

Agenda of Special Meeting and Public Hearing

The Board of Trustees San Elizario ISD

A Special Meeting and Public Hearing of the Board of Trustees of San Elizario ISD will be held September 13, 2022, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

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.

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

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

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 President

- A. Call Meeting to Order
- B. Roll Call
- C. Pledge of Allegiance

D. San Elizario ISD Mission Statement	
San Elizario ISD's mission is to graduate students with skills to meet the demands of a changing world by promoting student success as non-negotiable, channeling resources to match learning needs of students, employ and retain a quality staff so that San Elizario is a proud, innovative and academically superior district.	
Mrs. Sandra Licon, Board President	
2.	OPEN FORUM (five minute limit)
3.	DISTRICT RECOGNITIONS
A.	ESC Region 19 - Elementary Teacher of the Year, Mrs. Joselyn Zuñiga; Teacher at Lorenzo G. Alarcon Elementary School
	Ms. Leticia De Santos, Principal, Lorenzo G. Alarcon Elementary School
B.	Mr. Norberto Rivas and Team - Scoring 100 in the Financial Integrity Rating System
	Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent
C.	Raul Jacques and Team - Notice of "No Findings" review letter
	Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent
4.	NEW BUSINESS / BOARD ACTION ITEMS
A.	Public Hearing on Proposed Tax Rate for Fiscal year 2022-2023 5
	Mr. Norberto Rivas, Chief Financial Officer
B.	Consider and possible Board action on Adoption of Resolution Setting Tax Rate for the 2022-2023 School Year 15
	Mr. Norberto Rivas, Chief Financial Officer
C.	Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2021-2022 Rating 17
	Mr. Norberto Rivas, Chief Financial Officer
1.	Powerpoint Presentation 26
D.	Discussion and possible action to approve of method to fill vacancy by special election or appoint individual for Trustee Place No. 6, to include approval of the applicable process and timeline. 43
	Dr. Jeannie Meza-Chavez, Superintendent
5.	CONSENT AGENDA - Consider and possible Board action on
A.	Financial Reports
	Mr. Norberto Rivas, Chief Financial Officer
1.	Tax Report 44
2.	Financial Statements 46
3.	Investment Report 52
4.	Purchase Orders exceeding \$25,000.00
a.	PO# 45729 - Accelerate Learning, Inc - \$29,718.00 64
	PO# 45815 - Barnes & Noble Education, Inc - \$33,674,61
	PO# 45848 - TASB Risk Management Fund - \$234,967.00
B.	Acceptance of certified values as certified by the Chief Appraiser on July 25, 2022 70
	Mr. Norberto Rivas, Chief Financial Officer
C.	Interlocal Agreement for the Establishment & Operation of El Paso County JJAEP - Chapter 37 of the Texas Education Code 77
	Dr. Rogelio Segovia, Associate Superintendent
D.	Texas Higher Education Coordinating Board Agreement 94
	Dr. Rogelio Segovia, Associate Superintendent, and Mrs. Sandra Sanchez, CTE Administrator

E.	Region 19 Vertical Alignment Network Agreement Dr. Rogelio Segovia, Associate Superintendent, and Mrs. Sandra Sanchez, CTE Administrator	121
F.	Aliviane - Memorandum of Understanding and Agreement Dr. Rogelio Segovia, Associate Superintendent, and Mrs. April Marioni, SEHS Principal	134
G.	Discuss and possible action to revise district policy DFE (LOCAL) to include possible designation of personnel thereunder. (Second Reading) Mrs. Blanca Cruz, Human Resources Director	138
H.	Progress Monitoring - Goal 2 Overall Reading Performance in Grades 3-12 Ms. Lisa Renegar, Research and Evaluation Administrator	140
I.	Progress Monitoring - Goal 3 - Overall College, Career, and Military Readiness Ms. Lisa Renegar, Research and Evaluation Administrator	143
J.	Lorenzo G. Loya Primary School Campus Monitoring Student Progress / Effective School Framework - Targeted Improvement Plan Dr. Rogelio Segovia, Associate Superintendent, and Mrs. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School	148
K.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
	1. Technology Department Mr. Horacio Hernandez, Technology Director	182
L.	Consider approval of minutes for the following: Board of Trustees	
	1. August 10, 2022- Regular Board Meeting August 17, 2022 - Special Board Meeting	203
6.	PRESENTATION / REPORTS / INFORMATION	
A.	2022 District and Campus A-F Accountability Ratings (Information) Ms. Lisa Renegar, Research and Evaluation Administrator	214
B.	Development of Profiles for Employees, Student-to-Graduate, and Parents (Information) Ms. Lisa Renegar, Research and Evaluation Administrator	223
C.	Bilingual/ESL Program Evaluation (Information) Mrs. Susana Frescas, Instructional Programs Adminisitrator	237
D.	Board Training (Information) Dr. Jeannie Meza-Chavez, Superintendent	
	1. Raise Your Hand Texas Session 3 - September 14 to September 16, 2022 in Austin, TX	256
	2. TASA / TASB Convention - September 23-25, 2022 in San Antonio, TX	258
	3. MASBA Convention - October 6 - 8, 2022 in San Antonio, TX	262
E.	Curbside Meal Service Update (Information) Mr. Raul Jacques, Child Nutrition Services Director	264
7.	EXECUTIVE SESSION	
	The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:	
A.	Discussion on Employee / Board / Superintendent Communication	

- B. Discussion regarding the Administration's recommendation for the Assistant Principal position at Lorenzo G. Alarcon Elementary School
- 8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
 - A. Discussion and possible action to approve the Administration's recommendation for the Assistant Principal position at Lorenzo G. Alarcon Elementary School
- 9. **NEXT MEETING DATE:**
 - Special Board Meeting: Monday, September 19, 2022, at 5:30 p.m.
 - Regular Board Meeting: Wednesday, October 12, 2022, at 5:30 p.m.
 - Special Board Meeting: Monday, October 17, 2022 at 5:30 p.m. | Location: Alarcon Elementary Cafeteria
 - Special Board Meeting: Tuesday, October 18, 2022 at 5:30 p.m. | Location: Borrego Elementary Cafeteria
 - Special Board Meeting: Wednesday, October 19, 2022 at 5:30 p.m. | Location: Sambrano Elementary Cafeteria
- 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.



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: Public Hearing on Proposed Tax Rate for the 2022-2023 Fiscal Year
Date: September 13, 2022

HISTORY:

A “Notice of Public Meeting to Discuss Budget and Proposed Tax Rate” was published in the West Texas County Courier on June 9, 2022 in accordance with TEC 44.004(b). A notice of ‘Public Hearing on Proposed Tax Rate for the 2022-2023 Fiscal Year’ was provided on the September 13, 2022 meeting agenda.

RATIONALE:

The purpose of this agenda item is to allow for public input on the proposed tax rate.

BUDGET IMPACT:

There is no budget impact with this agenda item as it is for discussion only.

ADMINISTRATIVE RECOMMENDATION:

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

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Public Hearing on Proposed Tax Rate for Fiscal Year 2022-2023

September 13, 2022



Property Taxes

What are property taxes?

- Property taxes are local taxes that pay for schools, streets, police, fire protection and many other services depending on the governmental entity levying the tax.

What is the District's tax rate comprised of?

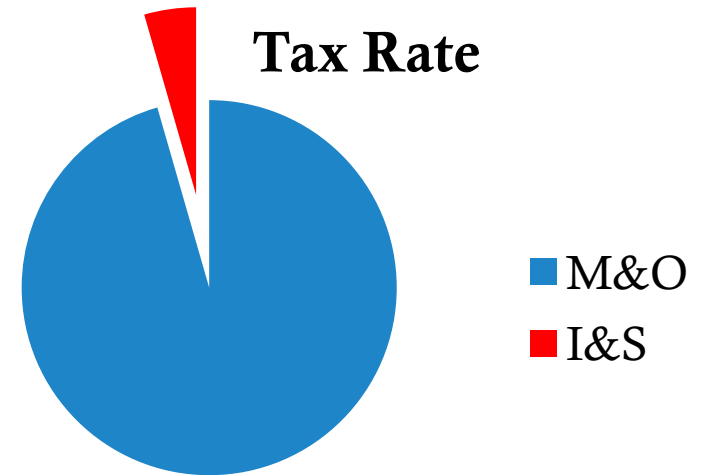
Maintenance & Operations (M&O)

- Teachers/Support Staff Salaries
- Supplies, Materials, & Equipment
- Transportation & Utilities

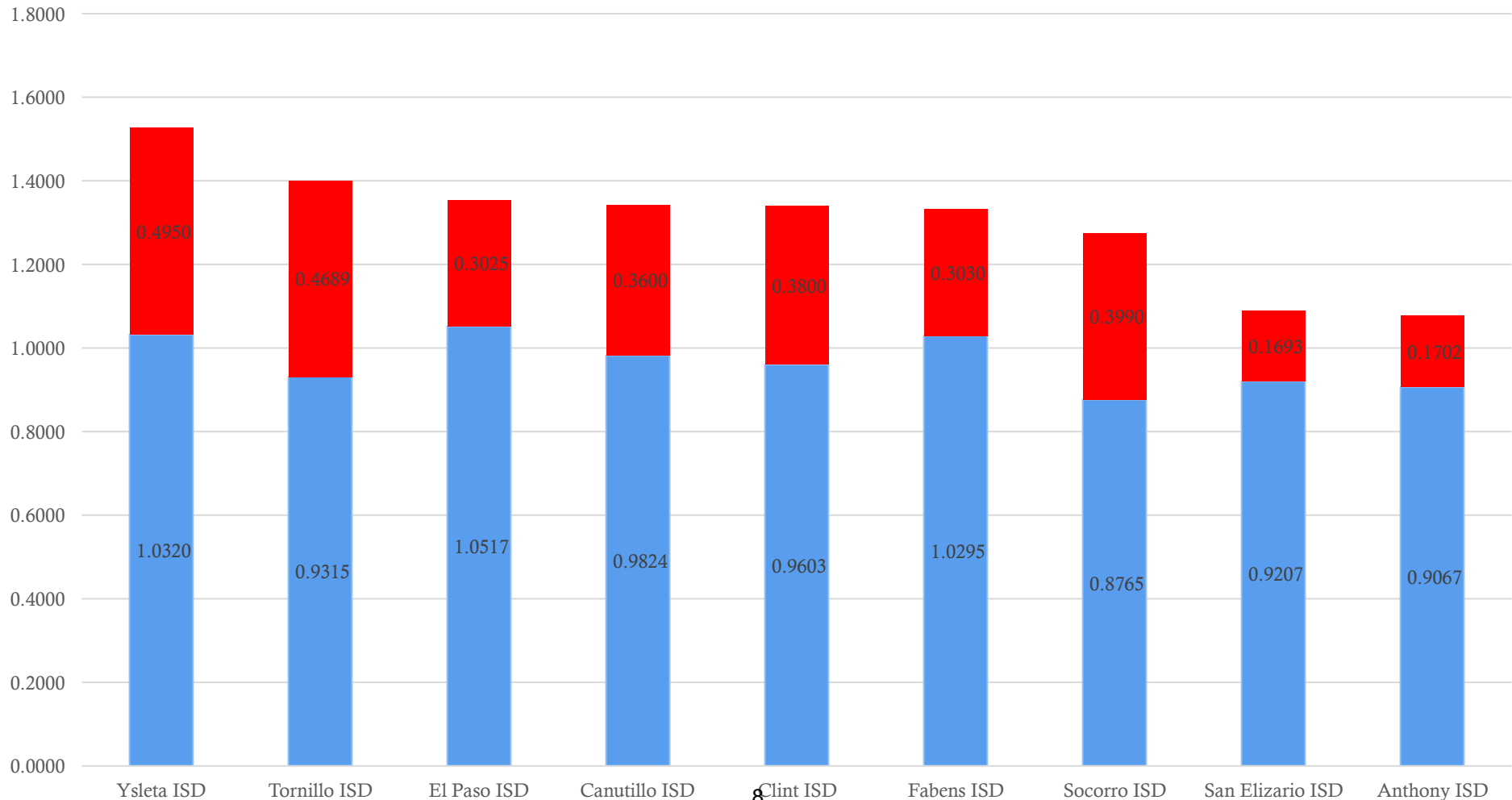
Interest & Sinking (I&S)

- Construction Projects
- School Buildings

- Bond proposition approved on November 4, 2014



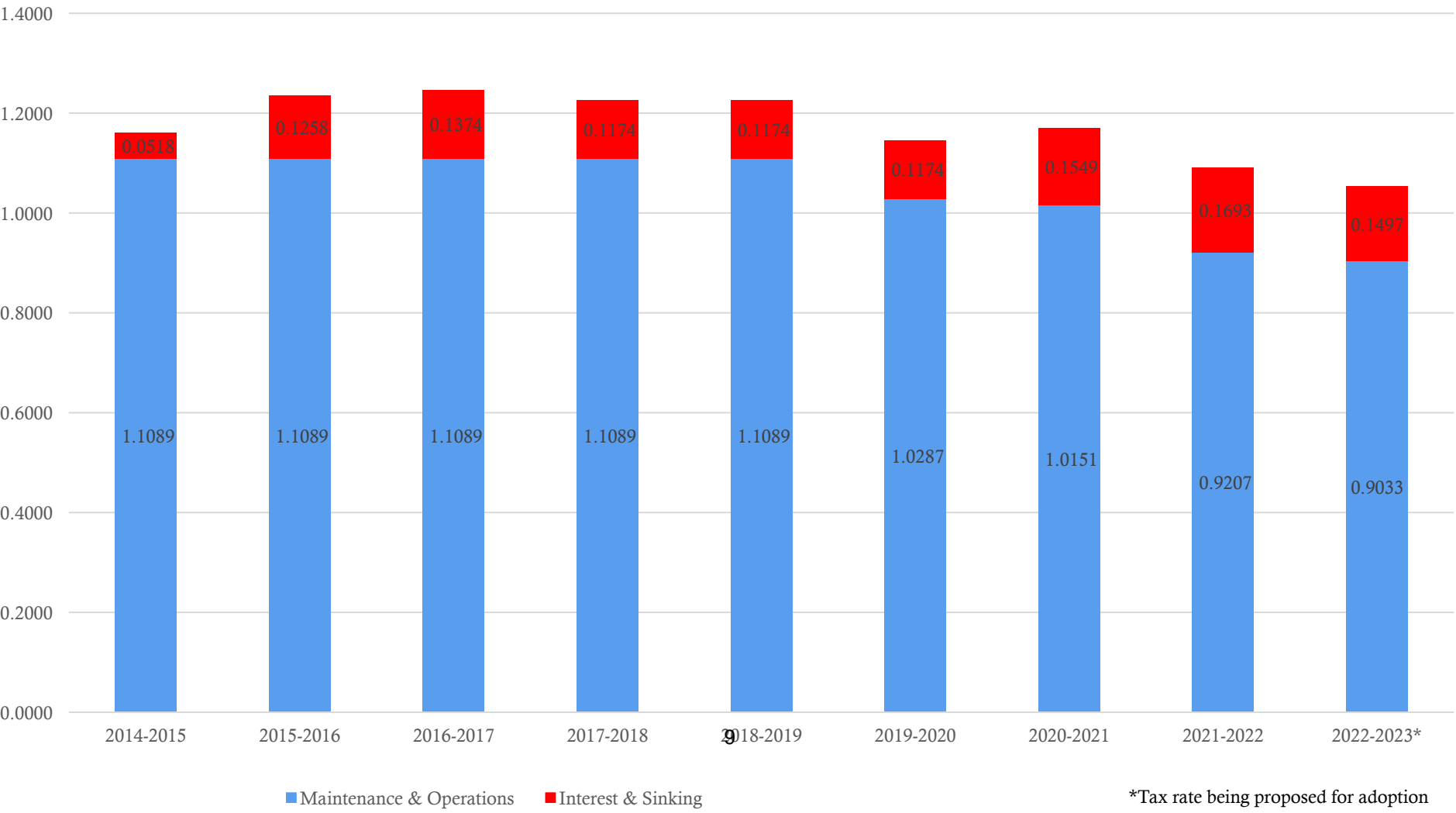
2021 Tax Rate Comparison



■ Maintenance & Operations ■ Interest & Sinking

Source: City of El Paso, 2021 Taxing Entities & Rates

Tax Rate History



Legal Notice & Public Hearing

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The San Elizario Independent School District will hold a public meeting at 5:30 P.M. on Monday, June 20, 2022 in the SEISD Administrative Office, 1050 Chicken Ranch Rd., San Elizario, Texas. The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed tax rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice. Visit [Texas.gov/PropertyTaxes](https://www.texas.gov/PropertyTaxes) to find a link to your local property tax database on which you can easily access information regarding your property taxes, including information about proposed tax rates and scheduled public hearings of each entity that taxes your property.

Maintenance Tax	\$0.903300/\$100 (Proposed rate for maintenance and operations)
School Debt Service Tax	
Approved by Local Voters	\$0.149700/\$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Budget with Last Year's Budget

The applicable percentage increase or decrease (or difference) in the amount budgeted in the preceding fiscal year and the amount budgeted for the fiscal year that begins during the current tax year is indicated for each of the following expenditure categories:

Maintenance and Operations	1.21%	Increase
Debt Service	3.34%	Decrease
Total Expenditures	1.02%	Increase

Total Appraised Value and Total Taxable Value (as calculated under Section 26.04, Tax Code)

	Preceding Tax Year	Current Tax Year
Total appraised value* of all property	\$ 437,770,131	\$ 544,436,830
Total appraised value* of new property**	\$ 5,686,695	\$ 12,460,782
Total taxable value*** of all property	\$ 304,521,406	\$ 349,507,494
Total taxable value*** of new property**	\$ 5,076,965	\$ 12,272,844

* "Appraised value" is the amount shown on the appraisal roll and defined by Section 1.04(8), Tax Code.
 ** "New property" is defined by Section 26.012(17), Tax Code.
 *** "Taxable value" is defined by Section 1.04(10), Tax Code.

Bonded Indebtedness

Total amount of outstanding and unpaid bonded indebtedness* \$25,065,000

* Outstanding principal.

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	\$ 0.920700	\$ 0.169300*	\$ 1.090000	\$ 1,095	\$ 10,495
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	\$ 0.979770	\$ 0.122980*	\$ 1.102750	\$ 1,241	\$ 10,279
Proposed Rate	\$ 0.903300	\$ 0.149700*	\$ 1.053000	\$ 1,240	\$ 10,422

*The Interest & Sinking Fund tax revenue is used to pay for bonded indebtedness on construction, equipment, or both.

The bonds, and the tax rate necessary to pay those bonds, were approved by the voters of this district.

Comparison of Proposed Levy with Last Year's Levy on Average Residence

	Last Year	This Year
Average Market Value of Residences	\$ 101,850	\$ 129,024
Average Taxable Value of Residences	\$ 61,887	\$ 63,606
Last Year's Rate Versus Proposed Rate per \$100 Value	\$ 1.090000	\$ 1.053000
Taxes Due on Average Residence	\$ 674.57	\$ 669.77
Increase (Decrease) in Taxes		\$ (4.80)

Under state law, the dollar amount of school taxes imposed on the residence homestead of a person 65 years of age or older or of the surviving spouse of such a person, if the surviving spouse was 55 years of age or older when the person died, may not be increased above the amount paid in the first year after the person turned 65, regardless of changes in the tax rate or property value.

Notice of Voter-Approval Rate: The highest tax rate the district can adopt before requiring voter approval at an election is \$1.053000. This election will be automatically held if the district adopts a rate in excess of the voter-approval rate of \$1.053000.

