

Agenda of Regular Meeting

The Board of Trustees San Elizario ISD

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held December 9, 2020, beginning at 5:30 PM by Videoconference that can be accessed through our District website at www.seisd.net.

Due to health and safety concerns related to the COVID-19 coronavirus, this meeting will be conducted by videoconference and teleconference. At least a quorum of the board will be participating by videoconference in accordance with the provisions of Sections 551.125 or 551.127 of the Texas Government Code that have not been suspended by order of the governor.

A live stream feed of the board meeting can be accessed at: <https://youtu.be/ksLtT3qdbBM>

Event address: <https://seisd.webex.com/seisd/onstage/g.php?MTID=ed3b08cc97c8a7dea3dbaff252dcac595>

Members of the public may access the audio conference of the Board meeting by dialing the following number 1-408-418-9388 and entering the following access code 146 317 2339#

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

A Board packet can be found at [San Elizario ISD Public View - BoardBook Premier](#)

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

The open portions of this meeting will be recorded and made available to the public upon request.

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.

Unless removed from the consent agenda, items identified within the consent agenda will be acted on at one time.

- 1. GENERAL FUNCTIONS**

Mrs. Sandra Licon, Board Chair

A. Call Meeting to Order

B. Roll Call

- C. Pledge of Allegiance
- D. **San Elizario ISD Mission Statement**
 San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.
 Mrs. Sandra Licon, Board Chair
- 2. **OPEN FORUM** (five minute limit)
- 3. **DISTRICT RECOGNITION**
 - A. Teacher and Employee of the month for Alarcon Elementary School
 Ms. Leticia De Santos / Mr. Ernesto Siegel, Campus Administration
 - B. San Elizario High School State 4A Cross Country Champions
 Ms. Christine Jaksch, Athletic Director
- 4. **EXECUTIVE SESSION**
 - A. Discussion of reassignment of personnel to serve as principal of Loya / Sambrano and possible action to approve compensation in light of budget constraints.
 - B. Discussion on Employee / Board / Superintendent Communication
- 5. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
 - A. Possible board action to approve compensation of personnel serving as principal of Loya / Sambrano in light of budget constraints
 Board of Trustees
- 6. **NEW BUSINESS / BOARD ACTION ITEMS**
 - A. **Focus on Student Outcome Goals**
 - 1. Discussion and possible board action to approve Alarcon Elementary School - Monitoring Student Progress / Essential School Framework - Targeted Improvement Plan
 Ms. Leticia De Santos / Mr. Ernesto Siegel, Campus Administration 5
- 7. **CONSENT AGENDA** - Consider and possible Board action on
 - A. Financial Reports
 Mr. Norberto Rivas, Chief Financial Officer
 - 1. Tax Report 26
 - 2. Financial Statements 28
 - 3. Investment Report 44
 - 4. Budget Amendment 56
 - B. **Goal Progress Monitoring**
 Dr. Jeannie Meza-Chavez, Superintendent and Dr. Rogelio Segovia, Associate Superintendent and Ms. Lisa Renegar, Research and Evaluation
 - 1. **GPM 1.2** - The percentage of 3rd grade students who perform at the Master's Level for 3rd grade Mathematics on the District Benchmark will increase from 10% in November 2019 to 38% by June 2024. 58
 Ms. Lisa Renegar, Research and Evaluation
 - 2. **GPM 1.3** - The percentage of 8th grade students who perform at the Master's Level for 8th grade Mathematics on the District Benchmark will increase from 3% in December 2018 to 38% by June 2024. 64
 Ms. Lisa Renegar, Research and Evaluation

3.	GPM 1.4 - The percentage of high school students who perform at the Master's Level for Algebra 1 EOC on the District Benchmark will increase from 7% in January 2019 to 38% by June 2024. Ms. Lisa Renegar, Research and Evaluation	68
C.	Grand Canyon University Agreement Mrs. Blanca Cruz, Human Resources Director	72
D.	Consider approval of minutes for the following: Board of Trustees	
	1. November 12, 2020 - Special Board meeting	77
	2. November 18, 2020 - Regular Board meeting	80
	3. December 2, 2020 - Board Workshop	86
E.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken and / or obsolete furniture and technology equipment according to Administrative discretion and by an reasonable means	
	1. Support Services Department Mr. Jesus Martinez, Support Services Director	91
8.	REPORTS / INFORMATION / PRESENTATION	
A.	Texas Education for Homeless Children and Youth (Presentation) Mrs. Teresita Parra, Social Worker and Mrs. Sylvia Graves, Social Worker	93
B.	Curbside Meal Service Update (Information) Mr. Raul Jacques, Child Nutrition Services Director	112
C.	Expectations for Grading, Reporting Student Progress and Homework (Information) Dr. Rogelio Segovia, Associate Superintendent	113
D.	SEISD Loss of Instruction Plan (Information) Dr. Rogelio Segovia, Associate Superintendent	119
E.	Coronavirus Relief Fund for Local Education Agencies Reimbursement (Information) Mr. Norberto Rivas, Chief Financial Officer	133
9.	NEXT MEETING DATE: Special Board Meeting: Mission: Progressing Together Tuesday, January 12, 2021 at 9:00 a.m. (Spanish) Special Board Meeting: Mission: Progressing Together Tuesday, January 12, 2021 (English) Regular Board Meeting: Wednesday, January 13, 2021 at 5:30 p.m.	
10.	ADJOURNMENT	

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

Texas Government Code Section:

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

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

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

L.G. Alarcon Elementary

Monitoring Student Progress / Essential School Framework –
Targeted Improvement Plan

2020 - 2021



Mission and Vision



Mission Statement:

Our students at Alarcón Elementary School will excel in both academic and social areas in order to seek higher educational opportunities to become self-sufficient and productive citizens.

Vision Statement:

Alarcón Elementary is committed to creating life-long learners.

Mathematics



2020 Cumulative Math TRS District Common Assessments

	Percent Score	Approaches	Meets	Masters
Alarcon Elementary	63.64%	76.12%	47.93%	26.20%
Grade 3	65.10%	72.91%	48.99%	17.87%
Grade 4	67.10%	81.31%	50.00%	29.29%
Grade 5	74.72%	89.17%	60.65%	40.79%
Grade 6	52.08%	66.15%	39.13%	21.74%



Mathematics Interventions

- Daily morning intervention
- After school intervention 2 times a week
- Analyzing of math assessments 3rd-6th grade (unit assessments and benchmarks)
- Data analysis is used for targeted instruction
- Small group intervention during math instruction
- IXL (6th Grade Only)
- Focused planning with the Instructional Specialist during PLC, conference and afterschool

Reading



2020 Cumulative Reading TRS District Common Assessments

	Percent Score	Approaches	Meets	Masters
Alarcon Elementary	59.98%	58.46%	26.30%	10.55%
Grade 3	50.90%	47.03%	15.84%	11.88%
Grade 4	61.49%	70.25%	17.36%	9.09%
Grade 5	59.15%	57.23%	45.28%	6.92%
Grade 6	59.08%	54.27%	20.09%	10.26%

I-Station Reading Data

All Grades - August 2020



All Grades - September 2020



I-Station Reading Data



Reading Interventions

- Daily morning intervention
- After school intervention 2 times a week
- Analyzing of reading assessments 3rd - 6th grade
- Data analysis is used for targeted instruction
- Small group instruction during reading instruction
- I-Station for 3rd- 6th grade monthly testing for growth
- Focused planning with the Instructional Specialist during PLC, conference and afterschool
- Third grade-sixth grade students who are below grade level are working with At-Risk reading teacher
- Third grade classrooms have a rotating instructional aide that provides support to our students.



Science: 5th Grade



2020 Cumulative Science TRS District Common Assessments

	Percent Score	Approaches	Meets	Masters
Alarcon Elementary	67.30%	64.15%	37.26%	21.23%

Science Interventions

- Based upon low performing standards small group is administered during intervention time.
- Planning with Ms. Cortez

INTERIM ASSESSMENT --All Campus

2020 Interim Assessment Alarcon Elementary		
	Math	Reading
Probability of Achieving Approaches Grade Level	44.36%	42.31%
Probability of Achieving Meets Grade Level	14.77%	18.74%
Probability of Achieving Masters Grade Level	4.29%	9.08%

INTERIM ASSESSMENT –By Grade Level

3rd Grade		
	Math	Reading
Probability of Achieving Approaches Grade Level	31.42%	38.34%
Probability of Achieving Meets Grade Level	12.21%	19.31%
Probability of Achieving Masters Grade Level	6.70%	11.49%
4th Grade		
	Math	Reading
Probability of Achieving Approaches Grade Level	53.00%	50.78%
Probability of Achieving Meets Grade Level	16.29%	23.46%
Probability of Achieving Masters Grade Level	5.22%	9.59%

INTERIM ASSESSMENT –By Grade Level

5th Grade		
	Math	Reading
Probability of Achieving Approaches Grade Level	48.80%	43.78%
Probability of Achieving Meets Grade Level	13.92%	17.70%
Probability of Achieving Masters Grade Level	1.77%	8.37%
6th Grade		
	Math	Reading
Probability of Achieving Approaches Grade Level	46.42%	39.48%
Probability of Achieving Meets Grade Level	16.58%	16.37%
Probability of Achieving Masters Grade Level	3.71%	7.41%



College, Career & Military Readiness

- College Week- EAGLE PROUD COLLEGE BOUND- Jan 25-29, 2021
 - College Presentations to include San Elizario Early College
 - Manual College applications
 - College Week activities promoting different EPCC College Campuses-to include Parent Presentations
 - EAGLE PROUD COLLEGE BOUND- Message from Dr. Serrata to our students
 - 6th grade- College Presentations to include San Elizario Early College
 - Mini Apply Texas Completed
 - Endorsement Presentation
 - Scholarship Applications Completed-Financial Aid information
 - Presentation of Admission Letters to 6th grade students by EPCC Personnel
 - Career Week Activities-APRIL
 - Guest speakers
 - Virtual Career and Military Presentations

Effective School Framework (ESF)



Focus Areas for Improvement	Rationale
<p>Essential Action 5.3: Data-driven instruction</p>	<p>Alarcon needed to develop a culture of data-driven instruction. We have implemented consistent data practices and are making instructional decisions based on the student data.</p>
<p>Essential Action 5.1: Objective-driven daily lesson plans with formative assessments</p>	<p>Weekly lesson planning will take place during PLC and the leadership team will assist in the planning. Considering that strong lesson planning is a critical component of DDI, we need to develop stronger systems here as well.</p>
<p>Essential Action 4.1: Curriculum and assessments aligned to TEKS with a year-long scope and sequence</p>	<p>While the curriculum and assessments are aligned to the TEKS, more support is needed for our special populations. Therefore, we are ensuring that during data meetings, a portion of our time is spent on special populations academic performance and all stakeholders are part of the discussion.</p>

Targeted Improvement Plan (TIP)



Cycle 1 90-day Outcomes (September - November)

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	5.3 Data-driven instruction.	5.1 Objective-driven daily lesson plans with formative assessments.	4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.
Desired Annual Outcome	The outcome is for student performance to improve throughout the year due to the data driven decisions made by classroom teachers to ensure success for the students.	The outcome is to design and implement a new template that will assist teachers in producing daily lesson plans that will address their student's needs, follow the district scope and sequence and spiral in standards of concerns.	The outcome is for teachers to implement differentiation in their daily lesson plans and instruction to meet the needs of their special populations. This is to include intervention and tutoring.
Desired 90-day Outcome	Data analysis is systemic alignment among all grade levels.	Teacher will collaborate together using the new lesson plan template to have grade level alignment while meeting the needs of their individual classes.	Teachers are following district pacing guides.
Barriers to Address During this Cycle	Due to virtual learning, the validity of assessment has been an issue for some students and students putting forth their effort.	Due to virtual PLCs, collaboration has been more difficult for teachers to meet with grade level and leadership team.	Due to virtual learning teachers are struggling to meet the needs of special populations, as they are meeting whole group

Attendance



Month	2020-2021
August	97.11%
September	95.94%
October	93.61%
November	95.75%





Attendance Interventions

- Admin and office staff assisting in calling parents to ensure students are staying logged on during virtual learning
- Analyzing absence reports daily to ensure individual students and their parents are being informed of attendance concerns
- Admin conducting virtual walkthroughs to ensure students are present
- Ensuring warning letters are being sent out after 3-day unexcused absences have been recorded
- Ensuring parents are sending in parent notes, doctor's notes etc. when they know their child will be absent due to illness or doctors' visits.
- Virtual Attendance and Honor roll assemblies being conducted to ensure our students are being acknowledged for their commitment to excellence
- Ensuring students have functional remote learning devices and material to ensure they have the proper tools for virtual learning

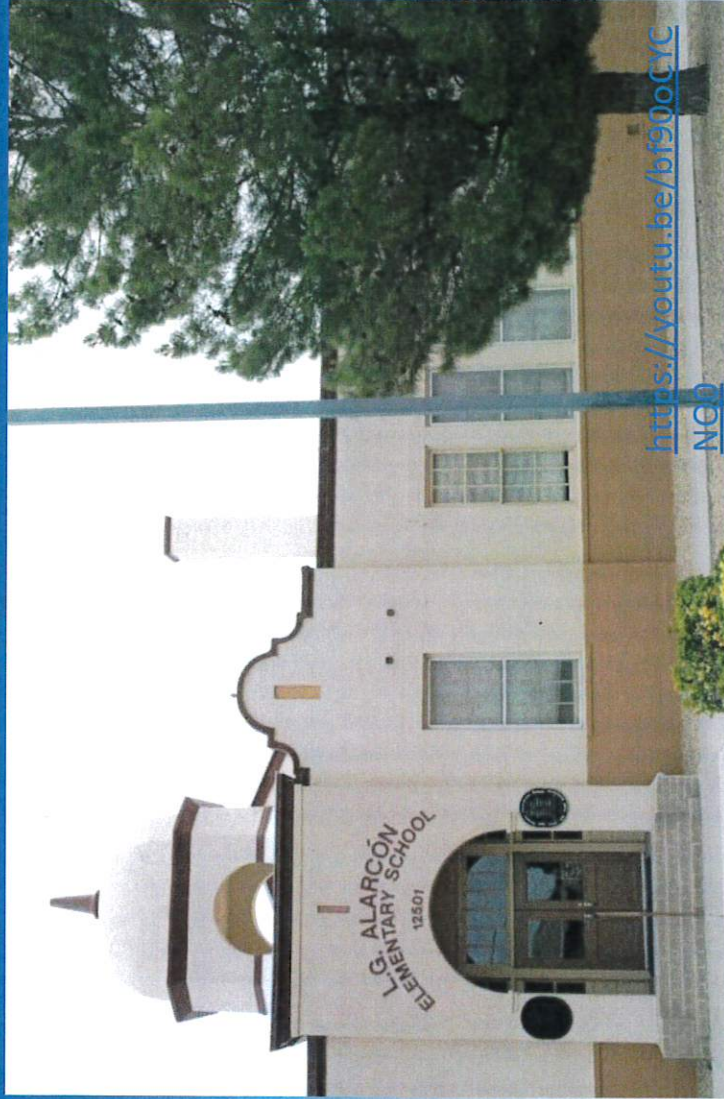
Virtual Walkthroughs



	Thru November 20, 2020
de Santos, Leticia	189
Seigel, Ernesto	166
TOTAL	355



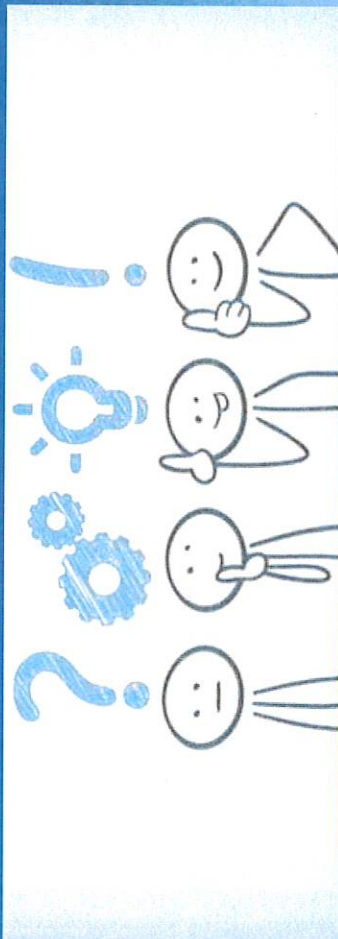
Campus Showcase



<https://youtu.be/bf90oC1C>

NGD

Thank you!





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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports - Tax Report
Date: December 9, 2020

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the September 9, 2020 regular Board meeting for a total rate of \$1.17. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$1.0151 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1549.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2020 tax year which is based on the levy billed on October 1, 2020.

BUDGET IMPACT: Collections as of October 31, 2020 is summarized below based on the attached property tax collection analysis report.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,546,810	\$388,632	\$2,935,442	
Current Year Collections	\$13,627	\$2,079	\$15,706	\$15,706
Current Year Levy Outstanding	<u>\$2,533,183</u>	<u>\$386,553</u>	<u>\$2,919,736</u>	
Prior Year Collections				\$38,271
Penalty & Interest Collections				<u>\$12,606</u>
Total Collections				<u><u>\$66,583</u></u>

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

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EL PASO CONSOLIDATED TAX OFFICE
 PROPERTY TAX COLLECTION ANALYSIS
 9/1/2020 through 10/31/2020

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2020	-	-	22,948.36	22,948.36	22,948.36	22,948.36	0.78%	4,211.32	4,211.32
Oct 2020	15,706.17	15,706.17	27,928.86	50,877.22	43,635.03	66,583.39	2.27%	5,089.60	9,300.92
Nov 2020									
Dec 2020									
Jan 2021									
Feb 2021									
Mar 2021									
Apr 2021									
May 2021									
Jun 2021									
Jul 2021									
Aug 2021									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/24/2020	-	N/A	N/A	Total Levy Collected	15,706.17	38,271.18	53,977.35
Levy-Billed 10/1/2020	2,935,785.85	633,650.20	3,569,436.05	Total Penalty & Interest	-	12,606.04	12,606.04
Adjusted Levy YTD	2,935,441.81	626,620.59	3,562,062.40	Total Levy + P&I	15,706.17	50,877.22	66,583.39
Increase/Decrease	(344.04)	(7,029.61)	(7,373.65)	Taxes as percent of levy	0.54%	1.30%	1.84%
Levy Outstanding	2,919,735.64	588,349.41	3,508,085.05	P&I as percent of levy	0.00%	0.43%	0.43%
				Total as percent of levy	0.54%	1.73%	2.27%
				Collection Fee	-	9,300.92	9,300.92
				Total Collected YTD	15,706.17	60,178.14	75,884.31



San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: December 9, 2020

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

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of October 31, 2020 which are attached to this memo.

