



**Agenda of Public Hearing of 2024-2025 Texas
Academic Performance Report (TAPR) and Regular
Meeting
SCHOOL BOARD
LA JOYA INDEPENDENT SCHOOL DISTRICT**

A Public Hearing of 2024-2025 Texas Academic Performance Report (TAPR) and Regular Meeting of the School Board of **LA JOYA INDEPENDENT SCHOOL DISTRICT** will be held on **Wednesday, March 25, 2026, beginning at 6:00 PM**, in the Staff Development Center Board Room at Nellie Schunior Administration Building, 200 W. Expwy 83, La Joya, TX 78560. A quorum of the Board and the presiding officer will be present at this location. Any Board members participating by videoconference will be in accordance with Section 551.127 of the Texas Government Code.

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.

1. CALL MEETING TO ORDER - (Other)

2. ROLL CALL & DECLARE QUORUM - (Other)

3. PLEDGE OF ALLEGIANCE, *Julian Alvarez III, School Board President - (Other)*

4. PUBLIC COMMENTS - (Synergy and Teamwork or Other)

5. PUBLIC HEARING - (Synergy and Teamwork or Other)

5.1. Public Hearing of 2024-2025 Texas Academic Performance Report (TAPR), *presented by Dr. Derek Little, Chief of Academics & School Leadership*

6. PUBLIC INPUT - (Synergy and Teamwork or Other)

6.1. Questions & Answers

7. STAFF RECOGNITION(S) - (Vision and Goals)

7.1. Recognition of Campus Leadership Program, Holdsworth Center - *Ciro Gonzalez, presented by Dr. Derek Little, Chief of Academics & School Leadership*

7.2. Recognition of Staff Members of the TEA 2025-2026 Educator Committee, *presented by Dr. Derek Little, Chief of Academics & School Leadership*

7.3. Recognition of La Joya I.S.D.'s Purchasing Department Staff for National Procurement Month, *presented by Ms. Mirgitt Crespo, Chief of Business, Finance & Administrative Services*

7.4. National Social Workers Month, *presented by Ms. Anna Marie Candelario, Deputy Chief of Academic Advancement, and School Performance*

7.5. Recognition of Educational Diagnosticians' Week, *presented by Ms. Anna Marie Candelario, Deputy Chief of Academic Advancement, and School Performance*

7.6. Recognition of National Athletic Trainers Day - March 1, 2026, *presented by Mr. Jose Peña, Executive Director of Athletics*

7.7. National School Breakfast Week, March 2-6, 2026, *presented by Mr. S.B. Pierson, Chief of Operations & Infrastructure*

7.8. Recognition of Maintenance Worker Appreciation Day March 6, 2026, *presented by Mr. S.B. Pierson, Chief of Operations & Infrastructure*

8. SUPERINTENDENT'S UPDATE(S)/ANNOUNCEMENTS - (*Vision and Goals*)

8.1. Transportation Update Regarding Senate Bill 546, 89th Legislature, *presented by Mr. S.B. Pierson, Chief of Operations & Infrastructure*

8.2. Overview of Facilities Condition Assessment (FCA) and Facilities Master Plan Services (FMP), *presented by Mr. S.B. Pierson, Chief of Operations & Infrastructure*

9. LONE STAR GOVERNANCE - (*Progress and Accountability*)

9.1. Goals 1-3 and Supporting GPMs - Benchmark Data, *presented by Dr. Derek Little, Chief of Academics & School Leadership*

9.2. Lone Star Governance Time Use Tracker Report - February 25 and March 11, 2026, *presented by Mari Elizondo, School Board Administrative Assistant*

10. TEXAS EDUCATION AGENCY CONSERVATOR'S REPORT - (*Synergy and Teamwork*)

10.1. Monthly TEA Conservator's Report, *presented by Dr. Sylvia Ibarra, TEA Conservator*

11. CONSENT AGENDA ITEM(S) - (*Systems and Processes*)

To promote efficient meetings, the Board may act on more than one item by a single vote through the use of a consent agenda. The consent agenda shall be comprised of items specified in this Section for which the Superintendent anticipates no board deliberation prior to action being taken on the item and for which the Superintendent recommends approval. At the request of any member of the School Board, any item on the consent agenda shall be removed from the consent agenda and given individual deliberation and action. Requests for the removal of an item from the consent agenda are to be made to the presiding officer at the time that the consent agenda is up for consideration.

11.1. Academics & School Leadership:

11.1.1. Approval of the 2026-2027 La Joya ISD Certification of Provision of Instructional Materials Survey

11.1.2. Approval of Scholastic Inc. Summer Reading Bundle - Literacy

11.1.3. Approval of the UTRGV TexPREP Summer Program

11.1.4. Approval of Budget Increase for EdBetter through the Educational Materials & Equipment RFP

11.1.5. Approval of Edusolve, LLC Agreement for the Special Education Department RFP# 2025-70

11.2. Approval of Minutes:

11.2.1. Regular Meeting February 25, 2026

11.2.2. Special Called Meeting March 11, 2026

11.3. Business, Finance & Administrative Services:

11.3.1. Approval of January 2026 Tax Collector's Report

11.3.2. Approval of Investments/Investment Earnings as of December 31, 2025

11.3.3. Approval of Budget Amendment 2026-09 as of March 2026

11.4. Human Capital & Talent Development:

11.4.1. Approval of Memorandum of Understanding between Holdsworth and La Joya ISD

11.5. Lone Star Governance:

11.5.1. Approval of Report on Goals 1-3 and Supporting GPMs - Benchmark Data

11.5.2. Approval of the Lone Star Governance Time Use Tracker Reports - February 25 & March 11, 2026

12. CLOSED SESSION - (*Synergy and Teamwork*)

Closed Meeting will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Sections 551.001, 551.071, 551.072, 551.074, 551.076, 551.129, and 551.0821 et seq. concerning any and all purposes permitted by the Act, including but not limited to the sections and purposes listed below.

12.1. Consultation with the Board's Attorney. (Texas Government Code 551.071: For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; and Texas Government Code 551.129: For the purpose of a private consultation with the Board's attorney by telephone conference call.)

12.2. Discuss Personnel Matters and Board and Superintendent Duties. (Texas Government Code 551.074: For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear complaints or charges against a public officer or employee, including Board Operating Procedures and Self-Assessment.)

12.3. Discuss Property Matters. (Texas Government Code 551.072: For the purpose of discussing the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.)

12.4. Discussion of Intruder Detection Audit Findings. (Texas Government Code 551.076: To consider the deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.)

12.5. Personally Identifiable Information About Public School Students. (Texas Government Code 551.0821: For the purpose of deliberating a matter regarding a public-school student, if personally identifiable information about the student will necessarily be revealed.)

12.6. Pursuant to Texas Government Code Sections 551.071 and 551.074: Deliberate regarding possible nonrenewal of employees subject to program change to remove campus specialty designations.

12.7. Pursuant to Texas Government Code Sections 551.071 and 551.074: Deliberate regarding possible contract action related to elementary and middle school teachers and consult with legal counsel regarding same.

13. RECONVENE IN OPEN SESSION - (*Systems and Processes*)

14. ACTION & DISCUSSION ITEM(S) - (*Systems and Processes*)

14.1. Approval of In-Kind Donation of Jackets by ChildFund International, *Item Lead: Dr. Derek Little, Chief of Academics & School Leadership*

14.2. Consider and Take Possible Action to Nonrenew of Chapter 21 Contracts for Employees Subject to Program Change to Remove Campus Specialty Designations, *Item Lead: Ms. Jaime Miller, Chief of Human Capital & Talent Development*

14.3. Consider and Take Possible Action to Void, Propose Suspension Without Pay and/or Nonrenewal, and/or Propose Termination of Term and Probationary Contract Teachers, *Item Lead: Ms. Jaime Miller, Chief of Human Capital & Talent Development*

15. CALENDAR - (*Other*)

15.1. March 27, 2026: LJISD Career & Technical Education (CTE) Expo

15.2. April 2026: Autism Month, School Library Month, National Poetry Month, and Annual Elementary Field Day Month

15.3. April 1, 2026: Pre-K & K Discovery Night @ Elementary Campuses

15.4. April 3, 2026: Intl. Day of Women & Girls in Science

15.5. April 3, 2026: Paraprofessional Appreciation Day

15.6. April 3, 2026: Holiday - Central Administration will be closed, and there will be no classes for students

15.7. April 4, 2026: School Library Appreciation Day

15.8. April 4, 2026: National Parenting Education Day

15.9. April 6, 2026: Bad Weather Day - Central Administration will be closed, and there will be no classes for students

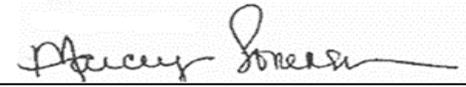
15.10. April 6-10, 2026: National Assistant Principals' Week

15.11. April 6-10, 2026: Gifted and Talented Awareness Week

15.12. April 8, 2026: Regular Board Meeting

16. SCHOOL BOARD MEMBERS AND SUPERINTENDENT REMARKS - *(Other)*

17. ADJOURNMENT - *(Synergy and Teamwork)*

A handwritten signature in black ink, reading "Marcey Sorensen", is centered on the page. The signature is written in a cursive style and is positioned above a solid horizontal line.

Dr. Marcey Sorensen
Superintendent of Schools

Posted: March 13, 2026

By: Mari Elizondo @ 3:00 p.m.



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Public Hearing

Item Title: Public Hearing of 2024-2025 Texas Academic Performance Report (TAPR)

BACKGROUND:

The Texas Education Code (TEC), §39.306, requires each district’s board of trustees to publish an annual report that includes the TAPR, district accreditation status, campus performance objectives, information on violent or criminal incidents, and information on the performance of the previous year’s graduates in their first year of college, as reported by the Texas Higher Education Coordinating Board.

RATIONALE:

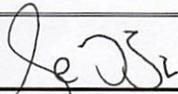
Statute, TEC §39.306, requires that each district’s board of trustees hold a public hearing to discuss the district’s annual report. Commissioner rule, TAC §61.1022, indicates this hearing for public discussion of the Texas Academic Performance Report must be held within 90 calendar days of receiving the PDF TAPR.

BUDGET:

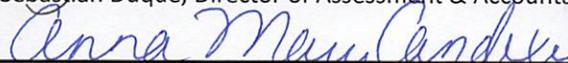
<i>Cost</i>	<i>Funding Source</i>	<i>Vendor</i>
N/A	N/A	N/A
<i>Purchasing Mechanism</i>		<i>Additional Documentation</i>
N/A		Click or tap here to enter text.

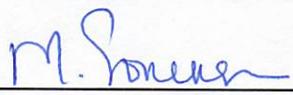
RECOMMENDATION:

Administration Recommends Approval of the Public Hearing of the 2024-2025 Texas Academic Performance Report (TAPR)

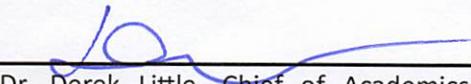
Initiated by: 
Sebastian Duque, Director of Assessment & Accountability

Approved for Submission to the Board of Education:

Reviewed by: 
Anna Marie Candelario, Deputy Chief of School Leadership


Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: Click or tap here to enter text.

Executive Cabinet Review by: 
Dr. Derek Little, Chief of Academics and School Leadership



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority: Priority 4 - Excellence in Leadership

Agenda Category: Staff Recognition

Item Title: Recognition of Campus Leadership Program, Holdsworth Center-Ciro Gonzalez

BACKGROUND:

The Campus Leadership Program is a statewide initiative that supports campus leaders through professional learning, coaching, and collaboration to strengthen instructional leadership and improve student outcomes.

RATIONALE:

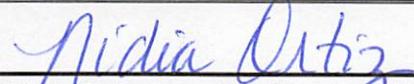
Ciro Gonzalez and Cesar Chavez Middle School have been selected to join a cohort of the Campus Leadership Program starting in Summer 2026. This is a huge accomplishment, as we had over 100 campuses apply from across the state.

BUDGET:

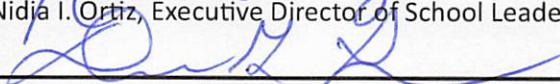
Cost N/A	Funding Source N/A	Vendor N/A
Purchasing Mechanism N/A	Additional Documentation N/A	

RECOMMENDATION:

Recognition of Campus Leadership Program, Holdsworth Center, Ciro Gonzalez

Initiated by: 
Nidia I. Ortiz, Executive Director of School Leadership

**Approved for Submission
to the Board of Education:**

Reviewed by: 
Dr. Derek G. Little, Chief of Academics & School Leadership


Dr. Marcey Sorensen
Superintendent of Schools

BF&AS
Reviewed by: N/A

Executive Cabinet
Review by: 
Dr. Derek G. Little, Chief of Academics & School Leadership



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Staff Recognition

Item Title: Recognition of Staff Members of the TEA 2025-2026 Educator Committee

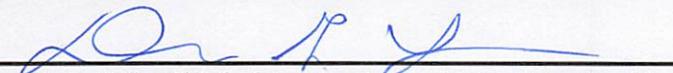
BACKGROUND: The development of high-quality assessments relies on the expertise of Texas educators from across the state. The Texas Education Agency (TEA) invites Texas educators to grade-level and content-specific committee meetings each year to provide feedback on the development of state assessments (e.g., STAAR, STAAR Alternate 2, TELPAS). La Joya ISD educators collaborated to review and approve potential items and passages for state assessment.

RATIONALE: Participating educators gained valuable insight into the development of state assessments and contributed to Texas Assessments.

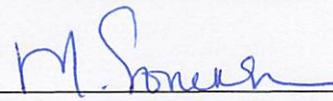
BUDGET:

<i>Cost</i>	<i>Funding Source</i>	<i>Vendor</i>
NA	NA	NA
<i>Purchasing Mechanism</i>		<i>Additional Documentation</i>
NA		Certificates

RECOMMENDATION: Recognition of Staff Members of the TEA 2025-2026 Educator Committee.

Initiated
by: 
Derek G. Little, Chief of Academics and School Leadership

**Approved for Submission
to the Board of Education:**


Dr. Marcey Sorensen
Superintendent of Schools

Reviewed
by: _____
Click or tap here to enter text.

BF&AS
Reviewed
by: _____

Executive
Cabinet
Review
by: 
Derek G. Little, Chief of Academics and School Leadership

DR MARIA PALMIRA MENDIOLA ELEMENTARY

- Karina Perales, STAAR Spanish Math Grade 3 Transadaptation Item Review, 10/16/25
- Liliana Munoz, STAAR Reading Grade 3 Educator Passage Review, 12/01/25 - 12/03/25

ENRIQUE KIKI CAMARENA ELEMENTARY

- Eimmy Marytza Ozuna, STAAR RLA Grade 5 Rangefinding, 12/02/25 - 12/03/25
- Angel D Flores, STAAR RLA Grade 5 Passage Review, 02/09/26 - 02/11/26

SAM FORDYCE ELEMENTARY

- Nancy Garcia, STAAR Spanish RLA Grade 3 Rangefinding, 01/12/26 - 01/13/26

JUAN DE DIOS SALINAS MIDDLE SCHOOL

- Adriana Garza, STAAR Social Studies Grade 8 Rangefinding, 12/02/25

LORENZO DE ZAVALA MIDDLE SCHOOL

- Nesby Garcia, STAAR Reading Grade 6 Educator Passage Review, 12/8/25-12/10/25
- Nesby Garcia, TELPAS Writing Grades 6-7 Rangefinding, 1/20/26 - 1/22/26

CESAR CHAVEZ MIDDLE SCHOOL

- Lydia E Garcia, STAAR Reading Grade 8 Educator Passage Review, 12/8/25-12/10/25
- Jessica Perez-Rodriguez, STAAR RLA Grade 8 Passage Review, 02/18/26 – 02/20/26

LA JOYA HIGH SCHOOL

- Lisa Sullivan, STAAR RLA English II Rangefinding, 01/20/26 - 01/21/26

LA JOYA PALMVIEW HIGH SCHOOL

- Isabel Hernandez, STAAR Alternate 2 Biology Standard Setting - 02/10/26 - 02/11/26



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Staff Recognition

Item Title: Recognition of La Joya I.S.D.'s Purchasing Department Staff for National Procurement Month

BACKGROUND:

March is recognized as National Procurement Month. It's a time to acknowledge the accomplishments and dedicated efforts to Purchasing Professionals. The procurement team works tirelessly to secure the goods and services necessary to support district operations while ensuring compliance, efficiency, and responsible stewardship of public funds.

RATIONALE:

Our procurement team works diligently to ensure that goods and services are acquired in a timely, compliant, and cost-effective manner, supporting the important work taking place across our school district. Their commitment to integrity, transparency, and fiscal responsibility plays a vital role in advancing the district's mission and daily operations.

BUDGET:

Cost
N/A

Funding Source
N/A

Vendor
N/A

Purchasing Mechanism
N/A

Additional Documentation
Purchasing Department Staff List

RECOMMENDATION:

Allow time for recognition of the Purchasing Department Staff in honor of National Procurement Month.

Initiated by: Mirgitt Crespo
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Approved for Submission to the Board of Education:

Reviewed by: Click or tap here to enter text.

BF&AS Reviewed by: Mirgitt Crespo
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools

Executive Cabinet Review by: Joseph Niedziela, Chief of Staff

Purchasing Department Staff:

- Ana Laura Pena, Purchasing Supervisor
- Rachelle Ruiz, Senior Purchasing Buyer
- Nilda Gonzalez, Purchasing Buyer
- Selina Garcia, Purchasing Buyer
- Melissa Ruiz, Purchasing Specialist



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority: 3 Thriving Students

Agenda Category: Staff Recognition

Item Title: National Social Workers Month

BACKGROUND:

March is recognized nationally as Social Workers Month, a time dedicated to acknowledging the profession’s commitment to service, advocacy, and support for individuals and communities. School social workers play a critical role in addressing students’ social, emotional, behavioral, and mental health needs while strengthening connections between home, school, and community resources.

RATIONALE:

Recognizing National Social Workers Month provides an opportunity to formally express appreciation for the essential work social workers do each day. This recognition helps elevate awareness of their impact on student success, promotes staff morale, and affirms the organization’s commitment to supporting the well-being of students, families, and the broader school community.

BUDGET:

Cost	Funding Source	Vendor
\$0.00	N/A	NA

Purchasing Mechanism
NA

Additional Documentation
Certificates & SW Biographies

RECOMMENDATION:

Approval National Social Workers Month Recognition

Initiated by: Anna Marie Candelario
Anna Marie Candelario, Deputy Chief of Academic Advancement & School Improvement

Reviewed by: Anna Marie Candelario
Anna Marie Candelario, Deputy Chief of Academic Advancement & School Improvement

Approved for Submission to the Board of Education:

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: _____

Executive Cabinet Review by: Dr. Derek Little
Dr. Derek Little, Chief of Academics & School Leadership



La Joya Independent School District
Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Staff Recognition

Item Title: Recognition of Educational Diagnosticians' Week

BACKGROUND:

Educational Diagnosticians' Week is observed annually to recognize and honor the dedicated professionals who provide comprehensive evaluations, analyze data, and guide educational decision-making that directly impacts student achievement and well-being across the district.

RATIONALE:

Recognizing Educational Diagnosticians' Week provides an opportunity to honor the dedication, expertise, and professionalism of Educational Diagnosticians who work diligently to meet the diverse needs of students. Their efforts directly support early identification, effective intervention, and the development of individualized educational plans that foster academic success and student well-being.

Board recognition affirms the district's commitment to inclusive practices, high-quality student support services, and collaboration among educational professionals, while also promoting staff morale, appreciation, and retention.

BUDGET:

\$0.00	<i>Cost Not Applicable</i>	<i>Funding Source Not Applicable</i> N/A	<i>Vendor</i> N/A
	<i>Purchasing Mechanism</i> N/A		<i>Additional Documentation</i> Certificates & Declaration

RECOMMENDATION: Administration recommends approval of the recognition of Educational Diagnosticians' Week, March 2-8, 2026.

Initiated by: Anna Marie Candelario
Anna Marie Candelario, Deputy Chief of Academics Advance and School Performance

Approved for Submission to the Board of Education:

Reviewed by: Anna Marie Candelario
Anna Marie Candelario, Deputy Chief of Academics Advance and School Performance

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: _____

Executive Cabinet Review by: Dr. Derek Little
Dr. Derek Little, Chief of Academics & School Leadership



Diagnostician Week Declaration March 1-6, 2026

A child's education is the foundation upon which their future is built. In **La Joya Independent School District**, we believe that every student deserves access to a rigorous, well-rounded education that prepares them to thrive in college, career, and life. Education is not a one-size-fits-all journey. Every child is unique, and every learner brings individual strengths, needs, and gifts to our classrooms.

At La Joya ISD, we affirm the limitless potential of every student. To ensure true access and opportunity, some students—particularly those who are neurodivergent or who require specialized supports—need individualized instruction and carefully designed interventions. We are proud that our district is home to dedicated professionals who commit their careers to ensuring that no child is overlooked.

Educational diagnosticians are often among the first to help identify a student's learning needs. Through comprehensive evaluations and collaboration with families and educators, they connect students to the services, supports, and instructional strategies that allow them to succeed. Their work is both technical and deeply human. It requires precision, expertise, empathy, and a steadfast belief in children.

In partnership with speech-language pathologists, school psychologists, counselors, social workers, therapists, teachers, and campus leaders, diagnosticians help design individualized education programs that reflect each student's strengths and areas for growth. They analyze data, interpret patterns, and guide campuses in implementing best practices that ensure compliance, quality, and student-centered decision-making.

For families navigating concerns about their child's learning, educational diagnosticians often represent clarity and hope. They understand that with early identification, collaborative planning, high expectations, and the right support, students can make meaningful progress and reach their full potential.

Each March, we take time to recognize and celebrate our educational diagnosticians and the profound impact they make across La Joya ISD. Every day, they provide students with opportunities that extend far beyond the classroom. Their expertise strengthens our campuses, empowers our families, and advances our mission of Achieving Excellence 2030.

We are grateful for their competence, compassion, and unwavering commitment to students. Because of their work, the future of La Joya ISD is brighter—for our students, our families, and our entire community.



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 1 - Excellence in Leadership

Agenda Category: Staff Recognition

Item Title: Recognition of National Athletic Trainers Day / March 1, 2026.

BACKGROUND:

Recognition of National Athletic Trainers Day / March 1, 2026.

RATIONALE:

La Joya ISD recognizes the La Joya High School, Juarez-Lincoln High School, and Palmview High School Athletic Trainers, in celebration of National Athletic Trainers Month for their dedication and service to the health and safety of our student athletes.

BUDGET:

Cost
N/A

Funding Source
N/A

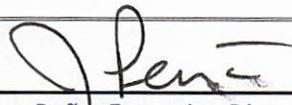
Vendor
N/A

Purchasing Mechanism
N/A

Additional Documentation
N/A

RECOMMENDATION:

Recognition of National Athletic Trainers Day / March 1, 2026.

Initiated by: 
Jose Peña, Executive Director of Athletics

**Approved for Submission
to the Board of Education:**

Reviewed by: 
Dr. Derek Little, Chief of Academics & School Leadership


Dr. Marcey Sorensen
Superintendent of Schools

BF&AS
Reviewed by: Click or tap here to enter text.

Executive
Cabinet
Review by: Joseph Niedziela, Chief of Staff



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Staff Recognition

Item Title: National School Breakfast Week March 2-6, 2026.

BACKGROUND: This annual event, occurring in the first week of March, recognizes the School Breakfast Program and the numerous benefits it provides to help children begin each day on a positive note. National School Breakfast Week (NSBW) celebrates the important role a nutritious school breakfast plays in helping students start their day ready to learn, grow, and succeed. Observed each year during the first full week of March, NSBW shines a spotlight on the School Breakfast Program and the dedicated school nutrition professionals who fuel students every morning.

RATIONALE:

The Texas Department of Agriculture and La Joya ISD Child Nutrition team promoted starting the school day in a healthy way with the theme "The Quest for School Breakfast". This celebration jumped into the adventure with quest-themed puzzles, games and creative worksheets. Each activity invited students to have fun, explored why breakfast matters, and became heroes of their own school-day journey.

BUDGET:

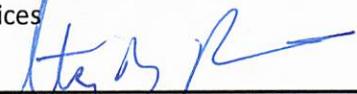
Cost N/A	Funding Source N/A	Vendor N/A
Purchasing Mechanism N/A	Additional Documentation National School Breakfast Week Media Release	

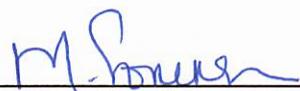
RECOMMENDATION:

Recognition of National School Breakfast Week March 2-6, 2026.

Initiated by: 
Rolando Hernandez, Director of Child Nutrition Services

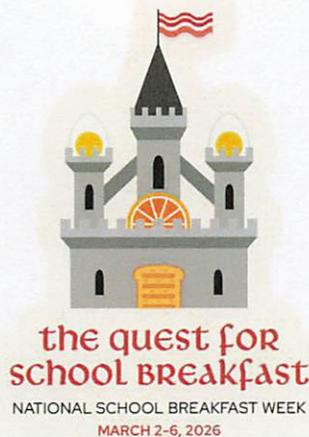
**Approved for Submission
to the Board of Education:**

Reviewed by: 
S.B. Pierson, Chief of Operations and Infrastructure


**Dr. Marcey Sorensen
Superintendent of Schools**

BF& A
Reviewed by: _____

Executive
Cabinet
Review by: _____
Joseph Niedziela, Chief of Staff



FOR IMMEDIATE RELEASE

La Joya Independent School District
Child Nutrition Services
956-323-2110

The Quest For School Breakfast

National School Breakfast Week Campaign Encourages Students to Try School Breakfast

February 25, 2026 – To encourage more families to take advantage of the healthy choices available with school breakfast, La Joya Independent School District will celebrate National School Breakfast Week (NSBW) during March 2-6, 2026.

Busy weekday mornings make it a challenge for many families to find time for a healthy breakfast. Fortunately, La Joya Independent School District offer nutritious school breakfasts, complete with fruit and low-fat or fat-free milk, to ensure students are fueled for learning every school day. During the 2025–2026 school year, the Child Nutrition Program has provided a daily school breakfast to eligible students in accordance with federal and state nutrition guidelines. This service is designed to support student health, readiness to learn, and overall academic success.

The 2026 NSBW campaign theme, “The Quest For School Breakfast,” reminds the entire school community that school breakfast provides a healthy and energizing start to the day for students. Studies show that students who eat school breakfast are more likely to:

- Reach higher levels of achievement in reading and math
- Score higher on standardized tests
- Have better concentration and memory
- Be more alert
- Maintain a healthy weight

School nutrition professionals and students will be encouraged to show their enthusiasm for school breakfast from March 2-6 as the district celebrates NSBW with special menus, activities, and more. During the week of **March 2–6, 2026**, students will be offered a variety of breakfast options, including muffins, kolaches, sausage and cheese waffles, pancakes on a stick, and yogurt with cereal. In addition, raffles will be promoted throughout the week through a “**Lucky Plate**” selection to encourage student participation.

“A healthy breakfast at the start of the day is a great way to ensure students are nourished and ready to learn,” said Mr. Rolando Hernandez, CNS Director *“National School Breakfast Week helps us educate parents and students about all the nutritious and delicious choices we offer.”*

About National School Breakfast Week

National School Breakfast Week was launched in 1989 to raise awareness of the availability of the School Breakfast Program, a federally assisted meal program operating in public and non-profit private schools and residential child care institutions since 1975.



**the quest for
SCHOOL BREAKFAST**
NATIONAL SCHOOL BREAKFAST WEEK
MARCH 2-6, 2026




The Realm Rises with Breakfast

15+ million students participate in the School Breakfast Program in the United States.

Stronger Bonds Begin at Breakfast

A healthy breakfast reduces irritability and disciplinary issues, and helps kids get along better with peers



Fuel for Focus

Eating a whole breakfast improves children's alertness, focus and memory.



A Smarter Start Wins the Day

Students who eat breakfast the morning of a standardized test achieve 17.5% higher scores than those who do not eat breakfast.

Ready for the Journey Ahead

Students who participate in school breakfast programs show improved attendance and academic performance



Strong Starts Shape the Future

Students who regularly eat breakfast are more likely to build positive, life-long eating habits and maintain a healthier body weight.



