before the first day of instruction of the following school year. To allow the district additional time to plan staffing for the 2024-2025 school year, the district is offering an incentive to eligible employees for their early notice of resignation. At-will employees are not eligible for the early resignation incentive since they can resign at any time.

Only the first 25 employees who submit this form along with a letter of resignation effective at the end of the employee's contract are eligible for the incentive. Forms should be sent to bacruz@seisd.net. Forms are being accepted starting on January 17, 2024 until 5:00 pm on March 29, 2024. Please note that incomplete or incorrect submissions will be sent back and will lose their place in the queue.

The submission of this form does not guarantee the incentive payment. **The ineligibility for the incentive payment does not void your intent to resign.**

Eligible employees who have submitted notice of resignation prior to January 17, 2024 are not eligible for the incentive.

Eligibility Criteria:

- Non-ESSER professional (exempt) staff who are currently under contract and in good standing and who were already planning to resign or retire at the end of the school year.
- Professional staff is defined as employees currently on a Chapter 21 or Non-Chapter 21 written employment contract. At-will, temporary, or part-time employees are not eligible.
- To be in good standing, an employee may not be on administrative leave in connection with misconduct (alleged or substantiated) or have been recommended for termination or non-renewal of the employment.
- Contracted non-ESSER employees, who are employed under probationary, or term contract must hold the proper certifications and credentials for their position.

Incentive Amount

- An employee whose resignation meets all requirements set by the district will receive a \$1,000.00 (ONE-THOUSAND AND NO/100 DOLLARS) incentive included in his/her final paycheck for 2023-2024. The incentive payment will be subject to all legally required reductions.

Contingency

1. Eligibility for an incentive payment is contingent upon the employee maintaining his or her employment in good standing and completing his or her assigned contract work schedule through the effective date of the resignation at the end of the 2023-2022 school year.
2. The employee will perform all duties for the 2023-24 contract term, will remain on a "paid status", and will work through the last day of the contract term.
3. Employees under a probationary or term contract who submit an early resignation notice effective at the end of their contract year but are terminated for good cause or resign in lieu of termination before the end of the year, forfeit the incentive.
4. The early resignation notice incentive will be paid in one lump sum with the employee's last paycheck. The incentive payment will be subject to all legally required reductions, including but not limited to income tax.



Procedure:

1. The employee must hand-deliver to the Human Resources Department or submit via email to bacruz@seisd.net from **January 17, 2024 to March 29, 2024 by 5:00 pm from the employee's district email address the following documents:**
 - a. Agreement for Early Resignation Notice Incentive Pay, signed by the employee; and
 - b. A signed and dated letter of resignation, addressed to the Superintendent. *The Agreement for Early Resignation Notice Incentive Pay is available on the district website's Human Resources page or from the Human Resources office.*

The employee's resignation must be voluntary, unconditional, in a form acceptable to the Superintendent of Schools, and must state that it is effective on the employee's last duty day of the 2023-2024 school year.

Both documents must be submitted together in person or via email to the Human Resources office by the deadline. An employee who does not satisfactorily complete step 1 may not participate in the incentive program.

2. Resignation and incentive agreement form **will not** be received by U.S. Mail, or fax. Employees who make late submissions outside of this timeframe or procedure will not be eligible for the incentive.
3. Each completed resignation and agreement will be reviewed for eligibility in the order received. Once approved and finalized, resignations cannot be withdrawn. The decision of the Superintendent as to eligibility and compliance with the incentive plan is final.
4. The district will give written notice to employees of whether they are approved to participate in the program. If approved, the Agreement for Early Resignation Notice Incentive Pay will be signed by the Superintendent, and a copy will be returned to the employee. Approved employees will be deemed ineligible for rehire for the next school year (2024-2025).



Agreement for Early Resignation Notice Incentive Pay

Employee Name	Employee ID
<i>To be completed by SEISD</i> Date Received: Time Received: Letter of Resignation Attached: ___Yes ___No	Received By:

This Agreement for Early Resignation Notice Incentive Pay (“Agreement”) is entered into between the San Elizario Independent School District (“District”) and the undersigned employee (“Employee”), effective on the date signed and dated by the Superintendent.

A. Agreements and Consideration

By signing this Agreement, the Employee and the District agree:

1. The Employee submits his or her voluntary resignation as an attachment to this Agreement. This Agreement and the resignation are hand-delivered or submitted via email to the District’s Human Resources Office at bcruz@seisd.net on or before 5:00 p.m. on March 29, 2024, with all required documentation, and in compliance with District requirements.
2. The Employee’s resignation is effective on the last duty day for the 2023-24 contract term. The Employee will perform all duties for the 2023-24 contract term, will remain on “paid status”, and will work through the last day of the contract term.
3. This resignation is submitted in advance of the penalty-free resignation date provided by the Texas Education Code. This early resignation provides the district with additional time to plan for staffing for the 2023-24 school year.
4. The district will pay the Employee a one-time Incentive Payment of \$1,00.00 (One-Thousand and No/100 Dollars) in the Employee’s final paycheck for 2023-24. The incentive payment will be subject to all legally required reductions, including but not limited to income tax.
5. Subject to the terms of this Agreement, all District obligations to the Employee, financial or otherwise, will cease at the end of the contract term.
6. Employees under a probationary or term contract who submit an early resignation notice effective at the end of their contract year but are terminated for good cause or resign in lieu of termination before the end of the year, forfeit the incentive.
7. The early resignation notice incentive is not connected to any near-certain involuntary layoffs of employees.

B. Warranties and Assurances

1. The consideration described in this Agreement is given in exchange for the parties entering into the Agreement. This consideration is not something to which the parties are otherwise entitled, and the parties agree the consideration is adequate.



2. The Employee makes the following assurances:
 - a. I am a professional employee of the district in good standing, employed under a contract.
 - b. My resignation is voluntary and unconditional.
 - c. I may not rescind the resignation after the district accepts it and it becomes final.
 - d. The ineligibility for the incentive payment does not void my intent to resign.
 - e. I will be deemed ineligible for rehire for the next school year (2024-2025).
 - f. I have carefully read this agreement and I fully understand it.

3. The district makes the following assurances:
 - a. Work is available for the Employee.
 - b. The Employee’s resignation is voluntary.
 - c. The early resignation notice incentive pay serves the purpose of providing administration additional time to plan staffing for the 2024-2025 school year and it is not connected to any near-certain involuntary layoffs of employees.
 - d. The district will give written notice to employees of whether they are approved to participate in the program. If approved, the Agreement for Early Resignation Notice Incentive Pay will be signed by the Superintendent, and a copy will be returned to the employee. Approved employees will be deemed ineligible for rehire for the next school year (2024-2025).

Agreed

Employee Signature _____
 Printed Name _____
 Job Title _____
 Personal Email _____
 Date _____

____ Approved on _____.

____ Not Approved, Date: _____ Reason: _____

 Dr. Jeannie Meza-Chavez, Superintendent



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Executive Director Human Resources
Subject: Teacher Apprenticeship Program MOU
Date: January 17, 2024

HISTORY: The apprenticeship program is a pathway designed for individuals working towards completing their college degree in education at EPCC or UTEP while getting on the job training with a mentor teacher. The goal of the program is to provide individuals with the opportunity to continue working as they complete their educational goals in the teaching field. The program is made possible through a partnership with ESC Region 19.

RATIONALE: The program will be offered to candidates who are current full-time employees. The program will prepare candidates to support teachers and students in the classroom by providing real-world classroom experience while working towards completing a degree in Teacher Preparation.

BUDGET: There will not be an additional cost to the district.

ADMINISTRATIVE RECOMMENDATION: The administration recommends the approval of the MOU with Region 19 as presented.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

ESC 19 TEACHING APPRENTICESHIP MEMORANDUM OF UNDERSTANDING

For

ESC 19 Teacher Apprenticeship and Strategic Staffing Design and Implementation

THIS AGREEMENT (the "Agreement") is effective as of February 2024 ("the Effective Date"), by and between Education Service Center – Region 19 (“ESC19”), on behalf of its REGISTERED TEACHER APPRENTICESHIP PROGRAM ("RTAP"), ESC19 TEXAS STRATEGIC STAFFING (TSS), and TEACHER PREPARATION AND CERTIFICATION PROGRAM (“TPCP”), which is an approved Texas Educator Preparation Programs as defined under TAC 19.228, and is located at 6611 BOEING DR, EL PASO, TEXAS 79925, and SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT ("SEISD") , which is located at 1050 Chicken Ranch Road, San Elizario, Texas 79849. ESC19 and SEISD shall be known collectively as "the Parties" and singularly as "a Party" or "the Party."

The Parties seek to provide professional and educational experiences to TEACHER APPRENTICES ("TA") enrolled in the REGISTERED TEACHER APPRENTICESHIP PROGRAM ("RTAP") at ESC19; and

Therefore, the Parties agree as follows:

ARTICLE I RESPONSIBILITIES OF ESC19

ESC19 shall fulfill the following terms, obligations, and covenants:

- (1) Inform SEISD of the name, address, and phone number of the ESC19 Director and designated RTAP representative(s) ("REPRESENTATIVES") who will be available to assist SEISD personnel and TAs who will be responsible for maintaining ongoing contact with SEISD's designated representative ("SEISD REPRESENTATIVE");
- (2) Acquaint SEISD's designated representative with methods and specifics of the RTAP;
- (3) Notify SEISD of the names and arrival dates of TAs, as such dates are mutually- agreed upon by SEISD and ESC19;
- (4) Assign TAs to SEISD who are qualified, as determined by RTAP requirements, for apprenticeship positions and provide SEISD with information about the TAs to the extent permitted by applicable law;
- (5) Assign only the number of TAs mutually agreed upon by SEISD and ESC19;
- (6) Provide a copy of the Registered Apprenticeship Standards for the K-12 Teacher, Teacher Aide and Appendix A, Work Process Schedule;
- (7) Notify SEISD of the names and arrival dates of TAs, as such dates are mutually- agreed upon by SEISD and ESC19;
- (8) Require TAs to provide transportation to and from SEISD, and appropriate supplies and uniforms,

as applicable;

- (9) Inform TAs about their obligation to adhere strictly to all applicable administrative policies, rules, standards, schedules, and practices of SEISD;
- (10) Submit notice and a copy of grant guidelines and deliverables for any grants that are utilized to pay tuition for TAs to universities, colleges or TPCP, to include a timeline with reporting deadlines;
- (11) Submit notice of reporting requirements and a copy of reporting deadlines for TAs according to the Department of Labor Apprenticeship requirements;
- (12) Upon notice to ESC19, inform SEISD of any adverse circumstances to which SEISD may be exposed because of the activities or health status, including the mental health status, of a TA;
- (13) Upon notice to ESC19, notify SEISD of any complaint claim, investigation, or lawsuit involving a TA that is related to clinical and educational experiences provided under this Agreement;
- (14) ESC19 shall pay mentor teachers of TAs completing their year-long residency in Level 5, a stipend on behalf of TPCP, not to exceed \$400 per TA, for fulfilling all their duties and responsibilities as stipulated in the program guidelines; AND
- (15) ESC19 shall complete a criminal background check for each TA accepted into the RTAP. A background check will be considered "completed" if it includes, at a minimum, all of the following elements: (1) criminal background check in current and previous counties of residence and employment, (2) confirmation that the Program participant is not listed as a sexual offender and, if requested by SEISD, in any child abuse registry. SEISD shall have the right to require withdrawal of any assigned TA in the event that individual fails to meet the standards established by SEISD for acceptable background; AND

ARTICLE II OBLIGATIONS OF SEISD

SEISD shall fulfill the following terms, obligations, and covenants:

- (1) Inform ESC19 of the name, address, and phone number of the designated SEISD REPRESENTATIVES who will be available to assist ESC19 personnel and who will be responsible for maintaining ongoing contact with ESC19'S REPRESENTATIVE;
- (2) Designate a Journeyworker/Mentor Teacher for each TA and ensure that each Journeyworker/Mentor Teacher that meets the highly qualified criteria as defined by a Mentor teacher in TAC 228.2 (26) for any and all TAs completing their year-long residency in Level 5;
- (3) Provide substitute coverage, if needed, for all Journeyworker/Mentor Teachers assigned to TAs to ensure they attend one half-day training quarterly with ESC19;
- (4) Provide substitute coverage, if needed, for all TAs to ensure they attend one half-day training once a month with ESC19 from August to May for Level 1-3;

- (5) Provide substitute coverage, if needed, for all TAs to ensure they attend one full-day training once a month with ESC19 from August to May for Level 4-5;
- (6) For TAs completing their year-long residency in Level 5, allow the Journeyworker/Mentor Teacher time to complete required documentation and to prepare for conferences with TAs; to maintain scheduled conferences with TAs; and to consult with the TPCP's field supervisor;
- (7) Provide TPCP's field supervisor, from the mentor, with a performance appraisal for each TA completing their year-long residency in Level 5, in the manner prescribed by ESC19;
- (8) Allow the Mentor/Journeyworker Teacher time to provide coaching and feedback to the TA;
- (9) Permit designated TPCP field supervisors and/or RAP representatives the right to counsel with and to observe TAs at SEISD;
- (10) Notify TAs about their obligation to comply with ESC19 policies and procedures, state law, and RTAP required trainings where applicable in the performance of duties required;
- (11) Submit progress updates on TAs according to the Department of Labor Apprenticeship requirements such as hours worked weekly/monthly and ensure they meet DOL deadlines;
- (12) Complete and sign Appendix D to be added as an employer under ESC19 RTAP with the Department of Labor; AND
- (13) Report unsatisfactory conduct, separation of employment, or performance of a TA in a manner prescribed by ESC19.

ARTICLE III OBLIGATIONS OF THE PARTIES

The Parties mutually agree to fulfill the following terms, obligations, and covenants:

- (1) Neither ESC19, nor any ESC19 personnel, shall be considered employees, agents, borrowed servants, partners, or joint ventures of SEISD, unless otherwise agreed upon by the relevant parties;
- (2) Neither SEISD, nor any SEISD personnel, shall be considered employees, agents, borrowed servants, partners, or joint ventures of ESC19, unless otherwise agreed upon by the relevant parties;
- (3) SEISD and ESC19 are not responsible for tuition of TAs, unless otherwise agreed upon by the relevant parties;
- (4) Nothing in this Agreement is to be construed as transferring financial responsibility from one Party to another;
- (5) Without limitation of any provision set forth in this Agreement, the Parties expressly agree to abide by all applicable federal and/or state equal employment opportunity statutes, rules, and regulations;

- (6) SEISD shall have the right to refuse to allow TAs who do not meet minimum guidelines to apply for job postings;
- (7) TPCP, RTAP and SEISD commit to engaging in the technical assistance, as outlined in Appendix B, from ESC19 Texas Strategic Staffing (TSS) that adheres to six Strategic Staffing objectives:
 - a) Address students' learning acceleration needs and other instructional priorities through implementation of high-quality TA residencies.
 - b) Enable equitable educational access for your students through high-quality TA residency programs as a key teacher pipeline strategy.
 - c) Enable equitable access to quality preparation to retain a diverse teacher pipeline in your district.
 - d) Prioritize long-term teacher effectiveness through rigorous pre-service practice in year-long TA residency programs.
 - e) Recruit, select, train and continuously develop high-quality mentor teachers to support TAs placed in high-need areas.
 - f) Support your district to sustainably fund TA residencies through funding reallocation in service of an enduring talent pipeline.
- (8) SEISD will select schools in partnership with TPCP and RTAP to align with availability of TA placements and pursue apprentice placement goals that are jointly established between SEISD, RTAP and TPCP;
- (9) SEISD, RTAP and TPCP will each assign a point person to serve as the Strategic Staffing design leader. These individuals will have enough time and authority to oversee the work and will be accountable for helping to operationalize the objectives. The total estimated time required to participate in design sessions and progress check-in calls is approximately 28 hours/person for the duration of the design year (February - September, 8 months);
- (10) SEISD, RTAP and TPCP design team will review and approve the staffing model designed by each participating school and monitor each school's implementation and redesign to facilitate continuous improvement, based on the Strategic Staffing objectives; AND
- (11) SEISD, RTAP and TPCP will collaborate with ESC19 TSS to gather data needed to monitor the initiative's success. Data will be shared back to provide all stakeholders insights into both the implementation of strategic staffing and the residency as it relates to the goals of TPCP, SEISD, the ESC19 apprenticeship, and school(s). For SEISD this includes student, TA, and school level data, including data for those participating in the strategic staffing intervention and data for those in comparison groups. For TPCP and RTAP this includes apprentice level data for those participating in the strategic staffing intervention and data for those in comparison groups.

**ARTICLE IV
TERM AND TERMINATION**

- (1) This Agreement shall remain in effect from the Effective Date of the Agreement, which is set forth in the first paragraph of this Agreement, until the 30th day of June 2026 ("the Termination Date") and shall automatically renew for up to 1 additional term of one (1) year, unless sooner terminated in accordance with applicable provisions of this Agreement.

- (2) Any breach of the covenants stated in Article I of this Agreement by ESC19 or Article II by SEISD shall be considered a material breach of this Agreement. In the event of a material breach, SEISD or ESC19, as applicable, shall have the right to terminate this Agreement immediately.
- (3) Notwithstanding any other provision in the Agreement, either Party shall have the right to terminate this Agreement without cause after thirty (30) calendar days written notice is given to the other Party. If either Party exercises this option, the Parties agree to make reasonable efforts so that TAs already in training status will be allowed to complete the stipulated course of study.
- (4) SEISD shall further have the right to demand immediate removal of any TA from its premises, upon a determination by the administrator in charge that the TA poses a threat to the health, safety, welfare of SEISD's students, or personnel or to the orderly business: function of SEISD or for any other reason.

ARTICLE V GENERAL PROVISIONS

- (1) The Parties agree that this Agreement will be construed by the laws of the State of Texas and venue for purposes of litigation shall be El Paso County, Texas.
- (2) The terms and conditions of this Agreement may be modified upon mutual written consent of the Parties at any time.
- (3) This Agreement and all terms and conditions contained herein shall become effective as of the date noted as the Effective Date that first appears in paragraph one of this document.
- (4) Any notice required or permitted under this Agreement shall be made in writing at least thirty (30) days in advance of request of change in this Agreement.
- (5) Neither Party may assign any rights or obligations under this Agreement without the prior written consent of the other Party.
- (6) Each individual executing this Agreement on behalf of any Party expressly represents and warrants that he/she has authority to do so, and thereby to bind the Party on behalf of which/whom he/she signs, to the terms of this Agreement.
- (7) The superintendent can amend any systems and protocols as deemed necessary to SEISD but may not create changes that will affect RTAP from fulfilling their requirements as indicated in the Registered Apprenticeship Standards and Appendix A1 or Appendix A2, Work Process Schedule.
- (8) If any part of the Agreement should be determined to be invalid, illegal, inoperative, or contrary to applicable law, statute, regulation, or ESC19 or SEISD policies, that part of the Agreement shall be reformed, after notice is given in accordance with Article V, Section 4 of this Agreement to the other Party and if such reformation is determined by the Parties to be reasonably possible, in order to comply with the applicable policies, provisions of law, statute, or regulation, and, in any event, the remaining parts of the Agreement shall be fully effective and operative insofar as reasonably possible.

- (9) A waiver by either Party or the breach or violation of any provision of the Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the Agreement.
- (10) This Agreement is entered into by and between the Parties hereto and for their benefit. Unless explicitly provided in this Agreement there is no intent by either Party to create or establish third Party beneficiary status or rights in any third party, and no such third party shall have any right to enforce any right or enjoy any benefit created or established under this Agreement.
- (11) Unless expressly provided herein, the Parties do not assume or become liable for any of the existing or future obligations, liabilities, or debt of the other.
- (12) "Event of Force Majeure" means an event beyond the control of SEISD or ESC19 which prevents or makes a party's compliance with any of its obligations under the Agreement illegal or impracticable, including but not limited to: act of God (including, without limitation, fire, explosion, earthquake, tornado, drought, and flood); war, act or threats of terrorism, hostilities (whether or not war be declared), invasion, act of enemies, mobilization, requisition, or embargo; rebellion, insurrection, military or usurped power, or civil war; contamination or destruction from any nuclear, chemical, or biological event; riot, commotion, strikes, go slows, lock outs, or disorder; epidemic, pandemic, viral outbreak, or health crisis; or directive of governmental authority. No party will be considered in breach of the Agreement to the extent that performance of their respective obligations is prevented or made illegal or impracticable by an Event of Force Majeure that arises during the term (or after execution of the Agreement but prior to the beginning of the term). A party asserting an Event of Force Majeure hereunder ("Affected Party") will give reasonable notice to the other party of an Event of Force Majeure upon it being foreseen by, or becoming known to, Affected Party. In the event of an Event of Force Majeure, Affected Party will endeavor to continue to perform its obligations under the Agreement only so far as reasonably practicable.
- (13) Both parties adheres to the Texas Public Information Act (Texas Government Code, Chapter 552) and the interpretations thereof rendered by the Courts and the Texas Attorney General ("AG").
- (14) Both parties agree that they will not use each other's name or protected marks without the opposite party's prior express written approval.
- (15) Both parties agree that they will comply with all federal, state, or local laws or regulations applicable to either party's performance under the Agreement, and agrees to obtain and maintain all permits, licenses and other approvals required in connection with the operations contemplated under the Agreement. Both parties also agree that pursuant to Texas Education Code §51.9335(h), in any agreement for the acquisition of goods or services to which SEISD or ESC19 is a party, any provision required by applicable law to be included in the agreement is considered to be part of the agreement whether or not the provision appears on the face of the agreement or if the agreement contains any provision to the contrary.
- (16) All notices, consents, approvals, demands, requests, or other communications provided for or permitted to be given under any of the provisions of the Agreement to SEISD or ESC19 will be in writing and will be sent via registered or certified mail, overnight courier, or email, and notice will be deemed given (i) if mailed, when deposited, postage prepaid, in the United States mail, (ii) if sent

by overnight courier, one (1) business day after delivery to the courier, (iii) if sent by email, when received. Notices shall be sent to the following:

To ESC19:

Education Service Center 19

District Leadership/Accountability

Attn: Barbara O. Amaya, Director District Leadership/Accountability Support and Educator Certification

6611 Boeing Dr., El Paso, Texas 79925

bamaya@esc19.net

With a copy to:

Education Service Center 19

District Leadership/Accountability Support and Educator Certification

Attn: Dr. Armando Aguirre

6611 Boeing Dr., El Paso, Texas 79925

aaguirre@esc19.net

To SEISD:

Jeannie Meza-Chavez

Superintendent

1050 Chicken Ranch Rd

San Elizario, TX 79849

IN WITNESS THEREOF, the Parties have executed this Agreement in multiple counterparts, to be effective as of the date written on page one (1) of the Agreement.