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

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

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SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF OCTOBER 31, 2020

Data Control Codes	General Fund	ESEA I, A Improving Basic Program	ESSER Grant
ASSETS			
1110 Cash and Cash Equivalents	\$ 8,496,753	\$ -	\$ -
1220 Property Taxes - Delinquent	647,505	-	-
1230 Allowance for Uncollectible Taxes (Credit)	(59,332)	-	-
1240 Receivables from Other Governments	88,349	871,283	808,109
1250 Accrued Interest	787	-	-
1260 Due from Other Funds	3,288,526	-	-
1300 Inventories	195,074	-	-
1000 Total Assets	<u>\$ 12,657,662</u>	<u>\$ 871,283</u>	<u>\$ 808,109</u>
LIABILITIES			
2110 Accounts Payable	\$ 195,920	\$ 14,127	\$ 28,515
2150 Payroll Deductions and Withholdings Payable	268,812	-	-
2160 Accrued Wages Payable	1,624,908	117,894	17,480
2170 Due to Other Funds	1,108,196	739,262	762,114
2180 Due to Other Governments	9,138	-	-
2200 Accrued Expenditures	119,022	-	-
2300 Unearned Revenues	24,049	-	-
2000 Total Liabilities	<u>3,350,045</u>	<u>871,283</u>	<u>808,109</u>
DEFERRED INFLOWS OF RESOURCES			
2601 Unavailable Revenue - Property Taxes	588,174	-	-
2600 Total Deferred Inflows of Resources	<u>588,174</u>	<u>-</u>	<u>-</u>
FUND BALANCES			
Nonspendable Fund Balance:			
3410 Inventories	171,025	-	-
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	(201,553)	-	-
3470 Capital Acquisition and Contractual Obligation	-	-	-
3480 Retirement of Long-Term Debt	-	-	-
3490 Other Restricted Fund Balance	-	-	-
3600 Unassigned Fund Balance	8,749,972	-	-
3000 Total Fund Balances	<u>8,719,444</u>	<u>-</u>	<u>-</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 12,657,663</u>	<u>\$ 871,283</u>	<u>\$ 808,109</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ 2,290,737	\$ 10,787,490
54,181	701,686
(4,845)	(64,177)
1,195,656	2,963,397
-	787
428,043	3,716,569
-	195,074
<u>\$ 3,963,772</u>	<u>\$ 18,300,826</u>
\$ 356,771	\$ 595,333
-	268,812
21,138	1,781,420
1,338,646	3,948,218
73,400	82,538
-	119,022
32,016	56,065
<u>1,821,971</u>	<u>6,851,408</u>
<u>49,336</u>	<u>637,510</u>
<u>49,336</u>	<u>637,510</u>
-	171,025
613,479	411,926
1,434,601	1,434,601
(83,269)	(83,269)
127,654	127,654
-	8,749,972
<u>2,092,465</u>	<u>10,811,909</u>
<u>\$ 3,963,772</u>	<u>\$ 18,300,827</u>

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE FOUR MONTHS ENDED OCTOBER 31, 2020

Data Control Codes		General Fund	ESEA I, A Improving Basic Program	ESSER Grant
REVENUES:				
5700	Total Local and Intermediate Sources	\$ 152,043	\$ -	\$ -
5800	State Program Revenues	10,830,545	-	-
5900	Federal Program Revenues	240,441	682,026	779,959
5020	Total Revenues	<u>11,223,029</u>	<u>682,026</u>	<u>779,959</u>
EXPENDITURES:				
Current:				
0011	Instruction	6,167,984	266,349	370,657
0012	Instructional Resources and Media Services	189,509	9,709	-
0013	Curriculum and Instructional Staff Development	52,562	337,417	-
0021	Instructional Leadership	265,370	-	-
0023	School Leadership	732,786	-	-
0031	Guidance, Counseling and Evaluation Services	405,673	-	-
0032	Social Work Services	57,559	-	-
0033	Health Services	144,688	30,615	65,195
0034	Student (Pupil) Transportation	380,346	-	3,489
0035	Food Services	608,042	-	-
0036	Extracurricular Activities	232,664	-	-
0041	General Administration	635,796	-	-
0051	Facilities Maintenance and Operations	1,105,249	-	340,618
0052	Security and Monitoring Services	297,848	-	-
0053	Data Processing Services	502,508	-	-
0061	Community Services	5,277	37,935	-
Debt Service:				
0072	Interest on Long Term Debt	17,496	-	-
0073	Bond Issuance Cost and Fees	-	-	-
Capital Outlay:				
0081	Facilities Acquisition and Construction	-	-	-
Intergovernmental:				
0099	Other Intergovernmental Charges	8,531	-	-
6030	Total Expenditures	<u>11,809,888</u>	<u>682,026</u>	<u>779,959</u>
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	<u>(586,859)</u>	<u>-</u>	<u>-</u>
OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	1,101	-	-
8911	Transfers Out (Use)	(1,500,000)	-	-
7080	Total Other Financing Sources (Uses)	<u>(1,498,899)</u>	<u>-</u>	<u>-</u>
1200	Net Change in Fund Balances	(2,085,758)	-	-
0100	Fund Balance - July 1 (Beginning)	<u>10,805,200</u>	<u>-</u>	<u>-</u>
3000	Fund Balance - June 30 (Ending)	<u>\$ 8,719,442</u>	<u>\$ -</u>	<u>\$ -</u>

The notes to the financial statements are an integral part of this statement.

Other Funds	Total Governmental Funds
\$ 18,751	\$ 170,794
48,894	10,879,439
814,739	2,517,165
882,384	13,567,398
310,420	7,115,410
3,719	202,937
111,484	501,463
9,584	274,954
1,464	734,250
8,453	414,126
-	57,559
-	240,498
-	383,835
113,844	721,886
3,105	235,769
-	635,796
318,239	1,764,106
-	297,848
-	502,508
-	43,212
548,450	565,946
400	400
3,779	3,779
-	8,531
1,432,941	14,704,813
(550,557)	(1,137,415)
-	1,101
-	(1,500,000)
-	(1,498,899)
(550,557)	(2,636,314)
2,643,021	13,448,221
\$ 2,092,464	\$ 10,811,907

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE FOUR MONTHS ENDED OCTOBER 31, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 2,841,721	\$ 2,841,721	\$ 152,043	\$ (2,689,678)
5800	State Program Revenues	32,800,279	32,800,279	10,830,545	(21,969,734)
5900	Federal Program Revenues	4,422,324	4,422,324	240,441	(4,181,883)
5020	Total Revenues	40,064,324	40,064,324	11,223,029	(28,841,295)
EXPENDITURES:					
Current:					
0011	Instruction	20,403,722	19,649,389	6,167,984	13,481,405
0012	Instructional Resources and Media Services	527,959	527,959	189,509	338,450
0013	Curriculum and Instructional Staff Development	193,200	193,200	52,562	140,638
0021	Instructional Leadership	720,694	720,694	265,370	455,324
0023	School Leadership	2,179,033	2,099,033	732,786	1,366,247
0031	Guidance, Counseling and Evaluation Services	1,286,786	1,211,786	405,673	806,113
0032	Social Work Services	166,059	166,059	57,559	108,500
0033	Health Services	535,185	465,185	144,688	320,497
0034	Student (Pupil) Transportation	1,352,296	1,352,296	380,346	971,950
0035	Food Services	3,789,324	3,789,324	608,042	3,181,282
0036	Extracurricular Activities	1,062,225	1,062,225	232,664	829,561
0041	General Administration	1,604,260	1,604,260	635,796	968,464
0051	Facilities Maintenance and Operations	4,012,334	3,362,334	1,105,249	2,257,085
0052	Security and Monitoring Services	1,027,670	938,670	297,848	640,822
0053	Data Processing Services	1,141,464	1,141,464	502,508	638,956
0061	Community Services	42,280	42,280	5,277	37,003
Debt Service:					
0071	Principal on Long Term Debt	800,000	800,000	-	800,000
0072	Interest on Long Term Debt	34,992	34,992	17,496	17,496
0073	Bond Issuance Cost and Fees	1,008	1,008	-	1,008
Intergovernmental:					
0099	Other Intergovernmental Charges	44,500	44,500	8,531	35,969
6030	Total Expenditures	40,924,991	39,206,658	11,809,888	27,396,770
1100	Excess (Deficiency) of Revenues Over (Under) Expenditures	(860,667)	857,666	(586,859)	(1,444,525)
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	5,000	5,000	1,101	(3,899)
8911	Transfers Out (Use)	(1,500,000)	(1,500,000)	(1,500,000)	-
7080	Total Other Financing Sources (Uses)	(1,495,000)	(1,495,000)	(1,498,899)	(3,899)
1200	Net Change in Fund Balances	(2,355,667)	(637,334)	(2,085,758)	(1,448,424)
0100	Fund Balance - July 1 (Beginning)	-	10,805,200	10,805,200	-
3000	Fund Balance - June 30 (Ending)	\$ (2,355,667)	\$ 10,167,866	\$ 8,719,442	\$ (1,448,424)

SAN ELIZARIO ISD
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS - UNAUDITED
 AS OF OCTOBER 31, 2020

Data Control Codes	206 ESEA Title X, Pt.C Homeless	212 ESEA Title I Part C Migrant	224 IDEA - Part B Formula	225 IDEA - Part B Preschool
ASSETS				
1110	Cash and Cash Equivalents	\$ -	\$ -	\$ -
1220	Property Taxes - Delinquent	-	-	-
1230	Allowance for Uncollectible Taxes (Credit)	-	-	-
1240	Receivables from Other Governments	-	23,676	296,905
1260	Due from Other Funds	-	-	8,363
1000	Total Assets	<u>\$ -</u>	<u>\$ 23,676</u>	<u>\$ 296,905</u>
LIABILITIES				
2110	Accounts Payable	\$ -	\$ 11	\$ -
2160	Accrued Wages Payable	-	1,345	38,289
2170	Due to Other Funds	-	22,320	258,616
2180	Due to Other Governments	-	-	7,943
2300	Unearned Revenues	-	-	-
2000	Total Liabilities	<u>-</u>	<u>23,676</u>	<u>296,905</u>
DEFERRED INFLOWS OF RESOURCES				
2601	Unavailable Revenue - Property Taxes	-	-	-
2600	Total Deferred Inflows of Resources	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES				
Restricted Fund Balance:				
3450	Federal or State Funds Grant Restriction	-	-	-
3480	Retirement of Long-Term Debt	-	-	-
3490	Other Restricted Fund Balance	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ -</u>	<u>\$ 23,676</u>	<u>\$ 296,905</u>
			<u>\$ 8,363</u>	

242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II,A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER Grant	288 Title III, A Summer LEP	289 Title IV, A SSAEP	397 Advanced Placement Incentives
\$ 11,890	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
332,319	5,400	71,105	49,858	808,109	130	53,743	-
268,765	-	-	-	-	-	-	1,391
<u>\$ 612,974</u>	<u>\$ 5,400</u>	<u>\$ 71,105</u>	<u>\$ 49,858</u>	<u>\$ 808,109</u>	<u>\$ 130</u>	<u>\$ 53,743</u>	<u>\$ 1,391</u>
\$ 29,832	\$ 5,400	\$ -	\$ -	\$ 28,515	\$ -	\$ 896	\$ -
(30,337)	-	7,713	3,708	17,480	-	-	-
-	-	63,392	46,150	762,114	130	52,555	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	292	1,391
<u>(505)</u>	<u>5,400</u>	<u>71,105</u>	<u>49,858</u>	<u>808,109</u>	<u>130</u>	<u>53,743</u>	<u>1,391</u>
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
613,479	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
<u>613,479</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>	<u>-</u>
<u>\$ 612,974</u>	<u>\$ 5,400</u>	<u>\$ 71,105</u>	<u>\$ 49,858</u>	<u>\$ 808,109</u>	<u>\$ 130</u>	<u>\$ 53,743</u>	<u>\$ 1,391</u>

SAN ELIZARIO ISD
 COMBINING BALANCE SHEET
 NONMAJOR GOVERNMENTAL FUNDS - UNAUDITED
 AS OF OCTOBER 31, 2020

Data Control Codes	410 State Textbook Fund	425 SPED Fiscal Support Round 2	426 Achievement Stipends	427 School Safety & Security Grant
ASSETS				
1110	Cash and Cash Equivalents	\$ -	\$ -	\$ -
1220	Property Taxes - Delinquent	-	-	-
1230	Allowance for Uncollectible Taxes (Credit)	-	-	-
1240	Receivables from Other Governments	-	-	16,821
1260	Due from Other Funds	13,626	16,707	-
1000	Total Assets	<u>\$ 13,626</u>	<u>\$ 16,707</u>	<u>\$ 16,821</u>
LIABILITIES				
2110	Accounts Payable	\$ -	\$ -	\$ 15,467
2160	Accrued Wages Payable	-	-	-
2170	Due to Other Funds	-	-	1,354
2180	Due to Other Governments	-	-	-
2300	Unearned Revenues	13,626	16,707	-
2000	Total Liabilities	<u>13,626</u>	<u>16,707</u>	<u>-</u>
DEFERRED INFLOWS OF RESOURCES				
2601	Unavailable Revenue - Property Taxes	-	-	-
2600	Total Deferred Inflows of Resources	<u>-</u>	<u>-</u>	<u>-</u>
FUND BALANCES				
Restricted Fund Balance:				
3450	Federal or State Funds Grant Restriction	-	-	-
3480	Retirement of Long-Term Debt	-	-	-
3490	Other Restricted Fund Balance	-	-	-
3000	Total Fund Balances	<u>-</u>	<u>-</u>	<u>-</u>
4000	Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 13,626</u>	<u>\$ 16,707</u>	<u>\$ 16,821</u>

428	429	461	Total	599	Total
TCEQ Grant	Other State Special Revenue Funds	Campus Activity Funds	Nonmajor Special Revenue Funds	Debt Service Fund	Nonmajor Governmental Funds
\$ -	\$ -	\$ 100	\$ 11,990	\$ 538,981	\$ 550,971
-	-	-	-	54,181	54,181
-	-	-	-	(4,845)	(4,845)
337,336	-	-	2,003,765	-	2,003,765
-	-	127,554	428,043	-	428,043
<u>\$ 337,336</u>	<u>\$ -</u>	<u>\$ 127,654</u>	<u>\$ 2,443,798</u>	<u>\$ 588,317</u>	<u>\$ 3,032,115</u>
\$ -	\$ -	\$ -	\$ 80,121	\$ -	\$ 80,121
-	-	-	38,618	-	38,618
337,336	-	-	1,551,910	548,850	2,100,760
-	-	-	-	73,400	73,400
-	-	-	32,016	-	32,016
<u>337,336</u>	<u>-</u>	<u>-</u>	<u>1,702,665</u>	<u>622,250</u>	<u>2,324,915</u>
-	-	-	-	49,336	49,336
-	-	-	-	49,336	49,336
-	-	-	613,479	-	613,479
-	-	-	-	(83,269)	(83,269)
-	-	127,654	127,654	-	127,654
-	-	127,654	741,133	(83,269)	657,864
<u>\$ 337,336</u>	<u>\$ -</u>	<u>\$ 127,654</u>	<u>\$ 2,443,798</u>	<u>\$ 588,317</u>	<u>\$ 3,032,115</u>

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS - UNAUDITED
 FOR THE FOUR MONTHS ENDED OCTOBER 31, 2020

Data Control Codes	206 ESEA Title X, Pt.C Homeless	212 ESEA Title I Part C Migrant	224 IDEA - Part B Formula	225 IDEA - Part B Preschool
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ -
5800 State Program Revenues	-	-	-	-
5900 Federal Program Revenues	2,116	21,039	209,371	3,812
5020 Total Revenues	2,116	21,039	209,371	3,812
EXPENDITURES:				
Current:				
0011 Instruction	2,116	11,455	209,371	3,812
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	-	-	-	-
0021 Instructional Leadership	-	9,584	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling and Evaluation Services	-	-	-	-
0033 Health Services	-	-	-	-
0034 Student (Pupil) Transportation	-	-	-	-
0035 Food Services	-	-	-	-
0036 Extracurricular Activities	-	-	-	-
0051 Facilities Maintenance and Operations	-	-	-	-
Debt Service:				
0072 Interest on Long Term Debt	-	-	-	-
0073 Bond Issuance Cost and Fees	-	-	-	-
Capital Outlay:				
0081 Facilities Acquisition and Construction	-	-	-	-
6030 Total Expenditures	2,116	21,039	209,371	3,812
1200 Net Change in Fund Balance	-	-	-	-
0100 Fund Balance - July 1 (Beginning)	-	-	-	-
3000 Fund Balance - June 30 (Ending)	\$ -	\$ -	\$ -	\$ -

242 Summer Feeding Program	244 Career and Technical - Basic Grant	255 ESEA II, A Training and Recruiting	263 Title III, A English Lang. Acquisition	266 ESSER Grant	288 Title III, A Summer LEP	289 Title IV, A SSAEP	397 Advanced Placement Incentives
\$ 1,384	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
-	-	-	-	-	-	-	-
406,078	5,400	68,341	46,597	779,959	649	51,336	-
407,462	5,400	68,341	46,597	779,959	649	51,336	-
-	5,400	-	3,454	370,657	649	47,618	-
-	-	-	-	-	-	3,719	-
-	-	68,341	43,143	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	65,195	-	-	-
-	-	-	-	3,489	-	-	-
113,844	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	340,618	-	-	-
-	-	-	-	-	-	-	-
-	-	-	-	-	-	-	-
113,844	5,400	68,341	46,597	779,959	649	51,336	-
293,618	-	-	-	-	-	-	-
319,861	-	-	-	-	-	-	-
\$ 613,479	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENDITURES AND CHANGES IN
 FUND BALANCES - NONMAJOR GOVERNMENTAL FUNDS - UNAUDITED
 FOR THE FOUR MONTHS ENDED OCTOBER 31, 2020

Data Control Codes	410 State Textbook Fund	425 SPED Fiscal Support Round 2	426 Achievement Stipends	427 School Safety & Security Grant
REVENUES:				
5700 Total Local and Intermediate Sources	\$ -	\$ -	\$ -	\$ -
5800 State Program Revenues	23,307	8,766	-	16,821
5900 Federal Program Revenues	-	-	-	-
5020 Total Revenues	<u>23,307</u>	<u>8,766</u>	<u>-</u>	<u>16,821</u>
EXPENDITURES:				
Current:				
0011 Instruction	23,307	313	-	-
0012 Instructional Resources and Media Services	-	-	-	-
0013 Curriculum and Instructional Staff Development	-	-	-	-
0021 Instructional Leadership	-	-	-	-
0023 School Leadership	-	-	-	-
0031 Guidance, Counseling and Evaluation Services	-	8,453	-	-
0033 Health Services	-	-	-	-
0034 Student (Pupil) Transportation	-	-	-	-
0035 Food Services	-	-	-	-
0036 Extracurricular Activities	-	-	-	-
0051 Facilities Maintenance and Operations	-	-	-	1,354
Debt Service:				
0072 Interest on Long Term Debt	-	-	-	-
0073 Bond Issuance Cost and Fees	-	-	-	-
Capital Outlay:				
0081 Facilities Acquisition and Construction	-	-	-	15,467
6030 Total Expenditures	<u>23,307</u>	<u>8,766</u>	<u>-</u>	<u>16,821</u>
1200 Net Change in Fund Balance	-	-	-	-
0100 Fund Balance - July 1 (Beginning)	-	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>

428	429	461	Total	599	Total
TCEQ Grant	Other State Special Revenue Funds	Campus Activity Funds	Nonmajor Special Revenue Funds	Debt Service Fund	Nonmajor Governmental Funds
\$ -	\$ -	\$ 1,743	\$ 3,127	\$ 14,982	\$ 18,109
-	-	-	48,894	-	48,894
-	-	-	1,594,698	-	1,594,698
-	-	1,743	1,646,719	14,982	1,661,701
-	-	2,925	681,077	-	681,077
-	-	-	3,719	-	3,719
-	-	-	111,484	-	111,484
-	-	-	9,584	-	9,584
-	-	1,464	1,464	-	1,464
-	-	-	8,453	-	8,453
-	-	-	65,195	-	65,195
-	-	-	3,489	-	3,489
-	-	-	113,844	-	113,844
-	-	3,105	3,105	-	3,105
-	-	-	341,972	-	341,972
-	-	-	-	548,450	548,450
-	-	-	-	400	400
-	-	-	15,467	-	15,467
-	-	7,494	1,358,853	548,850	1,907,703
-	-	(5,751)	287,866	(533,868)	(246,002)
-	-	133,405	453,266	450,599	903,865
\$ -	\$ -	\$ 127,654	\$ 741,132	\$ (83,269)	\$ 657,863

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE FOUR MONTHS ENDED OCTOBER 31, 2020

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	Original	Final		
REVENUES:				
5700 Total Local and Intermediate Sources	\$ 342,891	\$ 342,891	\$ 14,982	\$ (327,909)
5800 State Program Revenues	1,048,684	1,048,684	-	(1,048,684)
5020 Total Revenues	1,391,575	1,391,575	14,982	(1,376,593)
EXPENDITURES:				
Debt Service:				
0071 Principal on Long Term Debt	580,000	580,000	-	580,000
0072 Interest on Long Term Debt	1,096,900	1,096,900	548,450	548,450
0073 Bond Issuance Cost and Fees	1,000	1,000	400	600
6030 Total Expenditures	1,677,900	1,677,900	548,850	1,129,050
1200 Net Change in Fund Balances	(286,325)	(286,325)	(533,868)	(247,543)
0100 Fund Balance - July 1 (Beginning)	-	450,599	450,599	-
3000 Fund Balance - June 30 (Ending)	\$ (286,325)	\$ 164,274	\$ (83,269)	\$ (247,543)

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE FOUR MONTHS ENDED OCTOBER 31, 2020

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 1,410,929	\$ 100,966	\$ 1,511,895
Total Operating Revenues	<u>1,410,929</u>	<u>100,966</u>	<u>1,511,895</u>
OPERATING EXPENSES:			
Professional and Contracted Services	1,478,676	154,217	1,632,893
Other Operating Costs	<u>288,548</u>	<u>-</u>	<u>288,548</u>
Total Operating Expenses	<u>1,767,224</u>	<u>154,217</u>	<u>1,921,441</u>
Operating Income (Loss)	<u>(356,295)</u>	<u>(53,251)</u>	<u>(409,546)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	<u>59</u>	<u>1,097</u>	<u>1,156</u>
Total Nonoperating Revenues (Expenses)	<u>59</u>	<u>1,097</u>	<u>1,156</u>
Income (Loss) Before Transfers	(356,236)	(52,154)	(408,390)
Transfer In	<u>1,500,000</u>	<u>-</u>	<u>1,500,000</u>
Change in Net Position	1,143,764	(52,154)	1,091,610
Total Net Position - July 1 (Beginning)	<u>(1,215,823)</u>	<u>1,043,596</u>	<u>(172,227)</u>
Total Net Position June 30 (Ending)	<u>\$ (72,059)</u>	<u>\$ 991,442</u>	<u>\$ 919,383</u>



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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: December 9, 2020

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

RATIONALE: The purpose of this agenda item is to present that investment report as of September 30, 2020 which is attached to this memo.