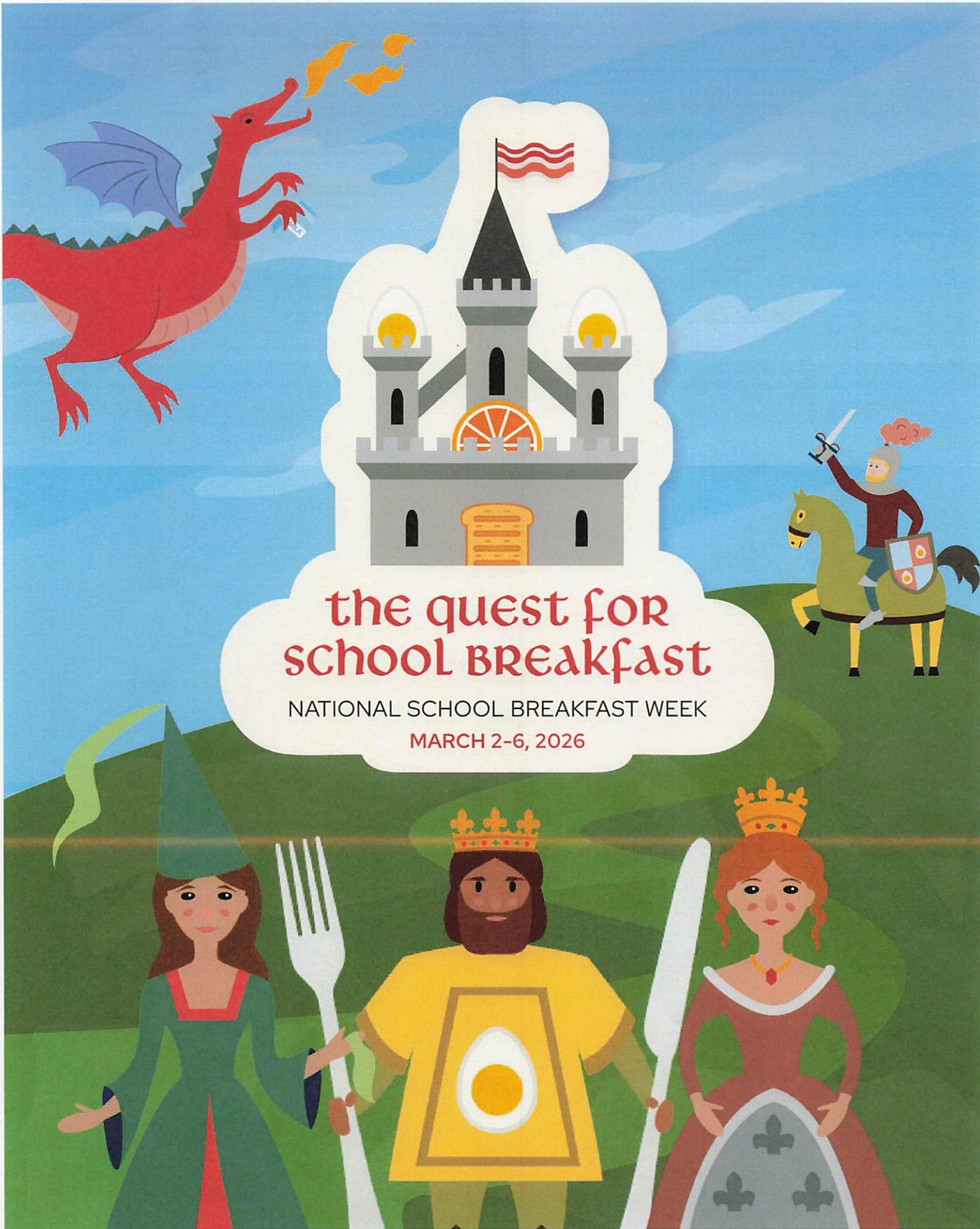
Sharp Minds Lead the Way

School breakfast helps students complete challenging mental tasks and boosts problem-solving abilities.

2026 National School Breakfast Week

Learn more about the importance of school breakfast at schoolnutrition.org/NSBW

Infographic Sources: School Nutrition Association "The School Breakfast Program: A Smart Investment for Student Success" at <https://schoolnutrition.org/wp-content/uploads/2022/06/Breakfast-Benefits-final.pdf>, USDA School Breakfast Program Resources at <https://www.fns.usda.gov/sbp>, Food Research & Action Center Resources at <https://frac.org/programs/school-breakfast-program/benefits-school-breakfast>.



the quest for SCHOOL BREAKFAST

NATIONAL SCHOOL BREAKFAST WEEK

MARCH 2-6, 2026



en BUSCA DEL
desayuno escolar

NATIONAL SCHOOL BREAKFAST WEEK

MARZO 2-6, 2026

MILK



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Staff Recognition

Item Title: Recognition of Maintenance Worker Appreciation Day March 06, 2026

BACKGROUND: Maintenance Worker Appreciation Day – March 06, 2026. This observation day highlights the significance of all maintenance employee’s dedication, hard work of our maintenance staff.

RATIONALE:

March 06, 2025 is Maintenance Worker Appreciation Day! We recognize and celebrate the dedication, hard work, and essential contributions of our maintenance staff. Their commitment to keeping our facilities safe, clean, and running smoothly does not go unnoticed. We truly appreciate their efforts and the vital role they play in our district. Thank you for all that you do!

BUDGET:

Cost N/A	Funding Source N/A	Vendor N/A
Purchasing Mechanism N/A	Additional Documentation National Maintenance Worker Day – La Joya ISD Flyer	

RECOMMENDATION:

Recognition of Maintenance Worker Appreciation Day

Initiated by: Reynaldo Cedillo
Reynaldo Cedillo, Executive Director for Operations and Campus Maintenance

Initiated by: Esteban Leanos
Esteban Leanos, Director for Energy & Compliance

Reviewed by: S.B. Pierson
S.B. Pierson, Chief of Operations and Infrastructure

Executive Cabinet Review by: Joseph Niedziela
Joseph Niedziela, Chief of Staff

Approved for Submission to the Board of Education:

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 3 - Thriving Students

Agenda Category: Consent Item

Item Title: Approval of the 2026-2027 La Joya ISD Certification of Provision of Instructional Materials Survey

BACKGROUND:

Local educational agencies (LEAs) are required to certify annually to the State Board of Education (SBOE) and the Commissioner that students have access to instructional materials covering all Texas Essential Knowledge and skills (TEKS) for all required subjects, except physical education, per Texas Education Code (TEC) 31.1011.

RATIONALE:

In accordance with Texas Education Code (TEC) 31.1011, La Joya Independent District certifies that the students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all subjects except physical education. Additionally, La Joya ISD provides protection against access to obscene or harmful content in compliance with the requirements for certification under the Children’s Internet Protection Act 47 USC 254 § (h)(5)(B) and (C).

BUDGET:

Cost
None

Funding Source
NA

Vendor
NA

Purchasing Mechanism
NA

Additional Documentation
Certification of Provision of Instructional Materials Survey for La Joya ISD

RECOMMENDATION:

Administration recommends approval

Initiated by: Brenda S. Garcia
Brenda Garcia, Executive Director for Math & Science Department

Reviewed by: Dr. Derek Little
Dr. Derek Little, Chief of Academic and School Leadership

Approved for Submission to the Board of Education:

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: Click or tap here to enter text.

Executive Cabinet Review by: Joseph Niedziela
Joseph Niedziela, Chief of Staff

PREWORK FORM



Certification of Provision of Instructional Materials Survey 2026–27

Table of Contents

Survey Prewrite Form.....	4
2026–27 Certification of Provision of Instructional Materials.....	4
Certification 2026–27 Survey Questions.....	8
Background Information.....	8
Local School System Information.....	8
Reading Language Arts Certification.....	10
Scope and Sequence: All Grade Levels RLA.....	10
English Reading Language Arts K–5 TEKS Coverage Certification.....	10
English Reading Language Arts K–5 Instructional Materials.....	10
Spanish Reading Language Arts K–5 TEKS Coverage Certification.....	12
Spanish Reading Language Arts K–5 Instructional Materials.....	12
English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification.....	13
English Reading Language Arts (RLA) 6–8 Instructional Materials.....	14
English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification.....	14
English Reading Language Arts (RLA) 9–12 Instructional Materials.....	15
Mathematics Certification.....	16
Scope and Sequence: All Grade Levels Mathematics.....	16
Mathematics K–5 TEKS Coverage Certification.....	16
Mathematics K–5 Instructional Materials.....	16
Mathematics 6–8 TEKS Coverage Certification.....	17
Mathematics 6–8 Instructional Materials.....	17
Advanced Mathematics 6–8 Instructional Materials.....	18
Mathematics 9–12 TEKS Coverage Certification.....	19
Mathematics 9–12 Instructional Materials.....	19
Social Studies Certification.....	20
Scope and Sequence: All Grade Levels Social Studies.....	20
Social Studies K–5 TEKS Coverage Certification.....	20
Social Studies K–5 Instructional Materials.....	20
Social Studies 6–8 TEKS Coverage Certification.....	21
Social Studies 6–8 Instructional Materials.....	21

Social Studies 9–12 TEKS Coverage Certification.....	22
Social Studies 9–12 Instructional Materials.....	23
Science Certification.....	24
Scope and Sequence: All Grade Levels Science.....	24
Science K–5 TEKS Coverage Certification.....	24
Science K–5 Instructional Materials.....	24
Science 6–8 TEKS Coverage Certification.....	25
Science 6–8 Instructional Materials.....	25
Science 9–12 TEKS Coverage Certification.....	26
Science 9–12 Instructional Materials.....	26
The Children’s Internet Protection Act.....	28
Additional Informational Questions (Optional)*.....	29
Other Certified Subject Areas.....	32
Certification 2026–27 Survey Ratification.....	33

Survey Prewrite Form

2026–27 Certification of Provision of Instructional Materials

In accordance with [Texas Education Code \(TEC\) §31.1011](#) local school systems are required to annually certify to the State Board of Education (SBOE) and TEA commissioner that students have access to instructional materials covering all Texas Essential Knowledge and Skills (TEKS) for all required subjects, except physical education.

Additionally, school systems are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the (i) the Children's Internet Protection Act (Pub. L. No. 106-554); (ii) TEC, Section [28.0022](#); (iii) Section [43.22](#), Penal Code; and (iv) any other law or regulation that protects students from obscene or harmful content. The Certification 2026–27 Survey includes a section for school systems to certify they meet this requirement.

TEA utilizes the following tools for the Certification of Provision of Instructional Materials process:

- **Certification 2026–27 Prewrite Form:** The prework form is a fillable and printable PDF intended to mirror the online survey and provide guidance for successful survey completion. The prework form should be completed offline and presented to the board of trustees or governing body for ratification and signatures.
- **Certification 2026–27 Survey:** The survey is a web-based application where school systems will submit the responses collected on the Certification 2026–27 Prewrite Form and upload the signature page.
 - The Certification 2026–27 Survey will be open for submissions beginning **Tuesday, February 17, 2026.**

The 2026–27 Certification of Provision of Instructional Materials process requires:

- The completion of the Certification 2026–27 Prewrite Form,
- Ratification by the local school system's board of trustees or governing body in an open, public-noticed meeting, and
- Submission of the Certification 2026–27 Survey and upload the last page of the ratified Certification 2026–27 Prewrite Form.

TEA recommends that local school systems complete the prework form and survey by **May 1, 2026**. The prework form and survey can be found on the [Certification of Provision of Instructional Materials](#) web page.

The state online instructional materials ordering system, EMAT, will close for annual maintenance on March 31, 2026, and is scheduled to reopen on May 15, 2026. Completion of the Certification process **is required** to regain access to allotment funds when EMAT reopens.

Certification 2026–27 Survey submissions received after May 15, 2026, are typically processed within five business days of receipt, and access to allotment funds in EMAT will follow.

Certification of Provision of Instructional Materials Process Steps

1. **Review the Certification 2026–27 Prewrite Form:** Print the fillable Certification 2026–27 Prewrite Form on the [Certification of Provision of Instructional Materials](#) web page.
2. **Gather information:** The form may require consultation with content area leaders or other local school system staff.
3. **Complete Certification 2026–27 Prewrite Form:** Complete the prework form by hand or digitally.
4. **Schedule and obtain needed signatures:** Coordinate placement of the Certification 2026–27 Prewrite Form on the agenda of an open, publicly noticed board meeting and secure formal ratification by the local school system's board of trustees or governing body.
5. **Submit Certification 2026–27 Survey:** Complete the online Certification 2026–27 Survey by answering the questions. Inside the survey, upload the last page of the signed and ratified Certification 2026–27 Prewrite Form from step 4.

The survey will be open for submissions beginning Tuesday, February 17, 2026, and will be located on the [Certification of Provision of Instructional Materials](#) web page.

Additional Supports

For the Certification of Provision of Instructional Materials process, local school systems are highly encouraged to:

- View detailed Instructional Materials Review and Approval (IMRA) reports for all instructional materials reviewed through the IMRA process at im.tea.texas.gov.
- Refer to the IMRA List of [SBOE-Approved Instructional Materials](#) and [SBOE-Rejected Instructional Materials](#).
- Attend the TEA webinar about the Certification of Provision of Instructional Materials process for 2026–27 on **Tuesday, February 17th, at 11:00 a.m. CST**. [Registration](#) is required.
- Attend TEA office hours to get help and support with the Certification of Provision of Instructional Materials process; registration is required.
 - Monday, March 2nd, at 11:00 a.m. CST | [Register on Zoom](#)
 - Thursday, March 5th, at 11:00 a.m. CST. | [Register on Zoom](#)
- View the [Certification of Provision of Instructional Materials Resource List | 2026–27](#)
- Request a copy of the previous year's submission (if needed) by submitting a [Help Desk Ticket](#).

For questions about the Certification of Provision 2026–27 Prewrite Form, survey, or process, please submit a [Help Desk ticket](#).

Terminology

- **Scope and Sequence:** A document that provides a brief outline of the standards and a recommended teaching order for a particular course/grade-level over the course of a school year.
- **Full-subject materials** (often referred to as Tier one or core materials): instructional material designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.
- **Supplemental materials:** Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.
- **SBOE-Approved Instructional Materials:** SBOE-approved instructional materials are any materials that go through the IMRA process and receive approval by the SBOE. In Texas, SBOE-approved instructional materials are considered HQIM and qualify for the SBOE-Approved Instructional Materials Entitlement as outlined in Section 48.307.
- **State-Adopted Instructional Materials:** state-adopted instructional materials were reviewed and adopted in the preceding Proclamation process. These materials have not been reviewed in the IMRA process, are not considered HQIM (per the Texas definition), and are not eligible for additional HB 1605 funding entitlements.

Qualtrics Survey and Prewrite Form Guidance

Please note that the format of the Certification 2026–27 Prewrite Form **will not** match the appearance of the official Certification 2026–27 Qualtrics Survey. While the **questions are identical**, this form uses **open-ended text boxes** for responses. In the survey, the questions will be presented with **drop-down menus** containing predefined answer choices.

To help support completion of the Certification 2026–27 Prewrite Form accurately—and to ensure responses align with the options that will appear in the survey—an [additional resource](#) is provided. The Certification of Provision of Instructional Materials Resource List provides all the instructional materials that will appear in the survey's questions with drop-down menus.

Please ensure the naming convention for the products you list on this form mirrors the naming convention on the resource list (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align with the predefined answer choices provided on the survey drop-down menus.

If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, you will be asked to manually enter the publisher and product name(s).

It is highly recommended to refer to [this resource](#) while completing this prework form.

Instructional Materials Procurement Reminder

Beginning in the 2026–27 school year, local school systems may not locally adopt, use, or spend any funds to procure materials placed on the list of SBOE-Rejected Instructional Materials (TEC, §§31.024 and 31.106).

Certification 2026–27 Survey Questions

Background Information

QUESTION 1.0:

Name of person completing this form:

Dr. Derek Little

QUESTION 1.1:

Your email address:

d.little@lajoyaisd.net

QUESTION 1.2:

Select the role that best describes your position at your district or charter: [Single Select]

- Instructional Materials Coordinator
- Curriculum Director
- Principal
- Administrative Assistant
- Superintendent
- Other

Local School System Information

Please note: The information provided will be publicly accessible. Only school-related details should be entered in the fields below (e.g., use work-related email addresses).

QUESTION 2.0:

Region #

Region One

QUESTION 2.1:

School system name and number

La Joya ISD - 108912

QUESTION 2.2:

Name of superintendent

Dr. Marcey A. Sorensen

QUESTION 2.3:

Email address of the superintendent

m.sorensen@lajoyaisd.net

QUESTION 2.4:

Name of the school board president or officer of the governing body

Julian Alvarez, III

QUESTION 2.5:

Email address of the school board president or officer of the governing body

j.alvarezsb@lajoyaisd.net

QUESTION 2.6:

Date of the local board of trustees or governing body meeting at which the certification prework form was presented and approved?

March 25, 2026

Reading Language Arts Certification

Scope and Sequence: All Grade Levels RLA

QUESTION 3.0:

Are instructional materials for English RLA and phonics managed at the local school system level and generally consistent across classrooms within the same grade level?

Yes

No

English Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 4.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades K–5?** (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.) [Single Select]

Yes

No

English Reading Language Arts K–5 Instructional Materials

QUESTION 5.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **English RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/ product(s) used:

Texas Education Agency; Bluebonnet Learning Foundational Skills Grades K
Texas Education Agency; Bluebonnet Learning Foundational Skills Grades 1
Texas Education Agency; Bluebonnet Learning Foundational Skills Grades 2
Texas Education Agency; Bluebonnet Learning Foundational Skills Grades 3

Texas Education Agency; Bluebonnet Learning Kinder Reading Language Arts Edition 1
Texas Education Agency; Bluebonnet Learning Kinder Reading Language Arts Grade 1, Edit
Texas Education Agency; Bluebonnet Learning Kinder Reading Language Arts Grade 2, Edit
Texas Education Agency; Bluebonnet Learning Kinder Reading Language Arts Grade 3, Edit
Texas Education Agency; Bluebonnet Learning Kinder Reading Language Arts Grade 4, Edit
Texas Education Agency; Bluebonnet Learning Kinder Reading Language Arts Grade 5, Edit

Lexia; Core5 Reading

QUESTION 5.1:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Reading Language Arts, Edition 1 (grades K–5) in their classroom on a regular basis?

8,200 Students

QUESTION 5.2:

(If above answer includes SBOE-Approved Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Foundational Skills, Edition 1 (grades K–3) in their classroom on a regular basis?

5, 200 Students

Spanish Reading Language Arts K–5 TEKS Coverage Certification

QUESTION 6.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **Spanish RLA TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
 No

Spanish Reading Language Arts K–5 Instructional Materials

QUESTION 7.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your district will use regularly (once a week or more, on average) for **Spanish RLA and/or Phonics grades K–5** instruction to ensure coverage of 100% of the TEKS. [Single select for each grade band]

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Spanish RLA and/or Phonics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Education Agency; Aprendizaje Bluebonnet, Artes de lenguaje y lectura K-5 Grado K
Texas Education Agency; Aprendizaje Bluebonnet, Artes de lenguaje y lectura K-5 Grado 1
Texas Education Agency; Aprendizaje Bluebonnet, Artes de lenguaje y lectura K-5 Grado 2
Texas Education Agency; Aprendizaje Bluebonnet, Artes de lenguaje y lectura K-5 Grado 3
Texas Education Agency; Aprendizaje Bluebonnet, Artes de lenguaje y lectura K-5 Grado 4
Texas Education Agency; Aprendizaje Bluebonnet, Artes de lenguaje y lectura K-5 Grado 5

Texas Education Agency; Aprendizaje Bluebonnet, Destrezas fundamentales K-3 Grado K
Texas Education Agency; Aprendizaje Bluebonnet, Destrezas fundamentales K-3 Grado 1
Texas Education Agency; Aprendizaje Bluebonnet, Destrezas fundamentales K-3 Grado 2
Texas Education Agency; Aprendizaje Bluebonnet, Destrezas fundamentales K-3 Grado 3

QUESTION 7.1:

(If above answer includes Aprendizaje Bluebonnet instructional materials):

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Artes del lenguaje y lectura, (grados K–5) in their classroom on a regular basis?

5,200 Students

QUESTION 7.2:

What is the estimated unique count of students in your local school system that are using Aprendizaje Bluebonnet Destrezas fundamentales, (grados K–3) in their classroom on a regular basis?

4,000 Students

English Reading Language Arts (RLA) 6–8 TEKS Coverage Certification

QUESTION 8.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials) [Single select]

- Yes
- No

English Reading Language Arts (RLA) 6–8 Instructional Materials

QUESTION 9.0:

Share the **full subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Amplify Education Inc; Amplify Texas ELAR (previously state-licensed)
ThinkCERCA; ThinkCERCA Texas Edition 6th Grade
ThinkCERCA; ThinkCERCA Texas Edition 7th Grade
ThinkCERCA; ThinkCERCA Texas Edition 8th Grade
Lexia; PowerUp Literacy

English Reading Language Arts (RLA) 9–12 TEKS Coverage Certification

QUESTION 10.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **English RLA TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials.

- Yes
 No

English Reading Language Arts (RLA) 9–12 Instructional Materials

QUESTION 11.0:

Are the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **English RLA grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

English RLA grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 9 (English I)
Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 10 (English II)
Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 11 (English III)
Houghton Mifflin Harcourt; HMH Into Literature Texas Grade 12 (English IV)

Lexia Learning; Lexia Learning Resources (PowerUP)
ThinkCERCA; ThinkCERCA

Mathematics Certification

Scope and Sequence: All Grade Levels Mathematics

QUESTION 12.0:

Are instructional materials for mathematics managed at the school system-level and generally consistent across classrooms within the same grade level?

- Yes
 No

Mathematics K–5 TEKS Coverage Certification

QUESTION 13.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics K–5 Instructional Materials

QUESTION 14.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system will use regularly (once a week or more, on average) for **mathematics grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Education Agency; Bluebonnet Learning Grade K Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 1 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 2 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 3 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 4 Math, Edition 1
Texas Education Agency; Bluebonnet Learning Grade 5 Math, Edition 1

Zearn Supplemental; Zearn Math for Texas, Kindergarten
Zearn Supplemental; Zearn Math for Texas, Grade 1
Zearn Supplemental; Zearn Math for Texas, Grade 2
Zearn Supplemental; Zearn Math for Texas, Grade 3
Zearn Supplemental; Zearn Math for Texas, Grade 4
Zearn Supplemental; Zearn Math for Texas, Grade 5

QUESTION 14.1:

(If above answers include Bluebonnet Learning instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning, Edition 1 (grades K–5) in their classroom on a regular basis?

8,200 Students

Mathematics 6–8 TEKS Coverage Certification

QUESTION 15.0

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials). [Single Select]

- Yes
 No

Mathematics 6–8 Instructional Materials

QUESTION 16.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 6, Edition 1
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 7, Edition 1
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Grade 8, Edition 1
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Algebra I, Edition 1

Carnegie Learning, Inc.; Texas Supplemental Math Solution Grade 6–Student 1 Year License
Carnegie Learning, Inc.; Texas Supplemental Math Solution Grade 7–Student 1 Year License
Carnegie Learning, Inc.; Texas Supplemental Math Solution Grade 8–Student 1 Year License
Carnegie Learning, Inc.; Texas Supplemental Math Solution Algebra I–Student 1 Year License

QUESTION 16.0B:

(If above answers include Bluebonnet Learning instructional materials instructional materials):

What is the estimated unique count of students in your local school system that are using Bluebonnet Learning Secondary Mathematics, Edition 1 (grades 6–8, Algebra I) in their classroom on a regular basis?

3,400 Students

Advanced Mathematics 6–8 Instructional Materials

QUESTION 17.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **advanced mathematics grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Advanced Mathematics grades 6–8 full-subject and/or supplemental publisher(s)/ product(s) used:

Carnegie Learning, Texas Math Solutions - 6th Grade Accelerated
Carnegie Learning, Texas Math Solutions - 7th Grade Accelerated
Carnegie Learning; MATHia

Mathematics 9–12 TEKS Coverage Certification

QUESTION 18.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **mathematics TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials). [Single Select]

Yes

No

Mathematics 9–12 Instructional Materials

QUESTION 19.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **mathematics grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Mathematics grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Texas Education Agency; Bluebonnet Learning Secondary Mathematics Algebra I
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Algebra II
Texas Education Agency; Bluebonnet Learning Secondary Mathematics Geometry

Carnegie Learning, Inc.; Texas Supplemental Math Solution Algebra I–Student 1 Year License
Carnegie Learning, Inc.; Texas Supplemental Math Solution Algebra II–Student 1 Year License
Carnegie Learning, Inc.; Texas Supplemental Math Solution Geometry–Student 1 Year License

Cosenza & Associates LLC; Algebraic Reasoning (Algebraic Reasoning)

Cengage Learning Inc./Brooks Cole; Mathematical Models with Applications TX Adoption
Package (Mathematical Models with Applications)

Cengage Learning Inc./Brooks Cole; Precalculus with Limits: A Graphing Approach TX Adoption
Package (Precalculus)

Social Studies Certification

Scope and Sequence: All Grade Levels Social Studies

QUESTION 20.0:

Are instructional materials for social studies managed at the school system level and generally consistent across classrooms within the same grade level?

Yes

No

Social Studies K–5 TEKS Coverage Certification

QUESTION 21.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Social Studies K–5 Instructional Materials

QUESTION 22.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

SAVVAS Learning Company: K-5th Grade

Social Studies 6–8 TEKS Coverage Certification

QUESTION 23.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Social Studies 6–8 Instructional Materials

QUESTION 24.0:

Select **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided

on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

McGraw-Hill School Education LLC; McGraw-Hill Education Texas History (grade 7)
McGraw-Hill School Education LLC; McGraw-Hill Education United States History to 1877 (grade 8)
McGraw-Hill School Education LLC; McGraw-Hill Education World Cultures and Geography (grade 6)
DBQ Project; DBQs and Mini-Qs

Social Studies 9–12 TEKS Coverage Certification

QUESTION 25.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **social studies TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select “yes” even if not all classrooms use the same materials)

Yes

No

Social Studies 9–12 Instructional Materials

QUESTION 26.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **social studies grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Social Studies grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Houghton Mifflin Harcourt; Houghton Mifflin Harcourt World Geography Texas (World Geography Studies)

SAVVAS: World History, US History, Economics

McGraw-Hill School Education LLC; McGraw-Hill Education United States Government (United States Government)

McGraw-Hill School Education LLC; McGraw-Hill Education United States Government Personal Financial Literacy

Science Certification

Scope and Sequence: All Grade Levels Science

QUESTION 27.0:

Are instructional materials for science managed at the school system level and generally consistent across classrooms within the same grade level?

- Yes
 No

Science K–5 TEKS Coverage Certification

QUESTION 28.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades K–5**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science K–5 Instructional Materials

QUESTION 29.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades K–5** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades K–5 full-subject and/or supplemental publisher(s)/product(s) used:

Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade K
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 1
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 2
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 3
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 4
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 5

Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias, Grade K
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias, Grade 1
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias, Grade 2
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias, Grade 3
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias, Grade 4
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experimenta las Ciencias, Grade 5

Summit K12 Holdings, Inc.; Dynamic Science 5th Grade

Science 6–8 TEKS Coverage Certification

QUESTION 30.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 6–8**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

- Yes
 No

Science 6–8 Instructional Materials

QUESTION 31.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your local school system or charter will regularly use (once a week or more, on average) for **science grades 6–8** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 6–8 full-subject and/or supplemental publisher(s)/product(s) used:

Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 6
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 7
Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Science, Grade 8
Summit K12 Holdings, Inc.; Dynamic Science 8th Grade

Science 9–12 TEKS Coverage Certification

QUESTION 32.0:

For school year 2026–27, will your local school system provide materials to cover 100% of the **science TEKS grades 9–12**? (This includes teacher- or district-developed materials. You may select "yes" even if not all classrooms use the same materials)

Yes

No

Science 9–12 Instructional Materials

QUESTION 33.0:

Share the **full-subject and/or supplemental** publisher(s)/product(s) that teachers in your district or charter will regularly use (once a week or more, on average) for **science grades 9–12** instruction to ensure coverage of 100% of the TEKS.

Full-subject instructional materials (often referred to as Tier one or core materials): Instructional materials designed to, if implemented as designed, provide a student with mastery of the essential knowledge and skills for a certain subject and grade level without the need for supplementation.

Supplemental Materials: Instructional materials designed to supplement core products in instruction of one or more essential knowledge and skill.

REMINDER: Ensure the naming convention for the products you list on this form mirrors the naming convention on the [resource list](#) (e.g., no acronyms, no abbreviations, and the title is listed as written on the instructional material). This ensures the naming conventions refer to the accurate product and will align to the predefined answer choices provided on the Qualtrics survey drop-down menus. If your local school system uses a district-developed product, or if the product you use **does not appear** in the list, enter the full publisher and product names.

Science grades 9–12 full-subject and/or supplemental publisher(s)/product(s) used:

Cengage Learning Inc.; Environmental Science: Sustaining Your World, Texas Edition

eDynamic Holdings LP; Astronomy 1a/1b

McGraw-Hill School Division; McGraw-Hill Texas Integrated Physics and Chemistry

Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Chemistry

Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Experience Physics

Savvas Learning Company LLC formerly Pearson K12 Learning; Texas Miller & Levine Experience Biology

Summit K12 Holdings, Inc.; Dynamic Biology

The Children's Internet Protection Act

The Children's internet protection Act (CIPA) was enacted by Congress in 2000 to address concerns about children's access to obscene or harmful content over the Internet. (You may find more information on the FCC website.)

In accordance with Texas Administrative Code 19 TAC §66.105, school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section [28.0022](#), [Section 43.22](#), Penal Code, and any other law or regulation that protects students from obscene or harmful content.

QUESTION 34.0:

Does your district or charter school protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C), Section 28.0022, Penal Code, and any other law or regulation that protects students from obscene or harmful content?

Yes

No

Additional Informational Questions (Optional)*

QUESTION 35.0:

Has your local school system used, or plan to use, [Instructional Materials Review and Approval \(IMRA\)](#) reports to inform local adoption decisions for ELAR, SLAR, phonics, and mathematics instructional materials?

Yes

No

QUESTION 35.1:

If “Yes” is selected: In which subject area(s) have you used the IMRA reports to obtain information about the quality of products? *

English reading language arts

Spanish reading language arts

English phonics

Spanish phonics

Full-subject, Tier one mathematics

Supplemental mathematics

QUESTION 35.2:

On a scale from 0 to 10, how likely are you to recommend the use of IMRA reports to support local adoption of HQIM? 0 (Not at all) to 10 (Extremely likely) *

- 0.
- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

QUESTION 36.0:

Assessment Platform: Select the assessment platform (if any) your local school system leverages for unit/module, diagnostic, or interim, and for which type of assessments.

Product	Interim	Diagnostic	Unit/Module Format yes
Eduphoria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
DMAC	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Texas Formative Assessment Resource	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
STAAR Interim	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other:	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<input type="text" value="NWEA Map"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Carnegie Learning"/>			
Other:	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<input type="text" value="Lexia"/>			

QUESTION 37.0:

What approach does your school system take to making full-subject instructional materials available to teachers and staff?