Fund Balances

The following estimated balances will remain at the end of the current fiscal year and are not encumbered with or by a corresponding debt obligation, less estimated funds necessary for operating the district before receipt of the first state aid payment:

Maintenance and Operations Fund Balance(s)	\$ 12,071,397
Interest & Sinking Fund Balance(s)	\$ 186,621

A school district may not increase the district's maintenance and operations tax rate to create a surplus in maintenance and operations tax revenue for the purpose of paying the district's debt service.

Changes in Rates

Description of Rate	2021 Actual Tax Rate	2022 Proposed Tax Rate
Maintenance & Operations (M&O)	\$0.9207	\$0.9033
Interest & Sinking (I&S)	\$0.1693	\$0.1497
Total Tax Rate	\$1.0900	\$1.053
Increase (Decrease) in Total Tax Rate		(\$.0370)

The M&O rate is being decreased as a result of House Bill 3's tax rate compression.

The I&S rate is being decreased due to the 2021 refunding of \$5,565,000 in bonds at a lower interest rate and because property values have increased for the 2022 tax year.

Types of Rates

The tax rate that would generate the same amount of revenue in the current tax year as was generated by a taxing unit's adopted tax rate in the preceding tax year from property that is in both the current tax year and the preceding tax year.

The tax rate that would generate the same amount of revenue for maintenance and operations in the current tax year as was generated by a taxing unit's maintenance and operations rate in the preceding tax year from property that is in both the current tax year and the preceding tax year.

Description of Rate	Tax Rate
No-New-Revenue Tax Rate	\$0.9155
Voter-Approval Tax Rate	\$1.0530
No-New-Revenue M&O Rate	\$0.7333
Proposed Tax Rate	\$1.0530

The highest tax rate a taxing unit may adopt before requiring voter approval at an election.

The total proposed rate includes both the M&O and I&S rates

Description of Rate	Tax Rate
Maintenance & Operations (M&O)	\$0.9033
Interest & Sinking (I&S)	\$0.1497
Total Proposed Tax Rate	\$1.0530

Impact of Tax Rate

Impact of Tax Rate on Average Resident	This Year (2022)	Last Year (2021)
Average Taxable Value of Residences	\$61,680	\$61,887
Last Year's Rate Versus Proposed Rate per \$100 Value	\$1.0530	\$1.0900
Tax Due on Average Residence	\$649.49	\$674.57
Increase(Decrease) in Taxes	(\$25.08)	

Note: The homestead exemption was increased from \$25,000 to \$40,000 for the 2022 tax year.

- Questions
- Public input





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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Consider and possible Board action on Adoption of Resolution Setting Tax Rate for the 2022-2023 School Year
Date: September 13, 2022

HISTORY: A history of the District’s tax rates is seen below:

Fiscal Year	Maintenance & Operations	Interest & Sinking	Total
2019-2020	\$1.0287	\$0.1174	\$1.1461
2020-2021	\$1.0151	\$0.1549	\$1.1700
2021-2022	\$0.9207	\$0.1693	\$1.0900
2022-2023(proposed)	\$0.9033	\$0.1497	\$1.0530

RATIONALE: The purpose of this agenda item is to adopt a tax rate in accordance with CCG(LEGAL). The various types of rates that need to be calculated are as follows:

- \$1.0530 - Proposed Rate
- \$0.9033 - Maintenance & Operations Rate
- \$0.1497 - Debt Rate
- \$0.9155 - No-New-Revenue Tax Rate
- \$1.0530 - Voter-Approval Tax Rate
- \$0.7333 - No-New-Revenue Maintenance & Operations Rate

BUDGET IMPACT: The District’s tax rate and collection of levy is used in the State’s funding formulas which ultimately impact the budget.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the enclosed resolution based on the proposed rate.

Please check one: For approval Report / Information only Recognition only
Even though the proposed rate is lower than last year’s adopted rate, the proposed rate is higher than the no-new-revenue tax rate and as a result CCG (LEGAL) is specifying this motion:

Motion: “I move that the property tax rate be increased by the adoption of a tax rate of \$1.053, which is effectively a 15.02% percent increase in the tax rate.”

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RESOLUTION ADOPTING TAX RATES FOR THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT FOR THE 2022-2023 SCHOOL YEAR

1. Recitals.

The School District has adopted a fiscal year commencing July 1 and ending June 30.

The School District has received the certified totals of taxable property value within the School District from the El Paso County Appraisal District.

The Board of Trustees has published the Notice of Public Meeting to Discuss Budget and Proposed Tax Rate as required by Section 44.004, Texas Education Code, in the West Texas County Courier on June 9, 2022.

The Board of Trustees has conducted a public meeting to discuss budget and the proposed tax rate on June 20, 2022 and another public meeting to discuss the proposed tax rate on September 13, 2022.

NOW, THEREFORE, BE IT RESOLVED by the Board of Trustees of the San Elizario Independent School District as follows:

2. The Maintenance and Operations Tax Rate per \$100.00 of valuation of property in the School District for the school year 2022-2023 shall be \$0.9033.

3. The Interest and Sinking Tax Rate per \$100.00 of valuation of property in the School District for the school year 2022-2023 shall be \$0.1497.

4. The total tax rate per \$100.00 of valuation of property in the School District for the 2022-2023 school year shall be \$1.0530.

5. THIS TAX RATE WILL RAISE MORE TAXES FOR MAINTENANCE AND OPERATIONS THAN LAST YEAR'S TAX RATE.

6. THE TAX RATE WILL EFFECTIVELY BE RAISED BY 15.02% AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A \$100,000 HOME BY APPROXIMATELY \$137.50.

APPROVED AND ADOPTED on September 13, 2022.

BY:

ATTEST:

SANDRA LICON, PRESIDENT
BOARD OF TRUSTEES

MICHELLE GARCIA, SECRETARY
BOARD OF TRUSTEES



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 Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2021-2022 Rating
Date: September 13, 2022

HISTORY: Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district’s financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state’s new Financial Accountability System.
- B. The district’s financial management performance under each indicator for the current and previous years’ financial accountability ratings;
- C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner’s rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.

RATIONALE: The determination of the rating is as follows:

Determination of Rating		2021-22 Rating	2020-21 Rating
A.	Did the district answer ‘No’ to Indicators 1, 3, 4, 5, or 2.A? If so, the school district’s rating is F for Substandard Achievement regardless of points earned.		
B.	Determine the rating by the applicable number of points. (Indicators 6-15)		
	A= Superior	90 – 100	90 – 100
	B = Above Standard	80 – 89	80 – 89
	C = Meets Standard	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The District’s 2021-22 rating based on school year 2020-21 data was an ‘A = Superior’ with a score of 100 out of 100.

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A comparison of ratings from prior year for the districts within El Paso County is as follows:

CDN	School District	2021-22 Score	2020-21 Score
071901	Clint ISD	98	100
071902	El Paso ISD	94	96
071903	Fabens ISD	100	96
071904	San Elizario ISD	100	94
071905	Ysleta ISD	90	92
071906	Anthony ISD	86	88
071907	Canutillo ISD	98	100
071908	Tornillo ISD	94	92
071909	Socorro ISD	96	96

In the attachment included, you will find the following:

- The report received from TEA
- A comparison of the indicators with the previous year
- The required disclosures
 1. A copy of the Superintendent’s current employment contract
 2. A summary schedule for the fiscal year of expenditures paid on behalf of the Superintendent and each Board member and total reimbursements received by the Superintendent and each Board member
 3. A summary schedule for the fiscal year of the total dollar amount of compensation and fees received by the Superintendent from any outside entity in exchange for professional consulting or other personal services
 4. A summary schedule for the fiscal year of the total dollar amount of gifts that had an economic value of \$250 more received by the executive officers and Board members
 5. A summary schedule for the fiscal year of the dollar amount received by Board members for the total amount of business transactions with the school district

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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User: Norberto Rivas
User Role: District

RATING YEAR DISTRICT NUMBER



Financial Integrity Rating System of Texas

2021-2022 RATINGS BASED ON SCHOOL YEAR 2020-2021 DATA - DISTRICT STATUS DETAIL

Name: SAN ELIZARIO ISD(071904)	Publication Level 1: 8/2/2022 2:05:39 PM
Status: Passed	Publication Level 2: None
Rating: A = Superior Achievement	Last Updated: 8/2/2022 2:05:39 PM
District Score: 100	Passing Score: 70

#	Indicator Description	Updated	Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	7/12/2022 8:33:04 AM	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	5/16/2022 10:47:50 AM	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (= person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	5/16/2022 10:47:50 AM	Yes
4	Did the school district make timely payments to the Teachers Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS), and other government agencies? (If the school district received a warrant hold and the warrant hold was not cleared within 30 days from the date the warrant hold was issued, the school district is considered to not have made timely payments and will fail critical indicator 4. If the school district was issued a warrant hold, the maximum points and highest rating that the school district may receive is 95 points, A = Superior Achievement, even if the issue surrounding the initial warrant hold was resolved and cleared within 30 days.)	5/16/2022 10:47:50 AM	Yes Ceiling Passed
5	This indicator is not being scored.		1 Multiplier Sum
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	5/17/2022 9:42:45 AM	Ceiling Passed
7	Was the number of days of cash on hand and current investments in the general fund for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)? See ranges below in the Determination of Points section.	5/16/2022 10:47:51 AM	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? See ranges below in the Determination of Points section.	5/16/2022 10:47:52 AM	10
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days? See ranges below in the Determination of Points section.	5/16/2022 10:47:52 AM	10
10	This indicator is not being scored.		10
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency? If the school district's increase of students in membership over 5 years was 7 percent or more, then the school district automatically passes this indicator. See ranges below in the Determination of Points section.	5/16/2022 10:47:54 AM	10
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments? See ranges below in the Determination of Points section.	5/16/2022 10:47:54 AM	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio? See ranges below in the Determination of Points section.	6/9/2022 10:54:07 AM	10
14	Did the school district not have a 15 percent decline in the students to staff ratio over 3 years (total enrollment to total staff)? If the student enrollment did not decrease, the school district will automatically pass this indicator.	5/16/2022 10:47:55 AM	10
15	This indicator is not being scored.		5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function? (If the school district fails indicator 16, the maximum points and highest rating that the school district may	5/16/2022 10:47:56	Ceiling Passed

	receive is 89 points, B = Above Standard Achievement.	AM	
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.) (If the school district fails indicator 17, the maximum points and highest rating that the school district may receive is 79 points, C = Meets Standard Achievement.)	5/16/2022 10:47:56 AM	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state, or federal funds? (The AICPA defines material noncompliance.)	5/16/2022 10:47:56 AM	10
19	Did the school district post the required financial information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5/16/2022 10:47:57 AM	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget? (If the school district fails indicator 20 the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	5/16/2022 10:47:57 AM	Ceiling Passed
			100 Weighted Sum
			1 Multiplier Sum
			(100 Ceiling)
			100 Score

DETERMINATION OF RATING

A.	Did the school district fail any of the critical indicators 1, 2, 3, or 4? If so, the school district's rating is F for Substandard Achievement regardless of points earned.	
B.	Determine the rating by the applicable number of points.	
	A = Superior Achievement	90-100
	B = Above Standard Achievement	80-89
	C = Meets Standard Achievement	70-79
	F = Substandard Achievement	<70
<p>No Rating = A school district receiving territory that annexes with a school district ordered by the commissioner under TEC 13.054, or consolidation under Subchapter H, Chapter 41. No rating will be issued for the school district receiving territory until the third year after the annexation/consolidation.</p> <p>The school district receives an F if it scores below the minimum passing score, if it failed any critical indicator 1, 2, 3, or 4, if the AFR or the data were not both complete, or if either the AFR or the data were not submitted on time for FIRST analysis.</p>		

CEILING INDICATORS

Did the school district meet the criteria for any of the following **ceiling indicators** 4, 6, 16, 17, or 20? If so, the school district's applicable maximum points and rating are disclosed below. Please note, an F = Substandard Achievement Rating supersedes any rating earned as the result of the school district meeting the criteria of a ceiling indicator.

Determination of rating based on meeting ceiling criteria.	Maximum Points	Maximum Rating
Indicator 4 (Timely Payments) - School district was issued a warrant hold.	95	A = Superior Achievement
Indicator 6 (Average Change in Fund Balance) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 16 (PEIMS to AFR) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement
Indicator 17 (Material Weaknesses) - Response to indicator is <i>No</i> .	79	C = Meets Standard Achievement
Indicator 20 (Property Values and Tax Discussion) - Response to indicator is <i>No</i> .	89	B = Above Standard Achievement

Home Page: [Financial Accountability](#) | Send comments or suggestions to FinancialAccountability@tea.texas.gov

THE **TEXAS EDUCATION AGENCY**
 1701 NORTH CONGRESS AVENUE · AUSTIN, TEXAS, 78701 · (512) 463-9734

FIRST 5.14.2.0

Comparison of the Indicators with the Previous Year

#	<u>Indicators</u>	2021-22 Score	2020-21 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes
4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies?	Yes	Yes
5	This indicator is not being scored.	N/A	N/A
6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
7	Was the number of days on cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	4
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	Indicator not being scored	10

#	<u>Indicators</u>	2021-22 Score	2020-21 Score
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	10	10
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?	10	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	10	10
14	Did the school district not have a 15 percent decline in students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	10	10
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA?	Indicator not being scored	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Ceiling Passed	Ceiling Passed
17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds? (The AICPA defines material noncompliance.)	10	10
19	Did the school district post the required information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	Ceiling Passed	Ceiling Passed

Comparison and Explanation of Calculation for Indicator #8

Indicator #8: Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? *(2021-2022 Rating Score, based on 2020-2021 data)*

Current Assets		\$21,749,662			
Divided by		/			
Current Liabilities		7,159,219			
		Result		3.038	
Determination of Points					
10	8	6	4	2	0
>=3.00	<3.00>=2.50	<2.50>=2.00	<2.00>=1.50	<1.50>=1.00	<1.00

Indicator #8: Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? *(2020-2021 Rating Score, based on 2019-2020 data)*

Current Assets		\$21,587,674			
Divided by		/			
Current Liabilities		10,896,725			
		Result		1.9811	
Determination of Points					
10	8	6	4	2	0
>=3.00	<3.00>=2.50	<2.50>=2.00	<2.00>=1.50	<1.50>=1.00	<1.00

The decrease in liabilities was due to two primary reasons:

- A decrease in accrued wages payable as a result of converting to a year round calendar and changing the date for the first teacher paycheck from end of month August to end of month July led to a decrease in the funds owed to teachers as of the June 30th fiscal year end.
 - Annual Financial Report - Statement of Net Position (Exhibit A-1)
 - 2160 Accrued Wages Payable \$1,664,176 as of June 30, 2021
 - 2160 Accrued Wages Payable \$3,151,049 as of June 30, 2020
- Foundation program state aid is received throughout the fiscal year and is settled the following September depending on actual attendance and tax collection figures for the fiscal year in question. If a district was paid more than what was actually earned, then a due to government liability is recorded. If a district earned more than what was actually paid, then a receivable from government asset is recorded. An increase in due to other governments was seen as of June 30, 2020 because of the pandemic school closures. Schools continued to receive state aid, but attendance was not earned for the remainder of that 2020 school year after the closures so the liability account increased from June 30, 2019 to June 30, 2020. That liability account decreased as of June 30, 2021 based on the actual earned vs paid activity under the foundation program state aid.
 - Annual Financial Report - Statement of Net Position (Exhibit A-1)
 - 2180 Due to Other Governments \$1,710,069 as of June 30, 2021
 - 2180 Due to Other Governments \$3,248,274 as of June 30, 2020
 - 2180 Due to Other Governments \$931,086 as of June 30, 2019

Required Disclosures

1. Superintendent’s Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2022. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months. Link: <https://www.seisd.net/Page/473>

2. Reimbursements Received by the Superintendent & Board Members for Fiscal Year 2021

Description of Reimbursements	Dr. Jeannie Meza-Chavez	Eduardo Chavez	Michelle Garcia	Myrna Hernandez	Martin Chavarria	Sandra Licon	Fernie Madrid	Axel Lopez
Meals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lodging	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Motor Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other - Registration Fees	\$1,040.00	\$0.00	\$425.00	\$425.00	\$0.00	\$724.00	\$425.00	\$0.00
Total	\$1,040.00	\$0.00	\$425.00	\$425.00	\$0.00	\$724.00	\$425.00	\$0.00

Note – The spirit of the rule is to capture all “reimbursements” for fiscal year 2021, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order.

Reimbursements to be reported per category include:

Meals – Meals consumed off the school district’s premises, and in-district meals at area restaurants (excludes catered meals for board meetings).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.

Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services for Fiscal Year 2021

For the Twelve-Month Period Ended June 30, 2021	Name(s) of Entity(ies)	Summary Amount
Superintendent – Dr. Jeannie Meza-Chavez	N/A	\$0.00

Note – Compensation does not include business revenues from the superintendent’s livestock or agricultural-based activities on a ranch or farm. Report gross amount received (do not deduct business expenses from gross revenues). Revenues generated from a family business that have no relationship to school district business are not to be disclosed.

4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2021


For the Twelve-Month Period Ended June 30, 2021	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Michelle Garcia	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Martin Chavarria	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Fernie Madrid	\$0.00
Board Member	Axel Lopez	\$0.00

Note – An executive officer is defined as the superintendent, unless the board of trustees or the district administration names additional staff under this classification. Gifts received by first degree relatives, if any, will be reported under the applicable school official.

5. Business Transactions Between School District and Board Members for Fiscal Year 2021

For the Twelve-Month Period Ended June 30, 2021	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Michelle Garcia	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Martin Chavarria	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Fernie Madrid	\$0.00
Board Member	Axel Lopez	\$0.00

Note - The summary amounts reported under this disclosure are not to duplicate the items reported in the summary schedule of reimbursements received by board members.



Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2021- 2022 Rating

School FIRST

HISTORY: Under School FIRST, every school district in Texas is required to prepare an annual financial management report that includes the following:

- A. The district's financial management performance rating provided by the Texas Education Agency (TEA) based on its comparison with indicators established by the Commissioner of Education for the state's new Financial Accountability System.
- B. The district's financial management performance under each indicator for the current and previous years' financial accountability ratings;
- C. Additional information required by the Commissioner of Education.

In accordance with TEC 39.083, each school district is required to prepare and distribute an annual financial management report; and the public is provided an opportunity to comment on the report at a hearing. The Commissioner's rules regarding FIRST are included in the Texas Administrative Code (TAC) Chapter 109 Subchapter AA.

Determination of Rating

	Determination of Rating	2021-22 Rating	2020-21 Rating
A.	Did the district answer 'No' to Indicators 1, 3, 4, 5, or 2.A? If so, the school district's rating is F for Substandard Achievement regardless of points earned.		
B.	Determine the rating by the applicable number of points. (Indicators 6-15)		
	A= Superior	90 – 100	90 – 100
	B = Above Standard	80 – 89	80 – 89
	C = Meets Standard	70 – 79	70 – 79
	F = Substandard Achievement	< 70	< 70

The District's 2021-22 rating based on school year 2020-21 data was an 'A = Superior' with a score of 100 out of 100.