BUDGET IMPACT: Interest earned by fund is summarized as follows as of October 31, 2020:

Fund	Amount
General Fund (199)	\$12,158.70
Debt Service Fund (599)	\$480.61
Capital Projects Fund (699)	\$642.29
Health Insurance Fund (753)	\$58.87
Workers Compensation Fund (770)	\$1,096.75

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

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

**San Elizario I.S.D.
Statement of Interest Earned
For The Four Months Ending October 31, 2020**

	General Fund	\$	12,158.70
	Interest & Sinking (Debt Service) Fund	\$	480.61
	Capital Projects Fund	\$	642.29
	Health Insurance Fund	\$	58.87
	Workers Compensation Fund	\$	1,096.75
	Total	\$	<u>14,437.22</u>

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



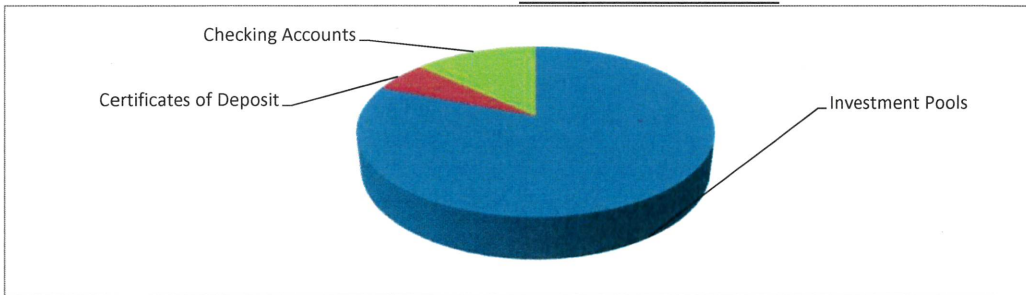
Chief Financial Officer

November 16, 2020

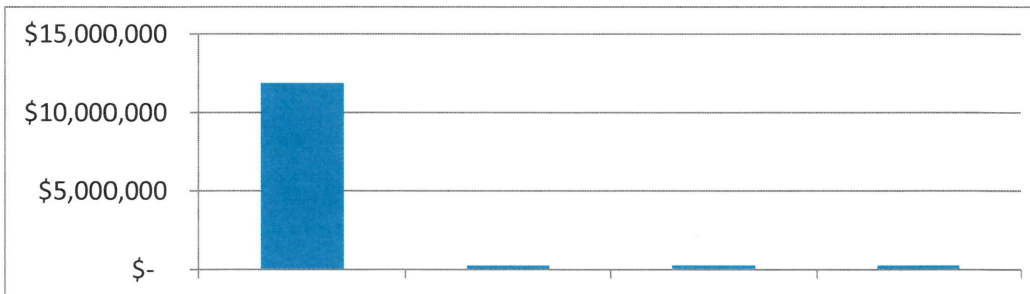
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %
Investment Pools	\$ 10,194,462	80.80%
Certificates of Deposit	\$ 750,000	5.94%
Checking Accounts	\$ 1,672,993	13.26%
	<u>\$ 12,617,455</u>	



By Investment Maturity	Current Market Value	Portfolio %
Overnight	\$ 11,867,455	94.06%
0 - 1 Year	\$ 250,000	1.98%
1 - 2 Years	\$ 250,000	1.98%
2 + years	\$ 250,000	1.98%
	<u>\$ 12,617,455</u>	



General Fund

Wells Fargo- General Operating Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 1,626,983.08	0.00%	\$ -
01-Aug-20	31-Aug-20	Overnight	\$ 1,483,001.67	0.00%	\$ -
01-Sep-20	30-Sep-20	Overnight	\$ 1,528,381.40	0.00%	\$ -
01-Oct-20	31-Oct-20	Overnight	\$ 994,247.88	0.00%	\$ -
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<u>\$ -</u>

Wells Fargo- Food Service Checking Account

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 296,847.46	0.00%	\$ -
01-Aug-20	31-Aug-20	Overnight	\$ 297,363.16	0.00%	\$ -
01-Sep-20	30-Sep-20	Overnight	\$ 298,438.36	0.00%	\$ -
01-Oct-20	31-Oct-20	Overnight	\$ 298,941.61	0.00%	\$ -
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<u>\$ -</u>

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 6,000,913.25	0.42%	\$ 2,594.81
01-Aug-20	31-Aug-20	Overnight	\$ 2,469,452.30	0.28%	\$ 1,195.04
01-Sep-20	30-Sep-20	Overnight	\$ 3,730,677.64	0.22%	\$ 472.98
01-Oct-20	31-Oct-20	Overnight	\$ 3,106,480.31	0.20%	\$ 595.42
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<u>\$ 4,858.25</u>

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 148,431.56	0.37%	\$ 46.39
01-Aug-20	31-Aug-20	Overnight	\$ 148,466.68	0.28%	\$ 35.12
01-Sep-20	30-Sep-20	Overnight	\$ 348,525.05	0.21%	\$ 1.65
01-Oct-20	31-Oct-20	Overnight	\$ 348,570.75	0.15%	\$ 45.70
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 128.86

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 187,255.21	0.15%	\$ 20.37
01-Aug-20	31-Aug-20	Overnight	\$ 206,218.33	0.12%	\$ 19.63
01-Sep-20	30-Sep-20	Overnight	\$ 39,332.26	0.09%	\$ 58.37
01-Oct-20	31-Oct-20	Overnight	\$ 71,600.72	0.08%	\$ 3.85
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 102.22

Texas CLASS Investment Pool- General Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 3,181,984.28	0.45%	\$ 1,225.14
01-Aug-20	31-Aug-20	Overnight	\$ 3,182,843.12	0.32%	\$ 858.84
01-Sep-20	30-Sep-20	Overnight	\$ 3,183,497.89	0.25%	\$ 654.77
01-Oct-20	31-Oct-20	Overnight	\$ 3,183,975.49	0.18%	\$ 477.60
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 3,216.35

GECU- Certificate of Deposit (Date Opened: 4/21/2018 Maturity Date: 4/21/2021)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 403.42
01-Aug-20	31-Aug-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 400.18
01-Sep-20	30-Sep-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 388.24
01-Oct-20	31-Oct-20	0 - 1 year	\$ 250,000.00	1.90%	\$ 403.38
01-Nov-20	30-Nov-20	0 - 1 year	\$ 250,000.00	1.90%	\$ -
01-Dec-20	31-Dec-20	0 - 1 year	\$ 250,000.00	1.90%	\$ -
01-Jan-21	31-Jan-21	0 - 1 year	\$ 250,000.00	1.90%	\$ -
01-Feb-21	28-Feb-21	0 - 1 year	\$ 250,000.00	1.90%	\$ -
01-Mar-21	31-Mar-21	0 - 1 year	\$ 250,000.00	1.90%	\$ -
01-Apr-21	30-Apr-21	0 - 1 year	\$ 250,000.00	1.90%	\$ -
Interest Earned:					\$ 1,595.22

FLFCU- Certificate of Deposit (Date Opened: 11/6/2019 Maturity Date: 11/6/2022)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	2+ Years	\$ 250,000.00	1.93%	\$ 409.79
01-Aug-20	31-Aug-20	2+ Years	\$ 250,000.00	1.93%	\$ 409.79
01-Sep-20	30-Sep-20	2+ Years	\$ 250,000.00	1.93%	\$ 398.58
01-Oct-20	31-Oct-20	2+ Years	\$ 250,000.00	1.93%	\$ 407.79
01-Nov-20	30-Nov-20	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-Dec-20	31-Dec-20	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-Jan-21	31-Jan-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-Feb-21	28-Feb-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-Mar-21	31-Mar-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-Apr-21	30-Apr-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-May-21	31-May-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
01-Jun-21	30-Jun-21	1 - 2 years	\$ 250,000.00	1.93%	\$ -
Interest Earned:					\$ 1,625.95

Bank of Texas- Certificate of Deposit (Date Opened: 5/25/2020 Maturity Date: 5/25/2022)

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.25
01-Aug-20	31-Aug-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.25
01-Sep-20	30-Sep-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 159.24
01-Oct-20	31-Oct-20	1 - 2 years	\$ 250,000.00	0.75%	\$ 154.11
01-Nov-20	30-Nov-20	1 - 2 years	\$ 250,000.00	0.75%	\$ -
01-Dec-20	31-Dec-20	1 - 2 years	\$ 250,000.00	0.75%	\$ -
01-Jan-21	31-Jan-21	1 - 2 years	\$ 250,000.00	0.75%	\$ -
01-Feb-21	28-Feb-21	1 - 2 years	\$ 250,000.00	0.75%	\$ -
01-Mar-21	31-Mar-21	1 - 2 years	\$ 250,000.00	0.75%	\$ -
01-Apr-21	30-Apr-21	1 - 2 years	\$ 250,000.00	0.75%	\$ -
01-May-21	31-May-21	0 - 1 year	\$ 250,000.00	0.75%	\$ -
01-Jun-21	30-Jun-21	0 - 1 year	\$ 250,000.00	0.75%	\$ -
Interest Earned:					\$ 631.85

Total General Fund Interest Earned **\$ 12,158.70**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 483,785.78	0.42%	\$ 173.37
01-Aug-20	31-Aug-20	Overnight	\$ 483,900.02	0.28%	\$ 114.24
01-Sep-20	30-Sep-20	Overnight	\$ 523,992.44	0.22%	\$ 92.42
01-Oct-20	31-Oct-20	Overnight	\$ 524,081.38	0.20%	\$ 88.94
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 468.97

Lone Star Investment Pool- Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 45,672.03	0.15%	\$ 5.48
01-Aug-20	31-Aug-20	Overnight	\$ 47,588.23	0.12%	\$ 4.63
01-Sep-20	30-Sep-20	Overnight	\$ 9,865.63	0.09%	\$ 0.71
01-Oct-20	31-Oct-20	Overnight	\$ 13,664.54	0.08%	\$ 0.82
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 11.64

Total Debt Service Fund Interest Earned **\$ 480.61**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 1,751,067.98	0.15%	\$ 224.16
01-Aug-20	31-Aug-20	Overnight	\$ 1,751,241.34	0.12%	\$ 173.36
01-Sep-20	30-Sep-20	Overnight	\$ 1,739,645.66	0.09%	\$ 124.32
01-Oct-20	31-Oct-20	Overnight	\$ 1,739,766.11	0.08%	\$ 120.45
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 642.29

Total Capital Projects Fund Interest Earned **\$ 642.29**

Health Insurance Fund

Wells Fargo- Health Insurance

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 31,957.47	0.16%	\$ 5.63
01-Aug-20	31-Aug-20	Overnight	\$ 99,965.23	0.16%	\$ 3.83
01-Sep-20	30-Sep-20	Overnight	\$ 76,466.94	0.16%	\$ 9.79
01-Oct-20	31-Oct-20	Overnight	\$ 231,476.13	0.16%	\$ 39.62
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 58.87

Total Health Insurance Fund Interest Earned **\$ 58.87**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 48,290.34	0.16%	\$ 7.23
01-Aug-20	31-Aug-20	Overnight	\$ 166,284.30	0.16%	\$ 20.83
01-Sep-20	30-Sep-20	Overnight	\$ 156,355.00	0.16%	\$ 21.18
01-Oct-20	31-Oct-20	Overnight	\$ 148,327.74	0.16%	\$ 20.67
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 69.91

Lone Star Investment Pool- Corporate Overnight Fund

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-20	31-Jul-20	Overnight	\$ 1,205,672.70	0.37%	\$ 376.80
01-Aug-20	31-Aug-20	Overnight	\$ 1,205,957.94	0.28%	\$ 285.24
01-Sep-20	30-Sep-20	Overnight	\$ 1,206,164.58	0.21%	\$ 206.64
01-Oct-20	31-Oct-20	Overnight	\$ 1,206,322.74	0.15%	\$ 158.16
01-Nov-20	30-Nov-20	Overnight	\$ -	0.00%	\$ -
01-Dec-20	31-Dec-20	Overnight	\$ -	0.00%	\$ -
01-Jan-21	31-Jan-21	Overnight	\$ -	0.00%	\$ -
01-Feb-21	28-Feb-21	Overnight	\$ -	0.00%	\$ -
01-Mar-21	31-Mar-21	Overnight	\$ -	0.00%	\$ -
01-Apr-21	30-Apr-21	Overnight	\$ -	0.00%	\$ -
01-May-21	31-May-21	Overnight	\$ -	0.00%	\$ -
01-Jun-21	30-Jun-21	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 1,026.84

Total Worker's Compensation Fund Interest Earned : **\$ 1,096.75**



First Public
12007 Research Blvd.
Austin, Texas 78759
800.558.8875 • firstpublic.com

Fund Performance Update

October 31, 2020

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank
Investment Managers:
American Beacon Advisors and Mellon
The Lone Star Investment Pool is
endorsed by:



The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800.558.8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

The U.S. Treasury yield curve steepened in the month of October as long-end yields rose as much as 20 basis points while front-end yields rose by just two or three basis points. Equity prices rose in the first half of the month, but fell sharply in the last week to close the month slightly lower. The first estimate of third quarter GDP rose by 33.1% vs 32.0% expected. GDP remained 2.9% below the third quarter last year.

After slowing each month since May, retail sales increased from 0.6% to 1.9% in September. Industrial production momentum continued to slow, falling by -0.6% in September for the first contraction since April. The markets continue to face many potential headwinds such as continued surges in COVID-19 cases, vaccine delays, lack of near-term stimulus, and the possibility of a contested election.

Active Participants This Month

Schools and Colleges	570
Other Governmental	81
<i>Total</i>	<i>651</i>

Government Overnight Fund

Return Information

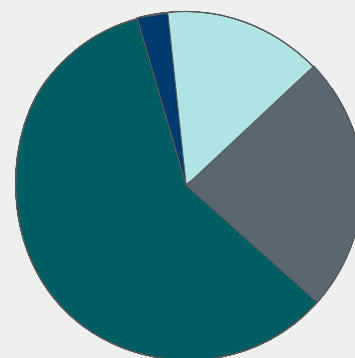
October 31, 2020

Average Monthly Return (a)	0.08%
SEC 7-day Fund Yield (b)	0.08%
Weighted Average Maturity One (c)	49 days
Weighted Average Maturity Two (c)	107 days
Portfolio Maturing beyond One Year	4%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	649,825,739.11	649,825,739.11
US Treasuries	929,726,159.63	929,760,919.95
Agencies	2,155,642,342.97	2,156,050,597.69
Money Market Funds	64,251,262.98	64,251,262.98
Total Assets	3,799,445,504.69	3,799,888,519.73

Investment Distribution



Agencies	57%
MM Funds	2%
Treasuries	24%
Cash/Repo	17%

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

Corporate Overnight Fund

Return Information

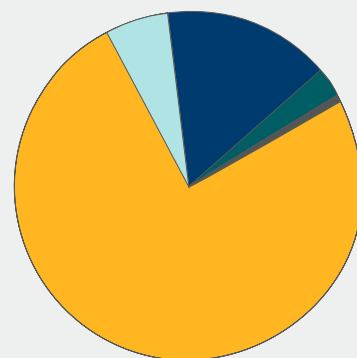
October 31, 2020

Average Monthly Return (a)	0.15%
SEC 7-day Fund Yield (b)	0.14%
Weighted Average Maturity One (c)	57 days
Weighted Average Maturity Two (c)	75 days
Portfolio Maturing beyond One Year	1%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	234,903,319.22	234,903,319.22
US Treasuries	114,988,887.25	114,994,144.85
Agencies	24,994,449.34	25,040,520.50
Commercial Paper	1,866,148,968.82	1,866,338,481.22
Money Market Funds	243,240,144.45	243,312,115.65
Total Assets	2,484,275,769.08	2,484,588,581.44

Investment Distribution



Commercial Paper	75%
MM Funds	10%
Cash/Repo	9%
Treasuries	5%
Agencies	1%

(b)

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

SEC 7-Day Yield Calculation

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

Corporate Overnight Plus Fund

Return Information

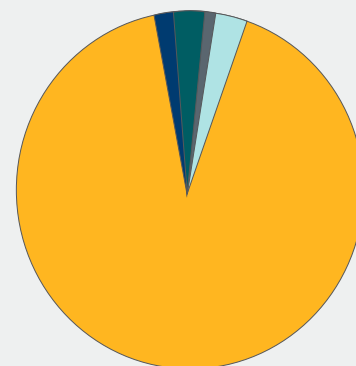
October 31, 2020

Average Monthly Return (a)	0.20%
SEC 7-day Fund Yield (b)	0.18%
Weighted Average Maturity One (c)	77 days
Weighted Average Maturity Two (c)	99 days
Portfolio Maturing beyond One Year	1%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

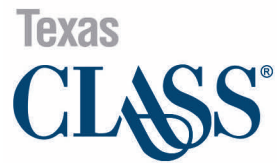
	Book Value	Market Value
Cash/Repo	134,741,607.22	134,741,607.22
US Treasuries	159,974,261.46	159,987,274.05
Agencies	69,988,899.12	70,100,766.35
Commercial Paper	4,982,537,547.49	4,983,067,244.69
Money Market Funds	130,762,264.40	130,794,294.56
Total Assets	5,478,004,579.69	5,478,691,186.87

Investment Distribution



Commercial Paper	91%
MM Funds	2%
Treasuries	3%
Agencies	1%
Cash/Repo	3%

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



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
10/01/2020	0.000005991	0.2193%
10/02/2020	0.000017490	0.2134%
10/03/2020	0.000000000	0.2134%
10/04/2020	0.000000000	0.2134%
10/05/2020	0.000005878	0.2151%
10/06/2020	0.000005674	0.2077%
10/07/2020	0.000005331	0.1951%
10/08/2020	0.000005057	0.1851%
10/09/2020	0.000020230	0.1851%
10/10/2020	0.000000000	0.1851%
10/11/2020	0.000000000	0.1851%
10/12/2020	0.000005057	0.1851%
10/13/2020	0.000004784	0.1751%
10/14/2020	0.000004785	0.1751%
10/15/2020	0.000004784	0.1751%
10/16/2020	0.000013620	0.1661%
10/17/2020	0.000000000	0.1662%
10/18/2020	0.000000000	0.1662%
10/19/2020	0.000004510	0.1651%
10/20/2020	0.000004376	0.1602%
10/21/2020	0.000004343	0.1589%
10/22/2020	0.000004407	0.1613%
10/23/2020	0.000013128	0.1602%
10/24/2020	0.000000000	0.1602%
10/25/2020	0.000000000	0.1602%
10/26/2020	0.000004310	0.1577%
10/27/2020	0.000004258	0.1559%
10/28/2020	0.000004265	0.1561%
10/29/2020	0.000004279	0.1566%
10/30/2020	0.000008520	0.1559%
10/31/2020	0.000000000	0.1559%



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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Budget Amendment
Date: December 9, 2020

HISTORY: The District’s 2020-2021 budget was officially approved at the June 15, 2020 special Board meeting.

RATIONALE: The purpose of this agenda item is to increase the amount budgeted for legal services. The adopted budget included an amount of \$31,700 for legal services and \$28,255.50 has been spent as of October 31st. That \$28,255.50 amount results in an average monthly amount of \$7,063.88 through the first four months of the fiscal year. An annual projected budget amount of \$84,766.50 will be needed using that average monthly cost of \$7,063.88 which will require an increase of \$53,066.50 for legal services.