- Teachers access educational applications through a Single Sign On platform (e.g., Clever, ClassLink)
- Teachers access educational applications within a Learning Management System (e.g., Schoology, Google Classroom, Canvas, Moodle)
- Teachers log directly to publisher curriculum platforms (e.g., HMH Ed, Savvas Realize, Amplify, Great Minds)
- Teachers access copied files or links within a Learning Management System (e.g., Google Classroom, Canvas, Moodle)
- Teachers access copied files or links within a Student Information System (e.g., PowerSchool, Infinite Campus, Skyward)
- Teachers access copied files or links in a shared cloud drive (e.g., Google Drive, OneDrive, Dropbox)
- Teachers access copied files or links through a district resource portal (e.g., SharePoint, Google Site, intranet)
- Other (Please Explain):

Other Certified Subject Areas

QUESTION 38.0:

Please select each subject in the required curriculum below for which your district provides each student with instructional materials that cover all elements of the essential knowledge and skills, as referenced in [Texas Education Code 28.002](#): [multiple select]

- Languages other than English (LOTE)
- Health, with emphasis on the importance of proper nutrition and exercise
- Physical education
- Fine arts
- Career and Technical Education (CTE)
- Technology applications
- Religious Literature, including the Hebrew Scriptures (Old Testament) and New Testament, and its impact on history and literature.
- Personal financial literacy
- None

Certification 2026–27 Survey Ratification

[Print, Sign, and Upload via Qualtrics]

In accordance with [Texas Education Code §31.1011](#), school districts and open-enrollment charter schools are required to certify annually to the State Board of Education and the commissioner that, for each subject in the required curriculum other than physical education, students have access to instructional materials that cover all the Texas Essential Knowledge and Skills (TEKS) for the coming school year. Additionally, in accordance with Texas Administrative Code [19 TAC §66.105](#), school districts or charter schools are required to certify that they protect against access to obscene or harmful content in compliance with the requirements for certification under the Children's Internet Protection Act, 47 USC §254(h)(5)(B) and (C).

These certifications must be ratified by local school boards of trustees or governing bodies in public, noticed meetings. Districts and open-enrollment charter schools will be unable to order instructional materials through EMAT until the certifications have been received by the Texas Education Agency (TEA)

District County Number (6-digit ID):

108912

District Name:

La Joya Independent School District

Date of Ratification by Local School Board of Trustees or Governing Body:

March 25, 2026

Signature of the Board President and Secretary or Governing Board Officer

Board President

Date

Board Secretary

After ratification, please scan the last page of this form and submit it to TEA through the electronic Qualtrics Certification of Provision of Instructional Materials Survey.

- The Certification 2026–27 Survey will be available on the Certification of Provision of Instructional Materials web page and open for submissions beginning **Tuesday, February 17, 2026.**



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority: Priority 3 - High Quality Instruction

Agenda Category: Consent Item

Item Title: Approval of Scholastic Inc. Summer Reading Bundle - Literacy

BACKGROUND:

Strong Foundations Implementation - Humanities K-12 Literacy

RATIONALE:

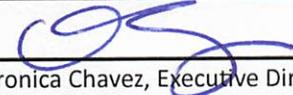
Summer Reading Program for all K-5th grade students; Students will be provided with instructional materials based on the science of reading, to continue supporting & reinforcing on grade level foundational skills in order to mitigate learning loss during the summer months.

BUDGET:

Cost	Funding Source	Vendor
\$247,965.50	162-11-6329-00-869-6-30-SUM	Scholastic, Inc 557 Broadway New York, NY 10012
Purchasing Mechanism		Additional Documentation
RFP# 2024-65		Tabsheet, Quotes

RECOMMENDATION:

Administration Recommends Approval

Initiated by: 
Veronica Chavez, Executive Director of Academic Enrichment & Improvement Support

Approved for Submission to the Board of Education:



Dr. Marcey Sorensen
Superintendent of Schools

Reviewed by: 
Dr. Derek Little, Chief of Academic & School Leadership

BF&AS Reviewed by: 
Mirgitt Crespo, Chief of Business & Administrative

Executive Cabinet Review by: 
Dr. Derek Little, Chief of Academic & School Leadership



La Joya Independent School District
Academics & School Leadership
 200 West Expressway 83
 La Joya, Texas 78560
 Telephone (956) 323-2006
 (956) 323-2008

School Board
 Julian Alvarez III, President
 Alyssa Peña, Vice-President
 Celso Gomez Jr. Secretary
 Dr. Rosalva Hernandez, Member
 Dr. Carlos Margo,
 Member
 Jessica Ochoa, Member
 Valeria Vega, Member

La Joya Independent School District
Quotation Title: Skill Review 2025-2026

Line #	Description	QTY	UOM	Scholastic Inc.		S&S Worldwide	
				Total Price	\$247,965.50	Total Price	\$428,590.80
				Unit	Extended	Unit	Extended
1	Summer Reading Bundle Kinder Spanish	650	Each	\$25.64	\$16,666.00	\$52.14	\$33,891.00
2	Summer Reading Bundle Grade 1st Spanish	650	Each	\$27.61	\$17,946.50	\$52.14	\$33,891.00
3	Summer Reading Bundle Grade 2nd Spanish	670	Each	\$32.20	\$21,574.00	\$52.14	\$34,933.80
4	Summer Reading Bundle Grade 3rd Spanish	670	Each	\$31.51	\$21,111.70	\$52.14	\$34,933.80
5	Summer Reading Bundle Grade 4th Spanish	720	Each	\$32.83	\$23,637.60	\$52.14	\$37,540.80
6	Summer Reading Bundle Grade 5th Spanish	750	Each	\$29.58	\$22,185.00	\$52.14	\$39,105.00
7	Summer Reading Bundle Kinder English	650	Each	\$28.28	\$18,382.00	\$52.14	\$33,891.00
8	Summer Reading Bundle Grade 1st English	650	Each	\$28.33	\$18,414.50	\$52.14	\$33,891.00
9	Summer Reading Bundle Grade 2nd English	670	Each	\$27.00	\$18,090.00	\$52.14	\$34,933.80
10	Summer Reading Bundle Grade 3rd English	670	Each	\$32.31	\$21,647.70	\$52.14	\$34,933.80
11	Summer Reading Bundle Grade 4th English	720	Each	\$32.90	\$23,688.00	\$52.14	\$37,540.80
12	Summer Reading Bundle Grade 5th English	750	Each	\$32.83	\$24,622.50	\$52.14	\$39,105.00
Recommendation:				Scholastic Inc. is lowest			

Scholastic Education
 PO Box 7502
 Jefferson City, MO 65102
 (Ph) (800) 724-2222, (Fax) 800-560-6815

Number EODSQ1087
 Date Feb 23, 2026

Sold To:
La Joya ISD
200 W. Expwy 83 La Joya, TX 78560
Phone
Fax
Email

Ship To:
La Joya ISD
200 W. Expwy 83 La Joya, TX 78560
Phone
Fax
Email

P.O. Number	Prepared By:	Ship Via	Terms			
Item #	Qty	Description	Unit List	Disc %	Unit Price	Ext. Price

English						
ASK Kinder	650	Custom Summer Reading Bundle Kinder	\$25.64		\$25.64	\$16,666.00
ASK 111111	650	Custom Summer Reading Bundle Grade 1	\$27.61		\$27.61	\$17,946.50
ASK 121212	670	Custom Summer Reading Bundle Grade 2	\$32.20		\$32.20	\$21,574.00
ASK 232323	670	Custom Summer Reading Bundle Grade 3	\$31.51		\$31.51	\$21,111.70
ASK 343434	720	Custom Summer Reading Bundle Grade 4	\$32.83		\$32.83	\$23,637.60
ASK 454545	750	Custom Summer Reading Bundle Grade 5	\$29.58		\$29.58	\$22,185.00
Spanish						
ASK Kinder-S	650	Custom Summer Reading Bundle Kinder	\$28.28		\$28.28	\$18,382.00
ASK 1S1S1S	650	Custom Summer Reading Bundle Grade 1	\$28.33		\$28.33	\$18,414.50
ASK 2S2S2S	670	Custom Summer Reading Bundle Grade 2	\$27.00		\$27.00	\$18,090.00
ASK 313131	670	Custom Summer Reading Bundle Grade 3	\$32.31		\$32.31	\$21,647.70
ASK 414141	720	Custom Summer Reading Bundle Grade 4	\$32.90		\$32.90	\$23,688.00
ASK 515151	750	Custom Summer Reading Bundle Grade 5	\$32.83		\$32.83	\$24,622.50

La Joya ISD RFP# 2026-22

Each book pack includes 5 High Interest, Authentic Titles that are a combination of Fiction and Nonfiction, a Family Activity Journal and a Superintendent Letter.

This quote includes Gratis Shipping.

Thank you for your business!

Elizabeth Stamper
 estamper@scholastic.com
 210-305-2679

SubTotal	\$247,965.50
Tax	\$0.00
Shipping	\$0.00
Total	\$247,965.50

Prices subject to change - prices based upon total purchase - all delivery, training or consulting services to be billed at published rates for each activity involved. Customers must notify scholastic in writing no less than five (5) business days in advance of any cancellation or rescheduling of training, in-classroom support, or other onsite services. If such notice is not received by scholastic, customers will be charged (or forfeit prepayment) for cancelled or missed days. Unless otherwise noted, all services must be delivered within 18 months of purchase. We specifically disclaim any and all warranties, express or implied, including but not limited to any implied warranties or with regard to any licensed products. No part of the Services or any related materials may be videotaped, audio taped, photographed or in any way copied, excerpted, reproduced or distributed without the prior written consent of Scholastic. We shall not be liable for any loss of profits, business, goodwill, data, interruption of business, nor for incidental or consequential merchantability or fitness of purpose, damages related to this agreement. State law requires sales tax be added to your order unless we have sales tax exemption certificate on file. Tax on this quote may be your estimated tax, actual tax will be charged at the time of shipping. Scholastic terms are FOB shipping point unless otherwise noted on the purchase order.



P.O. BOX 516
Colchester, CT 06415

QUOTE

Please Note - This is a Quote, not an Order

Date	Bill To Number	Shipping Method	Order From Contact	Quote Number
2/16/2026*	226626	Standard Truck-Ground	Norberto Garza	QU115275

PHONE: 1-800-243-9232
WWW.SSWW.COM

*Our purpose is to improve the social fabric
by helping people play and learn.*

BILL TO:

LA Joya Isd
201 E Expressway 83
La Joya TX 78560-4001

SHIP TO:

Norberto Garza
LA Joya Isd
201 E Expressway 83
La Joya TX 78560-4001
(956) 323-2081

Item #	Description	Qty	List Price	Your Price	Extended Price
<i>The following item(s) are on backorder</i>					
BK7478001	Take Home Reading Bag GR K Striving Readers	650	\$66.00	\$52.14	\$33,891.00
BK7478002	Take Home Reading Bag GR 1 Striving Readers	650	\$66.00	\$52.14	\$33,891.00
BK7478003	Take Home Reading Bag GR 2 Striving Readers	670	\$66.00	\$52.14	\$34,933.80
BK7478004	Take Home Reading Bag GR 3 Striving Readers	670	\$66.00	\$52.14	\$34,933.80
BK7478005	Take Home Reading Bag GR 4 Striving Readers	720	\$66.00	\$52.14	\$37,540.80
BK7478006	Take Home Reading Bag GR 5 Striving Readers	750	\$66.00	\$52.14	\$39,105.00
BK7485001	Take Home Reading Bag GR K Summer Readiness	650	\$66.00	\$52.14	\$33,891.00
BK7485002	Take Home Reading Bag GR 1 Summer Readiness	650	\$66.00	\$52.14	\$33,891.00
BK7485003	Take Home Reading Bag GR 2 Summer Readiness	670	\$66.00	\$52.14	\$34,933.80
BK7485004	Take Home Reading Bag GR 3 Summer Readiness	670	\$66.00	\$52.14	\$34,933.80
BK7485005	Take Home Reading Bag GR 4 Summer Readiness	720	\$66.00	\$52.14	\$37,540.80
BK7485006	Take Home Reading Bag GR 5 Summer Readiness	750	\$66.00	\$52.14	\$39,105.00



P.O. BOX 516
Colchester, CT 06415

QUOTE

Please Note - This is a Quote, not an Order

Date	Bill To Number	Shipping Method	Order From Contact	Quote Number
2/16/2026*	226626	Standard Truck-Ground	Norberto Garza	QU115275

PHONE: 1-800-243-9232
WWW.SSWW.COM

*Our purpose is to improve the social fabric
by helping people play and learn.*

List Price	\$542,520.00	Subtotal	\$428,590.80
Your Price	\$428,590.80	Sales Tax	\$0.00
You Saved	\$113,929.20	Shipping Cost	\$0.00
		Total	\$428,590.80

*Quotes are valid for 30 days. S&S strives to maintain our low prices but in the event of unforeseen materials costs and/or tariff increases, we reserve the right to adjust prices accordingly. Inventory is not guaranteed until an order has been processed.

Kinder English		
	PETE THE CAT AND HIS FOUR GROOVY BUTTONS	9780545649148
	WHAT IF YOU HAD ANIMAL HAIR?	9780545630856
	PIGEON FINDS A HOT DOG!, THE	9780439800129
	PIG THE REBEL	9781338864861
	NATIONAL GEOGRAPHIC KIDS LOOK & LEARN: OCEAN CREATURES	9780545899604
	SUMMER READING JOURNAL GRADES PREK-K	9798225052003
First Grade English		
	WHAT IF YOU HAD ANIMAL TEETH!?	9780545484381
	HOW TO CATCH A MERMAID	9781338565485
	DOGGY DEFENDERS: WILLOW THE THERAPY DOG	9781338652673
	CAT KID COMIC CLUB: COLLABORATIONS	9781338846621
	MAGIC SCHOOL BUS PRESENTS: WILD WEATHER	9780545683678
	SUMMER READING JOURNAL GRADES 1-2	9798225052034
Second Grade English		
	DOG MAN	9781338741032
	WHAT IF YOU HAD ANIMAL FEET?	9780545733120
	ANIMATED SCIENCE: ROCKS AND MINERALS	9781338753677
	COURAGEOUS CREATURES	9781338317947
	BAD GUYS IN INTERGALACTIC GAS, THE	9781338189575
	SUMMER READING JOURNAL GRADES 1-2	9798225052034
Grade 3 English		
	SCIENCE COMICS: VOLCANOES: FIRE AND LIFE	9781338784671
	CAPTAIN UNDERPANTS AND THE WRATH OF THE WICKED WEDGIE WOMAN	9781338216233
	I SURVIVED THE SINKING OF THE TITANIC, 1912 (GRAPHIX)	9781338120912
	BAD GUYS IN ATTACK OF THE ZITTENS, THE	9781338260458
	ULTIMATE DINOSAUR RUMBLE	9781338320251
	SUMMER READING JOURNAL GRADES 3-5	9798225052041
Grade 4 English		
	WHAT IF YOU HAD T. REX TEETH?	9781338271393
	DOG MAN: BIG JIM BELIEVES	9781546176183
	WHO WOULD WIN?: WHALE VS. GIANT SQUID	9780545301732
	BRAINS! NOT JUST A ZOMBIE SNACK	9781338878813
	I SURVIVED THE JAPANESE TSUNAMI, 2011 (GRAPHIX)	9781546110804
	SUMMER READING JOURNAL GRADES 3-5	9798225052041
Grade 5 English		

	OCEAN IS KIND OF A BIG DEAL, THE	9781338874914
	WHO WOULD WIN? ULTIMATE REPTILE RUMBLE	9781338672169
	GETAWAY, THE	9781419729850
	I SURVIVED HURRICANE KATRINA, 2005 (GRAPHIX)	9781338766943
	GOOSEBUMPS SLAPPYWORLD #19: FRIIIGHT NIGHT	9781338752236
	SUMMER READING JOURNAL GRADES 3-5	9798225052041
Kinder Spanish		
	¿QUIÉN TIENE PLUMAS ELEGANTES?	9781338328219
	HOMBRE MOSCA PRESENTA: MURCIÉLAGOS	9781338849158
	MÁS GRANDE, EL MÁS FUERTE, EL MÁS RÁPIDO, EL	9781338300468
	PETE THE CAT: ROCKING IN MY SCHOOL SHOES	9780545501064
	PIG THE REBEL	9781338864861
	VERANO DIARIO DE LECTURA GRADOS PREK-K	9798225051990
First Grade Spanish		
	ORUGA MUY IMPACIENTE, LA	9781338601138
	LECTOR DE SCHOLASTIC, NIVEL 2: HOMBRE MOSCA PRESENTA: DINOSAURIOS	9780545931878
	ALMA Y CÓMO OBTUVO SU NOMBRE	9781338343670
	CAT KID COMIC CLUB: COLLABORATIONS	9781338846621
	HOW TO CATCH A MERMAID	9781338565485
	VERANO DIARIO DE LECTURA GRADOS 1-2	9798225052010
Second Grade Spanish		
	CAPITÁN CALZONCILLOS Y LA RIDÍCULA HISTORIA DEL INODORO MORADO, EL	9780545025836
	BAD GUYS IN INTERGALACTIC GAS, THE	9781338189575
	WHAT IF YOU HAD ANIMAL FEET?	9780545733120
	SOL PUEDE SER LA GRAN COSA, EL	9781338330182
	HERMANITA DE LAS NIÑERAS, LA #1: LA BRUJA DE KAREN	9781338670134
	VERANO DIARIO DE LECTURA GRADOS 1-2	9798225052010
Grade 3 Spanish		
	SOBREVIVÍ EL NAUFRAGIO DEL TITANIC, 1912 (GRAPHIX)	9781338789706
	BRAIN, THE: THE ULTIMATE THINKING MACHINE	9781338762990
	BAD GUYS IN ATTACK OF THE ZITTENS, THE	9781338260458
	¿QUIÉN GANARÁ? LA PELEA FINAL DE TIBURONES	9781339043739
	CAPITÁN CALZONCILLOS Y LA SENSACIONAL SAGA DEL SEÑOR SOHEDIONDO,	9780545903547
	VERANO DIARIO DE LECTURA GRADOS 3-5	9798225052027
Grade 4 Spanish		
	ORCA VS. TIBURÓN BLANCO	9780545925952

	I SURVIVED THE JAPANESE TSUNAMI, 2011 (GRAPHIX)	9781546110804
	DOG MAN: BIG JIM BELIEVES	9781546176183
	¿Y SI TUVIERAS DIENTES DE ANIMAL?	9781338208689
	LLAMADA PARA PLUTÓN, UNA	9781338615265
	VERANO DIARIO DE LECTURA GRADOS 3-5	9798225052027
Grade 5 Spanish		
	SOBREVIVÍ EL HURACÁN KATRINA, 2005 (GRAPHIX)	9781546134107
	¿QUIÉN GANARÁ? LA PELEA FINAL DE LA SELVA	9781338603668
	STONEKEEPER, THE	9780439846813
	TIPOS MALOS EN EL PEOR DÍA DEL MUNDO, LOS	9781338874136
	GETAWAY, THE	9781419729850
	VERANO DIARIO DE LECTURA GRADOS 3-5	9798225052027



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 3 - Thriving Students

Agenda Category: Consent Item

Item Title: Approval of the UTRGV TexPREP Summer Program

BACKGROUND:

La Joya ISD has historically partnered with higher education institutions to provide students with access to advanced academic opportunities and STEM enrichment. The district has participated in the UTRGV TexPrep Summer Program for several years, allowing middle and high school students to engage in rigorous, university-based STEM experiences. This continued partnership supports district goals for academic advancement, college readiness, and equitable access to high-quality instructional programs.

RATIONALE:

The Texas Prefreshman Engineering Program (TexPREP) is a summer enrichment initiative for 6th – 11th grade students designed to strengthen their skills in math and science while fostering a passion for engineering. Through hands-on activities, access to university lab facilities, and mentorship from faculty and college students, participants gain early exposure to STEM careers in a university setting. This program is essential for building interest and preparedness in STEM fields.

BUDGET:

<i>Cost</i>	<i>Funding Source</i>	<i>Vendor</i>
\$ 31,875.00	211-11-6223-32-831-6-30-000	The University of Rio Grande Valley Payment & Collections Office SSB 1.1 1201 West University Drive Edinburg Tx 78539
<i>Purchasing Mechanism</i>		<i>Additional Documentation</i>
NA		Interlocal Contract

RECOMMENDATION:

Administration recommends approval

Initiated by: Brenda Garcia
Brenda Garcia, Executive Director for Math & Science Department

Approved for Submission to the Board of Education:

Reviewed by: Dr. Derek Little
Dr. Derek Little, Chief of Academic and School Leadership

Dr. Marcey Sorensen
Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: Mirgitt Crespo
Mirgitt Crespo, Chief of Business, and Finance Administrative Services

Executive Cabinet Review by: Dr. Derek Little
Dr. Derek Little, Chief of Academic and School Leadership



February 12, 2026

Dr. Marcey Sorensen, Superintendent

La Joya ISD

201 East Expressway

La Joya, TX 78560-0510

Dear Dr. Sorensen:

The Texas Prefreshman Engineering Program (TexPREP) at The University of Texas Rio Grande Valley (UTRGV) identifies high achieving middle and high school students with the potential of becoming engineers and scientists to help them acquire the knowledge and skills required for success in their professional aspirations.

A signed Interlocal Contract between UTRGV and La Joya ISD is needed for UTRGV to invoice your school district for the number of students who enroll in and attend this summer's program (June 8, 2026, to July 10, 2026). After a fully executed Interlocal Contract has been finalized, UTRGV will provide an invoice and a list of students from La Joya ISD who were accepted into the program and attended the mandatory student/parent orientation in March. The total cost for the program is \$425 per student. In April 2026, an invoice for a \$225 per student non-refundable fee will be sent to your district to reserve a place in the summer program. The fee allows us to make commitments to summer personnel. After the first week of the summer program, a second invoice for the remaining balance (\$200 per student) will be sent out to the district. The remaining balance will only be charged for students who attended during the first week of the program.

Direct support from our partner school districts is essential for the continued success of our program, which addresses the critical need for more science, technology, engineering, and mathematics (STEM) majors. TexPREP is specifically designed to meet this need by encouraging a diverse range of students to pursue these fields. Our rigorous and thought-provoking program also supports mathematical literacy, ensuring students are well-prepared for future academic challenges in their schools. The documented results of the program clearly demonstrate its value.

The classes will be from 1:00pm to 6:00pm Monday through Friday.

Should you or your staff have any questions or suggestions concerning the Interlocal Contract or invoicing process, please feel free to contact Ms. Anna L Ramos at 956-665-2526 or via e-mail at anna.ramos01@utrgv.edu, respectively.

Sincerely,

Dr. Jesus Gonzalez, Director

UTRGV TexPREP

TEXAS PRE-ENGINEERING PROGRAM

ELEAC 164

1201 West University Drive

Edinburg, Texas 78539-2999

(956) 665-3794

utrgv.edu

**INSTRUCTIONS FOR TEXAS PRE FRESHMAN ENGINEERING PROGRAM (TexPREP)
INTERLOCAL COOPERATION CONTRACT**

1. Please complete the required information in the blank areas.
2. Please sign and return a scanned copy of the document to the following e-mail address:

UTRGV TexPREP Program
Attn: Anna L Ramos, Program Coordinator
Anna.ramos01@utrgv.edu

3. If you have any questions, please contact Anna L Ramos at 665-2526, or via e-mail at anna.ramos01@utrgv.edu respectively.

2026-2027 Texas Pre Freshman Engineering Program (TexPREP)

Interlocal Cooperation Contract

District: La Joya ISD

Address: 200 W. Expressway 83
La Joya, Tx 78560

Contact: Brenda Garcia

Phone: (956) 323-2198

E-mail: b.garcia5@lajoyaisd.net

Submit to:

Attn: Anna L Ramos, Program Coordinator
UTRGV TexPREP Program
Anna.ramos01@utrgv.edu
(956)665-2526

INTERLOCAL COOPERATION CONTRACT

This Interlocal Cooperation Contract (this "Contract") is entered into effective **April 1, 2026**, by and between the Contracting Parties shown below pursuant to authority granted in and in compliance with Chapter 791, *Texas Government Code*.

CONTRACTING PARTIES:

Receiving Party: La Joya ISD, a local entity of the State of Texas.

Performing Party: The University of Texas-Rio Grande Valley, an institution of higher education and agency of the State of Texas.

PURPOSE:

The purpose of this Contract is to obtain the services from Performing Party for the services of the Texas Prefreshman Engineering Program (TexPREP) to qualify students from the Receiving Party (the "Project"). This Contract will increase the efficiency and effectiveness of the Contracting Parties.

STATEMENT OF SERVICES TO BE PERFORMED:

Performing Party will perform the following services ("services"):

1. Provide qualifying and accepted students with five (5) weeks of instruction in mathematics, pre-engineering, and computer science, as well as mentoring by college students majoring in engineering, computer science, science, and mathematics during Summer 2026.
2. Summer 2026 activities will be held daily (Monday-Friday) from June 8, 2026, through July 10, 2026, from 1:00 p.m. to 6:00 p.m. We will not have classes on June 19, 2026, and July 3, 2026.
3. Two (2) follow-up Saturday sessions during the 2026/2027 academic year (dates to be determined).
4. All instructional services will be based at the UTRGV Campus.

Receiving Party will perform the following services ("services"):

1. If transportation of students participating in the TexPREP activities will be provided by Receiving Party, students will not arrive at UTRGV Campus before 12:45pm.

WARRANTIES:

Receiving Party warrants that (1) the services are necessary and authorized for activities that are properly within its statutory functions and programs; (2) it has the authority to contract for the services under authority granted in Chapter 11, *Texas Education Code*, and Chapter 791, *Texas Government Code*; (3) it has all necessary power and has received all necessary approvals to execute and deliver this Contract, and (4) the representative signing this Contract on its behalf is authorized by its governing body to sign this Contract.

Performing Party warrants that (1) it has authority to perform the services under authority granted in Section 79, *Texas Education Code* and Chapter 791, *Texas Government Code*; (2) it has all necessary power and has received all necessary approvals to execute and deliver this Contract, and (3) the

representative signing this Contract on its behalf is authorized by its governing body to sign this Contract.

CONTRACT AMOUNT:

The cost per student enrolled in the Project shall be \$425, of which \$225 shall be a non-refundable deposit for the students due upon initial acceptance for the Program.

PAYMENT:

Receiving Party will remit payments to Performing Party for services satisfactorily performed under this Contract in accordance with the Texas Prompt Payment Act ("Act"), Chapter 2251, *Texas Government Code*.

Payments made under this Contract (1) will fairly compensate Performing Party for the services performed under this Contract, and (2) will be made from current revenues available to Receiving Party.

- UTRGV TexPREP will send an invoice for the total number of students attending.
- A non-refundable deposit of \$225 per student shall be invoiced to the Receiving Party upon student acceptance after the mandatory orientation meeting in March. The balance of \$200 per participant attending the program shall be invoiced to the Receiving Party the second week in June with payment due within 30 days after date of the invoice.
- Receiving Party will designate a contact person for contract matters and billing at the central office or administrative office where payment will be disbursed.
- All checks/payments must be mailed to the following address with a copy of the invoice to ensure receipt of payment and avoid a deposit into a different university project.

Attn: UTRGV Payment and Collections
The University of Texas Rio Grande Valley (SSB 115)
1201 W. University Drive, Edinburg, TX 78539

TERM:

The term of this Contract begins on the Effective Date and expires on **March 31, 2027**.

NOTICES:

Except as otherwise provided by this Section, all notices, consents, approvals, demands, requests or other communications provided for or permitted to be given under any of the provisions of this Contract will be in writing and will be sent via certified mail, hand delivery, overnight courier, facsimile transmission (to the extent a facsimile number is set forth below), or email (to the extent an email address is set forth below) as provided below, and notice will be deemed given (i) if delivered by certified mailed, when deposited, postage prepaid, in the United States mail, or (ii) if delivered by hand, overnight courier, facsimile (to the extent a facsimile number is set forth below) or email (to the extent an email address is set forth below), when received:

If to Receiving Party:

District Name: La Joya ISD
 Attention: Brenda Garcia (District Office Contact)
 Title: Executive Director Math & Science Dept.
 Secretary: Mireyda Olivares
 Phone: (956) 323-2190
 Fax: _____
 Email: m.olivares@lajoyaisd.net

with copy to:

Attention: _____
 Title: _____
 Secretary: _____
 Phone: _____
 Fax: _____
 Email: _____

If to Performing Party: The University of Texas Rio Grande Valley
 1201 W. University Drive
 Edinburg, TX 78539
 Attention: Michael Mueller
 Executive Vice President for Finance and Business Affairs & CFO
 Email: EVPFBA@UTRGV.EDU
isabel.saldana@utrgv.edu

with copy to: The University of Texas Rio Grande Valley
 1201 W. University Drive
 Edinburg, TX 78539
 Attention: Alex Valdez
 Chief Procurement Officer
 Email: alex.valdez@utrgv.edu

or other person or address as may be given in writing by either party to the other in accordance with this Section.

Notwithstanding any other requirements for notices given by a party under this Contract, if Performing Party intends to deliver written notice to Receiving Party pursuant to Section 2251.054, Texas Government Code, then Performing Party will send that notice to Receiving Party as indicated in above contact information.

TERMINATION:

In the event of a material failure by a Contracting Party to perform its duties and obligations in accordance with the terms of this Contract, the other party may terminate this Contract upon thirty (30) days' advance written notice of termination setting forth the nature of the material failure; provided that, the material failure is through no fault of the terminating party. The termination will not be effective if the material failure is fully cured prior to the end of the thirty-day period.

Performing Party may terminate this Contract upon thirty (30) days' advance written notice of termination to the Receiving Party.

OTHER PROVISIONS:

Payment of Debt or Delinquency to the State. Pursuant to Sections 2107.008 and 2252.903, *Texas Government Code*, Performing Party agrees that any payments owing to Performing Party under this Contract may be applied directly toward any debt or delinquency that Performing Party owes the State of Texas or any agency of the State of Texas regardless of when it arises, until such debt or delinquency is paid in full.

Venue; Governing Law. Hidalgo County, Texas shall be the proper place of venue for suit on or in respect of this Contract. This Contract and all of the rights and obligations of the parties hereto and all of the terms and conditions hereof shall be construed, interpreted and applied in accordance with and governed by and enforced under the laws of the State of Texas.