District Superintendent:

Name (print)	Date	Signature
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Director:

Name (print)	Date	Signature
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Region 19 ESC Executive Director:

Name (print)	Date
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Region 19 Texas Strategic Staffing, TPCP's and SEISD's participation in Strategic Staffing with Teacher Apprentices. (Appendix B)

This appendix outlines commitments by SEISD and TPCP to create **paid**, yearlong TA residencies through the implementation of strategic staffing design through apprenticeships that includes reallocation of existing budgets to meet the quality staffing needs of the district. TA residencies occur with TAs that are in Level 5 of the apprenticeship and have passed their content exam(s). The document provides a brief background on the Texas Strategic Staffing initiative and the terms of this agreement.

Project Overview: Primary Outcomes and Results to be Achieved

This project will establish sustainably paid, year-long TA residencies which means TAs receive compensation from sustainable district budget sources. The Region 19 Texas Strategic Staffing (TSS), will provide SEISD and TPCP technical assistance to establish strategic staffing models with TAs in co-identified schools. Region 19 TSS will work closely with SEISD and TPCP to set shared goals for district paid TA placements in mutually beneficial staffing model positions. Over the course of the design year and implementation year, success will be measured through the number of paid TAs placed in the district, the rate at which TAs are hired to teach in the district following their residency year, the rate at which TAs are retained in the district over time, the increase in TAs that match the diversity of the student population, TA completers' effectiveness as teachers of record as measured by their impact on student achievement and principal evaluations, and the number of TAs that receive favorable ratings on Principal evaluations.

Through a shared governance structure, Region 19 TSS will support SEISD and TPCP to develop internal capacity to continue the strategic staffing models without the support of Region 19 TSS beyond the MOU period. This project is therefore a one-time investment to establish a long-term and sustainable structure for strategic staffing with TAs.

Scope of Work to be Provided by ESC19 TSS

ESC19 TSS will provide technical assistance to SEISD and TPCP for eight months to accomplish the following objectives:

1. Address students' learning acceleration needs and other instructional priorities through implementation of high quality TA residencies
2. Enable equitable educational access for your students through high quality TA residency programs as a key TA pipeline strategy.
3. Enable equitable access to quality preparation to retain a diverse TA pipeline in your district.
4. Prioritize long-term TA effectiveness through rigorous pre-service practice in year-long TA residency programs.
5. Recruit, select, train, and continuously develop high quality mentor TAs to support teachers placed in high need areas.
6. Support your district to sustainably fund TA residencies through funding reallocation in service of an enduring talent pipeline.

Design Year Supports: Establishing a Shared Vision

Through shared governance structures, Region 19 TSS leads districts, schools, and educator preparation programs through a series of design sessions to accomplish the following objectives:

- Identify an SEISD, RTAP and TPCP design team that will meet periodically for one-hour virtual sessions and four in-person sessions over the course of eight months.
 - Recommended district design team members:
 - Superintendent (initially)
 - Human Resources Director

- Chief Academic Officer
 - Curriculum & Instruction Director
 - Equity Chief
 - Chief Finance Officer
 - Assessment/Data Specialist
 - Campus-Level Leadership (as necessary for input and feedback)
- Recommended TPCP design team members:
 - Director/Assistant Director
 - Facilitators
- Co-develop a communication strategy to communicate a shared vision for the residency by designing a communication plan to share with school principals and district personnel,
- Co-develop school selection criteria and select schools that support the partners in meeting their annual goals and vision,
- Co-develop parameters grounded in the strategic staffing objectives for residency models and salaries that meet the agreed upon criteria and apprenticeship criteria,
- Co-develop a timeline for the recruitment, selection and placement process of TAs and journeyworker/mentors including: TA and journeyworker/mentor teacher job descriptions, initial screenings and criteria, TA and journeyworker/mentor teacher applications, selection protocols, TA placement and hiring processes, and
- Co-develop TA schedules to maximize co-teaching and apprentice development.

Implementation Year Supports Training, Implementation & Sustainability

Training:

- In the summer following design (Summer 2024), Region 19 TSS will partner with the TPCP Field Supervisors and relevant district-based development staff to provide one day of role-specific summer training sessions to journeyworker/mentor teachers and TAs to build coaching and co-teaching capacity of journeyworker/mentors and TAs. Session topics will include, but are not limited to:
 - Responsibilities & Roles
 - High impact coaching techniques for *journeyworker/mentor teachers*
 - Setting instructional goals & documenting feedback and growth
 - Co-teaching approaches & Scheduling
 - Culturally informed teaching practices
- Over the course of the school year 2024 and onward, Region 19 TSS will partner with the TPCP field supervisors, and district-based development staff, to ensure at least four data informed training sessions to journeyworker/mentor teachers.

Implementation & Sustainability:

- Region 19 TSS will conduct routine site visits to schools to monitor implementation, conduct interviews, and collect data about implementation. Schools, RTAP and TPCP will receive data in December and in May on the strengths and potential strategies to improve the success of the TA leader roles and models being implemented. Data will be discussed and used for improved decision-making during shared governance partnership meetings.

During design and implementation Region 19 TSS will work with district design leads, RTAP and TPCP field supervisors to build their capacity to lead strategic staffing initiatives during shared governance meetings. SEISD and TPCP will have access to the Region 19 TSS Strategic Staffing toolkit where design and training resources will be housed.



San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Campus Principals and Dr. Rogelio Segovia, Associate Superintendent
Subject: Effective Schools Framework Targeted Improvement Plans
Date: January 17, 2024

HISTORY:

Campus principals have developed the Campus Effective Schools Framework (ESF). This cyclical process involves ongoing assessment, gap prioritization, capacity building, and support for plan implementation, all centered around a shared vision of high-impact practices (TEA, 2019). The ESF guides principals and instructional teams in crafting a concise Targeted Improvement Plan (TIP) for a year-long action plan. Targeted Improvement Plans help campuses break down goals into short cycles, analyzing potential barriers to achieving school improvement objectives (TEA, 2019).

RATIONALE:

The instructional team will actively monitor the TIP across cycles, assessing its effectiveness against student growth benchmarks. Adjustments will be promptly implemented at each cycle to align with the evolving needs of students throughout the school year.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

The administration recommends that the Board of Trustees receive the Effective Schools Framework Targeted Improvement Plan report.

Please check one: For approval Report / Information only Recognition only
 Attachment

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	San Elizario High School	Superintendent	Dr. Jeannie Meza Chavez	Principal	Troy Enriquez
District Number		Campus Number	000000001	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?	NO	What Year was the TAP first implemented?	2020	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Troy Enriquez

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: English1 - 70%; Eng 2-70%; Alg 1-95%; Biology -94%; US Hist. - 98% Domain 2B: School Progress... measure progress for each individual student Domain 3: Closing the Gaps - work on helping students recover loss of learning
	What changes in student group and subject performance are included in these goals?	Domain 1: Focus on SPED and EBs
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	Graduation Rate of 92%; 85% of seniors CCMR

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Beginning Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	Fidelity to TRS and Unit assessments	Effective Instruction; Data-Driven Instruction	
How will the campus build capacity in this area? Who will you partner with?	Identify Roles and responsibilities for all campus instructional leaders; informative session for all SEHS teachers (see the relevance).	Follow timeline for classroom visits and feedback... Administrators with observations and Eduphoria; Instructional Specialists with Impact Cycle.	
Barriers to Address throughout this year	Teacher Pushback; time for follow through	Time and effective coaching	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	BOY presentation imbedded with T TESS overview	Setting the calendar; supporting all instructional leaders in reaching goals set.	
Desired Annual Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum	Instructional walkthrough and T-TESS observations	
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs	If instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If....then,

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goals as well.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments											2022 Accountability Goal		
							2019 Results	2022 Results	2023 Results	Cycle 1			Cycle 2			Cycle 3				
										Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	Summative Goal
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	62	53	91	8 WK Assessment	Approaches of 90%	70								
		All	All	Reading	Meets	STAAR	35	30	66	8 Week Assessment	Meets of 50%	30								
		All	All	Reading	Masters	STAAR	4	3	12	8 Week Assessment	Masters of 15%	0								
		All	All	Mathematics	Approaches	STAAR	90	62	42	8 WK Assessment	Approaches of 90%	65%								
		All	All	Mathematics	Meets	STAAR	65	17	24	8 WK Assessment	Meets of 50%	28%								
		All	All	Mathematics	Masters	STAAR	35	3	8	8 WK Assessment	Masters of 15%	7%								
		All	All	Science	Approaches	STAAR	87	64	[89]	8 WK Assessment	Approaches of 90%	12%								
		All	All	Science	Meets	STAAR	50	24	[38]	8 WK Assessment	Meets of 50%	57%								
		All	All	Science	Masters	STAAR	12	2	[10]	8 WK Assessment	Masters of 15%	31%								
		All	All	Social Studies	Approaches	STAAR	95	83	[94]	8 WK Assessment	Approaches of 90%	21%								
		All	All	Social Studies	Meets	STAAR	69	48	[57]	8 WK Assessment	Meets of 50%	59%								
		All	All	Social Studies	Masters	STAAR	30	21	[17]	8 WK Assessment	Masters of 15%	20%								
		All	All	Writing	Approaches	STAAR	70	52	[78]											
		All	All	Writing	Meets	STAAR	37	38	[57]											
All	All	Writing	Masters	STAAR	2	3	[4]													
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	EB Students	RLA	Meets	STAAR	19%													
		All				STAAR														
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All	EB Students	Math	Meets	STAAR	12%													
		All				STAAR														
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS														

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Desired Annual Outcome	Campus Leadership will meet weekly during the first quarter of school to review instructional progress.	Domain 1: Instructional walkthroughs, T-TESS observations	
Desired 90-day Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum	By the end of November, campus leader will have set calendared professional development dates to provide feedback per content	
Barriers to Address During this Cycle	Teachers adjusting to doing PLCs with a set format/agenda; new teachers adapting to disaggregating data to implement lessons following TRS.	Time - knowledge of effective coaching strategies	
District Actions for this Cycle	Support and modeling of PLC formats.	Minimize meetings during instructional time; provide support with coverage when there is a shortage of subs.	
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings.	IF instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Instructional Leadership Meetings	4.1	July 20 - Sept. 23	Time	Principal	Calendar	Oct. 1 2023	Met	
Hold PLCs consistently	4.1	July 2023-July 2024	PD & support	Instructional Sp.	PLC Agendas	May-24	Some Progress	
Begin Classroom Visits	5.3	July 25-May 25, 2024	Time & Eduphoria	All Campus leaders	Eduphoria	23-May-24	Some Progress	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?	P1-yes, needing to improve efficiency of classroom rounds/P2- yes	
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?	Pending semester benchmark data	
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	5.3
Desired Annual Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum	Instructional walkthrough and T-TESS observations	Model two reteach structures
Desired 90-day Outcome	Implent classroom observation feedback meetings to occur during PLC times	Hold semester benchmark data conversations	Calendar and schedule observation of reteaches to ensure effectiveness
Barriers to Address During this Cycle	None	None	None
District Actions for this Cycle	Engage in observation	Engage in observation	Engage in observation
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings.	IF instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Complete lesson planning system for SS and SCI		12-1/12-6	None	Principal	Teams channel set up	23-Feb		
Model reteach approaches to teachers		12-12/12-14	None	Principal	PD Slide Deck	24-Jan		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Desired Annual Outcome	PLCs will be held consistently and effectively; Classrooms visits will be documented on Eduphoria and will show compliance to the curriculum	Instructional walkthrough and T-TESS observations	Revisit staff placements and determine reassignmnet
Desired 90-day Outcome	PLanning documents are evident on a week to week bais	Observation feedback is implemented	Ensure 90% staffing
Barriers to Address During this Cycle	None	None	None
District Actions for this Cycle			
District Commitment Theory of Action	If the district ensures that campus leaders receive professional development & support in coaching strategies, instructional materials alignment, and data disaggregation; then the campus leaders will provide effective feedback to teachers, and campus leaders will lead effective PLCs and data-driven planning meetings.	IF instructional leaders hold themselves accountable for walk-thrus and feedback, then teachers will improve in instruction delivery and students will demonstrate learning.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Establish lesson plan feedback system	Lesson delivery	2-1/2-14	None	Principal				
Review lesson plans and ensure feedback	Lesson delivery	2-22/3-1	None	Principal				

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasfesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasfesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Reinvest school staff in vision for following year	Establish initiatives for the upcoming school year	Evaluate budget for 24-25 school year
Rationale	A new year requires a restructured approach	Needing to address attendance, student engagement and	Determine impact areas
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Sharing school vision for the 23-24 school year	Establish an engagement scope and sequence and parent escalation matrix	Professional Development, parent meetings, and content meetings
Desired Annual Outcome	Vision remains unchanged for the following school year	Increase ADA by 3% points	Budget reflects impact on academic data
Desired 90-Day Outcome	Campus staff can articulate school vision	Initiatives have documented progress	Ensure spending is occurring regularly and document growth or regression
How will the campus build capacity in this area? Who will you partner with?	APs and Instructional Specialists	Feedback from students and staff on initiatives	Address
Barriers to Address throughout the year	NA	NA	NA
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <small>(May be requested by Specialist)</small>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Build School vision for 24-25 school year	1	24-May	None	Leadership Team	Presentation	Recorded presentation		
Design initiatives for 24-25 school year	1	24-May	None	Leadership Team	Presentation	Follow up meeting minutes		
Address all staffing concerns for 24-25 school year	2	24-May	None	Leadership Team	Presentation	Follow up meeting minutes		

Campus Information							
District Name	San Elizario Independent School District	Campus Name	Garcia Enriquez Middle School	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Richard Salcido
District Number		Campus Number	000000140	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Support	Yocelina Hernandez

Assurances	
DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal Supervisor <i>(Only necessary if the DCSI is NOT the Principal supervisor)</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.
Board Approval Date	

Needs Assessment		
Data Analysis Questions	What accountability goals for each Domain has your campus set for the year?	For Student Achievement, our goal is to rise our approaches to 72%, meets to 37%, and masters to 17%. School Progress Domain is to move from an overall score of an 88 to a 90. In the domain of Closing the Gaps, our goal is to move from an overall score of 74 to an 80.
	What changes in student group and subject performance are included in these goals?	Using the MAP Assessment as well as 2022 STAAR scores we are prioritizing our special pops (EB, SPED, and GT students) for a more target intervention/ acceleration program. This will be done during small-group within the classroom, after school tutoring, Saturday Camps, as well as enrichment activities. Students focusing on their strengths in addition to their weaknesses.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	We have College Career Readiness through the Texas On-Course Program as well as AVID. This will allow our students to see what opportunities are available to them post high school.

Self-Assessment Results	
(To be completed if the campus HAS NOT had an ESF Diagnostic)	
Use the completed Self-Assessment Tool to complete this section	
Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities	
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators	

3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations			
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.		1	
5.1 Objective-driven daily lesson plans with formative assessments.		1	
5.3 Data-driven instruction.		1	
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Rationale	We have done a good job identifying data but have not established a system where professional developed is not individualize at the different experiences of the teachers. We are still in the process of having teacher led professional learning and instructional rounds. Due the substitute shortage, we have not have had the luxury of having permanent and consistant substitutes.	Due to results from STAAR, TELPAS, AP Spanish we believe that objective-driven daily lesson plans need to be a prioity. There is always a room for growth and we need to shift the focus to effective instruction using instructional time purposefully and engage in rigorous instruction.	Due to the results from STAAR, TELPAS, and AP Spanish we believe that data-driven instruction needs to be a prioity. We need to better focus our PLCs by reviewing data to focus on what we need to do when the students don't understand the concepts taught.
Desired Annual Outcome	We have been able to substain teachers and provide a one size fits all professional development but it has not been individualized. We need to recognize that teachers are at different levels or experiences but need to provide a more targeted PD structure to maximize teacher learning to continue to grow.	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, EB, and other student groups.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans for instructional adjustments.
Barriers to Address During the Year	Teacher buy-in, time, misconceptions and misscommunication.	Time, not following the scope and sequence, YAG, not following the pacing calanders.	Gaps in learning from the pandemic (6th grade ready but in 8th grade), misconceptions in data comprehension, pacing/ YAG
District Commitment Theory of Action:			
ESF Diagnostic Results (To be completed AFTER the campus engages in the shared diagnostic with an ESF Facilitator)			
Date of ESF Diagnostic			
Prioritized Focus Area #1		Prioritized Focus Area #2	
Essential Action			
Desired Annual Outcome			
Barriers to Address During the Year			
District Commitment Theory of Action			
Prioritized Focus Areas for Improvement	Capacity Builder		

Student Data

Grade level	Subject tested	% of Students at Campus Determined Proficiency Level									% of Students at Meets Grade Level on STAAR or Other Assessment		
		Cycle 1			Cycle 2			Cycle 3			Summative		
		Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual	Data Source	Goal	Actual
7	Speaking Beginning	Other	10%										
7	Speaking Intermediate	Other	45%										
7	Speaking Advanced	Other	40%										
7	Speaking Ad. High	Other	5%										
8	Speaking Beginning	Other	5%										
8	Speaking Intermediate	Other	85%										
8	Speaking Advanced	Other	5%										
8	Speaking Ad. High	Other	5%										
7	Reading Approaches	District Interim	61%	35.20%									
7	Reading Meets	District Interim	34%	18.6%%									
7	Reading Masters	District Interim	19%	7%%									
7	Math Approaches	District Interim	48%	48.70%									
7	Math Meets	District Interim	16%	18.10%									
7	Math Masters	District Interim	4%	2.50%									
7	Math Approaches - SpEd	Other	17%										
7	Reading Approaches-SpED	Other	25%										
8	Reading Approaches	District Interim	75%	35.20%									
8	Reading Approaches-SpED	Other	32%										
8	Reading Meets	District Interim	47%	18.6%%									
8	Reading Masters	Other	25%	7%									

Cycle 1 90-day Outcomes (September - November)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	Use of social media (Twitter, Facebook, Instagram) to promote/market and recruit eligible candidates during openings and all positions filled by the end of the year.	School pride presented on Social Media (Twitter/Facebook/Instagram) of school/student activities. Investments in student dialogues during discipline talks and actions administered that includes family members/parents, etc. Implementation of Advisory is focused on Writing Inquiry Collaboration Organization and Reading to drive a college mindset. Professional Learning Committees have increased from weekly to daily interaction.	PLC's have provided opportunity to focus on instructional practices and discussion of students. Campus will be fluent with Fundamental 5 practices of lesson frame and AVID strategies. Consistency with 4,8 week assessments, along with MAP testing. Based on the assessments, interventions and enrichment will drive tutoring, Saturday Camps, Intersession, and Summer School.
Desired 90-day Outcome	Ensure a positive work environment where employees feel valued and appreciated through various celebrations and recognitions.	Ensure that the campus mission and vision statement are aligned to what leadership promotes. All faculty and staff follow our PBIS core values of being safe, respectful, and responsible. They hold each other and students accountable for having expectations.	Unpack Standard & create exemplar: unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect appropriate paths to mastery. Identify Gap: determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding.
Barriers to Address During this Cycle	There are currently no openings at the moment.	It is still the 1st 9 weeks and campus is beginning to understand certain roles and responsibilities. Introduction of Writing Inquiry Collaboration Organization Reading through AVID is still in the beginning stages.	Becoming familiar with MAP testing reports and disaggregation of data.
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
Teacher Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Daily through PLC and end of year results	Writing Critically, AVID strategies, Fundamental 5 strategies	Administration, Instructional Specialists	4 and 8 week data talks, lesson plans, walkthroughs	4 and 8 week data talks, weekly PLC best practices		
Leadership Targeted Walkthroughs from Professional Learning	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Wednesday Weekly	STRIVE, TTESS evaluation tools	Principal, Assistant Principal	Callobration, collaboration in STRIVE	Monday Leadership		
Leadership Data Talks Weekly	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Weekly throughout the year	Walk Through Template, Walk through Data,	Administration, Instructional Specialists	Agendas	Weekly goal and reflection		
Tiering teachers	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	By semester	STAAR Data	Leadership Team	Sign in sheets, Instructional Rounds	Leadership Meeting sign in sheets, agendas,		

Monthly meetings with SPED with strategies, best practices, monitoring/tracking form, supplemental aids, data talks	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Every 4 weeks	Friday PLC, student data, IEP information, student tracker	Principal, Assistant Principal, Instructional Specialist, SPED teachers	Student tracker monitoring, IEP goal percentage	Every progress report, after every assessment		
TELPAS increase	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Monthly	Looks for" weekly targeted domains	Leadership Team	Advanced High by 5% High by 10%	Walkthrough data		
Incorporating speaking campus wide	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3	Daily, Weekly	FSGPT opportunities	Classroom Teachers	TELPAS practice through Google Docs	TELPAS scores		
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not? Yes, we currently do not have any openings. We have been able to establish a Sunshine Committee to establish celebrations for school community.

Did you achieve your student performance goals (see Student Data Tab)? Why or why not? We did hit some targets but not all . We compared previous STAAR to Fall MAP testing. It is the first comparison with MAP and we trying to understand the various reports and alignment of standards. It is early in the year to make necessary adjustments.

Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

Cycle 2 90-Day Outcomes (December-February)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	We have been able to sustain teachers and provide a one size fits all professional development but it has not been individualized. We need to recognize that teachers are at different levels or experiences but	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

Cycle 3 90-Day Outcomes (March-May)			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.	5.1 Objective-driven daily lesson plans with formative assessments.
Desired Annual Outcome	We have been able to sustain teachers and provide a one size fits all professional development but it has not been individualized. We need to recognize that teachers are at different levels or experiences but	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones								
Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Milestone	Evidence Collection Date	Progress toward Milestone	Necessary Adjustments / Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							
	<input type="checkbox"/> 1							
	<input type="checkbox"/> 2							
	<input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?			
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?			
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones		New Milestones

END OF YEAR REFLECTION

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome	We have been able to sustain teachers and provide a one size fits all professional development but it has not been individualized. We need to recognize that teachers are at different levels or experiences but	Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why studnets may not have learned the concept, and create plans
Did the campus achieve the desired outcome? Why or why not?			