BUDGET IMPACT: Budgeted expenditures are being increased by \$53,067 in function 41, general administration.

The proposed amendment as it impacts the budget is attached and the specific account being increased is as follows:

Account	Account Name	Increase
199.41.6211.00.701.99	Legal Services	\$53,607

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

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

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Budget Amendment 120920 Attachment

	<u>2020-2021</u> Adopted	Amendment 8/10/2020	Amendment 10/14/2020	Amendment 11/18/2020	Amendment 12/9/2020	<u>2020-2021</u> Amended
REVENUES						
5700 Total Local and Intermediate Sources	\$ 2,841,721	\$ -	\$ -	\$ -	\$ -	\$ 2,841,721
5800 State Sources	\$ 32,800,279	\$ -	\$ -	\$ (579,040)	\$ -	\$ 32,221,239
5900 Federal Programs	\$ 4,422,324	\$ -	\$ -	\$ -	\$ -	\$ 4,422,324
<i>Total Revenues</i>	<u>\$ 40,064,324</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ (579,040)</u>	<u>\$ -</u>	<u>\$ 39,485,284</u>

	<u>2020-2021</u> Adopted	Amendment 8/10/2020	Amendment 10/14/2020	Amendment 11/18/2020	Amendment 12/9/2020	<u>2020-2021</u> Amended
EXPENDITURES						
11 Instruction	\$ 20,403,722	\$ (754,333)	\$ -	\$ (470,462)	\$ -	\$ 19,178,927
12 Instructional Resources and Media Services	\$ 527,959	\$ -	\$ -	\$ -	\$ -	\$ 527,959
13 Curriculum and Instructional Staff Development	\$ 193,200	\$ -	\$ -	\$ -	\$ -	\$ 193,200
21 Instructional Leadership	\$ 720,694	\$ -	\$ -	\$ -	\$ -	\$ 720,694
23 School Leadership	\$ 2,179,033	\$ (80,000)	\$ -	\$ (20,000)	\$ -	\$ 2,079,033
31 Guidance, Counseling and Evaluation Services	\$ 1,286,786	\$ (75,000)	\$ -	\$ -	\$ -	\$ 1,211,786
32 Social Work Services	\$ 166,059	\$ -	\$ -	\$ -	\$ -	\$ 166,059
33 Health Services	\$ 535,185	\$ (70,000)	\$ -	\$ -	\$ -	\$ 465,185
34 Student (Pupil) Transportation	\$ 1,352,296	\$ -	\$ -	\$ -	\$ -	\$ 1,352,296
35 Food Services	\$ 3,789,324	\$ -	\$ -	\$ -	\$ -	\$ 3,789,324
36 Cocurricular/Extracurricular Activities	\$ 1,062,225	\$ -	\$ -	\$ -	\$ -	\$ 1,062,225
41 General Administration	\$ 1,604,260	\$ -	\$ -	\$ -	\$ 53,607	\$ 1,657,867
51 Facilities Maintenance and Operations	\$ 4,012,334	\$ (650,000)	\$ -	\$ (41,545)	\$ -	\$ 3,320,789
52 Security and Monitoring Services	\$ 1,027,670	\$ -	\$ (89,000)	\$ (13,030)	\$ -	\$ 925,640
53 Data Processing Services	\$ 1,141,464	\$ -	\$ -	\$ -	\$ -	\$ 1,141,464
61 Community Services	\$ 42,280	\$ -	\$ -	\$ (15,000)	\$ -	\$ 27,280
71 Debt Service - Principal on Long Term Debt	\$ 836,000	\$ -	\$ -	\$ -	\$ -	\$ 836,000
81 Facilities Acquisition and Construction	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
99 Other Intergovernmental Charges	\$ 44,500	\$ -	\$ -	\$ -	\$ -	\$ 44,500
<i>Total Expenditures</i>	<u>\$ 40,924,991</u>	<u>\$ (1,629,333)</u>	<u>\$ (89,000)</u>	<u>\$ (560,037)</u>	<u>\$ 53,607</u>	<u>\$ 38,700,228</u>

REVENUES OVER(UNDER) EXPENDITURES	<u>\$ (860,667)</u>	<u>\$ 785,055</u>
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Costs to be reabsorbed in 2021-2022 School Year

4 teachers to be charged to ESSER grant in 2020-21	\$ 260,000
Utility costs to be charged to ESSER grant in 2020-21	\$ 650,000
	<u>\$ 910,000</u>

Furthermore, since \$910,000 in expenditures to be charged to the ESSER grant will need to be reabsorbed in the general fund in the 2021-22 year, the final amended budget should leave revenues exceeding expenditures by \$910,000 as a margin in order to be able to reabsorb those costs in the 2021-22 school year. If there are more decreases in revenues because of declining enrollment or because of state funding cuts, then additional expenditure cuts will be required in order to maintain a balanced budget and/or to provide pay raises and/or to add expenditures to the budget.



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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa Renegar, Planning and Instruction Department
Subject: Progress Monitoring—GPM 1.2—Grade 3 Math Fall Benchmarks
Date: December 9, 2020

HISTORY:

Student Outcome Goal 1 was identified as:

Students in 3rd grade Mathematics through Algebra I performing at the Master's Level on STAAR / EOC will increase from 19% in June 2018 to 38% by June 2024.

Goal Progress Measure (GPM) 1.2 was identified as:

The percentage of 3rd grade students who perform at the Master's Level for 3rd grade Mathematics on the District Benchmark will increase from 10% in November 2019 to 38% by June 2024.

GPM 1.2 Annual Targets:

2020-2021—20%
2021-2022—25%
2022-2023—32%
2023-2024—38%

RATIONALE:

Benchmark tests are administered in the fall and spring semesters, in order to predict possible performance on STAAR / EOC tests. Using benchmark results, which can be drilled down to specific performance on each student expectation, we can create intervention plans to address learning gaps prior to the actual STAAR testing which occurs in April/May of each year.

For the 2020-2021 school year, we are using TEA-developed Interim Assessments as our benchmarks for all STAAR-tested grades and subjects. This includes grades 3-8 math and reading, grade 8 social studies, grade 8 science, grade 5 science, Algebra I, U.S. History, English I and II, and Biology.

Interim Assessments are STAAR-like, in that they comprise many of the STAAR-tested items in a shorter format. These assessments will give us a prediction as to whether a student is likely to achieve approaches, meets, or masters on the actual STAAR test.

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Grade 3 mathematics was benchmark tested during the window of November 2-20, 2020. Tests were taken at home or at school through the STAAR Online Testing Platform. Below are the results for the 3rd grade mathematics fall benchmark for all students in 3rd grade. The results for Alarcon and Borrego are listed first, followed by an average of all 3rd graders.

Alarcon Elementary--3rd Grade Mathematics	
Total Students	96
Probability of Achieving Approaches Grade Level	31%
Probability of Achieving Meets Grade Level	12%
Probability of Achieving Masters Grade Level	7%
Borrego Elementary--3rd Grade Mathematics	
Total Students	98
Probability of Achieving Approaches Grade Level	24%
Probability of Achieving Meets Grade Level	6%
Probability of Achieving Masters Grade Level	2%

District Average--3rd Grade Mathematics	
Total Students	194
Probability of Achieving Approaches Grade Level	28%
Probability of Achieving Meets Grade Level	9%
Probability of Achieving Masters Grade Level	4%

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It should be noted that benchmark tests cover all of the student expectations that are tested on the spring STAAR tests, even though most of that content has not yet been taught in class. Teachers focus on the student expectations that were already taught, looking at the performance on those to find learning gaps. They then fill in the gaps with a variety of techniques, such as warm-up activities, spiraled lessons, etc. It should also be noted that with the learning loss that occurred during the spring of 2019 and the subsequent shift to virtual learning in fall 2020, that this has been anything but a normal year.

The last year in which STAAR testing occurred was the 2018-2019 school year. During that year, our 3rd graders took the math STAAR and performed at 84% approaches, 49% meets, and 17% masters. It's very common for scores to increase from the fall to spring benchmark, then again from the spring benchmark to the actual STAAR. SEISD will be administering STAAR tests online across the board beginning this year, and the Interim Assessments are giving our students a chance to acclimate to the STAAR Online Testing Platform and all the built-in accessibility features within it. This will help significantly with their comfort level during the actual STAAR.

Based on these fall benchmark results for 3rd grade mathematics, Alarcon and/or Borrego Elementary have put into place the following intervention practices:

1. Administration Leaders Support
 - Principal and Assistant Principal – Visiting Google Classrooms, Walkthroughs and Modeling Lessons
 - Instructional Specialist – Visiting Google Classrooms, The Impact Cycle, Learning Walks, Modeling
2. Data Meetings
 - Monitor and review student's assessments
 - Use pre and post measures to establish the current level of performance and to monitor progress
3. Sharon Wells for 3rd, 4th and 5th Grade
 - Follow Sharon Wells curriculum
 - Test weekly
 - Monitor progress and plan interventions according to weekly results such as; small group reteach or review, extra practice on skill.

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4. Math Mentoring Minds – Think Up! For 6th Grade
 - Test District Unit Assessments
 - Monitor progress and plan interventions according to unit assessment results such as; small group reteach or review, extra practice on skill
5. Explicit Instruction
 - Explicit step-by-step modeling
 - Guided practice where teacher and students work together on problems
 - Allow many opportunities for guided and independent practice
 - Meet with students individually or in small groups to provide guided math and feedback
 - Utilizing online resources such as Mentoring Minds, Education Galaxy, Reflex, STEMScopes Math, IXL for 6th grade
6. Visual Representation
 - Utilize Math Graphic Organizers
 - Use concrete manipulatives – digital manipulatives
 - Show concepts and skills using representations and pictures
 - Model concepts and skills at the abstract level, like using numbers and symbols
7. Vocabulary
 - Use evidence-based interventions
 - Engage students in challenging and motivational activities
8. Software Apps for practice and discussion
 - Flipgrid
 - Jamboard
 - PearDeck
 - Kami
9. Peer Interaction
 - Peer-to-peer discussions – Kagan Strategies
 - Allow time for students to do math work with partners or in small groups during Breakout Rooms

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10. Parent Involvement

- Have open communication with parents
- Assist parents in ways they can help their children and implement effective math interventions

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the progress of GPM 1.2 as presented.

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

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Board Progress Monitoring Report

Student Outcome Goal 1

Overall Goal Evaluation

Students in 3rd grade Mathematics through Algebra I performing at the Master's Level on STAAR/EOC will increase from 19% in June 2018 to 38% by June 2024.

Progress Needed

GPM 1.2:

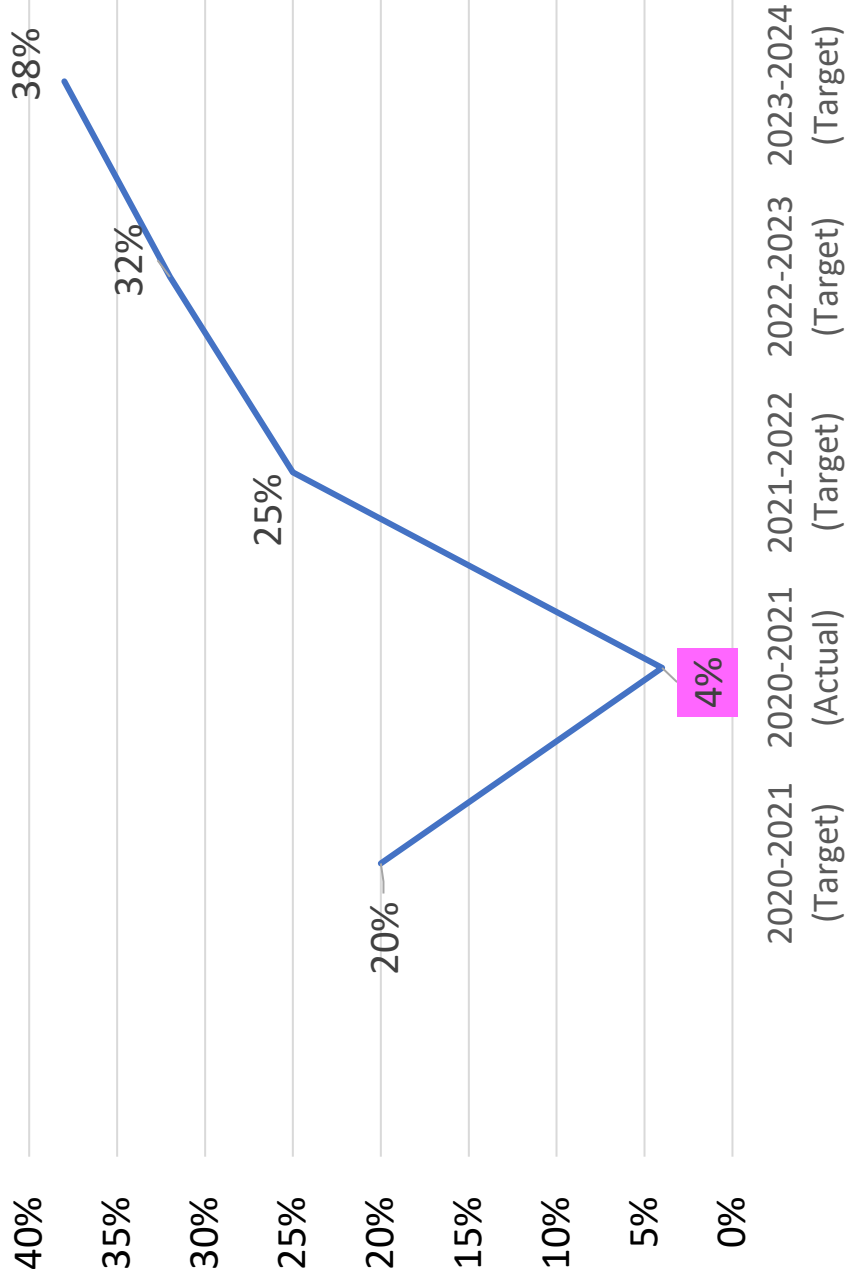
The percentage of 3rd grade students who perform at the Master's Level for 3rd grade Mathematics on the District Benchmark will increase from 10% in November 2019 to 38% by June 2024.

GPM 1.2 Annual Targets:

- 2020-2021 — 20%
- 2021-2022 — 25%
- 2022-2023 — 32%
- 2023-2024 — 38%

The graph shows that the Masters target for 2020-2021 was 20% for all students who took the Interim math benchmark test in 3rd grade during the fall semester. Our actual performance was 4%, which is -16% below the target. Progress is needed in this area.

GPM 1.2 Benchmark Results--3rd Grade Math; Comparison of 20-21 Master's Results to Target



Superintendent's Evaluation on Next Steps: Refer to Board of Trustees Memo submitted with this report.



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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa Renegar, Planning and Instruction Department
Subject: Progress Monitoring—GPM 1.3—Grade 8 Math Fall Benchmarks
Date: December 9, 2020

HISTORY:

Student Outcome Goal 1 was identified as:

Students in 3rd grade Mathematics through Algebra I performing at the Master's Level on STAAR / EOC will increase from 19% in June 2018 to 38% by June 2024.

Goal Progress Measure (GPM) 1.3 was identified as:

The percentage of 8th grade students who perform at the Master's Level for 8th grade Mathematics on the District Benchmark will increase from 3% in December 2018 to 38% by June 2024.

GPM 1.3 Annual Targets:

2019-2020—12%
2020-2021—18%
2021-2022—24%
2022-2023—30%
2023-2024—38%

RATIONALE:

Benchmark tests are administered in the fall and spring semesters, in order to predict possible performance on STAAR / EOC tests. Using benchmark results, which can be drilled down to specific performance on each student expectation, we can create intervention plans to address learning gaps prior to the actual STAAR testing which occurs in April/May of each year.

For the 2020-2021 school year, we are using TEA-developed Interim Assessments as our benchmarks for all STAAR-tested grades and subjects. This includes grades 3-8 math and reading, grade 8 social studies, grade 8 science, grade 5 science, Algebra I, U.S. History, English I and II, and Biology.

Interim Assessments are STAAR-like, in that they comprise many of the STAAR-tested items in a shorter format. These assessments will give us a prediction as to whether a student is likely to achieve approaches, meets, or masters on the actual STAAR test.

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Grade 8 mathematics was benchmark tested during the window of November 2-20, 2020. Tests were taken at home or at school through the STAAR Online Testing Platform. Below are the results for the 8th grade mathematics fall benchmark for all students in 8th grade.

	2020-2021 Interim Math Assessment, Grade 8; Opportunity 1			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
GEMS	*163	24%	6%	**1%

*Note: There are approximately 59 Grade 8 students who are continuing to test for an additional week due to connectivity issues. Their results are not included in these totals.

**Note: The Master’s goal for GPM 1.3 is 18% for the 2020-2021 school year. Our actual performance was at 1%, which is -17% below the target.

It should be noted that benchmark tests cover all of the student expectations that are tested on the spring STAAR tests, even though most of that content has not yet been taught in class. Teachers focus on the student expectations that were already taught, looking at the performance on those to find learning gaps. They then fill in the gaps with a variety of techniques, such as warm-up activities, spiraled lessons, etc. It should also be noted that with the learning loss that occurred during the spring of 2019 and the subsequent shift to virtual learning in fall 2020, that this has been anything but a normal year.

The last year in which STAAR testing occurred was the 2018-2019 school year. During that year, our 8th graders took the math STAAR and performed very well at 90% approaches, 57% meets, and 7% masters. It’s very common for scores to increase from the fall to spring benchmark, then again from the spring benchmark to the actual STAAR. SEISD will be administering STAAR tests online across the board beginning this year, and the Interim

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Assessments are giving our students a chance to acclimate to the STAAR Online Testing Platform and all the built-in accessibility features within it. This will help significantly with their comfort level during the actual STAAR.

Based on these fall benchmark results for 8th grade mathematics, Garcia-Enriquez Middle School has put into place the following intervention practices:

1. Lessons in iXL are being used to improve math performance. These are self-guided lessons that adjust to individual learning needs.
2. There are ongoing small group learning sessions taking place for Special Education students who need additional support.
3. Targeted math tutoring takes place on an ongoing basis.
4. STAAR Lab sessions focused on 8th grade math are available, featuring targeted lessons to further develop skills in need of support.
5. Once per week, teachers present lessons using the Sirius Zinger workbooks to target low scoring math TEKS.
6. Administrative support is provided during math PLC's.
7. Frequent walkthroughs take place during math classes (virtual or face-to-face).

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the progress of GPM 1.3 as presented.

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

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Board Progress Monitoring Report

Student Outcome Goal 1

Overall Goal Evaluation

Students in 3rd grade Mathematics through Algebra I performing at the Master's Level on STAAR/EOC will increase from 19% in June 2018 to 38% by June 2024.