Entire Agreement; Modifications. This Contract supersedes all prior agreements, written or oral, between Performing Party and Receiving Party and shall constitute the entire agreement and understanding between the parties with respect to the subject matter hereof. This Contract and each of its provisions shall be binding upon the parties and may not be waived, modified, amended or altered except by a writing signed by Receiving Party and Performing Party.

Loss of Funding. Performance by a Contracting Party of its duties and obligations under this Contract may be dependent upon the appropriation and allotment of funds by the Texas State Legislature (the "Legislature") and/or allocation of funds by that Contracting Party's governing board. If the Legislature fails to appropriate or allot the necessary funds to a Contracting Party, or a Contracting Party's governing board fails to allocate the necessary funds, then the Contracting Party that loses funding may terminate this Contract without further duty or obligation under this Contract.

State Auditor's Office. The Contracting Parties understand that acceptance of funds under this Contract constitutes acceptance of the authority of the Texas State Auditor's Office, or any successor agency (collectively, "Auditor"), to conduct an audit or investigation in connection with those funds pursuant to Sections 51.9335(c), 73.115(c) and 74.008(c), *Texas Education Code*. The Contracting Parties agree to cooperate with the Auditor in the conduct of the audit or investigation, including without limitation providing all records requested. The Contracting Parties will include this provision in all contracts with permitted subcontractors.

Assignment. This Contract is not transferable or assignable except upon written approval by Receiving Party and Performing Party.

Severability. If any one or more of the provisions contained in this Contract shall for any reason be held to be invalid, illegal, or unenforceable in any respect, such invalidity, illegality or unenforceability

shall not affect any other provision thereof, and this Contract shall be construed as if such invalid, illegal, or unenforceable provision had never been contained therein.

Public Records. It shall be the independent responsibility of Receiving Party and Performing Party to comply with the provisions of Chapter 552, *Texas Government Code* (the "*Public Information Act*"), as those provisions apply to the parties' respective information. Receiving Party is not authorized to receive public information requests or take any action under the *Public Information Act* on behalf of Performing Party. Likewise, Performing Party is not authorized to receive public information requests or take any other action under the *Public Information Act* on behalf of Receiving Party.

Executed effective as of the Effective Date by the following duly authorized representatives of the Contracting Parties:

RECEIVING PARTY:

La Joya ISD ISD

By: _____
Name: _____
Title: _____
Date: _____

PERFORMING PARTY:

The University of Texas Rio Grande Valley

By: Signed by: Luis H. Zayas
Name: Luis H. Zayas, Ph.D
Title: Provost and Executive Vice President
For Academic Affairs
Date: 3/2/2026

By: Signed by: Michael Mueller
Name: Michael Mueller
Title: Executive Vice President for Finance and
Business Affairs & CFO
Date: 2/27/2026

By: DocuSigned by: Christine Shupala
Name: Dr. Christine Shupala
Title: Vice Provost for Institutional Accreditation,
Program Development, and Analysis
Date: 2/27/2026

UTRGV Contract ID: ACADAFF-ILOCAL-3065-2026

Participant/Child

Balaguer-Sanchez, Kevin Nicolas
 Cruz, Skyler
 Flores, Santiago
 Garcia, Felicity
 Garza, Jazmin
 Gonzalez, Alexandra 10
 Gonzalez, Giovan M.
 Gonzalez, Reynol
 Hernandez, Kendra
Hernandez, Zuleika
 Martinez, Santiago A.
 Mata, Jazmine
 Mendez, Julian Andres
 Mondragon, Sophia Berenice
 Quintanilla-Leal, Mario A.
 Serna, Joseph
 Vasquez, Alessandra 10
 Armendariz, Alyssa
 Cordero, Gisselle
 Garcia, Christopher
Garcia, Monika
 Gomez, Naila
 Gonzalez-Benjamin, Santiago
 Gonzalez, Alondra
 Guerra, Santiago
 Hardin, David
 Hernandez III, Jose 10
 Lagos, Alondra
 Lara, Jordan
 Longoria, Devon
Marmolejo, Abigail
 Alonso, Gael
 Armendariz, Analeah
 Cruz, Cash
 Cuellar, Sofia
 Del Angel, Mireya 10
 Delgado, Gael
 Garza, Jaqueline
 Gonzalez, Claudio
 Gonzalez, Nathan
Mares, Aallyah
 Martinez, Linda
 Mendez, Isabella
 Mendez, Joaquin 10
 Mosqueda, Dilan
 Navarro, Linah
 Parada, Brandon

TexPREP

year	School Name
PREP 1	Lorenzo de Zavala Middle School
PREP 1	Irene Garcia Middle School
PREP 1	Lorenzo de Zavala Middle School
PREP 1	Ann Richards Middle School
PREP 1	Memorial Middle School
PREP 1	Irene Garcia Middle School
PREP 1	Lorenzo de Zavala Middle School
PREP 1	Lorenzo De Zavala Middle School
PREP 1	Ann Richards Middle School
PREP 1	Domingo Trevino Middle School
PREP 1	Ann Richards Middle School
PREP 1	Trevino Middle School
PREP 1	Juan de Dios Salinas Middle School
PREP 1	Domingo Trevino Middle School
PREP 1	Memorial Middle School
PREP 1	Ann Richards Middle School
PREP 1	Memorial Middle School
PREP 2	Dr. Javier Saenz Middle School
PREP 2	Dr. Javier Saenz Middle School
PREP 2	Dr. Javier Saenz Middle School
PREP 2	Memorial Middle School
PREP 2	Memorial Middle School
PREP 2	Juan de Dios Salinas Middle School
PREP 2	La Joya High School
PREP 2	Dr. Javier Saenz Middle School
PREP 2	Ann Richards Middle School
PREP 2	Lorenzo De Zavala Middle School
PREP 2	Irene Garcia Middle School
PREP 2	Lorenzo de Zavala Middle School
PREP 2	Lorenzo De Zavala Middle School
PREP 2	Memorial Middle School
PREP 3	Dr. Javier Saenz Middle School
PREP 3	Dr. Javier Saenz Middle School
PREP 3	Palmview High School
PREP 3	Jimmy Carter Early College High School
PREP 3	Irene Garcia Middle School
PREP 3	Dr. Javier Saenz Middle School
PREP 3	Irene Garcia Middle School
PREP 3	Domingo Trevino Middle School
PREP 3	Jimmy Carter Early College High School
PREP 3	Palmview High School
PREP 3	Juarez-Lincoln High School
PREP 3	Ann Richards Middle School
PREP 3	Juan de Dios Salinas Middle School
PREP 3	Jimmy Carter Early College High School
PREP 3	La Joya Early College
PREP 3	Juan de Dios Salinas Middle School

Pena, Diego		PREP 3	Irene Garcia Middle School
Quijano, Jose		PREP 3	Jimmy Carter Early College High School
Rosales, Sophia		PREP 3	La Joya High School
Sanchez, Eliza		PREP 3	La Joya High School
Sosa, Issai		PREP 3	Palmview High School
Vela, Lia		PREP 3	Irene Garcia Middle School
Chapa, Alexa		PREP 4	La Joya High School
Chavez, Arturo		PREP 4	Jimmy Carter Early College High School
Flores, Arlette	10	PREP 4	Jimmy Carter Early College High School
Gongora, Aldo		PREP 4	Jimmy Carter Early College High School
Loera-Segura, Aleks		PREP 4	Jimmy Carter Early College High School
Lopez, Julian		PREP 4	Palmview High School
Mendez Aguilar, Isai Oziel		PREP 4	Jimmy Carter Early College High School
Olvera, Jesus		PREP 4	La Joya High School
Perez, Ximena		PREP 4	Jimmy Carter Early College High School
Pichardo, Aime		PREP 4	La Joya High School
Pichardo, John		PREP 4	La Joya High School
Quintanilla-Leal, Daisy		PREP 4	Jimmy Carter Early College High School
Rios, Damian		PREP 4	Jimmy Carter Early College High School
Rios, Diego	10	PREP 4	Juarez Lincoln High School
Rodriguez, Iker		PREP 4	Jimmy Carter Early College High School
Salazar, Abdiel		PREP 4	Palmview High School
Sanchez, Danna		PREP 4	Jimmy Carter Early College High School
Sandoval, Jacklyn		PREP 4	Jimmy Carter Early College High School
Santiago, Daniel		PREP 4	Jimmy Carter Early College High School
Saucedo-Pulido, Matthew	5	PREP 4	Palmview High School
Toledo, Jose		PREP 4	Jimmy Carter Early College High School
Vidaurri 111, Rogelio		PREP 4	Palmview High School

(75)

WAITING LIST

Alvarado, Hidey Gretchen	PREP 1	Juan de Dios Salinas Middle School
Cabrera, Yoselin	PREP 1	Domingo Trevino Middle School
Cortez, Jonathan	PREP 1	Domingo Trevino Middle School
Coyote, Gilberto	PREP 1	Ann Richards Middle School
Estrada, Samantha Joy	PREP 1	Domingo Trevino Middle School
Gonzalez, Evelyn	PREP 1	Ann Richards Middle School
Guerrero, Julian	PREP 1	Ann Richards Middle School
Hernandez, Sophia	PREP 1	Ann Richards Middle School
Sarabia, Juan	PREP 1	Ann Richards Middle School
Solis, Sebastian	PREP 1	Ann Richards Middle School

ELIMINATED: Did not test or test score to low

Alvarado, Sophia	1	Ann Richards Middle School
Carrillo, Fabian Esteban	1	Ann Richards Middle School
De la Garza, Jewel Eesa	2	Irene Garcia Middle School
Delfin, Giovanni E.	1	Juan de Dios Salinas Middle School

Escobedo, Jade A.	1	Ann Richards Middle School
Garza, Eloy Rendon	1	Domingo Trevino Middle School
Garza, Giselle A.	1	Ann Richards Middle School
Herrera, Leah	1	Domingo Trevino Middle School
Jimenez, Aleah M.	1	Juan de Dios Salinas Middle School
Lopez, Zavier	2	Cesar Chavez Middle School
Martinez, Marie Anna	1	Juan de Dios Salinas Middle School
Olguin-Lara Gabriel	1	Domingo Trevino Middle School
Olguin-Lara, Gabriel	1	Domingo Trevino Middle School
Ordaz, Noah	2	Cesar Chavez Middle School
Ornelas, Dylan A.	1	Lorenzo De Zavala Middle School
Rodriguez, Darenny	1	Ann Richards Middle School
Rodriguez, Emma	1	Cesar E. Chavez Middle School
Ruiz, Jairo Jaziel	1	Domingo Trevino Middle School
Salinas, Alan Esteban	2	Cesar Chavez Middle School
Salinas, Joshua	1	Ann Richards Middle School
Vargas, Kendra V.	1	Juan de Dios Salinas Middle School
Zuniga, Michael	1	Domingo Trevino Middle School

Participant		
Grade	Student ID #	Returning/New
6th Grade	2071371	Accepted -New Student
7th Grade	2051728	Accepted -New Student
6th Grade	2056296	Accepted -New Student
8th Grade	2038858	Accepted -New Student
6th Grade	2057028	Accepted -New Student
7th Grade	2041522	Accepted -New Student
6th Grade	2056440	Accepted -New Student
7th Grade	2041410	Accepted -New Student
6th Grade	2056964	Accepted -New Student
6th Grade	2057792	Accepted -New Student
6th Grade	2056792	Accepted -New Student
7th Grade	2078890	Accepted -New Student
6th Grade	2052363	Accepted -New Student
7th Grade	2051515	Accepted -New Student
6th Grade	2056235	Accepted -New Student
6th Grade	2052686	Accepted -New Student
7th Grade	2052876	Accepted -New Student
7th Grade	002041508	Accepted-Returning Student
7th Grade	002039924	Accepted-Returning Student
7th Grade	002052911	Accepted-Returning Student
7th Grade	002051731	Accepted-Returning Student
7th Grade	002041668	Accepted-Returning Student
7th Grade	002067266	Accepted-Returning Student
9th Grade	002036137	Accepted-Returning Student
7th Grade	002039957	Accepted-Returning Student
7th Grade	002067428	Accepted-Returning Student
8th Grade	002039959	Accepted-Returning Student
7th Grade	002040172	Accepted-Returning Student
8th Grade	2039863	Accepted-Returning Student
7th Grade	002051845	Accepted-Returning Student
8th Grade	002038775	Accepted-Returning Student
8th Grade	002038434	Accepted-Returning Student
8th Grade	002058481	Accepted-Returning Student
9th Grade	002051996	Accepted-Returning Student
9th Grade	002033789	Accepted-Returning Student
8th Grade	002037657	Accepted-Returning Student
8th Grade	002037840	Accepted-Returning Student
8th Grade	002038641	Accepted-Returning Student
8th Grade	002067703	Accepted-Returning Student
9th Grade	002038067	Accepted-Returning Student
9th Grade	002071996	Accepted-Returning Student
9th Grade	002056744	Accepted-Returning Student
8th Grade	002038492	Accepted-Returning Student
8th Grade	002034890	Accepted-Returning Student
9th Grade	002034646	Accepted-Returning Student
9th Grade	002074317	Accepted-Returning Student
8th Grade	002062900	Accepted-Returning Student

8th Grade	002038188	Accepted-Returning Student
10th Grade	002064486	Accepted-Returning Student
9th Grade	002034938	Accepted-Returning Student
9th Grade	002035043	Accepted-Returning Student
9th Grade	002033732	Accepted-Returning Student
8th Grade	002038098	Accepted-Returning Student
9th Grade	002038766	Accepted-Returning Student
9th Grade	002034098	Accepted-Returning Student
9th Grade	002034233	Accepted-Returning Student
9th Grade	002034395	Accepted-Returning Student
10th Grade	002031589	Accepted-Returning Student
9th Grade	002034225	Accepted-Returning Student
9th Grade	002033471	Accepted-Returning Student
9th Grade	002034330	Accepted-Returning Student
10th Grade	002030856	Accepted-Returning Student
9th Grade	002034973	Accepted-Returning Student
9th Grade	002034929	Accepted-Returning Student
9th Grade	002034571	Accepted-Returning Student
9th Grade	002034907	Accepted-Returning Student
9th Grade	002033384	Accepted-Returning Student
9th Grade	002034941	Accepted-Returning Student
9th Grade	002034620	Accepted-Returning Student
9th Grade	002034461	Accepted-Returning Student
9th Grade	002035087	Accepted-Returning Student
9th Grade	002035741	Accepted-Returning Student
9th Grade	002034644	Accepted-Returning Student
9th Grade	002034203	Accepted-Returning Student
9th Grade	002034419	Accepted-Returning Student

6th Grade	2052499
6th Grade	2966185
7th Grade	2041677
6th Grade	2053142
7th Grade	2052867
7th Grade	2041821
7th Grade	2052164
6th Grade	2052483
7th Grade	2040074
7th Grade	2052220

8th Grade	2039166	Did not tested
7th Grade	2051642	Test score to low
8th Grade		Did not tested
6th Grade	2058138	Did not tested

6th Grade	2056285	Test score to low
6th Grade	2057292	Did not tested
7th Grade	2051723	Test score to low
6th Grade	2061669	Did not tested
6th Grade	2052666	Did not tested
8th Grade		Did not tested
6th Grade	2039668	Did not tested
6th Grade	2060324	Did not tested
6th Grade	2060324	Did not tested
8th Grade	2037856	Did not tested
8th Grade	2039899	Did not tested
8th Grade	2038484	Test score to low
7th Grade	2051625	Test score to low
6th Grade	2072831	Test score to low
8th Grade	2038056	Did not tested
7th Grade	2052244	Did not tested
6th Grade	2057466	Did not tested
6th Grade	2056618	Did not tested



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Consent Item

Item Title: Approval of Budget Increase for EdBetter through the Educational Materials & Equipment RFP

BACKGROUND:

The District is seeking to continue its collaboration with EdBetter LLC, which specializes in providing educational consulting, instructional resources, and professional development tailored to district and campus needs. The company previously provided these services to the District in the contract amount of \$25,000.00. Pursuant to Board Policy CH (Local), all purchasing transactions, agreements, and/or contracts valued at \$50,000 or greater, singularly or in the aggregate per fiscal year, require Board approval; therefore, this item is being presented for consideration.

RATIONALE:

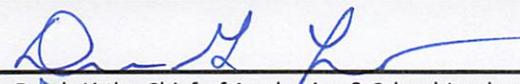
EdBetter LLC provides educational support services aligned with district goals to improve academic performance and strengthen instructional practices. Their targeted resources and guidance support teachers and staff in enhancing student achievement and instructional effectiveness.

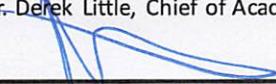
BUDGET:

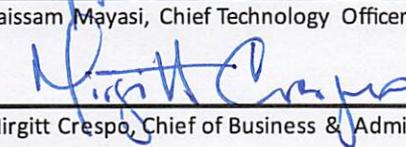
Cost	Funding Source	Vendor
\$43,150.00	211-21-6396-50-845-6-30-000	EdBetter, LLC Coppell, TX
Purchasing Mechanism	Additional Documentation	
RFP# 2026-22	Quotation	

RECOMMENDATION:

Administration recommends approval

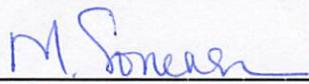
Initiated by: 
 Dr. Derek Little, Chief of Academics & School Leadership

Reviewed by: 
 Haissam Mayasi, Chief Technology Officer

BF&AS
 Reviewed by: 
 Mirgitt Crespo, Chief of Business & Administrative Services

Executive
 Cabinet
 Review by: 
 Dr. Derek Little, Chief of Academics & School Leadership

**Approved for Submission
to the Board of Education:**


 Dr. Marcey Sorensen
 Superintendent of Schools



CUSTOMER AGREEMENT

This cover page and the attached documents describe the relationship between EdBetter, a company located at 962 Hummingbird Dr., Coppell, Texas 75019 ("EdBetter") and the entity identified below ("Customer") (each of EdBetter and Customer, a "Party" and collectively, the "Parties") and shall be effective as of date of signature (the "Effective Date"). The documents attached to this cover page will consist of the Terms and Conditions ("Terms"), which describe and set forth the general legal terms governing the relationship, the Customer specific terms, describing and setting forth the subscription terms and fees for Customer's use of the Service ("Specific Terms"), and one (1) or more statement(s) of work describing and setting forth detail about that relationship (each, a "Statement of Work"), depending upon the particular services to be provided to Customer (collectively, the "Agreement"). This Agreement includes this cover page, the attached Terms, the Specific Terms, and all Statements of Work that are attached to the Terms and that are executed by both Parties. This Agreement replaces and supersedes any and all previous agreements between the parties.

CUSTOMER INFORMATION (to be completed by Customer)	
Name/ Customer:	Haissam Mayasi
Address:	200 E Expressway 83. La Joya, TX 78560
Finance System:	Linq
Primary Contact:	Haissam Mayasi
Title:	Chief Technology Officer
Email:	h.mayasi@lajoyaisd.net
Phone:	956-323-2518
Implementation Lead (if different than Primary Contact)	
Title:	
Email:	
Phone:	
CUSTOMER ACCOUNTS PAYABLE INFORMATION (to be completed by Customer)	
Invoicing Address:	
Invoicing Contact:	Carina Muñoz
Title:	201 East Expressway 83 La Joya, TX 78560 USA
Email:	c.munoz2@lajoyaisd.net
Phone:	956 (323) 2085
PO Required?	Yes Y No Y PO Number (If required):

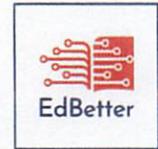
The Parties have caused their duly authorized representatives to execute this Agreement as of the Effective Date.

CUSTOMER:

EdBetter

By (Signature): Haissam Mayasi
Name (Printed): Haissam Mayasi
Title: Chief Technology Officer
Date: 9/5/2025

By (Signature): amreena hussain
Name (Printed): Amreena Hussain
Title: Founder
Date: 09/05/2025



TERMS AND CONDITIONS

1. DEFINITIONS.

1.1 "Access Protocols" means the passwords, access codes, technical specifications, connectivity standards or protocols, or other relevant procedures, as may be necessary to allow the Customer or any User to access the Service.

1.2 "EdBetter Technology" means: (i) the Service, Documentation, and all other proprietary and EdBetter technology, documents, software, hardware, products, processes, algorithms, user interfaces, know-how, trade secrets, techniques, designs, inventions and other tangible or intangible technical material or information used or provided by EdBetter in connection with the Service or Services; and (ii) any modifications, improvements to, or derivative works of, any of the foregoing.

1.3 "Confidential Information" means all written or oral information, disclosed by either Party to the other, related to the operations of such Party or a third party that has been identified as confidential or that by the nature of the information or the circumstances surrounding disclosure ought reasonably to be treated as confidential.

1.4 "Customer Data" means electronic data, including but not limited to educator roster data, and information submitted or provided by or on behalf of the Customer.

1.5 "Documentation" means EdBetter-provided coaching guides, observation rubrics, curriculum-aligned implementation resources, user manuals, and analytics documentation supporting use of the Service. Documentation may be used as-is or, at the outset of the engagement, customized in collaboration with the Customer to align with the Customer's curriculum, coaching framework, and implementation priorities.

1.6 "Dynamic Data" means Customer Data to be provided by, or on behalf of the Customer to EdBetter and stored on EdBetter servers as part of the Service. Such Dynamic Data shall be fully accessible by Customer and may be modified, deleted, or stored freely by the Customer, in its sole discretion.

1.7 "Service" means EdBetter's proprietary instructional coaching and curriculum-aligned analytics platform, including classroom observation, teacher feedback, and curriculum implementation tracking.

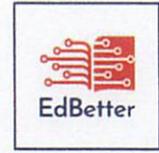
1.8 "Users" mean the Customer's employees who are authorized to utilize the Service on Customer's behalf and who are provided with access to the Service by virtue of a password or the equivalent thereof.

2. SERVICE ACCESS.

2.1 **Order.** The Customer will be able to order access to the Service, and other related training and professional development services, as set forth in more detail on the Specific Terms executed by the Parties. The Specific Terms shall set out a description of the Service, the fees and payment schedule associated with access to such Service, and other related terms. The Specific Terms will be attached to this Agreement and incorporated herein by reference.

2.2 **Access Grant.** Subject to the terms and conditions of the Agreement, EdBetter grants the Customer a limited, non-exclusive, non-transferable, non-sub-licensable right to permit Users to access the instructional coaching, classroom observation, curriculum-implementation tracking, and analytics features of the Service as set forth in the Specific Terms. The Customer may use the Documentation – including EdBetter-provided coaching guides, observation rubrics, and implementation resources – either in their standard form or as customized in collaboration with EdBetter at the outset of the engagement to align with the Customer's curriculum and coaching framework. The Customer will access and use the Service solely for its internal educational purposes and in accordance with the Documentation and any usage limitations set forth in the Service Agreement. Subject to the Customer's payment of the fees set forth in [Exhibit A](#), EdBetter will provide the Customer with access to the Service during the Term of this Agreement. On or as soon as reasonably practicable after the Effective Date, EdBetter shall provide to the Customer the necessary passwords, security protocols, and policies, and network links or connections and Access Protocols to allow the Customer and its Users to access the Service in accordance with the Access Protocols. Customer shall use commercially reasonable efforts to prevent unauthorized access to, or use of, the Service, and notify EdBetter promptly of any such unauthorized use known to Customer.

2.3 **Limitations.** The Customer agrees that it and its Users will not by action or inaction: (a) permit any third party to access and/or use the Service, other than the Users; (b) rent, lease, loan, or sell access to the Service to any third party; (c) interfere with, disrupt, alter, translate, or modify the Service or any part thereof, or create an undue burden on the Service or the networks or services connected to the Service, including any external websites that are linked to via the Service; (d) reverse engineer, decompile, disassemble or otherwise attempt to obtain or perceive the source code from which any software component of the Service is compiled or interpreted, and the Customer acknowledges that nothing in this Agreement will be



construed to grant the Customer any right to obtain or use such code; (e) access the Service in order to build or create a derivative, competitive or similar product or Service or copy any ideas, features, functions or graphics of the Service; (f) access or use the Service in any manner that could damage, disable, overburden or impair any EdBetter server or the networks connected to any EdBetter server; (g) disable or circumvent any access control or related device, process or procedure established with respect to the Service; (h) use any robot, spider, site search/retrieval application, or other device to retrieve or index any portion of the Service or collect information for any unauthorized purpose; or (i) use, or allow the use of, the Service for any unfair or deceptive practices or in contravention of any federal, state, local, foreign, but not other applicable law, or rules and regulations of regulatory or administrative organizations. The Customer shall undertake reasonable efforts to make all Users aware of the provisions of this Section 2.2. The Customer will be responsible for acquiring, installing, and maintaining all connectivity equipment, hardware, software and other equipment as may be necessary for it and its Users to connect to, access, and use the Service.

2.4 Usage. EdBetter will authorize access to the number of Users procured by the Customer on the Service Agreement and/or by subsequent amendment by assigning unique passwords and user names. User logins are for designated Users and cannot be shared or used by more than one User, but any User login may be reassigned to another User as needed. The Customer will be responsible for the confidentiality and use of User's passwords and user names. The Service may be accessed by no more than the specified number of Users. Additional User subscriptions that are added during the subscription term will be prorated for the remainder of the subscription term in effect at the time the additional User subscriptions are added and the added User subscriptions shall be co-terminous. The Customer will notify EdBetter promptly of any actual or suspected unauthorized use of the Customer's account, usernames or passwords, or any other breach or suspected breach of the Agreement. EdBetter reserves the right to terminate any username and password which EdBetter reasonably determines may have been used by an unauthorized third party or for an unlawful purpose. Any act or omission by a User which, if undertaken by the Customer, would constitute a breach of the Agreement, will be deemed a breach of this Agreement by the Customer. The Customer will be responsible for all activity and inactivity occurring under User accounts.

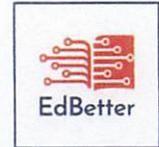
2.5 Availability. EdBetter will use commercially reasonable efforts to provide support in accordance with its then-current support policies, which will at all times include phone and email assistance for platform functionality and implementation questions concerning the Service during normal business hours (7:00 a.m. – 8:00 p.m. central time zone).

2.6 Cooperation. The Customer acknowledges and agrees that the timely performance by EdBetter hereunder is dependent upon Customer performing its obligations under this Agreement, and that any delay or failure to perform by the Customer will extend the time for EdBetter to perform. The Customer will make available in a timely manner at no charge to EdBetter all Customer Data and other technical data, files, documentation, and information and resources of Customer required by EdBetter for performance.

2.7 Professional Services. Where the Parties have agreed to EdBetter's provision of data collection and analysis, development, design and/or other professional services such as coaching calibration, instructional walkthrough training, leadership dashboard review, curriculum implementation strategy support, and professional learning workshops. ("Professional Services"), they will enter into a mutually executed statement of work ("SOW") governing the provision of the initially required Professional Services. Each SOW will incorporate the terms and conditions of this Agreement and be attached hereto as Exhibit B. To the extent that a conflict arises between the terms and conditions of the SOW and the terms of this Agreement, the terms and conditions of this Agreement will govern. The SOW will include (i) a description of the Professional Services; (ii) the schedule for the performance of the Professional Services; (iii) the ownership rights with respect to the work product resulting from the performance of the Professional Services (and if no such provision is provided, all ownership rights are and shall be vested in EdBetter immediately); and (iv) EdBetter's then-current rates for the performance of the Professional Services.

3. CUSTOMER DATA.

3.1 Usage. The Customer acknowledges that EdBetter may use, and the Customer hereby grants to EdBetter a limited, nonexclusive, free, and irrevocable license to use, reproduce, modify, display, perform, and create derivative works of any Customer Data provided by the Customer from the duration of the contract to provide the Service and any Professional Services to the Customer. EdBetter may use Customer Data only to provide the Service and related Professional Services, including generating aggregated instructional insights such as curriculum fidelity metrics, coaching analytics, and teacher satisfaction trends. Any Insights will be reported in aggregated trends across districts, without naming specific districts, teachers, or schools. The Customer further grants EdBetter the right to create derivative insights, analysis, and statistics based on the Customer Data (the "Insights") that it may use as part of the Service for Customer and other customers of EdBetter, as well as for EdBetter's business purposes; provided, however, that such Insights do not disclose any Customer Confidential Information or otherwise disclose the identity of the Customer, any users, or any of the Customer's clients. Customer Data remains the property of the Customer and will only be used to generate instructional insights. To the extent that any Insights are created by EdBetter, such Insights may be used by EdBetter for any lawful purpose, even following the expiration or termination of this Agreement, provided



that EdBetter agrees to comply with applicable privacy and other laws and regulations respecting the dissemination and use of such Insights.

3.2 Customer Commitment. The Customer will use the Service and Documentation in compliance with all applicable laws and regulations. The Customer will procure all rights, consents and privileges to: (a) obtain and transfer Customer Data to EdBetter; (b) permit EdBetter to collect, access, and use Customer Data in accordance with the terms of this Agreement; and (c) grant the rights and licenses in Section 3.1 (Usage). The Customer will ensure that the provision of Customer Data to EdBetter and EdBetter's collection, access, and usage of Customer Data will comply with all applicable laws and regulations, including all privacy laws and regulations. The Customer shall indemnify and be responsible for and assumes the risk, responsibility and expense of any issues resulting from, the accuracy, quality, integrity, legality, reliability, and appropriateness of all Customer Data. The delivery of the Customer Data shall not, under any circumstances, create any implication that the information contained therein is correct, and EdBetter does not undertake an obligation to update such information at any time after the date noted therein.