Cycle 4 90-Day Action Plan (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year.
The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Ensure a positive work environment where employees feel valued and appreciated through various celebrations and recognitions.	Ensure that the campus mission and vision statement are aligned to what leadership promotes. All faculty and staff follow our PBIS core values of being safe, respectful, and responsible. They hold each other and students accountable for having expectations.	Unpack Standard & create exemplar: unpack the standard into knowledge and skills, create or internalize the teacher exemplar and student exemplars to confirm expected level of rigor, and ensure knowledge and skills reflect appropriate paths to mastery. Identify Gap: determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding.
Rationale			
How will you communicate these priorities to your stakeholders? How will you invest them?			
Desired 90-Day Outcome			
Who will help the campus build capacity in this area?			
Barriers to Address			
District Actions for this Cycle			
District Commitments Theory of Action			

Action plan-Milestones

Milestones	Prioritized Focus Area	Timeline	Resources Needed	Person(s) Responsible	Evidence Used to Determine Progress Toward Milestone	Evidence Collection Date	Progress Toward Milestone	Necessary Adjustments/Next Steps
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							
	<input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3							

Reflection and Planning for Next 90-Day Cycle

Did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your summative student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What milestones from this cycle will you continue working on in the next cycle? What new milestones do you need to add to the next cycle?	Carryover Milestones	New Milestones

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Alfonso Borrego Sr Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Martha Santana
District Number		Campus Number	071904104	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?	No	What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Martha Santana

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Student Achievement Rationale: Decreases across Approaches 85 to 66, Meets 50 to 36 and Masters 24 to 12 Domain 2B: Relative Performance Rationale: 2019 Value was 53 and 2022 value is 38 Domain 3: Closing the Gaps Rationale: Academic Achievement went from 13 out of 14 to 5 out of 14
	What changes in student group and subject performance are included in these goals?	Domain 1: Emergent Bilingual Domain 2B: Emergent Bilingual and Special Education Domain 3: Emergent Bilingual
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	NA

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	4 - Partial Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	Based on a review of the ESF, the campus leadership team has determined that there is a need for the campus instructional leaders to frequently review how teachers internalize, modify, and use lesson plans, providing feedback and lesson planning support. There is a need to revisit the lesson plan format to ensure that flex time is built in for reteach.	Based on a review fo the ESF, the campus leadership team has determined that there is a need for the campus instructional leaders to review disaggregated data to track and monitor the progress of all students and provide evidence based feedback to teachers.	
How will the campus build capacity in this area? Who will you partner with?	The campus will seek support from the district planning and instruction department. Professional development in the areas of aligning lessons with assessments and thorough use of high quality instructional resources.	The campus will seek support from the district planning and instruction department. District Instructional Officers will aide in the facilitation of PLCs that focus on data review with possible inclusion of Lead4ward supports.	
Barriers to Address throughout this year	Teachers need time to effectively plan. Administration needs to ensure that feedback and support is provided.	Ensure that assessment calendars are adhered to.	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Curriculum expectations were reviewed and discussed during our BOY PD. Ongoing support during weekly PLCs will be provided.	Curriculum expectations were reviewed and discussed during our BOY PD. Ongoing support during weekly PLCs will be provided. Data binders will be collected and discussed.	
Desired Annual Outcome	By the end of the 2023-2024 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2024, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers recieve support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).
 If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
 For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.
 Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
 You will choose which tested subjects to track for these indicators.
 Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.
 Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.
 For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.
 Please enter a Summative Goal as well.

Click here for more information on the STAAR and TELPAS data collection process.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments												
							2022 Results	2023 Results	Cycle 1			Cycle 2			Cycle 3			2023 Accountability Goal	
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		
1. Domain 1	% of Students at Approaches, Meets and Masters	All	All	Reading	Approaches	STAAR	63%	68%	MAP	55	35%	MAP	60		MAP	65			
		All	All	Reading	Meets	STAAR	35%	37%	MAP	20	12%	MAP	30		MAP	38			
		All	All	Reading	Masters	STAAR	15%	10%	MAP	10	6%	MAP	12		MAP	17			
		All	All	Mathematics	Approaches	STAAR	67%	73%	MAP	55	35%	MAP	60		MAP	69			
		All	All	Mathematics	Meets	STAAR	31%	39%	MAP	22	16%	MAP	25		MAP	33			
		All	All	Mathematics	Masters	STAAR	9%	11%	MAP	5	5%	MAP	8		MAP	13			
		All	All	Science	Approaches	STAAR	59%	64%	District Benchmarks	50	51%	District Benchmarks	55		District Benchmarks	62			
		All	All	Science	Meets	STAAR	25%	31%	District Benchmarks	20	41%	District Benchmarks	25		District Benchmarks	27			
		All	All	Science	Masters	STAAR	8%	12%	District Benchmarks	5	8%	District Benchmarks	7		District Benchmarks	10			
		All	All	Social Studies	Approaches	STAAR													
		All	All	Social Studies	Meets	STAAR													
		All	All	Social Studies	Masters	STAAR													
		All	All	Writing	Approaches	STAAR	38%	NA											
		All	All	Writing	Meets	STAAR	11%	NA											
All	All	Writing	Masters	STAAR	1%	NA													
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR													
		All				STAAR													
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	All				STAAR													
		All				STAAR													
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	TELPAS	All	TELPAS													

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2023-2024 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2024, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers receive support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	
Desired 90-day Outcome	By the end of November 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of November 2023, 100% of teachers will receive support and coaching on using a corrective action plan to identify trends, misconceptions and root causes. The leadership team is calibrated on data disaggregation and on the implementation of corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheet.	Identification of trends and planning for powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned assessments, scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time for Reteach	4.1	Aug 1 - Nov 30	Campus planning calendar	Instructional Team	Lesson plans	30-Nov	Significant Progress	Included in lesson plan
High Quality Instructional Materials	4.1	Aug 1 - Nov 30	Lesson plans include inst. materials	Instructional Team	Lesson plans	30-Nov	Significant Progress	Included in lesson plan
Instructional Leaders review how teachers internalize, modify, and use lesson plans	4.1	Aug 1 - Nov 30	Feedback sheets	Instructional Team	Lesson plans and feedback sheets	30-Nov	Some Progress	Continue providing feedback
Review disaggregated data and provide feedback	5.3	Aug 1 - Nov 30	Assessment calendars	Instructional Team	Data Tracker	30-Nov	Some Progress	Monitor assessments
Implement a corrective action plan	5.3	Aug 1 - Nov 30	Plan for reteach	Instructional Team	Data Tracker	30-Nov	Some Progress	Monitor reteach
Planned conversations about student data	5.3	Aug 1 - Nov 30	PLC Calendar	Instructional Team	Data Tracker	30-Nov	Some Progress	Continue with PLC

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We did not achieve all of the desired 90-day outcome. We implemented the Structured PLCs with the District Instructional officers support. We also adhered to the assessment calendar. We implemented changes to our lesson plan template and data review. We will continue to monitor and adjust.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>We did not hit our target except for MAP Math - Masters 5% and Science data (approaches 51%, meets 41%, masters 8%). This is the 2nd year we assess MAP. We have focused interventions on the areas of deficit.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>We will continue to monitor lesson planning, structured PLC and intervention blocks. Our data sessions include, review, feedback and plans for interventions.</p>	<p>We have implemented a new structured PLC and a new lesson plan template (google slides), including roadmaps for our planning.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2023-2024 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2024, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers recieve support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	0
Desired 90-day Outcome	By the end of February 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of February 2023, 100% of teachers will receive supports and coaching on using a correcitive action plan to identify trends, misconceptions, and root causes. The leadership team is calibrated on data disaggregation and on the implementation of the corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheet.	Identification of trends and planning for powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

ACTION PLAN								
Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time For Reteach	4.1	Dec 1 - Feb 28	Campus planning calendar	Instructional Team	Lesson Plans	28-Feb	Significant Progress	Include in lesson plans
High Quality Instructional Materials	4.1	Dec 1 - Feb 28	Lesson plans include inst. materials	Instructional Team	Lesson Plans	28-Feb	Significant Progress	include in lesson plans
Instructional leaders review how teachers internalize, modify, and use lesson plans	4.1	Dec 1 - Feb 28	Feedback Sheets	Instructional Team	Lesson plans and feedback sheets	28-Feb	Significant Progress	continue providing feedback
Review disaggregated data and provide feedback	5.3	Dec 1 - Feb 28	Assessment Calendars	Instructional Team	Data Tracker	28-Feb	Some Progress	Monitor data
Implement a corrective action plan	5.3	Dec 1 - Feb 28	Plan for reteach	Instructional Team	Data Tracker	28-Feb	Some Progress	monitor intervention
Planned conversations about student data	5.3	Dec 1 - Feb 28	PLC Calendar	Instructional Team	Data Tracker	28-Feb	Significant Progress	continue with PLC

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By the end of the 2023-2024 school year, the campus leadership team will build capacity in providing support and feedback on lesson plans and assessments. This will be evidenced by weekly classroom observations that indicate 90% of teachers receive feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	By May 2024, our campus leadership team will have build capacity in disaggregating data to track and monitor the progress of all students and provide evidence based feedback to teachers. This will be evidenced by weekly PLCs that indicate that 90% of teachers recieve support and coaching on using a corrective instruction action plan to identify trends, misconceptions, and root causes that will lead to instructional adjustments.	0
Desired 90-day Outcome	By the end of May 2023, 100% of teachers are receiving feedback on lesson plans and assessments. The leadership team is calibrated on the feedback provided to teachers based on co-observations and calibration conversations at least 75% of the time.	By the end of May 2023, 100% of teachers will receive supports and coaching using a corrective action plan to identify trends, misconceptions, and root causes. The leadership team is calibrated on data disaggregation and on the implementation of the corrective action plan.	
Barriers to Address During this Cycle	Adhering to walkthrough calendar and completion of feedback sheets.	Identification of trends and planning for a powerful reteach. Inclusion of flex/intervention time in the daily schedule.	
District Actions for this Cycle	The district provides the campus with standards-aligned, high quality instructional materials that include full unit and daily lesson plans, aligned scope and sequence, integrated supports to meet the needs of all students including special populations.	The district has effective systems for identifying and supporting struggling learners.	
District Commitment Theory of Action	If the district ensures that campus instructional leaders receive support in the area of lesson planning and assessment then the campus leaders will be able to provide feedback on the inclusion of high quality instructional materials, aligned assessments, and time for reteach.	If the district ensures that campus instructional leaders receive support in the area of data disaggregation and corrective instructional plans then the campus leaders will be able to lead PLCs in data review and offer support and coaching on using that data to develop instructional interventions.	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Time for Reteach	4.1	March 1 - May 31	Campus planning calendar	Instructional Team	Lesson Plans	31-May		
High Quality Instructional Materials	4.1	March 1 - May 31	Lesson plans include inst materials	Instructional Team	Lesson Plans	31-May		
Instructional leaders review how teachers internalize, modify and use lesson plans	4.1	March 1 - May 31	Feedback Sheets	Instructional Team	Lesson plans and feedback sheets	31-May		
Review disaggregated data and provide feedback	5.3	March 1 - May 31	Assessment Calendars	Instructional Team	Data Tracker	31-May		
Implement a Corrective Action Plan	5.3	March 1 - May 31	Plan for Reteach	Instructional Team	Data Tracker	31-May		
Planned conversations about student data	5.3	March 1 - May 31	PLC Calendar	Instructional Team	Data Tracker	31-May		

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Yes, we achieved the desired outcome. The feedback provided regarding lesson planning and the first teach provided opportunity for reflection and adjustment.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome			0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasfesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasfesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	TBD based of STAAR Scores	TBD based on STAAR Scores	
Rationale	TBD	TBD	
How will you communicate these priorities to your stakeholders? How will you create buy-in?	TBD	TBD	
Desired Annual Outcome	TBD	TBD	
Desired 90-Day Outcome	TBD	TBD	
How will the campus build capacity in this area? Who will you partner with?	TBD	TBD	
Barriers to Address throughout the year	TBD	TBD	
District Actions for this Cycle	TBD	TBD	
District Commitment Theory of Action	TBD	TBD	

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
TBD	TBD	June 1 - August 31	TBD	Instructional Team	TBD	31-Aug		

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario Independent School District	Campus Name	Lorenzo G. Alarcon	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Leticia De Santos
District Number		Campus Number	071-904	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Leticia De Santos

DATA ANALYSIS

Using your accountability data from 2022 and 2023, and any relevant student achievement data from 2023-2024, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 5.1: Special Education population will increase the meets by 2% in the areas of math and reading. Math meets 18% and Readding meets 12%
	What changes in student group and subject performance are included in these goals?	We want to show growth in our SPED population in the meets performance level.
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	2 - Planning for Implementation
5.1 Effective classroom routines and instructional strategies.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.1	
Rationale	The campus needs assessment reflects that teacher’s need to effectively use high quality instructional materials and research-based teaching practices that promote critical thinking skills and include differentiated and scaffold support for students with disabilities, English Learners and other student groups.		
How will the campus build capacity in this area? Who will you partner with?	The campus will build capacity in this area by modeling for teachers teaching practices that promote critical thinking skills and provides differentiation for student groups. We will partner with Lead4ward, Region 19, district Planning and Instruction department and the district SPED department to help identify and model researched based teaching practices.		
Barriers to Address throughout this year	A possible barrier to address is not using research based practices to address the students diverse needs. Retention of SPED teachers.		
How will you communicate these priorities to your stakeholders? How will you create buy-in?	We will communicate this information through our PLCs, distribution of the ESF and focus areas. We will create buy-in by modeling teaching practices through co-teach, development of lessons that incorporate differentiation of instruction based on student populations.		
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.		
District Commitment Theory of Action	If the district supports training for teacher’s in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.		

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10).

If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (EI/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goals as well.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2023 Accountability Goal		
							2022 Results	2023 Results	Cycle 1			Cycle 2			Cycle 3				
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result	
1. Domain 1	% of Students at Approaches, Meets and Masters	3rd	All	Reading	Approaches	STAAR	59%	63%	MAPS	60%	25.40%	MAPS	61%		MAPS	62%		63%	
		3rd	All	Reading	Meets	STAAR	21%	29%	MAPS	22%	11.30%	MAPS	23%		MAPS	24%		25%	
		3rd	All	Reading	Masters	STAAR	13%	11%	MAPS	14%	8.50%	MAPS	15%		MAPS	16%		17%	
		4th	All	Reading	Approaches	STAAR	67%	59%	MAPS	68%	36.20%	MAPS	69%		MAPS	70%		71%	
		4th	All	Reading	Meets	STAAR	43%	25%	MAPS	44%	15.50%	MAPS	45%		MAPS	46%		47%	
		4th	All	Reading	Masters	STAAR	23%	6%	MAPS	24%	5.20%	MAPS	25%		MAPS	26%		27%	
		5th	All	Reading	Approaches	STAAR	81%	70%	MAPS	82%	29.70%	MAPS	83%		MAPS	84%		85%	
		5th	All	Reading	Meets	STAAR	50%	42%	MAPS	51%	20.90%	MAPS	52%		MAPS	53%		54%	
		5th	All	Reading	Masters	STAAR	22%	18%	MAPS	23%	8.80%	MAPS	24%		MAPS	25%		26%	
		6th	All	Reading	Approaches	STAAR	54%	73%	MAPS	55%	44.70%	MAPS	56%		MAPS	57%		58%	
		6th	All	Reading	Meets	STAAR	31%	41%	MAPS	32%	19.70%	MAPS	33%		MAPS	34%		35%	
		6th	All	Reading	Masters	STAAR	9%	13%	MAPS	10%	3.90%	MAPS	11%		MAPS	12%		13%	
		3rd	All	Mathematics	Approaches	STAAR	57%	73%	MAPS	58%	38%		MAPS	59%		MAPS	60%		61%
		3rd	All	Mathematics	Meets	STAAR	17%	20%	MAPS	18%	11.30%	MAPS	19%		MAPS	20%		21%	
		3rd	All	Mathematics	Masters	STAAR	5%	6%	MAPS	6%	5.60%	MAPS	7%		MAPS	8%		9%	
4th	All	Mathematics	Approaches	STAAR	66%	69%	MAPS	67%	44.60%	MAPS	68%		MAPS	69%		70%			

		4th	All	Mathematics	Meets	STAAR	28%	37%	MAPS	29%	8.40%	MAPS	30%		MAPS	31%		32%
		4th	All	Mathematics	Masters	STAAR	13%	10%	MAPS	14%	1.20%	MAPS	15%		MAPS	16%		17%
		5th	All	Mathematics	Approaches	STAAR	80%	76%	MAPS	81%	28%	MAPS	82%		MAPS	83%		84%
		5th	All	Mathematics	Meets	STAAR	41%	40%	MAPS	42%	21.50%	MAPS	43%		MAPS	44%		45%
		5th	All	Mathematics	Masters	STAAR	14%	7%	MAPS	15%	7.50%	MAPS	16%		MAPS	17%		18%
		6th	All	Mathematics	Approaches	STAAR	68%	83%	MAPS	69%	50%	MAPS	70%		MAPS	71%		72%
		6th	All	Mathematics	Meets	STAAR	20%	32%	MAPS	21%	21.10%	MAPS	22%		MAPS	23%		24%
		6th	All	Mathematics	Masters	STAAR	1%	6%	MAPS	2%	2.60%	MAPS	3%		MAPS	4%		5%
		5th	All	Science	Approaches	STAAR	60%	53%	9 Weeks Assessment	61%	77.53%	MAPS	62%		MAPS	63%		64%
		5th	All	Science	Meets	STAAR	29%	25%	9 Weeks Assessment	30%	21.35%	MAPS	31%		MAPS	32%		33%
		5th	All	Science	Masters	STAAR	8%	6%	9 Weeks Assessment	9%	5.62%	MAPS	10%		MAPS	11%		12%
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-6th	SPED	Mathematics	Meets	STAAR	12%	18%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Mathematics	Meets	STAAR	18%	28%	MAPS	19%		MAPS	20%		MAPS	21%		22%
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	3rd-6th	SPED	Reading	Meets	STAAR	12%	12%	MAPS	13%		MAPS	14%		MAPS	15%		16%
		3rd-6th	EB	Reading	Meets	STAAR	27%	24%	MAPS	28%		MAPS	29%		MAPS	30%		31%
4. Domain 3 Focus 3	ELP Component	All	Emergent Bilinguals (EBs)	TELPAS	All	TELPAS			Benchmark	52%		Benchmark	53%		Benchmark	54%		55%

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.1	
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.		
Desired 90-day Outcome	Our desired outcomes for the 1st 90-day cycle is for teachers to implement guided reading and guided reading work stations aligned to STAAR.		
Barriers to Address During this Cycle	A possible barrier to address is that teachers are not implementing the framework of the curriculum and following the scope and sequence. Another barrier is teachers not understanding the differentiation of the student IEP.		
District Actions for this Cycle	The district action for this cycle is for the Planning and Instruction department to assist teachers in differentiating instruction within guided reading groups and math instruction using instructional materials specifically geared towards our special populations.		
District Commitment Theory of Action	If the district supports training for teacher's in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.		

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
IEP Training	5.1	7/21/2023	Student IEP	Leadership Team	Sign in sheet, learning walks, walk throughs and lesson plans	on-going		
Guided Reading Stations aligned to STAAR by Region 19	5.1	8/10/2023		Leadership Team, Instructional Officer	Sign in sheets, learning walks, walk throughs	on-going		
PLC Process	5.1	8/2/2023- May	PLC Agenda, PLC roles, PLC schedule	Leadership Team, Instructional Officer, Teachers	Agendas, sign in sheets, lesson plans	on-going		
Guided Reading Training for grades 3-6	5.1	9/28/2023	Guided Reading books	Leadership Team	Sign in Sheets, learning walks, walk throughs			

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>5.3- Our desired out comes for the 1st 90-day cycle is for teachers to hold students accountable for evidence of their learning by showing their thinking in written form and strategies. Teachers will analyze student work during data meetings and PLCs. They will have conversations about identifying the misconceptions and reteaching. The desired 90 day outcome was met with significant progress. We will continue to have common assessment data meetings and MAP Assessment data review. 5.1-Our desired outcomes for the 1st 90-day cycle is for teachers to use high quality instructional materials with fidelity. The desired outcome was met with some progress. We will continue to provide training on SPED accommodations. 4.1-Our desired 90-day outcome is for the teachers to understand the importance of formative assessment and effectively use the data to guide their daily instruction.The desired outcome was met with some progress. We will continue to provide feedback and suggestions on lesson plans. We will have a formative assessment training in January 2023.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Student performance goals were not achieved in the areas of Math and Reading. This is the first time the Map Assessment has been adminstered to this group of students. The assessment was given in September and the students had only been in school for 1 month.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>4.1- The teachers to implement daily formative assessments to help guide their daily instruction.</p>	

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.1	0
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.	0	0
Desired 90-day Outcome		Our desired outcomes for the 90-day cycle is for teachers to understand their students differntiated needs and to provide the necessary accomodations in their lessons.	Our desired 90-day outcome is for the teachers to understand the importance of formative assessment and effectively use the data to guide their daily instruction
Barriers to Address During this Cycle		A possible barrier to adres is teachers not understanding the differentiation of the student IEP/accomodations.	Teachers implement daily formative assessments but do not use the data to monitor and adjust their daily lesson. Teachers often wait for the summative assessment to determine reteaching which can be many days later.
District Actions for this Cycle		The district action for this cycle is for the SPED department to contiue to support teachers on co-teaching and resource.	The district action for this cycle is for the Instructional Officers and Specialist to train and model formative assessments for all teachers.
District Commitment Theory of Action	If the district supports training for teacher’s in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.	0	0

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Plan training of formative assessments with Instructional Officers	4.1	1/3/2023	Training prep time	Instructional Specialist, Instructional Officer	Sign in sheet, Lesson plans, walk thourghs	1/3/2023		A half-day training will be done on January 3 by our Instructional Officers and Instructional Specialist.
Provide teachers with training on accomodations and IEPs.	5.1	1/3/2023	Student IEPs	Administration	Sign in sheet, Lesson plans, walk thourghs			
Provide feedback on lesson plans with a focus on formative assessments and use of high yeild instructional strategies.	5.1	12/1/2022		Leadership Team	Lesson Plans, emails walk thourghs			

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.1	5.1	0
Desired Annual Outcome	Our desired outcome is for our sub-populations to show growth in student achievement.		
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district supports training for teacher's in researd based practices and helps to retain qualified SPED teachers growth then our subpopulations will show academic growth.		