Progress Needed

GPM 1.3:

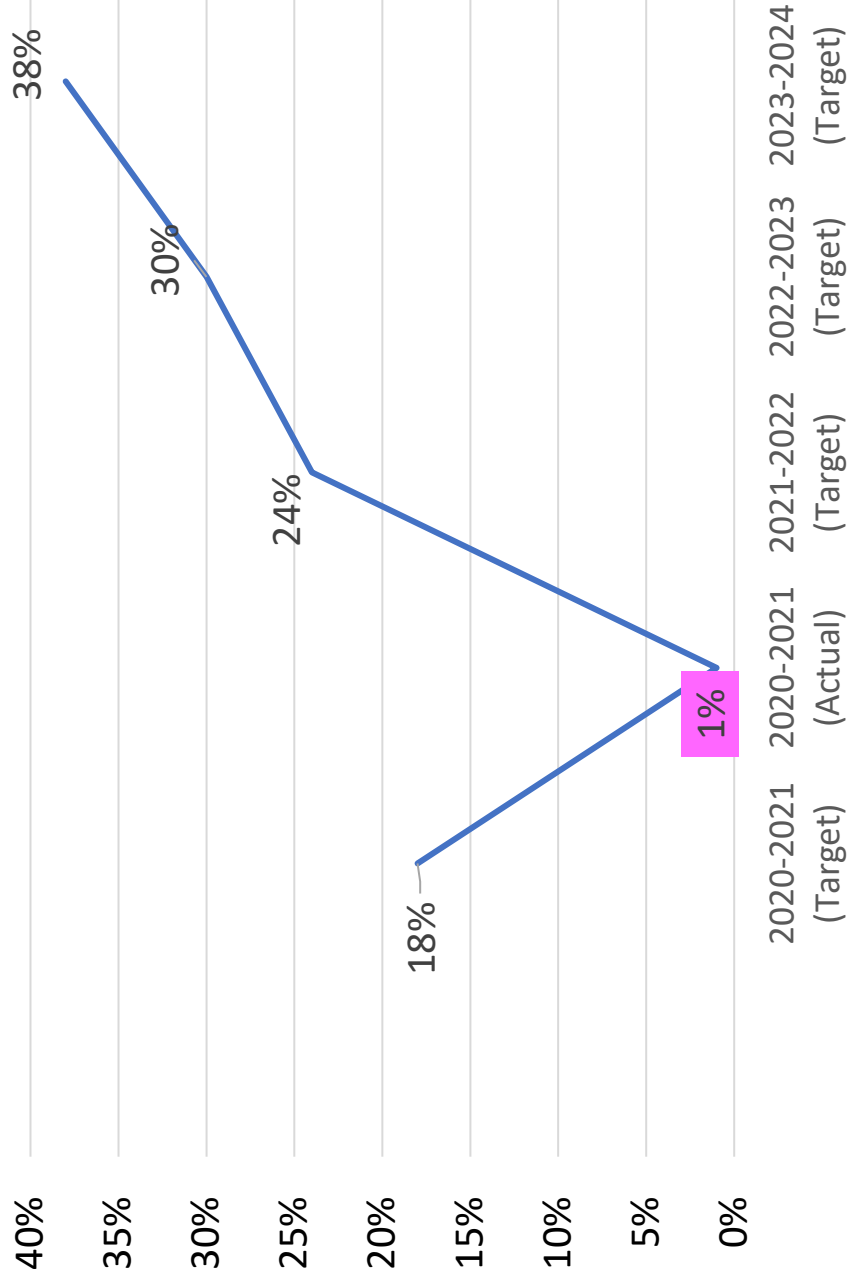
The percentage of 8th grade students who perform at the Master's Level for 8th grade Mathematics on the District Benchmark will increase from 3% in December 2018 to 38% by June 2024.

GPM 1.3 Annual Targets:

2019-2020---12%
2020-2021—18%
 2021-2022—24%
 2022-2023—30%
 2023-2024—38%

The graph shows that the Masters target for 2020-2021 was 18% for all students who took the Interim math benchmark test in 8th grade during the fall semester. Our actual performance was 1%, which is -17% below the target. Progress is needed in this area.

GPM 1.3 Benchmark Results--8th Grade Math; Comparison of 20-21 Master's Results to Target



Superintendent's Evaluation on Next Steps: Refer to Board of Trustees Memo submitted with this report.



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MEMORANDUM

To: Members of the Board of Trustees
From: Lisa Renegar, Planning and Instruction Department
Subject: Progress Monitoring—GPM 1.4—High School Algebra I Fall Benchmarks
Date: December 9, 2020

HISTORY:

Student Outcome Goal 1 was identified as:

Students in 3rd grade Mathematics through Algebra I performing at the Master's Level on STAAR / EOC will increase from 19% in June 2018 to 38% by June 2024.

Goal Progress Measure (GPM) 1.4 was identified as:

The percentage of high school students who perform at the Master's Level for Algebra I on the District Benchmark will increase from 7% in January 2019 to 38% by June 2024.

GPM 1.4 Annual Targets:

2019-2020—14%
2020-2021—20%
2021-2022—26%
2022-2023—32%
2023-2024—38%

RATIONALE:

Benchmark tests are administered in the fall and spring semesters, in order to predict possible performance on STAAR / EOC tests. Using benchmark results, which can be drilled down to specific performance on each student expectation, we can create intervention plans to address learning gaps prior to the actual STAAR testing which occurs in April/May of each year.

For the 2020-2021 school year, we are using TEA-developed Interim Assessments as our benchmarks for all STAAR-tested grades and subjects. This includes grades 3-8 math and reading, grade 8 social studies, grade 8 science, grade 5 science, Algebra I, U.S. History, English I and II, and Biology.

Interim Assessments are STAAR-like, in that they comprise many of the STAAR-tested items in a shorter format. These assessments will give us a prediction as to whether a student is likely to achieve approaches, meets, or masters on the actual STAAR test.

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High School Algebra I was benchmark tested during the window of November 2-20, 2020. Tests were taken at home or at school through the STAAR Online Testing Platform. Below are the results for the high school Algebra I fall benchmark for all students in grades 9-12 who are currently enrolled in Algebra I:

	2020-2021 Interim Algebra 1 EOC Assessment- Opportunity 1			
	Total Students	Probability of Achieving Approaches Grade Level	Probability of Achieving Meets Grade Level	Probability of Achieving Masters Grade Level
San Elizario High School	*137	50%	10%	**2%

*Note: There are about 124 students who still need to complete testing. Their results are not included in these totals.

**Note: The target for 2020-2021 is 20% Master’s. Our actual performance is 2%, which is - 18% below the target.

As mentioned above, there is a group of approximately 124 students who still need to test, and are working on completing the test the week of 11/30/2020—12/4/2020. This group is reduced to 97 by a cohort of 9th graders who took Algebra 1 in 8th grade, and are currently taking Geometry as 9th graders. For the remaining 97, they did not test on time due to factors including:

- Lack of connectivity at home (Interims are not available on paper);
- Student non-compliance due to lack of incentives;
- Difficulties in reaching students and parents with testing instructions;
- Test schedule did not allow for additional time for make-ups.

The SEHS team is working aggressively to get the remaining 97 students to take the Interim Algebra I assessment by making contacts and providing incentives including a participation grade.

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



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

It should be noted that benchmark tests cover all of the student expectations that are tested on the spring STAAR tests, even though most of that content has not yet been taught in class. Teachers focus on the student expectations that were already taught, looking at the performance on those to find learning gaps. They then fill in the gaps with a variety of techniques, such as warm-up activities, spiraled lessons, etc. It should also be noted that with the learning loss that occurred during the spring of 2019 and the subsequent shift to virtual learning in fall 2020, that this has been anything but a normal year.

The last year in which STAAR testing occurred was the 2018-2019 school year. During that year, our high school students took the Algebra I EOC test and performed very well at 90% approaches, 65% meets, and 35% masters. It's very common for scores to increase from the fall to spring benchmark, then again from the spring benchmark to the actual STAAR. SEISD will be administering STAAR tests online across the board beginning this year, and the Interim Assessments are giving our students a chance to acclimate to the STAAR Online Testing Platform and all the built-in accessibility features within it. This will help significantly with their comfort level during the actual EOC tests.

Based on these fall benchmark results for high school Algebra I, San Elizario High School has put into place the following intervention practices:

- EOC Math Lab
- Intersession Tutoring
- Saturday School
- Friday Tutoring

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board approve the progress of GPM 1.4 as presented.

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

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Board Progress Monitoring Report

Student Outcome Goal 1

Overall Goal Evaluation

Students in 3rd grade Mathematics through Algebra I performing at the Master's Level on STAAR/EOC will increase from 19% in June 2018 to 38% by June 2024.

Progress Needed

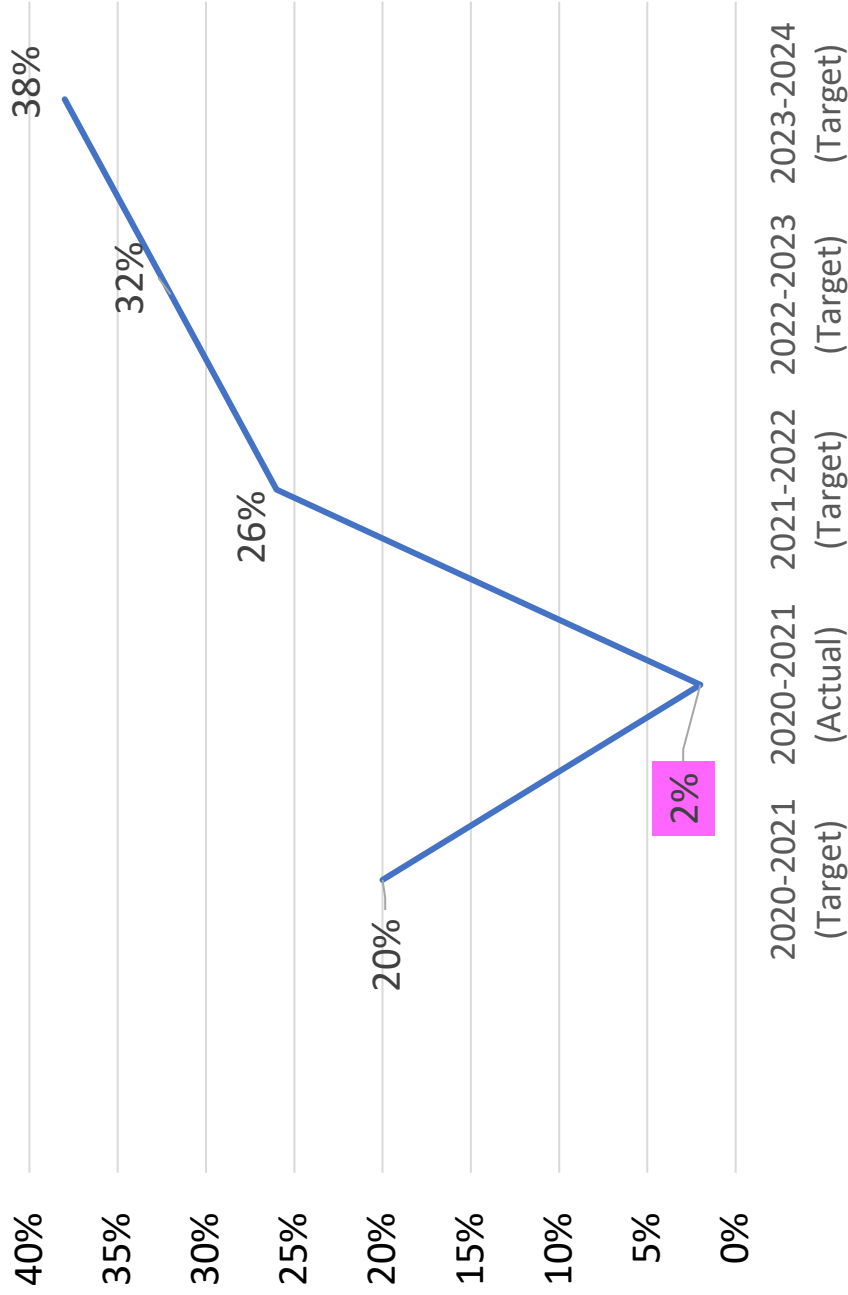
GPM 1.4:

The percentage of high school students who perform at the Master's Level for Algebra I on the District Benchmark will increase from 7% in January 2019 to 38% by June 2024.

GPM 1.4 Annual Targets:

2019-2020 --- 14%
2020-2021 — 20%
 2021-2022 — 26%
 2022-2023 — 32%
 2023-2024 — 38%

GPM 1.4 Benchmark Results--HS Algebra I; Comparison of 20-21 Master's Results to Target



The graph shows that the Masters target for 2020-2021 was 20% for all students who took the Interim math benchmark test in Algebra I during the fall semester. Our actual performance was 2%, which is -18% below the target. Progress is needed in this area.

Superintendent's Evaluation on Next Steps: Refer to Board of Trustees Memo submitted with this report.



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MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Director of Human Resources
Subject: Grand Canyon University Agreement
Date: December 9, 2020

HISTORY: Grand Canyon University is a private Christian university located in Phoenix, Arizona. GCU offers a wide range of programs on campus and online at both the undergraduate and graduate levels. Doctoral programs are also offered by GCU.

RATIONALE: If the “Participants in Learning, Leading, and Serving” Agreement is approved, Grand Canyon University will offer SEISD employees a 10% scholarship toward tuition and fees. In addition, paraprofessionals entering a Bachelor’s program with GCU will qualify for a 15% scholarship. Students graduating from SEHS are eligible to receive an award package of \$3,150 per academic year. Student’s parents and employee’s spouses will also be eligible for scholarships of 10% and 5% respectively. Please refer to the Benefits and Contributions section of the agreement for more details on additional benefits.

BUDGET IMPACT: There is not an impact to the budget.

ADMINISTRATIVE RECOMMENDATION: To approve the PLLS Agreement between San Elizario ISD and Grand Canyon University as presented.

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

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Participants in Learning, Leading and Serving Agreement – Texas

By way of this agreement, San Elizario Independent School District agrees to participate in Grand Canyon University's Participants in Learning, Leading and Serving (PLLS) program. The purpose of this agreement is to define the relationship between Grand Canyon University (GCU) and signee as it relates to the PLLS participation:

- **No cost:** There is no cost to become a PLLS participant.
- **Not exclusive:** There is no expectation of exclusivity.
- **No minimum expectation:** There is no limit or minimum on the number of benefits a school or district may utilize, and participants are not expected to partake in any benefits to become and remain PLLS participants.

If your organization is a County Office of Education, Educational Service Center, or equivalent, the benefits of the PLLS agreement may be extended to school district affiliates.

BENEFITS AND CONTRIBUTIONS TO PLLS SCHOOLS AND DISTRICTS

1. High school students graduating from a PLLS participant high school, who are fully admissible to GCU (not Accepted with Specifications), will receive a minimum institutional award package of \$3,150 per academic year. The total GCU award package could be higher based upon a student's level of academic merit, program of study, registration date, and other offers for incoming students including those related to participation in athletics, pep band, theater, debate, etc.

With the University's commitment to provide an affordable private, Christian education, effective tuition rates would *not exceed* \$13,250 per academic year *after the minimum GCU scholarship package is applied*.

The high school must be a PLLS participant on or before the August 1st immediately following the student's graduation in order for the student to be eligible for the \$3,150 minimum award. If August 1st falls on a weekend or holiday, the deadline will take effect on the following business day.

Unless explicitly stated otherwise, this scholarship can be combined with other Grand Canyon University scholarships in accordance with the Grand Canyon University CAP policy but cannot exceed your charges.

2. PLLS participants will have access to a 10% scholarship for their faculty and staff, providing savings toward tuition and fees for online undergraduate, graduate or doctoral degree programs* along with non-degree single courses and continuing teacher education courses. Spouses will receive a 5% scholarship.
3. A 15% scholarship is available to PLLS participants employed as paraprofessionals and classified employees entering an online Bachelor's program through the College of Education, a Secondary Education Emphasis degree program, or the Bachelor of Science in Applied Management degree.
4. Students' parents will receive a 10% scholarship when entering an online Bachelor's program through the College of Education, a Secondary Education Emphasis degree program, or a graduate degree program that leads to initial teacher licensure. A 5% scholarship is available for all other masters and doctoral degree programs related to the field of Education through the University's College of Education.
Parents are eligible for the scholarship if the student is actively enrolled in a school with a PLLS agreement in effect. Parents of students who attended a high school while a PLLS agreement was in effect and who are actively attending GCU will also be eligible for the scholarship*.
5. PLLS participants will have access to the GCU Online Job Board to post employment opportunities and search for applicants.



6. PLLS participants will have access to GCU's Canyon Professional Development services and applicable discounts. Available Canyon Professional Development opportunities include: Expert-led Professional Development, Coaching, Mentoring, Consultation, and Strategic Planning. All fee-based services are specifically customized to meet the needs and goals of our PLLS participants.
7. PLLS participants will have access to a catalog of dual or concurrent enrollment courses for current high school students, providing them with an opportunity to reduce the time to complete a bachelor's degree from four years to three. These courses are offered at \$52.50 per credit hour.
8. PLLS faculty, staff and families will receive discounts for GCU academic and athletic camps along with other events sponsored by K12 Educational Development, when applicable.
9. PLLS participants will receive communication about GCU-sponsored initiatives and programs that benefit students, staff and school communities.
10. PLLS participants will have the opportunity to participate in coordinated PR and marketing efforts using GCU provided branded and approved marketing materials, if desired. The GCU marketing staff will review any materials designed by participant schools.
11. Other school/district benefits may be available as mutually agreed upon by both parties.

PLLS SCHOOL AND DISTRICT CONTRIBUTIONS TO GCU

1. GCU offers a very generous scholarship package for admissible students. Our goal is to ensure that qualified high school seniors receive this information about attending GCU. In order for this information to be made available to eligible students and their parents, we ask PLLS participant schools to distribute a letter prepared by GCU to all qualifying students and their parents.

PLLS participants may also suggest other options to provide scholarship information to all qualifying students and their parents.
2. PLLS participants will allow GCU representatives to participate in college visitation programs and any college fairs (if applicable).
3. PLLS participants will allow GCU representatives to share information with any faculty, staff, parents or spouses that are interested in learning more about online and cohort programs.
4. PLLS participants will distribute GCU information via their preferred communication method. This will include an introductory email to all appropriate employees that announces the program and provides information about the benefits as well as other applicable announcements, newsletters and updates.
5. PLLS participants will utilize GCU branded and approved materials when promoting GCU programs and/or seek approval from GCU to use customized materials for print, email and websites.

The Parties agree to protect the participants' educational records in accordance with the Family Educational Rights and Privacy Act, 20 U.S.C. 1232g and any applicable policy of the Parties. To the extent permitted by law, the Parties may share information from participants' educational records with each other so that each can perform its respective responsibilities under this Agreement but shall not disclose or share education records with any third party.

** The PLLS scholarship for online and cohort classes cannot be used in conjunction with any other scholarship except the College of Education Cohort Scholarship or the College of Doctoral Studies Cohort Scholarship.*

GRAND CANYON UNIVERSITY™



The undersigned agrees to the conditions of the PLLS participation, which is effective upon signing and will continue through December 31, 2021. The signature on this agreement allows the district/school students, educators and adult learners to be eligible for the scholarships, awards and discounts outlined in the agreement. The PLLS administrator will be informed of any changes that may occur to the participant agreement via email. Both GCU and the PLLS participant reserve the right to dissolve the relationship at any time should it not align with either party's mission or goals. The acting party should present the termination of participation by way of written notice. If the agreement is cancelled, individuals who are continuously enrolled in a degree program at GCU will continue to receive the tuition scholarship initiated by the participant agreement throughout the duration of their program.

District/School Name

District/School Administrator (Signature/Print Name)

Title

Date

Phone Number

Email Address

Address

City/State/Zip Code

GCU Chief Administrative Officer

Date



Preferred Contacts for Communication

Information Distribution (i.e. distribution of newsletters, Benefits Guide):

Name: _____

Title: _____

Phone: _____

Email: _____

Guidance Counselor:

Name: _____

Title: _____

Phone: _____

Email: _____

Professional Development:

Name: _____

Title: _____

Phone: _____

Email: _____

Human Resources:

Name: _____

Title: _____

Phone: _____

Email: _____

Special Meeting by Videoconference During Disaster Due to COVID - 19

Thursday, November 12, 2020 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

A. Call to Order

The meeting was called to order at 5:30 p.m.

B. Roll Call

The following board members were accounted for: Sandra Licon, Board President; Irene Jaquez, Board Vice President; Michelle Garcia, Myrna Hernandez, and Rebecca Romero. Superintendent Dr. Meza-Chavez was also in attendance.

Board Secretary Mr. Fernie Madrid and Mr. Eduardo Chavez were not in attendance.

C. Pledge of Allegiance

D. San Elizario ISD Mission Statement

Mrs. Licon recited the District's Mission Statement.

2. OPEN FORUM (five minute limit)

No items were presented in Open Forum.

3. NEW BUSINESS / BOARD ACTION ITEMS

A. Discussion and possible action to end the Board Resolution amended and approved on June 15, 2020 regarding the District's employee compensation plan during its Emergency Closure

Legal Counsel Mrs. Priscilla Mata brought forward a resolution that had previously been brought forward to the Board in June to be terminated and be provided an end date. This previous resolution allowed the continuation of employees to work and gave peace of mind to the employees that they would not lose out on any pay during that time. From June to November 9 the District has since opened campuses and the transition that was approved by TEA has now ended. Mrs. Mata stated that the San Elizario ISD is now in a different phase and the District has implemented a modified work schedule. This will help in preventing community spread to fight the COVID surge of cases. This action item will end the previous resolution dated June 15, 2020.

Mrs. Irene Jaquez made a motion to approve the action to end the Board Resolution amended and approved on June 15, 2020 regarding the District's employee compensation plan during its Emergency Closure. Mrs. Hernandez seconded the motion. Motion passed.

- B. Discussion and possible action to approve a Board Resolution regarding the District's employee compensation plan during the modified work schedule period amid continuing concerns of community spread during the COVID-19 pandemic.