3.3 Dynamic Services. The transition of the Service to one that accommodates the use by Customer of Dynamic Data shall be accompanied by a new module that allows the user to interactively utilize the Dynamic Data. The use of the new module and associated Dynamic Data shall be governed by all terms and conditions applicable to Customer Data, along with the following additional terms and conditions:

- (a) EdBetter agrees to provide adequate storage for and to protect the Dynamic Data in accordance with the Agreement.
- (b) The Customer shall be responsible at all times for the accuracy and quality of all Dynamic Data submitted via the Service to EdBetter. For the avoidance of any doubt, the Customer shall be responsible for the quality of all Dynamic Data and any changes made to the Dynamic Data

4. CONFIDENTIALITY.

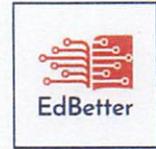
4.1 Confidentiality. Each Party agrees to: (a) use the Confidential Information of the other Party only as permitted herein; and (b) restrict access to the Confidential Information to such of its personnel, agents, and/or consultants, if any, who have a need to have access and who have been advised of and have agreed in writing or are otherwise bound to treat such information in accordance with the terms of this Agreement. The foregoing provision will not apply to Confidential Information that (i) is already publicly available or in the public domain at the time disclosed; (ii) is or becomes publicly available or enters the public domain through no fault of the recipient; (iii) is rightfully communicated to the recipient by persons not bound by confidentiality obligations with respect thereto; (iv) is already in the recipient's possession free of any confidentiality obligations at the time of disclosure; (v) is independently developed by the recipient; or (vi) is approved for release or disclosure by the disclosing Party without restriction.

4.2 Exceptions. Notwithstanding the foregoing, each Party may disclose Confidential Information to the limited extent required (a) in order to comply with the order of a court or other governmental body, or as otherwise necessary to comply with applicable law, provided that the Party making the disclosure pursuant to the order will first have given written notice to the other Party and made a reasonable effort to obtain a protective order; or (b) to establish a Party's rights under this Agreement, including to make such court filings as it may be required to do.

5. OWNERSHIP

5.1 IP Ownership. The EdBetter Technology is the exclusive property of EdBetter or its suppliers. Except as expressly set forth herein, no express or implied license or right of any kind is granted to the Customer regarding the EdBetter Technology, or any part thereof, including any right to obtain, retain and transmit possession of any source code, data or other technical material relating to the EdBetter Technology. All rights not expressly granted to the Customer are reserved to EdBetter. Ownership of all work product, developments, inventions, technology or materials provided by EdBetter under this Agreement will be solely owned by EdBetter, unless expressly stated otherwise pursuant to an SOW.

5.2 Third Party Software. The Service may utilize, contain, or otherwise use certain third-party software (collectively, the "Third Party Software"). Third Party Software may be subject to additional licensing terms, which EdBetter may deliver or make available from time to time to Customer, and such terms are incorporated herein by reference. Certain items of Third Party Software delivered with the Licensed Software are provided under "open source" or "free software" licenses ("Open Source Software"). Each item of Open Source Software is licensed under the terms of the applicable end-user license that accompanies such Open Source Software. Notwithstanding the foregoing, no third-party license (including any Open Source



Software license) shall supersede or diminish Customer's obligations under this Agreement, including but not limited to confidentiality, data protection, and restrictions on disclosure or use of Customer Data.

5.3 Customer Data. As between EdBetter and the Customer, the Customer owns the Customer Data. All rights in Customer Data not expressly granted herein are reserved to the Customer. Notwithstanding the foregoing: (a) EdBetter will retain the ownership of any report template, report structure, and the like but not any publically identifiable Customer Data therein; and (b) EdBetter may have other rights in publicly available aspects of the Customer Data.

5.4 Feedback. EdBetter, in its sole discretion, may utilize without obligations all comments and suggestions, whether written or oral, furnished by the Customer or the Users to EdBetter in connection with the Service (all such comments and suggestions, collectively, "Feedback"). The Customer grants EdBetter a worldwide, non-exclusive, irrevocable, perpetual, royalty-free right and license to incorporate the Feedback into EdBetter products and services. The Customer will provide written evaluations of the Service upon EdBetter's reasonable request.

6. PAYMENT.

6.1 Fees. In consideration for the access rights granted to the Customer and the Professional Services performed by EdBetter under this Agreement, the Customer shall pay all fees or charges set forth in the Exhibit (Fees) and any SOW. Unless otherwise set forth on an SOW, all payments for Professional Services are due within thirty (30) days of the date of the invoice sent by EdBetter. Any annual or subscription fee(s) for the first period (either month or year, as applicable) of the term of this Agreement shall be paid within 30 days of the Effective Date. The annual or subscription fee for all subsequent periods of the term of this Agreement shall be paid on the first day of each subsequent period (by year). All payment obligations are non-cancelable and all amounts paid are nonrefundable. EdBetter's fees are exclusive of all taxes, levies or duties imposed by taxing authorities, and the Customer shall be responsible for payment of all such taxes, levies, or duties, excluding only United States taxes based solely on EdBetter's income.

6.2 Billing. Any amounts not paid when due shall bear interest at the rate of one and one half percent (1.5%) per month, or the maximum legal rate, which ever is higher, unless limited by way of legislation..

6.3 Suspension. EdBetter will have the right, in addition to any of its other rights or remedies, to immediately suspend Customer's access to the Service, without liability to the Customer, if any undisputed amount due under this Agreement is not received by EdBetter within fifteen (15) days after EdBetter provided notice that such amount was overdue. EdBetter will notify the Customer of any suspension under this Section 6.3 as soon as reasonably practicable.

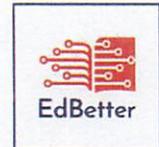
6.4 Non Delivered Licenses/Services. Any licenses, services or other contracted items stipulated in this Agreement that are not delivered within the duration of the contract will be treated as delivered and EdBetter will have the right to collect, retain and recognize any associated fees.

7. CUSTOMER CONTENT AND RESPONSIBILITIES

7.1 Customer Warranty. The Customer represents and warrants that any Customer Data hosted by EdBetter as part of the Service shall not (a) infringe, misappropriate or violate any intellectual property rights, publicity/privacy rights, law or regulation; (b) be deceptive, defamatory, or unlawful; (c) contain any viruses, worms or other malicious computer programming codes intended to damage, surreptitiously intercept or expropriate any system, data or personal or personally identifiable information; or (d) otherwise violate the rights of a third party. EdBetter is not obligated to back up any Customer Data; the Customer is solely responsible for creating backup copies of any Customer Data at the Customer's sole cost and expense. The Customer agrees that any use of the Service contrary to or in violation of the representations and warranties of the Customer in this section constitutes unauthorized and improper use of the Service.

7.2 Customer Responsibility for Data and Security. The Customer and its Users shall have access to the Customer Data and shall be responsible for all changes to and/or deletions of Customer Data and the security of all passwords and other Access Protocols required in order to access the Service. The Customer shall have the ability to export Customer Data out of the Service and is encouraged to make its own back-ups of the Customer Data. The Customer shall have the sole responsibility for the accuracy, quality, integrity, legality, reliability, and appropriateness of all Customer Data.

8. LIMITED WARRANTY AND DISCLAIMER.



8.1 Warranty. EdBetter warrants that it will provide the Service in a manner consistent with general industry standards reasonably applicable to the provision thereof and that the Service will materially conform to EdBetter's then current Documentation for the Service under normal use and circumstances. If the Customer notifies EdBetter of a breach, EdBetter will re-perform the nonconforming portion of the Service. The foregoing constitutes the Customer's sole and exclusive remedy for any breach of warranty.

8.2 Disclaimer. EXCEPT AS EXPRESSLY PROVIDED IN THIS SECTION AND TO THE MAXIMUM EXTENT PERMITTED BY APPLICABLE LAW, THE SERVICE, DOCUMENTATION AND ANY PROFESSIONAL SERVICES ARE PROVIDED "AS IS" AND "AS AVAILABLE," AND WITH ALL FAULTS, AND EDBETTER, ITS AFFILIATES, SUPPLIERS, CONTRACTORS AND LICENSORS MAKE NO (AND HEREBY DISCLAIM ALL) WARRANTIES, REPRESENTATIONS, OR CONDITIONS, WHETHER WRITTEN, ORAL, EXPRESS, IMPLIED OR STATUTORY, INCLUDING ANY IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, NONINFRINGEMENT, OR FITNESS FOR A PARTICULAR PURPOSE, WITH RESPECT TO THE USE, MISUSE, OR INABILITY TO USE THE SERVICE (IN WHOLE OR IN PART) OR ANY OTHER PRODUCTS OR SERVICES PROVIDED TO CUSTOMER BY EDBETTER. EDBETTER DOES NOT WARRANT THAT ALL ERRORS CAN BE CORRECTED, OR THAT OPERATION OF THE SERVICE SHALL BE UNINTERRUPTED OR ERROR-FREE. Customer acknowledges and agrees that the Service is designed solely to support instructional coaching, curriculum implementation, and educational analytics, as expressly described in this Agreement and any applicable Statements of Work. The Service and Documentation shall not be construed as providing advice, recommendations, or guidance outside of that defined scope. Customer remains solely responsible for all instructional leadership, policy, and decision-making processes, and shall not rely on the Service as a substitute for its own professional judgment or the guidance of qualified advisors. Service will not be used, and is not licensed for use, in connection with any time-critical or mission-critical functions.

8.3 Internet Delays. THE SERVICE MAY BE SUBJECT TO LIMITATIONS, DELAYS, AND OTHER PROBLEMS INHERENT IN THE USE OF THE INTERNET AND ELECTRONIC COMMUNICATIONS. EDBETTER IS NOT RESPONSIBLE FOR ANY DELAYS, DELIVERY FAILURES OR OTHER DAMAGES RESULTING FROM SUCH PROBLEMS OR ANY OTHER FORCE MAJEURE EVENT.

9. LIMITATION OF LIABILITY.

9.1 Types of Damages. TO THE MAXIMUM EXTENT LEGALLY PERMITTED UNDER APPLICABLE LAW, IN NO EVENT SHALL EDBETTER OR ITS AFFILIATES, SUPPLIERS, CONTRACTORS, OR LICENSORS BE LIABLE FOR ANY LOSS OR DAMAGE CAUSED BY THE FAILURE OF THE SERVICE OR FOR LOSS OR INACCURACY OF DATA OR COST OF PROCUREMENT OF SUBSTITUTE SERVICES, GOODS OR TECHNOLOGY. IN NO EVENT WILL EDBETTER OR ITS AFFILIATES, SUPPLIERS, CONTRACTORS, OR LICENSORS BE LIABLE FOR ANY SPECIAL, INDIRECT, EXEMPLARY, INCIDENTAL OR CONSEQUENTIAL DAMAGES, INCLUDING DAMAGES OR COSTS DUE TO LOSS OF PROFITS, DATA, USE OR GOODWILL, PERSONAL OR PROPERTY DAMAGE RESULTING FROM OR IN CONNECTION WITH EDBETTER'S PERFORMANCE HEREUNDER OR THE USE, MISUSE, OR INABILITY TO USE THE SERVICE OR OTHER PRODUCTS OR SERVICES HEREUNDER, REGARDLESS OF THE CAUSE OF ACTION OR THE THEORY OF LIABILITY, WHETHER IN TORT, CONTRACT, OR OTHERWISE, EVEN IF EDBETTER HAS BEEN NOTIFIED OF THE LIKELIHOOD OF SUCH DAMAGES.

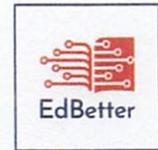
9.2 Amount of Damages. The maximum aggregate liability of EdBetter arising out of or in any way connected to this Agreement shall not exceed the total fees actually paid by Customer to EdBetter during the twelve (12) months immediately preceding the event giving rise to the claim. Multiple claims shall not expand this cap and will be treated as a single claim for purposes of applying this limitation. In no event shall EdBetter's suppliers have any liability arising out of or in any way connected to this Agreement.

9.3 Additional Rights. Certain states and/or jurisdictions do not allow the exclusion of implied warranties or limitation of liability for incidental, consequential or certain other types of damages, so the exclusions set forth above may not apply to the Customer.

9.4 Basis of the Bargain. The Parties agree that the limitations of liability set forth in this section shall survive and continue in full force and effect despite any failure of consideration or of an exclusive remedy. The Parties acknowledge that the prices have been set and this Agreement entered into in reliance upon these limitations of liability and that all such limitations form an essential basis of the bargain between the Parties.

10. INDEMNIFICATION.

10.1 By EdBetter. EdBetter will defend, indemnify and hold the Customer harmless against any third-party loss or damage (including reasonable attorneys' fees) incurred in connection with claims, demands, suits, or proceedings ("Claims") made or brought against the Customer by a third party alleging that the Licensed Software infringes such third party's U.S. patents or copyrights or trade secret rights under applicable laws of any jurisdiction within the United States. Notwithstanding the foregoing,



EdBetter will have no liability for any Claim under this Section 10.1 to the extent that such Claim is based on: (a) The Customer's unauthorized use or combination of the Licensed Software; (b) any use of the Licensed Software not in accordance with the Documentation; (c) modifications to the EdBetter Technology, which modifications are not made by EdBetter; or (d) use of a superseded release of the Licensed Software, where EdBetter had provided the Customer with a subsequent release of the Licensed Software at no charge (each of (a) through (d), a "**Customer Indemnity Responsibility**"). If the Licensed Software is or, in EdBetter's opinion, likely to become the subject of any infringement-related Claim, then EdBetter will, at its expense and in its discretion: (i) procure the right to continue to use the Licensed Software, as applicable; or (ii) modify or replace any such infringing material to make it non-infringing. If EdBetter determines that neither of these alternatives is commercially practicable, then EdBetter may terminate the Agreement and all outstanding Specific Terms and Statements of Work without further liability, except that EdBetter will refund any prepaid but unused amounts.

10.2 By Customer. The Customer will defend, indemnify and hold EdBetter, its affiliates, employees, officers, directors and shareholders harmless against any loss or damage (including reasonable attorneys' fees) incurred in connection with Claims made or brought by a third party based on the Customer Indemnity Responsibility.

10.3 Procedures. Any indemnification obligations set forth in this Agreement will be subject to the following conditions: (a) the indemnified Party will notify the indemnifying Party in writing promptly upon learning of any claim or suit for which indemnification is sought; (b) the indemnifying Party will have sole control of the defense or settlement, provided that the indemnified Party will have the right to participate in such defense or settlement with counsel at its selection and at its sole expense; and (c) the indemnified Party will reasonably cooperate with the defense, at the indemnifying Party's expense.

10.4 Additional Indemnification. In addition to any other indemnification obligations arising under the Agreement, the Customer, at its expense, agrees to indemnify, defend and hold harmless EdBetter against all claims, actions, suits and proceedings by third parties (collectively, "Dynamic Data Actions") to the extent any Dynamic Data Actions arise from or are based on any claim relating to: (i) any material breach of the Agreement or this Amendment by the Customer related to Dynamic Data; (ii) the conduct of the Customer's own business related to the Dynamic Data; or (iii) the actions or inactions of the Customer as related to the Dynamic Data. The Customer shall pay all costs, losses, damages and reasonable attorney's fees that a court finally awards, and all settlements agreed to by the Customer as a result of such Dynamic Data Actions.

11. TERMINATION.

11.1 Term. The term of this Agreement will commence on the Effective Date and continue until the expiration of the subscription period, as set forth on the Exhibit and the expiration of all SOWs entered into hereunder, unless earlier terminated in accordance with this Section 11 ("**Initial Term**").

11.2 Termination for Breach. Either Party may terminate this Agreement immediately upon written notice in the event that the other Party materially breaches the Agreement and fails to cure such breach (or to commence diligent efforts to cure such breach that are reasonably acceptable to the terminating Party) within thirty (30) days after receiving written notice thereof.

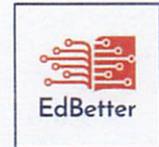
11.3 Effect of Termination. Upon expiration or termination, the Customer shall discontinue use of the Service and all rights granted to Customer hereunder will immediately terminate. Sections 3, 4, 5, 6, 9, 10, 11.3, and 12 will survive any termination of the Agreement.

12. MISCELLANEOUS.

12.1 Entire Agreement. This Agreement is the final, complete and exclusive agreement of the Parties with respect to the subject matters hereof and supersedes and merges all prior discussions between the Parties with respect to such subject matters. Unless otherwise specifically stated: (a) the word "including" shall not be construed as terms of limitation, and shall mean "including without limitation" and (b) any reference to days shall mean calendar days.

12.2 Governing Law. Unless otherwise prohibited by applicable law, this Agreement will be governed, construed and enforced in accordance with the laws of the State of Texas, without reference to conflicts of law principles.

12.3 Publicity. EdBetter may publicly refer to the Customer, including on EdBetter's website and in sales presentations, as a EdBetter customer and may use the customers logos for such purposes. Similarly, the Customer may publicly refer to itself as a customer of EdBetter. Each Party hereby grants the other a limited, worldwide license to use the other's logo in conformance with such Party's trademark usage guidelines and solely for the purposes of fulfilling its obligations (including advertising) hereunder and as set forth in this Section 11.3 and provided no such shall be disparaging to the other Party. EdBetter may also issue a press release announcing the relationship with the Customer.



12.4 Severability. If any provision of this Agreement is, for any reason, held to be invalid or unenforceable, the other provisions of this Agreement will remain enforceable and the invalid or unenforceable provision will be deemed modified so that it is valid and enforceable to the maximum extent permitted by law.

12.5 Waiver. Any waiver or failure to enforce any provision of this Agreement on one occasion will not be deemed a waiver of any other provision or of such provision on any other occasion.

12.6 Remedies. Any actual or threatened breach of the Section 2.2 (Limitations) will constitute immediate, irreparable harm to the non-breaching Party for which monetary damages would be an inadequate remedy, and that injunctive relief is an appropriate remedy for such breach. If any legal action is brought to enforce this Agreement, the prevailing Party will be entitled to receive its attorneys' fees, court costs, and other collection expenses, in addition to any other relief it may receive.

12.7 No Assignment. Neither Party shall assign, subcontract, delegate, or otherwise transfer this Agreement, or its rights and obligations herein, without obtaining the prior written consent of the other Party, and any attempted assignment, subcontract, delegation, or transfer in violation of the foregoing will be null and void; provided, however, that either Party may assign this Agreement in connection with a merger, acquisition, reorganization or sale of all or substantially all of its assets, or other operation of law, without any consent of the other Party. This Agreement shall be binding upon the Parties and their respective successors and permitted assigns.

12.8 Force Majeure. Any delay in the performance of any duties or obligations of either Party (except the payment of money owed) will not be considered a breach of this Agreement if such delay is caused by a labor dispute, shortage of materials, fire, earthquake, flood, or any other event beyond the control of such Party, provided that such Party uses reasonable efforts, under the circumstances, to notify the other Party of the cause of such delay and to resume performance as soon as possible.

12.9 Relationship. The Customer's relationship to EdBetter is that of an independent contractor, and neither Party is an agent or partner of the other. The Customer will not have, and will not represent to any third party that it has, authority to act on behalf of EdBetter.

12.10 Notices. All notices required or permitted hereunder will be in writing, delivered personally, by email, or by nationally recognized overnight courier (e.g., FedEx) at the Parties' respective addresses set forth in the preamble. All notices will be deemed effective upon personal delivery, or when received if sent by email or overnight courier. The communications between the Customer and EdBetter relating to the Service may use electronic means. For contractual purposes, the Customer: (a) consents to receive communications from EdBetter in an electronic form, whether via email or posting on the Service or other reasonable means; and (b) agrees that all terms and conditions, agreements, notices, disclosures, and other communications that EdBetter provides to the Customer electronically satisfy any legal requirement that such communications would satisfy if they were in a print-on-paper writing.

12.11 Terms of Use & Privacy Policy. All users will be obligated to review and agree to EdBetter's Terms of Use and Privacy Policy prior to accessing and using the Service. EdBetter retains the right to modify and update those documents as necessary.

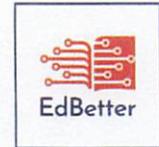


EXHIBIT A - SPECIFIC TERMS

FEES, SERVICES, TERMS & PAYMENT DATES

Term Beginning On (Effective Date) – One Year Each Term, X Years

**Exhibit A – Specific Terms
Fees, Services, Terms & Payment Dates**

Phase 1 – Launch & Early Implementation (Current Contract)

Coverage Summary

School	Coverage Unit	Coverage Details	Subjects & Grades	Total
Elementary	By Classroom	21 campuses × 4 sections per grade	K-5 RLA Bluebonnet, K-5 Math Bluebonnet	504
Middle	By Teacher	8 campuses × 3 teachers per subject	6-8 Math Bluebonnet, Accelerated Math, Algebra I; 6-8 RLA Amplify	48
High	By Teacher	5 campuses × 2 math teachers	Algebra I Bluebonnet	10
Total				562

Cost Breakdown – Phase 1 (Contracted)

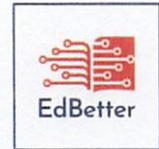
Item	Rate / Unit	Units	Subtotal	Notes
Platform Installation	Flat fee	—	\$20,000.00	District-level system setup, rostering, configuration
Onboarding & Training	Flat fee	—	\$5,000.00	Live onboarding for coaches and school leaders
Phase 1 Total			\$25,000.00	Contracted for Fall 2025 launch

Notes:

- Licenses are classroom-based or teacher-based. All coach, campus, and district leader users are included – no per-user fees.
- Assumes non-departmentalized elementary and departmentalized middle schools.
- Installation includes rostering setup, system configuration, and protocol customizations.
- Onboarding includes initial training for coaches and leaders.

Phase 2 – Licenses & Analytics Calibration (Optional Follow-On)

The following schedule is provided for planning purposes only. Phase 2 is not part of the current Agreement. Should the Parties agree to extend services beyond Phase 1, the terms below will govern such continuation.



Cost Breakdown – Phase 2 (Optional)

Item	Rate / Unit	Units (Licenses)	Subtotal	Notes
Licenses	\$75 per license	562	\$42,150.00	K-12 coverage for teachers/classrooms using HQIM
Analytics Adjustment	Flat fee	–	\$1,000.00	Recalibrate metrics and dashboards based on Phase 1 data
Biannual Teacher Satisfaction Survey	Included	–	\$0.00	Administered mid- and end-of-year
Phase 2 Total			\$43,150.00	Contingent on mutual agreement for second semester continuation

Total Term Investment

- Phase 1 (Current Contract): \$25,000.00
- Phase 2 (Optional): \$43,150.00

Phase 1 - Payment Schedule (Contracted)

- Invoice 1: 50% (\$12,500) – due upon contract execution to initiate rostering setup and platform configuration.
- Invoice 2: 50% (\$12,500) – due upon completion of installation and onboarding/training of coaches and school leaders (target: within 45 days of launch).



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority: Priority 3 - Thriving Students

Agenda Category: Consent Item

Item Title: Approval of Edusolve, LLC Agreement for the Special Education Department RFP# 2025-70

BACKGROUND:

In response to recent reviews of special education practices and the district’s commitment to strengthening systems that support students with disabilities, district leadership identified the need for targeted external expertise to assist with system improvement efforts. While internal teams have been actively working to address areas such as service delivery consistency, compliance monitoring, staffing alignment, and instructional support, the complexity and urgency of this work requires additional capacity and an objective perspective grounded in national best practices.

EduSolve is a nationally recognized education consulting organization with experience supporting large and diverse school systems in improving special education governance, operational coherence, instructional effectiveness, and compliance processes. Their support will focus on helping the district analyze current structures, identify opportunities for improvement, and develop actionable implementation plans that build internal leadership capacity and promote long-term sustainability.

RATIONALE:

The district is seeking specialized consultation services from EduSolve to support the strengthening of special education systems, practices, and compliance. This partnership will provide independent expertise to assist with reviewing current service delivery models, improving the quality and consistency of IEP and ARD processes, aligning staffing and intervention supports, and building sustainable internal capacity among district and campus leaders.

BUDGET:

Cost	Funding Source	Vendor
\$119,700.00	199-13-6291-00-845-6-11-000 199-21-6291-00-845-6-11-000	Edu-solve, LLC
Purchasing Mechanism		Additional Documentation
RFP# 2025-70		Agreement

RECOMMENDATION:

Administration recommends approval of Edusolve, LLC Agreement for the Special Education Department RFP# 2025-70.

Initiated by:

Anna Marie Candelario
Anna Marie Candelario, Deputy Chief Academics Advancement and School Performance

Reviewed by:

Anna Marie Candelario
Anna Marie Candelario, Deputy Chief Academics Advancement and School Performance.

BF&AS

Reviewed by:

Mirgitt Crespo
Mirgitt Crespo, Chief of Business and Administration Services

Approved for Submission
to the Board of Education:

Dr. Marcey Sorensen

Dr. Marcey Sorensen
Superintendent of Schools

Executive
Cabinet Review
by:

Dr. Derek Little
Dr. Derek Little, Chief of Academics and School Leadership

INVOICE

Edusolve, LLC
2400 NE 36th St Apt 10
Lighthouse Point, FL 33064

vince@edu-solve.com
561-305-3597
edu-solve.com



Bill to

La Joya ISD
201 E. Expressway 83
La Joya
TX 78560
Attn:
b.valdez2@lajoyaisd.net (Brenda Valdez)
c.zamora3@lajoyaisd.net (Claudia Zamora)

Ship to

La Joya ISD
La Joya ISD
201 E. Expressway 83
La Joya
TX 78560

Invoice details

Invoice no.: 059-002-006
Terms: Net 30
Invoice date: 3/12/2026
Due date: 4/12/2026

PO Number: PO#:

Additional : LA JOYA ISD REQ#: 00437124

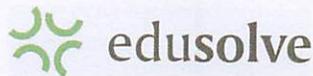
#	Date	Product or service	Description	Qty	Rate	Amount
1.		Consultation Services Special Education	Payment 1 of 1 District Wide Development of Systems of Support	1	\$119,700	\$119,700

Note to customer

ACH Payments (Preferred Payment Method):
Bank of America
ACH R/T: 063100277
ACCT: 898119680426

Or

Make all checks payable to EDUSOLVE, LLC and mail to address above. Be sure to use Unit Number in address.



Edu-solve.com @Weareedusolve

EXECUTIVE SUMMARY

EduSolve will partner with La Joya ISD to strengthen the operational systems that support high-quality special education services across the district. This four-month engagement is designed to address two foundational drivers of effective special education implementation: clear staff roles and consistent, high-quality Individualized Education Programs (IEPs). By focusing on these core components, the district will establish the operational clarity and practice standards necessary to ensure more consistent service delivery, stronger compliance with Texas Education Agency (TEA) expectations, and improved alignment between student needs and educational supports.

Rather than addressing isolated compliance issues, this work focuses on strengthening the underlying systems that support consistent practice across campuses. The two phases of this engagement are intentionally sequenced so that role clarity informs and supports improved IEP development practices, creating a stronger operational foundation for special education implementation districtwide.

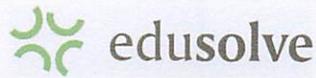
CURRENT STATE

La Joya ISD is experiencing systemic inconsistency in how special education services are implemented across campuses, creating risk in compliance, service delivery alignment, and operational clarity. While the district has established structures and staff in place, there are gaps in role definition and variability in the quality and compliance of IEPs. These conditions make it difficult for the district to ensure consistent implementation of special education practices and to demonstrate sustained compliance with Texas Education Agency (TEA) expectations.

WHO WE ARE

[EduSolve](#) is not just a consulting partner, we are your strategic engine for transformation. As a nationally recognized education consulting firm and certified Minority and Women-Owned Business (MWOB), we bring more than technical expertise, we bring a custom-built, deeply embedded approach that reflects the values, challenges, and priorities of your district.

EduSolve is uniquely positioned to support this work because of its deep experience strengthening district systems that sit at the intersection of special education compliance, service delivery, and operational implementation. Unlike firms that focus primarily on policy recommendations or short-term compliance remediation, EduSolve specializes in helping school systems institutionalize sustainable practices that can be implemented consistently across campuses. This approach ensures that improvements



Edu-solve.com @Weareedusolve

are not temporary fixes but durable systems that strengthen both compliance and instructional outcomes for students with disabilities.

EduSolve is already partnering with La Joya ISD to strengthen the district's Multi-Tiered System of Supports (MTSS), providing the firm with a strong understanding of the district's service delivery structures, leadership teams, and implementation priorities. Because MTSS and special education systems are deeply interconnected, this existing partnership allows EduSolve to align the work described in this scope with the broader MTSS framework already underway in the district. This continuity reduces duplication of effort and ensures improvements to IEP quality and service delivery that set the foundation for the district's broader student support strategy.

In addition, EduSolve is a pre-approved vendor for the district, allowing the work to begin efficiently without additional procurement barriers. The firm brings national experience supporting large school systems in strengthening special education services, implementing MTSS frameworks, improving compliance systems, and designing operational tools that support consistent practice across campuses. This combination of prior partnership, systems expertise, and implementation capacity positions EduSolve to help La Joya ISD move from fragmented practices toward a more coherent and sustainable special education service delivery model.

SCOPE OF WORK

EduSolve will partner with La Joya ISD to strengthen the systems, practices, and operational structures that support high-quality special education services across the district. This scope of work outlines a four-month implementation effort designed to move beyond isolated compliance activities and instead build durable systems that support consistent practice, clear staff expectations, and strong outcomes for students with disabilities.

The work is organized into two phases focused on role clarity and IEP quality. Both phases build on the previous one, ensuring that improvements made in policy and practice are translated into sustainable operational systems that can be implemented consistently across campuses.

Through this engagement, EduSolve will support district leaders in strengthening compliance with Texas Education Agency (TEA) requirements while also improving the coherence of the district's special education service delivery model. The result is stronger IEP development practices that improve alignment between student needs and service delivery.

Phase 1: Role Clarity & Job Description Design

The first phase establishes the structural foundation for all subsequent work by clarifying expectations for every special education role across the district. Many districts experience implementation challenges because job responsibilities overlap or vary across campuses,



Edu-solve.com @Weareedusolve

creating ambiguity in service delivery and accountability. During this phase, EduSolve will work with district leaders and stakeholder groups to review current job descriptions, identify role confusion, and align responsibilities with the district's special education service delivery model. The work will culminate in legally reviewed job descriptions and a clear expectations framework that defines responsibilities for each role.