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Steps	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Sambrano Elementary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Mr. Ernesto Seigel
District Number	071904	Campus Number	000000103	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Mr. Ernesto Seigel

DATA ANALYSIS

Using your accountability data from 2022 and 2023, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: 42 Rationale: Prior school year MAP component was a 49% of students meeting projection at MOY in the area of Mathematics. Domain 2B: 52 Rationale: Prior school year MAP component was a 39% of students meeting projection at MOY in the area of Reading. Domain 3: Rationale:
	What changes in student group and subject performance are included in these goals?	Domain 1: EL's Domain 2B: EL's Domain 3:
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities.	3 - Beginning Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	3 - Beginning Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	2 - Planning for Implementation
4.1 Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments.	3 - Beginning Implementation
5.1 Effective classroom routines and instructional strategies.	3 - Beginning Implementation
5.3 Data-driven instruction.	3 - Beginning Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasessf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasessf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Rationale	In order to achieve high-quality instruction, materials and assessments, planning time aligned with TEKS and appropriate levels of rigor with consistent use for all students needs with frequent review of data through the PLC process, lessons, and assessment dates. Data analyzed is coming from MAP and MClass BOY, MOY, and EOY, 4th and 8th week assessments and DRA/EDL.	The need of effective instruction is needed based on 2022-2023 data; purposeful planning for student engagement and rigorous instruction will be prioritized during PLC's through analyzing data. Campus expectations for implementing instructional strategies shared with teachers to be observed during walkthroughs.	To determine if learning is occurring, if not, how will it be addressed to ensure we are achieving student success.
How will the campus build capacity in this area? Who will you partner with?	The district will provide support through through an instructional officer assigned to our campus to support the campus in the development of our PLC process/es to include the scheduling of PLC meetings that are structured and aligned to ensure fidelity and commitment to the process and meet our smart goals. Campus instructional team will hold structured PLC meetings to include analyzing of data and grouping students for intervention support.	Campus instructional leaders will provide capacity to develop effective classroom routines and classroom strategies through classroom visits and on going suport for high quality instruction through the PLC process.	Campus instructional leaders with the support of instructional officer will build capacity through providing a structured block of
Barriers to Address throughout this year	Planning Time within the week of assessment delivery to students and intervening immediately the following week to comply with the district core support plan, Professional Development Availability is limited due to the 4-Day work week.	Teacher Buy-In, School Expectations, and fidelity to creating a streamlined approach to our PLC process through the lens of data.	Planning Time, Teacher Accountability for due dates, Keeping Time with Scope and Sequence.
How will you communicate these priorities to your stakeholders? How will you create buy-in?	Communication will be through email weekly updates and during PLC meetings on campus, setting clear expectations with non-negotiables and providing support from campus leadership/instructional team.	Communication will be through emial, weekly updates, and faculty meetings, setting clear expectations with non-negotiables and providing support from campus leadership team.	Communication will be through email, faculty meetings, PLC meetings, weekly updates, and setting clear expectations with no
Desired Annual Outcome	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals f
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.

For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.

You will choose which tested subjects to track for these indicators.

Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.

If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.

Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)

High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.

Once data is available, please update the Actual Result column.

You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.

For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.

Please enter a Summative Goals as well.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	% of Assessments										2022 Accountability Goal	
							2022-2023 Results	2023-2024 Results	Cycle 1			Cycle 2			Cycle 3			
									Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal		Actual Result
1. Domain 1	% of Students at Approaches, Meets and Masters	K-2	All	Reading	Approaches	MAP	26	Pending	MAP BOY	3% points higher	34 (LP 8%)							
		K-2	All	Reading	Meets	MAP	7	Pending	MAP BOY	3% points higher	13 (LP 6%)							
		K-2	All	Reading	Masters	MAP	2	Pending	MAP BOY	3% points higher	10 (LP 8%)							
		K-2	All	Mathematics	Approaches	MAP	31	Pending	MAP BOY	3% points higher	34 (LP 3%)							
		K-2	All	Mathematics	Meets	MAP	14	Pending	MAP BOY	3% points higher	21 (LP 7%)							
		K-2	All	Mathematics	Masters	MAP	6	Pending	MAP BOY	3% points higher	8 (LP 2%)							
		K-2	English Learners (EL)	Reading (Spanish)	Approaches	MAP	37	Pending	MAP BOY	2% points higher	31 (Down 6%)							
		K-2	English Learners (EL)	Reading (Spanish)	Meets	MAP	10	Pending	MAP BOY	3% points higher	23 (Up 13%)							
		K-2	English Learners (EL)	Reading (Spanish)	Masters	MAP	3	Pending	MAP BOY	3% points higher	23 (Up 20%)							
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)	K-2	All	Reading	Met MAP MOY Growth Percentage	MAP	39%	Pending MOY Results										
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)	K-2	All	Mathematics	Met MAP MOY Growth Percentage	MAP	49%	Pending MOY Results										
4. Domain 3 Focus 3	ELP Component	2	English Learners (EL)	TELPAS	All	TELPAS	2nd Grade Intermediate Composite Score will increase 5% from 64% to 69%	Pending 23-24 TELPAS Results										

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By the end of May 2024, our PLC process will be more streamlined, focused and applied with fidelity to ensure continuation and fidelity to the process.	By May 2024, Sambrano would have built capacity, 90% of teachers will use high-yield instructional strategies such as holding students accountable for their learning, implementing a random selection of student strategies and providing students with opportunities to engage in collaboration during instruction.	By May 2024, consistent review of data throughout the school year will be evident through our PLC processes and structure to ensure having met our Smart Goals for Reading and Math during MAP MOY testing.
Desired 90-day Outcome	Our desired 90-day outcome is to ensure our PLC processes are being solidly streamlined, structured and focused to ensure we are on a path to consistently analyzing data to ensure our smart goals are met. It is work in progress and staying true to our commitment and ensuring fidelity to our process and structures will ensure continued progress to establishing a true PLC campus focused on data and student outcomes.	By the end of October, 100% of teachers are receiving feedback bi-weekly on effective classroom routines and instructional strategies as part of a campus initiative.	By the end of October. The campus structured approach to the PLC process will be evident.
Barriers to Address During this Cycle	Providing teachers with planning time and ensuring teacher commitment and buy in to our initiative. Due to the 4-day work week, PD for teachers is limited as not to compromise instructional time.	The challenges that will be addressed is ensuring consistent implementation of high yield strategies during instruction to students. Walkthrough and Evaluation feedback with be ongoing to ensure consistency of implementation from all teachers.	The challenge will be turning in assessment data meeting deadlines and turn
District Actions for this Cycle	Actions will include; P & I ongoing support, professional development opportunities that focus on guided reading implementation and implementing effective learning stations during guided reading and small group intervention time.	Actions will include; P & I ongoing support, modeling of strategies during PLC's.	Actions will include; P & I ongoing support, ensuring meeting testing deadlines to ensure effective, timely and consistent intervention instruction for our small groups.
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing professional development opportunities such as, the use of high-yield strategies, effective lesson planning, the use of the backward design, then the leadership team will be able to implement an effective planning process during PLC based and analyzing data to meet campus student outcomes.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Lesson Planning Development PD for Teachers and Leadership	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System, Foundations/Estrellita, STEMSCOPES	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2023	Some Progress	Going to a 4 day work week, PD was strategically targeted and focused on PLC Processes, Guided Reading Instruction and Learning Centers PD
Modeling of Lesson Delivery	4.1	08/01 to 10/31	Eduphoria, TEKS Resource System, Foundations/Estrellita, STEMSCOPES	District and Campus Instructional Leaders	lesson plans and student artifacts	10/31/2023	Significant Progress	Our Instructional Specialist model lesson to teachers throughout the semesters.
Walkthrough and Feedback	5.1	08/01 to 10/31	Strive platform	Campus Instructional Leaders	Walkthroughs and Observations	10/31/2023	Significant Progress	Administrators and Instructional Specialists provide feedback to teachers via walkthrough.

Instructional Strategies	5.1	08/01 to 10/31	Kagan Structures, Lead4ward Playbook, Teach Like a Champion	District and Campus Instructional Leaders	Student Artifacts, observations	10/31/2023	Some Progress	Administrators continue to see progress in the implementation of high yield strategies and improvement is evident.
PBIS	5.1	08/01 to 10/31	Visuals, Powerpoint Presentations, PBIS Resources	Campus Instructional Leaders	Student Artifacts, observations, referrals	10/31/2023	Some Progress	Committee members continue to meet monthly to address concerns, schedule student initiatives, etc.
Guided Data PLC	5.3	08/01 to 10/31	Data Template, Color Coded Data, Data Trackers	District and Campus Instructional Leaders	Student artifacts, unit assessments, 4th and 8th week assessments, MAP, Mclass, and DRA/EDL data	10/31/2023	Some Progress	Consistent implementation of guided reading data observed through walkthrough evidence and teacher tracking data on DRA/EDL tracking sheets.
Calendar	5.3	08/01 to 10/31	Weekly updates and monthly calendar with due dates	Campus Instructional Leaders	Timely entry of data onto Eduphoria	10/31/2023	Significant Progress	Consistent evidence of weekly updates submitted to teachers and monthly parent newsletter.
Development of PLC Protocol	5.3	08/01 to 10/31	Region 19 training and Learning by Doing (Dufour)	District and Campus Instructional Leaders	PLC Agendas and Walkthrough Feedback	10/31/2023	Significant Progress	PLC processes and protocols in place and having met progress significantly. No fail with PLC meetings up to this point.

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>We have seen progress in most areas. The only area of most concern is the lesson planning development for teachers and administration. We do address lesson planning in PLC's, but have not been able to provide other PD due to the fact we went on a 4 -day work week and we strategically planned and are focusing on our PLC process, Guided Reading Instruction, Learning station implementation, and data review consistently.</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>Based on our data review for BOY MAP, our students demonstrated progress and growth. We are awaiting MOY testing results for comparison.</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Continued implementation of our PLC process to eventually have them be more teacher led, consistency of implementation of high yield strategies. We will continue to follow our established ritual of our PLC meetings. Monitor implementation of high yield strategies.</p>	<p>We will begin deliberations on how to establish a well set pattern of reviewing PA assessment data in order to track student progress for standards they are struggling with and ensuring they are showing master of those particular standards.</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.1	5.3
Desired Annual Outcome	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading at MOY.	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure planning time for intervention is targeted towards meeting campus smart goals for MAP math and reading.	By May 2024, Sambrano leadership will build teacher capacity in the PLC process to ensure meeting are targeted smart goals for MAP math and reading.
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If the district provides ongoing support, then the leadership team will be able to plan, deliver, and review data for appropriate grouping of students and best practice implementation for all learners.	If the district provides ongoing coaching support, then the leadership team will be able to continuously provide training and ongoing support so that the teachers effectively support materials to promote critical thinking and scaffolded support for all other student groups.	If the district provides ongoing support, then the leadership team will be able to implement the planning process for the best rigorous process to meet the needs of all learners through our PLC journey and continued growth in our processes staying focused on analyzing of data to drive our instruction.

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasfesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasfesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Lorenzo G. Loya Primary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Julissa C. Esquivel
District Number	071904	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?	School year 2020-21, ongoing	Was TAP Implementation Ordered or Voluntary?	Voluntary	ESC Support	None

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Julissa C. Esquivel

DATA ANALYSIS

Using your accountability data from 2022 and 2023, and any relevant student achievement data from 2022-2023, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	<p>Domain 1: Increase the number of students who are grade level ready for the preceeding grade. Rationale: Raise the percentage of students who are meeting the required levels from the CIRCLE assessments.</p> <p>Domain 2B: The alignment within the grade level P-K 4 in both monolingual and dual languages with a focus in lesson planning. Rationale: Students in the dual language out perform their monolingual peers in the area of phonics since Spanish letter names and sounds mirror each other more than in letters and sounds in English language.</p> <p>Domain 3: PK4 Grade Teachers Students Learning Objective (SLO) will be focused on letter and sound recognition to assist with building a stronger</p>
	What changes in student group and subject performance are included in these goals?	<p>Domain 1:</p> <p>Domain 2B:</p> <p>Domain 3:</p>
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	<p>PK 4 Grade Teachers Students Learning Objective (SLO) will be focused on letter and sound recognition to assist with building a stronger foundation for the students heading to kindergarten. Rationale:Grade To ensure they are on track with pre-reading skills for the next grade level.</p>

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	5 - Full Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	5 - Full Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	4 - Partial Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	4 - Partial Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	4 - Partial Implementation
5.3 Data-driven instruction.	4 - Partial Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	After reviewing the ESF document, campus instructional team will continue reviewing lesson plans weekly to give feedback to include feedback from CSI and IS on alignment of guidelines, activities, and formal & informal observations/assessments. CSI and IS will provide support to align grading procedures for TEAMS for PK-3 & PK-4.	After reviewing the ESF document, campus instructional team will support teachers in data-driven instructional procedures to disaggregate student data as a grade-level and analyze class and grade-level areas of achievement and areas of improvement to identify trends in student misconceptions, and create a plan of action for reteaching or reinforcing concepts. Meetings will be held during PLC and when data has been collected from teachers. (CIRCLE and Teacher created assessments)	
How will the campus build capacity in this area? Who will you partner with?	We will build capacity within our campus and grade level teams by looking for expertise within our staff for alignment in lesson planning and grading. Reach out to district Planning and Instruction Department for support with Dual Language, I Station, STEM challenges. We will also reach out to Region 19 partners Early Childhood Professional Development, specifically for Prekindergarten.	We will build capacity in data-driven instruction after BOY, MOY, EOY Circle Progress Monitoring Assessment, I station student data, SLO and student growth tracker, and BOY & EOY PreLAS data by dedicating planning time to disaggregate data, analyze trends and create a plan of action for reteaching or reinforcement.	

<p>Barriers to Address throughout this year</p>	<p>Barriers to address for our campus is the limited availability of Early Childhood PD in our area and at the district-level. We also have a limited budget for PD due to student enrollment.</p>	<p>Barriers to address for our campus will be the routine of testing. Circle testing is administered on a one-to-one basis. I station is administered in a whole group setting where students are individually working through the assessment with little teacher assistance/guidance. PK is the first year students experience a school setting and testing. Student attendance becomes an issue when the season changes, we will inform parents</p>	
<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Communication through a collaboration of the instructional team with PK teachers and Specialty teachers. We will embed a 1/2 full-day grade-level planning time during early release. During PLC planning days, T2's will continue with class instruction and specialty rotations.</p>	<p>Teachers will take a critical role in disaggregating their student data , address student misconceptions, and planning for interventions for students needing more support and students exceeding expectations.</p>	
<p>Desired Annual Outcome</p>	<p>By May 2024, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in assessments checklist and grading procedures.</p>	<p>By May 2024, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.</p>	
<p>District Commitment Theory of Action</p>	<p>As we receive district level support and Early Childhood PD , the leadership team and PK teachers will have aligned lessons, lesson activities, assessment checklists, and grading procedures.</p>	<p>As we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students'</p>	<p>If...then,</p>

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.
Desired Annual Outcome: Pre-populates from the 'Foundations' tab.
For each Prioritized Focus Area, please complete the following sections:
Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.
Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.
District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.
District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Daily lessons , teacher observations, and assessments checklists are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to Prek- guidelines and instructional materials. Time for reteach is built into the scope and sequence.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments	
Desired Annual Outcome	By May 2024, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in assessments checklist and grading procedures.	By May 2024, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	By the end of November 2023, teachers will have completed the first nine-grading period to include progress reports. As a collaborative team, we will ensure that all teachers are aligning lesson activities and using a common grading scale(rubric)	By the end of November 2023, we will have assessment results from the Circle Progress Monitoring assessment as well as I station monthly data and teacher created assessment checklists. In I station, we will track all students' data and progress for growth. For the Circle Assessment, we will create and implement a plan of action according to students' needs during small group intervention. Reading intervention teacher will provide additional academic support a small group of students from each PK4 classroom on a daily basis	
Barriers to Address During this Cycle	Loya is aligned to the district TEAMS grading system. This is the first year of implementation using a common grading scale(rubric). PK grade levels and campus instructional team will co-create a observational checklists to assess student progress based on PK guidelines.	Barriers to address during Cycle 1 are time within the instructional day to allow for vocabulary and oracy development, additional limited developmentally appropriate intervention activities as part of the intervention plans of actions.	
District Actions for this Cycle	Continued collaboration with district Technology Department for support using on progress reports and report cards in TEAMS grading system. District Planning and Instruction department provide support in observational checklists to assess student progress based on PK guidelines.	Loya Admin team and teachers will track student progress on formal/informal assessments (observational checklists) on excel and generate data reports with data.	
District Commitment Theory of Action	As we receive district level support and Early Childhood PD , the leadership team and PK teachers will have aligned lessons, lesson activities, assessment checklists, and grading procedures.	As we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	if...then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

- For each action step, indicate:
- the prioritized essential action it is aligned to,
 - the start date/end date during this specific cycle,
 - the resources needed to accomplish this task,
 - the person(s) responsible for ensuring task is accomplished,
 - the evidence that will be used to determine progress toward the action step, and
 - the date evidence will be collected.

At the end of each cycle -
 For each action step: [1] select the progress review status from the drop down menu, and [2] describe what next steps will be taken during the next cycle.
 For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step (May be requested by Specialist)	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly PLC	4.1	8/1/2023 - 05/21/2024	Curriculum-Frogstreet PK 3 and Scholastic PK 4, Chart Tablets/Paper, Construction Paper	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Significant Progress	On-going
Planning Day for PK-3 & 4	5.3	8/8/2023	Discussion with SEL lessons embedded with the grade level curriculum Frog Street PK-3 and Scholastic PK-4.	CSI, IS, PK 3 & 4 teachers,	PLC agendas notes, sign-in sheets,	8/11/2023	Significant Progress	Feedback of lesson plans to teachers.
Extended Planning Day for PK 4 (Changed to 1 1/2 hour planning)	5.3	8/15/2023	On-line resource for Curriculum- Scholastic PK 4.	CSI, IS, PK 4 teachers,	PK Teachers collaborated with their team members using the online resource as presented by L. Sandate. Teachers are currently assessing their students for SLO documentation.	8/18/2022	Significant Progress	Feedback of lesson plans to teachers.
Planning Day for PK 3 (Changed to 1 1/2 hour planning)	5.3	8/15/2023	Curriculum-Frogstreet PK 3	CSI, IS, PK 3 teachers, Reading Interventionist, Collaborative Teacher	PK Teachers collaborated and created a common grade level assessment; generated	9/7/2022	Significant Progress	Feedback of lesson plans to teachers.
Weekly Review of Lesson Plans with feedback	4.1	08/08/2023 - 05/21/2024		Coordinator-School Improvement, IS Instructional		Ongoing	Some Progress	Feedback given to teacher by instructional Team.
PK Lesson Plans on Google Slides; submitted electronically on a weekly basis.	4.1	08/08/2023 - 05/21/2024		All Loya Teachers		Ongoing	Significant Progress	Ongoing, submitted to Admin Team for weekly review.
Extended planning for all teachers during Early release is planned for 09/29/23	4.1	9/29/2023 12:30-4:10 PM		Guided planning with Admin Team on assessment checklist		9/29/2023 12:30-4:10 PM	Scheduled and Upcoming	Both grade levels assisted with creating assessments the the 3rd and 7th check in (8th week PLC cycle)
PD on math and literacy centers for Early Childhood. PD from region 19 A. Avina	4.1	10/31/2023 12:15-4:10 PM		Region 19 will come to PD on campus		10/31/2023 12:15-4:10 PM	Scheduled and Incoming	
Data PLC's	5.3	10/24/2023, 11/7/23 and scheduled for	Assessment Checklist & excel data sheet	Teachers, IS, CSI & Principal	categorize data sheet			Small group interventions

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>	<p>Our focus areas were achieved in the first cycle. PLC improved with the assistance of Mr. Palomino, to introduced the cycle. IS and CSI worked together for power point format, assessments checklist were created to begin gathering data for students on concepts taught to them within a a timeframe. CIRCLE data and SLO data was reviewed with teachers to support area of needs. Data is being documented on reading and math only, to align with ESF</p>	
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>	<p>The students surpass their goal in Mathematics for both mono and dual language in PK-4 with the BOY CIRCLE assessment: D-80% & M-81%, they performed better this year compared to BOY of the last 2 years. In phonological awareness: D-27% & M 30%, scores were below expectation, we contribute this to students not having prior knowlegede of the letter and sounds. We know that when they are assessed at the MOY, there will be gains due to exposure and even more at the EOY. The students also made gains in rapid vocabulary compared to the EOY May 2023: D:45% to 47% and M:</p>	
<p>Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>
	<p>Campus will continue with following the weekly PLC's, weekly lesson planning with feedback, and continue to incorporate the data PLC's with keeping the 4 questions in mind when planning both lessons and assessment checklist.</p>	<p>We will be able to compare the BOY to MOY CIRCLE data and see if students have made growth with their SLO. (January 2024) PK-3 will administer their MOY teacher created assessment in January 2024</p>

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By May 2024, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in assessments checklist and grading procedures.	By May 2024, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	As we receive district level support and Early Childhood PD , the leadership team and PK teachers will have aligned lessons, lesson activities, assessment checklists, and grading procedures.	As we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Data from 8 weeks assessment checklist	5.3	12/5-12/23	Student data & excel sheet	Teachers, CSI, reading teacher and				

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By May 2024, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in assessments checklist and grading procedures.	By May 2024, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disaggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	As we receive district level support and Early Childhood PD , the leadership team and PK teachers will have aligned lessons, lesson activities, assessment checklists, and grading procedures.	As we receive district level support from Planning and Instruction department to create/facilitate a data-driven culture and system at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

Action Step	Prioritized Focus Area	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

<p>For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?</p>		
<p>Did you achieve your student performance goals (see Student Data Tab)? Why or why not?</p>		
<p>Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?</p>	<p>Carryover Action Steps</p>	<p>New Action Steps</p>

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

END OF YEAR REFLECTION			
Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.			
	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	0	0	0
Desired Annual Outcome	0	0	0
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan. Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			
How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
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MEMORANDUM

To: Members of the Board of Trustees
From: Ms. Aggie Reyes, Executive Director Child Nutrition Services
Subject: Interlocal Agreement to Participate in the 2024-2025 West Texas Food Service Cooperative
Date: January 17, 2024

HISTORY: San Elizario ISD has been a member of the West Texas Food Purchasing Co-Op for many years due to the purchasing power of the over 270 member districts.

RATIONALE: Participation allows us to obtain better pricing, service, and helps us preserve the nutritional integrity of our meals.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: Approve the resolution for continued participation.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

CN-WTFSC02
 2024-2025 West Texas Food Service Cooperative Interlocal Agreement
 1/9/2024-7/31/2025

Child Nutrition and Purchasing

Description:

The goal of the Cooperative is to obtain substantial savings on specific food service items for member districts through volume purchasing. The highest quality products for the best possible prices will be sought. The district should benefit through cost savings, meeting federal and state procurement regulations, and receiving items meeting federal Child Nutrition Program requirements. Participating Education Service Centers will organize and administer The West Texas Food Service Cooperative (Cooperative) with Region 17 Education Service Center acting as the fiscal agent (Coordinating Center).

This agreement is entered into pursuant to the authority granted by Title 7 (Agriculture) of the Code of Federal Regulations, Chapter 791 of the Texas Government Code, and Chapter 8 of the Texas Education Code.

EDGAR COMPLIANCE

CONTRACTS INVOLVING FEDERAL FUNDS: Region 17 ESC may be unable to determine which of its agreements/contracts will be used by cooperative members using federal funds at the time of the procurement process. Therefore, Region 17 ESC intends to competitively procure each contract awarded by Region 17 ESC under Section 44.031 of the Texas Education Code and intends to comply with EDGAR and USDA regulations for every procurement action. To comply with EDGAR, Region 17 ESC will make an independent estimate of the value of goods or services in the current market before receiving bids or proposals. After Region 17 ESC receives bids and proposals, but before awarding a contract, Region 17 ESC will also conduct a price or cost analysis and document its findings. For contracts at or above \$50,000 cooperative members must verify that Region 17 ESC fulfilled its requirement to conduct a cost or price analysis in order to benefit from the ability to purchase goods and services from its purchasing cooperatives directly without the need for additional procurement activities or documentation. Region 17 ESC will provide its *Independent Estimate Determination Form* and *Determination of Cost or Price Reasonableness Form* to a cooperative member upon request, but Region 17 ESC recommends that when circumstances necessitate separate evaluation of lump-sum pricing, cooperative members also conduct an independent evaluation of cost or price reasonableness tailored to the cooperative member's specific purchases so that the cooperative member can independently determine the reasonableness of the cost/price of the particular purchase. Stated differently, if the cooperative member's verification of Region 17 ESC's compliance with EDGAR reveals that the lump-sum price includes goods or services for which Region 17 ESC could not have performed a cost or price analysis, the cooperative member should conduct an independent cost or price analysis.