Rating Comparison

CDN	School District	2021-22 Score	2020-21 Score
071901	Clint ISD	98	100
071902	El Paso ISD	94	96
071903	Fabens ISD	100	96
071904	San Elizario ISD	100	94
071905	Ysleta ISD	90	92
071906	Anthony ISD	86	88
071907	Canutillo ISD	98	100
071908	Tornillo ISD	94	92
071909	Socorro ISD	96	96

Report from TEA



Financial Integrity Rating System of Texas

2021-2022 RATINGS BASED ON SCHOOL YEAR 2020-2021 DATA - DISTRICT STATUS DETAIL

Name: **SAN ELIZARIO ISD(071904)**

Publication Level 1: 8/2/2022 2:05:39 PM

Status: **Passed**

Publication Level 2: None

Rating: A = Superior Achievement

Last Updated: 8/2/2022 2:05:39 PM

District Score: 100

Passing Score: 70

Indicators

Comparison of the Indicators with the Previous Year

#	<u>Indicators</u>	2021-22 Score	2020-21 Score
1	Was the complete annual financial report (AFR) and data submitted to the TEA within 30 days of the November 27 or January 28 deadline depending on the school district's fiscal year end date of June 30 or August 31, respectively?	Yes	Yes
2	Was there an unmodified opinion in the AFR on the financial statements as a whole? (The American Institute of Certified Public Accountants (AICPA) defines unmodified opinion. The external independent auditor determines if there was an unmodified opinion.)	Yes	Yes
3	Was the school district in compliance with the payment terms of all debt agreements at fiscal year end? (If the school district was in default in a prior fiscal year, an exemption applies in following years if the school district is current on its forbearance or payment plan with the lender and the payments are made on schedule for the fiscal year being rated. Also exempted are technical defaults that are not related to monetary defaults. A technical default is a failure to uphold the terms of a debt covenant, contract, or master promissory note even though payments to the lender, trust, or sinking fund are current. A debt agreement is a legal agreement between a debtor (person, company, etc. that owes money) and their creditors, which includes a plan for paying back the debt.)	Yes	Yes
4	Did the school district make timely payments to the Teacher Retirement System (TRS), Texas Workforce Commission (TWC), Internal Revenue Service (IRS) and other government agencies?	Yes	Yes
5	This indicator is not being scored.	N/A	N/A

Indicators continued

6	Was the average change in (assigned and unassigned) fund balances over 3 years less than a 25 percent decrease or did the current year's assigned and unassigned fund balances exceed 75 days of operational expenditures? (If the school district fails indicator 6, the maximum points and highest rating that the school district may receive is 89 points, B = Above Standard Achievement.)	Ceiling Passed	Ceiling Passed
7	Was the number of days on cash on hand and current investments in the general funds for the school district sufficient to cover operating expenditures (excluding facilities acquisition and construction)?	10	10
8	Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt?	10	4
9	Did the school district's general fund revenues equal or exceed expenditures (excluding facilities acquisition and construction)? If not, was the school district's number of days of cash on hand greater than or equal to 60 days?	10	10
10	Did the school district average less than a 10 percent variance (90% to 110%) when comparing budgeted revenues to actual revenues for the last 3 fiscal years?	Indicator not being scored	10

Indicators continued

#	<u>Indicators</u>	2021-22 Score	2020-21 Score
11	Was the ratio of long-term liabilities to total assets for the school district sufficient to support long-term solvency?	10	10
12	Was the debt per \$100 of assessed property value ratio sufficient to support future debt repayments?	10	10
13	Was the school district's administrative cost ratio equal to or less than the threshold ratio?	10	10
14	Did the school district not have a 15 percent decline in students to staff ratio over 3 years (total enrollment to total staff)? (If the student enrollment did not decrease, the school district will automatically pass this indicator.)	10	10
15	Was the school district's ADA within the allotted range of the district's biennial pupil projection(s) submitted to TEA?	Indicator not being scored	5
16	Did the comparison of Public Education Information Management System (PEIMS) data to like information in the school district's AFR result in a total variance of less than 3 percent of all expenditures by function?	Ceiling Passed	Ceiling Passed

Indicators continued

17	Did the external independent auditor report that the AFR was free of any instance(s) of material weaknesses in internal controls over financial reporting and compliance for local, state, or federal funds? (The AICPA defines material weakness.)	Ceiling Passed	Ceiling Passed
18	Did the external independent auditor indicate the AFR was free of any instance(s) of material noncompliance for grants, contracts, and laws related to local, state or federal funds? (The AICPA defines material noncompliance.)	10	10
19	Did the school district post the required information on its website in accordance with Government Code, Local Government Code, Texas Education Code, Texas Administrative Code and other statutes, laws and rules that were in effect at the school district's fiscal year end?	5	5
20	Did the school board members discuss the district's property values at a board meeting within 120 days before the district adopted its budget?	Ceiling Passed	Ceiling Passed

Indicator #8

Indicator #8: Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (2021-2022 Rating Score, based on 2020-2021 data)

Current Assets						\$21,749,662
Divided by						/
Current Liabilities						7,159,219
						Result 3.038
Determination of Points						
10	8	6	4	2	0	
≥3.00	<3.00>=2.50	<2.50>=2.00	<2.00>=1.50	<1.50>=1.00	<1.00	

Indicator #8: Was the measure of current assets to current liabilities ratio for the school district sufficient to cover short-term debt? (2020-2021 Rating Score, based on 2019-2020 data)

Current Assets						\$21,587,674
Divided by						/
Current Liabilities						10,896,725
						Result 1.9811
Determination of Points						
10	8	6	4	2	0	
≥3.00	<3.00>=2.50	<2.50>=2.00	<2.00>=1.50	<1.50>=1.00	<1.00	

The decrease in liabilities was due to two primary reasons:

- A decrease in accrued wages payable as a result of converting to a year round calendar and changing the date for the first teacher paycheck from end of month August to end of month July led to a decrease in the funds owed to teachers as of the June 30th fiscal year end.
 - Annual Financial Report - Statement of Net Position (Exhibit A-1)
 - 2160 Accrued Wages Payable \$1,664,176 as of June 30, 2021
 - 2160 Accrued Wages Payable \$3,151,049 as of June 30, 2020

- Foundation program state aid is received throughout the fiscal year and is settled the following September depending on actual attendance and tax collection figures for the fiscal year in question. If a district was paid more than what was actually earned, then a due to government liability is recorded. If a district earned more than what was actually paid, then a receivable from government asset is recorded. An increase in due to other governments was seen as of June 30, 2020 because of the pandemic school closures. Schools continued to receive state aid, but attendance was not earned for the remainder of that 2020 school year after the closures so the liability account increased from June 30, 2019 to June 30, 2020. That liability account decreased as of June 30, 2021 based on the actual earned vs paid activity under the foundation program state aid.
 - Annual Financial Report - Statement of Net Position (Exhibit A-1)
 - 2180 Due to Other Governments \$1,710,069 as of June 30, 2021
 - 2180 Due to Other Governments \$3,248,274 as of June 30, 2020
 - 2180 Due to Other Governments \$931,086 as of June 30, 2019

Required Disclosures

The required disclosures

1. A copy of the Superintendent's current employment contract
2. A summary schedule for the fiscal year of expenditures paid on behalf of the Superintendent and each Board member and total reimbursements received by the Superintendent and each Board member
3. A summary schedule for the fiscal year of the total dollar amount of compensation and fees received by the Superintendent from any outside entity in exchange for professional consulting or other personal services
4. A summary schedule for the fiscal year of the total dollar amount of gifts that had an economic value of \$250 more received by the executive officers and Board members
5. A summary schedule for the fiscal year of the dollar amount received by Board members for the total amount of business transactions with the school district

Disclosure # 1

1. Superintendent's Employment Contract

The school district is to provide a copy of the superintendent's employment contract that is effective on the date of the School FIRST hearing in calendar year 2022. In lieu of publication in the School FIRST financial management report, the school district may choose to publish the superintendent's employment contract on the school district's Internet site. **If published on the Internet**, the contract is to remain accessible for twelve months. Link:

<https://www.seisd.net/Page/473>

Disclosure #2

2. Reimbursements Received by the Superintendent & Board Members for Fiscal Year 2021

Description of Reimbursements	Dr. Jeannie Meza-Chavez	Eduardo Chavez	Michelle Garcia	Myrna Hernandez	Martin Chavarria	Sandra Licon	Fernie Madrid	Axel Lopez
Meals	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Lodging	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Transportation	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Motor Fuel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other - Registration Fees	\$1,040.00	\$0.00	\$425.00	\$425.00	\$0.00	\$724.00	\$425.00	\$0.00
Total	\$1,040.00	\$0.00	\$425.00	\$425.00	\$0.00	\$724.00	\$425.00	\$0.00

Note – The spirit of the rule is to capture all “reimbursements” for fiscal year 2021, regardless of the manner of payment, including direct pay, credit card, cash, and purchase order.

Reimbursements to be reported per category include:

Meals – Meals consumed off the school district’s premises, and in-district meals at area restaurants (excludes catered meals for board meetings).

Lodging - Hotel charges.

Transportation - Airfare, car rental (can include fuel on rental), taxis, mileage reimbursements, leased cars, parking and tolls.

Other - Registration fees, telephone/cell phone, internet service, fax machine, and other reimbursements (or on-behalf of) to the superintendent and board member not defined above.

Disclosure #3

3. Outside Compensation and/or Fees Received by the Superintendent for Professional Consulting and/or Other Personal Services for Fiscal Year 2021

For the Twelve-Month Period Ended June 30, 2021	Name(s) of Entity(ies)	Summary Amount
Superintendent – Dr. Jeannie Meza-Chavez	N/A	\$0.00

Disclosure #4

4. Gifts Received by the Executive Officer(s) and Board Members (and First Degree Relatives, if any) in Fiscal Year 2021

For the Twelve-Month Period Ended June 30, 2021	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Michelle Garcia	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Martin Chavarria	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Fernie Madrid	\$0.00
Board Member	Axel Lopez	\$0.00

Disclosure #5

5. Business Transactions Between School District and Board Members for Fiscal Year 2021

For the Twelve-Month Period Ended June 30, 2021	Name	Summary Amount
Superintendent	Dr. Jeannie Meza-Chavez	\$0.00
Board Member	Eduardo Chavez	\$0.00
Board Member	Michelle Garcia	\$0.00
Board Member	Myrna Hernandez	\$0.00
Board Member	Martin Chavarria	\$0.00
Board Member	Sandra Licon	\$0.00
Board Member	Fernie Madrid	\$0.00
Board Member	Axel Lopez	\$0.00



Questions and Public Input



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. Jeannie Meza-Chavez, Superintendent
Subject: Method to fill vacancy for Trustee Place No. 6
Date: September 13, 2022

HISTORY:

Update: September 7, 2022 was the deadline for Board of Trustees Application to be accepted. Two applications were submitted. Unfortunately, one application was incomplete. The second application was withdrawn by candidate due to candidate being employed by SEISD.

Administration will need further guidance on how to proceed.

The Superintendent's office received the resignation of Mr. Martin Chavarria, Board Trustee for Place #6. As a result, the San Elizario ISD Board of Trustees must now consider the method to fill the vacancy. The Board can consider one of the following:

1. Maintain the vacancy until the upcoming May 2023 elections
Or
2. Fill the vacancy by appointment

If the Board decides to fill by appointment, a date timeline should be discussed and approved for the following items:

- Date - Applications to be Accepted
- Date - Board of Trustees to interview and select candidate
- Date - Regular Board Meeting

The announcement of the vacancy can be made through the West Texas Courier, social media platforms, campus marquees and on the district website.

RATIONALE: Information to address a Board vacancy, can be found in policy BBC (LEGAL) Vacancies and Removal from Office.

BUDGET: There is not an impact to the budget.

ADMINISTRATIVE RECOMMENDATION: The Administration recommends for the Board of Trustees to provide further guidance.

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

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MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports - Tax Report
Date: September 13, 2022

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 8, 2021 regular Board meeting for a total rate of \$1.09. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.9207 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1693.

RATIONALE: The purpose of this agenda item is to report collections made for the current 2021 tax year which is based on the levy billed on October 1, 2021.

BUDGET IMPACT: Collections as of July 31, 2022 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	\$2,719,943	\$500,148	\$3,220,091	
Current Year Collections	\$2,537,378	\$466,578	\$3,003,955	\$3,003,955
Current Year Levy Outstanding	\$182,566	\$33,571	\$216,136	
Prior Year Collections				\$102,163
Penalty & Interest Collections				\$86,975
Total Collections				\$3,193,094

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
9/1/2021 through 7/31/2022

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 2021	-	-	33,787.27	33,787.27	33,787.27	33,787.27	1.05%	5,727.52	5,727.52
Oct 2021	18,161.58	18,161.58	9,637.72	43,424.99	27,799.30	61,586.57	1.91%	1,505.41	7,232.93
Nov 2021	230,876.30	249,037.88	5,358.09	48,783.08	236,234.39	297,820.96	9.25%	1,288.70	8,521.63
Dec 2021	967,943.52	1,216,981.40	14,706.00	63,489.08	982,649.52	1,280,470.48	39.77%	2,825.62	11,347.25
Jan 2022	1,042,971.55	2,259,952.95	18,949.91	82,438.99	1,061,921.46	2,342,391.94	72.74%	3,331.87	14,679.12
Feb 2022	478,767.52	2,738,720.47	10,107.10	92,546.09	488,874.62	2,831,266.56	87.93%	2,217.38	16,896.50
Mar 2022	131,792.66	2,870,513.13	20,813.38	113,359.47	152,606.04	2,983,872.60	92.66%	4,725.69	21,622.19
Apr 2022	67,048.48	2,937,561.61	3,673.43	117,032.90	70,721.91	3,054,594.51	94.86%	3,362.86	24,985.05
May 2022	46,824.86	2,984,386.47	21,895.75	138,928.65	68,720.61	3,123,315.12	96.99%	5,031.70	30,016.75
Jun 2022	27,043.45	3,011,429.92	13,380.58	152,309.23	40,424.03	3,163,739.15	98.25%	1,730.22	31,746.97
Jul 2022	25,668.03	3,037,097.95	3,686.45	155,995.68	29,354.48	3,193,093.63	99.16%	3,594.80	35,341.77
Aug 2022									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/24/2021	-	N/A	N/A	Total Levy Collected	3,003,955.04	102,163.42	3,106,118.46
Levy-Billed 10/1/2021	3,251,468.31	574,891.82	3,826,360.13	Total Penalty & Interest	33,142.91	53,832.26	86,975.17
Adjusted Levy YTD	3,220,091.47	534,390.28	3,754,481.75	Total Levy + P&I	3,037,097.95	155,995.68	3,193,093.63
Increase/Decrease	(31,376.84)	(40,501.54)	(71,878.38)	Taxes as percent of levy	93.29%	3.17%	96.46%
Levy Outstanding	216,136.43	432,226.86	648,363.29	P&I as percent of levy	1.03%	1.67%	2.70%
				Total as percent of levy	94.32%	4.84%	99.16%
				Collection Fee	5,489.90	29,851.87	35,341.77
				Total Collected YTD	3,042,587.85	185,847.55	3,228,435.40



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P.O. Box 920
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Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: September 13, 2022

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 July 31, 2022 which are attached to this memo. Included are:

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

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

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

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SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2022

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	\$ 3,463,733	\$ 3,463,733	\$ 49,845	\$ (3,413,888)
5800	State Program Revenues	30,719,267	30,719,267	137,398	(30,581,869)
5900	Federal Program Revenues	6,178,882	6,178,882	3,508	(6,175,374)
5020	Total Revenues	<u>40,361,882</u>	<u>40,361,882</u>	<u>190,751</u>	<u>(40,171,131)</u>
EXPENDITURES:					
Current:					
0011	Instruction	18,841,137	18,841,137	827,688	18,013,449
0012	Instructional Resources and Media Services	397,879	397,879	19,364	378,515
0013	Curriculum and Instructional Staff Development	217,512	217,512	13,056	204,456
0021	Instructional Leadership	807,052	807,052	62,335	744,717
0023	School Leadership	2,273,514	2,273,514	156,020	2,117,494
0031	Guidance, Counseling and Evaluation Services	1,350,300	1,350,300	62,224	1,288,076
0032	Social Work Services	204,238	204,238	11,507	192,731
0033	Health Services	423,014	423,014	18,125	404,889
0034	Student (Pupil) Transportation	1,435,155	1,435,155	68,070	1,367,085
0035	Food Services	4,411,882	4,411,882	166,742	4,245,140
0036	Extracurricular Activities	1,265,633	1,265,633	47,327	1,218,306
0041	General Administration	1,746,111	1,746,111	128,130	1,617,981
0051	Facilities Maintenance and Operations	4,566,073	4,566,073	363,128	4,202,945
0052	Security and Monitoring Services	917,760	917,760	44,146	873,614
0053	Data Processing Services	1,271,777	1,271,777	196,716	1,075,061
0061	Community Services	34,090	34,090	718	33,372
Debt Service:					
0071	Debt Service	95,000	95,000	7,559	87,441
Capital Outlay:					
0081	Facilities Acquisition and Construction	492,331	492,331	431	491,900
Intergovernmental:					
0099	Other Intergovernmental Charges	44,500	44,500	2	44,498
6030	Total Expenditures	<u>40,794,958</u>	<u>40,794,958</u>	<u>2,193,288</u>	<u>38,601,670</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(433,076)</u>	<u>(433,076)</u>	<u>(2,002,537)</u>	<u>(1,569,461)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	50,000	50,000	8,562	(41,438)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>50,000</u>	<u>50,000</u>	<u>8,562</u>	<u>(41,438)</u>
1200	Net Changes in Fund Balances	<u>(383,076)</u>	<u>(383,076)</u>	<u>(1,993,975)</u>	<u>(1,610,899)</u>
0100	Fund Balance - July 1 (Beginning)	-	15,233,590	15,233,590	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (383,076)</u>	<u>\$ 14,850,514</u>	<u>\$ 13,239,615</u>	<u>\$ (1,610,899)</u>

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2022

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	\$ 505,106	\$ 505,106	\$ 4,693	\$ (500,413)
5800	State Program Revenues	1,129,516	1,129,516	-	(1,129,516)
5020	Total Revenues	1,634,622	1,634,622	4,693	(1,629,929)
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,622,868	1,622,868	-	1,622,868
6030	Total Expenditures	1,622,868	1,622,868	-	1,622,868
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	11,754	11,754	4,693	(7,061)
OTHER FINANCING SOURCES (USES):					
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	11,754	11,754	4,693	(7,061)
0100	Fund Balance - July 1 (Beginning)	-	243,410	243,410	-
3000	Fund Balance - June 30 (Ending)	\$ 11,754	\$ 255,164	\$ 248,103	\$ (7,061)

SAN ELIZARIO ISD
BALANCE SHEET
GOVERNMENTAL FUNDS - UNAUDITED
AS OF JULY 31, 2022

Data Control Codes	General Fund	Other Funds	Total Governmental Funds	
ASSETS				
1110	Cash and Cash Equivalents	\$ 11,518,614	\$ 807,969	\$ 12,326,583
1220	Property Taxes - Delinquent	563,438	52,669	616,107
1230	Allowance for Uncollectible Taxes (Credit)	(52,273)	(4,696)	(56,968)
1240	Receivables from Other Governments	468,526	3,491,077	3,959,603
1250	Accrued Interest	989	-	989
1260	Due from Other Funds	4,478,213	318,294	4,796,506
1300	Inventories	199,698	-	199,698
1410	Prepayments	-	-	-
1000	Total Assets	<u>17,177,205</u>	<u>4,665,313</u>	<u>21,842,518</u>
LIABILITIES				
2110	Accounts Payable	247,690	54,842	302,531
2150	Payroll Deductions and Withholdings Payable	327,360	-	327,360
2160	Accrued Wages Payable	641,260	152,113	793,373
2170	Due to Other Funds	1,757,627	3,301,059	5,058,685
2180	Due to Other Governments	292,785	2,500	295,285
2200	Accrued Expenditures	97,480	-	97,480
2300	Unearned Revenues	62,224	34,669	96,893
2000	Total Liabilities	<u>3,426,426</u>	<u>3,545,182</u>	<u>6,971,608</u>
DEFERRED INFLOWS OF RESOURCES				
2601	Unavailable Revenue - Property Taxes	511,165	47,974	559,139
2600	Total Deferred Inflows of Resources	<u>511,165</u>	<u>47,974</u>	<u>559,139</u>
FUND BALANCES				
Nonspendable Fund Balance:				
3410	Inventories	137,474	-	137,474
Restricted Fund Balance:				
3450	Federal or State Funds Grant Restriction	869,589	147,310	1,016,899
3470	Capital Acquisition and Contractual Obligation	-	540,358	540,358
3480	Retirement of Long-Term Debt	-	248,103	248,103
3490	Other Restricted Fund Balance	-	136,386	136,386
3510	Committed Fund Balance - Construction	-	-	-
3600	Unassigned Fund Balance	12,232,551	-	12,232,551
3000	Total Fund Balances	<u>13,239,615</u>	<u>1,072,157</u>	<u>14,311,772</u>
4000	Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 17,177,205</u>	<u>\$ 4,665,313</u>	<u>\$ 21,842,518</u>