Date	Activities	Outcomes	Deliverables
March 20–30	Review existing SPED job descriptions and organizational structure	Identification of role overlap and gaps	Job description review memo
April 1–10	Conduct stakeholder focus groups (diagnosticians, SLPs, teachers, psychologists)	Stakeholder input collected	Focus group summary report
April 10–15	Draft revised job descriptions aligned to service delivery model	Clear role definitions drafted	Draft job descriptions
April 15–30	Legal and compliance review	Alignment with TEA and legal requirements	Compliance review feedback
Early May	Finalize and distribute job descriptions	Districtwide role clarity established	Finalized job descriptions and expectations document

Estimated Time & Effort: Phase 1 – Role Clarity & Job Description Design

- Project leadership and planning — 18 hours
- Document review and analysis of current SPED roles — 32 hours
- Stakeholder focus groups (diagnosticians, SLPs, teachers, psychologists) — 38 hours
- Job description drafting and revision — 42 hours
- Legal and compliance coordination — 18 hours
- Final documentation and distribution — 12 hours

Total Phase 1 Estimated Hours — 160

Phase 2: IEP Audit Cycle & Campus Training

Phase 2 focuses on improving the quality and compliance of Individualized Education Programs (IEPs) through a structured audit cycle using the TEA rubric. EduSolve will conduct two structured districtwide IEP audits using the TEA rubric to establish a baseline, identify systemic patterns, and measure improvement following targeted training. Campus teams will receive feedback reports and professional learning designed to strengthen compliance, improve documentation quality, and support more effective student service planning.

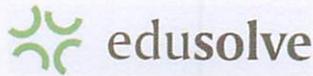
Date	Activities	Outcomes	Deliverables
Early May	Conduct second IEP campus audit using TEA rubric	Baseline compliance data collected	IEP audit dataset
Mid May	Analyze results and identify systemic patterns	Districtwide findings identified	Audit analysis report
Late May	Provide campus training on findings and expectations	Staff trained on TEA indicators	Training materials
Early June	Conduct third IEP audit cycle	Improvement measured	Comparative audit dataset
Late June	Produce comparative analysis and campus action plans	Improvement plans established	Final audit report and campus action plans

Phase 2 – IEP Audit Cycle & Campus Training

- Audit framework preparation — 18 hours
- IEP file reviews and TEA rubric scoring — 78 hours
- Data analysis and pattern identification — 32 hours
- Campus training design and facilitation — 34 hours
- Comparative analysis and reporting — 20 hours

Total Phase 2 Estimated Hours — 182

By addressing role clarity and strengthening IEP quality, this engagement establishes the operational conditions necessary for consistent special education implementation across campuses. The work completed in these two phases will provide the district with clearer staff



Edu-solve.com @Weareedusolve

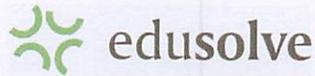
expectations, stronger compliance practices, and a data-informed understanding of IEP quality across the system—creating the foundation for future service delivery improvements.

PROJECT TEAM

Name	Role	Expertise
Dr. Dana Godek LinkedIn Bio	Project Executive & Co-Lead	National expert in education strategy and public policy. Former teacher, administrator, and state leader. Advisor to Harvard Business Review and District Administration's Top 100 Influencers in Education.
Dr. Kathy Pierandozzi LinkedIn Bio	Co-Lead & Subject Matter Expert	20+ years as a seasoned special education leader with extensive experience across district and school-level roles, including program oversight, compliance monitoring, and instructional support. Kathy has guided districts through complex regulatory environments, organizational redesigns, and efforts to improve outcomes for students with disabilities while maintaining fidelity to IDEA requirements.
Dr. Kelly Dolan-Sapp LinkedIn Bio	Project Manager	Chief of Practice for EduSolve, with 15+ years of experience in special education, whole-child & wellness, MTSS, and design thinking. District Administration's Top 100 Influencers in Education.
Dr. Jill Pittman LinkedIn bio	Subject Matter Expert	Dr. Pittman is a bilingual education leader who is an expert at central-to-school architecture and instrumentation. She was named the State of Tennessee Principal of the Year and has 20+ years central office executive experience.

Through this engagement, La Joya ISD will receive a set of practical tools, analyses, and implementation guidance designed to strengthen special education systems and support consistent practice across campuses.

Key deliverables include:



Edu-solve.com @Weareedusolve

- Revised Special Education Job Descriptions aligned with the district’s service delivery model and reviewed for compliance with TEA requirements.
- Role Expectations Framework that clearly defines responsibilities, boundaries, and collaboration expectations across diagnosticians, SLPs, teachers, psychologists, and other special education staff.
- Districtwide IEP Audit Analysis identifying patterns in compliance, documentation quality, and implementation across campuses.
- Campus-Level Feedback and Improvement Guidance based on audit findings to support stronger IEP development practices.
- Professional Learning Sessions for Campus Teams focused on TEA IEP quality indicators and expectations for documentation and service alignment.
- Comparative IEP Audit Report measuring improvement between audit cycles and identifying priority areas for continued improvement.

These deliverables will provide district leaders with actionable insights and practical tools that strengthen role clarity, improve IEP quality, and support consistent implementation of special education practices across the system.

INVESTMENT PLAN

Total project investment (excludes travel): \$119,700

Travel cost reimbursement requested at the approved school district rate.

This scope includes Phase 1 and Phase 2 of the district’s broader special education systems improvement effort.

Phase	Estimated Hours	Cost
Phase 1	160	\$56,000
Phase 2	182	\$63,700

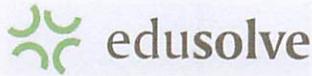
Total Estimated Hours: 342

Total Cost: \$119,700

This investment reflects the scope of work described for Phase 1 and Phase 2 only. Any additional phases or system implementation activities beyond those described in this agreement may be addressed through a separate scope of work upon mutual agreement of the parties.

Payment Amount: LaJoya ISD agrees to make an investment of \$119,700.

Payment Schedule: Payment shall be made within 30 calendar days upon invoicing.



Edu-solve.com @Weareedusolve

Payment Method: LaJoya ISD will make payment to EduSolve via ACH. The payment details will be provided by EduSolve and should be used for all transactions related to this agreement.

Termination of Agreement: Either party may terminate this payment plan agreement with written notice if the other party fails to fulfill its obligations under this agreement.

Governing Law: This agreement shall be governed by and construed in accordance with the laws of the state of Florida without regard to its conflict of law principles.

Amendments: Any amendments or modifications to this agreement must be made in writing and agreed upon by both parties.

By signing below, both parties acknowledge their understanding and acceptance of the terms and conditions outlined in this payment plan agreement.

EduSolve, LLC

Dana Godek, CEO *Dana Godek*

3/12/2026

Client Organization

X _____

Print Name: _____

Date: _____



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority: Priority 4 - Community, Trust, Unity, and Partnership

Agenda Category: Consent Item

Item Title: Approval of Minutes – Regular Meeting February 25, 2026

BACKGROUND:

The purpose of the meeting minutes is to provide a legally binding official record that demonstrates the school district’s compliance with the association’s bylaws and established procedures.

RATIONALE:

Approval is needed for the following: Regular Meeting February 25, 2026

BUDGET:

Cost	Funding Source	Vendor
N/A	N/A	N/A
Purchasing Mechanism		Additional Documentation
N/A		February 25, 2026 Minutes

RECOMMENDATION:

Approval of Minutes – Regular Meeting February 25, 2026

Initiated by: M. Sorensen
Dr. Marcey Sorensen, Superintendent of Schools

Reviewed by: _____

BF&AS
Reviewed by: _____

Executive
Cabinet
Review by: M. Sorensen
Dr. Marcey Sorensen, Superintendent of Schools

**Approved for Submission
to the Board of Education:**

M. Sorensen
Dr. Marcey Sorensen
Superintendent of Schools



**MINUTES OF REGULAR MEETING
SCHOOL BOARD
LA JOYA INDEPENDENT SCHOOL DISTRICT**

A Regular Meeting of the School Board of **LA JOYA INDEPENDENT SCHOOL DISTRICT** was held on **Wednesday, February 25, 2026, beginning at 6:00 PM**, in the Staff Development Center Board Room at Nellie Schunior Administration Building, 200 W. Expwy 83, La Joya, TX 78560. A quorum of the Board and the presiding officer were present at this location. Any Board members participating by videoconference were in accordance with Section 551.127 of the Texas Government Code.

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.

1. CALL MEETING TO ORDER - (Other)

Alyssa Peña, Vice-President, School Board, called the meeting to order at 6:03 p.m.

2. ROLL CALL & DECLARE QUORUM - (Other)

Present: Jessica Ochoa, Dr. Carlos Margo, Valeria Vega, Alyssa Peña, Dr. Rosalva Hernandez, and Celos Gómez Jr.

Julian Alvarez III arrived at 6:05 p.m.

Julian Alvarez III, President, School Board, declared a quorum.

3. PLEDGE OF ALLEGIANCE, *Julian Alvarez III, School Board President - (Other)*

4. PUBLIC COMMENTS - (*Synergy and Teamwork or Other*)

5. STAFF RECOGNITION(S) - (*Vision and Goals*)

5.1. Recognition of 2025 AP School Honor Roll High School Campuses, *presented by Ms. Anna Marie Candelario, Deputy Chief of Academic Advancement & School Performance*

5.2 Recognition of Career and Technical Education (CTE) Month - February 2026, *presented by Ms. Anna Marie Candelario, Deputy Chief of Academic Advancement & School Performance*

6. SUPERINTENDENT'S UPDATE(S)/ANNOUNCEMENTS - (*Vision and Goals*)

6.1. Budget/Auditors Report, *presented by Ms. Mirgitt Crespo, Chief of Business, Finance & Administrative Services & Auditors*. This item was moved to be presented after 6.3 under Superintendent's Update(s)/Announcements

6.2. Tax Collection Report, *presented by Ms. Mirgitt Crespo, Chief of Business, Finance & Administrative Services & the Law Office of Linebarger Goggan Blair & Sampson, LLP,*

6.3. Transportation Update, *presented by Mr. S.P. Pierson, Chief of Operations & Infrastructure*

6.4. 2026-27 Enrollment and Transfer Process Update, *presented by Dr. Derek Little, Chief of Academics & School Leadership*. The item was tabled for further review as per Julian Alvarez III, President, School Board.

7. LONE STAR GOVERNANCE - (*Progress and Accountability*)

7.1. Lone Star Governance Time Use Tracker Report - February 11, 2026, *presented by Mr. Joseph Niedziela, Chief of Staff*

7.2. Board Constraint 2, *presented by Dr. Diana Barrera-Ugarte, Lone Star Governance Coach*

7.3. Board Self-Assessment, *presented by Dr. Diana Barrera-Ugarte, Lone Star Governance Coach*

8. TEXAS EDUCATION AGENCY CONSERVATOR'S REPORT - (*Synergy and Teamwork*)

8.1. Monthly TEA Conservator's Report, *presented by Dr. Diana Barrera-Ugarte, TEA Conservator*

9. CONSENT AGENDA ITEM(S) - (*Systems and Processes*)

To promote efficient meetings, the Board may act on more than one item by a single vote through the use of a consent agenda. The consent agenda shall be comprised of items specified in this Section for which the Superintendent anticipates no board deliberation prior to action being taken on the item and for which the Superintendent recommends approval. At the request of any member of the School Board, any item on the consent agenda shall be removed from the consent agenda and given individual deliberation and action. Requests for the removal of an item from the consent agenda are to be made to the presiding officer at the time that the consent agenda is up for consideration.

A motion was made by Celso Gomez Jr. to approve the Consent Agenda from 9.1 to 9.6. Seconded by Dr. Rosalva Hernandez. And the motion carried unanimously.

9.1. Academics & School Leadership:

9.1.1. Approval of Advanced Placement (AP) Exam Order through the Student Testing & Assessment RFP. At the cost of \$170,000.00 with The College Board, New York, NY

9.1.2. Approval of Vehicles for CTE Department Quotation #2026-812 through Purchasing Cooperatives. At the cost of \$180,111.00 with Lake Country Chevrolet, Jasper TX

9.2. Approval of Minutes:

9.2.1. Regular Meeting February 11, 2026

9.3. Business, Finance & Administrative Services:

9.3.1. Approval of Budget Amendment 2026-07 as of January 2026

9.3.2. Approval of Budget Amendment 2026-08 as of February 2026

9.3.3. Approval of Budget Increase for Business and Finance Consulting Services by Elsie I. Schiro Consulting Company. At the cost of \$47,500.00 with Elsie I. Schiro, Fort Worth, TX

9.4. **Human Capital & Talent Development:**

9.4.1. Approval of Summer School Pay Rates

9.5. **Information & Technology:**

9.5.1. Approval of Library Books through Books RFP. At the cost of \$180,230.04 with Libraria, Beecher, IL

9.5.2. Approval of Microsoft Office Educational Licenses through Purchasing Cooperatives. At the cost of \$125,451.30 with SHI Government Solutions, Austin, TX

9.5.3. Approval of District-Wide Universal ID Card Project Quotation through Purchasing Cooperative. At the cost of \$150,750.00 with CI Solutions, Los Alamitos, CA

9.5.4. Approval of Lightspeed Content Filter through Purchasing Cooperatives. At the cost of \$66,000.00 with Lightspeed System, Austin, TX

9.6. **Lone Star Governance:**

9.6.1. Approval of the Lone Star Governance Time Use Tracker Report - February 11, 2026

9.6.2. Approval of Lone Star Governance Monitoring Report: Board Constraint 2

10. **CLOSED SESSION - (*Synergy and Teamwork*)**

Closed Meeting will be held for the purposes authorized by the Texas Open Meetings Act, Texas Government Code Sections 551.001, 551.071, 551.072, 551.074, 551.076, 551.129, and 551.0821 et seq. concerning any and all purposes permitted by the Act, including but not limited to the sections and purposes listed below.

Julian Alvarez III, President, School Board, called the meeting into Closed Session at 7:55 p.m. under the section Texas Open Meetings Act, Texas Government Code Sections 551.001, 551.071, 551.072, 551.074, 551.076, 551.129, and 551.0821 et seq. concerning any and all purposes permitted by the Act, including but not limited to the sections and purposes listed below.

10.1. Consultation with the Board's Attorney. (Texas Government Code 551.071: For the purpose of a private consultation with the Board's attorney on any or all subjects or matters authorized by law; and Texas Government Code 551.129: For the purpose of a private consultation with the Board's attorney by telephone conference call.)

10.2. Discuss Personnel Matters and Board and Superintendent Duties. (Texas Government Code 551.074: For the purpose of considering the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee or to hear

complaints or charges against a public officer or employee, including Board Operating Procedures and Self-Assessment.)

- 10.3. Discuss Property Matters. (Texas Government Code 551.072: For the purpose of discussing the purchase, exchange, lease, or value of real property if deliberation in an open meeting would have a detrimental effect on the position of the governmental body in negotiations with a third person.)
- 10.4. Discussion of Intruder Detection Audit Findings. (Texas Government Code 551.076: To consider the deployment, or specific occasions for implementation, of security personnel or devices; or a security audit.)
- 10.5. Personally Identifiable Information About Public School Students. (Texas Government Code 551.0821: For the purpose of deliberating a matter regarding a public-school student, if personally identifiable information about the student will necessarily be revealed.)
- 10.6. Pursuant to Texas Government Code Sections 551.071 and 551.074, deliberate regarding the termination and proposed termination of Chapter 21 contracts; consult with legal counsel regarding same.

11. RECONVENE IN OPEN SESSION - *(Systems and Processes)*

Julian Alvarez III, President, School Board, called the meeting out of Closed Session at 9:14 p.m.

12. ACTION & DISCUSSION ITEM(S) - *(Systems and Processes)*

- 12.1. A motion was made by Dr. Carlos Margo to approve the Additional Members to the La Joya ISD School Health Advisory Council (SHAC) 25-26. Seconded by Jessica Ochoa. And the motion carried unanimously.
- 12.2. A motion was made by Alyssa Peña to approve the CTE Technology Purchases Leading to Industry-Based Certifications through Computer Technology (District-Wide) Quotation #2025-828. At the cost of \$682,653.00 with DELL Technologies, Round Rock, TX. Seconded by Celso Gomez Jr. And the motion carried unanimously.
- 12.3. A motion was made by Dr. Rosalva Hernandez to approve the 2026-2027 La Joya ISD School Calendar. Seconded by Valeria Vega. And the motion carried unanimously.
- 12.4. A motion was made by Jessica Ochoa to approve the In-Kind Donation of Jackets by ChildFund International. Seconded by Valeria Vega. And the motion carried unanimously.
- 12.5. A motion was made by Dr. Carlos Margo to approve the Annual Comprehensive Financial Report for the Fiscal Year Ended June 30, 2025. Seconded by Alyssa Peña. And the motion carried unanimously.
- 12.6. A motion was made by Celso Gomez Jr. to approve the Delinquent Tax Collection Report for the Period of July 1, 2025, through December 31, 2025, presented by the Law Office of Linebarger Goggan Blair & Sampson, LLP. Seconded by Jessica Ochoa. And the motion carried unanimously.

12.7. A motion was made by Dr. Carlos Margo to approve the Lone Star Governance Board Self-Assessment Using the LSG Integrity Instrument. Seconded by Dr. Rosalva Hernandez. And the motion carried unanimously.

12.8. A motion was made by Alyssa Peña to approve the Proposed Termination Probationary Contracts. Seconded by Celso Gomez Jr. And the motion carried unanimously.

13. CALENDAR - (Other)

13.1. March 2026: Texas History Month, Music in Our Schools Month, Women's History Month, National Nutrition Month, and National Procurement Month

13.2. March 1, 2026: National Athletic Trainers Day

13.3. March 1-7, 2026: National Social Work Week

13.4. March 1-7, 2026: Educational Diagnosticians' Week

13.5. March 2, 2026: Texas Independence Day

13.6. March 2-6, 2026: Read Across America Week

13.7. March 2-6, 2026: Texas Public Schools Week (Open House)

13.8. March 2-6, 2026: National School Breakfast Week

13.9. March 6, 2026: Maintenance Work Appreciation Day

13.10. March 9, 2026: 6th Grade Field Day

13.11. March 10, 2026: Texas Girls in STEM Day

13.12. March 11, 2026: Elementary Field Day: Coyote & Huskies Clusters

13.13. March 11, 2026: Special Called Meeting (Student Recognitions) at the Alejandro "Alex" Saenz Performing Arts Center

14. SCHOOL BOARD MEMBERS AND SUPERINTENDENT REMARKS - (Other)

15. ADJOURNMENT - (Synergy and Teamwork)

A motion was made by Alyssa Peña to adjourn the meeting at 9:26 p.m. Seconded by Celso Gomez Jr. And the motion carried unanimously.

Julian Alvarez III
President, School Board

Celso Gomez Jr.
Secretary, School Board



**Agenda of Special Called Meeting
SCHOOL BOARD
LA JOYA INDEPENDENT SCHOOL DISTRICT**

A Special Called Meeting of the School Board of **LA JOYA INDEPENDENT SCHOOL DISTRICT** was held on **Wednesday, March 11, 2026, beginning at 6:00 PM**, in the Alejandro "Alex" H. Saenz Performing Arts Center, 604 N. Coyote Blvd., La Joya, Texas 78560. A quorum of the Board and the presiding officer were present at this location. Any Board members participating by videoconference did so in accordance with Section 551.127 of the Texas Government Code.

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.

1. CALL MEETING TO ORDER - (Other)

Julian Alvarez III, President of the School Board, called the meeting to order at 6:02 p.m.

2. ROLL CALL & DECLARE QUORUM - (Other)

Present: Julian Alvarez III, Jessica Ochoa, Dr. Rosalva Hernandez, Celso Gomez Jr., and Valeria Vega

Absent: Alyssa Peña and Dr. Carlos Margo

Julian Alvarez III, President, School Board, declared a quorum.

Dr. Carlos Margo walked in at 6:11 p.m.

3. PLEDGE OF ALLEGIANCE, *Julian Alvarez III, School Board President - (Other)*

4. PUBLIC COMMENTS - (*Synergy and Teamwork or Other*)

NO PUBLIC COMMENTS

5. STUDENT RECOGNITION(S) - (Other)

5.1. Recognition of the La Joya ISD Campus Crime Stopper for Year 2025, *presented by Chief Leonardo Sanchez, Chief of Police*

5.2. Recognition of Juarez-Lincoln High School, Palmview High School, and La Joya High School Mariachi Programs, *presented by Mr. Ruben Adame, Director of Fine Arts*

5.3. Recognition of Juarez-Lincoln High School, Palmview High School, and La Joya High School Mariachi Programs and 2026 UIL State Outstanding Performers, *presented by Mr. Ruben Adame, Director of Fine Arts*

5.4. Recognition of Jimmy Carter Early College High School Art Students, *presented by Mr. Ruben Adame, Director of Fine Arts*

- 5.5. Recognition of La Joya High School Art Students, *presented by Mr. Ruben Adame, Director of Fine Arts*
- 5.6. Juarez-Lincoln High School Robotics Team Advances to UIL FIRST Robotics Regional Meet, *presented by Mr. Abel Zamora Jr., UIL Academics Coordinator*
- 5.7. Middle School Texas Math and Science Coaches Association State Qualifiers, *presented by Mr. Abel Zamora Jr., UIL Academics Coordinator*
- 5.8. La Joya ISD Elementary UIL District Champions, *presented by Mr. Abel Zamora Jr., UIL Academics Coordinator*
- 5.9. Recognition of Juarez-Lincoln High School Special Olympics State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*
- 5.10. Recognition of Palmview High School Special Olympics State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*
- 5.11. Recognition of La Joya High School Special Olympics State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*
- 5.12. Recognition of Juarez-Lincoln High School Boys and Girls Wrestling Regional and State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*. Students were mentioned they were not present due to other commitments.
- 5.13. Recognition of Palmview High School Boys and Girls Wrestling Regional and State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*
- 5.14. Recognition of La Joya High School Boys and Girls Wrestling Regional and State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*

Regional Bowling Special Olympics students were mentioned.

Recognition of Palmview High School Girls Wrestling Regional and State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*. Students arrived late.
- 5.15. Recognition of Dr. Saenz Middle School Girls Cross Country District Champions, *presented by Mr. Jose Peña, Executive Director of Athletics*. Dr. Saenz Middle School students were absent due to participating in a Track Meet. The students will be brought back in May for recognition.
- 5.16. Recognition of Ann Richards Middle School Boys Cross Country District Champions, *presented by Mr. Jose Peña, Executive Director of Athletics*. Ann Richards Middle School students were absent due to participating in a Track Meet. The students will be brought back in May for recognition.
- 5.17. Recognition of Treviño Middle School Boys Soccer District Champions, *presented by Mr. Jose Peña, Executive Director of Athletics*. Treviño Middle School students were absent due to participating in a Track Meet. The students will be brought back in May for recognition.

- 5.18. Recognition of Ann Richards Middle School Boys Soccer District Champions, *presented by Mr. Jose Peña, Executive Director of Athletics*. Ann Richards Middle School students were absent due to participating in a Track Meet. The students will be brought back in May for recognition.
- 5.19. Recognition and Proudly Honoring Outstanding Student-Athletes from La Joya High School, Juarez-Lincoln High School, and Palmview High School for their Exceptional Achievements in Football, Volleyball, and Cross Country, *presented by Mr. Jose Peña, Executive Director of Athletics*
- 5.14 Recognition of La Joya High School Boys Wrestling Regional and State Qualifiers, *presented by Mr. Jose Peña, Executive Director of Athletics*
Note: The item was done at the end because it was inevitably skipped.

6. CALENDAR - (Other)

- 6.1. March 2026: Texas History Month, Music in Our Schools Month, Women's History Month, National Nutrition Month, and National Procurement Month
- 6.2. March 11, 2026: Elementary Field Day: Coyote and Huskies Cluster
- 6.3. March 12, 2026: Elementary Field Day: Lobo Cluster
- 6.4. March 14, 2026: Pi Day
- 6.5. March 16-20, 2026: Spring Break - Central Administration will be closed, and there will be no classes for students
- 6.6. March 25, 2026: Regular Board Meeting

7. SCHOOL BOARD MEMBERS AND SUPERINTENDENT REMARKS - (Other)

8. ADJOURNMENT - (Synergy and Teamwork)

A motion was made by Celso Gomez Jr. to adjourn the meeting at 7:38 p.m. Seconded by Dr. Rosalva Hernandez. And the motion carried unanimously.

Julian Alvarez III
President, School Board

Celso Gomez Jr.
Secretary, School Board



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Consent Item

Item Title: Approval of January 2026 Tax Collector's Report

BACKGROUND:

As per Texas Property Tax Code Section 31:10 REPORTS AND REMITTANCES OF OTHER TAXES, (a) each month the collector of taxes for a taxing unit shall prepare and submit to the governing body of the unit a written report made under oath accounting for all taxes collected for the unit during the preceding month.

RATIONALE:

Collector's Report for the month of January 2026

BUDGET:

Cost
N/A

Funding Source
N/A

Vendor
N/A

Purchasing Mechanism
N/A

Additional Documentation
Tax Collector's Report for January 2026

RECOMMENDATION:

Administration recommends approval

Initiated by: _____
Jose A. Perez, Director of Budget

Reviewed by: _____
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

BF&AS Reviewed by: _____
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Executive Cabinet Review by: _____
Joseph Niedziela, Chief of Staff

Approved for Submission to the Board of Education:

Dr. Marcey Sorensen
Superintendent of Schools

PABLO "PAUL" VILLARREAL JR., ASSESSOR & COLLECTOR
 LA JOYA I.S.D. TAXES COLLECTED FOR:
 JANUARY 2026

COMPARATIVE RATE OF COLLECTIONS

LA JOYA I.S.D. SLJ - 49	ORIGINAL TAX LEVY	COLLECTED TO DATE	DROPPED YRS AFTER PURGE	MODIF. TO DATE	TAXES OUTSTANDING	PERCENT 2025/2026	COLLECTED 2024/2025
2025 TAX ROLL	35,343,013.49	22,659,355.24	0.00	(389,533.12)	12,294,125.13	64.83%	70.17%
2024 & PRIOR YRS	10,419,121.36	1,771,372.19	(30,959.68)	(522,464.01)	8,094,325.48	17.95%	12.04%
ROLLBACK	6,235.97	13,954.08	0.00	52,107.68	44,389.57	23.92%	67.62%
TOTALS	45,768,370.82	24,444,681.51	(30,959.68)	(859,889.45)	20,432,840.18		

BREAKDOWN OF TAX COLLECTIONS AND FEES FOR THE MONTH OF JANUARY 2026

	LA JOYA ISD	MONTHLY MODIFICATIONS
CURRENT YEAR-BASE TAX	10,818,736.20	(119,687.37) CURRENT
CURRENT YEAR-P&I	0.00	
PRIOR YEARS-BASE TAX	181,837.70	(76,969.59) PRIOR
PRIOR YEARS-P&I	123,540.45	
ROLLBACK	9,975.27	10,557.08 ROLLBACK
ROLLBACK P&I	12.38	
ATTORNEY FEES	52,620.26	0.00 PURGED
TOTAL COLLECTIONS	11,186,722.26	(186,099.88)
LESS TRANSFERRED	6,320,779.05	
LESS IN TRANSIT	4,852,960.16	
LESS DUE TO HCAD COMM FEES	323.05	
LESS DUE TO CO TREASURER	12,680.00	
	0.00	
BALANCE	(0.00)	

*****AFFIDAVIT*****

I, PABLO "PAUL" VILLARREAL JR., ASSESSOR-COLLECTOR OF TAXES FOR THE LA JOYA I.S.D., DO SOLEMNLY SWEAR THAT THE ABOVE STATEMENT OF TAXES COLLECTED BY ME FOR THE MONTH OF JANUARY 2026 IS CORRECT.

Pablo Villarreal Jr.

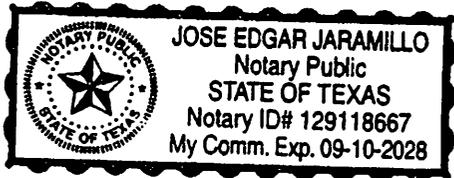
 ASSESSOR-COLLECTOR OF TAXES FOR LA JOYA I.S.D., TEXAS



SWORN AND SUBSCRIBED BEFORE ME THIS 18TH DAY OF FEBRUARY 2026 A.D.

Jose Edgar Jaramillo

 NOTARY PUBLIC, HIDALGO COUNTY, TEXAS





La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority: Priority 5 - Integrity & Accountability

Agenda Category: Consent Item

Item Title: Approval of Investments/Investment Earnings as of December 31, 2025

BACKGROUND:

As per policy CDA (Legal), not less than quarterly, the investment officers shall prepare and submit to the board a written report of investment transactions for all funds covered by the Public Fund Investment Act for the preceding reporting period. This report shall be presented not less than quarterly to the board and the superintendent with a reasonable time after the end of the period.

RATIONALE:

A written report of the investment position and the detailed investment transactions shall be prepared and submitted to the School Board.

BUDGET:

Cost
N/A

Funding Source
N/A

Vendor
N/A

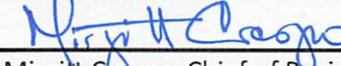
Purchasing Mechanism
N/A

Additional Documentation
Investments/Investment Earnings Summary

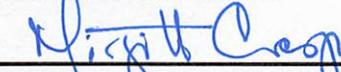
RECOMMENDATION: Administration recommends approval.