I. Term of Contract

The term of this contract shall be from the date of acceptance by authorized District personnel through July 31, 2025. The participating party(ies) may with mutual agreement among all other participating parties, rescind the Commercial Purchasing and/or Full-Service component of this contract with a thirty (30) day written notice. If participating in the Commodity Processing component of this contract, the participating party is required to fulfill the contractual obligation until all processed commodity commitments are received. For general termination information, see Section VII.

A signed agreement or at least a verbal commitment from district must be received by the WTFSC by February 15, 2024 for district to participate in commodity processing for contract year.

II. General Provisions

In accordance with United States Department of Agriculture (USDA) regulation and Texas Department of Agriculture (TDA) guidance in the Administrator's Reference Manual Section 17c, the Cooperative is a Child Nutrition Program (CNP) Operator-Only Cooperative that is categorized as a "for profit cooperative". Consequently, at the end of the contract year, the Cooperative must return all profit in excess of the profit margin as described in the contract to the participating Cooperative's members, i.e., Contracting Entities. The Cooperative's "profit margin", for purposes of this Agreement, shall be the revenue received by the Cooperative through the charging of the vendor fee set forth in "Fee" section below minus the expenses to the Coordinating Center to operate the Cooperative. The Coordinating Center shall retain the profit margin; however, revenue received in excess of the profit margin ("unanticipated profit"), if any, shall be distributed to the Cooperative's members.

III. Fee

No fee shall be charged to members of the Cooperative.

The USDA does not allow federal funds received by ESC Child Nutrition components to be used to support purchasing cooperatives. Therefore, the Cooperative is a totally self-funded entity. To provide this revenue, a fee of .85% of each district Commercial Purchase is charged to the vendor through a Vendor Participation Fee. Through the Commodity Processing bids, a per-truckload fee of \$500.00 is charged to the processor as an Administrative Processing Fee. All fees are used to cover expenses related to the administration and direct operation of the Cooperative. Districts, even though they may incur these fees indirectly, pay no direct fee to the Cooperative for participation.

IV. ESC 17 (Coordinating Center) will be responsible for the following:

- Provide for the organizational and administrative structure of the cooperative.
- Provide for staff time necessary for efficient operation of the cooperative.
- Host Regional Advisory Board meetings for commercial bid purchasing and commodity processing components.
- Provide onsite and/or technology based regional and/or area trainings as requested/necessary.
- Initiate and implement activities related to the bidding and vendor selection process, in accordance with formal procurement procedures for Texas public schools.
- Review annual fiscal report with member districts at a Fall Advisory Board Meeting.
- Provide districts with Service Report/Product Comment Forms to address quality assurance and vendor complaint issues consistently.
- The Cooperative will not be held responsible for product warranties, product qualities, failure to deliver by vendor(s), or failure of payment to vendor(s) by participating members.

- Manage awarded contracts including:
 - Utilizing cost/price analysis
 - Maintaining awarded catalog(s)
 - Monitoring addition of new goods and/or services
 - Monitoring value of contract(s), i.e., Material Change
 - Material change means a modification that exceeds and/or alters the terms of the original contract between WTFSC, its cooperative members, and Vendor in the amount of 10% of total contract value.

V. Role of the participating district:

- Commit to participate in the Cooperative by resolution of the governing body.
- Designate a contact person for the Cooperative.
- Return all necessary forms to the Cooperative in a timely fashion with appropriate signatures.
- Abide by directives and decisions of the Regional Advisory Boards and Coordinating Center.
- Abide by Texas Department of Agriculture Roles and Responsibilities for Further Processing of USDA Foods as per the Contract Packet via TX-UNPS.
- Prepare purchase orders issued to the appropriate vendor(s)/processor(s) from the official award list provided by the Cooperative.
- Accept shipments of products in accordance with standard HACCP delivery procedures and the Cooperative delivery agreements.
- Pay vendor(s) as per awarded terms and conditions unless prior arrangements have been made between the participating member and the vendor(s). All deliveries will be made in accordance with the specified delivery schedule in each bid document.
- Manage awarded contracts including:
 - Notifying WTFSC of issues regarding vendors and product quality by submitting the Service Report/Product Comment Forms as necessary
 - Following proper procedures to request additional items to be added to bid catalog
 - Verify accuracy of invoices and authorizing payments consistent with contract terms
 - Monitor any changes to the contract through the amendment process allowed by the terms of the contract

VI. Amendments

This agreement may be amended only by agreement of both parties. Amendments may include:

- Change in Contract Options
- Change in Designee

VII. Termination of Contract

This agreement may be terminated for any of the following reasons:

- The Cooperative member submits a written thirty (30) day notice to the ESC terminating the Agreement.
- The Coordinating Center gives the district thirty (30) days written notice that the district has failed to uphold outlined roles of the agreement.
- The Coordinating Center gives the district thirty (30) days written notice of regulation changes that void the contract

VIII. Additional Info

- Compensation. The parties agree that the contractual payments under this Agreement and any related exhibits and documents are amounts that fairly compensate ESC 17 for the services or functions performed under the Agreement.
- Severability. If any portion of this Agreement shall be declared illegal or held unenforceable for any reason, the remaining portions shall continue in full force and effect.
- Venue. This Agreement shall be governed by and construed in accordance with the laws of the State of Texas, and venue shall lie in Lubbock County, Texas, unless otherwise mandated by law.
- Warranty. By the execution and delivery of this Agreement, the undersigned individuals warrant that they have been duly authorized by all requisite administrative action required to enter into and perform the terms of this Agreement.

Commercial Food Purchasing (Through awarded distributor. Example: Labatt)
 Yearly Cost: \$0.00
 Reset

Commodity Processing (Must participate in the USDA/TDA commodity processing program)
 Yearly Cost: \$0.00
 Reset

Full Service Delivery (Milk, Bread, Novelties, etc. shipped direct to CE. Example: Gandy's)
 Yearly Cost: \$0.00
 Reset

Designee (click here to enter designee information)

Child Nutrition Director or Cafeteria Manager authorized to coordinate all Cooperative activities with WTFSC/ESC 17 staff

Designee Name: Agueda Reyes
Designee Title: Executive Director Child Nutrition Services
Designee Email: agreyes@seisd.net
ESC Region #: 19
Yearly Cost: \$0.00
Reset

Annual Rate: \$0.00

Contact Information

Name , Phone# , PO#

Working Meeting

Tuesday, November 7, 2023 5:30 PM

District Building, 1444 Main St, San Elizario, Texas 79849

1. BOARD OF TRUSTEE BUSINESS

Working Meeting began at 5:30 p.m.

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez Board Vice-President
Ms. Monica Chavez, Board Trustee
Mr. Lorenzo Luevano, Board Trustee

The following Board of Trustees were absent:

Ms. Sandra Licon, Board Secretary
Mr. Axel Lopez, Board Trustee
Ms. Guadalupe Caro, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance

The following cabinet members were in attendance:

Mr. Horacio Hernandez, Executive Director Technology
Mr. Jesus Martinez, Executive Director Support Services
Mr. Norberto Rivas, Chief Financial Officer
Ms. Agueda Reyes, Executive Director Child Nutrition Services

1.A. Informal meeting of the Board of Trustees to tour the District Building located at 1444 Main St, San Elizario, TX 79849. No action will be taken and board members will tour the District Building in a group or small groups.

Board of Trustees and Cabinet Members toured the District Building located at 1444 Main St, San Elizario, Texas 79849

Working Meeting was adjourned at 6:14 p.m.

Board President

Board Secretary

Regular Meeting

Wednesday, November 8, 2023 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President
Ms. Myrna Hernandez, Board Vice-President
Ms. Guadalupe Caro, Board Trustee
Ms. Monica Chavez, Board Trustee
Mr. Lorenzo Luevano, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent,
was also in attendance.

The following Board of Trustees were absent:

Ms. Sandra Licon, Board Secretary

1.C. Pledge of Allegiance

1.D. San Elizario ISD Mission Statement

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.

2. OPEN FORUM (five-minute limit)

Ms. Pat Cruz asked board members to allow the community Basketball Team, Indoraptors, to use school facilities at no cost.

3. DISTRICT RECOGNITIONS

3.A. Recognition of Student Athletes

Mr. Cesar Morales, Executive Director Athletics, recognized all students and coaches for their successes.

3.A.1. San Elizario High School Varsity
Team Tennis - District Champions

3.A.2. San Elizario High School Varsity
Volleyball Girls - Bi-District
Champions

3.A.3. San Elizario High School Girls
Varsity Cross Country - District
Champions

3.A.4. San Elizario High School Girls
Varsity Cross Country State Qualifier-
Kylee Pardo-Saucedo

3.A.5. San Elizario High School Boys
Varsity Cross Country - District
Champions & State Qualifiers

3.B. Recognition of Bus Driver - Ms. Fabiola
Ceballos

Dr. Jeannie Meza-Chavez, Superintendent,
Mr. Jesus Martinez, Executive Director
Support Services, and Mr. Leo Benitez,
Transportation Supervisor, recognized Ms.
Fabiola Ceballos for helping a student by
providing breathing exercises while on her
bus route.

3.C. Teacher and Employee of the Month for Ann
M. Garcia-Enriquez Middle School

Mr. Richard Salcido, Principal at Ann M.
Garcia-Enriquez Middle School, recognized
Ms. Angelica Tejada as the Employee of the
Month.

Mr. Richard Salcido, Principal at Ann. M.
Garcia-Enriquez Middle School, recognized
Ms. Thalia Nevarez as the Teacher of the
Month.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Student Outcome Goals

4.A.1. Ann M. Garcia-Enriquez Middle
School - Monitoring Student Progress

Mr. Richard Salcido, Principal at Ann
M. Garcia-Enriquez Middle School,
presented the Monitoring Student
Progress for Ann M. Garcia-Enriquez
Middle School.

Ms. Myrna Hernandez asked if there is a
possibility for the campuses to present
detailed information only for Special
Education Students so the growth can be
measured.

Mr. Richard Salcido stated he can provide that information.

Mr. Eduardo Chavez stated he wants to see data comparing the current 8th grade cohort when they were in 7th grade.

4.B. Consider and approval of the Annual Financial Report for the Fiscal Year Ended June 30, 2023

Mr. Norberto Rivas, Chief Financial Officer, handed the floor over to Shelly Ruddock, Audit Partner, Mario Arenas, Audit Manager, so they could present the Annual Financial Report for the Fiscal Year Ended June 30, 2023.

Ms. Myrna Hernandez made a motion to approve the Annual Financial Report for the Fiscal Year Ended June 30, 2023.

Mr. Axel Lopez seconded the motion

Motion Passed.

4.C. Consider and possible Board action to approve hiring a Communications Officer

Ms. Myrna Hernandez presented the option to hire a Communications Officer.

Mr. Norberto Rivas stated a Budget Amendment would have to be approved to fund this position.

Mr. Eduardo Chavez stated he would like to add the funds for this position for next school year and would like to discuss the job description before posting the vacancy.

Item was tabled.

4.D. Discussion on tour of the District Building located at 1444 Main Street, San Elizario, TX

Mr. Jesus Martinez, Executive Director Support Services, presented information regarding the tour of the District Building located at 1444 Main Street, San Elizario, TX.

Mr. Eduardo Chavez would like the building to get a comprehensive inspection as well as an asbestos testing, so an informed decision can be made.

4.E. Discussion on EHBE (LOCAL) Special Programs: Bilingual Education/ESL

Dr. Rogelio Segovia, Associate Superintendent, presented the EHBE (LOCAL) Special Programs: Bilingual Education/ESL Policy.

Dr. Jeannie Meza-Chavez, Superintendent, advised they will need direction regarding teachers that would like to opt out of attaining the bilingual certification.

Mr. Eduardo Chavez stated he would like the district to transition away from the Bilingual early exit program and to promote the Bilingual program in a more efficient way.

Dr. Jeannie Meza-Chavez, Superintendent, stated a proposed EHBE (LOCAL) Special Programs: Bilingual Education/ESL Policy will be brought back for approval during the January 2024 board meeting.

4.E.1. EHBE (LEGAL)

4.E.2. EHBE (LOCAL) San Elizario Independent School District

4.E.3. EHBE (LOCAL) Austin Independent School District

5. **CONSENT AGENDA** - Consider and possible Board action on

Mr. Lorenzo Luevano made a motion to approve the consent agenda as presented.

Ms. Lupe Caro seconded the motion.

Motion Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

5.A.5. Purchase Orders exceeding \$25,000.00

5.A.5.a. PO # 49624 - Rudolph Chevrolet LLC - \$114,868.00

PO # 49625 - Shi Government
Solutions Inc. - \$52,280.85
PO # 49626 - Caldwell Country
Chevrolet - \$57,920.00

- 5.B. Consider and possible Board action on Goal Progress Monitoring
 - 5.B.1. (HB3) Goal 1 - Overall Academic Growth in Mathematics
- 5.C. Consider and possible Board action to approve revisions and updates to the Board Operating Procedures
- 5.D. Consider and possible board action to revise policy BF(LOCAL) - First Reading
- 5.E. ESC 19- 2023-2024 Continuing Education Service Agreement
- 5.F. Consider approval of minutes for the following:
 - 5.F.1. October 11, 2023 - Regular Board Meeting
- 5.G. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.
 - 5.G.1. Technology Department

6. **PRESENTATION / REPORTS / INFORMATION**

- 6.A. Meal Service Update (Information)
- 6.B. Post-Legislative Update to Texas Education Code - Saturday, December 2, 2023 (Information)
- 6.C. Far West Texas School Boards Association Meeting - Tuesday, December 5, 2023 (Information)

7. **EXECUTIVE SESSION**

- The Board entered a closed meeting at **7:29 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:
- 7.A. Discussion on Employee / Board / Superintendent Communication
 - 7.B. Discussion regarding the Administration's recommendation for the Assistant Principal position at Alfonso Borrego Sr. Elementary School
 - 7.C. Conduct the 2022-2023 Evaluation of the Superintendent and discussion regarding the Superintendent's Employment Contract pursuant to sections 551.071 and 551.074 of the Texas Government Code

7.D. Discussion regarding Legal Counsel Services

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

The Board returned to open session at 9:59 p.m. to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible action to approve the Administration's recommendation for the Assistant Principal position at Alfonso Borrego Sr. Elementary School

Ms. Myrna Hernandez made a motion to approved Ms. Lydia Sandate as the new Assistant Principal position at Alfonso Borrego Sr. Elementary School

Mr. Axel Lopez seconded the motion.

Motion Passed.

8.B. Discussion and possible action to approve annual evaluation of Superintendent

Mr. Eduardo Chavez stated the board is extremely pleased with Dr. Jeannie Meza-Chavez' performance.

Mr. Axel Lopez made a motion to approve the annual evaluation of the Superintendent as discussed during executive session.

Ms. Myrna Hernandez seconded the motion.

Motion Passed.

8.C. Discussion and possible action to amend the Superintendent's employment contract

Ms. Lupe Caro made a motion to approve amendment to the Superintendent's employment contract as discussed during executive session.

Ms. Monica Chavez seconded the motion.

Motion Passed.

9. **NEXT MEETING DATE:**

No Regular Board Meeting will be held in the month of December 2023

Regular Board Meeting: Wednesday, January 17, 2024 at 5:30 p.m.

10. **ADJOURNMENT**

Ms. Myrna Hernandez made a motion to adjourn the meeting at 10:04 p.m.

Ms. Monica Chavez seconded the motion.

Motion Passed.

Board President

Board Secretary



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Subject: December 2023, Non-Technology Fixed Asset Discards
Date: January 17, 2024

HISTORY: Campuses and departments periodically replace obsolete, broken or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

RATIONALE: To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

BUDGET: No budget impact

ADMINISTRATIVE RECOMMENDATION: For the Board of Trustees to declare the listed fixed assets as surplus or discards and authorize the administration to sell or dispose of them by any reasonable means.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



Fixed Asset Discard List

Other: Grass/WHS

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	W0112	Burnisher	#2600000129	1	Not Working
2	W0112	Vacuum	#1501271786	1	Not Working
3	W0112	Vacuum	#2600002147	1	Not Working
4	W0112	Pole Pruner	#0911061056	1	Not Working
5	W0112	Edger	#0911111037	1	Not Working
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
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24					
25					
26					
27					
28					
29					
30					

Date: 12/8/23

Authorized Campus
Signature [Signature]

Page 1 of 1

Warehouse Dept.
Fixed Asset Discard List



Other: CNS Dept.

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	H113 12oz Glass/Gibraltar	Item # 15 235	6 boxes	not tagged
2	H113 12oz Glass/Gibraltar	Item # 15238	7 Boxes	not tagged
3	H113 Yellow Round Plate	stainless	19 ct	not tagged.
4	H113 Gravy or Sauce	Boat 47575	6 ct	
5	H113 Gravy or Sauce	ceramic	5 ct	
6	H113 5 1/2 Plate	Item 840-405R22	3 ct	
7	H113 6 1/2 Plate	Item 840-410N-11	2 ct	
8	H113 12" Orange Plate	3302452	11 ct	
9	H113 10oz Orange Bowl	43529-52	2 ct	
10	H113 10.5 Orange Plate	3300252	5 ct	
11	H113 Anchor Home	SW16440 95176	19 ct	
12	H113 Plate 10 1/2	840-438R-10	9 ct	
13	H113 Konig Mug 8 1/2 oz	840 125 .002	2	
14	H113 White Coffee Mug	no serial #	27 ct	21 ct
15	H113 Green Coffee Mug	no serial #	9	
16	H113 Gray Coffee Mug	no serial #	10	
17	H113 Wine Cups	no serial #	8 ct	
18	H113 10oz coffee mug	4305252	12 ct	
19	H113 Beverage Dispenser	Jal. 3359	1 ct	
20	H113 Beverage stand	92103	1 ct	
21	H113 Beverage Dispenser lid glass		1 ct	
22				
23				
24				
25				
26				
27				
28				
29				
30				

Date: 12/15/23

Authorized Campus

Signature [Signature] 12-7-23

Page 1 of 1

Warehouse
Fixed Asset Discard List



Other: CMS DEPT.

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	6186 Blodgett Comb	1011040626	1	Obsolete
2	"	1011040904	1	Obsolete
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				
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29				
30				

Date: 11-30-23

Authorized Campus

Signature [Signature]

Page 1 of 1

Warehouse
Fixed Asset Discard List



Other: CNS DEPT.

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	A164	Blodgett Cambi	SN 121304JQ0415	1	Obsolete
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
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28					
29					
30					

Date: 11-30-23

Authorized Campus

Signature [Handwritten Signature]

Page 1 of 1

Warehouse
Fixed Asset Discard List



Other: CNS DEPT

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	C181	Draising Pan	0905120005	1	Obsolete
2					
3					
4					
5					
6					
7					
8					
9					
10					
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13					
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29					
30					

Date: 12-30-23

Authorized Campus

Signature _____

Page 1 of 1



San Elizario I.S.D.
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: December 2023 Technology Fixed Asset Discard
Date: January 17, 2024

HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. To aid the campuses and departments in removing these items to maximize space, the Technology Department will submit monthly disposal lists for approval.

RATIONALE:

The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell listed items.

BUDGET IMPACT:

No budget impacts.

ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize the administration to sell or dispose of items by any reasonable means.

Please check one: For approval Report/Information only Recognition only.

San Elizario ISD's vision is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district

Child Nutrition Service Department

Technology Dept.
Fixed Asset Discard List



Other: CWS

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	H113	Card Scan	CS-A03950-CD	1	obsolete
2	H113	Nikon Camera	0702085407	1	obsolete
3	H113	Canon Camera	7196	1	obsolete
4					
5					
6					
7					
8					
9					
10					
11					
12					
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Date: _____

Authorized Campus

Signature [Signature] 12-2-23

Page _____ of _____



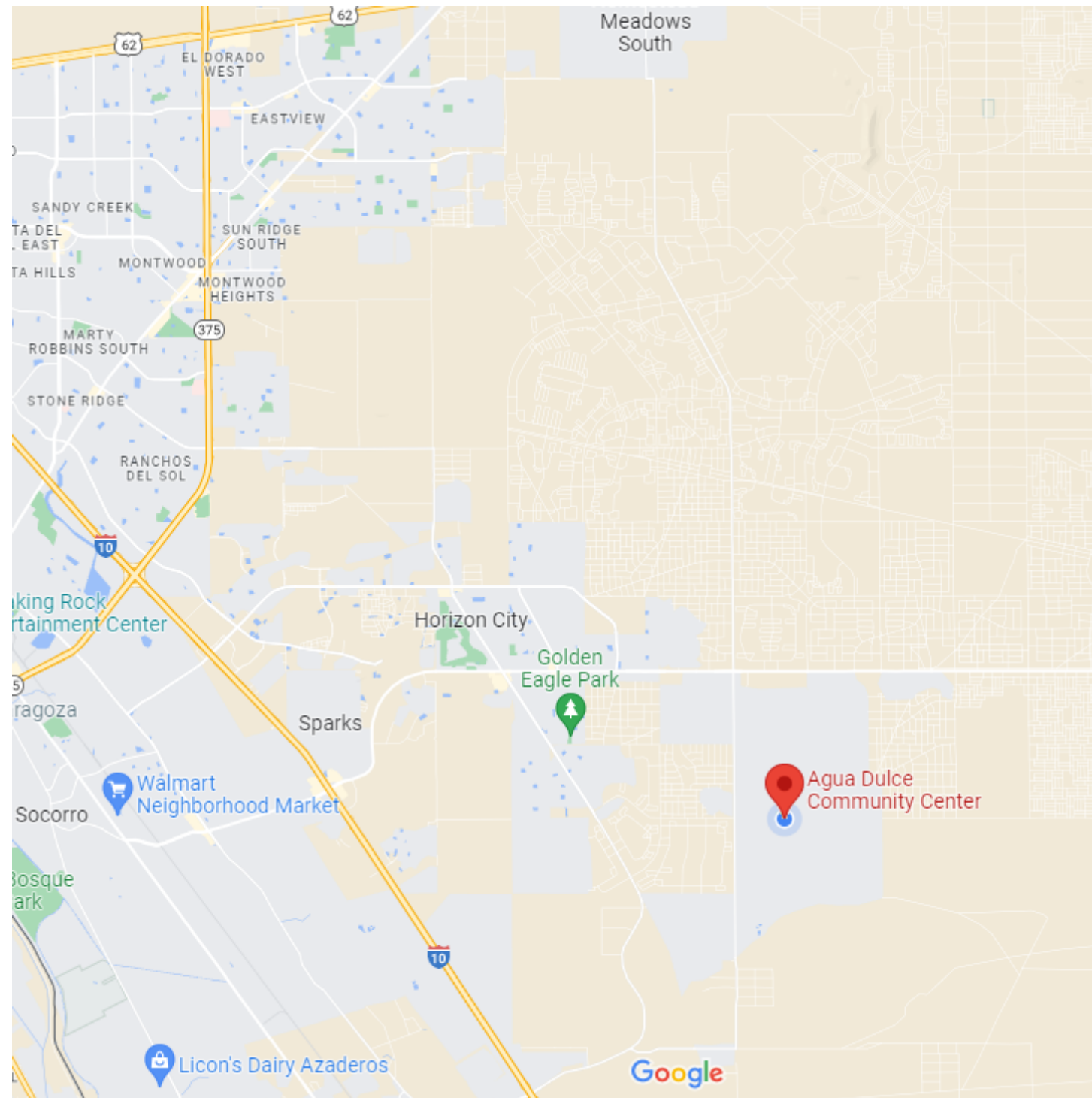
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15371 Kentwood Ave. El Paso, Texas 79928
- Tablets and hotspots are available for 1-month loans at the physical library branch
- Programming at the branch



Satellite locations

CLINT

- Clint Community Center
- 200 San Elizario Road
- 11 a.m. - 12:30 p.m.
- First and Third Tuesdays of the month

SAN ELIZARIO

- Presidio Chapel Cafeteria
- 1556 San Elizario Rd
- 11 a.m. - 12:30 p.m.
- Second and Fourth Tuesdays of the month

FABENS

- Fabens Community Center
- 201 NE Camp St
- 11 a.m. - 12:30 p.m.
- Every Thursday of the month

Other Locations

- Hotspots and Tablets are available to check-out or renew at these locations
- Technical assistance available from our Digital Library Services Specialist
- Beginner Technology Classes available the Second and Fourth Tuesday of the month from 10:00 – 11:00 am at San Elizario
- Beginner Technology Classes available the Second and Fourth Thursday of the month from 12:00 – 1:00 pm

Sign Up!!!