Legal counsel Mrs. Priscilla Mata brought forward a new resolution that will allow the District to continue compensating idle employees who are instructed not to report to work and who may suffer a loss of pay if they do not report for work due to not having an option for remote working. The resolution would become effective November 9, 2020.

Mrs. Jaquez made a motion to approve a Board Resolution regarding the District's employee compensation plan during the modified work schedule period amid continuing concerns of community spread during the COVID-19 pandemic. Ms. Romero seconded the motion. Motion passed.

- C. Discussion and possible action to accept resignation of SEISD Board Trustee Mrs. Irene Jaquez

Board President Mrs. Sandra Licon stated that Mrs. Irene Jaquez is the newly elected Alderperson for the City of San Elizario. Mrs. Licon thanked Mrs. Jaquez for the years of service that Mrs. Jaquez has provided the District of San Elizario. Mrs. Licon thanked Mrs. Jaquez for the great things that Mrs. Jaquez has done for the District and the community of San Elizario. Mrs. Licon went on to say that Mrs. Jaquez is a true leader as she helps those around her grow. Mrs. Myrna Hernandez shared the same sentiments to Mrs. Jaquez and for welcoming the new Trustees as they became new Trustees. Mrs. Hernandez wished Mrs. Jaquez well. Mrs. Garcia congratulated Mrs. Jaquez on her new endeavor and thanked Mrs. Jaquez for the encouragement that was always received by Mrs. Jaquez. Ms. Romero congratulated Mrs. Jaquez and stated that she was very proud of her. Superintendent Dr. Meza-Chavez thanked Mrs. Jaquez on behalf of all the employees of San Elizario ISD for her leadership. Mrs. Jaquez thanked everyone for their kind words and stated that she was very excited to begin her new journey and stated that she will continue to work with the District and the community of San Elizario.

Mrs. Michelle Garcia made a motion to accept resignation of SEISD Board Trustee Mrs. Irene Jaquez.

4. **Adjournment**

Ms. Romero made a motion to adjourn the meeting. Mrs. Garcia seconded the motion. Motion passed. Time: 5:50 p.m.

Board Secretary

Regular Meeting by Videoconference During Disaster Due to COVID - 19

Wednesday, November 18, 2020 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

A. Call Meeting to Order

The meeting was called to order at 5:30 p.m.

B. Roll Call

The following board members were accounted for:

Sandra Licon, Board President; Fernie Madrid, Secretary; Eduardo Chavez, Michelle Garcia, Myrna Hernandez and Rebecca Romero.

Superintendent Dr. Meza-Chavez was also in attendance.

C. Pledge of Allegiance

D. San Elizario ISD Mission Statement

Mrs. Licon recited the District's Mission Statement

2. OPEN FORUM (five-minute limit)

No items were presented in Open Forum

3. DISTRICT RECOGNITION

A. Teacher and Employee of the Month for San Elizario High School

Mr. Jaime Parra, Assistant Principal, announced the Employee of the Month for San Elizario High School, Mr. Luis Hernandez. Mr. Hernandez was a custodian at GEMS and became a Head Custodian at Alarcon. Mr. Hernandez is now the Head Custodian at San Elizario High School. Mr. Hernandez makes sure that everything is done at the high school to prepare for events and activities.

Mr. Hernandez thanked the Board and Superintendent Dr. Meza-Chavez for the recognition and stated that he was very proud.

Mrs. Brenda Pallares, Assistant Principal, announced the Teacher of the Month for San Elizario High School, Mr. Andrew Avila. Mrs. Pallares stated that Mr. Avila was an excellent teacher and gives his best to his students.

Mr. Avila thanked the Board and Superintendent Dr. Meza-Chavez for the amazing recognition. Mr. Avila also thanked Principal, Mrs. Marioni. Mr. Avila stated that he knows that being a teacher is a team effort and he thanked all of those who helped him during these unprecedented times of virtual teaching. Mr. Avila stated that he was very humbled.

Board President Mrs. Licon congratulated both recipients for their recognitions. Board Trustees congratulated the employees for their hard work.

B. Focus on Student Outcome Goals

1. San Elizario High School - Monitoring Student Progress

Mrs. Marioni presented campus data that included math, reading and attendance data. Interventions as well as programs that were being offered to students were also presented.

Mrs. Hernandez asked Mrs. Marioni if Saturday school was offered to all students. Mrs. Marioni confirmed that Saturday school is made available to all of the students at San Elizario High School.

4. NEW BUSINESS / BOARD ACTION ITEMS

- A. Discussion and possible board action to approve MOU between El Paso County Community College District and San Elizario Independent School District for the purpose of development and support of San Elizario Early College High School.

Dr. Meza-Chavez stated to the board that the MOU presented has been reviewed by legal counsel and has been reviewed with El Paso Community College (EPCC).

Mrs. Garcia asked Dr. Meza-Chavez how the transportation piece applies to the Early College program since students would be taking classes on the San Elizario High School campus. Dean Badillo addressed the question and explained that although the majority of the classes can be taken at the high school campus, some courses that are typically offered to a junior or senior may be only offered at the EPCC campus. Dean Badillo went on to state that although we want our students to be offered college courses at the high school campus we also want the students to be able to have the college experience as well. Transportation would be for students being taken from the high school to the college campus and back to the high school.

A motion was made by Mrs. Michelle Garcia to approve the MOU between El Paso Community College District and San Elizario Independent School District for the purpose of development

and support of San Elizario Early College High School. Mrs. Myrna Hernandez seconded the motion. Motion passed unanimously.

1. Early College High School PowerPoint Presentation

A PowerPoint Presentation was presented to the Board by Dr. Rogelio Segovia, Associate Superintendent and Ms. Tonie Badillo, Dean of Early College and Dual Credit. In joining with El Paso Community College, San Elizario students will be able to earn an associate's degree while in high school.

Mrs. Garcia asked Dr. Segovia if students will be offered support as they complete the essay applications. Dr. Segovia stated that the campus will be able to provide additional assistance should the need arise. Mrs. Garcia asked Dr. Segovia if the 60 students that are being offered to join the program, will San Elizario ISD students be given first choice. Dr. Segovia stated that there will actually be enough space for our students to ensure being allowed in the program. Mrs. Garcia asked Dean Badillo the success rate of the Early College Program. Dean Badillo stated that the success rate is at 72%. Mr. Fernie Madrid stated that this process has been long overdue. Mr. Fernie Madrid asked if a student transferred to another college, would the college credits that had been completed at EPCC be accepted. Dean Badillo stated that EPCC is an accredited college and course credits are transferable within the state of Texas. In addition, Dean Badillo stated that agreements are in place throughout the nation to ensure credits are easily transferable. Mr. Chavez asked Dr. Segovia if a sophomore or junior student would like to take part in this program would they be given that opportunity or would this just be for incoming freshman students. Dr. Segovia indicated that any student that attends San Elizario High School has the opportunity to take a dual credit course, students would be able to take a college course they just wouldn't be a part of the cohort. Mrs. Hernandez asked if a student transferred from one early college to another how would the credits be affected. Dr. Segovia stated that any transfer would be handled as a regular transfer and each school involved would have to complete a thorough evaluation of the transcript of the student.

B. Consider and approval of the Annual Financial Report for the Fiscal Year Ended June 30, 2020

Mrs. Ruddock and Mr. Mario Arenas presented their report. No current findings were found.

Mrs. Michelle Garcia made a motion to approve the annual financial report for the Fiscal Year Ended June 30, 2020. Ms. Rebecca Romero seconded the motion. Motion passed.

C. Texas Association of School Boards (TASB)
Staffing Study Overview

TASB Representative, Ms. Cheryl Hoover, presented the findings of the staffing review.

Mrs. Michelle Garcia thanked Ms. Hoover for the report. Ms. Hoover stated because of the presentation that she was able to provide to the Board, TASB is offering the SEISD Board a one-hour training from TASB.

1. Texas Association of School Boards (TASB)
Staffing PowerPoint Presentation

Presentation shown.

2. Discussion and possible board action to approve date to hold Special Board Meeting Workshop

A Special Board meeting will be held on December 2, 2020 at 5:30 p.m.

D. Discussion and possible action to approve method for convening future board meetings amid Covid-19 pandemic

Mrs. Myrna Hernandez stated that although this is a scary time for all of us, Mrs. Hernandez feels that if our teachers are able to go back to their respective campus, Trustees should also be able to go back to the board room. Mrs. Romero stated that she wishes to remain virtual.

Mrs. Michelle Garcia made a motion to table the item to give legal counsel additional time to research. Ms. Romero seconded the motion. Motion passed. Vote 4 yay - 2 nay

5. **CONSENT AGENDA - Consider and possible Board action on**

A. Financial Reports

1. Tax Report

2. Financial Statements

3. Investment Report
4. Purchase Orders Exceeding \$25,000.00
5. Budget Amendment
- B. Consider and possible Board action to approve final payment to Perikin Enterprises for Alarcon Elementary School Parking Lot Expansion (RFP#19-1060)
- C. Monitoring Superintendent's Constraints
 1. Discussion and possible board action to approve Superintendent's Constraints C2 - CPM 2.1
 2. Discussion and possible board action to approve Superintendent's Constraints C2 - CPM 2.2
- D. **Goal Progress Monitoring**
 1. **GPM 3.2** - The percentage of 12th grade students enrolled in a Mathematics or English college prep course will increase from 31% in June 2018 to 41% by June 2024.
- E. Laptop Devices for Board of Trustees
- F. MOU Agreement between San Elizario ISD, El Paso Community College and University of Texas at El Paso
- G. Consider approval of minutes for the following:
 1. October 14, 2020 - Regular Board meeting
 2. October 17, 2020 - Special Board Meeting / Training
- H. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken and / or obsolete furniture and technology equipment according to Administrative discretion and by an reasonable means
 1. Technology Department
 2. Support Services Department

Mrs. Michelle Garcia made a motion to approve the Consent Agenda. Mrs. Myrna Hernandez seconded the motion. Motion passed unanimously.

6. **REPORTS / INFORMATION / PRESENTATION**
 - A. Curbside Meal Service Update (Information)
 - B. SB820 - Cybersecurity Plan (Information)
 - C. Purchase Orders issued with temporary Superintendent purchasing threshold in response to COVID-19 pandemic (Information)
7. **EXECUTIVE SESSION**
 - A. Discussion on Employee / Board / Superintendent Communication
 - B. Discussion regarding revisions and updates to the Board's Operating Procedures, to include

social media guidelines for board members and board self-evaluation.

- C. Discussion with legal counsel regarding extracurricular activities and on-campus instruction in light of current TEA guidance, local County Judge Order No. 13, and press release from the City of San Elizario.
- D. Discussion regarding addressing future Principal vacancy at Sambrano Elementary School and possible reassignment of personnel to serve as interim principal of Loya Primary School.
- 8. The board returned to open session at 8:43 p.m. to take possible action on the matters discussed in Executive Session
 - A. Discussion and possible action to approve revisions and updates to the Board's Operating Procedures, to include social media guidelines for board members and board self-evaluation.

Mrs. Myrna Hernandez made a motion to approve revisions and updates to the Board's Operating Procedures, to include social media guidelines for board members and board self-evaluation. Ms. Rebecca Romero seconded the motion. Motion passed unanimously.

- B. Discussion and possible action regarding SEISD's response to the City of San Elizario in connection with its press release dated November 2, 2020.

Mrs. Michelle Garcia made a motion to direct administration to proceed as discussed in closed session. Mrs. Myrna Hernandez seconded the motion. Motion passed unanimously.

- C. Discussion and possible action to approve reassignment of personnel to serve as interim principal of Loya Primary School, along with discussion and possible action to approve additional job responsibilities and compensation in light of budget constraints

Mrs. Michelle Garcia made a motion to table item 8C. Ms. Rebecca Romero seconded the motion. Motion passed unanimously.

- 9. NEXT MEETING DATE:
Special Board Meeting: Wednesday, December 2, 2020 at 5:30 p.m.
Regular Board Meeting: Wednesday, December 9, 2020 at 5:30 p.m.
- 10. Adjournment

Ms. Rebecca Romero made a motion to adjourn the meeting. Mrs. Myrna Hernandez seconded the motion. Motion passed unanimously. Time: 8:48 p.m.

Board Secretary

Board Workshop by Videoconference During Disaster Due to COVID - 19

Wednesday, December 2, 2020 5:30 PM

SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. GENERAL FUNCTIONS

A. Call to Order

The meeting was called to order at 5:30 p.m.

✓ B. Roll Call

The following board members were accounted for: Sandra Licon, Board President; Fernie Madrid, Board Secretary, Eduardo Chavez, Michelle Garcia. Superintendent Dr. Meza-Chavez was also in attendance.

Board Trustee Mrs. Myrna Hernandez joined the meeting at 5:34 p.m.

Board Trustee Mrs. Rebecca Romero was not present.

C. Pledge of Allegiance

D. San Elizario ISD Mission Statement

Mrs. Licon recited the San Elizario ISD Mission's statement.

2. School Board Workshop

A. Board Workshop to Discuss TASB's Staffing Study Findings/Recommendations and Guidance For Next Steps

Mr. Norberto Rivas, Chief Financial Officer, presented the TASB's Staffing Study Findings / Recommendations and Guidance for next steps. The presentation covered enrollment, personnel, suggested changes that need to be made, staffing report from TASB to include funding sources and the SEISD financial outlook.

Mrs. Michelle Garcia asked when any changes would be implemented. Superintendent Dr. Meza-Chavez stated that the Budget Workshop was scheduled for the purpose of the Board providing guidance to Administration to begin creating a plan.

Mrs. Garcia stated that because of the current pandemic, she would not like for any changes to be implemented at this time in regards to loss of employment. Mr. Fernie Madrid agreed with the statement. Mr. Fernie Madrid asked Mr. Rivas if he had an amount of savings that the

District has saved as a result of the positions not filled by attrition. Mr. Rivas stated that he did not have that number on hand; however, he would provide the amount to the Board.

Mr. Fernie Madrid stated to Mr. Rivas that throughout the TASB report, each suggestion has a bullet point that uses the word efficiencies. Mr. Madrid asked what Mr. Rivas interpreted that word to mean. Mr. Rivas stated that means to work in a more efficient way; however, sometimes working in a more efficient way may mean losing out on quality. An example was given regarding the department of Child Nutrition Services. Our Child Nutrition Services department prepares meals that involve more cooking and prep work as opposed to meals that are prepackaged. An additional example was given in regards to the transportation department. Buses can transport a higher number of students; however, students will remain on the bus for a longer period of time as opposed to shorter trips.

Mrs. Myrna Hernandez stated that her concern of not filling positions is that employees are given additional duties and are then being overworked. Mrs. Hernandez asked if employees who are asked to take on additional duties would be compensated. Mr. Rivas stated that at this time, TASB is conducting a salary study. Once we receive that salary study, Mr. Rivas stated that if a position shows that it is being underpaid, an equity adjustment can be made. A pay raise can be done if the position is considered under market value and if the budget permits.

Mrs. Michelle Garcia asked Mr. Rivas if no changes were made, what would be the amount of the costs that would be incurred. Mrs. Sandra Licon also commented that she was very concerned of the increase of expenditures. Mr. Rivas stated that the not filling positions through attrition has been working. Some positions may not have to be filled and some teaching positions may be able to be filled by someone who may not have as many years' experience; therefore, having a lower salary. Mr. Rivas stated that the impact to the District may not be as difficult. Mr. Rivas went on to state that COVID 19 is not over. We as a District do not know what legislation is going to do regarding funding towards Education. Mr. Rivas stated that once legislation releases numbers, we will know how drastic changes need to be.

Superintendent Dr. Meza-Chavez stated that the conversation needs to be had for the Board to provide guidance to be able to prepare and plan and state what direction the District should go. Superintendent Dr. Meza-Chavez stated that she echoes the same sentiment as the Board and does not want any employee to lose their job.

Mr. Eduardo Chavez stated that at this point and with the information being provided and without knowing projections, it is hard to provide guidance. Mr. Chavez stated that the TASB report indicates cutting of certain positions, however, because he does not know the details of what that position does day to day, he would need more guidance from Administration. Mr. Chavez stated that the Administration would need to recommend something that shows what areas can be run in a more efficient manner. Mr. Chavez stated that suggestions should be presented for the Board to consider.

Mrs. Garcia asked if a study has been made at the high school that shows if a decrease in students taking certain electives has been done. Dr. Rogelio Segovia, Associate Superintendent, stated that every 9 weeks student numbers are reviewed for various programs. Dr. Segovia stated that if numbers appear to decrease, recruitment efforts begin to take place at the campus.

Mrs. Michelle Garcia asked what the cost of the warehouse building incurs. Mrs. Garcia stated that monies used for the warehouse building could be saved by having deliveries made directly to campuses. Mr. Norberto Rivas stated that the warehouse duties include actual entry of all items ordered by the District. Mr. Rivas stated that certain products would be able to be shipped directly to the campus however it becomes more complicated when technology items are ordered and bar coded for inventory. Mr. Jesus Martinez, Support Services Director, stated that in addition of taking an inventory of all items that are ordered by the District, warehouse personnel also perform yearly inventory reports, fixed asset reports, discard reports from all campuses and departments, mail processing and mail delivery to all campuses and departments.

Superintendent Dr. Meza-Chavez stated we would like to come up with the best plan, nothing is final at this time. Superintendent Dr. Meza-

Chavez asked Mr. Madrid if he would provide more history as to why the decision was made in the past to eliminate the football program. Mr. Madrid stated that to his recollection, the football program was eliminated because the budget was very tight, participation was not there. Football was the main sport at the time and because of the lack of participation the program was cut for savings. The program was planned to be cut for 2 years; however, the program was reinstated after one year because of community feedback that was received. Mr. Madrid asked that because of the pandemic, is the District not seeing any savings. In addition, Mr. Madrid stated that the TASB report indicated additions of positions that were being recommended. Mr. Madrid stated that he would not like for any additions to be made at this time. Mr. Rivas stated that savings has taken place such as the reduction in overtime. In addition, monies that had been initially budgeted for travel will not be moved to any other account so those monies would come back to the budget. Overtime for drivers who are not incurring overtime to transport students to and from games will also not be moved to any other account but will be returned to the budget. Mr. Rivas stated that savings will trickle in and a final amount will be able to be known at the end of the year.

Mrs. Michelle Garcia asked what the timeline is for the Legislative Session. Mr. Rivas stated that the Legislative Session begins January 21st. Mr. Rivas stated that the budget needs to be adopted before June 20th. Mrs. Garcia stated that we technically still have time and with the information they have the Board cannot really do anything especially by causing any unnecessary stress. Mrs. Garcia stated that she agreed with Mr. Chavez and additional information is needed. Mrs. Sandra Licon stated that these are crucial conversations that need to take place and plans need to be made to be prepared and ready for changes. Mrs. Myrna Hernandez stated that she agrees with Mr. Chavez and Mrs. Licon in that we will not have any solid information until January. Mrs. Hernandez stated that she understands that we need to be proactive and asked if Administration can provide a plan that shows the best case and worse cases scenarios. Mr. Chavez stated that what he looking for is for the Executive staff to provide a more in-depth report that includes more of a breakdown that allows the Board to see where an impact will happen. Mr. Chavez stated that he knows that

because we became a District of Innovation, we are allowed more wiggle room. Mr. Chavez stated that he would like to make an informed decision. Mr. Rivas stated that Mr. Chavez is correct in that the District of Innovation calls for class counts to be higher per class so wiggle room is there. Mr. Rivas stated that he can provide more of a detailed report once the appropriation bill is available where he will be able to see the allotment that will be given and will be able to present it to the Board before Spring Break. The Board will be presented with options that are available. Mr. Rivas will compile a presentation based on what we know right now to be able to start discussing what we know so far which will allow the Board to process when broken down even further.

Superintendent Dr. Meza-Chavez asked the Board if any Trustees had any additional questions or clarification needed to begin gathering the information requested. Superintendent Dr. Meza-Chavez asked the Cabinet team if any clarification was needed.

Mr. Fernie Madrid commented that he is hopeful that the new Presidential Administration may be on the side of Education as he had heard that the President Elect's spouse is an advocate for Education. Mr. Madrid also remembered that another reason the football program was eliminated was because at the time the District included playing against Marfa, Presidio, Van Horn and it was too much of an expense in travel.

Dr. Rogelio Segovia commented that he is hopeful that with the new Presidential Administration, Education will be made a priority.