Initiated by: 

Rolando Herrera II, Accounting Supervisor

Reviewed by: 

Mirgitt Crespo, Chief of Business, Finance & Administrative Services

BF&AS Reviewed by: 

Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Executive Cabinet Review by: _____
Joseph Niedziela, Chief of Staff

Approved for Submission to the Board of Education:



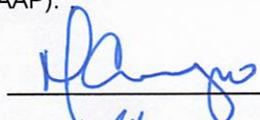
Dr. Marcey Sorensen
Superintendent of Schools

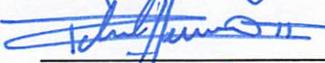
**La Joya Independent School District
INVESTMENT SUMMARY
as of December 31, 2025**

Fund Name	Funds on Deposit at:			Fund Total	Percent of Total
	Checking Accounts	Texas Range Daily	Texas Range Fixed		
General Fund	28,337,772	120,233,705	-	148,571,477	85.90%
Debt Service Fund	403	10,748,084	-	10,748,487	6.21%
Worker's Comp Fund	153,182	2,186,909	-	2,340,091	1.35%
Unemployment Fund	149,020	3,227,751	-	3,376,771	1.95%
Health Insurance Fund	938,725	394	-	939,119	0.54%
Food Service Fund	3,138,824	2,811,806	-	5,950,630	3.44%
Merit Scholarship Fund	188,119	-	-	188,119	0.11%
Print Shop Fund	1,586	-	-	1,586	0.00%
Howling Trails Golf Course	53,660	-	-	53,660	0.03%
Sports and Learning Complex	1,834	-	-	1,834	0.00%
Tax Maintenance Bond	791,695	-	-	791,695	0.46%
Total All Funds	33,754,820	139,208,649	-	172,963,469	100.00%

* Negative cash balances are due to transactions in progress.

We, the approved Investment Officers of La Joya ISD, hereby certify that the following Investment Report represents the investment position of the district as of December 31, 2025 in compliance with the Board approved Investment Policy, the Public Funds Investment Act (Texas Government Code 2256) and, Generally Accepted Accounting Principles (GAAP).


 _____ Mirgitt Crespo- Chief of Business, Finance & Administrative Services


 _____ Rolando Herrera II - Accounting Supervisor


 _____ Jennifer Falcon - General Ledger Accountant

LA JOYA INDEPENDENT SCHOOL DISTRICT
INVESTMENTS
as of December 31, 2025

CHECKING ACCOUNT

Ending Date	General Fund	Debt Service Fund	Worker's Comp Fund	Unemployment Fund	Health Insurance Fund	Food Service Fund	Merit Scholarship Fund	Print Shop Fund	Howling Trails Golf Course	Sports & Learning Complex	Tax Maintenance Bond	Total All Funds
1/31/2025	18,105,647	452	72,765	20	988,666	214,440	175,652	2,158	49,811	8,340	778,888	20,396,839
2/28/2025	15,740,267	976	162,725	338,335	1,041,983	1,448,290	177,388	1,343	45,445	6,135	780,024	19,742,911
3/31/2025	15,793,724	3,469,123	239,803	217,912	427,250	2,586,683	179,124	3,945	38,019	10,121	781,282	23,746,986
4/30/2025	2,451,124	214	57,993	10,215	(625,155)	1,350,333	180,847	(3,489)	23,488	9,106	782,502	4,237,178
5/31/2025	14,303,995	214	151,365	130,131	1,450,162	1,664,332	182,683	36,394	3,140	10,930	783,765	18,717,111
6/30/2025	23,230,954	596,876	249,653	392,213	712,963	1,374,938	176,272	14,351	1,121	21,559	784,989	27,555,889
7/31/2025	17,241,410	596,938	413,769	641,294	185,678	1,618,157	175,159	15,729	7,944	7,090	786,255	21,689,423
8/31/2025	6,340,605	811	501,462	742,559	533,828	(217,645)	177,120	14,623	6,740	15,424	787,524	8,903,051
9/30/2025	21,845,589	68	95,511	125,378	314,459	1,294,177	180,360	3,912	12,590	2,463	788,684	24,663,191
10/31/2025	5,662,477	69	190,557	197,057	800,199	1,263,412	183,341	2,595	20,462	733	789,783	9,110,685
11/30/2025	29,522,449	69	216,057	120,275	670,473	2,905,621	185,783	343	32,651	12,953	790,756	34,457,430
12/31/2025	28,337,772	403	153,182	149,020	938,725	3,138,824	188,119	1,586	53,660	1,834	791,695	33,754,820

**LA JOYA INDEPENDENT SCHOOL DISTRICT
INVESTMENTS
as of December 31, 2025**

Texas Range - Daily

Ending Date	General Fund	Debt Service Fund	Worker's Comp Fund	Unemployment Fund	Health Insurance Fund	Food Service Fund	Total All Funds
1/31/2025	129,922,916	14,967,599	1,233,361	2,251,755	380	4,904,526	153,280,537
2/28/2025	123,352,937	21,581	1,237,506	1,920,968	381	4,921,012	131,454,385
3/31/2025	123,808,556	21,655	1,242,077	1,928,063	383	4,939,189	131,939,923
4/30/2025	54,084,065	581,829	574,880	863,305	384	4,956,812	61,061,275
5/31/2025	34,242,793	583,959	576,985	866,466	385	4,473,546	40,744,134
6/30/2025	29,359,480	586,020	579,020	869,524	387	4,489,332	35,883,763
7/31/2025	59,869,855	4,033,855	1,594,574	2,392,858	388	4,505,721	72,397,251
8/31/2025	50,075,952	2,094,186	1,600,376	2,401,564	390	4,522,115	60,694,583
9/30/2025	67,249,081	2,314,578	2,026,171	3,280,397	391	2,783,793	77,654,411
10/31/2025	119,480,049	2,322,725	2,033,303	3,291,943	392	2,793,591	129,922,003
11/30/2025	106,854,601	2,330,308	2,039,941	3,097,401	393	2,802,711	117,125,355
12/31/2025	120,233,705	10,748,084	2,186,909	3,227,751	394	2,811,806	139,208,649

**La Joya Independent School District
INVESTMENT EARNINGS
as of December 31, 2025**

Interest Deposit at:				
Fund Name	Checking Accounts	Texas Range Daily	Texas Range Fixed	Fund Total
General Fund	206,620	1,655,327	541,383	2,403,330
Debt Service Fund	907	65,226	3,680	69,813
Worker's Comp Fund	2,769	37,064	1,082	40,915
Unemployment Fund	3,262	56,990	1,624	61,876
Health Insurance Fund	4,512	8	-	4,520
Food Service Fund	10,264	72,474	-	82,738
Merit Scholarship Fund	1,519	-	-	1,519
Print Shop Fund	66	-	-	66
Howling Trails Golf Course	37	-	-	37
Sports and Learning Complex	113	-	-	113
Tax Maintenance Bond	6,706	-	-	6,706
Total All Funds	236,775	1,887,089	547,769	2,671,633

* Interest earned is recorded in the General Fund

Month	PNC Bank		TexTerm Daily	TexTerm Fixed	TexTerm Fixed	TexTerm Fixed
	Checking Account	Texpool		3 Months Interest Rate	6 Months Interest Rate	9 Months Interest Rate
October 2025	2.26%	4.1418%	4.14%	3.89%	3.89%	3.89%
November 2025	2.15%	3.9885%	3.97%	3.91%	3.89%	3.83%
December 2025	2.15%	3.8270%	3.82%	3.72%	3.72%	3.69%

Month	TexTerm CD	TexTerm CD	PNC Bank	PNC Bank
	6 Months Interest Rate Net Weighted Avg. **	12 Months Interest Rate Net Weighted Avg. **	6 Months CD Rates	12 Months CD Rates
October 2025	4.10%	3.95%	***	***
November 2025	4.10%	3.91%	***	***
December 2025	4.00%	3.95%	***	***

Book value is equivalent to Market Value

** Net of a .15% administrative fee

***Non Quoted



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Consent Item

Item Title: Approval of Budget Amendment 2026-09 as of March 2026

BACKGROUND:

Fund Adjustments are needed between functions within the General Fund. All adjustments are necessary as part of the normal course of District operations and are reported in accordance with state requirements.

RATIONALE:

Budget amendments are required to be approved by the Board between function levels within the budget. These changes are typically the result of unforeseen expenditures in certain categories and must be adjusted between functions to maintain legal compliance.

BUDGET:

Cost
N/A

Funding Source
N/A

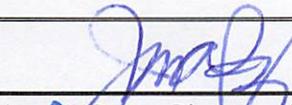
Vendor
N/A

Purchasing Mechanism
N/A

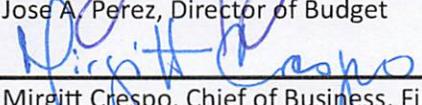
Additional Documentation
Budget Amendment Form

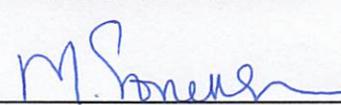
RECOMMENDATION:

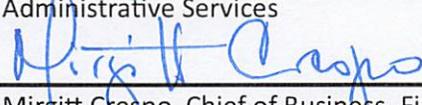
Administration recommends approval

Initiated by: 
Jose A. Perez, Director of Budget

**Approved for Submission
to the Board of Education:**

Reviewed by: 
Mirgitt Crespo, Chief of Business, Finance & Administrative Services


Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: 
Mirgitt Crespo, Chief of Business, Finance & Administrative Services

Executive Cabinet Review by: _____
Joseph Niedziela, Chief of Staff

LA JOYA INDEPENDENT SCHOOL DISTRICT
REVENUE BY OBJECT AND EXPENDITURES BY FUNCTION - GENERAL FUND (FUNDS 152 - 199)
BUDGET AMENDMENT FOR THE PERIOD ENDED MARCH 31, 2026

	ORIGINAL ADOPTED BUDGET	2025-2026 AMENDED BUDGET	ADJUSTMENTS BY OBJECT/FUNCTION	2025-2026 AMENDED BUDGET 3/31/2026
REVENUES AND OTHER FINANCE SOURCES:				
5700 LOCAL SOURCES				
Local Tax Collections	17,872,386	25,122,386	-	25,122,386
Other Local Revenues	8,450,000	5,200,000	-	5,200,000
TOTAL LOCAL SOURCES	26,322,386	30,322,386	-	30,322,386
5800 STATE PROGRAM	228,611,009	229,611,009	8,281,231	237,892,240
5900 FEDERAL PROGRAM	1,500,000	1,500,000	-	1,500,000
TOTAL REVENUES & OTHER SOURCES	256,433,395	261,433,395	8,281,231	269,714,626
EXPENDITURES AND OTHER FINANCING USES:				
11 Instruction	145,723,720	145,160,350	4,512,774	149,673,124
12 Instructional Res. & Media Services	5,966,034	5,974,719	258,777	6,233,496
13 Curriculum Dev. & Inst. Staff Dev.	6,348,620	7,776,657	173,268	7,949,925
21 Instructional Adm.	4,205,601	4,562,844	117,555	4,680,399
23 School Adm.	14,505,394	15,127,325	555,905	15,683,230
31 Guidance, Counseling, & Evaluation	7,986,830	7,991,198	362,654	8,353,852
32 Social Work	1,864,184	1,693,761	96,959	1,790,720
33 Health Services	2,566,964	2,663,090	87,838	2,750,928
34 Student Transportation	6,900,857	6,758,873	295,145	7,054,018
35 Food Service	-	-	530,000	530,000
36 Co curricular Activity	9,248,966	9,188,438	257,443	9,445,881
41 General Adm.	11,092,793	11,557,766	268,736	11,826,502
51 Plant Maintenance & Operations	28,339,485	27,959,226	520,633	28,479,859
52 Security & Monitoring Services.	4,262,850	4,393,118	151,542	4,544,660
53 Data Processing Services	1,617,896	1,703,368	34,109	1,737,477
61 Community Services	27,178	26,639	57,893	84,532
71 Debt Service	3,652,014	3,652,014	-	3,652,014
81 Facilities Acquisition and Const.	-	3,120,000	-	3,120,000
93 Payments to Member District's for SSA	-	-	-	-
95 Payments to Juvenile Justice Alt Ed.	-	-	-	-
99 Intergovernmental Charges	556,000	556,000	-	556,000
TOTAL EXPENDITURES	254,865,386	259,865,386	8,281,231	268,146,617
DIFFERENCE	1,568,009	1,568,009	-	1,568,009



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: February 25, 2026

District Priority:
Priority 5 - Integrity & Accountability

Agenda Category: Consent Item

Item Title: Approval of Memorandum of Understanding between Holdsworth and La Joya ISD

BACKGROUND: The Holdsworth Center partners with Texas public school districts to strengthen campus leadership through its Campus Leadership Program (CLP), a two-year professional learning experience for principals and their leadership teams that includes executive coaching, leadership development sessions, and collaborative problem solving focused on improving student outcomes.

RATIONALE: Approval of the Memorandum of Understanding (MOU) between the Holdsworth Center and La Joya ISD will allow Cesar Chavez Middle School to participate in the 2026–2028 Campus Leadership Program cohort. The program will provide leadership training and coaching designed to strengthen campus leadership practices and support improved student outcomes. The total cost for participation is \$11,000, payable in two installments of \$5,500 in June 2026 and \$5,500 in June 2027.

BUDGET:

Cost
N/A

Funding Source
N/A

Vendor
N/A

Purchasing Mechanism
N/A

Additional Documentation
See Attachments

RECOMMENDATION: The Administration recommends approval of Memorandum of Understanding (MOU).

Initiated by: Jaime Miller
Jaime Miller, Chief of Human Capital and Talent Development

Reviewed by: Jaime Miller
Jaime Miller, Chief of Human Capital and Talent Development

BF&A Reviewed by: Click or tap here to enter text.

Executive Cabinet Review by: Joseph Niedziela, Chief of Staff

Approved for Submission to Board of Education:

M. Sorensen

Dr. Marcey Sorensen
Superintendent of Schools

**THE HOLDSWORTH CAMPUS LEADERSHIP PROGRAM
MEMORANDUM OF UNDERSTANDING**

This Memorandum of Understanding (“MOU”), dated as of [03/09/] (the “Effective Date”), is by and between The Holdsworth Center (“Holdsworth”), a Texas Nonprofit Corporation, and [La Joya ISD], a Texas independent school district (“District” and together with Holdsworth, the “Parties”, and each a “Party”).

RECITALS

A. Driven by the belief that great leaders can push student achievement levels to new heights, Holdsworth partners with Texas public school districts to help educators become experts at leadership and to grow stronger leaders within their own systems. Founded in 2017, Holdsworth makes investments within districts and brings education leaders from across Texas to learn at its Campus on Lake Austin, a one-of-a-kind place dedicated to the idea that public education matters. Holdsworth’s mission is to impact, over time, the quality of public education for all Texas students by supporting and developing educational leaders.

B. Holdsworth, a licensed provider of Continuing Professional Education (“CPE”) professional services (CPE No. 902-539), pursues its mission by developing, providing, and procuring substantial funding for unique and proprietary leadership development programs to Texas public school districts designed to support and develop district leaders, principals, and other educational leaders within the school districts.

C. The Campus Leadership Program (the “CLP”), which relies on Holdsworth’s proprietary copyrighted materials, is a two-year learning journey for principals and their teams to become stronger leaders and drive positive change for students on their campus. Throughout the CLP, Holdsworth gives principals and three members of their campus team the inspiration, development, tools, and resources needed to grow through carefully curated sessions, executive coaching for the principal from Holdsworth Executive Coaches, and the chance to apply learning to improve outcomes for an underserved group of students, as further detailed in this MOU.

D. District wishes to engage Holdsworth to provide the CLP and related services to [Cesar Chavez Middle] within District, and Holdsworth is willing to perform such services under the terms and conditions of this MOU. District understands, agrees, and commits to perform its responsibilities as further detailed in this MOU in order to facilitate the success of the CLP.

NOW THEREFORE, in consideration of the mutual covenants and agreements hereinafter set forth and for other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, Holdsworth and District agree as follows:

**ARTICLE 1
THE CAMPUS LEADERSHIP PROGRAM**

1.1. Holdsworth Program. Holdsworth will provide to District the services and program generally referred to as the CLP as further described in Exhibit A to this MOU (the “Services” or “Program”). Services may be provided in person, virtually, or in a hybrid format (i.e., in a combination of in-personal and virtual learning experiences) in the sole discretion of Holdsworth.

**ARTICLE 2
OBLIGATIONS OF THE PARTIES**

2.1. Holdsworth Obligations. Holdsworth will comply with all applicable local, state, and federal laws, regulations, and ordinances and will perform the Program in a professional manner in accordance with industry standards. District acknowledges that the Program may be provided by contractors of Holdsworth in Holdsworth's sole discretion without prior notice to, or approval of, District. Holdsworth is responsible, in its sole discretion, for assigning and reassigning Holdsworth's employees and contractors, as appropriate, to perform the Program.

2.2. District Obligations. To facilitate the success of the Program to be provided to District pursuant to this MOU, District agrees to do all things reasonably necessary to ensure the successful implementation of the Program provided by Holdsworth under this MOU including, for example, at least the obligations outlined in Exhibit A.

2.3. Requirement of District to Cooperate with Holdsworth. District will work cooperatively with Holdsworth to coordinate the successful implementation of the Program.

**ARTICLE 3
PAYMENT AND EXPENSES**

3.1. District Payment. In consideration of the provision of the Programs by Holdsworth and the rights granted to District under this MOU, District will make payments to Holdsworth as set out in Exhibit A. District's payment must be made within 30 days of receipt by District of an invoice from Holdsworth.

3.2. Transportation and Lodging Costs for District Personnel. District is responsible for the cost of transportation of all Program participants to Program activities within Texas, including those that occur at The Campus on Lake Austin, and those that occur outside of Austin (if any), including, for example, travel to visit another campus in the program for a site visit. Holdsworth is responsible and shall pay for all lodging costs of Program participants to Program activities.

3.3. Consequences of Non-Payment of Expenses. In addition to all other remedies available under this MOU or at law (which Holdsworth does not waive by the exercise of any rights hereunder), Holdsworth shall be entitled to suspend the provision of any Services if District fails to pay any undisputed expenses as detailed in this Article and such failure continues for 30 days following written notice thereof.

**ARTICLE 4
PROGRAM EVALUATION; DATA SHARING**

4.1. Program Evaluation. A key component of the success of the Program is the ongoing evaluation of District's participation in the Program in order to support the implementation of the Program and to continue to improve the effectiveness of the Program. During the Term of this MOU, the Parties will utilize emerging data and findings from approved evaluation activities to collaboratively and continuously improve the Program and to conduct ongoing evaluation of the Program.

4.2. District Agreement to Share Data. District agrees to provide to Holdsworth certain data, information, and records from time to time as reasonably requested by Holdsworth that may include, for example, de-identified student assessment results for multiple years pre- and post-Program; student characteristics and demographics (for example, gender, race/ethnicity, English learner status, etc.) District personnel data, information, and records, including names, email addresses, job titles, campus associations, and staff characteristics and demographics (for example, gender, race/ethnicity, tenure, etc.) (the “**District Data**”).

4.3. License To Licensed District Data. District hereby grants, and Holdsworth hereby accepts, a non-exclusive, perpetual, irrevocable, worldwide, fully paid-up, royalty-free, transferrable, and sublicensable right and license to use, copy, display, present, publish, modify, distribute, make derivative works of, and otherwise use District Data, including, for example and without any limitation, to (i) perform services for District and to otherwise carryout its duties and obligations under this MOU and (ii) create aggregated and/or de-identified data for ongoing improvement of the programs, benchmarking, research, and development purposes. For the sake of further clarity, the license granted in this Section 4.3 shall survive any termination or expiration of this MOU. Notwithstanding foregoing, as between District and Holdsworth, District owns District Data, and the license in this Section 4.3 does not transfer any ownership interest in the District Data to Holdsworth. Holdsworth will not use the District Data except for the purposes authorized by this MOU.

4.4. Direct District Data Is De-Identified. Except as required by Holdsworth to create a user account to access software services provided by Holdsworth or to arrange travel (as applicable), prior to disclosure of any District Data to Holdsworth, District will remove all Personally Identifiable Information (as defined below) from such District Data, including direct and personal identifiers such as, for example, names (including student names, parent or guardian names, and District personnel names), addresses, identification numbers, social security numbers, biometric records, and dates of birth. If District discovers that it has disclosed District Data that contains any Personally Identifiable Information (other than user-account data described above), it will immediately notify Holdsworth, and such District Data shall be considered “**District PII**” under this Data Sharing Agreement. For the purposes of this MOU, the term “**Personally Identifiable Information**” or “**PII**” means information that, alone or in combination, is linked or linkable to a specific person that would allow a reasonable person, who does not have personal knowledge of the relevant circumstances, to identify the specific person with reasonable certainty.

4.5. Confidentiality And Use of District PII. Holdsworth acknowledges and agrees that any District PII (if any is disclosed) is confidential and, except as provided in this Section 4.5, will not be further disclosed by publishing such information in any way that allows individuals to be directly or indirectly identified except as provided in this MOU. Holdsworth will only use District PII, and will only disclose District PII (if any) to its staff, employees, contractors, or agents, for (a) the purpose of fulfilling its duties and providing services under this MOU, (b) improving services provided under this MOU, or (c) evaluating the impact of its work. In addition and notwithstanding the foregoing sentence, Holdsworth may disclose certain District PII to third parties as reasonably necessary to arrange travel for participants in services provided by Holdsworth.

4.6. De-Identification Of District PII. Notwithstanding the foregoing, to the extent that Holdsworth de-identifies or aggregates District PII such that all PII is removed, such data will not be considered District PII under this MOU and will not be subject to any of the restrictions on the use, further disclosure, or confidentiality under this Article 4.

4.7 Authorization to Request Data from TEA. The District authorizes Holdsworth and any external evaluator engaged by Holdsworth to contact the Texas Education Agency (TEA) and request student-level data necessary for the purposes of program evaluation. Such data may include, but is not limited to, assessment results, enrollment information, and demographic details for students enrolled in District schools. Holdsworth and any external evaluator agree to use the data solely for the purposes outlined herein and to comply with all applicable federal and state privacy laws, including FERPA. Holdsworth (and external evaluators) will implement appropriate safeguards to protect personally identifiable information, including secure storage, encryption, and restricted access. All data obtained from TEA will be retained only for the duration necessary to complete the evaluation and will be permanently destroyed upon completion, with written confirmation provided to the District. A copy of this Agreement will be provided to TEA as evidence of District authorization, and the external evaluator will comply with any additional requirements or assurances requested by TEA.

ARTICLE 5 OWNERSHIP AND CONFIDENTIALITY OF HOLDSWORTH MATERIALS

5.1. Ownership and Confidentiality of Holdsworth Materials. The Parties acknowledge, understand, and agree that, as between the Parties, all intellectual property rights, in and to all documents, work product, and other materials that are delivered to District or any District personnel under this MOU or that are prepared by, developed, or created by or on behalf of Holdsworth in the course of performing the Services, including, for example, educational documents, materials, methods, and presentations, surveys, questionnaires, toolkits, assessments, planning dashboards, and training documents (collectively, "**Holdsworth Materials**") shall be owned (except for any information provided by District to Holdsworth that is subject to the Data Sharing Agreement) solely by Holdsworth even if such Holdsworth Materials are developed or created with the input, comment, help, or assistance of District or its personnel. Except for the limited license granted in this Section 5.1, this MOU does not transfer to District or any District personnel any interest in Holdsworth's intellectual property rights, including, for example, Holdsworth's copyrights in and to the Holdsworth Materials. The Holdsworth Materials, along with all copies and derivative works of the Holdsworth Materials (including those authorized by Section 5.2 of this MOU), are the proprietary and confidential information of Holdsworth and may be used or disclosed by District or District personnel only in accordance with the limited rights granted in Section 5.2 of this MOU. If District is required by applicable law to make any disclosure of Holdsworth Materials that is constrained by this MOU, District shall provide Holdsworth with prompt written notice of such requirement and provide reasonable assistance to Holdsworth so that Holdsworth may seek appropriate relief protecting the Holdsworth Materials from public disclosure, and District may furnish only that portion of the Holdsworth Materials that District is legally compelled or is otherwise legally required to disclose. In addition, District shall provide prompt notice to Holdsworth of any request it receives under a Texas Public Information Act

request, and the Parties agree that Holdsworth has the right, in its option, to seek an opinion from the Texas Attorney General as to whether the information may be withheld from disclosure.

5.2. Limited License. Holdsworth hereby grants to District a nonexclusive, royalty-free, non-transferrable (unless this MOU is validly assigned), sublicensable (but only to District's Program participants and other employees or staff of District), terminable, limited license to access, use, copy, and create derivative works of the Holdsworth Materials solely for the purpose of participating in the applicable Program or implementing within District the principles, resources, and learning objectives of the applicable Program. For the sake of further clarity, the license in this section does not grant to District or any District personnel any right to access, use, copy, distribute, or create derivative works of the Holdsworth Materials to provide services or information to third parties or non-District personnel. Holdsworth may terminate the license granted in this Section 5.2 upon thirty (30) days' notice in its sole discretion. Upon termination or expiration of this license, District shall cease and shall ensure that all District personnel cease all use of Holdsworth Materials. Upon Holdsworth's request, District will return or destroy, and cause all District personnel to return or destroy all Holdsworth Materials. Except as otherwise provided in this Section 5.2, the license granted in this Section shall survive any termination or expiration of this MOU. Holdsworth shall have the right at any reasonable time to review District's use of the Holdsworth Materials in order to confirm District's compliance with the limited license granted in this Section 5.2.

5.3. Trademarks. Each Party grants to the other Party a nonexclusive, royalty-free, non-transferrable, non-sublicensable limited license to use its trademarks, including its names and logos, for publicity and advertising relating to the Program, with prior written permission of the other Party. No Party may use the other Party's marks, name, or goodwill in a manner that would diminish or tarnish the goodwill of the other Party. Each Party must abide by reasonable guidelines for the use of the other Party's trademarks, including its names and logos, as provided by the other Party from time to time. Either Party may terminate the license granted to the other Party in this Section 5.3 upon written notice in the event that the other Party breaches any of the requirements of this Section. Except as otherwise provided in Section 5.3, the licenses granted in this Section shall survive any termination or expiration of this MOU.

5.4. Injunctive Relief. The Parties agree that Holdsworth may suffer irreparable harm from a breach or threatened breach by District of any of this Article 5 and that in such event, Holdsworth, in addition to all other rights and remedies, may seek specific performance and/or injunctive relief to enforce or prevent any violations of this Article 5 without the requirement of posting any bond (or with the posting of a nominal bond if a bond is required by applicable law).

ARTICLE 6 TERM; TERMINATION

6.1. Term and Survival. This MOU shall commence as of the Effective Date and shall continue thereafter until the conclusion of the Program provided under this MOU unless sooner terminated in accordance with Article 6 of this MOU (the "**Term**"). This Section 6.1, Article 5, Sections 6.4, 7.2, 7.3, 7.4, 7.5, and Article 8 of this MOU, and any right or obligation of the Parties in this MOU that by its nature should survive termination or expiration of this MOU, shall survive any termination or expiration of this MOU.

6.2. Termination for Cause. Either Party may terminate this MOU, effective upon written notice to the other Party (the “Defaulting Party”) if the Defaulting Party materially breaches this MOU, and such breach is incapable of cure, or with respect to a material breach capable of cure, the Defaulting Party does not cure such breach within 30 days after receipt of written notice of such breach. Failure of District to timely address any breaches of district’s obligations under this MOU, as set out in Exhibit A, shall be considered a material breach.

6.3. Termination for Convenience at End of School Year. Notwithstanding any other provision of this MOU, either Party may terminate this MOU at any time, with or without cause, effective as of the last day of the District school year in which notice of termination pursuant to this Section 6.3 is given, by providing notice of termination pursuant to this Section 6.3 at least 90 days prior to the end of the District school year.

6.4. Transition. In the event District provides notice of termination of this MOU pursuant to Section 6.2 or 6.3, Holdsworth will, upon receipt of such notice of termination, take commercially reasonable steps to bring Holdsworth’s work to a close in an orderly manner.

ARTICLE 7 LIMITED WARRANTY AND LIMITATION OF LIABILITY

7.1. Limited Warranty. Holdsworth warrants that it shall perform the Services:

- (a) in accordance with the terms and subject to the conditions set out in this MOU;
- (b) using personnel of commercially reasonable skill, experience, and qualifications; and
- (c) in a timely, workmanlike, and professional manner in accordance with generally recognized industry standards for similar services.

7.2. Sole and Exclusive Remedy for Breach of Warranty. Holdsworth’s sole and exclusive liability and District’s sole and exclusive remedy for breach of the limited warranty provided under Section 7.1 shall be as follows:

- (a) Holdsworth will use reasonable commercial efforts to promptly cure any such breach; provided, that if Holdsworth cannot cure such breach within a reasonable time (but no more than 30 days) after District’s written notice of such breach, District may, at its option, terminate the MOU by serving written notice of termination in accordance with Section 6.2.
- (b) The foregoing remedy will not be available unless District provides written notice of such breach within 30 days after performance of such Services giving rise to such breach.

7.3. DISCLAIMER OF OTHER WARRANTIES. EXCEPT AS OTHERWISE SPECIFICALLY PROVIDED IN THIS MOU OR THE DATA SHARING AGREEMENT, HOLDSWORTH DOES NOT MAKE ANY OTHER WARRANTIES, EITHER EXPRESS OR

IMPLIED, AS TO ANY MATTER WHATSOEVER, INCLUDING, WITHOUT LIMITATION, THE SERVICES PROVIDED UNDER THIS MOU, OR ANY WORK PRODUCT OR MATERIALS DEVELOPED UNDER THIS MOU AND HOLDSWORTH EXPRESSLY DISCLAIMS ALL WARRANTIES OF MERCHANTABILITY, FITNESS FOR ANY PARTICULAR PURPOSE OR NEED, ACCURACY, AND NON-INFRINGEMENT OF THIRD PARTY RIGHTS AND TITLE, AND ALL WARRANTIES THAT MAY ARISE FROM COURSE OF DEALING, COURSE OF PERFORMANCE OR USAGE OF TRADE. DISTRICT UNDERSTANDS AND AGREES THAT, EXCEPT AS OTHERWISE SPECIFICALLY PROVIDED IN THIS MOU, HOLDSWORTH IS MAKING NO REPRESENTATIONS OR WARRANTIES AS TO THE OPERABILITY OR FITNESS FOR ANY USE, SAFETY, EFFICACY, APPROVABILITY BY REGULATORY AUTHORITIES, AND/OR TIME AND COST OF DEVELOPMENT.