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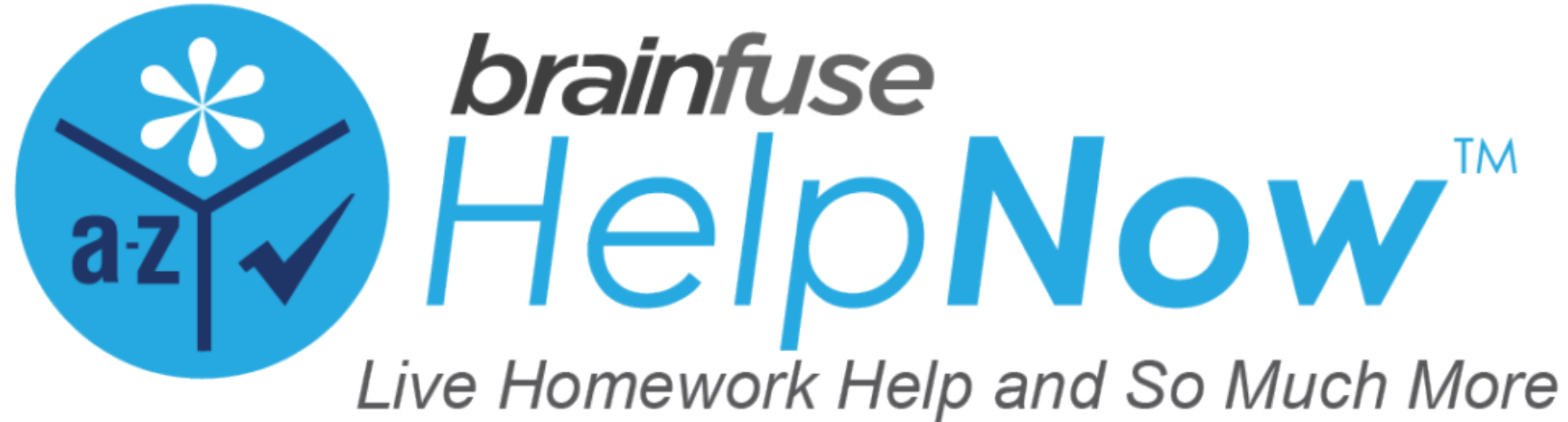
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ebooks, audiobooks,
magazines, comic books,
movies, tv shows, music

Brainfuse



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Questions?



Priscilla Moreno
Digital Services
Librarian



Erly Moya Machuca
Digital Library Services
Specialist

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San Elizario ISD
 P.O. Box 920
 San Elizario, TX 79849
 Phone 915.872.3900
 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: Progress Monitoring— (HB 3) Goal 2: Overall 3rd Grade STAAR Reading Achievement
Date: January 17, 2024

HISTORY:

The Board of Trustees had previously developed a set of 3 Student Outcome Goals with corresponding Goal Progress Measures (GPM’s) to monitor student progress. These goals primarily focused on math (Goal 1), reading (Goal 2), and college and career readiness (Goal 3). Each goal had annual targets established.

This report is meant to inform the Board about an update to Goal 2, which focuses on overall 3rd-grade reading performance as measured by the 2023 STAAR assessments. The focus is on the 3rd grade as this grade level aligns with the progress monitoring expectations outlined in HB 3.

RATIONALE:

Student Outcome Goal 2 (HB 3; 5-year Goal)

The percentage of 3rd-grade students that score at the approaches level on STAAR reading will increase from 57% in June 2022 to $\geq 80\%$ by June 2028.

Goal 1 Annual Targets:

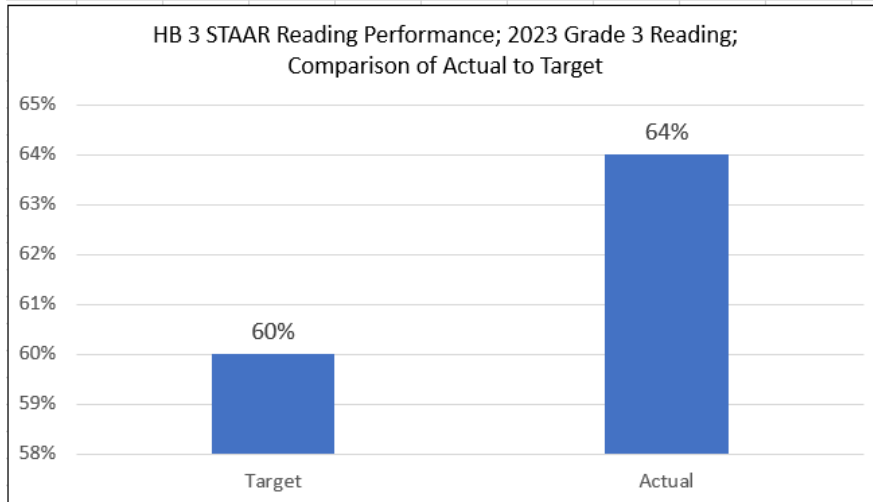
2023	2024	2025	2026	2027	2028
60%	64%	68%	72%	76%	80%

In the Spring of 2023, 185 students in Grade 3 took the reading STAAR test. They achieved 64% at the approaches level. The 2023 target was 60%, placing our 3rd-grade math performance 4% above the target. The corresponding graph is on the following page.

San Elizario ISD’s mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



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BUDGET:

There is no budget associated with this item.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of 3rd grade reading as presented.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Mr. Troy Enriquez, Principal, San Elizario High School
Subject: San Elizario Early College High School Update
Date: January 17, 2024

HISTORY: District established the Early College in August of 2021 the with the intent of promoting a rigorous curriculum that leads to an associate degree, while earning a high school diploma, and ensuring college readiness.

RATIONALE: The Early college high school allows the student to secure an associate degree at a fraction of the cost in addition to becoming prepared for rigorous setting of college curricula. To date, the campus is set to graduate its first Senior class in 2025.

Thirty six of fifty-seven students in the 2025 cohort are currently on track to secure their associate's. In addition, at the end of January 2024 a total of 40 students will be on tracking placing the Early College on track percentage at 70% with one full academic year to go. This percentage places the campus above the state mandated metric for early college high schools.

Campus is actively working to ensure instructors maintain effective communication with students and provide the necessary interventions to guarantee the child is able to meet the rigorous nature of early college content.

BUDGET: No additional budgetary needs

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the Board to discuss progress of the Early College High School to date.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

2023-2024 PLC SCHEDULE

SECONDARY

San Elizario High School

Core Subjects | History, Math, Science, RLA

Daily | **Tuesday to Friday**

1st Period 8:05 am - 9:02 am History	2nd Period 9:05 am - 10:13 am Math	3rd Period 10:16 am - 11:13 am Science	4th Period 1:49 pm - 2:46 pm RLA
--	--	--	--

Elective Subjects

Monthly | 1:50 pm to 4:50 pm

CTE Tuesdays	SPED & Spanish Wednesdays	Fine Arts, PE & ROTC Thursdays
22-Aug	23-Aug	24-Aug
19-Sep	20-Sep	21-Sep
24-Oct	25-Oct	26-Oct
28-Nov	29-Nov	30-Nov
23-Jan	24-Jan	25-Jan
27-Feb	28-Feb	29-Feb
19-Mar	20-Mar	21-Mar

Monthly | 9:00 am to 11:00 am

Advance Placement Teachers Tuesdays	Core Area Instructional Assistants Wednesdays
22-Aug	23-Aug
19-Sep	20-Sep
24-Oct	25-Oct
28-Nov	29-Nov
23-Jan	24-Jan
27-Feb	28-Feb
19-Mar	20-Mar

Ann M. Garcia-Enriquez Middle School

Daily | **Tuesday to Friday**

2nd Period 9:05 am - 10:13 am Social Studies	3rd Period 10:16 am - 11:13 am Special Education	4th Period 11:16 am - 12:13 pm Mathematics	6th Period 1:49 pm - 2:46 pm RLA
--	--	--	--

7th Period
2:49 pm - 3:50 pm
Science

ELEMENTARY & PRIMARY

Lorenzo G. Loya Primary School

Weekly | **Tuesdays**

Pre - Kinder 3 1:00 pm to 2:00 pm	Pre - Kinder 4 9:00 am - 10:30 am
--------------------------------------	--------------------------------------

Lorenzo G. Alarcon Elementary School

Weekly | **Wednesdays**

3rd Grade 1:00 pm - 2:00 pm	4th Grade 10:30 am to 11:30 am	5th Grade 9:30 am to 10:30 am	6th Grade 8:30 am to 9:30 am
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Josefa L. Sambrano Elementary School

Weekly | **Thursdays**

Kinder Group 1 1:00 pm - 2:00 pm	Kinder Group 2 2:05 pm - 3:05 pm	1st Grade Group 1 8:00 am to 9:00 am	1st Grade Group 2 9:05 am - 10:05 am
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2nd Grade Group 1 10:10 am - 11:10 am	2nd Grade Group 2 11:15 am to 12:15 am
--	---

Alfonso Borrego, Sr. Elementary School

Weekly | **Fridays**

3rd Grade 8:00 am - 9:00 am	4th Grade 9:15 am - 10:15 am	5th Grade 1:40 pm - 2:40 pm	6th Grade 2:45 pm - 3:45 pm
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Springer, Mijares, Jara
10:15 am - 11:00 am



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MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Executive Director-Support Services
Subject: TEC 37.108 (b) District Safety and Security Audit Results
Date: January 17, 2024

HISTORY: The Texas Education Code (TEC), Sec. 37.108 (b) states that at least once every three years, each school district or public junior college district shall conduct a safety and security audit of the district's facilities. The Texas School Safety Center provides guidance and a toolkit to accomplish the audit. The San Elizario ISD campus/facility Safety and Security Committees completed the self-audits for their respective campus or facility. Based on all the facility audits, a district report was compiled, and information required by The Texas School Safety Center was submitted.

RATIONALE: In compliance with the Texas Education Code 37.108 the district audit has been completed. The District Audit report was submitted by the deadline of August 31, 2023, to The TxSSC. In addition, the results are attached for the Board's information and signatures, which is also required by the Texas School Safety Center.

BUDGET: No budget impact

ADMINISTRATIVE RECOMMENDATION: Texas Government Code Chapter 551.076 provides that deliberation regarding security devices or security audits may be conducted in a closed session. A copy of the submitted report is included for the Board's information and signatures.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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2020-2023 District Audit Report

The Texas Education Code (TEC) 37.108(c) requires Independent School Districts to report the results of their safety and security audits to the district's board of trustees and to the Texas School Safety Center.

DAR Summary Report

Below you will find a summary of all the information you provided in the DARtool submission. The information in the summary report is static and edits cannot be made from this page. Please review and confirm that all information is correct before clicking the "Next" button.

If you need to make edits, use the "Back" button at the bottom of this page to make any necessary changes. If all information is correct, please print a copy of your summary report by clicking the three dots on the upper right-hand corner of your web browser and select print to produce a hard copy or save as PDF for your records. After you print or save the summary report, select the "Next" button at the bottom of this page to submit your responses. Please note you do not need to re-enter your access code.

Welcome to the Texas School Safety Center's DARtool

The District Audit Report tool (DARtool) consists of questions pertaining to your district's safety and security audit results. Every question must be answered in order to submit your results. The deadline for reporting your audit information to the Texas School Safety Center (TxSSC) is **September 15, 2023**.

The DARtool automatically saves your information as you go, so you do not have to complete all questions in one session. You may re-enter the system unlimited times using your provided login. You may complete and submit the DARtool questionnaire any time prior to the deadline.

The DARtool recognizes the answers you provide and will direct you to the next appropriate question based on your answers. Therefore, you may not answer every question in sequential order, but you must answer every question the DARtool presents to you.

Once all questions are answered, the DARtool will show you a Summary Report of your answers. You should save and print a copy of your DAR Summary Report.

After saving/printing your Summary Report, you must click on the "Next" button to submit the report and for the system to recognize it as complete. Once your submission is complete, you will receive a notification thanking you for your response.

Once you submit the DARtool questionnaire you will not be able to make any changes. If you need to correct any submitted information, please promptly contact the TxSSC at txssc_audit_info@txstate.edu.

Click here to download a printable PDF copy of the questions in this tool. The PDF contains a glossary of terms as well as legal references. Throughout the tool, glossary terms are **underlined** and legal references are noted where applicable. Refer to the Glossary (page 33) for full

definitions of underlined terms. Refer to References (page 40) for applicable legal references.

The Texas Education Code (TEC) 37.108(b) requires each independent school district to conduct a safety and security audit at least once every three years and the 2020-2023 audit cycle ends on August 31, 2023. By August 31, 2023 each independent school district shall complete safety and security audits of all district facilities.

In addition, the TEC 37.108(c) requires independent school districts to report the results of their safety and security audit to the TxSSC in the manner required by the TxSSC. TEC 37.108(c) also requires that the report be presented to the board of trustees and signed by the board president of the independent school district.

For more detailed guidance on conducting safety and security audits, including reporting of results, please visit the TxSSC's [School Safety and Security Audit Toolkit](#).

To begin reporting your audit results, click the "Next" button below.

Thank you,
Texas School Safety Center

Instructions: *Using information collected during your district facility safety and security audit, please answer the following questions as they pertain to the current audit cycle.*

Section 1

District Demographics

1. First name of person reporting

358

Jesus

2. Last name of person reporting

Martinez

3. Title of person reporting

Executive Director-Support Services

4. Contact email for person reporting

j.martinez@seisd.net

5. Contact phone number for person reporting (xxx-xxx-xxxx)

9158723980

6. Name of District Superintendent

Dr. Jeannie Meza-Chavez

7. Email address of District Superintendent

jmeza-chavez@seisd.net

8. District enrollment of students taking courses on campus from January through May of 2023 (Numbers only please. No commas.)

3089

9. Which best describes the geographical area where the *majority* of the students in your district live?

- Urban
- Suburban
- Rural**

Section 2

Safety and Security Information

10. How many instructional facilities are present in your district? (*Numbers only please. No commas*)

6

11. How many non-instructional facilities are present in your district? (*Numbers only please. No commas*)

3

12a. Were safety and security audits conducted for ALL your district's instructional facilities during the 2020-2023 audit cycle?

Reference: TEC §37.108(b)

- Yes
- No
- N/A, should only be selected if you entered 0 to Question 10

13a. Were safety and security audits conducted for ALL your district's non-instructional facilities during the 2020-2023 audit cycle?

Reference: TEC §37.108(b)

- Yes
- No
- N/A, should only be selected if you entered 0 to Question 11

14. Were the following elements reviewed during your district's safety and security audits?

	Yes	No
<u>Cybersecurity</u>	<input type="radio"/>	<input checked="" type="radio"/>
<u>Data and documents</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Exterior of facilities</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Interior of facilities</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Intruder assessment</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Multi-hazard emergency operations plan</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>School climate</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Surrounding environment</u>	<input checked="" type="radio"/>	<input type="radio"/>

15. Do your instructional facilities include Career and Technical Education (CTE) facilities (separate from non-CTE instructional facilities)?

- Yes
- No**

16. Did your safety and security audits include additional evaluation criteria specific to Career and Technical Education (CTE) facilities?

- Yes**
- No

17. Have the safety and security audit results of your district's facilities been reported to the district's Board of Trustees?

Reference: TEC §37.108(c)

- Yes, they have been reported. *(Please enter the date. Date format: mm/dd/yyyy)*
- No, but they are scheduled for an upcoming board meeting. *(Please enter the date. Date format: mm/dd/yyyy)*
- No, they have not been reported and they have not been scheduled to be reported.**

18a. Did your district receive school safety or security consulting services from an outside consultant (not employed by your district)?

- Yes
- No**

Section 3

School Safety and Security Committee

19a. Does your district have a school safety and security committee?

Reference: TEC §37.109(a)

- Yes**
- No

19b. Does your district school safety and security committee include the following members?

Reference: TEC §37.109(a-1)(1)(2)(3)(4)(5)(6)(7)(9)

	Yes	No	N/A
One or more representatives of an office of <u>emergency management</u> of a county or city in which the district is located	<input type="radio"/>	<input checked="" type="radio"/>	
One or more representatives of the local police department or sheriff's office	<input checked="" type="radio"/>	<input type="radio"/>	
One or more representatives of the district's police department if applicable	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
The president of the district's board of trustees	<input checked="" type="radio"/>	<input type="radio"/>	
A member of the district's board of trustees other than the president	<input checked="" type="radio"/>	<input type="radio"/>	
The district's superintendent	<input checked="" type="radio"/>	<input type="radio"/>	
One or more designees of the district's superintendent, one of whom must be a classroom teacher in the district	<input checked="" type="radio"/>	<input type="radio"/>	
Two parents or guardians of students enrolled in the district	<input checked="" type="radio"/>	<input type="radio"/>	

19c. Did your school safety and security committee participate, on behalf of the district, in developing and implementing emergency plans consistent with the district multi-hazard emergency operations plan to ensure that the plans reflect specific campus, facility, or support service needs?

Reference: TEC §37.109(b)(1)

- Yes**
- No
- N/A, our district has not adopted a multi-hazard emergency operations plan

19d. Does your school safety and security committee periodically provide recommendations to the district board of trustees and district administrators regarding updating the district multi-hazard emergency operations plan?

Reference: TEC §37.109(b)(2)

- Yes
- No**
- N/A, our district does not have a multi-hazard emergency operations plan

19e. Did your school safety and security committee provide the district with any campus, facility, or support services information required in connection with a safety and security audit required by Section 37.108(b), a safety and security audit report required by Section 37.108(c), or another report required to be submitted by the district to the Texas School Safety Center?

Reference: TEC §37.109(b)(3)

- Yes**
- No

19f. Did your school safety and security committee review each report required to be submitted by the district to the Texas School Safety Center to ensure that the report contains accurate and complete information regarding each campus, facility, or support service in accordance with criteria established by the center?

Reference: TEC §37.109(b)(4)

- Yes
- No

19g. Did your school safety and security committee consult with local law enforcement agencies on methods to increase law enforcement presence near district campuses?

Reference: TEC §37.109(b)(5)

- Yes
- No

19h. Does your district operate on a year-round system or any other type of alternative schedule?

- Yes
- No

19i. Did your school safety and security committee meet at least three times during each calendar year, with an interval of at least two months between each meeting?

Reference: TEC §37.109(c)

- Yes
- No

19j. Did your school safety and security committee meet at least once during each academic semester and at least once during the summer?

Reference: TEC §37.109(c)

- Yes
 No

20a. Does your district partner with an open enrollment charter school to provide instruction to students?

Reference: TEC §37.109(a-1)(8)

- Yes
 No

Section 4

Emergency Management Information

21a. Has your district designated an individual in an emergency management coordinator or school safety coordinator role?

- Yes
 No

21b. Is this position full-time or part-time (*in addition to other duties*)?

- Full-time
 Part-time (*in addition to other duties*)

22a. Has your district adopted a multi-hazard emergency operations plan for use in the district's facilities?

Reference: TEC §37.108(a)

- Yes
 No

22b. Does your district's multi-hazard emergency operations plan address the following five phases of emergency management?

Reference: TEC §37.108(a)

	Yes	No
<u>Prevention</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Mitigation</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Preparedness</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Response</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Recovery</u>	<input checked="" type="radio"/>	<input type="radio"/>

22c. Does your district's multi-hazard emergency operations plan provide for the following:

Reference: TEC 37.108(a)(1)(2)(3)(5)

	Yes	No
Training in responding to an emergency for district employees, including substitute teachers	<input checked="" type="radio"/>	<input type="radio"/>
Measures to ensure district employees, including substitute teachers, have classroom access to a telephone, including a cellular phone, or another electronic device	<input checked="" type="radio"/>	<input type="radio"/>
Measures to ensure district communications technology and infrastructure are adequate to allow for communication during an emergency	<input checked="" type="radio"/>	<input type="radio"/>
Measures to ensure coordination with the Department of State Health Services and local emergency management agencies (i.e., law enforcement, health departments, and fire departments) in the event of an emergency	<input checked="" type="radio"/>	<input type="radio"/>

22d. Is your district's multi-hazard emergency operations plan reviewed at least annually and updated as needed based on recommendations by the district's board of trustees for improvement of the plan?

Reference: TEC §37.108(c-2)(2)(8)

- Yes
- No

22e. Does your district's multi-hazard emergency operations plan include provisions for ensuring that students and district personnel with disabilities are provided equal access to safety during a disaster or emergency situation?

Reference: TEC §37.108(f)(4)

- Yes
- No

22f. Does your district multi-hazard emergency operations plan mandate the following types of drills?