B. Adjournment

Mr. Madrid made a motion to adjourn the meeting. Mrs. Myrna Hernandez seconded the motion. Motion passed unanimously. Time: 6:59 p.m.

Board Secretary



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

MEMORANDUM

To: Members of the Board of Trustees
From: Jesus Martinez, Director-Support Services
Subject: November 2020 Non Technology Fixed Asset Discards
Date: December 9, 2020

HISTORY: On May 31, 2019 we applied for a bus replacement grant from TCEQ (Texas Commission on Environmental Quality) for five new school buses. The district was awarded the grant on August 27, 2019. The grant amount that San Elizario ISD was awarded for the purchase of the new 71 passenger size school buses was for \$337,336. TCEQ requires that the old buses, replaced by the new buses purchased, be destroyed as per their prescribed method for the district to obtain reimbursement. The old buses qualified for the grant due to the high nitric oxide (NOx) emissions.

RATIONALE: Discarding the old buses by destruction, would satisfy the grant contract, allowing the district to obtain reimbursement.

BUDGET IMPACT: No budget impact

ADMINISTRATIVE RECOMMENDATION: For the Board of Trustees to declare the listed fixed assets as discards and authorize administration to dispose of the buses to satisfy the TCEQ grant contract reimbursement process.

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

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



Fixed Asset Discard List

Other: Transportation_



Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	125 (T-3) 1995 INT. 70 Pass. Bus	0000502200	1	TCEQ Grant Requirement
2	125 (T-27) 1996 INT. 70 Pass. Bus	0000501800	1	TCEQ Grant Requirement
3	125 (T-37) 2004 BB 70 Pass. Bus	0408053935	1	TCEQ Grant Requirement
4	125 (T-38) 1995 INT. 70 Pass. Bus	0000502100	1	TCEQ Grant Requirement
5	125 (T-39) 1996 INT. 70 Pass. Bus	0000502000	1	TCEQ Grant Requirement
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Date: 11/17/2020

Authorized Campus Signature *[Signature]*

Page 1 of 1

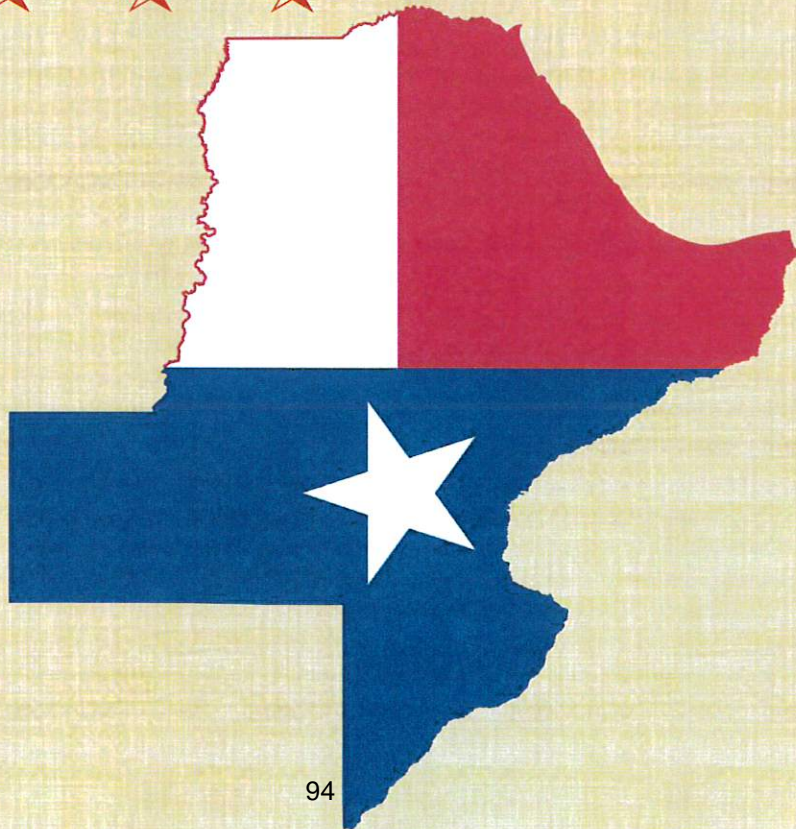


McKinney-Vento /Foster Care and Human Trafficking Training

Teresita Parra & Sylvia Graves

Students Experiencing Homelessness Enrolled in Texas Public Schools

- Snapshot 2017-2018: 111,931
- Snapshot 2018-2019: 72,782
- Snapshot 2019-2020: 78,296
- End of Year 2017-2018: 231,205
- End of Year 2018-2019: 114,055



McKinney-Vento Educational Definition of
Student as

Children and youth who

lack :

fixed

regular

and adequate nighttime residence



McKinney-Vento Status Code

Once Liaisons qualify a student, they use the following codes to identify the students:

- 0 Student is not homeless at any time during the year.
 - 2/D Student is temporarily sharing the house of other persons due to the loss of housing, economic hardship, or similar reason.
 - 3/U⁹⁶ Student is unsheltered (i.e., street, cars, parks, campground, temporary trailers(including FEMA) or abandoned buildings.
 - 4/HM Students lives in a Motel or Hotel.
 - 5/S Student is living in emergency or transitional shelter, or are abandoned in hospitals.
- #3 Student **is in** the physical custody of a parent or legal guardian.
#4 Student **is not** in the physical custody of a parent or legal guardian.

Unaccompanied youth

The MV Act defines “unaccompanied youth” as a youth that is not in the physical custody of a parent or guardian.

- “Guardian” is a legal designation representing the person who has legal custody of a student: this designation can only be granted by a judge in a court of law.
- “Guardian” does not include those persons who have signed an “educational Affidavit” or notarized document pertaining to a student's care.
- “Guardian” does not include those persons who have been given “power of attorney” or notarized letter to care for a student by his/her parent or legal guardian.





Foster Care students

A foster care student is defined as a child placed away from their parents or guardians by a child welfare agency. This includes, but is not limited to, children living in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, childcare institutions, and pre-adoptive homes.

McKinney-Vento and Foster Care Student Rights

Students experiencing homelessness or in foster care have the right to enroll in school immediately, even if lacking documentation normally required for enrollment

Immunizations

Birth certificates

Transcript

Proof of Residence



McKinney-Vento Student Rights

Homeless students have 3 school selections rights:

1. School of Origin: School the child/youth attended when permanently housed or school in which child/youth last enrolled, including a preschool (ESSA). This includes the designated receiving school at the next grade level for feeder school patterns, when the student completes the final grade level served by the school of origin.
2. Local Attendance Area School: any public school that non-homeless students living in the attendance area in which the child/youth is actually living are eligible to attend.
3. State School Selection Provision: If a family is homeless, they can select to enroll in any School in the state.

McKinney-Vento transportation does not apply



Foster Care Student Rights

Have the rights:

1. stay in their current school or choose to attend a new school.
2. The right to request transportation services to and from school.



How do we identify Students?

Mc Kinney Vento:

We provide every family with a Student Residency Questionnaire (SRQ) form which they fill out during registration.

Foster Care:

The guardian or the Department of Protective and Regulatory Services provide the following forms:

All forms in the 2085 series

2085 FC- Foster care/residential care

2080 KO – Kinship or other non-foster caregiver

2085 KF – Verified kinship foster caregiver

2085 LR – Legal risk

2085 HSC – Home and community based services (HCS)

2085 E3- Designation of education decision maker



San Elizario Independent School District
Striving for Excellence

ID# _____

Cuestionario de Residencia del Estudiante

POR FAVOR LLENE UN (1) FORMULARIO PARA CADA ESTUDIANTE QUE DESEA MATRICULAR

Este cuestionario es para proporcionar información sobre la Ley para el Mejoramiento de la Asistencia Educativa para Estudiantes Sin Hogar. Fija McGinnis-Vento 421.C.S.C. 11455. Las respuestas a este cuestionario de residencia ayudan a determinar los servicios a los cuales el estudiante podría tener derecho.

Nombre del estudiante:		Grado escolar actual:	Fecha de nacimiento:
Domicilio actual: (Incluir ciudad, estado y código postal)		Escuela de San Elizario ISD:	<input type="checkbox"/> Masculino <input type="checkbox"/> Femenino
Domicilio anterior: (Incluir ciudad, estado y código postal)		Teléfono:	Teléfono Celular:
Última Distrito y Escuela a la cual asistió:		<input type="checkbox"/> Padre(s) de familia	<input type="checkbox"/> Tutor legal (solo concedido por la corte)
Nombre de la persona con quien vive el estudiante:		<input type="checkbox"/> Joven no acompañado	<input type="checkbox"/> Proveedor de cuidado (ejemplos: amigos, parientes, etc.)
Firma del Padre/Tutor Legal/Proveedor de Cuidador/Estudiante – si no acompañado		Fecha:	

Sección B: Residencia Nocturna Actual del Estudiante

- ¿Es la dirección actual del estudiante un arreglo temporal?
 - ¿Es la dirección actual del estudiante un arreglo temporal debido a la pérdida del hogar?
- Si Ud. respondió SÍ a la pregunta anterior, complete el resto de este formulario. Si Ud. respondió NO no necesita continuar**

- ¿Dónde está viviendo el estudiante actualmente? (MARQUE TODOS LOS QUE APLIQUEN)

En la casa de un amigo o pariente

En un albergue

En un hotel o motel

En una tienda de campaña, auto o camioneta, edificio abandonado, en la calle, en un parque de campamento, en un parque público, o en cualquier lugar que normalmente no se consideraría una habitación

Un joven no acompañado viviendo con un pariente o amigo

4. Brevemente explique cual es el estado actual de la vivienda (i.e. problemas económico, divorcio, violencia doméstica, pérdida de la hipoteca de la familia, desastre natural, echado de los casa por los padres, padre(s) es militar y ha sido enviado fuera del país, padre(s) en la cárcel, han fallecido o incapacitado, etc.) _____

Sección C: Información para los hermanos y hermanas de edad escolar del estudiante:

Nombre del estudiante	Grado Escolar	Escuela	Distrito
SOLO PARA USO DEL DISTRITO			
<input type="checkbox"/> Estudiante califica para el programa de Familias En Transición <input type="checkbox"/> Estudiante califica para el programa de Familias En Transición			
Firma de Enlace Sin Hogar:			FECHA:
Comentarios:			

Presentar un falso registro o falsificar información para matricularse es un delito bajo la Sección 37.10 del Código Penal. Matricular a un niño usando falsos documentos responsabiliza a la persona por la matrícula u otros costos. TEC 23.002(3)(d).



San Elizario Independent School District
Striving for Excellence

ID# _____

Student Residency Questionnaire

PLEASE COMPLETE (1) ONE FORM FOR EACH STUDENT BEING ENROLLED

This questionnaire is intended to address the McKinney-Vento Homeless Education Assistance Improvements Act (42 U.S.C. 11455). The answers to this residency information help determine the services the student may be eligible to receive.

Student Name:		Grade Level:	Birth Date:
Current Address: (Include City, State, and Zip)		SEISD Campus:	<input type="checkbox"/> Male <input type="checkbox"/> Female
Previous Address: (Include City, State, and Zip)		Home Phone:	Cell Phone:
Last District & School Attended:		<input type="checkbox"/> Parent(s)	<input type="checkbox"/> Legal Guardian(s) (granted only by a court)
Name of person with whom student resides:		<input type="checkbox"/> Unaccompanied Youth	<input type="checkbox"/> Caregiver(s) who are not legal guardian(s) (e.g., friends, relatives, parents of friends, etc.)
Signature of Parent/Legal Guardian/Caregiver/Unaccompanied Student:		Date:	

Section B: Student's Current Nighttime Residence

- Is the student's current address a temporary living arrangement? YES NO
- Is the current address a temporary living arrangement due to loss of housing? YES NO

If you answered YES to the above questions, please answer the following questions. If you answered NO you may stop.

In a home of a friend/relative

In a shelter

In a hotel or motel

In a place not designed for ordinary sleeping accommodations such as car, park, abandoned building, on the streets, a campground, or other unsheltered location

Unaccompanied youth living with a friend of relative

4. Briefly explain the student's current living situation: (i.e. economic hardship, divorce, family violence, loss of job, eviction, foreclosure, natural disaster, kicked out by parents, parent in military and was deployed, death/incapacitation/ incarceration of parent/guardian, etc.) _____

Section C: Information for school-aged siblings (brothers and/or sisters) of student

Student Name	Grade Level	School	District
DISTRICT USE ONLY			
<input type="checkbox"/> Student qualifies for the Families in Transition Program <input type="checkbox"/> Student does not qualify for the Families in Transition Program			
Homeless Liaison Signature:			Date:

Presenting a false record of falsifying information for enrollment purposes is an offense under Section 37.10, Penal Code: child under false documents subjects the person to liability for tuition or other costs. TEC 25.002(3)(d).

Enrollment of the

K 2085



**DESIGNATION OF EDUCATION DECISION-MAKER
CHILD PROTECTIVE SERVICES (CPS) - PERMANENCY**

Parent(s) or CPS must ensure that this form is provided to the court and the child's school under Texas Family Code §26.004 with the necessary hearing. CPS must inform the court of any changes to the Education Decision-Maker or Surrogate Parent, in this next permanency hearing report. CPS must provide updated information to the school no later than five days after any changes in the Education Decision-Maker or Surrogate Parent, if applicable.

Directions: To complete this form, fill in all applicable fields. For additional questions, contact your regional Education Specialist. CPS staff will assist a surrogate parent. CPS staff may only list the name of the surrogate parent appointed by the court or the school.

SECTION 1: AUTHORITY TO MAKE EDUCATION DECISIONS

The Texas Department of Family and Protective Services (DFPS) is authorized by court order as provided in the Texas Family Code §15.3271 to make education decisions on behalf of the following child currently in the conservatorship of DFPS:

Child's Full Name: _____ Child's DFPS IMPACT Person ID: _____ Child's Medicaid Number: _____

Date of Birth: _____ County: _____ Court Number: _____

DFPS delegates to the following individual(s) (Personnel referred to as the Education Decision-Maker) the Education Decision-Making responsibilities on behalf of the child described in this form. **Note: A representative of DFPS may be named as a primary and/or backup Education Decision-Maker.**

Name of Designated Person: _____ Title: _____

Address: _____ Phone Number: _____

Backup Education Decision-Maker: _____ Telephone Number(s): _____

Surrogate Education Decision-Maker: _____ Date of designation: _____

Designated by: _____

Email: edps@texas.gov Telephone Number(s): _____

Court ISD

SECTION 2: SPECIAL EDUCATION RIGHTS AND RESPONSIBILITIES -- IF APPLICABLE

Federal and state law authorize the individual who is acting in the role of the child's parent or who is appointed by the court to act as the "surrogate parent" for the child to exercise the rights and responsibilities outlined by the Individuals with Disabilities Education Act and state law and rules. The individual is usually the mother or father of the child, but may be a court-appointed advocate or other individual with knowledge of the child. In some cases the biological parent may retain the right to make certain special education decisions.

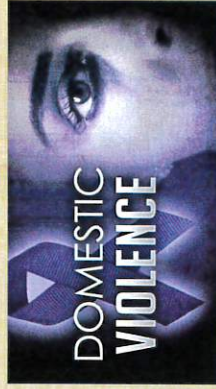
The law does not allow a DFPS staff person, school district staff, or anyone employed to provide care or treatment for the child to act as the parent or surrogate for special education decision-making. A foster parent is not considered a parent.

At age 18, the rights of the parent to make education decisions are transferred to the child, except for the child with a disability who has been determined to be incapacitated under state law.

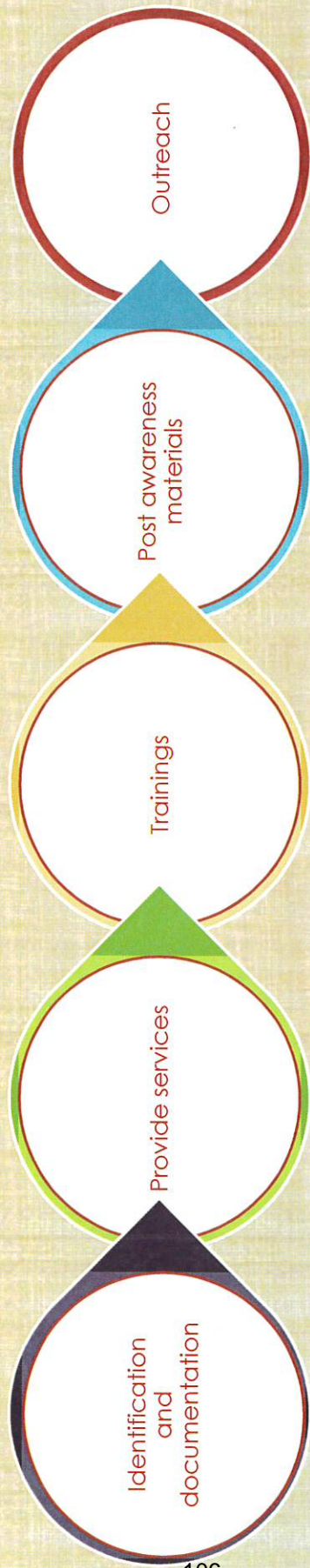
Why do we train faculty, staff and board members?

Because life happens! Students can become homeless during the school year and we depend on faculty, staff and community member to make those referrals to us.

105

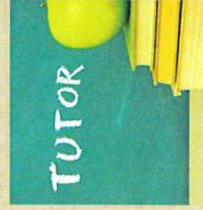


McKinney-Vento Liaisons Duties:



Services we provide

Through title I part A Set-Aside Funds:
If students do not have insurance



Texas Education for Homeless Children
and Youth (TEHCY) Grant



Who can be Human Trafficked

While any child or teenager can become a victim of trafficking, certain demographics are at higher risk than others. The [National Center on Safe Supportive Learning Environments](#) identified the following list of factors that make young people more susceptible to being targeted by traffickers.

THOSE THAT...

1. Have run away from home or are experiencing **homelessness**
2. Are in the **foster care system**
3. Have an unstable home environment or a dysfunctional family
4. Lack social support
5. Lack personal safety
6. Have a history of sexual abuse
7. Have a history of dating violence
8. Are in the LGBTQ community
9. Experience chronic maltreatment and neglect
10. Have low self esteem
11. Live in isolation
12. Live in poverty
13. Have a mental illness or learning disabilities
14. Show emotional distress

Potential Indicators of Human Trafficking

Academic	Behavioral	Physical	Emotional	Social
Academically unengaged	Avoids eye Contact	Visible Bruises /scars	Low self-esteem	Has a much Older partner
Performs under Grade level	Gaps in memory	Appears Malnourished	Exhibits Depression, Anxiety, or fear	Lives in an unstable or Abusive home
Sudden change In academic Performance	Resists being touched	Shows signs of Drug or alcohol Addiction	Exhibits sudden outburst of anger	Has a sexual Online profile

Step if you suspect a student may be human trafficked

Step 1	Step 2	Step 3	Step 4
Involve on site School resource Officer (SRO) for possible investigation	Submit child welfare report with as much detail as possible	If appropriate, and in consultation of victim, refer to appropriate counselor or social worker	Follow up with student. Provide referrals and services.



QUESTIONS

The word 'QUESTIONS' is rendered in large, white, bold, sans-serif capital letters. The letters are layered over a complex, colorful background of overlapping circles, squares, and question marks in various colors including blue, purple, green, and brown. The overall effect is a vibrant and abstract composition.

Thank You



Teresita Parra Ext.3783

SEHS

GEMS

Borrego

Sylvia Graves Ext.3616

Loya

Sambrano

Alarcon



MEMORANDUM

To: Dr. Meza-Chavez, Superintendent

From: Raul Jacques, Director of Child Nutrition Services

Subject: November Update – Nutrition Services Operations

Date: December 9, 2020

During the month of November, Child Nutrition Services continues to serve an average of 2,700 meals per day to children in our community. Students receiving instruction on campus get meals from the cafeteria while students receiving virtual instruction get meals through our curbside meal service. I am happy to report that we were able to serve a traditional Thanksgiving meal on November 18, 2020.

The consolidation of meal distribution sites has enabled us to staff the kitchens more efficiently. We can now meet food production and meal service needs more effectively. We continue to maintain services to all campuses.