SAN ELIZARIO ISD
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
GOVERNMENTAL FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING JULY 31, 2022

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 49,845	\$ 4,732	\$ 54,577
5800 State Program Revenues	137,398	14,472	151,870
5900 Federal Program Revenues	3,508	357,033	360,541
5020 Total Revenues	<u>190,751</u>	<u>376,238</u>	<u>566,989</u>
EXPENDITURES:			
Current:			
0011 Instruction	827,688	201,200	1,028,888
0012 Instructional Resources and Media Services	19,364	440	19,804
0013 Curriculum Instructional Staff Development	13,056	88,150	101,206
0021 Instructional Leadership	62,335	10,196	72,531
0023 School Leadership	156,020	23,162	179,182
0031 Guidance, Counseling and Evaluation Services	62,224	13,246	75,470
0032 Social Work Services	11,507	202	11,709
0033 Health Services	18,125	9,117	27,242
0034 Student (Pupil) Transportation	68,070	1,787	69,857
0035 Food Services	166,742	2,054	168,796
0036 Extracurricular Activities	47,327	1,777	49,104
0041 General Administration	128,130	1,456	129,586
0051 Facilities Maintenance and Operations	363,128	6,310	369,438
0052 Security and Monitoring Services	44,146	3,445	47,591
0053 Data Processing Services	196,716	875	197,591
0061 Community Services	718	12,335	13,053
Debt Service:			
0071 Debt Service	7,559	-	7,559
Capital Outlay:			
0081 Facilities Acquisition and Construction	431	(4,354)	(3,923)
Intergovernmental:			
0099 Other Intergovernmental Charges	2	-	2
6030 Total Expenditures	<u>2,193,288</u>	<u>371,397</u>	<u>2,564,685</u>
1100 Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,002,537)</u>	<u>4,841</u>	<u>(1,997,696)</u>
OTHER FINANCING SOURCES (USES)			
7912 Sale of Real and Personal Property	8,562	-	8,562
7915 Transfers In	-	-	-
8911 Transfers Out (Use)	-	-	-
7080 Total Other Financing Sources (Uses)	<u>8,562</u>	<u>-</u>	<u>8,562</u>
1200 Net Change in Fund Balances	(1,993,975)	4,841	(1,989,134)
0100 Fund Balance - July 1 (Beginning)	15,233,590	1,067,315	16,300,905
1300 Prior Period Adjustment	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ 13,239,615</u>	<u>\$ 1,072,157</u>	<u>\$ 14,311,772</u>

SAN ELIZARIO ISD
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
 INTERNAL SERVICE FUNDS - UNAUDITED
 FOR THE ONE MONTH ENDING JULY 31, 2022

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	\$ 338,442	\$ 11,786	\$ 350,228
Total Operating Revenues	<u>338,442</u>	<u>11,786</u>	<u>350,228</u>
OPERATING EXPENSES:			
Professional and Contracted Services	364,299	15,490	379,789
Other Operating Costs	80,401	-	80,401
Total Operating Expenses	<u>444,701</u>	<u>15,490</u>	<u>460,191</u>
Operating Income (Loss)	<u>(106,259)</u>	<u>(3,704)</u>	<u>(109,963)</u>
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	71	1,872	1,942
Total Nonoperating Revenues (Expenses)	<u>71</u>	<u>1,872</u>	<u>1,942</u>
Income (Loss) Before Transfers	(106,188)	(1,833)	(108,021)
Transfer In	-	-	-
Change in Net Position	<u>(106,188)</u>	<u>(1,833)</u>	<u>(108,021)</u>
Total Net Position - July 1 (Beginning)	<u>43,564</u>	<u>1,087,526</u>	<u>1,131,090</u>
Total Net Position - June 30 (Ending)	<u>\$ (62,624)</u>	<u>\$ 1,085,693</u>	<u>\$ 1,023,069</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: September 13, 2022

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

RATIONALE: The purpose of this agenda item is to present that investment report for the month of July 2022.

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

ADMINISTRATIVE RECOMMENDATION: This report is for information only.

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

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**San Elizario I.S.D.
Statement of Interest Earned
For The One Month Ending July 31, 2022**

General Fund	\$	16,025.43
Interest & Sinking (Debt Service) Fund	\$	351.97
Capital Projects Fund	\$	773.48
Health Insurance Fund	\$	70.56
Workers Compensation Fund	\$	1,871.72
Total	\$	<u>19,093.16</u>

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

Norberto Rivas

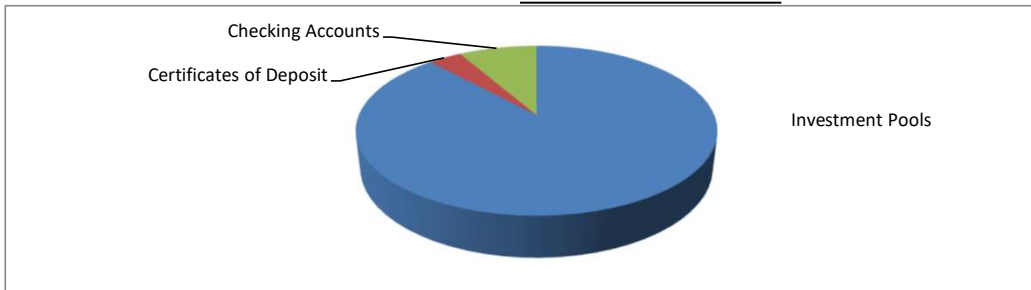
August 29, 2022

Chief Financial Officer

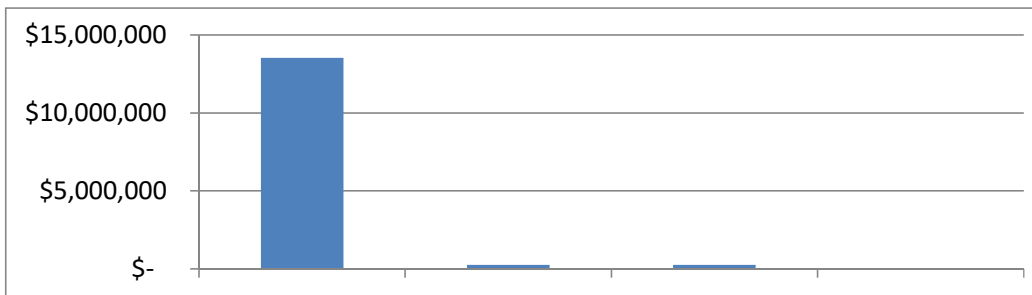
Date

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %
Investment Pools	\$ 12,356,981	88.09%
Certificates of Deposit	\$ 500,000	3.56%
Checking Accounts	\$ 1,170,317	8.34%
	<u>\$ 14,027,297</u>	



By Investment Maturity	Current Market Value	Portfolio %
Overnight	\$ 13,527,297	96.44%
0 - 1 Year	\$ 250,000	1.78%
1 - 2 Years	\$ 250,000	1.78%
2 + years	\$ -	0.00%
	<u>\$ 14,027,297</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-22	31-Jul-22	Overnight	\$ 981,356.69	0.00%	\$ -
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	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-22	31-Jul-22	Overnight	\$ 8,478.85	0.00%	\$ -
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	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-22	31-Jul-22	Overnight	\$ 6,346,975.40	1.73%	\$ 10,076.29
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<u>\$ 10,076.29</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-22	31-Jul-22	Overnight	\$ 350,296.81	1.70%	\$ 503.95
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 503.95

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-22	31-Jul-22	Overnight	\$ 399,157.04	1.51%	\$ 414.69
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 414.69

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-22	31-Jul-22	Overnight	\$ 3,199,369.30	1.64%	\$ 4,450.85
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 4,450.85

GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: 4/21/2024)

<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-22	31-Jul-22	1 - 2 years	\$ 250,000.00	0.80%	\$ 169.86
01-Aug-22	31-Aug-22	1 - 2 years	\$ -	0.80%	\$ -
01-Sep-22	30-Sep-22	1 - 2 years	\$ -	0.80%	\$ -
01-Oct-22	31-Oct-22	1 - 2 years	\$ -	0.80%	\$ -
01-Nov-22	30-Nov-22	1 - 2 years	\$ -	0.80%	\$ -
01-Dec-22	31-Dec-22	1 - 2 years	\$ -	0.80%	\$ -
01-Jan-23	31-Jan-23	1 - 2 years	\$ -	0.80%	\$ -
01-Feb-23	28-Feb-23	1 - 2 years	\$ -	0.80%	\$ -
01-Mar-23	31-Mar-23	1 - 2 years	\$ -	0.80%	\$ -
01-Apr-23	30-Apr-23	0 - 1 years	\$ -	0.80%	\$ -
01-May-23	31-May-23	0 - 1 years	\$ -	0.80%	\$ -
01-Jun-23	30-Jun-23	0 - 1 years	\$ -	0.80%	\$ -
Interest Earned:					\$ 169.86

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-22	31-Jul-22	0 - 1 years	\$ 250,000.00	1.93%	\$ 409.79
01-Aug-22	31-Aug-22	0 - 1 years	\$ -	1.93%	\$ -
01-Sep-22	30-Sep-22	0 - 1 years	\$ -	1.93%	\$ -
01-Oct-22	31-Oct-22	0 - 1 years	\$ -	1.93%	\$ -
01-Nov-22	30-Nov-22	0 - 1 years	\$ -	1.93%	\$ -
01-Dec-22	31-Dec-22	0 - 1 years	\$ -	1.93%	\$ -
01-Jan-23	31-Jan-23	0 - 1 years	\$ -	1.93%	\$ -
01-Feb-23	28-Feb-23	0 - 1 years	\$ -	1.93%	\$ -
01-Mar-23	31-Mar-23	0 - 1 years	\$ -	1.93%	\$ -
01-Apr-23	30-Apr-23	0 - 1 years	\$ -	1.93%	\$ -
01-May-23	31-May-23	0 - 1 years	\$ -	1.93%	\$ -
01-Jun-23	30-Jun-23	0 - 1 years	\$ -	1.93%	\$ -
Interest Earned:					\$ 409.79

Total General Fund Interest Earned **\$ 16,025.43**

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-22	31-Jul-22	Overnight	\$ 204,419.34	1.73%	\$ 300.15
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 300.15

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-22	31-Jul-22	Overnight	\$ 42,256.23	1.51%	\$ 51.82
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 51.82

Total Debt Service Fund Interest Earned **\$ 351.97**

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-22	31-Jul-22	Overnight	\$ 540,358.38	1.51%	\$ 773.48
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 773.48

Total Capital Projects Fund Interest Earned **\$ 773.48**

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-22	31-Jul-22	Overnight	\$ 73,407.61	0.40%	\$ 70.56
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 70.56
Total Health Insurance Fund Interest Earned					\$ 70.56

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-22	31-Jul-22	Overnight	\$ 107,073.37	0.40%	\$ 38.50
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 38.50

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-22	31-Jul-22	Overnight	\$ 1,274,148.16	1.70%	\$ 1,833.22
01-Aug-22	31-Aug-22	Overnight	\$ -	0.00%	\$ -
01-Sep-22	30-Sep-22	Overnight	\$ -	0.00%	\$ -
01-Oct-22	31-Oct-22	Overnight	\$ -	0.00%	\$ -
01-Nov-22	30-Nov-22	Overnight	\$ -	0.00%	\$ -
01-Dec-22	31-Dec-22	Overnight	\$ -	0.00%	\$ -
01-Jan-23	31-Jan-23	Overnight	\$ -	0.00%	\$ -
01-Feb-23	28-Feb-23	Overnight	\$ -	0.00%	\$ -
01-Mar-23	31-Mar-23	Overnight	\$ -	0.00%	\$ -
01-Apr-23	30-Apr-23	Overnight	\$ -	0.00%	\$ -
01-May-23	31-May-23	Overnight	\$ -	0.00%	\$ -
01-Jun-23	30-Jun-23	Overnight	\$ -	0.00%	\$ -
Interest Earned:					\$ 1,833.22

Total Worker's Compensation Fund Interest Earned : **\$ 1,871.72**



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

Fund Performance Update

July 31, 2022

Comments by Mellon, Investment Manager

Custodian Bank: State Street Bank

Investment Managers:

*American Beacon Advisors and
Mellon Investments Corp (Dreyfus)*

The Lone Star Investment Pool 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 inverted significantly in July as the two-year note was yielding 24 basis points higher than the 10-year note at the end of the month. Yields greater than one-year fell as much as 39 basis points during the month with the five to 10-year area of the curve rallying the most. Equities in the U.S. rallied in July as the S&P 500 index was higher by 9%. At the July 27 FOMC meeting, the Fed hiked interest rates by 75bps, which was consistent with market expectations, while also setting the stage for a slower hiking pace going forward. The first release of second quarter GDP was weaker than expected, declining by 0.9%, for the second consecutive quarterly contraction. So far, the labor markets are holding despite the weaker growth numbers. Inflation continued to run very hot as indicated by both the CPI and the PPI releases. The next FOMC meeting is September 21, so the Fed will get multiple labor and inflation reports before then to consider in their decisions on monetary policy at that meeting.

Active Participants This Month

Schools and Colleges	572
Other Governmental Entities	79
<i>Total</i>	<i>651</i>



Government Overnight Fund

Return Information

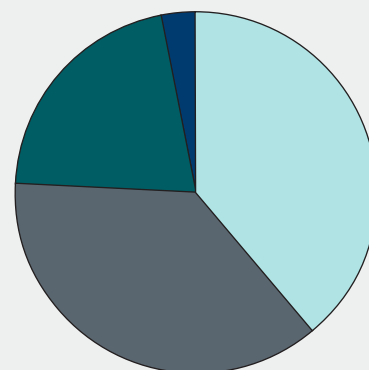
July 31, 2022

Average Monthly Return (a)	1.51%
SEC 7-day Fund Yield (b)	1.79%
Weighted Average Maturity One (c)	11 days
Weighted Average Maturity Two (c)	90 days
Portfolio Maturing beyond One Year	8%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	1,866,816,933.42	1,866,816,933.42
US Treasuries	1,007,914,076.81	1,007,974,662.67
Agencies	1,816,524,584.05	1,816,534,068.45
Money Market Funds	144,207,848.39	144,207,848.39
Total Assets	4,835,463,442.67	4,835,533,512.93

Investment Distribution



Cash Repo	39%
Agencies	37%
Treasuries	21%
Money Market	3%

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

Corporate Overnight Fund

Return Information

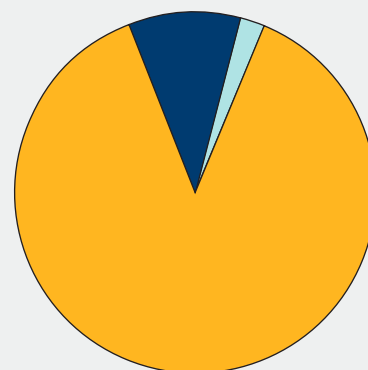
July 31, 2022

Average Monthly Return (a)	1.70%
SEC 7-day Fund Yield (b)	1.98%
Weighted Average Maturity One (c)	17 days
Weighted Average Maturity Two (c)	63 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	68,878,292.88	68,878,292.88
US Treasuries	-	-
Agencies	-	-
Commercial Paper	3,175,891,697.77	3,174,804,296.15
Money Market Funds	349,460,031.46	349,457,025.77
Total Assets	3,594,230,022.11	3,593,139,614.80

Investment Distribution



Commercial Paper	88%
Money Market	10%
Cash Repo	2%

(b) **SEC 7-Day Yield Calculation**

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

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

Corporate Overnight Plus Fund

Return Information

July 31, 2022

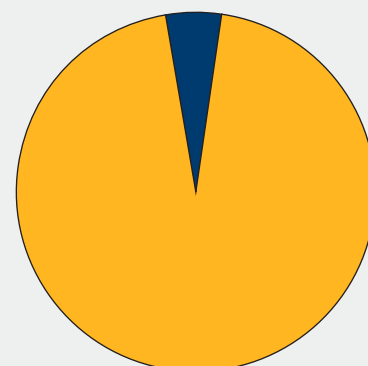
Average Monthly Return (a)	1.73%
SEC 7-day Fund Yield (b)	2.01%
Weighted Average Maturity One (c)	22 days
Weighted Average Maturity Two (c)	77 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	-	-
US Treasuries	-	-
Agencies	-	-
Commercial Paper	8,018,237,875.75	8,014,627,712.42
Money Market Funds	397,077,627.15	397,075,971.99
Total Assets	8,415,315,502.90*	8,411,703,684.41*

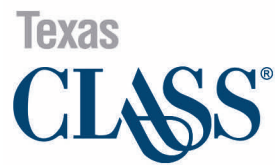
* Total Assets reflects unsettled securities transaction that has a net effect of (89,220,762.29)

Investment Distribution



Commercial Paper	95%
Money Market	5%*

(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
07/01/2022	0.000158984	1.4508%
07/02/2022	0.000000000	1.4507%
07/03/2022	0.000000000	1.4507%
07/04/2022	0.000000000	1.4507%
07/05/2022	0.000041142	1.5016%
07/06/2022	0.000041534	1.5160%
07/07/2022	0.000042156	1.5387%
07/08/2022	0.000129639	1.5773%
07/09/2022	0.000000000	1.5773%
07/10/2022	0.000000000	1.5773%
07/11/2022	0.000043169	1.5757%
07/12/2022	0.000043634	1.5926%
07/13/2022	0.000044066	1.6084%
07/14/2022	0.000043976	1.6051%
07/15/2022	0.000132552	1.6128%
07/16/2022	0.000000000	1.6127%
07/17/2022	0.000000000	1.6127%
07/18/2022	0.000044398	1.6205%
07/19/2022	0.000044627	1.6289%
07/20/2022	0.000044845	1.6368%
07/21/2022	0.000045710	1.6684%
07/22/2022	0.000137760	1.6761%
07/23/2022	0.000000000	1.6761%
07/24/2022	0.000000000	1.6761%
07/25/2022	0.000045894	1.6751%
07/26/2022	0.000046471	1.6962%
07/27/2022	0.000046815	1.7088%
07/28/2022	0.000049072	1.7911%
07/29/2022	0.000165756	2.0167%
07/30/2022	0.000000000	2.0167%
07/31/2022	0.000000000	2.0167%

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



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

MEMORANDUM

To: Members of the Board of Trustees
From: Susana Frescas, Instructional Programs Administrator
Subject: Approval of PO# 45729 - Accelerate Learning, Inc.
Date: September 13, 2022

HISTORY: Accelerate Learning Inc. developed a comprehensive suite of professional development and curriculum called STEMscopes. STEMscopes is highly adaptable and supports science instruction in any kind of learning environment.