Reference: TEC §37.108(a)(4)

	Yes	No
<u>Fire Evacuation Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Evacuation Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Lockdown Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Secure Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Shelter for Severe Weather Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Shelter-in-Place for Hazmat Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>

22g. Does your district's multi-hazard emergency operations plan include a chain of command that designates the individual responsible for making final decisions during a disaster or emergency situation, and identifies other individuals responsible for making those decisions if the designated person is unavailable?

Reference: TEC §37.108(f)(1)

- Yes
- No

22h. Does your district's multi-hazard emergency operations plan include provisions that address physical and psychological safety for responding to the following?

Reference: TEC §37.108(f)(2)

	Yes	No
A natural disaster	<input checked="" type="radio"/>	<input type="radio"/>
An active shooter incident	<input checked="" type="radio"/>	<input type="radio"/>
Any other <u>dangerous scenario</u> identified for purposes of this section by the agency or the Texas School Safety Center	<input checked="" type="radio"/>	<input type="radio"/>

22i. Does your district's multi-hazard emergency operations plan include provisions for ensuring the safety of students in portable buildings?

Reference: TEC §37.108(f)(3)

- Yes
- No
- N/A, our district does not use portable buildings

22j. Does your district's multi-hazard emergency operations plan include provisions for providing immediate notification to parents, guardians, and other persons standing in parental relation in circumstances involving a significant threat to the health or safety of students, including identification of the individual with responsibility for overseeing the notification?

Reference: TEC §37.108(f)(5)

- Yes
- No

22k. Does your district's multi-hazard emergency operations plan include provisions for supporting the psychological safety of students, district personnel, and the community during the response and recovery phase following a disaster or emergency situation?

Reference: TEC §37.108(f)(6)

- Yes
- No

22l. Are the provisions for supporting the psychological safety of students, district personnel, and the community aligned with best practice-based programs and research-based practices recommended under Section 38.351?

Reference: TEC §37.108(f)(6)(A)

- Yes
- No

22m. Do the provisions for supporting the psychological safety of students, district personnel, and the community include strategies for ensuring any required professional development training for suicide and grief-informed care and trauma-informed care is provided to appropriate personnel?

Reference: TEC §37.108(f)(6)(B)

- Yes
- No

22n. Do the provisions for supporting the psychological safety of students, district personnel, and the community include training on integrating psychological safety and suicide prevention strategies into the district's plan, such as psychological first aid for schools training, from an approved list of recommended training established by the commissioner and Texas School Safety Center for the following?

Reference: TEC §37.108(f)(6)(C)(i)(ii)(iii)

	Yes	No	N/A
Members of the district's <u>school safety and security committee</u>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
District school counselors and mental health professionals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Educators and other district personnel as determined by the district	<input type="radio"/>	<input checked="" type="radio"/>	

22o. Does your district's multi-hazard emergency operations plan include a policy for providing a substitute teacher access to school campus buildings and materials necessary for the substitute teacher to carry out the duties of a district employee during an emergency or a mandatory emergency drill?

Reference: TEC §37.108(f)(7)

- Yes
- No**

22p. Does your district’s multi-hazard emergency operations plan include the following regarding your school safety and security committee:

Reference: TEC §37.108(f)(8)

N/A, our district does not have a school safety and security committee

	Yes	No	
The name of each individual on the committee	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The date of each committee meeting during the preceding year	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

22q. Does your district’s multi-hazard emergency operations plan include a policy for district property selected for use as a polling place under §43.031, Election Code?

Reference: TEC §37.108(e)

- Yes
- No
- N/A, our district has no property designated as a polling place**

22r. Does your district’s multi-hazard emergency operations plan include a policy for responding to an active shooter emergency?

Reference: TEC §37.108(g)

- Yes**
- No

22s. Has your district conducted a hazard analysis as part of the district multi-hazard emergency operations plan?

- Yes**
- No

23a. Does your district have an instructional facility or non-instructional facility located within 1,000 yards of a railroad track?

Reference: TEC §37.108(d)

Yes

No

24a. Does your district store and/or maintain hazardous materials for use in a Career and Technical Education (CTE) facility?

Yes

No

24b. Does your district's multi-hazard emergency operations plan include procedures for responding to a hazardous materials incident in a Career and Technical Education (CTE) facility?

Yes

No

25a. Does your district conduct after-action reviews following:

	Yes	No
<u>Drills</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Exercises</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Hazards</u>	<input checked="" type="radio"/>	<input type="radio"/>

25b. Does your district utilize the after-action reviews to develop and implement improvement plans based on findings?

Yes

No

26a. Has your district identified key personnel that are responsible for specific emergency functions?

- Yes
- No

26b. Have key personnel responsible for specific emergency functions been trained in the National Incident Management System (NIMS)?

- Yes
- No

26c. Have key personnel responsible for specific emergency functions been trained in the Incident Command System (ICS)?

- Yes
- No

27. Does your district have the following plans in place?

	Yes	No
<u>Continuity of Operations (COOP) Annex</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Communicable Disease Annex</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Active Threat Annex</u>	<input checked="" type="radio"/>	<input type="radio"/>
<u>Severe Weather Annex</u>	<input type="radio"/>	<input checked="" type="radio"/>
<u>Hazardous Material Annex</u>	<input type="radio"/>	<input checked="" type="radio"/>
<u>Psychological Resilience Annex</u>	<input type="radio"/>	<input checked="" type="radio"/>

28a. Does your district have a reunification plan or process in place?

- Yes
- No

28b. Has your district practiced the reunification plan or process within the last 12 months?

- Yes
- No

Section 5

Behavioral Threat Assessment, Suicide Prevention, and Trauma-Informed Care Information

29a. Has your district board of trustees established a behavioral threat assessment team?

Reference: TEC §37.115(c)

- Yes
- No

29b. Do members appointed to the behavioral threat assessment team have expertise in the following areas?

Reference: TEC §37.115(d)

	Yes	No
Counseling	<input checked="" type="radio"/>	<input type="radio"/>
Behavior management	<input checked="" type="radio"/>	<input type="radio"/>
Mental health/substance use	<input checked="" type="radio"/>	<input type="radio"/>
Classroom instruction	<input checked="" type="radio"/>	<input type="radio"/>
Special education	<input checked="" type="radio"/>	<input type="radio"/>
School administration	<input checked="" type="radio"/>	<input type="radio"/>
School safety and security	<input checked="" type="radio"/>	<input type="radio"/>
Emergency management	<input checked="" type="radio"/>	<input type="radio"/>
Law enforcement	<input checked="" type="radio"/>	<input type="radio"/>

29c. Has your district board of trustees adopted policies and procedures for the behavioral threat assessment team?

Reference: TEC §37.115(c)

Yes

No

29d. Have all members of the district behavioral threat assessment team(s) completed behavioral threat assessment training?

Reference: TEC §37.115(c)

Yes

No

29e. What organization trained members of the behavioral threat assessment team? (Please select all that apply.)

Texas School Safety Center

A regional Education Service Center

A different training provider

30. Does your district regularly monitor social media for threats?

Yes

No

31a. Does your district use some form of an anonymous reporting system for behavioral threat assessment?

Reference: TEC §37.220(b)(3)

Yes

No

31b. Please specify the name of the anonymous reporting system for behavioral threat assessment:

SEISD Tip Line (district web-based tip line)

32a. Does your district have a suicide prevention program?

Reference: TEC §38.351(c)(4)

- Yes
- No

32b. Is information about the suicide prevention program accessible to all students, staff, and parents at all district campuses?

- Yes
- No

32c. Does your district provide suicide prevention training to:

Reference: TEC §38.351(e)

	Yes	No	N/A
School counselors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers	<input checked="" type="radio"/>	<input type="radio"/>	
Nurses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators	<input checked="" type="radio"/>	<input type="radio"/>	
Other staff who regularly interact with students	<input checked="" type="radio"/>	<input type="radio"/>	
Law enforcement officers who regularly interact with students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social workers who regularly interact with students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

32d. Does each campus have protocols in place to respond to suicide attempts or deaths by suicide?

Reference: TEC §38.351(a)

Yes

No

33a. Has your district adopted and implemented a policy requiring the integration of trauma-informed practices in each school environment?

Reference: TEC §38.036

Yes

No

33b. Has the policy been included in the district improvement plan as required under TEC §11.252?

Reference: TEC §38.036

Yes

No

34. Does your district have staff available to provide trauma-informed care to a large portion of your population at once?

Yes

No

35a. Does your district contract with any outside resources to provide standby trauma-informed care in the event of a major disaster?

Yes

No

36. Which of the following district roles are trained in providing trauma-informed care? *(Please select all that apply.)*

- School Counselor
- School Social Worker
- School Counselor with LPC/LCSW
- School Psychologist
- Licensed Specialist in School Psychology (LSSP)
- Teacher
- Administrator
- Other *(please specify)*:
- None of these

Section 6

Bullying Prevention Policies and Procedures

37. Has your district board of trustees adopted a policy that prohibits the bullying of a student?

Reference: TEC §37.0832(c)(1)

- Yes
- No

38. Has your district board of trustees adopted a policy that prevents and mediates bullying incidents between students that interfere with a student's educational opportunities or substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity?

Reference: TEC §37.0832(c)(2)(A-B)

- Yes
- No

39. Has your district board of trustees adopted a policy that prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying?

Reference: TEC §37.0832(c)(3)

Yes

No

40. Has your district board of trustees established a procedure for providing notice of an incident of bullying to the following:

Reference: TEC §37.0832(c)(4)

	Yes	No
A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported	<input checked="" type="radio"/>	<input type="radio"/>
A parent or guardian of the alleged bully within a reasonable amount of time after the incident.	<input checked="" type="radio"/>	<input type="radio"/>

41. Has your district board of trustees adopted a policy that establishes the actions a student should take to obtain assistance and intervention in response to bullying?

Reference: TEC §37.0832(c)(5)

Yes

No

42. Has your district board of trustees adopted a policy that sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying?

Reference: TEC §37.0832(c)(6)

Yes

No

43. Has your district board of trustees adopted a policy that establishes procedures for reporting an incident of bullying that includes the following:

Reference: TEC §37.0832(c)(7)

	Yes	No
Procedures for a student to anonymously report an incident of <u>bullying</u>	<input checked="" type="radio"/>	<input type="radio"/>
Investigating a reported incident of <u>bullying</u>	<input checked="" type="radio"/>	<input type="radio"/>
Determining whether the reported incident of <u>bullying</u> occurred	<input checked="" type="radio"/>	<input type="radio"/>

44. Has your district board of trustees adopted a policy that prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying?

Reference: TEC §37.0832(c)(8)

Yes

No

Section 7

Active Threat Exercise

45a. Did your district conduct an active threat exercise, including an active shooter simulation during this audit cycle (2020-2023)?

- Yes
- No

Section 8

Additional Safety and Security Information

53. Is the name and contact information for the district board of directors posted on the district website?

Reference: TEC §11.1518

- Yes
- No

54. Does each instructional facility in your district have visitor policies/procedures that govern access?

Reference: TEC §38.022(a)

- Yes
- No

55. Does each stand-alone Career and Technical Education (CTE) facility (separate from non-CTE instructional facilities) in your district have visitor policies/procedures that govern access?

- Yes
- No
- N/A, our district does not have any stand-alone Career and Technical Education (CTE) facilities**

56. Does each non-instructional facility in your district have visitor policies/procedures that govern access?

- Yes**
- No
- N/A, our district does not have any specific non-instructional facilities

57. Has your district board of trustees adopted a policy regarding action to be taken by the administration of a school campus when a visitor is identified as a sex offender?

Reference: TEC §38.022(d)

- Yes**
- No

58a. Were the school safety allotment funds, as appropriated by the commissioner, used to improve school safety and security?

Reference: TEC §42.168(b)

- Yes**
- No

58b. In which general categories were the school safety allotment funds expended? (Please select all that apply)

Reference: TEC §42.168(b)(1)(2)(3)(4)

- Improvements to school infrastructure
- Improvements to Career and Technical Education (CTE) facility infrastructure and/or equipment
- The use or installation of physical barriers
- Purchase and maintenance of security cameras or other security equipment
- Purchase and maintenance of technology, including communication systems or devices, that facilitates communication and information sharing between students, school personnel, and first responders in an emergency
- Employing school district police officers, private security officers, or school marshals
- Collaborating with local law enforcement for the assignment of school resource officers**
- Active shooter and emergency response training
- Prevention and treatment programs relating to addressing adverse childhood experiences
- Providing licensed counselors, social workers and individuals trained in restorative discipline and restorative justice practices
- Providing mental health personnel and support
- Providing behavioral health services
- Establishing threat reporting systems
- Providing programs related to suicide prevention, intervention and postvention
- Other school safety and security equipment, training or programs. (Please specify):

59. Does your district have procedures in place for notification of a bomb threat or terroristic threat relating to a campus or other district facility at which students are present that includes notification of the threat as soon as possible to the parent or guardian of, or other person standing in parental relation to, each student who is assigned to the campus or who regularly uses the facility?

Reference: TEC §37.113

- Yes
- No**

60a. Does your district contract law enforcement officers from local, county, or regional agencies (e.g., county Sheriff's office, municipal police department)?

Yes

No

60b. How many law enforcement officers are contracted by your district?
(Please specify. Enter numbers only.)

2

60c. Indicate the grade levels to which contracted law enforcement personnel are regularly assigned. (Please select all that apply.)

Elementary School

Middle/Junior School

High School

61a. Does your district employ law enforcement officers?

Yes

No

62a. Does your district employ non-law enforcement security personnel?

Yes

No

62b. How many non-law enforcement security personnel are employed by your district? (Please specify. Enter numbers only.)

16

62c. Are non-law enforcement security personnel regularly assigned to the following: *(Please select all that apply)*

- Elementary School
- Middle/Junior School
- High School

62d. Which of the following type(s) of non-law enforcement security personnel does your district utilize? *(Please select all that apply.)*

- School Marshal Program
- Guardians
- Private Security
- Other non-law enforcement *(please specify)*:

66a. Which of the following agreements does your district have in place pertaining to school safety and security? *(Please select all that apply.)*

Reference: TEC §37.2121(d)(1)(2)(3)

- Memoranda of understanding
- Mutual aid agreements
- Interlocal agreements
- Contracts
- Other *(please specify)*:
- No agreements are in place

66b. With whom has your district entered into memorandum of understanding, mutual aid agreements, interlocal agreements, contracts, and/or similar agreements? (Please select all that apply.)

Reference: TEC §37.2121(d)(1)(2)(3)

- Department of State Health Services
- Local and/or Regional Public Health Department
- Local Emergency Management

Law Enforcement

- Fire Department
- EMS

Neighboring District(s)

- Off-campus locations where students attend instruction (e.g., junior colleges, universities)
- Off-campus evacuation sites/reunification sites
- Volunteer Organizations
- Behavioral Health Providers (e.g., local mental health authorities, private practitioners, etc.)
- Other (please specify):

67. Have the following drills been conducted at all instructional facilities at the minimum frequency stated below:

Reference: TEC §37.114(1-2)

	Yes	No
<u>Secure Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>
<u>Lockdown Drill</u> (Two per school year; once per semester)	<input checked="" type="radio"/>	<input type="radio"/>
<u>Evacuation Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>
<u>Shelter-in-Place for Hazmat Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>
<u>Shelter for Severe Weather Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>
<u>Fire Evacuation Drill</u> (Four per school year; two per semester*) <i>*Local fire marshal requirements supersede this recommended frequency.</i>	<input checked="" type="radio"/>	<input type="radio"/>

68. Have the following drills been conducted at all non-instructional facilities at the minimum frequency stated below: *ONLY SELECT N/A IF YOUR DISTRICT DOES NOT HAVE SPECIFIC NON-INSTRUCTIONAL FACILITIES*****

Reference: TEC §37.114(1-2)

	Yes	No	N/A
<u>Secure Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Lockdown Drill</u> (Two per school year; once per semester)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Evacuation Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Shelter-in-Place for Hazmat Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Shelter for Severe Weather Drill</u> (One per school year)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<u>Fire Evacuation Drill</u> (Four per school year; two per semester*)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
<i>*Local fire marshal requirements supersede this recommended frequency</i>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

69. Have personnel in your district received training in any of the following response guidelines? (Please select all that apply.)

- CRASE - Civilian Response to Active Shooter - Avoid, Deny, Defend
- Run, Hide, Fight
- ALICE - Active Shooter Training - Alert, Lockdown, Inform, Counter, Evacuate**
- Standard Response Protocol**
- Standard Reunification Method
- Other (Please specify):
- None of these

70a. Does your district have a traumatic injury protocol?

Reference: TEC §38.030(a)

- Yes
- No

70b. Does your district provide agency-approved training on the traumatic injury protocol for the following?

Reference: TEC §38.030(b)(3)

	Yes	No	N/A
Each district peace officer commissioned under Section 37.081	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
School <u>security personnel</u> employed under Section 37.081 that provide security services at the campus	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Each resource officer who provides law enforcement at the campus	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
All other district or school personnel who may be reasonably expected to use a <u>bleeding control station</u>	<input checked="" type="radio"/>	<input type="radio"/>	

71a. Does your district have bleeding control stations?

Reference: TEC §38.030(b)(1)

- Yes
- No

71b. Are the bleeding control stations stored in easily accessible areas of the campus that are selected by the district's school safety and security committee? *Reference: TEC §38.030(b)(2)*

- Yes, they are stored in easily accessible areas as selected by the school safety and security committee
- Yes, they are stored in easily accessible areas, but our district does not have a school safety and security committee
- No**

71c. Does your district annually offer instruction on the use of a bleeding control station from a school resource officer or other appropriate district or school personnel who has received the training under Section 38.030(b)(3) to students enrolled at the campus in grade seven or higher?

Reference: TEC §38.030(b)(4)

- Yes**
- No

72. Does the student handbook for each campus include information on gang-free-zones and the consequences of engaging in organized criminal activity within those zones?

Reference: TEC §37.110

- Yes**
- No

73. Does your district implement programs or provide education to counter gang recruitment in schools?

- Yes
- No**

74. Does your district annually provide or make information available about programs on dangers of students sharing visual material depicting a minor engaged in sexual conduct, to parents and students in a grade level the district considers appropriate?

Reference: TEC §37.218(c)

Yes

No

Note: Click the "Next" button below to view a summary of your DARtool submission. Please ensure you save a copy of the summary report for your records. Additionally, the summary report should be signed by the superintendent and by each member of the board of trustees. The signed report does not need to be sent to the Texas School Safety Center (TxSSC).

By submitting this report on behalf of the district, I am confirming that I have reviewed all information for accuracy and that it is true and accurate, including items that may pertain to statutorily required safety measures. As the primary individual responsible for this report, the superintendent of the district is aware of the information that has been reported.

Please enter the access code provided to you by the Texas School Safety Center and click "Next".

**If you need assistance logging in, please contact our office via email:
txssc_audit_info@txstate.edu**

Please enter your access code:

If you have technical issues or questions about conducting your audit or how to answer questions within the DARtool, contact txssc_audit_info@txstate.edu.

Dr. Jeannie Meza-Chavez

Superintendent

Eduardo Chavez

Board President

Myrna Hernandez

Board Vice-President

Sandra Licon

Board Secretary

Lorenzo Luevano

Board Member

Axel Lopez

Board Member

Lupe Caro

Board Member

Monica Chavez

Board Member



Legislative Updates: 88th Legislative Session

6611 Boeing Dr, El Paso, TX 79925
Phone: (915) 780-1919 | www.esc19.net

esc19.net

The 88th Legislative Session was (and continues to be) one for the books!

TEXAS LEGISLATURE 2023

The regular Texas legislative session started with a record budget surplus and ended with an impeached attorney general

The 2023 legislative session started with a \$22.7 billion surplus. It was rife with Republicans infighting and multiple scandals. Then, the House impeached the state's attorney general.

BY KATE MOORE AND MATTHEW WATKINS MAY 29, 2023 UPDATED: 10 PM CENTRAL SHARE REPUBLISH

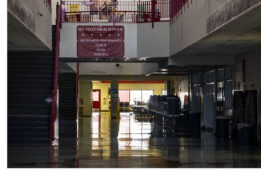


House Speaker Dade Phelan speaks out the session on May 29. Bob Daemmerich for The Texas Tribune

Texas school districts sue state education commissioner over changes to A-F accountability system

KIT 16.5 | By Becky Pagan

Published August 20, 2022 at 11:04 AM CDT



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SERVING THE EDUCATIONAL COMMUNITIES OF EL PASO & HUDSPETH COUNTIES

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Accountability

HB 1225

Allows for any student to request to take a state assessment on paper.

- For fall admin, deadline is 9/15 and for spring, the deadline is 12/1
- Only 3% of a district's exams may be on paper. If more are requested, allow on a FCFS basis.
- Any paper exams required by IEP or 504 do not count towards 3%.

HB 1883

Notes that districts may not schedule state testing on religious holidays, including: All Saints Day, Christmas, Diwali, Eid al-Adha, Eid-al-Fitr, Good Friday, Immaculate Conception, Passover, Rosh Hashanah, Vaisakhi, Holy Thursday, Vesak, Reformation Day, and Yom Kippur.

*** TEA Assessment Division states that makeup days for these holidays may be included in district-wide makeup days**



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Special Education

HB 1926 repeals the expiration date of the supplemental special education services program and limits the amount of the program to the amount appropriated each biennium.

HB 3928 relates to a student's eligibility for special education services, including dyslexia and related disorders. Students who qualify should continue to receive grade level, Tier I, core reading instruction.

SB 2304 provides info regarding the Texas Driving with Disability program to give information to students (16+) who have a health condition or disability that may impede effective communication with a peace officer.

* Requires school boards to adopt and implement a policy requiring district to comply with all rules & standards adopted by SBOE, including the Dyslexia Handbook of Texas and guidance published by the commissioner to assist districts in implementing the handbook.



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HB 1926: Repeals expiration of the supplemental special education program and requires commissioner to set aside an amount set by appropriation to fund the program. Supplemental Special Education Services (SSES) are \$1,500 one-time on-line grants for eligible parents/caregivers of eligible students served by special education that have been impacted by COVID-19 school closures. Families of eligible students can use the on-line accounts to obtain educational materials and resources and/or services such as additional speech therapy or other specific services.

HB 3928: Creates required procedures for dyslexia evaluations and policy for following state guidelines, including Dyslexia Handbook. Requires districts to provide information to parents about requesting evaluations for special education upon student's placement in DAEP.

*Districts are already required to follow the handbook

Early Childhood

HB 1615 Establishes a program to assist Texas Rising Star program providers (private prekindergarten providers partnering with a district). Requires TWC to assist in negotiating contracts between districts and private providers. Allows TWC to distribute appropriated funds to support PD for these private providers.

HB 2729 Relates to staff member requirements for high quality prekindergarten (PK) programs. PK teachers must hold a CDA credential, Montessori certification, or 8 years experience in an accredited program, to name the most common credentials. Requires PK classes to “attempt to maintain a ratio of no less than one certified teacher or teacher’s aide for each 11 students.