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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: Expectations for Grading, Reporting Student Progress and Homework
Date: December 9, 2020

HISTORY:

The San Elizario ISD Board Policy EIA(LOCAL) mandates that the Superintendent or designee ensure that each campus or instructional level develop guidelines for teachers to follow in determining grades for students. This policy also requires the school district to ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Finally, EIA(LOCAL) requires that grading guidelines be clearly communicated to students and parents.

RATIONALE:

The campus and district leadership teams reviewed and updated the district's expectations regarding grading, reporting student progress and homework. This plan was presented to the District Advisory Team (DAT) and adopted on November 18, 2020. The school principals will present these expectations to teachers this current semester so that they are fully implemented starting next semester.

BUDGET:

There is no budget impact.

ADMINISTRATIVE RECOMMENDATION:

This item is for information only.

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

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San Elizario Independent School District

EXPECTATIONS FOR GRADING, REPORTING STUDENT PROGRESS and HOMEWORK



Soaring to Excellence

INTRODUCTION

The San Elizario ISD Board Policy EIA(LOCAL) mandates that the Superintendent or designee ensure that each campus or instructional level develop guidelines for teachers to follow in determining grades for students. This policy also requires the school district to ensure that grading reflects a student's relative mastery of an assignment and that a sufficient number of grades are taken to support the grade average assigned. Finally, EIA(LOCAL) requires that grading guidelines be clearly communicated to students and parents.

The following will provide guidance and expectations for grading and reporting student progress.

STANDARDS FOR GRADING AND INTERVENTIONS

1. Grades on assignments will reflect the student's relative mastery of the learning.
2. There is no minimum grade standard for assignments.
3. Teachers may allow a student a reasonable opportunity to make up or redo a class assignment or assessment for which the student received a failing grade. The new grade should not be averaged with the previous grade on the assignment but rather should replace the previous grade.
4. It is expected that interventions and/or recovery packets will be implemented for all students who are not passing the class prior to the end of the grading period.
5. At minimum, one phone call and one parent/teacher conference (face-to-face or virtual) must be held with the parent/guardian before recording a failing grade on a report card.

LATE WORK

Teachers may assign a late penalty to any project turned in after the due date.

Late work procedures may not necessarily apply to research papers, major projects, etc. that are assigned several days or weeks in advance and that are consistently monitored for progress, or Pre-AP, AP, and dual credit college-level courses. Students must be told what procedures are approved for the class at the beginning of the course for these types of assignments.

MAKE-UP WORK

Students will be expected to make up assignments and tests after absences. Students shall receive a zero for any assignment or test not made up within the allotted time. Students shall be permitted to take tests administered in any class missed due to an absence.

With the exception of a truancy, students shall have two calendar days per day for each absence to complete and turn in the work for full credit.

For extenuating circumstances, arrangements can be made between the student and teacher to set a deadline for the make-up work to be completed. Teachers are encouraged to consider special circumstances and remember that the priority is not the amount of time it takes to make-up work; the priority is to properly teach and prepare students.

TRUANCY MAKE-UP WORK GRADES

For truancy, students shall have one calendar day per day for each absence. The grade for make-up work after truancy shall be a maximum of 70.

SUSPENSION MAKE-UP WORK GRADES

In-school and out-of-school suspended students will receive full credit on all make-up work if it is completed within the designated timeline.

1. If work is given to the student before he/she leaves school for a suspension, it is due when the student returns from the suspension unless otherwise assigned by the teacher.
2. Work given to in-school suspension students during the day is due at the teacher's discretion.
3. Projects or work assigned well in advance of the suspension and that are due during the suspension are still due, even though the student is not in class. The student should plan to have someone submit the work to class on or before the deadline.

The District will not impose a grade penalty for makeup work after an *unexcused absence*.

EXCESSIVE ABSENCES & GRADING

Students are required by law to attend class at least 90% of the time the course is offered once a student is enrolled. Should students miss more than 10% due to excused and/or unexcused absences, credit for the course is denied. *The Campus Attendance Committee* will determine

how the student will make up the time missed and what make-up work and/or additional assignments are required before the student can receive credit for the course.

GRADES FOR NEW TRANSFER STUDENTS

If a student transfers into the school from another school in the district, or from another accredited school, the grades-in-progress from the sending school will be used to calculate the student's grade as appropriate.

If no grades are available, or if they cannot be converted to a scale that matches SEISD's grading scale, a report card should reflect the grades earned during the grading period.

GRADES FOR STUDENTS IN DAEP

Students sent to DAEP are to receive grades for assignments completed while there, even if the assignments are different from those assigned in the regular classroom.

ACADEMIC DISHONESTY/CHEATING

Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an exam. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher or another supervising professional employee, taking into consideration written materials, observation, or information from students.

Academic dishonesty may result in disciplinary consequences, suspension and/or removal from extra-curricular activities in accordance with the *Student Code of Conduct* and/or extra-curricular codes of behavior. Academic penalties may be assessed; however, it is expected that a student not be given a zero on the assignment, instead, be required to complete an alternate assignment with parallel learning objectives. The grade for the alternate assignment shall be a maximum of 70.

REPORTING STUDENT PROGRESS

Grades should be recorded in the teacher's electronic gradebook (Frontline) weekly. This will assure that grades on the Parent Portal are up to date and reflective of the student's performance in the classroom.

Teachers will record a minimum of two daily assignment grades per week per content. In addition, there must be a minimum of one test/project/performance grade per week.

Modifications/accommodations for students in Section 504, Special Education and English Learners must be adhered to at all times to remain in compliance.

Teachers will send progress reports to parents via Class Dojo and/or Google Classroom every three weeks. Teachers will also send nine-week report cards via Class Dojo, Remind and/or Google Classroom.

HOMEWORK

Students must have opportunities to practice new skills and deepen their understanding of new content. This practice can occur in the form of homework. Homework is typically defined as any teacher assigned task intended for students to perform outside school hours. Students may only be assigned an equivalent of 10 minutes of homework per content area per night (it is possible that time spent on homework could be greater in advanced classes such as AP, Honors, Dual Credit, etc.). Students should not be assigned homework on weekends or extended holidays.

Time is not the primary measure of effective homework. According to educational researcher, Robert J. Marzano, it is the proportion of homework completed that produces the largest gains in achievement. Marzano's findings on homework include the following:

- Homework should be structured to ensure high completion rates.
- The amount of time assigned for homework should be carefully considered as well as grade levels at which homework is assigned.
- Homework should have a well-articulated purpose.
- Homework should relate directly to identified learning goals.
- Homework should be designed so that students can perform it independently.
- Homework should involve parents and guardians in appropriate ways.
- Homework should not be assigned as a punishment.



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MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent
Subject: SEISD Loss of Instruction Plan
Date: December 9, 2020

HISTORY:

The regional superintendents have been meeting weekly with the Texas commissioner of education to discuss districts' re-entry guidelines due to the high number of COVID-19 active cases in the El Paso County area.

RATIONALE:

Each of the districts in the region have developed a plan for loss of instruction to submit to Commissioner Morath. All of San Elizario ISD's schools have had intervention systems in place to provide the additional support needed to students that are struggling academically. In addition, the schools' counselors created online links where students can request an appointment. This has allowed the school counselors to address the social / emotional needs of students. These initiatives were combined to create the San Elizario ISD's loss of instruction plan.

BUDGET:

There is not an impact to the budget.

ADMINISTRATIVE RECOMMENDATION:

This item is for information only.

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

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San Elizario Independent School District

Soaring to Excellence

Plan for Loss of Instruction



#SanEliNation

Loya Primary

- At Loya Primary, we offer daily small group intervention for our students to allow teachers and classroom aides (T2's) to offer support to the students in both Reading and Math foundation skills, 4 times a week. The students are grouped by the level of support needed for them to be successful prior to having whole group instruction (Pro-active approach).
- In the early morning, we have some teachers that meet with students to accommodate their parents' work schedule to support their needs.
- Once students arrive for face-to-face instruction, the students will continue to participate in intervention groups. Below you will find the schedules for Prek-3 AM/PM and our Prek-4 (full day), highlighted are the times the intervention groups are done online.



#SanEliNation

Loya Primary

Loya Pre-K-3 A.M. Online Schedule

	Mon	Tues	Wed	Thurs	Fri
8:00-8:40	A.M. Independent Work	A.M. Independent Work	A.M. Independent Work	A.M. Independent Work	A.M. Independent Work
8:50-9:00	Small group 1 and 2	Small group 1 and 2	Small group 1 and 2	Small group 1 and 2	Small group 1 and 2
9:00-9:10	Rodriguez, Luevano, Armendariz	Rodriguez, Luevano, Armendariz	Rodriguez, Luevano, Armendariz	Rodriguez, Luevano, Armendariz	Rodriguez, Luevano, Armendariz
9:00-9:45	Live A.M. Meet Physical Education	Options of Online Physical Education, Virtual Library, and Counselor's Corner	Live A.M. Meet Physical Education	Options of Online Physical Education, Virtual Library, and Counselor's Corner	Live A.M. Meet Physical Education
A.M. Class					
9:45-10:30	ATTENDANCE Whole Group A.M. Live Meet	ATTENDANCE Whole Group A.M. Live Meet	ATTENDANCE Whole Group A.M. Live Meet	ATTENDANCE Whole Group A.M. Live Meet	ATTENDANCE Whole Group A.M. Live Meet
A.M. Class					virtual help as needed provided by T2s
10:30-12:00	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch



#SanEliNation

Loya Primary

Loya Pre-K-K 3 P.M. Online Schedule

	Mon	Tues	Wed	Thurs	Fri
10:30-12:00	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch
12:00-12:45 P.M. Class	Live P.M. Meet Physical Education	Options of Online Physical Education, Virtual Library, and Counselor's Corner	Live P.M. Meet Physical Education	Options of Online Physical Education, Virtual Library, and Counselor's Corner	Live P.M. Meet Physical Education
12:45-1:30 P.M. Class	ATTENDANCE Whole Group P.M. Live Meet Small group 1 and 2 Cano, Duran, Lopez	ATTENDANCE Whole Group P.M. Live Meet Small group 1 and 2 Cano, Duran, Lopez	ATTENDANCE Whole Group P.M. Live Meet Small group 1 and 2 Cano, Duran, Lopez	ATTENDANCE Whole Group P.M. Live Meet Small group 1 and 2 Cano, Duran, Lopez	ATTENDANCE Whole Group P.M. Live Meet
1:30-1:40 1:40-1:50					
1:30-2:30 P.M. Class	P.M. Independent Work	P.M. Independent Work	P.M. Independent Work	P.M. Independent Work	P.M. Independent Work Individual virtual help as needed provided by TZs.



#SanEliNation

Loya Primary

Loya Pre-K 4 Mono/Dual Online Schedule

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00-9:00	Independent Work	Independent Work	Independent Work	Independent Work	Independent Work
9:00-9:30	RLA Small Group 1	RLA Small Group 2	RLA Small Group 3	RLA Small Group 4	Independent Work
10:00-10:30	Small Group 3	Small Group 4	Small Group 1	Small Group 2	Independent Work
10:00-10:30	ATTENDANCE Whole Group Google Meet	ATTENDANCE Whole Group Google Meet	ATTENDANCE Whole Group Google Meet	ATTENDANCE Whole Group Google Meet	ATTENDANCE Whole Group Google Meet
10:30-12:00	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch	Breakfast/Lunch
12:00-1:00	Trabajo Independiente	Trabajo Independiente	Trabajo Independiente	Trabajo Independiente	Trabajo Independiente
1:00-2:00	Educación Física	Educación Física	Educación Física	Educación Física	Educación Física
2:00-2:50	Tiempo de tecnología Google Classroom	Tiempo de tecnología Google Classroom	Tiempo de tecnología Google Classroom	Tiempo de tecnología Google Classroom	Tiempo de tecnología Google Classroom

**8:00 to 9:00, few of our teachers meet with students during this time if they cannot connect during the 10:00 am meet due to Parent's schedule.



#SanEliNation

Sambrano Elementary

- Sambrano Elementary has embedded intervention groups throughout the instructional day.
- Sambrano Elementary services all students in reading and math in small groups and our at-risk teacher services the at-risk and TST students.
- Istation and A to Z to provide interventions for both reading and math and reading. In addition, teachers progress monitor students with running records and observation protocols.



#SanEliNation

Sambrano Elementary

Monday-Friday

	8:00-8:20	8:20-8:40	8:45-9:05	9:05-9:25	9:30-9:50	9:50-10:10	10:15-10:35	10:35-10:55	11:00-11:20	11:40-12:00	12:30-12:50	12:50-1:10	1:15-1:35	1:35-1:55	2:00-2:20	2:20-2:40
	First Bilingual	First Monolingual	First Bilingual	First Bilingual	Kindergarten Monolingual	Kindergarten Monolingual	Kindergarten Monolingual	Kindergarten Bilingual	First Monolingual	Second Monolingual	First Monolingual	Second Bilingual	Second Bilingual	Second Bilingual	Second Bilingual	Second Bilingual
Alfredo Novella	Ian Gonzalez	Damian M. Pichardo	Joeshua A. Contreras	Nathaniel Reyes	Joaquin U. Cedillo	Joaquin U. Cedillo	Luis A. Meraz	Luis A. Meraz	Leland Mendivil	Damian Arroyas	Alek Ortiz	Manuel Camacho	Leonel Robledo	Raul Chavez	Miguel A. Villalobos	Miguel A. Villalobos
Rogelio Martinez	Sophia Armendariz	Alejandra I. Ramirez	Juan C. Bejarano F.	Reyes	Jayden A. Dominguez	Jayden A. Dominguez	Breanna A. Cruz	Breanna A. Cruz	Mendivil	Liam S. Simmons	Didier Rosales	Joselyne Bejarano F.	Johnny Moreno	Mia Espinoza	Edward J. Ramirez D.	Amberly Guzman
Darlene Anton	Evan E. Lopez	Cedric J. Contreras	Kendra T. Soberanes		Jonathan M. Grijalva	Jonathan M. Grijalva	Kamila A. Gonzalez	Kamila A. Gonzalez			Michael Lopez	Bejarano F.	Julian Y. Villarreal	Gerardo Torres	Iker R. Baylon M.	Jason Torres-C.
Vanessa Gill	Moises O. Hidalgo	Ximena Perez	Ian Sanchez								Liam Sosa		Ofelia Munoz	Emmanuel Ramirez	Emmanuel Ramirez	Iker Estrada
George Navarrete	Sebastian Fonseca	Jayden O. Arevalo									Samantha Sarabia			Johnatan A. Gonzalez	Johnatan A. Gonzalez	Emily Hernandez
	Dominique Valdez													Valeria J. Mendez	Jose J. Flores	Chelsea Gonzalez



#SanEliNation

Alarcon Elementary and Borrego Elementary

- At Alarcon Elementary and Borrego Elementary, all teachers implement a 45-minute intervention block to continue to provide direct interventions to students in need of academic support in the areas of math and reading.
- Students that are on target will be provided with alternate assignments that will help them reach meets and masters levels.
- Students at Alarcon will have intervention from 7:45 am – 8:30 am.
- Students at Borrego will have intervention from 2:00 pm – 2:50 pm.



#SanEliNation

Ann M. Garcia-Enriquez Middle School

Ann M. Garcia-Enriquez Middle School will provide opportunities for all students to recover lost instruction outside the normal school day of 8:40 am – 4:00 pm. Students will be identified through 3 Tiers.

- Tier 1 are students who are in Algebra 1, AP or Honors classes and will be attending enrichment sessions in the morning on their designated day.
- Tier 2 are students who require limited assistance outside the regular school day and will be attending afterschool on their designated day.
- Tier 3 students are students who require more assistance outside the regular school day.

These students will be attending Enrichment Fridays. Students have been identified by our At-Risk teacher and will attend from 8:10 – 8:40 before school for targeted intervention.



#SanEliNation



	Monday	Tuesday	Wednesday	Thursday	Friday
8:10 - 8:40	Honors RLA AP Spanish RLA At-Risk Intervention CTE Tutoring	Honors Math/Algebra 1 RLA At-Risk Intervention Dance Tutoring	Honors 8 th Science RLA At-Risk Intervention Health/Art/PE Tutoring	Honors SS RLA At-Risk Intervention Spanish Tutoring	Faculty Meetings Teacher Enrichment
8:40 - 4:00	Tier 1 Instruction Throughout the Day At-Risk pullouts from Electives				
10:15 - 11:15					Science Intervention
11:15 - 12:15					Social Studies Intervention
12:15 - 1:00					Lunch Lunch
1:00 - 2:00					Math Intervention
2:00 - 3:00					RLA Intervention
3:00 - 4:00					Band Intervention
4:15 - 5:15	Emerging RLA	Emerging Math	Emerging Science	Emerging Social Studies	
					Sp Ed Enrichment

San Elizario High School

- San Elizario High School will provide opportunities for all students to recover lost instruction in the following manner.
- Friday Small Group Pull-outs
- Virtual Groups 10:00 am – 4:00 pm
- Teachers schedule small groups outside of PLC time and provide lessons, tutoring, intervention, etc.
- Face-to-face Groups – On Campus 10:00 am – 2:00 pm
- Teachers assigned to rotations to assist students who most need recovery (based on data: grades and attendance reports). Students will be housed in pods in the library and MPR. Teachers will pick up students for small group sections.



#SanEliNation

San Elizario High School

Saturday School

Virtual (Fall 2020 & Spring 2021) 9:00 am – 1:00 pm

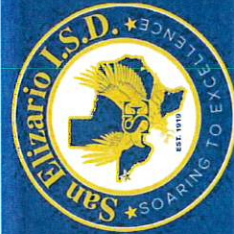
Sections for: Reading Language Arts & Math & Attendance Recovery

Face-to-Face (Spring 2021 only) 9:00 am – 1:00 pm

Sections for AP courses, EOC classes, Attendance Recovery, and General Interventions

Study Island (Online Program)

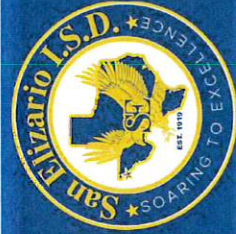
- Sufficient licenses purchased for all students (At-Risk, ESL, ECD, SPED/504)
- Lessons are aligned to TEKS in the four core areas (RLA, Math, Science, & Social Studies)
- Students can randomly choose lessons OR the teacher can assign specific lessons based on data
- Lessons can be modified (length) by the number of questions
- Completion of lessons can also qualify for attendance recovery seat-time.



#SanEliNation

San Elizario ISD Counseling Support

- School counselors across the district identify and reach out to students that are in need of academic or social/emotional support.
 - School counselors review various data to identify students that need said support.
 - School counselors have created counseling websites that allow students and parents to request contact by the counselor.
- Loya Primary - <https://sites.google.com/seisd.net/vimeo/home>
 - Sambrano Primary - https://docs.google.com/forms/d/e/1FAIpQLSdEXxooSe9BtWUYyv8GTfr7Ktss3pdtoIM15fz_Zsm1hEeGDw/viewform
 - Alarcón Elementary - <https://sites.google.com/seisd.net/alarconcounseling/home>
 - Borrego Elementary - <https://sites.google.com/seisd.net/borregocounseling/home?authuser=1>
 - García-Enriquez MS - <https://sites.google.com/view/theresagaray/home>
 - San Elizario HS - <https://www.seisd.net/Page/617>





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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Coronavirus Relief Fund for Local Education Agencies Reimbursement
Date: December 9, 2020

HISTORY: As a result of the pandemic the District closed schools in March of 2020 and in April of 2020 purchased 500 hotspots with a shared pool of data to facilitate distance learning for those students without internet access at home. The cost of this purchase was \$141,130 which was made through the general fund.

RATIONALE: Since the ESSER grant which had a beginning grant period date of July 1, 2020 allowed for pre-award (time frame between when the pandemic began and July 1, 2020) costs, this purchase was included in the budget of the ESSER grant when the application was submitted. Subsequent to that submission, guidelines became available regarding the Coronavirus Relief Fund (CRF) for Local Education Agencies grant and this cost was deemed eligible since it was incurred between March 1 and May 20, 2020 which was the timeframe when the purchase needed to have been made, since it facilitated distance learning which was one of the requirements and since the cost was for a substantially different use from any expected use of funds that were budgeted for at that time. Since this grant had a local cost sharing requirement of 25% of the total cost, the \$141,130 cost was not ultimately recorded in the ESSER grant, but was instead left in the general fund and is reflected in the activity of the annual financial report as of June 30, 2020.

BUDGET IMPACT: The reimbursement request was approved and the reimbursement amount of \$105,847.50 (75% of the total cost) was received on November 12, 2020.

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

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