RATIONALE: Our students deserve an education that reveals the wonders of science, technology, engineering, and math. Teachers should have all the tools they need to explore these subjects with their students. Blended learning is key to achieving these goals.

BUDGET IMPACT: The price for this Science learning platform for all grades is \$29,718.00.

ADMINISTRATIVE RECOMMENDATION: The recommendation is approval of the purchase of STEMscopes for our science curriculum needs.

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

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**San Elizario Independent School
District**

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

BLANKET/PROJECT PURCHASE

45729

Date: 08/24/2022

Page 1 of 1

VENDOR: 9803

**TO: Accelerate Learning, Inc
PO Box 732464
DALLAS, TX 75373**

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

ATTN:

VENDOR PHONE: 800-531-0864

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: PNI - Y. Schuller

REC. GRP: PNI - Y. Schuller

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			29718.00		29718.00
Annual renewal for the district adopted science resource to Early Explorer PreK, K-12 Science online for district wide access to STEMscopes K-12 Contract: Katy ISD/CTPA #1908KS 410.11.6321.00.802.11 Requested by Susie Frescas							
TOTAL							29718.00

P.O. Source	Account Number	Amount
Project Requisition	410.11.6321.00.001.11	9,383
Project Requisition	410.11.6321.00.041.11	5,777
Project Requisition	410.11.6321.00.101.11	4,239
Project Requisition	410.11.6321.00.103.11	6,080
Project Requisition	410.11.6321.00.104.11	4,239

PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD

INSTRUCTIONS TO VENDORS

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

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

Herberto Rivas



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

MEMORANDUM

To: Members of the Board of Trustees
From: Alejandra Garcia, CCMR Specialist
Subject: Approval of PO#45815 – Barnes & Noble Education Inc.
Date: September 13, 2022

HISTORY: San Elizario High School has at least 12 dual credit courses available for students. Barnes and Noble provides all necessary textbooks required by El Paso Community College.

RATIONALE: San Elizario High School is required to provide textbooks for student academic success. El Paso Community College has made New Textbook adoptions. San Elizario High School has seen an increase of dual credit enrollment and is now offering new courses.

BUDGET: The price for these dual credit student textbooks is \$33,674.61.

ADMINISTRATIVE RECOMMENDATION: The recommendation is approval of the purchase order.

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

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**San Elizario Independent School
District**

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

PURCHASE ORDER NUMBER

45815

Date: 09/01/2022

Page 1 of 1

VENDOR: 10770

**TO: Barnes & Noble Education, Inc.
120 Mountain View Blvd
BASKING RIDGE, NJ 07920**

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

ATTN:

VENDOR PHONE:

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: San Elizario High School

REC. GRP: San Elizario HS - G. Castro

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1	33.00000 EA Norton Field Guide G.Aldaz/A.Garcia	9780393884			83.54	0.00	2756.82
2	33.00000 GALL A Writers Reference	9781319459			105.61	0.00	3485.13
3	33.00000 EA Norton Anthology of English Literature Vol A,B,C	9781324032			102.62	0.00	3386.46
4	28.00000 EA By the People(LL) bundle with access	9780197616			55.41	0.00	1551.48
5	28.00000 EA Inside Texas Politics(LL) with access	9780197616			49.87	0.00	1396.36
6	69.00000 EA Economics (LLC) with Access	9781265924			115.10	0.00	7941.90
7	35.00000 EA Peak Performance (LL) with access	9781265439			97.06	0.00	3397.10
8	69.00000 EA Enjoyment of Music (paper) with access	9780393872			141.44	0.00	9759.36
TOTAL							33674.61

P.O. Source	Account Number	Amount
Budget Requisition	199.11.6321.00.001.38	33,674.61

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THIS PURCHASE ORDER IS NOT BINDING
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Herberto Rivas



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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Approval of PO# 45848 – TASB Risk Management - \$234,967.00
Date: September 13, 2022

HISTORY: The current contract for commercial insurance coverage was approved by the Board of Trustees on September 8, 2021 for the three-year period of October 1, 2021 through September 30, 2024 and was awarded to the Texas Association of School Boards (TASB).

RATIONALE: TASB has submitted the renewal quote for the 2022-23 period which is the second year of the contract.

BUDGET IMPACT: The renewal quote for the 2022-23 period is \$234,967 and will be paid from the general fund.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the purchase order.

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

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San Elizario Independent School District

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

BLANKET/PROJECT PURCHASE

45848

Date: 09/02/2022

Page 1 of 1

VENDOR: 4542

**TO: Tasb Risk Management Fund
Po Box 975111
Dallas, TX 75397-5111**

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

ATTN:

VENDOR PHONE: 800-480-8272

VENDOR FAX:

VENDOR EMAIL:

REC. LOC: Finance - R. Hermosillo

REC. GRP: Finance - R. Hermosillo

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			234967.00		234967.00
	Insurance and Bonding Costs for the period of October 1, 2022 through September 30, 2023 to include property, school liability, privacy & information security, and automobile coverage.						
TOTAL							234967.00

P.O. Source	Account Number	Amount
Project Requisition	199.34.6429.00.834.99	26,657
Project Requisition	199.41.6429.00.702.99	15,321
Project Requisition	199.51.6429.00.890.99	189,489
Project Requisition	199.53.6429.00.886.99	3,500

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

Herberto Rivas



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

MEMORANDUM

To: Members of the Board of Trustees
From: Norberto Rivas, Chief Financial Officer
Subject: Acceptance of certified values as certified by the Chief Appraiser on July 25, 2022
Date: September 13, 2022

HISTORY: On July 25, 2022, the Chief Appraiser certified the 2022 property values.

RATIONALE: In accordance with section 44.004(i) of the Texas Education Code, a district may not adopt a tax rate before the district receives the certified appraisal roll for the district. The purpose of this agenda item is to accept the certified values as approved by the 2022 Appraisal Review Board and certified by the Chief Appraiser as follows:

Total 2022 taxable value on the 2022 certified appraisal roll today	\$330,403,513
Plus total value of properties under protest or not included on certified appraisal roll	\$6,876,603
Less 2022 tax ceilings	\$24,756,732
Equals 2022 total taxable value	\$312,523,384

This information is derived from lines 17-20 of the attached Form 50-859, 2021 Tax Rate Calculation Worksheets – School Districts.

BUDGET IMPACT: None.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to accept the certified values as presented.

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

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2022 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 Agreements

SAN ELIZARIO I.S.D.

915-872-3900

School District's Name

Phone (area code and number)

1050 Chicken Ranch Road, San Elizario, Texas, 79849

www.seisd.net

School District's Address, City, State, ZIP Code

School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per \$100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest. The designated officer or employee shall certify that the officer or employee has accurately calculated the tax rates and used values shown for the certified appraisal roll or certified estimate. The officer or employee submit the rates to the governing body by Aug. 7 or as soon thereafter as practicable. Tax code Section 26.04(e-1) does not require school districts to certify tax rate calculations.

This worksheet is for **school districts without Chapter 313 agreements only**. School districts that have a Chapter 313 agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 Agreements*.

Water districts as defined under Water Code Section 49.001(1) do not use this form. Use Comptroller Form 50-858 *Water District Voter-Approval Tax Rate Worksheet for Low Tax Rate and Developing Districts* or Comptroller Form 50-860 *Developed Water District Voter-Approval Tax Rate Worksheet*.

All other taxing units should use Comptroller Form 50-856 *Tax Rate Calculation, Taxing Units Other Than School Districts or Water Districts*.

The Comptroller's office provides this worksheet to assist taxing units in determining tax rates. The Texas Education Agency (TEA) provides detailed information on and guidance to school districts in calculating their tax rates. Please review and rely on information provided by TEA when completing this worksheet. Additionally, the information provided in this worksheet is offered as technical assistance and not legal advice. Taxing units should consult legal counsel for interpretations of law regarding tax rate preparation and adoption.

SECTION 1: No-New-Revenue Tax Rate

The no-new-revenue (NNR) tax rate enables the public to evaluate the relationship between taxes for the prior year and for the current year based on a tax rate that would produce the same amount of revenue if applied to the same properties that are taxed in both years (no new taxes). When appraisal values increase, the NNR tax rate should decrease.

1.	2021 total taxable value. Enter the amount of 2021 taxable value on the 2021 tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). ¹	\$305,824,138
2.	2021 tax ceilings. Enter 2021 total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ²	\$28,646,420
3.	Preliminary 2021 adjusted taxable value. Subtract Line 2 from Line 1.	\$277,177,718
4.	2021 total adopted tax rate.	\$1.090000/\$100
5.	2021 taxable value lost because court appeals of ARB decisions reduced 2021 appraised value.	
	A. Original 2021 ARB values:	\$3,084,915
	B. 2021 values resulting from final court decisions:	– \$2,675,270
	C. 2021 value loss. Subtract B from A. ³	\$409,645
6.	2021 taxable value subject to an appeal under Chapter 42, as of July 25.	
	A. 2021 ARB certified value:	\$1,027,544
	B. 2021 disputed value:	– \$166,518
	C. 2021 undisputed value. Subtract B from A. ⁴	\$861,026
7.	2021 Chapter 42-related adjusted values. Add Line 5 and 6.	\$1,270,671
8.	2021 taxable value, adjusted for actual and potential court-ordered adjustments. Add Line 3 and Line 7.	\$278,448,389

¹ Tex. Tax Code § 26.012(14)

² Tex. Tax Code § 26.012(14)

³ Tex. Tax Code § 26.012(13)

⁴ Tex. Tax Code § 26.012(13)

Line	No-New-Revenue TaxRateWorksheet	Amount/Rate
9.	2021 taxable value of property in territory the school deannexed after Jan. 1, 2021. Enter the 2021 value of property in deannexed territory. ⁵	\$0
10.	<p>2021 taxable value lost because property first qualified for an exemption in 2022. If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to Freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in 2022 does not create a new exemption or reduce taxable value.</p> <p>A. Absolute exemptions. Use 2021 market value: \$52,217</p> <p>B. Partial exemptions. 2022 exemption amount or 2022 percentage exemption times 2021 value: + \$28,729,186</p> <p>C. Value loss. Add A and B.⁶</p>	\$28,781,403
11.	<p>2021 taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in 2022. Use only properties that qualified in 2022 for the first time; do not use properties that qualified in 2021.</p> <p>A. 2021 market value. \$0</p> <p>B. 2022 productivity or special appraised value: - \$0</p> <p>C. Value loss. Subtract B from A.⁷</p>	\$0
12.	Total adjustments for lost value. Add Lines 9, 10C and 11C.	\$28,781,403
13.	Adjusted 2021 taxable value. Subtract Line 12 from Line 8.	\$249,666,986
14.	Adjusted 2021 total levy. Multiply Line 4 by Line 13 and divide by \$100.	\$2,721,370
15.	Taxes refunded for years preceding tax year 2021. Enter the amount of taxes refunded by the district for tax years preceding tax year 2021. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for tax year 2021. This line applies only to tax years preceding tax year 2021. ⁸	\$ 30,144
16.	<p>Adjusted 2021 levy with refunds. Add Line 14 and Line 15.⁹</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in 2021 from the result.</p>	\$ 2,751,514
17.	<p>Total 2022 taxable value on the 2022 certified appraisal roll today. This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled.¹⁰</p> <p>A. Certified values.¹¹ \$330,403,513</p> <p>B. Pollution control and energy storage system exemption: Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: - \$0</p> <p>C. Total 2022 value. Subtract B from A.</p>	\$330,403,513

⁵ Tex. Tax Code § 26.012(15)
⁶ Tex. Tax Code § 26.012(15)
⁷ Tex. Tax Code § 26.012(15)
⁸ Tex. Tax Code § 26.012(13)
⁹ Tex. Tax Code § 26.012(13)
¹⁰ Tex. Tax Code §§ 26.012, 26.04(c-2)
¹¹ Tex. Tax Code § 26.012(6)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
18.	Total value of properties under protest or not included on certified appraisal roll. ¹²	
	<p>A. 2022 taxable value of properties under protest. The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. ¹³</p>	\$6,876,603
	<p>B. 2022 value of properties not under protest or included on certified appraisal roll. The chief appraiser gives school districts a list of those taxable properties that the chief appraiser knows about but are not included in the appraisal roll certification. These properties are also not on the list of properties that are still under protest. On this list of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. +</p>	\$0
	C. Total value under protest or not certified. Add A and B.	\$6,876,603
19.	2022 tax ceilings. Enter 2022 total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. ¹⁵	\$24,756,732
20.	2022 total taxable value. Add Lines 17C and 18C. Subtract Line 19.	\$312,523,384
21.	Total 2022 taxable value of properties in territory annexed after Jan. 1, 2021. Include both real and personal property. Enter the 2022 value of property in territory annexed by the school district.	\$0
22.	Total 2022 taxable value of new improvements and new personal property located in new improvements. New means the item was not on the appraisal roll in 2021. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, 2021, and be located in a new improvement.	\$11,968,922
23.	Total adjustments to the 2022 taxable value. Add lines 21 and 22.	\$11,968,922
24.	Adjusted 2022 taxable value. Subtract line 23 from line 20.	\$300,554,462
25.	2022 NNR tax rate. Divide line 16 by line 24 and multiply by \$100.	\$ <u>0.9155</u> /\$100

¹²Tex. Tax Code § 26.01(c) and (d)
¹³Tex. Tax Code § 26.01(c)
¹⁴Tex. Tax Code § 26.01(d)
¹⁵Tex. Tax Code § 26.012(6)(B)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
20.	2022 total taxable value. Add Lines 17C and 18C. Subtract Line 19.	\$ _____
21.	Total 2022 taxable value of properties in territory annexed after Jan. 1, 2021. Include both real and personal property. Enter the 2022 value of property in territory annexed by the school district.	\$ _____
22.	Total 2022 taxable value of new improvements and new personal property located in new improvements. New means the item was not on the appraisal roll in 2021. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, 2021, and be located in a new improvement.	\$ _____
23.	Total adjustments to the 2022 taxable value. Add lines 21 and 22.	\$ _____
24.	Adjusted 2022 taxable value. Subtract line 23 from line 20.	\$ _____
25.	2022 NNR tax rate. Divide line 16 by line 24 and multiply by \$100.	\$ _____/\$100

SECTION 2: Voter-Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.¹⁸

- Maximum Compressed Tax Rate (MCR):** A district’s maximum compressed tax rate is defined as the tax rate for the current tax year per \$100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment.¹⁹
- Enrichment Tax Rate:**²⁰ A district’s enrichment tax rate is defined as any tax effort in excess of the district’s MCR and less than \$0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression with any increases in the guaranteed yield.²¹
- Debt Rate:** The debt rate includes the debt service necessary to pay the school district’s debt payments in the coming year. This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district’s maintenance and operations (M&O) tax rate. Districts cannot increase the district’s M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district’s debt service.²²

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate (disaster pennies) in the calculation this year. This adjustment will be made in Section 4 of this worksheet.

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district’s website 30 days prior to the election.²³ Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit*.²⁴

Districts should review information from TEA when calculating their voter-approval tax rate.

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
26.	2022 maximum compressed tax rate (MCR). TEA will publish compression rates based on district and statewide property value growth. Enter the school districts’ maximum compressed rate based on guidance from TEA. ²⁵	\$ <u>0.804600</u> /\$100
27.	2022 enrichment tax rate. Enter the greater of A and B. ²⁶ A. Enter the district’s 2021 enrichment tax rate, minus any required reduction under Education Code Section 48.202(f) \$ <u>0.098700</u> /\$100 B. \$0.05 per \$100 of taxable value \$ <u>0.050000</u> /\$100	\$ <u>0.098700</u> /\$100 \$ <u>0.050000</u> /\$100
28.	2022 maintenance and operations (M&O) tax rate. Add Lines 26 and 27. Note: M&O tax rate may not exceed the sum of \$0.17 and the district’s maximum compressed rate. ²⁷	\$ <u>0.903300</u> /\$100

¹⁶ [Reserved for expansion]
¹⁷ [Reserved for expansion]
¹⁸ Tex. Tax Code §26.08(n)
¹⁹ Tex. Edu. Code §48.2551(a)(3)
²⁰ Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
²¹ Tex. Edu. Code §548.202(a-1)(2) and 48.202(f)
²² Tex. Edu. Code §45.0021(a)
²³ Tex. Edu. Code §11.184(b)
²⁴ Tex. Edu. Code §11.184(b-1)
²⁵ Tex. Edu. Code §548.255, 48.2551(b)(1) and (b)(2)
²⁶ Tex. Tax Code §26.08(n)(2)
²⁷ Tex. Edu. Code §45.003(d)

Line	Voter-Approval Tax Rate Worksheet	Amount/Rate
29.	<p>Total 2022 debt to be paid with property tax revenue. Debt means the interest and principal that will be paid on debts that:</p> <ul style="list-style-type: none"> (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. <p>A. Debt includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2022, verify if it meets the amended definition of debt before including it here.²⁸</p> <p>Enter debt amount: \$ <u>1,621,368</u></p> <p>B. Subtract unencumbered fund amount used to reduce total debt. - \$ <u>0</u></p> <p>C. Subtract state aid received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. - \$ <u>1,137,503</u></p> <p>D. Adjust debt: Subtract B and C from A.</p>	\$ <u>483,865</u>
30.	Certified 2021 excess debt collections. Enter the amount certified by the collector. ²⁹	\$ <u>12,282</u>
31.	Adjusted 2022 debt. Subtract line 30 from line 29D.	\$ <u>471,583</u>
32.	<p>2022 anticipated collection rate. If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%.³⁰</p> <p>A. Enter the 2022 anticipated collection rate certified by the collector.³¹ <u>100.78</u> %</p> <p>B. Enter the 2021 actual collection rate <u>100.78</u> %</p> <p>C. Enter the 2020 actual collection rate <u>107.21</u> %</p> <p>D. Enter the 2019 actual collection rate <u>102.94</u> %</p>	<u>100.78</u> %
33.	<p>2022 debt adjusted for collections. Divide Line 31 by Line 32.</p> <p>Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in 2022 to the result.</p>	\$ <u>467,933</u>
34.	2022 total taxable value. Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ <u>312,523,384</u>
35.	2022 debt rate. Divide Line 33 by Line 34 and multiply by \$100.	\$ <u>0.149700</u> /\$100
36.	<p>2022 voter-approval tax rate. Add Lines 28 and 35.</p> <p>If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 28 and 35.³²</p>	\$ <u>1.053000</u> /\$100

SECTION 3: Voter-Approval Tax Rate Adjustment for Pollution Control

A school district may raise its rate for M&O funds used to pay for a facility, device or method for the control of air, water or land pollution. This includes any land, structure, building, installation, excavation, machinery, equipment or device that is used, constructed, acquired or installed wholly or partly to meet or exceed pollution control requirements. The school district's expenses are those necessary to meet the requirements of a permit issued by the Texas Commission on Environmental Quality (TCEQ). The school district must provide the tax assessor with a copy of the TCEQ letter of determination that states the portion of the cost of the installation for pollution control.

This section should only be completed by a school district that uses M&O funds to pay for a facility, device or method for the control of air, water or land pollution.