Notable Bills: Accelerated Learning (HB 4545 Relief) HB 1416

Limits accelerated instruction to 2 subject areas per student, prioritizing RLA and Math

A minimum of 15 hours is required, but a full 30 hours is required for students who score significantly below standard

Relaxes student:teacher ratios to 4:1

Eliminates Accelerated Learning Committees; instead, requires written plans for students below grade level for 2 or more years

Parental Opt-Outs of Accelerated Learning requirements



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Curriculum & Instruction

SB 1647

Changes requirements for dropout recovery programs. Allows offering hybrid instruction.

HB 3803

Empowers parent to elect to retain student in pre-K through grade eight or repeat high school course unless student is eligible to graduate.

SB2124

Requires advanced math in middle school allowing for Algebra I in grade 8 and automatic enrollment in advanced grade six math of any student performing in top 40% on grade five math STAAR or local measure.



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Notable Bill: HQIM HB 1605



Establishes a rigorous curriculum vetting process to support teachers in utilizing high quality, grade level instructional materials (HQIM) and guarantees curriculum transparency for parents

Requires professional development and on-going implementation support for teachers to ensure HQIM understanding and rigorous instruction for ALL students

Districts are entitled to an allotment to procure HQIM and TEA will maintain a list of OER (Open Educational Resources) on their website

Prohibits districts to require teachers to spend time creating or selecting instructional materials unless the contract specifies this duty.

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Amends Education Code regarding the written information that school trustees can require that a classroom teacher prepare for a unit or weekly lesson plan by specifying that a unit or weekly lesson plan included in instructional material as defined in this legislation and adopted by the trustees for the district at which a teacher is employed, is sufficient to satisfy the written lesson plan requirement. Planning and Noninstructional Duties of Teachers Permits a district to enter into a supplemental agreement with a classroom teacher under which the teacher agrees to perform a duty relating to initial lesson plan design or instructional material selection that is not a duty generally anticipated to be performed during the instructional day and assigned to all classroom teachers of the same subject and grade level under those teachers' employment contracts. Prohibits a district from requiring a classroom teacher for a foundation course to spend their designated planning and preparation time creating or selecting instructional materials to initially cover the TEKS for the course unless the teacher has entered into a supplemental agreement. Establishes this provision does not prohibit a classroom teacher from choosing to spend time creating or selecting instructional materials. Requires a supplemental agreement in which a teacher is assigned responsibility for a greater number of duties unrelated to providing instruction than other full-time teachers of the same grade level to explicitly state each of the duties unrelated to providing instruction.

Requires a district to make tests readily available for review by parents in person and teaching materials available for review both in person and, if applicable, through an instructional materials parent portal as established in this legislation. The district must: (1) allow access beginning not later than 30 days before the school year begins and concluding not earlier than 30 days after the school year ends; and (2) include, for the entire period specified, access to all instructional materials that pertain to each subject area in the grade level in which the student is enrolled, except for tests or exams that have not yet been administered to the student and the student's graded assignments. Allows the district to specify reasonable hours for in-person review. Prohibits a district from denying a parent access to the instructional materials parent portal.

Creates new process for approving instructional materials and adds requirements for districts. Prohibits use of three-cueing method of reading instruction in grades K-3 and in educator prep programs. Contains requirements for parental review of tests and instructional material.

HB 1605



Parental Right to Request Instructional Material Review Requires the board of trustees of each school district to establish a process by which a parent of a student at a campus may request an instructional material review for a subject area in the grade level in which the student is enrolled.

Mandates the process:

- (1) may not require more than one parent make the request
- (2) provide for the trustees to determine if the request will be granted, either originally or through an appeal process
- (3) may permit the requesting parent to review the instructional material directly before the district conducts a review.
 - Establishes that if the parents of at least 25 percent of the students enrolled at a campus present to the trustees a petition for the board to conduct an instructional materials review, the board shall conduct the review, unless the petition is presented by the parents of less than 50 percent of the students enrolled at the campus and, by a majority vote, the board denies the request.
 - Mandates the review include materials for each subject area or grade level specified in the petition. Establishes that the board of trustees is not required to conduct a review for a specific subject or grade level more than once per school year and that parental access to material reviewed is in addition to any other right to access the material.

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Amends Education Code regarding the written information that school trustees can require that a classroom teacher prepare for a unit or weekly lesson plan by specifying that a unit or weekly lesson plan included in instructional material as defined in this legislation and adopted by the trustees for the district at which a teacher is employed, is sufficient to satisfy the written lesson plan requirement. Planning and Noninstructional Duties of Teachers Permits a district to enter into a supplemental agreement with a classroom teacher under which the teacher agrees to perform a duty relating to initial lesson plan design or instructional material selection that is not a duty generally anticipated to be performed during the instructional day and assigned to all classroom teachers of the same subject and grade level under those teachers' employment contracts. Prohibits a district from requiring a classroom teacher for a foundation course to spend their designated planning and preparation time creating or selecting instructional materials to initially cover the TEKS for the course unless the teacher has entered into a supplemental agreement. Establishes this provision does not prohibit a classroom teacher from choosing to spend time creating or selecting instructional materials. Requires a supplemental agreement in which a teacher is assigned responsibility for a greater number of duties unrelated to providing instruction than other full-time teachers of the same grade level to explicitly state each of the duties unrelated to providing instruction.

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Creates new process for approving instructional materials and adds requirements for districts. Prohibits use of three-cueing method of reading instruction in grades K-3 and in educator prep programs. Contains requirements for parental review of tests and instructional material.

HB 900

Texas State Library & SBOE must adopt standards for school districts to consider in developing, implementing or expanding library services

Requires schoolbook vendors to provide a "rating" for books with sexually explicit behavior sold in the previous year and to annually submit a list of books rated as sexually relevant or sexually explicit material which must be posted on the TEA website pt standards for school districts to consider in developing, implementing or expanding library services

The agency may re-review a book not rated and retain the right to cease all sales of the book and issue a recall for all copies sold to districts and maintain a list of vendors who fail to comply ; districts may NOT purchase books from any vendors on the list

Districts must review district or schoolbooks rated as "sexually relevant" material and determine whether to retain the book; the district must also submit to the agency a report of each book rated as "sexually explicit" and a decision regarding the book



SERVING THE EDUCATIONAL COMMUNITIES OF EL PASO & HUDSPETH COUNTIES

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Notable Bill: READER Bill

Texas State Library & SBOE must adopt standards for school districts to consider

Requires schoolbook vendors to provide a "rating" for books with

The U.S. Court of Appeals for the Fifth Circuit has set a tentative schedule to decide whether a judge's order blocking the state's controversial book rating law, HB 900, should stand. But an administrative stay issued by a separate motions panel of the Fifth Circuit remains in force— meaning that, despite being found unconstitutional, **the law is now in effect**

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The agency re-review a not rated and retain the right to cease all sales of the book and issue a recall of all copies sold to districts and maintain a list of vendors who fail to comply ; districts may NOT purchase books from any vendors on the list

HB 900 Lawsuit – Latest Action

October 12: Fifth Circuit Court **announced** that they will hear oral arguments on November 28. The state's appeal brief is due on October 30; Amicus briefs supporting the state are due November 6; the plaintiffs' brief is due November 13; amicus briefs supporting the plaintiffs are due November 17; and the state's final reply brief is due on November 20.

The agency a report on each book rated as "sexually explicit" and a decision regarding the book

Student Health

HB 4375 Requires instruction to students in grades seven-12 on the use of an automated external defibrillator (AED).

SB 294 Changes requirements for policy regarding asthma medication, now called "medication for respiratory distress."

SB 29 Prohibition of Government Mandates for Masks, Vaccines, or School Closures

HB 3908 Requires SHAC-recommended instruction to students in grades six-12 to include instruction regarding the dangers of addiction to and abuse of synthetic opioids such as fentanyl. Establishes Fentanyl Poisoning Awareness Week.

SB 629 Requires policy for opioid antagonist at campus serving students in grades 6-12; policy is optional for campuses serving younger students. Provides for physician to issue standing order of opioid antagonist in name of district. Creates reporting requirements and immunity from liability.



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Facilities

HB 3485 Authorizes vendor on public work contract not to proceed with additional work when not provided a written, fully executed change order and work would exceed a certain amount.

SB 2069 Amends requirements for human trafficking signage; now required in conspicuous location.



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Personnel

HB 621 Creates temporary certificate to teach CTE for certain military service members and first responders.

SB 10, HJR2; Proposes constitutional amendment and change in statute to allow a one-time cost-of-living adjustment payable to certain TRS annuitants.



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HB 621 Requires SBEC to propose rules that a temporary certificate under these circumstances is valid for no more than three years, limited to a one-time issuance, and not subject to renewal. Permits a person issued a temporary certificate to earn a standard certificate if all eligibility requirements are met for that certification. Requires a school district to require an employee with the temporary certificate to obtain at least 20 hours of classroom management training unless the employee has had specified experience during time as a first responder or military member. Mandates a school district assign a mentor teacher to a person holding the temporary CTE certificate for at least two school years.

School Safety

HB 3 Requires an armed security officer at each campus absent good cause and mental health training for all staff who regularly interact with students. Creates new TEA office for safety and security and expands TEA authority to monitor compliance with school safety laws with support from ESCs. Changes laws regarding behavioral threat assessment. Expands school safety allotment.

Requires trustees to determine the appropriate number of armed security officers for each campus in the district. The board must ensure at least one armed security officers is present during regular school hours at each campus. If a board is unable to comply, they may claim a good cause exception if the district's noncompliance is due to the availability of funding or personnel who qualify to serve as a security officer described above.



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A security officer is defined as: (a) a school district peace officer; (b) a school resource officer; or (c) a commissioned peace officer employed as security personnel under TEC 37.081.

School Safety

HB 473 Requires notice to parents and invitation to participate before behavioral threat assessment. Team must share results of assessment with parent.

HB 1720 Employee who reports potential threat to threat assessment team may remain confidential except as necessary to team, district, and law enforcement for investigation.



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School Safety

SB 999 Requires that providers of active shooter training at public schools and institutes of higher education obtain a certificate issued by the Texas Commission on Law Enforcement.



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School Safety

SB 838 Requires installation of silent panic alert technology for each classroom, effective in 2025-26.

HB 3623 Allows MOU between schools (public or private) to authorize one school's school marshal to carry firearm at another school during event in which both schools participate.

SB 133 Prohibits peace officer or security personnel at school activity from using restraint, taser, or chemical spray on student in grade five or below unless student poses risk of serious harm to self or others.



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Taxes

HB 5 Creates new tax abatement program for eligible properties. Replaces Texas Economic Development Act (Ch. 313) that discounted school property taxes for businesses moving to Texas.

HB 3273 Requires posting certain information for property owners on appraisal district and taxing unit websites.



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House Bill 5 would allow school districts to grant full property tax breaks for certain companies to move to Texas, with the state filling in the district's resulting gap in funding with state tax dollars. The bill is meant to replace the old Texas Economic Development Act known informally as Chapter 313, referring to the part of the state tax code that gave large businesses moving to Texas a 10-year discount on their school property taxes.

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Taxes

HB 1228 Requires electronic delivery of communications between property owner and tax official if property owner elects for electronic delivery.

HB 4456 Defines no-new-revenue maintenance and operations tax rate for school districts as the *rate to maintain same level of maintenance and operations revenue* as calculated under the Texas Education Code.



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H.B. 3 (Burrows/Nichols) – School Safety Measures: this bill: (1) requires the board of trustees of each school district to ensure that at least one armed security officer is present during regular school hours at each district campus; (2) allows the board of trustees of any school district to enter into a memorandum of understanding (MOU) with a city that is the employing political subdivision of commissioned peace officers for the purpose of providing school resource officers; (3) requires the MOU in (2), above, to: (a) be in the form of an interlocal contract; and (b) use a proportionate cost allocation methodology to address any costs or fees incurred by the school district or the city, as applicable; (4) allows a city to recoup direct costs incurred as result of the MOU in (2), above, but the city may not profit under the MOU; (5) allows a city to seek funding from federal, state, and private sources to support the cost of providing school resource officers; (6) requires each school district and open-enrollment charter school to provide DPS and all appropriate local law enforcement agencies and emergency first responders: (a) an accurate map of each district campus and school building that is developed and documented in accordance with the standards described in this bill related to developing site and floor plans, access control, and exterior door numbering; and (b) an opportunity to conduct a walk-through of each district campus and school building using the map described in (6)(a), above; (7) provides that in each county under 350,000 in population, the sheriff shall call and conduct semiannual meetings to discuss: (a) school safety; (b) coordinated law enforcement response to school violence incidents; (c) law enforcement capabilities; (d) available resources; (e) emergency radio interoperability; (f) chain of command planning; and (g) other related subjects proposed by a person in attendance of the meeting; and (8) requires the following persons to attend a meeting called under (7), above: (a) the sheriff or designee; (b) the police chief or designee for any police department in the county; (c) each elected constable or designee in the county; (d) each school police department chief or security coordinator; (e) DPS personnel assigned to the county; (f) a person appointed to a command staff position at an emergency medical

service in the county; (g) a representative of each other state agency with commissioned peace officers assigned to the county; (h) county and municipal EMS and fire command staff; (i) the superintendent or designee for each district in the county; (j) any federal law enforcement official serving in the county; and (k) any other person the sheriff considers appropriate. (Effective September 1, 2023.)

Funding: HB 1

Major funding items for public education spending and property tax relief include:

- \$17.6 billion for property tax relief (SB 2, the enabling legislation, passed in 88th second called special session)
- Fully funds FSP under current law, including increases of \$3.2 billion for enrollment
- \$2.4 billion for increases in golden penny yield
- \$60 million for NIFA
- \$307 million for IMTA
- \$5 billion for public education pending enactment of other legislation
- \$1.4 billion for school safety (\$300 million in HB 1 and \$1.1 billion in SB 30), including grants to districts and charter schools and new state initiatives
- \$1.6 billion for one-time annuity payments for certain TRS retirees and \$3.4 billion for a COLA for certain retirees
- \$588.5 million to TRS to maintain health insurance premium increases below 10% each year for TRS-ActiveCare participants



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New Instructional Facility Allotment Program

The Instructional Materials and Technology Allotment (IMTA)

HB 1:

<https://www.texastribune.org/2023/11/22/texas-legislature-school-vouchers-uncertain/>

Funding

SB 30 \$1.1 billion to TEA for school safety grants. \$2 million to TEA to implement HB 900. Almost \$75 million to offset federal funds withheld due to state failure to maintain special education funding.

HB 2209 Establishing the Rural Pathway Excellence Partnership Program **Creates the Rural Pathway Excellence Partnership (R-PEP) Program. Applies beginning with the 2023-24 school year.**

The program must enable an eligible school district that has fewer than 1,600 students in ADA to partner with at least one other school district located within 100 miles to offer a broader array of robust college and career pathways.



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School Boards

HB 3440 Requires posting meeting agenda online concurrently with notice.

SB 232 Provides for removal from office based on certain criminal offenses.

HB 3033 Complying with the Texas Public Information Act (TPIA) requires adherence to timelines that reference "business day," but no formal meaning had ever been established. The law now formally defines the meaning, Defines "business day." Authorizes Attorney General to require additional training. Creates exceptions to disclosure for certain information related to elections and AG settlement negotiations. Amends procedures for responding to certain requests. Requires AG to create database.



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School Boards

HB 2285 – Authority of Certain ISDs to Change Terms for Trustees

- Provides that a school board may adopt a resolution changing the length and terms of its trustees by December 31, 2023.
- Applies only to a school district with a central administrative office located in a county with a population of **more than 1 million but less than 1.25 million** and in which a **municipality with a population of 4,500 or less** is located.
- Requires the resolution to include staggered terms of either three or four years
- The transition must begin with the first regular election for trustees that occurs after the board adopts the resolution, and a trustee who serves on the date the resolution is adopted must serve the remainder of that term.
- Requires posting meeting agenda online concurrently with notice.



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More Bills of Interest

- **SB 29** prohibits a governmental entity from implementing, ordering, or otherwise imposing a mandate to prevent the spread of COVID-19 that requires: a person to wear a face mask or other face covering; a person to be vaccinated against COVID-19; or the closure of a private business or a public, open-enrollment charter, or private school.
- **SB 68** permits a school district to excuse a student who is a junior or senior in high school from school for a “career investigation day” that involves visiting a professional at their workplace for the purpose of determining the student’s interest in pursuing a career in the professional’s field.
- **SB 798** states that the qualifications for certification as a school counselor may not include a requirement that a candidate for certification have experience as a classroom teacher.
- **SB 838** requires school districts and charters to provide panic alert devices in all classrooms.
- **SHB 3440** Open Meetings Act: Requires posting meeting agenda online concurrently with notice.

More Bills of Interest

- **SB 2069** reduces requirements on public schools by removing the mandate that they post signs regarding human trafficking penalties only in conspicuous places likely to be viewed by all employees and visitors. School districts are still required to post these notices.
- **HB 1789** allows school district boards of trustees to exempt the appointment or employment of public-school bus drivers from nepotism prohibitions if the board approved the appointment or employment.
- **HB 1212** prohibits a school district from requiring a note from a clergy member or other religious leader to excuse a student absence related to the observance of a religious holy day. The school district would be required to accept a note from the student's parent or person standing in parental relation.
- **HB 567: CROWN Act** prohibits any student dress or grooming policy adopted by a school district or public institution of higher education, including a student dress or grooming policy for any extracurricular activity, from discriminating against a hair texture or protective hairstyle commonly or historically associated with race.

More Bills of Interest

- **HB 1789** Expands exception to nepotism laws for hiring bus drivers; board of trustees in large counties may approve hire.
- **SB 763** Allows districts to hire or accept as volunteers chaplains to provide support, services, and programs for students. Boards must take record vote by March 1, 2024 on whether to adopt a policy.
- **HB 114** Eliminates mandatory expulsion for offenses involving THC and alcohol, requiring DAEP instead. Creates procedures for placement of students in ISS when DAEP is full. Requires placement in DAEP for e-cigarette on campus or at a school activity. Adds vaping to education and support services for substance abuse.
- **HB 3708** For district that allows homeschool students to participate in UIL, creates allotment of \$1,500 per league activity in which homeschool student participates.
- **HB 699** Requires UIL to use same formula to calculate league classification whether or not district allows homeschool students to participate.

Above All: Remember Your “WHY?”

A quality public school system offers the most promising potential...

to provide
universal access to
free education

to guarantee equal
opportunity for all
children

to unify a diverse
population

to prepare people
for citizenship in a
democratic society

to prepare people
to become
economically self
sufficient

to improve social
conditions

Thank you!

Rachel Anderson
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San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes Child Nutrition Services
Subject: Annual Financial Audit
Date: January 17, 2024

HISTORY: Child Nutrition Services Department is responsible for complying with all federal and state audit requirements established by the Texas Department of Agriculture.

RATIONALE: Child Nutrition Services Department successfully met all requirements for the single audit performed for fiscal year ending June 30, 2023.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: Information only.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district



TEXAS DEPARTMENT OF AGRICULTURE
COMMISSIONER SID MILLER

November 15, 2023

San Elizario ISD
Mrs. Agueda Reyes
1050 Chicken Ranch Road
San Elizario, TX 79849-0920

Acceptance of Audit

Re: Single Audit for the Fiscal year ended **06/30/2023**

CE ID #: 00348

Dear Ms. Reyes:

Thank you for submitting the audit report of your organization for the fiscal year ended **06/30/2023**. This serves as formal notification that the Texas Department of Agriculture (TDA) has completed its review of the above-mentioned audit report and has been accepted.

Note that TDA's Unique Entity ID (UEI) number NT4XL1YGLGC5 should be listed as the Pass-Through Entity Identifying Number for CFDA Number 10.553, 10.555, 10.558, 10.582 & 10.649 with the U.S. Department of Agriculture. Please make this correction when filing future, A-133 audits. There is no further action required of your organization for the fiscal year ending **06/30/2023**.

The Texas Department of Agriculture appreciates your cooperation and assistance in complying with federal and state audit requirements. If you have any questions or if we can be of assistance, please contact me at (512) 475-0843.

Sincerely,

Jerry Eason
Financial Specialist
Food and Nutrition

JE/JE/je



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes Child Nutrition Services
Subject: Local Food for Schools Grant Award
Date: January 17, 2024

HISTORY: Child Nutrition Services Department supports the Texas Department of Agriculture initiative to support local agriculture in Texas.

RATIONALE: The Child Nutrition Services Department has been awarded \$85,000 through the Local Food for Schools Grant, that will increase fresh fruits and vegetables offered to students and help grow the local agriculture economy.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: Information only.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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TEXAS DEPARTMENT OF AGRICULTURE
COMMISSIONER SID MILLER

November 17, 2023

Dr. Jeannie Meza-Chavez
1050 Chicken Ranch Rd
San Elizario, TX 79849-0920

RE: Local Food for Schools Grant Award
Hello Dr. Jeannie Meza-Chavez,

Howdy and congratulations! I am excited to officially announce SAN ELIZARIO ISD's acceptance into the Local Food for Schools (LFS) grant program. I look forward to supporting you as your school nutrition team and business officials work to maximize the benefits of \$ 85000 in LFS funds. Together we can use LFS to strengthen your connections to farmers and ranchers and grow your local agricultural economy.

LFS funds can be used to pay for the direct purchase, transportation, and storage of unprocessed or minimally processed foods. To learn more about how to spend the grant funds and submit reimbursement requests with supporting documentation, please visit www.squaremeals.org/LFS. On that web page your team will find answers to frequently asked questions and training that will help guide the purchasing and reimbursement processes.

Thank you for partnering with me and the Texas Department of Agriculture to develop a Farm Fresh generation of Texans who are homegrown and healthy. Please continue this great work for the future of Texas and remember ... Texas Agriculture matters!

Sincerely,

Sid Miller
Commissioner
Texas Department of Agriculture



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes – Child Nutrition Services
Subject: December 2023 – Meal Service Update
Date: January 17, 2024

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 48,892 student meals in the month of December 2023. This count includes breakfast, lunch, after-school snacks, and supper.

The Child Nutrition Services Department ended 2023 grateful for the opportunity to serve the students in San Elizario ISD. Involvement in student learning and participation in student recognitions will remain at the core of our department resolutions for 2024.

In the Month of December 2023, we participated in the following student activities.

- A special breakfast was prepared to celebrate students who participated in fine arts and sports during the fall semester at San Elizario High School.
- Breakfast, lunch, snack, and supper meals were provided for after school and weekend sports at San Elizario High School.
- Students at Loya Primary decorated gingerbread.
- Angel tree recipients at Borrego Elementary were treated to hot chocolate.
- A special treat was added to the lunch tray to celebrate good behavior at Borrego Elementary.
- GEMS prepared a special meal for their literacy luncheon celebration.
- The Grinch distributed breakfast and lunch meals at Sambrano and Borrego Elementary.
- A special treat was added to the lunch tray for all students on December 15th to kick off the holiday break.

BUDGET: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No recommendation.

Please check one: For approval Report / Information only Recognition only
 Attachment Included

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