7.4. EXCLUSION OF CERTAIN DAMAGES. EXCEPT FOR BREACHES OF ARTICLE 5, AS OTHERWISE PROVIDED IN THE DATA SHARING AGREEMENT, AND FOR DAMAGES RESULTING FROM A PARTY'S ACTUAL FRAUD, GROSS NEGLIGENCE, OR WILLFUL MISCONDUCT, IN NO EVENT SHALL EITHER PARTY, OR THEIR RESPECTIVE OFFICERS, DIRECTORS, TRUSTEES, EMPLOYEES, OR OTHER REPRESENTATIVES (COLLECTIVELY, "**REPRESENTATIVES**") BE LIABLE TO THE OTHER PARTY, THE OTHER PARTY'S REPRESENTATIVES, OR TO ANY THIRD PARTY FOR ANY CONSEQUENTIAL, INCIDENTAL, INDIRECT, EXEMPLARY, SPECIAL, OR PUNITIVE DAMAGES WHETHER ARISING OUT OF BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, REGARDLESS OF WHETHER SUCH DAMAGE WAS FORESEEABLE AND WHETHER OR NOT SUCH PARTY HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES, AND NOTWITHSTANDING THE FAILURE OF ANY AGREED OR OTHER REMEDY OF ITS ESSENTIAL PURPOSE.

7.5. LIMITATION ON AGGREGATE HOLDSWORTH LIABILITY. EXCEPT FOR DAMAGES RESULTING FROM HOLDSWORTH'S ACTUAL FRAUD, GROSS NEGLIGENCE, OR WILLFUL MISCONDUCT, IN NO EVENT SHALL HOLDSWORTH'S AGGREGATE LIABILITY ARISING OUT OF OR RELATED TO THIS MOU, WHETHER ARISING OUT OF OR RELATED TO BREACH OF CONTRACT, TORT (INCLUDING NEGLIGENCE), OR OTHERWISE, EXCEED THE AGGREGATE AMOUNTS PAID OR PAYABLE TO HOLDSWORTH PURSUANT TO SECTION 3.1 OF THIS MOU.

ARTICLE 8 GENERAL AND MISCELLANEOUS PROVISIONS

8.1. Insurance. Holdsworth will carry insurance during the Term of this MOU with responsible insurance carriers acceptable to District rated A or better by A.M. Best, including coverage for workers' compensation and employer's liability, automobile liability, and general commercial liability, and will provide certificates of insurance evidencing its insurance coverage when requested by District.

8.2. Relationship of the Parties. The relationship between the Parties is that of independent contractors. The details of the method and manner for performance of the Services by Holdsworth shall be under its own control, District being interested only in the results thereof.

Holdsworth shall be solely responsible for supervising, controlling and directing the details and manner of the completion of the Services. Nothing in this MOU shall give District the right to instruct, supervise, control, or direct the details and manner of the completion of the Services. Nothing contained in this MOU shall be construed as creating any agency, partnership, joint venture or other form of joint enterprise, employment or fiduciary relationship between the Parties, and neither Party shall have the authority to contract for or bind the other Party in any manner whatsoever.

8.3. Entire Agreement. This MOU, including and together with any related exhibits, schedules, attachments, and appendices (which are all incorporated by reference as if fully set forth in this MOU), constitutes the sole and entire agreement of the Parties with respect to the subject matter contained herein, and supersedes all prior and contemporaneous understandings, agreements, representations and warranties, both written and oral, regarding such subject matter. The parties acknowledge and agree that if there is any conflict between the terms and conditions of this MOU and the terms and conditions of any exhibit to this MOU, the terms and conditions of this MOU shall supersede and control.

8.4. Notices. All notices, requests, consents, claims, demands, waivers, and other communications under this MOU (each, a “**Notice**”, and with the correlative meaning “**Notify**”) must be in writing and addressed to the other Party at its address set forth below (or to such other address that the receiving Party may designate from time to time in accordance with this Section). Unless otherwise agreed herein, all Notices must be delivered by personal delivery, nationally recognized overnight courier or certified or registered mail (in each case, return receipt requested, postage prepaid) with a copy also delivered by email. Except as otherwise provided in this MOU, a Notice is effective only (a) on receipt by the receiving Party; and (b) if the Party giving the Notice has complied with the requirements of this Section 8.4.

Notice to District:

200 W Expressway 83
La Joya, TX 78560
Attention: Marcey Sorensen
Email Address: m.sorensen@lajoyaisd.net

Notice to Holdsworth:

The Holdsworth Center
4907 Ranch Road 2222
Austin, Texas 78731
Telephone: 737-946-7001
Attention: Katie Jaron, Chief Program Officer
Email Address: kjaron@holdsworthcenter.org

8.5. Governing Law. The laws of the State of Texas, without regard to its conflict of law provisions, will govern this MOU, its construction, and the determination of any rights, duties, obligations, and remedies of the Parties arising out of or relating to this MOU.

8.6. Counterparts, Facsimile & Email Transmissions. The Parties may execute this MOU in counterparts, each of which is deemed an original, but all of which together constitute one and the same agreement. This MOU may be delivered by email or facsimile transmission, and email or facsimile copies of executed signature pages shall be binding as originals.

8.7. Assignment. Neither Party may assign or delegate any rights or obligations under this MOU without the prior written consent of the other Party. Any purported assignment or delegation in violation of this Section 8.7 shall be null and void.

8.8. Successors and Assigns. This MOU will be binding upon, and inure to the benefit of, the Parties and their respective successors and permitted assigns.

8.9. Amendment. This MOU will not be altered, amended, modified, or supplemented except in a written document executed by authorized representatives of both Parties.

8.10. Waiver. No waiver of any provision of this MOU will be effective unless in writing, nor will such waiver constitute a waiver of any other provision of this MOU, nor will such waiver constitute a continuing waiver unless otherwise expressly stated. A Party's failure to enforce any provision of this MOU shall neither be construed as a waiver of the provision nor prevent the Party from enforcing any other provision of this MOU.

8.11. Severability. If any term or provision of this MOU is found by a court of competent jurisdiction to be invalid, illegal or unenforceable in any jurisdiction, such invalidity, illegality or unenforceability shall not affect any other term or provision of this MOU or invalidate or render unenforceable such term or provision in any other jurisdiction. Upon a determination that any term or provision is invalid, illegal, or unenforceable, the Parties shall negotiate in good faith to modify this MOU to effect the original intent of the Parties as closely as possible in order that the transactions contemplated hereby be consummated as originally contemplated to the greatest extent possible.

8.12. No Third-party Rights. This MOU is made for the sole benefit of Holdsworth and District and their respective successors and permitted assigns. Nothing in this MOU will create or be deemed to create a relationship between the Parties to this MOU and any third person, including a relationship in the nature of a third-party beneficiary or fiduciary.

8.13. Headings and Captions. The headings and captions appearing in this MOU have been included only for convenience and shall not affect or be taken into account in the interpretation of this MOU.

8.14. Force Majeure. No Party shall be liable or responsible to the other Party, nor be deemed to have defaulted under or breached this MOU, for any failure or delay in fulfilling or performing any term of this MOU (except for any obligations of the District to make payments to Holdsworth hereunder), when and to the extent such failure or delay is caused by or results from acts beyond the impacted Party's ("**Impacted Party**") reasonable control, including, without limitation, the following force majeure events ("**Force Majeure Event(s)**"): (a) acts of God; (b) flood, freeze, fire, earthquake, pandemic, epidemic, or explosion; (c) war, invasion, hostilities (whether war is declared or not), terrorist threats or acts, riot or other civil unrest; (d) government order, law, or actions; (e) embargoes or blockades in effect on or after the Effective Date; (f)

national or regional emergency; (g) telecommunication breakdowns or power outages or shortages; and (h) other events beyond the reasonable control of the Impacted Party. The Impacted Party shall give notice within 30 days of the Force Majeure Event to the other Party, stating the period of time the occurrence is expected to continue. The Impacted Party shall use diligent efforts to end the failure or delay and ensure the effects of such Force Majeure Event are minimized. The Impacted Party shall resume the performance of its obligations as soon as reasonably practicable after the removal of the cause.

8.15. Compliance With Laws. Each Party represents and warrants that it shall comply fully with all applicable federal state, and local laws, rules, and regulations in performing their respective duties and obligations under this MOU.

IN WITNESS WHEREOF, the Parties have caused this MOU to be executed by their respective duly authorized representatives, effective as of the Effective Date.

THE HOLDSWORTH CENTER

[La Joya ISD]

By: Katie Jaron

By: Marcey Sorensen
Marcey Sorensen (Mar 9, 2025 20:35:44 CDT)

Print Name: Katie Jaron

Print Name: Marcey Sorensen

Title: Chief Program Officer

Title: Superintendent

Date: 03/10/26

Date: 03/09/26

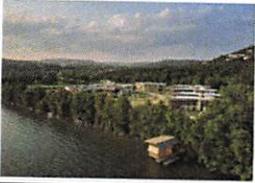
EXHIBIT A
THE CAMPUS LEADERSHIP PROGRAM

I. Description of the Holdsworth Campus Leadership Program

The Campus Leadership Program (the “CLP”), which relies on Holdsworth’s proprietary copyrighted materials, is a two-year learning journey for principals and their teams to become stronger leaders and drive positive change for students on their campus. A combination of executive coaching for principals, learning sessions with world-class faculty and real-world problem solving using the same continuous improvement methods often used in Fortune 500 companies.

First, principals work to strengthen their leadership skills through executive coaching and learning sessions at The Campus on Lake Austin. Then principals are joined by a team of campus leaders to learn new skills and practice them in real situations they face on campus. Field visits enrich learning and show teams what is possible. Together, the team learns continuous improvement methods and applies them to improving academic outcomes for an underserved group of students at their school.

The Campus Leadership Program *at a Glance*

Sessions	<p>Twelve sessions across two years (July 2026 through June 2028)</p> <ul style="list-style-type: none">• Ten in-person sessions at the scenic Campus on Lake Austin. Accommodations and nutritious meals provided.• Two virtual, customized sessions completed remotely.	
Curriculum	<p>Comprehensive, rigorous curriculum</p> <ul style="list-style-type: none">• Suitable for all campus sizes, contexts, and levels• Curriculum centered on three core elements of leadership<ul style="list-style-type: none">○ Developing your personal leadership○ Growing and empowering others○ Creating change through continuous improvement	
Support	<p>Exceptional facilitation and support throughout the program</p> <ul style="list-style-type: none">• Instructed by expert faculty• All campuses supported by a Leadership Facilitator to help them apply content to their contexts• All principals engage in one year of executive coaching	

Year 1 of the Campus Leadership Program

Session 1

- Principal-only session to lay the foundation for the core elements of the program.
- Principals meet their Executive Coach and develop a personal leadership goal to kick off their year of executive coaching.
- Principals also meet their Leadership Facilitator who will support each campus's learning at each session.
- All participants unearth their gifts as a leader and how they inform their leadership purpose.
- In small groups, principals develop an audacious vision for what they want to be true for all the students on their campuses in math.

 The Holdsworth Center

Sessions 2 through 6

- Principals bring a plus one from their campus to work side-by-side with.
- Each campus identifies a specific grade level that doesn't yet match their vision for all math students, launches an investigation to uncover why this is the case, and designs a strategic plan to move students closer to their vision.
- All participants practice managing their resources to optimize their energy and make active improvements towards their highest priority growth areas.
- Principals and plus ones help their peers in similar roles solve complex challenges and hone their coaching skills to effectively grow and empower others back on campus.
- Principals engage in bimonthly coaching sessions with their executive coach to make progress on their personal leadership goal.

 The Holdsworth Center

Year 2 of the Campus Leadership Program

Session 7

- Principals and plus ones add 2 new teammates to complete their Campus Leadership Program team.
- Team works closely together to get on the same page about the work completed in Year 1, and the work still left to do in Year 2.
- New teammates, alongside principal and plus one, develop their personal leadership with the understanding that schools need leaders in every corner of the campus.

 The Holdsworth Center

Sessions 8 through 12

- Teams develop a network of other staff members back on campus to support the work they are doing and develop their skills in continuous improvement.
- Teams work closely together with their network and other stakeholders to test research-based change ideas in their classrooms.
- Each team member continues to identify and work towards specific, high priority growth areas to improve their impact.
- Each campus establishes and cultivates several learning teams with clear purpose, productive conflict management and strong interpersonal dynamics.
- Teams analyze the impact of their efforts over the past two years and celebrate progress made towards their vision.

 The Holdsworth Center

II. District Obligations

To facilitate the success of the CLP, District agrees to do the following:

- A. obtain formal approval and commitment by District’s Board of Trustees or other appropriate body or individuals to support full participation by District’s designated participants in all aspects of the CLP, including support for the time commitment for District participants as reflected in this Exhibit A;
- B. obtain commitment by the District superintendent, the District leadership team designated by the superintendent, and the direct supervisor of the principal / s of the campus /es enrolled in the CLP to make all reasonable effort to allow the principal and the other members of the campus team who are enrolled in the CLP to fully and effectively participate in all components of the CLP, as applicable;

III. District Payment Schedule A

This/ these selection/s was / were made via a survey that all principals completed once accepted into the program.

This schedule is for campuses that selected to pay in full at the start of the program.

Payment Due	Names of CLP Schools	Cost per CLP School	Total
June 30, 2026		\$11,000	

IV. District Payment Schedule B

This schedule is for campuses that selected to pay in two equal payments; one at the start of the program and one at the start of year 2 of the program.

Payment Due	Names of CLP Schools	Cost per CLP School	Total
Payment 1: June 30, 2026 at the amount of \$5,500 per campus	Cesar Chavez Middle	\$11,000	Payment 1: \$5,500.00 Payment 2: \$5,500.00
Payment 2: June 30, 2027 at the amount of			

\$5,500 per campus			
--------------------	--	--	--

V. Other Terms

- A. Communication. The District and Holdsworth understand the importance of continued communication and engagement during the course of the CLP. As such, District commits to periodic and regular communication regarding implementation and progress during the duration of the CLP.

- B. Potential CLP Principal Transitions. During the Term of the MOU, if a CLP principal moves to a different campus or role within or outside of the District, the District and Holdsworth will jointly determine the best path forward.

EXHIBIT B
SCHEDULE OF DIRECT DISTRICT DATA

Holdsworth requests that District provide the following Data to Holdsworth. Holdsworth understands that Data may not be available for each year it is requested. Data provided by District should be transferred to the assigned Holdsworth staff member using password protected spreadsheets. Any file specifications or data elements request should be sent separately.

Teacher Data

1. Teacher information
 - District agrees to provide Holdsworth with teacher data that includes their names, email addresses, campus assignment, and teacher leader assignment (if applicable)
2. Other teacher data requests
 - From time to time when teacher data is not accessible from public sources, such as TEA, in a timely manner, Holdsworth may request de-identified teacher data (such as tenure) be submitted directly to Holdsworth from District.

Student Data

1. Student data
 - District agrees to provide Holdsworth with de-identified student-level assessment data during the Team and for up to two (2) years thereafter.
 - District agrees to link student data to teacher names.
 - District agrees to provide de-identified student-level characteristics including attendance, FRPL-status, SpEd status, EB status, gender, race / ethnicity, and grade level.
2. Other student data requests
 - From time to time when student data is not accessible from public sources, such as TEA, in a timely manner, Holdsworth may request de-identified student data to be submitted directly to Holdsworth from District.

SCHEDULE 1 TO DATA SHARING AGREEMENT
CONVENIENCE CHART

The table below outlines the schedule that is known to date. Project Year	School Year	General Categories of Data to be Shared
2026-27	2026-27	Teacher information (see Exhibit B) Student assessment data (see Exhibit B)

2027-28	2027-28	Teacher information (see Exhibit B) Student assessment data (see Exhibit B)
---------	---------	--

CLP MOU_La Joya ISD

Final Audit Report

2026-03-10

Created:	2026-03-09
By:	Julia Perry (jperry@holdsworthcenter.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAA8NSzi1Hei2Xx07OOI0eKQWG8MsdZc5wi

"CLP MOU_La Joya ISD" History

-  Document created by Julia Perry (jperry@holdsworthcenter.org)
2026-03-09 - 4:22:58 PM GMT
-  Document emailed to Marcey Sorensen (m.sorensen@lajoyaisd.net) for signature
2026-03-09 - 4:23:05 PM GMT
-  Email viewed by Marcey Sorensen (m.sorensen@lajoyaisd.net)
2026-03-09 - 4:24:33 PM GMT
-  Document e-signed by Marcey Sorensen (m.sorensen@lajoyaisd.net)
Signature Date: 2026-03-10 - 1:36:44 AM GMT - Time Source: server
-  Document emailed to Katie Jaron (kjaron@holdsworthcenter.org) for signature
2026-03-10 - 1:36:46 AM GMT
-  Email viewed by Katie Jaron (kjaron@holdsworthcenter.org)
2026-03-10 - 1:36:50 AM GMT
-  Document e-signed by Katie Jaron (kjaron@holdsworthcenter.org)
Signature Date: 2026-03-10 - 2:11:22 PM GMT - Time Source: server
-  Agreement completed.
2026-03-10 - 2:11:22 PM GMT



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 2 - Empowered Graduates

Agenda Category: Consent Item

Item Title: Approval of Report on Goals 1-3 and Supporting GPMs - Benchmark Data

BACKGROUND:

This report is provided to the School Board in alignment with the Lone Star Governance Board Monitoring Schedule.

RATIONALE:

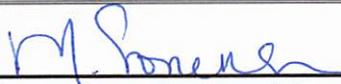
Approval will ensure we are in compliance with the Lone Star Governance Texas Framework as well as prove transparency on strategic actions taken in alignment with GPMs 1-3.

BUDGET:

Cost	Funding Source	Vendor
N/A	N/A	N/A
Purchasing Mechanism		Additional Documentation
N/A		N/A

RECOMMENDATION:

Administration recommends approval of Report on Goals 1-3 and Supporting GPMs - Benchmark Data

Initiated by: 
Dr. Marcey Sorensen, Superintendent of Schools

**Approved for Submission
to the Board of Education:**

Reviewed by: _____


Dr. Marcey Sorensen
Superintendent of Schools

BF&AS
Reviewed by: _____

Executive
Cabinet
Review by: 
Dr. Marcey Sorensen, Superintendent of Schools



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 4 - Community, Trust, Unity and Partnership

Agenda Category: Consent Item

Item Title: Approval of the Lone Star Governance Time Use Tracker Report - February 25 & March 11, 2026

BACKGROUND:

The most effective school boards focus on improving student outcomes and codify their commitment to this by tracking how they spend their time during board meetings, spending upwards of 50% of their time discussing student outcomes. When we track how we spend our time, our board behaviors begin to become more closely aligned with our values. By adopting a vision, mission, goals, goal progress measures and constraints that are focused on improving student outcomes, we have shared what is important to us with our community and board behaviors should reflect such a focus by spending at least 50% of their time discussing student outcomes.

RATIONALE:

Approval of the LSG Board Monitoring Schedule will ensure we are in compliance with the Lone Star Governance Texas

BUDGET:

Cost	Funding Source	Vendor
N/A	N/A	N/A
Purchasing Mechanism		Additional Documentation
N/A		Time Use Tracker Reports

RECOMMENDATION:

Approval of the Lone Star Governance Time Use Tracker Report - February 25 & March 11, 2026

Initiated by: Mari Elizondo
Mari Elizondo, School Board Administrative Assistant

Approved for Submission to the Board of Education:

Reviewed by: _____

Dr. Marcey Sorensen

Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: _____

Executive Cabinet Review by: Dr. Marcey Sorensen
Dr. Marcey Sorensen, Superintendent of Schools

TIME USE TRACKER **La Joya ISD Feb 25, 2026** **QTR:** **Date:** 02/25/26

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	12		← Minutes setting student outcome goals	
		67	← Minutes setting constraints or theories of action	
Progress and Accountability			← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
			← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs	
		27	← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes	Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →			3
Advocacy and Engagement			← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork	Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law			
Other	Any time spent on an activity that does not meet the conditions listed above →			10
TOTALS	12	94	119	13

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{106}{119} \times 100 = 89.08\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{12}{119} \times 100 = 10.08\%$ % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
7	0	100.00%

Count of 'Other' Agenda Items
8

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
12	0	100.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%

TIME USE TRACKER	La Joya ISD March 11, 2026	QTR:		Date: 03/11/26
-------------------------	-----------------------------------	-------------	--	-----------------------

Framework Pillars	Student Outcome Minutes	Adult Behavior Minutes	The board tracks its time spent during public authorized meetings	Other Topic Minutes
Vision and Goals	80	0	← Minutes setting student outcome goals ← Minutes setting constraints or theories of action	
Progress and Accountability	0	0	← Minutes receiving, discussing, and voting on Student Outcome Goal Monitoring Reports according to the board adopted Monitoring Calendar	
	0	0	← Minutes receiving, discussing, and voting on Constraint Monitoring Reports according to the board adopted Monitoring Calendar	
	0	0	← Minutes evaluating the superintendent on student outcome goals, GPMs, constraints, and CPMs ← Minutes performing board self-evaluations using the LSG Integrity Instrument	
Systems and Processes			Minutes discussing, debating, and voting on other agenda items (including consent agenda items) →	
Advocacy and Engagement	0	0	← Minutes hosting two-way communication meetings on student outcome goals, constraints, theories of action and/or progress toward student outcome goals ← Minutes recognizing the accomplishments of students and staff regarding progress on student outcome goals	
Synergy and Teamwork			Minutes fulfilling statutorily required public hearings, forums, and comments Minutes fulfilling statutorily required or Lone Star Governance workshops Minutes in closed session as permitted by law	
Other			Any time spent on an activity that does not meet the conditions listed above →	15
TOTALS	80	0	95	15

Use For Student Outcome and Adult Behavior Minutes Percentage Calculation: $\frac{80}{95} \times 100 = 84.21\%$ % Student Outcome and Adult Behavior Minutes

Use For Student Outcome Minutes Percentage Calculation: $\frac{80}{95} \times 100 = 84.21\%$ % Student Outcome Minutes

Trustees Present	Trustees Absent	% Attendance
6	1	85.71%

Count of 'Other' Agenda Items
0

Goals Discussed	Goals on Target	% on Target
0		0.00%

Consent Items	Consent Items Removed	% Remaining on Consent Agenda
0		0.00%

GPMs Discussed	GPMs on Target	% on Target
0		0.00%



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

Strategic Priority: Priority 5 - Operational Excellence and Financial Stability

Agenda Category: Action Item

Item Title: Approval of In-Kind Donation of Jackets by ChildFund International

BACKGROUND:

Approval of In-Kind Donation of Jackets for students at Juan N. Seguin Elementary.

RATIONALE:

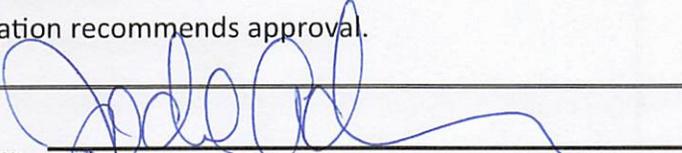
Juan N. Seguin Elementary has been selected to receive an in-kind donation of jackets for all enrolled students by ChildFund International. The market value of the donation is \$20,000.

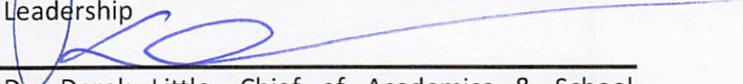
BUDGET:

<i>Cost</i>	<i>Funding Source</i>	<i>Vendor</i>
N/A	N/A	N/A
<i>Purchasing Mechanism</i>	<i>Additional Documentation</i>	
N/A	La Joya ISD Gifts and Donations Questionnaire	

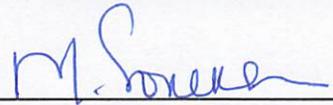
RECOMMENDATION:

Administration recommends approval.

Initiated by: 
Jodie C. Adair, Executive Director of School Leadership

Reviewed by: 
Dr. Derek Little, Chief of Academics & School Leadership

Approved for Submission to the Board of Education:



Dr. Marcey Sorensen
Superintendent of Schools

BF&AS Reviewed by: Click or tap here to enter text.

Executive Cabinet Review by: Joseph Niedziela, Chief of Staff

La Joya Independent School District Gifts and Donations Questionnaire

Purpose:

This form is to document and evaluate gifts or donations to the District to ensure compliance with Board policy, state and federal law, and alignment with the District's educational goals.

School Year: 2025-2026

Campus/Dept: Juan N. Seguin Elementary

Section 1: Donor Information

Donor Name: ChildFund International

Organization (if applicable): _____

Contact Information: Juan Salinas, School Liaison

Phone / Email: 956-450-3306 jsalinas@childfund.org

Section 2: Gift/Donation Details

Description of Gift/Donation: Student Jackets

Quantity: 600

Estimated Cost or Market Value: \$ 20,000

Type of Gift:

General Asset

Capital Asset

Real Property

Monetary Donation

Other: student jackets for entire campus

Purpose or Intended Use (if specified by donor):

Each student will receive a jacket.

Is the gift conditional? Yes No

If yes, describe the conditions: N/A

Section 3: Alignment with District Criteria

Before acceptance, please consider the following (check all that apply):

- Gift aligns with the District's educational philosophy, goals, and objectives
- Gift places no undue restrictions on a campus or District program
- Gift will not create programs the District cannot sustain financially
- Gift will not result in ongoing or ancillary costs for the District
- Gift does not require additional personnel
- Gift does not imply endorsement of a specific business or product
- Gift will not create inequitable funding, equipment, or resources among schools
- Gift does not obligate the District or a campus to specific actions
- Gift does not affect the physical structure or require extensive maintenance

If any of the above are unchecked, please explain:

N/A

Section 4: Solicitation Information (if applicable)

Was this gift solicited on behalf of the District? Yes No

Method of Solicitation: In-person Web-based Other: _____

Approval obtained from supervisor for web-based solicitations? Yes No N/A

Section 5: Approval and Acceptance

Recommended for Acceptance by Superintendent: Yes No

Superintendent Comments:

Board Approval Required (if \$2,500+, conditional, or real property): Yes No

Board Action: Approved Denied

Board Comments:

Signatures:

Employee/Staff Submitting Form: Mariana Zuniga Date: 2/20/2026

Supervisor: Eliamar Lopez Date: 2/20/26

Superintendent/Designee: _____ Date: _____

Board Approval (if required): _____ Date: _____



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority:
Priority 5 - Integrity & Accountability

Agenda Category: Action Item

Item Title: Consider and Take Possible Action to Nonrenewal of Chapter 21 Contracts for Employees Subject to Program Change to Remove Campus Specialty Designations

BACKGROUND: La Joya ISD previously designated certain campuses with a specialty focus supported by specific Chapter 21 positions. Following a review of enrollment, staffing, and program effectiveness for 2026–2027, Administration has determined that the campus specialty designation at identified campuses will be removed, requiring adjustment of the associated contract positions.

RATIONALE: Nonrenewal of the affected Chapter 21 contracts is required to align staffing with the revised campus program structure and available resources. This is the appropriate legal process under Texas Education Code Chapter 21 and Board Policy DFBB to implement program changes while maintaining compliance, transparency, and District Priority 5 – Integrity & Accountability.

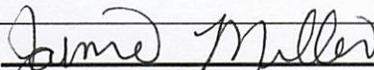
BUDGET:

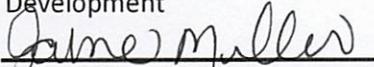
Cost	Funding Source	Vendor
N/A	N/A	N/A

Purchasing Mechanism
N/A

Additional Documentation

RECOMMENDATION: The Administration recommends board approval of Proposed Nonrenewal of Chapter 21 Contracts for Employees Subject to Program Change to Remove Campus Specialty Designations.

Initiated by: 
Jaime Miller, Chief of Human Capital and Talent Development

Reviewed by: 
Jaime Miller, Chief of Human Capital and Talent Development

BF&A Reviewed by: _____
Click or tap here to enter text.

Executive Cabinet Review by: 
Dr. Marcey Sorensen, Superintendent

Approved for Submission to Board of Education:


Dr. Marcey Sorensen
Superintendent of Schools



La Joya Independent School District Board Agenda Item Submission

Board of Education Meeting: March 25, 2026

District Priority:
Priority 5 - Integrity & Accountability

Agenda Category: Action Item

Item Title: Consider and Take Possible Action to Void, Propose Suspension Without pay and/or Termination, and/or Propose Termination of Term and Probationary Contract Teachers

BACKGROUND: Take action to void contract of probationary contract employee whose teaching certificate has expired.

RATIONALE: The employee is probationary contract who is currently assigned to Ann Richards Middle School. has an intern certificate when La Joya ISD hired the employee on August 4, 2025. The employee intern certificate expired on January 15, 2026, and did not complete the requirements to obtain her full certification. Pursuant to Paragraph 3 of employee probationary contract and section 21.0031 of the Texas Education Code, the District is permitted to void employee contract due to her failure to maintain her certification.

BUDGET:

Cost
N/A

Funding Source
N/A

Vendor
N/A

Purchasing Mechanism
N/A

Additional Documentation
N/A

RECOMMENDATION: The Administration recommends board approval to void propose suspension without pay and/or termination, and/or propose termination of term and probationary contract teachers.

Initiated by: Jaime Miller
Jaime Miller, Chief of Human Capital and Talent Development

Reviewed by: Jaime Miller
Jaime Miller, Chief of Human Capital and Talent Development

BF&A Reviewed by: _____
Click or tap here to enter text.

Executive Cabinet Review by: Dr. Marcey Sorensen
Dr. Marcey Sorensen, Superintendent

Approved for Submission to Board of Education:

Dr. Marcey Sorensen

Dr. Marcey Sorensen
Superintendent of Schools