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
37.	<p>Certified expenses from the Texas Commission on Environmental Quality (TCEQ). Enter the amount certified in the determination letter from TCEQ.³³ The school district shall provide its tax assessor with a copy of the letter.³⁴</p>	\$ _____

²⁸ Tex. Tax Code §26.012(7)
²⁹ Tex. Tax Code §§26.012(10) and 26.04(b)
³⁰ Tex. Tax Code §§26.04(h), (h-1) and (h-2)
³¹ Tex. Tax Code §26.04(b)
³² Tex. Tax Code §26.08(g)
³³ Tex. Tax Code §26.045(d)
³⁴ Tex. Tax Code §26.045(i)

Line	Voter-Approval Rate Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	2022 total taxable value. Enter the amount on Line 20 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____
39.	Additional rate for pollution control. Divide line 37 by line 38 and multiply by \$100.	\$ _____/\$100
40.	2022 voter-approval tax rate, adjusted for pollution control. Add line 36 and line 39.	\$ _____/\$100

SECTION 4: Voter-Approval Tax Rate Adjustment in Year Following Disaster

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year.³⁵ As such, it must reduce its voter-approval tax rate for the current tax year.

This section applies to a school district in a disaster area that adopts a tax rate greater than its voter-approval tax rate without holding an election in the prior year, as provided for by Tax Code Section 26.042(e).

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
41.	2021 adopted tax rate. Enter the rate in Line 4 of the <i>No-New-Revenue Tax Rate Worksheet</i> .	\$ _____/\$100
42.	2021 voter-approval tax rate. If the school district adopted a tax rate above the 2021 voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	\$ _____/\$100
43.	Increase in 2021 tax rate due to disaster (disaster pennies). Subtract Line 42 from Line 41.	\$ _____/\$100
44.	2022 voter-approval tax rate, adjusted for prior year disaster. Subtract Line 43 from one of the following lines (as applicable): Line 36 or Line 40 (school districts with pollution control).	\$ _____/\$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate § 0.915500 /\$100
 Enter the 2022 NNR tax rate from Line 25.

Voter-Approval Tax Rate § 1.053000 /\$100
 As applicable, enter the 2022 voter-approval tax rate from Line 36, Line 40 or Line 44. Indicate the line number used: 36

SECTION 6: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code.³⁶

print here ▶ Norberto Rivas
 Printed Name of School District Representative

sign here ▶ 
 School District Representative

8/2/2022
 Date

³⁵ Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)
³⁶ Tex. Tax Code §26.04(c)



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: Interlocal Agreement for the Establishment & Operation of El Paso County JJAEP – Chapter 37 of the Texas Education Code
Date: September 13, 2022

HISTORY:

The Interlocal Agreement for the Establishment and Operation of El Paso County JJAEP Pursuant to Chapter 37 of the Texas Education Code is a yearly agreement among the following school districts: Ysleta ISD; Socorro ISD; Fabens ISD; San Elizario ISD; Tornillo ISD, Clint ISD, Anthony ISD, El Paso ISD and Canutillo ISD.

RATIONALE:

The Texas Government Code, Chapter 37, requires the Board to establish a Juvenile Justice Alternative Education Program (“JJAEP”) for El Paso County, based on its population.

BUDGET:

The El Paso County Juvenile Probation Department shall be responsible for funding only placements of students enrolled at the participation Districts who have been expelled from school for conduct for which expulsion is mandatory under Tex. Edu. Code Section 37.007(a), (d) and (e).

ADMINISTRATIVE RECOMMENDATION:

The Administrative recommendation is to approve the Interlocal Agreement for the Establishment and Operation of El Paso County County JJAEP Pursuant to Chapter 37 of the Texas Education Code as presented.

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

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

**IN THE STATE OF TEXAS
COUNTY OF EL PASO**

**INTERLOCAL AGREEMENT
FOR THE ESTABLISHMENT AND OPERATION OF
EL PASO COUNTY JUVENILE ALTERNATIVE EDUCATION PROGRAMS
PURSUANT TO CHAPTER 37 OF THE TEXAS EDUCATION CODE
MEMORANDUM OF UNDERSTANDING**

This Interlocal Agreement is made by and between the El Paso County Juvenile Board, hereinafter referred to as the "Board", and the Ysleta Independent School District, hereinafter referred to as "YISD", Ysleta Board of Trustees, hereinafter referred to as "YISD Board"; El Paso Independent School District, Anthony Independent School District, Canutillo Independent School District, Socorro Independent School District, Fabens Independent School District, San Elizario Independent School District, Tornillo Independent School District and Clint Independent School District hereinafter collectively referred to as "Districts" and individually as "Participating District" and are joined for purposes of establishing the respective responsibilities of the Board and the Districts. Nothing herein shall create a direct contractual relationship between the Districts and YISD in its capacity as provider agent or provider of Juvenile Justice Alternative Education Program (JJAEP) services.

The purpose of this Agreement is for the establishment by the Board of a JJAEP approved by the Texas Juvenile Justice Department and operated by the YISD, for the districts' students as permitted by § 37.011(e) of the Tex. Educ. Code. This Agreement will serve to combine into one system the operational, programmatic, and educational standards for the JJAEP required by the Tex. Educ. Code, § 37.011(e) and Title 37 of the Tex. Admin. Code, Chapter 348. (37 TAC § 348). The JJAEP shall serve, and the El Paso County Juvenile Probation Department shall be responsible for funding only placements of students enrolled at the Participating Districts who have been expelled from school for conduct for which expulsion is mandatory under Tex. Educ. Code § 37.007(a), (d) and (e). The academic mission of the program is to enable students to perform at grade level. The program shall be located at YISD-Cesar Chavez Academy, 7814 Alameda Ave, El Paso, Texas, 79915.

DUTIES OF THE JUVENILE BOARD AND JJAEP ADMINISTRATOR

For provision of JJAEP services as consideration for YISD's operation of the educational component of the JJAEP and acting provider for the JJAEP, the Juvenile Board, by and through the County of El Paso, agrees to pay YISD, the amount approved per day by the Texas Juvenile Justice Department for each YISD or other Participating District student's enrollment in the JJAEP, utilizing state-appropriated funds from the Texas Juvenile Justice Department funds for the applicable school year, and pass-through funding provided by the Participating Districts. Texas Juvenile Justice Department funds include settle up funds due to unexpended year end balances. It is understood by the YISD that the daily rate of compensation for educational services is determined by the State of Texas and is subject to change throughout the year. Said fee will be paid to the attention of YISD's Chief Financial Officer on a quarterly basis, with the first payment due December 15 of the applicable school year, with all fees paid no later than 60 days following the conclusion of the respective school year.

The Board and the JJAEP Administrator will monitor compliance and performance and will conduct an annual JJAEP Performance Review between the conclusion of the school year and prior to the next school year to determine JJAEP effectiveness. The JJAEP Administrator will also conduct an annual JJAEP Management review of the overall JJAEP operations before the beginning of the next year. The JJAEP Administrator will provide copies of both reports to the YISD School Board President, Trustees and the Superintendent within 30 days of Juvenile Board review.

DUTIES OF YISD AND THE DISTRICTS

Specifically, YISD shall provide facilities, personnel and services necessary to operate on the Board's behalf, a JJAEP approved by the Texas Juvenile Justice Department as outlined under Chapter 348 as permitted by § 37.011(e) of the Tex. Educ. Code ("JJAEP Services"). The educational components of the JJAEP shall be subject to the policies adopted by the YISD Board of Trustees. YISD shall follow the programmatic and process components of the JJAEP as outlined in the El Paso County JJAEP Policies, Procedures and Texas Administrative Code Standards under Chapter 348. Based on the current capacity under building code regulations, YISD is required to have no more than 32 students placed at JJAEP at one time; therefore, YISD shall have no obligation to enroll in JJAEP more than 32 students ("capacity").

YISD agrees to continue the provision of personnel and services necessary to operate the JJAEP and implement a Continuity of Operations Plan (C.O.O.P) for online instruction that can provide educational services in accordance with the Texas Education Code, Texas Education Agency, Texas Administrative Code (Chapter 348), the Texas Juvenile Justice Department, Department of Public Health and the Local Health Authority. Such C.O.O.P. must address any changes to the JJAEP educational components in the event of a pandemic or natural disaster. YISD agrees to provide a copy of YISD JJAEP Plan of Action that outlines instructional time (synchronous/asynchronous, traditional, hybrid, online), student and staff safety plan, transportation, meal and searches plans, attendance recording keeping plan, and other matters related to operations before the beginning of SY 2022-2023 and as the plan is revised throughout the school year in relation to JJAEP matters.

With respect to each Participating District, to include YISD, each Participating District agrees to fulfill requirements pursuant to this Agreement and as outlined in the El Paso County JJAEP Policies, Procedures and Texas Administrative Code Standards in order to facilitate a successful transition to and from the JJAEP.

TERMS OF PLACEMENT DUE TO EXPULSION

In order to be expelled for placement in the JJAEP, Participating District must: expel students pursuant to a mandatory expulsion offense listed in § 37.007(a), (d), or (e) of the Texas Education Code. A list of the applicable **MANDATORY EXPULSIONS OFFENSE CODES** is included in (**EXHIBIT "A"**) attached hereto. To be accepted for placement in the JJAEP, a student must be expelled for a minimum of 75 school days. The maximum term may not exceed 180 program days, except for an expulsion involving a firearm, for which the maximum term is one calendar year. The maximum term may not exceed one calendar year unless the student has been expelled for longer than one calendar year, in accordance with law and Participating District policy.

In order to be accepted for placement in JJAEP, a student must be aged ten (10) and over and in grade 6 or higher and be expelled. The Participating District will fully consider all mitigating factors, exhaust all appeals and alternative DAEP placement before determination is made to place the student in JJAEP. The Participating District is aware and agrees that such student shall be placed and will receive educational services with middle school students at Cesar Chavez Academy Middle School, placement in JJAEP will not exceed twenty (20) school days, and enrollment of the elementary school student will not require YISD to add or reassign staff to meet teacher to student ratios on secondary levels. All Participating Districts acknowledge and accept that, YISD may, but is not required to separate middle school students from high school students at JJAEP.

The Participating District must provide a copy of the expulsion notice and all information to the El Paso County Juvenile Probation Department pursuant to § 37.007 of the Texas Education Code and Sec. 52.041 of the Tex. Fam. Code no later than two (2) school days after the final appeal hearing is concluded and decision to expel is upheld. Failure to provide such written notice shall result in the child remaining in the Participating District's educational program. Expulsion packet must include the expulsion notice and parent notification containing the student's name, DOB, student's ID #, the TSDS number, LEA report number, expulsion term (specific end date), and any special programs such as SPED or 504 documentation.

Upon JJAEP formal acceptance by JJAEP Administrator, the Participating District agrees to immediately provide all necessary school withdrawal and educational records, to include transcripts and any special education paperwork, to the JJAEP Campus to ensure the development of an appropriate and timely JJAEP entry educational plan within three (3) school days of JJAEP acceptance determination. Required school records are outlined in the **JJAEP SCHOOL RECORDS REQUEST FORM (EXHIBIT "B")**.

The Participating District(s) and JJAEP campus agree to collaboratively facilitate the completion of the JJAEP Intake at the JJAEP campus within five (5) to seven (7) school days of JJAEP acceptance. The aim will be to minimize any delay or lapse in youth's attendance to JJAEP educational services. However, although a student may be accepted into JJAEP, enrollment in the JJAEP may be delayed due to capacity limits or other special circumstances and in those situations, the parties agree to provide at least three (3) school days advance notice prior to the scheduled intake. Any youth placed in DAEP, while on waiting list for JJAEP placement will be credited those days towards JJAEP term.

For students who are expelled and accepted into the JJAEP but do not enroll under the JJAEP due to parents withdrawing the student, the student will remain eligible for JJAEP expulsion upon enrolling back into a formal school district. The expelling district would need to hold another expulsion hearing and provide a new expulsion term along with the required expulsion packet.

A Participating District may expel a student for conduct as provided in TEC Sec. 37.007 (b)(1), specifically terroristic threat under section 22.07 (c-1), (d), or (e) Penal Code. Participating Districts shall adhere to the guidelines established under Texas Education Code 37.302-.303, 37.304, 37.305, 37.306, 37.309-.310, 37.311 with regard to students placed in a JJAEP due to an offense which

requires them to register as a sex offender. Participating Districts must adhere to expulsion term established guidelines aforementioned on this agreement.

In the event that JJAEP enrollment is at 90% of capacity, a waiting list shall be established for acceptance into JJAEP. Pending acceptance, Participating Districts may place expelled students in their own district's DAEP. Students shall be accepted into JJAEP in the order placed on the waiting list; provided, however, that a student will be accepted only if there are a minimum of 45 days remaining in the term of expulsion. A student whose expulsion involved violence, a terroristic threat, or a firearm will have priority on the waiting list and will be accepted for placement in JJAEP up to the 100% capacity limit.

SPECIAL CIRCUMSTANCES AFFECTING LENGTH OF PLACEMENT

YISD agrees to provide capacity for 32 students. However, the Parties agree that special circumstances arise in the event that JJAEP enrollment is at 90% of capacity, or if any one Participating District has more than 67% of the students enrolled in JJAEP. In such case, the Parties agree that YISD, may limit the length of a student's placement at JJAEP to a maximum of 100 school days, and the "75-day placement review" may occur at any earlier date acceptable to the Participating District. Such limitation shall not apply to a student with an expulsion involving a firearm or who is determined by the Participating District with the concurrence of the JJAEP Administrator to present an ongoing threat to the safety of other students or to district employees.

In the event a student enrolled in the JJAEP commits an infraction that violates the YISD or JJAEP Student Code of Conduct, YISD may take disciplinary action as per the JJAEP Student Code of Conduct. Such action may extend the student's term of expulsion and JJAEP placement.

TERMS OF EXIT

A JJAEP student must be removed from the JJAEP program upon completion of the earliest of the following: completion of the court ordered supervision or deferred prosecution terms and conditions, completion of the expulsion term which was the basis of the JJAEP placement, Participating District decision to remove the JJAEP student from JJAEP placement due to 75 day (or earlier if special circumstances exist) placement review hearing decision; decline or dismissal of the JJAEP felony charge by Court or Prosecutor, withdrawal from JJAEP by student's parent, or withdrawal from JJAEP due to "Inactive" Status of 30 consecutive school days. Except in cases where a parent, guardian, or custodian withdraws a student, the JJAEP must notify the student's parent, guardian, or custodian in writing of the student's withdrawal from the JJAEP prior to the withdrawal date unless the date is not known prior to the withdrawal. The JJAEP must maintain this documentation.

Participating District agrees to attend and cooperate with YISD in the JJAEP Exit Transition Meeting to jointly develop an appropriate written exit plan from the JJAEP and transition plan to the home school. An academic review will be provided to include a review of courses attended, credits earned, credits pending, discipline and behavior progress or follow up areas, state assessment and/or IOWA

skills test scores (Pre and Post), and attendance records for JJAEP term. As part of the JJAEP Exit transition meeting, Participating District agrees to initiate the development of the student's return schedule, outline strategies that will be implemented upon the students return to home school and link the student to the CIS (if applicable), the graduation coach, the at-risk coordinator or designated Participating District staff charged with support and reentry services. In order to promote successful transition and long-term success, said exit transition meeting will occur prior to a youth's withdrawal from the JJAEP and will include the home school (returning) campus administrator or designee, YISD Campus administrator, assigned probation officer or JPD representative, the student and the student's parent or guardian.

For a student expelled and placed in a JJAEP for a term of 75 school days or more, Participating Districts agree to attend a review upon a student's 75th school day in a JJAEP placement to consider early removal from the JJAEP Program based on youth's progress and/or other factors that may compel an early release from the JJAEP. On a case-by-case basis, upon the commencement of the school year, the JJAEP will hold, and participating districts will attend a placement review for returning JJAEP students that carried over from prior school year, have met the 75th day placement day in JJAEP and are recommended for early release based on progress and/or other factors. The JJAEP agrees to facilitate placement review hearings and coordinate with the student's home district/campus.

CURRICULUM AND ATTENDANCE

YISD shall provide a JJAEP which will serve the YISD and Participating Districts' students, complies with all applicable requirements under Chapter 37, Tex. Education Code, the State Board of Education, Texas Administrative Code (Chapter 348) and the Texas Juvenile Justice Department, including, but not limited to, a curriculum in English Language Arts, Mathematics, Science, Social Studies, Self-Discipline, and a high school equivalency program that meets requirements under 348.206 (b3) and administration of assessment instruments under Subchapter B Chapter 39 (State Assessment). All students enrolled in the JJAEP must take the statewide assessment as required under Section 39.023, Education Code. YISD and participating districts agree to the use of the online version of the Iowa Test of Basic Skills (ITBS) a nationally standardized achievement test and development of an academic plan to best meet a student's educational needs based, in part, on the data gathered from the ITBS. Each student serving a minimum of seventy five (75) school days shall be pre-tested no more than 10 school days after the student is enrolled into the JJAEP and each student serving a minimum of 65 school days in the JJAEP will be post-tested prior to exit from the JJAEP.

YISD shall work with student and parents to review the student's academic progress at least twice during JJAEP Placement and establish a specific graduation plan for the student (as applicable for high school students). At a minimum, an educational review will occur at the JJAEP intake and at the JJAEP exit transition meeting.

The Program shall operate at least seven hours a day for 180 school calendar days equaling 75,600 minutes of school. These minutes include lunch and passing times; the amount does not include early release, bad weather, or waiver days. A JJAEP student is noted as present if the student attends

instructional time for a minimum of 4hrs. per day. Attendance days are verified using sign in sheets and attendance records for each enrolled JJAEP student. If a JJAEP student is detained, absent for a minimum of 10 consecutive school days, documented as a runaway, has an extended illness or medical reason, admitted on an inpatient basis into services, the student will be noted as inactive status; the total for the report period and account for each day each student is maintained as enrolled and not counted as absent or present from the JJAEP. A student that is maintained on inactive status for 30 consecutive school days shall be withdrawn on the 31st day.

The JJAEP must provide the juvenile probation department with monthly attendance records of juvenile probationers enrolled in the JJAEP. YISD agrees to complete the **JJAEP MONTHLY ACTIVITY REPORT (MAR) (EXHIBIT “C”)** on a monthly basis on or before the third calendar day of each month. If the third calendar day of a month falls on a weekend or holiday, the report is due the next business day. YISD agrees that subsequent payments pursuant to this Agreement shall be paid based upon the information reported on the JJAEP Attendance records and Monthly Activity Report (MAR).

YISD agrees to serve youth up to the compulsory school attendance age, which has been raised to the age of the student's 19th birthday and utilize attendance procedures that encourage campus staff to reach out to families and determine the root causes of failure to attend school. Parents should immediately be notified of any unexplained absence, followed by other interventions such as phone calls and/or home visits to find what the issue behind repeated unexcused absences is. If an issue is identified as preventing a student from attending school, the JJAEP Campus Administrator or designee should determine whether there is any Truancy Prevention Measures (TPM) and adhere, to the extent possible to the El Paso County Truancy Prevention Plan to address the underlying risk factors that lead to truancy. TPM may include a plan to target the specific behavior contributing to the truancy; counseling; mediation; or in school or out-of-school suspension. If truancy measures as outlined in the El Paso County Truancy Prevention Plan fail, the YISD shall refer students to the District Attorney's Office or Truancy Court authorities in accordance with the timelines for JJAEP youth, which is within two school days. YISD must have written policies and procedures that specify which staff member is responsible for reporting absences by email transmission to the sending school and frequency. JJAEP Administrator must be copied on said e-mail transmission.

YISD agrees to provide written notification of school matters to a JJAEP student who is 18 years or older and acknowledges notification is not required to be given to a parent unless 1. Student has provided written consent, 2. Student has a disability and has provided consent as outlined under Chapter 1357, Estates Code, or 3. Student is a dependent student as defined in Section 152 of Internal Revenue Code, and notification is received under the Individuals with Disabilities Education Act before the student reached 18 years of age.

PLACEMENT OF STUDENTS WITH DISABILITIES/ ADMISSIONS, REVIEW AND DISMISSAL

YISD shall provide educational services to those students eligible under the Individuals with Disabilities Education Act (IDEA), § 504 of the Rehabilitation Act of 1973 and English as a Second Language (ESL). The placement of a student with a disability who receives special education services

into the JJAEP must be made in compliance with the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.). Special Education services must continue to provide any and all related services as outlined in the student's Individualized Education Plan (IEP).

Participating school districts may expel a student for a mandatory expulsion offense(s) involving weapons, illegal drugs, controlled substances, or inflicting serious bodily injury on another person at school, on school premises, or at a school function (20 USC Sec 1415(k); 34 CFR Sec. 300.520) who has been identified as a qualified disabled student under the Individuals with Disabilities Education Act (IDEA) or §504 of the Rehabilitation Act of 1973 (§504) only after a duly constituted Admission Review and Dismissal (ARD) or §504 committee is held. If the ARD or 504 committee determines that the alleged misconduct is not a manifestation of the student's disabilities, the student may be expelled for a minimum of 75 school days, but only **up to 45 days** if the alleged misconduct *is* a manifest of the student's disabilities.

Participating Districts agree to invite a representative of the JJAEP Campus to an incoming JJAEP student's ARD committee meeting as a non-consensus member. The Participating District shall provide reasonable notice of the ARD committee meeting to the administrator of the JJAEP and the JJAEP Administrator. As such, the administrator of the JJAEP or designee, agrees to attend the incoming JJAEP student's ARD committee meeting. Attendance of said meeting is essential in preparation of the incoming students' special education service needs.

If student is enrolled in special education services, the Participating District must provide a copy of the Admission, Review, and Dismissal report (ARD). The ARD committee documentation must be maintained for each special education eligible student to include, the most recent full and complete ARD meeting documentation, the manifestation determination ARD meeting documentation, and the most recent evaluation of eligibility for special education services.

If the JJAEP suspects that a student who has not been previously qualified as a student with disabilities under IDEA may be eligible for services under IDEA in the future, it shall refer the student to his or her school district of residence for possible referral and evaluation in accordance with applicable statutes and regulations.

The JJAEP, in collaboration with the sending participating school district, must ensure that a student who is non-English speaking or who speaks English as a second language is provided ESL services and instruction appropriate to address his or her needs, as determined by a language proficiency assessment committee (LPAC) and determinations must be documented.

TRANSPORTATION SERVICES

Transportation of students attending the JJAEP will be the responsibility of the student's sending District. Neither the JJAEP, nor the Educational Fiscal Agent is responsible for transportation of students sent by other Districts attending the JJAEP, including students with disabilities who require transportation as a related service. Before making the decision to place an expelled student at JJAEP, the Participating District shall determine the student's access to transportation to JJAEP and put a transportation plan in place. If a transportation issue is identified after placement at the JJAEP, an

emergency meeting with all involved parties, to include invitation to parent(s), will be held. Should transportation be an ongoing barrier to attendance, the student may be exited from JJAEP and returned to the sending school district.

POLICY AND PROCEDURES AND STUDENT CODE OF CONDUCT

YISD shall follow the programmatic and process components of the JJAEP as outlined in the **EL PASO COUNTY JJAEP POLICIES, PROCEDURES AND STANDARDS**, attached hereto as **(EXHIBIT "D")**. References in Exhibit D to "JJAEP Campus" shall refer to YISD's JJAEP Campus and its operations and staff unless the context clearly indicates otherwise. YISD shall establish and enforce the **EL PASO COUNTY JJAEP STUDENT CODE OF CONDUCT (EXHIBIT "E")** that will supplement, but not replace the YISD Student Code of Conduct in accordance with Tex. Educ. Code § 37.001 and as required by Tex. Educ. Code § 37.011(c).

YISD, JJAEP Campus, and the JJAEP Administrator agree to engage in collaborative activities and attend quarterly meetings to educate, discuss and problem solve on any areas of concern and update on policy revisions or legislative updates that may impact JJAEP campus operations and services. Said meetings and activities shall be used to enhance or make changes to the El Paso County JJAEP Policies and Procedures, the El Paso County JJAEP Student Code of Conduct, and the El Paso County JJAEP Memorandum of Understanding. Documents must be approved by the El Paso County Juvenile Board, YISD School Board, and Participating District School Board and must be submitted to the Texas Juvenile Justice Department.

JJAEP EDUCATIONAL STAFF

JJAEP educational staff members shall be employees of YISD and shall be subject to the personnel policies of the YISD and their respective Employee Code of Conduct. YISD shall ensure that all JJAEP staff members, including temporary, seasonal or substitute employees or volunteers have completed and passed a background check **prior to having "direct, unsupervised" contact with JJAEP students**. YISD agrees for all JJAEP employees (including substitutes that will work within a JJAEP for six weeks or more) operating under the JJAEP to attend the JJAEP New Employee Orientation and the JJAEP Annual Refresher as applicable.

YISD agrees to complete the **JJAEP HR RECORDS AND CERTIFICATION FORM (EXHIBIT "F")** for each employee assigned by YISD to work with JJAEP students. YISD will provide verification that any required certifications are current and that the individual has completed all training required by this chapter. YISD shall certify through the signature of the authorized Human Resource representative that their employee meets the required qualification for the position held. For carry-over YISD employees, the **JJAEP HR RECORDS AND CERTIFICATION FORM (EXHIBIT "F")** shall be re-certified yearly and submitted to JPD/County no later than October 15th for each year.

YISD agrees to comply with 348.200(4d) in accordance with Chapter 341, and oversee that all JJAEP employees (including substitutes that will work within a JJAEP for six weeks or more) that do not meet the "professional" (certified teachers/ student aides/ paraprofessionals, nurse, physicians, commissioned law enforcement officers, etc) designation remain current through YISD training on Crisis Prevention Intervention, CPR and First Aid training and meet all requirements for certification as a Community Activities Officer as per TJJD established timelines.

Pursuant to Texas Administrative Code 350.100, the JJAEP is considered a Juvenile Justice Program and thus any YISD employees must adhere to the standards outlined under Chapter 358 (Identifying, Reporting, and Investigating Abuse, Neglect, Exploitation, Death and Serious Incidents) for students served under the JJAEP. YISD must assure that its employees and JJAEP Campus Administrators are familiar and adhere to the Texas Administrative Code § 358, *Identifying, Reporting, Investigating Abuse, Neglect, Exploitation, Death and Serious Incidents; and required timelines; and Prison Rape Elimination Act*. These statutory provisions require individuals to report physical, sexual and/or mental health child abuse, neglect and exploitation within specific timelines; and require that all JJAEP campus personnel emphasize a zero-tolerance policy and campus environment regarding any forms of sexual and physical abuse.

In such event, YISD shall also complete the **TJJD INCIDENT REPORT FORM (EXHIBIT "G")** and the **TJJD INTERNAL INVESTIGATION REPORT FORM (EXHIBIT "G-1")** and transmit this form along with any applicable documentation via e-mail and phone call to: [1.877.786.7263](tel:1.877.786.7263) and abuseneglect@tjtd.texas.gov and to JPD/County. YISD also agrees to report incident to law enforcement as required by Texas Administrative Code Chapters 348, and/or 358 and will also forward report to JJAEP Administrator via email by next workday.

RECORDS AND RETENTION

YISD shall maintain and make available for inspection, audit or reproduction, by an authorized representative of El Paso County or the State of Texas, or Federal government, books, documents and other evidence pertaining to the cost and expenses of the operation of the JJAEP under this Agreement, hereinafter called the "Records. YISD shall maintain Records and documents for a minimum of seven years after the end of the contract period. If any litigation, claim, or audit involving these Records commences before the seven-year period expires, the YISD contractor must keep Records and documents for not less than seven years or until all litigation, claims or audit findings are resolved; whichever is later.

SUPPLEMENTARY PROGRAM FUNDING

Each Participating District agrees to allow YISD to submit a grant for eligible JJAEP funds from the State and to reasonably cooperate in submission of such application. Priority of funds obtained from the State will be utilized to off-set educational expenses of Participating District, including YISD, and remaining funds may be used for expansion and improvement of the JJAEP.

EFFECTIVE DATE

This Agreement shall become effective on August 1, 2022, regardless of the date of execution by the parties. The parties agree that the authorized signature of any other Participating District who may join by counterpart creates a binding offer of such Participating District to participate in the

establishment and operation of the JJAEP and shall be effective as to all signatories at such time as it is signed by YISD.

TERMINATION

This Agreement shall be in effect until July 31, 2023. The “Board” or “YISD” may give 30 days’ written notice of termination. Notice of termination by any Participating District received by the YISD shall constitute effective notice of termination as to such party only and shall be effective at the end of the then current contract year. The interlocal may be automatically renewed for subsequent one-year terms for a minimum of two (2) years upon written agreement by the YISD and the El Paso County Juvenile Board.

YISD, Participating Districts, and the Juvenile Board agree that changes to the JJAEP Policy and Procedures, JJAEP Student Code of Conduct and JJAEP MOU may be approved with written agreement by YISD and the El Paso County Juvenile Board.

NOTICE

Notice to parties under this Agreement shall be sent by certified mail, return receipt requested, to those persons identified below in this agreement attached hereto and incorporated herein for all purposes and such persons as may be identified for purposes of notice by Districts which have joined in the Agreement by counterpart and maybe represented in this agreement. (See attached listing of contacts and address information)

Severability

If any part of this Agreement is held to be illegal, such part shall be deemed severable and the remaining parts shall nevertheless be binding.

ENTIRE AGREEMENT

This Agreement constitutes the entire Agreement between the parties and any prior understandings, written or oral agreements between them are merged into the Agreement.

INSPECTION OF RECORDS

Upon request by a party, all records of YISD made and kept pursuant to this Agreement are available for inspection at any time mutually convenient to YISD and the party, subject to the requirements of the Family Educational and Privacy Rights Act, 20 U.S.C.A. § 1232g and V.T.C.A., Government Code Chapter 552, Public Information Act. Any cost of such inspection or copying shall be borne by the party requesting said services.

EXECUTION

This Agreement may be executed jointly or in counterpart and the authorized signature upon a counterpart of any Participating District whether or not named above creates the same binding commitment between the parties as if the Participating District had jointly executed this document, provided this Agreement is executed by YISD.

EQUAL EMPLOYMENT POLICIES

YISD affirms that it is an equal opportunity employer and does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or the provision of services, programs or activities

FAILURE TO PAY

In the event the Board fails to make payments to YISD under the terms and conditions of this Agreement within the times set forth herein, YISD may terminate this Agreement, but only if the Board has failed to make such payments following thirty (30) days' written notice to cure from YISD. YISD may not terminate this Agreement after giving such notice unless YISD has first made itself available to meet with the Board to attempt in good faith to resolve the matter.

IMMUNITY

Nothing herein shall waive or reduce the sovereign immunity of the parties hereto or broaden the limited waiver of immunity provided by the Texas Tort Claims Act and the Tex. Educ. Code, § 37.011(o).

CHANGE OF CAMPUS LOCATION

Notice of a change of campus location shall be given 30 days in advance of any intended change or as soon thereafter as is possible and may be given pursuant to section Curriculum and Attendance herein instead of requiring an amendment to the terms of this agreement.

CONFLICT RELATED DOCUMENTS

In the event of a conflict or inconsistency that relates to the subject matter hereof between any of the terms of the following documents, the following order of precedence shall control: The El Paso County Juvenile Probation Department Policies and Procedures for Juvenile Justice Alternative Education Program and exhibits hereto.

YISD INTERLOCAL SY 2022-2023
CONTACTS AND ADDRESS INFORMATION

School District	Address
Clint Independent School District Arleen Parada, Board President	14521 Horizon Boulevard El Paso, TX 79928
Fabens Independent School District Ben Morales, Board President	821 NE "G" Avenue Fabens, TX 79838
San Elizario Independent School District Sandra Licon, Board President	1050 Chicken Ranch Road San Elizario, TX 79849
Socorro Independent School District David O. Morales, Board President	12440 Rojas Drive El Paso, TX 79928
Tornillo Independent School District Marlene Bullard, Board President	19200 Cobb Avenue Tornillo, TX 79835
Ysleta Independent School District Cruz A. Ochoa, Board President	9600 Sims Drive El Paso, TX 79925
El Paso Independent School District Alfonso V. "Al" Valverde, Board President	6531 Boeing El Paso, Tx. 79925
Anthony Independent School District Angel J. Cuellar, Board President	840 6 th St Anthony, Tx. 79821
Canutillo Independent School District Sergio Coronado, Board President	7965 Artcraft, El Paso Tx. 79932 PO Box 100, Canutillo, Tx. 79835
El Paso Juvenile Probation Dept. Rosie Medina, Chief Juvenile Probation Officer	6400 Delta Drive El Paso, Texas 79905
El Paso County Juvenile Board Honorable Yahara Lisa Gutierrez, Chairperson	500 E. San Antonio El Paso, Texas 79901

JJAEP SY 2022-2023 INTERLOCAL EXHIBIT LISTING

EXHIBIT A- MANDATORY EXPULSIONS OFFENSE CODES

EXHIBIT B- JJAEP SCHOOL RECORDS REQUEST FORM

EXHIBIT C- JJAEP MONTHLY ACTIVITY REPORT (MAR)

EXHIBIT D- EL PASO COUNTY JJAEP POLICIES, PROCEDURES AND STANDARDS

EXHIBIT E- EL PASO COUNTY JJAEP STUDENT CODE OF CONDUCT (SCC)

EXHIBIT F- JJAEP HR RECORDS AND CERTIFICATION FORM

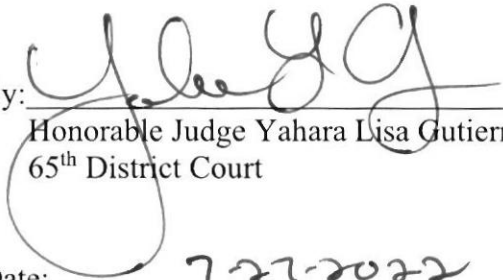
EXHIBIT G-TJJD INCIDENT REPORT FORM

EXHIBIT G-1 TJJD INTERNAL INVESTIGATION REPORT FORM

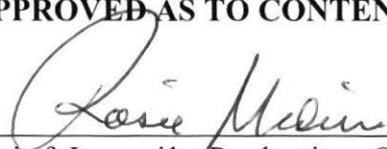
IN WITNESS WHEREOF, THE PARTIES EXECUTE THIS AGREEMENT:

ATTEST:

EL PASO COUNTY JUVENILE BOARD

By: 
Honorable Judge Yahara Lisa Gutierrez
65th District Court
Date: 7-27-2022

APPROVED AS TO CONTENT:


Chief Juvenile Probation Officer, Rosie Medina

7/27/2022
Date

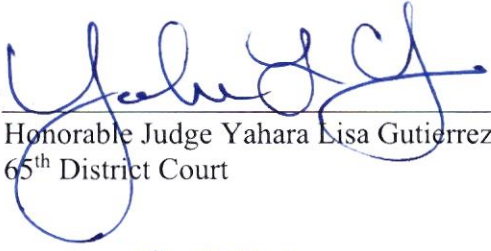
Assistant County Attorney

Date

IN WITNESS WHEREOF, THE PARTIES EXECUTE THIS AGREEMENT:

ATTEST:

EL PASO COUNTY JUVENILE BOARD

By: 
Honorable Judge Yahara Lisa Gutierrez
65th District Court
Date: 7-27-2022

APPROVED AS TO CONTENT:


Chief Juvenile Probation Officer, Rosie Medina

7-27-2022
Date

Assistant County Attorney

Date

IN WITNESS WHEREOF, THE PARTIES EXECUTE THIS AGREEMENT:

ATTEST:

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

By: _____
Board Secretary

By: _____
Ms. Sandra Licon, Board President

Date: _____

Date: _____



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: Ms. Sandra Sanchez, CTE Administrator and Dr. Rogelio Segovia, Associate Superintendent

Subject: Texas Higher Education Coordinating Board Agreement

Date: September 13, 2022

HISTORY:

The Texas Higher Education Coordinating Board (THECB) is trying to establish an agreement to provide funds to San Elizario ISD (SEISD) as a part of the Texas Oncourse Fellowship. This fellowship is a team comprised of a district-level administrator and in-school educators that directly support students in college and career readiness success. The total amount will not exceed \$2,500.

RATIONALE:

The funds will enable the SEISD to provide college, career, and readiness assistance. A possible example of the use of these funds is to promote college, career, and military options to elementary students through the purchase of the Careers are Everywhere activity books.

BUDGET:

The SEISD would receive a total amount of \$2,500 to support students in college and career readiness.

ADMINISTRATIVE RECOMMENDATION:

It is the administrative recommendation that this agreement between SEISD and THECB is approved as presented.

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

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

SERVICE CONTRACT
\$10,000 or Under

Section 1. Parties

This agreement (Contract) is entered into by and between the TEXAS HIGHER EDUCATION COORDINATING BOARD, a Texas state agency, hereinafter designated "THECB" and SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT hereinafter designated "Contractor" or "Contracted Party." At times, THECB and Contractor are referred to singularly as "Party" and collectively as "Parties."

Receiving Agency: Texas Higher Education Coordinating Board
1200 East Anderson Lane
Austin, Texas 78752

Contractor: San Elizario Independent School District
P.O. Box 920
San Elizario, Texas 79849

Section 2. Term of Contract

THECB shall pay Contractor for the reasonable and approved costs incurred by Contractor in connection with this Contract during the period beginning upon execution and ending on August 31, 2023, unless extended or terminated as otherwise provided for in this Contract (Contract Term). Subject to proper approvals, the Parties may amend this Contract to extend the Contract Term, provided both Parties agree in writing to do so, prior to the expiration date. Any extensions shall have the same terms and conditions, plus any approved changes.

Commented [BB1]: Please insert the intended end term of this agreement?

Section 3. Purpose and Statement of Services to be Performed

3.1 Purpose

The purpose of this Contract is for THECB to provide funds to Contractor, as a part of the Texas Oncourse Fellowship, to enable Contractor to provide college career and readiness assistance. The Texas OnCourse Fellowship is a district-level program, supporting holistic transformation in college and career readiness success. The program aims to increase college, career, and military readiness outcomes with the utilization of Texas OnCourse resources in the fellow district.

3.2 Statement of Work

The Texas OnCourse Fellowship team is comprised of a district-level administrator and two in-school educators (one from middle school and one from high school) directly supporting students on college and career readiness

success. Fellowship teams collaborate to create data-driven college and career readiness goals and strategies. They utilize Texas OnCourse resources for support. Through this Contract, Contractor will receive funds from THECB to enable Contractor to provide assistance relating to college and career readiness goals and strategies.

Section 4. THECB Maximum Liability Under this Contract and Payment

4.1 Contract Amount

THECB's total liability under this Contract shall not exceed the sum of \$2,500.00 (Contract Amount). This maximum liability includes, any pre-authorized expenses incurred. Any changes to the maximum liability are subject to proper approvals.

4.2 Invoices

Contractor shall provide invoices to THECB for services performed. No payment shall be made under this Contract without the prior submission of detailed, correct invoices, accepted by THECB. All payments due to Contractor will be made pursuant to the Texas Prompt Payment Law, Texas Government Code §§ 2251.001-.055. The form of any invoice must comply with the specifications of THECB and must be submitted in the manner and with the documentation THECB may require. All invoices (which are to include reimbursement claims for expenses if authorized under this Contract) shall be submitted to THECB Program Manager, or their successor, who is listed in this Contract. Payments under this Contract are subject to the availability of appropriated funds. Submission of an invoice shall constitute Contractor's certification that services and other obligations under the Contract have been performed in accordance with this Contract.

4.3 Payment Instructions

To receive payment, Contractor must submit an invoice to accountspayable@highered.texas.gov and the designated THECB Program Manager(s). The invoice must include the following minimum information:

1. Contractor's mailing and e-mail (if applicable) address;
2. Contractor's telephone number;
3. The name and telephone number of a person designated by Contractor to answer questions regarding the invoice;
4. THECB's name, agency number (781), and delivery address;
5. The THECB purchase order number, if applicable;
6. The contract number or other reference number, if applicable;
7. A valid Texas identification number (TIN) issued by the comptroller;
8. A description of the goods or services, in sufficient detail to identify the order which relates to the invoice, including beginning and end dates of services;
9. The unit numbers corresponding to the amount of the invoice, if applicable;

10. If submitting an invoice after receiving an assignment of a contract, the TIN of the original contractor and the TIN of the successor vendor; and
11. Other relevant information supporting and explaining the payment requested.

4.4 Direct Deposit

The Texas Comptroller of Public Accounts uses an electronic funds transfer system to make payments to vendors who choose to receive payment through the electronic funds transfer system, rather than by state warrant. If not already established to receive direct deposit payments from the state of Texas, vendors who choose to receive payment by electronic funds transfer should complete and submit the Vendor Direct Deposit Authorization located on the Comptroller's website.

Section 5. General and Special Provisions of Contract, Certain Certifications

5.1 Contractor further certifies the following:

5.1.1 *Former Agency Employees*

Contractor represents and warrants that none of its employees including, but not limited to, those authorized to provide services under this Contract, were former employees of THECB during the twelve (12) month period immediately prior to the date of execution of this Contract.

5.1.2 *Prior Disaster Relief Contract Violation*

"Under Section 2155.006, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2155.006.

"Under Section 21261.053, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2261.053.

5.1.3 *Disclosure of Potential Conflicts of Interest*

Pursuant to Texas Government Code § 2261.252(b), "[a] state agency may not enter into a contract for the purchase of goods or services with a private vendor with whom any of the following agency employees or officials have a financial interest: (1) a member of the agency's governing body; (2) the governing official, executive director, general counsel, chief procurement officer, or procurement director of the agency; or (3) a family member related to an employee or official described [above in] (1) or (2) within the second degree of affinity or consanguinity."

- 5.1.4** *Executive Head of a State Agency*
In accordance with Texas Government Code § 669.003, relating to contracting with the executive head of a state agency, Contractor certifies that it is not (a) the executive head of THECB, (b) a person who at any time during the four years before the date of the contract was the executive head of THECB, or (c) a person who employs a current or former executive head of THECB.
- 5.1.5** *Disclosure of Interested Parties*
Pursuant to Texas Government Code § 2252.908, Contractor agrees to submit a disclosure of interested parties to THECB at the time Contractor submits the signed Contract to THECB. This section applies only to a contract of a governmental entity or state agency that either (a) requires an action or vote by the governing body of the entity or agency before the contract may be signed or (b) has a value of at least \$1 million.
- 5.1.6** *Felony Criminal Convictions*
Contractor represents and warrants that Contractor has not and Contractor's employees who will be involved in the Contract Project have not been convicted of a felony criminal offense, or that, if such a conviction has occurred, Contractor has fully advised THECB as to the facts and circumstances surrounding the conviction(s) and has received THECB's prior written consent to proceed.
- 5.1.7** *Certification Concerning Restricted Employment for Former State Officers or Employees*
Pursuant to Texas Government Code § 572.069, Contractor certifies that is has not employed and will not employ a former THECB employee or state officer who participated in a procurement or contract negotiation for THECB involving Contractor within two years of the date this Contract is signed or the procurement is terminated or withdrawn.
- 5.1.8** *Franchise Tax Certification*
Contractor certifies that it is exempt or not delinquent in the payment of any franchise taxes owed the state of Texas under Texas Tax Code §§ 171.0001-.909. If Contractor is a qualifying business entity type per Texas Comptroller of Public Accounts guidelines and is not set up in the Texas Franchise system, Contractor must do so prior to contracting with the state of Texas.
- 5.1.9** *Certification Concerning Dealing with Public Servants*
Contractor has not given, offered to give, nor intends to give at any time hereafter any economic opportunity, future employment, gift, loan, gratuity, special discount, trip, favor, or service to a public servant in connection with this Contract.

- 5.1.10** *Certification Concerning Financial Participation*
Texas Government Code § 2155.004 prohibits a person or entity from receiving a state contract if that person or entity received compensation for participating in preparing the solicitation or specification for the contract. “Under Section 2155.004, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate.” Tex. Gov’t Code § 2155.004.
- 5.1.11** *COVID-19 Vaccine Passport Prohibition*
Contractor certifies that it does not require its customers to provide any documentation certifying the customer’s COVID-19 vaccination or post-transmission recovery on entry to, to gain access to, or to receive service from the Contractor’s business. Contractor acknowledges that such a vaccine or recovery requirement would make Contractor ineligible for a state-funded contract.
- 5.1.12** *Critical Infrastructure Affirmation*
Pursuant to Texas Government Code § 2274.0102, Contractor certifies that neither it nor its parent company, nor any affiliate of Contractor or its parent company, is: (1) majority owned or controlled by citizens or governmental entities of China, Iran, North Korea, Russia, or any other country designated by the Governor under Texas Government Code § 2274.0103, or (2) headquartered in any of those countries.
- 5.1.13** *Cloud Computing Services*
To the extent applicable and pursuant to Texas Government Code § 2054.0593, Contractor represents and warrants that it complies with the requirements of the state risk and authorization management program, Department of Information Resources’ Texas Risk and Authorization Management Program (TX-RAMP). Contractor agrees to maintain program compliance and certifications throughout the term of this Contract.
- 5.1.14** *Signature Authority*
Contractor represents and warrants that the individual submitting this document, and any other documents made part of this Contract, is authorized to sign such documents on behalf of the Contractor and to bind Contractor under this Contract.

Section 6. Terms and Conditions

6.1 Termination

Notwithstanding the termination or expiration of this Contract, the provisions of this Contract regarding confidentiality, indemnification, transition, records, right to audit and independent audit, property rights, dispute resolution, invoice and fee verification, and default shall survive the termination or expiration dates of this Contract.

6.1.1 *Convenience of the State*

THECB, in its sole discretion, may terminate this Contract upon one (1) calendar day's written notice to Contractor. Such notice will be provided in accordance with section 6.28 of this Contract. In the event of such termination, Contractor shall, unless otherwise mutually agreed upon in writing, cease all work immediately upon the effective date of termination. THECB will be liable only for payments for any goods and/or services ordered from Contractor before the termination date.

6.1.2 *Termination for Cause*

THECB may, by written notice to Contractor, immediately terminate this Contract for cause if: (a) THECB is not reasonably satisfied with Contractor's services; (b) default or abandonment by Contractor occurs; or (c) Contractor fails to comply fully with any term or condition of this Contract, through no material fault of THECB. If THECB deems it appropriate under the circumstances, THECB will provide a three (3) business day advance written notice of intent to terminate to Contractor, and THECB will provide Contractor with an opportunity for consultation with THECB prior to termination during that three (3) business day period.

If Contractor fails or refuses to perform its obligations under this Contract, THECB may exercise any rights available to it by law or in equity. In the event THECB exercises its right to terminate for cause, Contractor is responsible for paying damages to THECB including but not limited to re-procurement costs (if applicable), and any other consequential damages to the state of Texas and THECB resulting from Contractor's non-performance.

6.1.3 *Abandonment or Default*

If Contractor abandons or defaults on this Contract, THECB reserves the right to terminate this Contract without notice and either re-solicit or re-award the Contract to the next best responsive and responsible contractor. The defaulting Contractor will not be considered in the re-solicitation and may not be considered in future solicitations for the same type of work unless the specification or scope of work significantly changed. The period of suspension will be determined by THECB based on the seriousness of the default.

6.1.4 *Applicable Law and Conforming Amendments*

THECB may terminate this Contract immediately upon notice to Contractor in the event federal or state law is enacted, amended, or judicially interpreted so as to render continued fulfillment of this Contract, on the part of THECB, wholly unreasonable or impossible. THECB reserves the right, at its sole discretion, to unilaterally amend this Contract throughout the Contract Term to incorporate any modifications necessary for THECB's compliance, as a Texas state

agency, with all applicable state and federal laws, rules, regulations, requirements, and guidelines.

6.1.5 *Excess Obligations (Non-Appropriation)*

This Contract is subject to termination or cancellation, without penalty to THECB, either in whole or in part, subject to the availability of state funds.

6.1.6 *Effect of Termination*

Upon any termination, all indemnities, including without limitation those set forth in this Contract, as well as Contract provisions regarding confidentiality, records retention, right to audit, ownership, and dispute resolution, shall survive the termination of this Contract for any reason whatsoever and shall remain in full force and effect. In the event of any termination, Contractor shall, unless otherwise mutually agreed upon in writing, cease all services immediately upon the effective date of termination, except such services that THECB deems are necessary to wind-up in a cost-effective manner. For any termination by THECB other than termination for non-appropriation, THECB shall be liable to Contractor for only that portion of the services authorized by THECB and which have been completed prior to the effective date of termination, provided that THECB shall not be liable for any work performed that is not acceptable to THECB and/or does not meet Contract requirements, plus any necessary work deemed appropriate by THECB to cost-effectively wind-up.

6.1.7 *Transfer of Duties*

In the event of termination, Contractor will provide reasonable cooperation to transfer its duties under this Contract to another entity without disruption.

6.2 **Amendment**

This Contract may be modified only by written amendment executed by the Parties hereto; however, any amendment of this Contract that conflicts with Texas state laws shall be void ab initio.

6.3 **Indemnification, Acts or Omissions**

TO THE EXTENT ALLOWED BY LAW, CONTRACTOR SHALL DEFEND, INDEMNIFY, AND HOLD HARMLESS THE STATE OF TEXAS AND THECB, AND/OR THEIR OFFICERS, AGENTS, EMPLOYEES, REPRESENTATIVES, CONTRACTORS, ASSIGNEES, AND/OR DESIGNEES FROM ANY AND ALL LIABILITY, ACTIONS, CLAIMS, DEMANDS, OR SUITS, AND ALL RELATED COSTS, ATTORNEY FEES, AND EXPENSES ARISING OUT OF, OR RESULTING FROM ANY ACTS OR OMISSIONS OF CONTRACTOR OR ITS AGENTS, EMPLOYEES, SUBCONTRACTORS, ORDER FULFILLERS, OR SUPPLIERS OF SUBCONTRACTORS IN EXECUTION OR PERFORMANCE OF THIS CONTRACT AND ANY PURCHASE ORDERS ISSUED UNDER THIS CONTRACT. THE DEFENSE SHALL BE COORDINATED BY CONTRACTOR WITH THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS WHEN

TEXAS STATE AGENCIES ARE NAMED DEFENDANTS IN ANY LAWSUIT AND CONTRACTOR MAY NOT AGREE TO ANY SETTLEMENT WITHOUT FIRST OBTAINING THE CONCURRENCE OF THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS. CONTRACTOR AND THECB AGREE TO FURNISH TIMELY WRITTEN NOTICE TO EACH OTHER OF ANY SUCH CLAIM.

6.4 Sovereign Immunity

The Parties stipulate and agree that no provision of, or any part of this Contract between THECB and Contractor, or any subsequent amendment shall be construed: (a) as a waiver of the doctrine of sovereign immunity or immunity from suit as provided for in the Texas Constitution and Texas state laws; (b) to extend liability to THECB beyond such liability provided for in the Texas Constitution and Texas state laws; or (c) as a waiver of any immunity provided by the Eleventh Amendment or any other provision of the United States Constitution or any immunity recognized by the courts and the laws of the state of Texas and the United States. The state of Texas and THECB do not waive sovereign immunity by entering this Contract and specifically retain such immunity and all defenses available to them under Texas state laws or common law.

6.5 Assignment

Contractor shall not assign its rights under this Contract or delegate the performance of its duties under this Contract without prior written approval from THECB. Any attempted assignment in violation of this provision is void and without effect.

6.6 Delegation or Subcontracting

Unless as otherwise provided for in this Contract, no contractual rights, interest, or obligation shall be delegated or subcontracted by Contractor without prior written approval of THECB. No delegation or subcontract approved by THECB shall relieve Contractor of any obligation or responsibility under this Contract. It is the Parties' intent that to the extent subcontracting is approved by THECB, Contractor shall make a good faith effort to subcontract with Historically Underutilized Businesses (HUB) as defined in Texas Government Code § 2161.001(2) during the performance of this Contract. The goal of the HUB program is to promote full and equal business opportunities for all businesses contracting with the state of Texas.

6.7 Right to Audit; Records Retention

Contractor understands that acceptance of funds under this Contract, or indirectly through a subcontract under this Contract, acts as acceptance of the authority of the State Auditor's Office, THECB or any successor agency, as well as any external auditors selected by the State Auditor's Office, THECB or, in contracts involving federal funds, any auditors selected by the United States, including, but not limited to the cognizant federal agencies and/or federal Offices of the Inspector General (collectively referred to as "Audit Entities"), to conduct an audit or investigation in connection with those funds. Contractor

further agrees to cooperate fully with the Audit Entities in the conduct of an audit or investigation, including promptly providing all records requested. Contractor will ensure that this clause concerning the authority to audit funds received indirectly by subcontractors through Contractor and the requirements to cooperate is included in any subcontract it awards.

6.7.1 *Records and Accounts*

Contractor shall maintain its records and accounts in a manner which assures a full accounting for all funds received and expended by Contractor in connection with the Contract Project. These records and accounts (which includes all receipts of expenses incurred by Contractor) shall be retained by Contractor and made available for inspecting, monitoring, programmatic or financial auditing, or evaluation by THECB and by others authorized by law or regulation to do so for a period of not less than seven (7) years from the date of completion of the Contract Project or the date of THECB's receipt of Contractor's final claim for payment or final expenditure report or until any litigation/billing issues are resolved, whichever is later. If an audit has been announced, the records shall be retained until such audit has been completed. Contractor shall make available at reasonable times and upon reasonable notice, and for reasonable periods, all documents and other information related to the services provided in this Contract. Contractor and any subcontractors shall provide any Audit Entities with any information such entity deems relevant to any monitoring, investigation, evaluation, or audit.

Commented [BB2]: Please make note and keep track of the district's retention obligations.

6.7.2 *Failure to Comply*

Contractor's failure to comply with this subsection (Right to Audit; Records Retention) shall constitute a material breach of this Contract and shall authorize THECB and the state of Texas to immediately assess appropriate damages for such failure. THECB reserves the right to require the reimbursement of any overpayments determined as a result of any audit or inspection of records on work performed under this Contract. Contractor shall reimburse THECB for any overpayments within thirty (30) calendar days of receipt of THECB's written notice.

6.7.3 *State Auditor's Right to Audit*

The state auditor may conduct an audit or investigation of any entity receiving funds from the state directly under this Contract or indirectly through a subcontract under this Contract. The acceptance of funds directly under the contract or indirectly through a subcontract under this Contract acts as acceptance of the authority of the state auditor, under the direction of the legislative audit committee, to conduct an audit or investigation in connection with those funds. Under the direction of the legislative audit committee, an entity that is the subject of an audit or investigation by the state auditor must provide the state auditor with access to any information the state auditor considers relevant to the investigation or audit.

6.8 Child Support Obligation Family Code Applicability

“Under Section 231.006, Family Code, the vendor or applicant certifies that the individual or business entity named in this contract, bid, or application is not ineligible to receive the specified grant, loan, or payment and acknowledges that this contract may be terminated and payment may be withheld if this certification is inaccurate.” Tex. Fam. Code § 231.006(d). If this certification is shown to be false, Contractor is liable to THECB for attorneys’ fees, the costs necessary to complete the Contract, including the cost of advertising and awarding a second contract, and any other damages provided by law or contract.

6.9 Dispute Resolution

If THECB determines that any work product is not acceptable, THECB shall notify Contractor of the specific deficiencies in writing. Contractor shall then undertake all steps necessary to correct any deficiencies at no additional cost to THECB. In the event any issues cannot be resolved, the dispute resolution process provided for in Texas Government Code §§ 2260.001-.108 must be used by THECB and Contractor to attempt to resolve any dispute arising under this Contract.

6.10 Public Disclosure

Contractor understands and agrees that no public disclosures or news releases pertaining to this Contract, including any results, findings or reports conducted to fulfill requirements of this Contract, shall be made without prior written approval of THECB unless Contractor is required to fulfill its obligations under the Texas Public Information Act as discussed below.

6.11 Confidentiality, Public Information Act, and Family Educational Rights and Privacy Act

Notwithstanding any provisions of this Contract to the contrary, ~~Contractor~~the parties understands that, as a Texas state agency, THECB, ~~and Contractor as public school district,~~ isare both subject to and will comply with the Texas Public Information Act, Texas Government Code §§ 552.001-

.376, as interpreted by judicial rulings and opinions of the Attorney General of Texas. ~~Contractor~~The parties shallwill cooperate with ~~THECB~~one another in the production of documents responsive to any such requests under the Public Information Act at no additional charge to ~~THECB~~responding party.

6.11.1 Public Information Act

THECB will determine whether to submit a request for a ruling seeking to withhold information from a Public Information Act requestor to the Open Records Division of the Office of the Attorney General of Texas. This Contract and all data and other information generated or otherwise obtained in its performance may be subject to the Texas Public Information Act. Contractor will notify THECB’s contact within twenty-four (24) hours of receipt of any third-party requests for information it receives relating to this Contract. In accordance with Texas Government Code § 2252.907, Contractor is required to make any information created or exchanged with THECB pursuant to this

Contract, and not otherwise excepted from disclosure under the Texas Public Information Act, available in a format that is accessible by the public at no additional charge to THECB and shall cooperate with THECB in doing so. Contractor agrees to maintain the confidentiality of information received from THECB and the state of Texas during the performance of this Contract, including information which discloses confidential personal information particularly, but not limited to, social security numbers. Contractor will not disclose any information to which it is privy under this Contract without the prior written consent of THECB. Contractor will indemnify and hold harmless the state of Texas, its officers, and its employees and THECB, its officers, and its employees for any claims for damages that arise from the disclosure by Contractor of information also held by the state of Texas or THECB to which Contractor is privy under this Contract.

6.11.2 *Family Educational Rights and Privacy Act*

Contractor agrees to comply with the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. Section 1232g, and the implementing federal regulations, 34 C.F.R. Part 99, the Children’s Online Privacy Protection Act (COPPA); and Individuals with Disabilities Education Act (IDEA).

6.11.3 *Protection of Confidential Data (Covered Data and Information)*

Covered Data and Information (CDI) means education records containing personally identifiable information (PII), which are subject to limitations on disclosure set forth in the Family Educational Rights and Privacy Act (34 C.F.R. § 99.33(a)(2)) and with the terms set forth below in 6.11.4–6.11.9.

No CDI will be shared with Contractor. If access to CDI become necessary for Contractor to perform the services described in Section 3.0 above, no CDI will be shared with Contractor until a Data Sharing Agreement is executed by Contractor.

6.11.4 *Acknowledgment of Prohibited Access to Covered Data and Information (CDI)*

Contractor acknowledges that this Contract does not allow Contractor access to CDI. THECB agrees not to knowingly provide Contractor with access to such information. Contractor agrees it will not knowingly view, access, acquire, transfer, copy, or otherwise reproduce any student level or other FERPA confidential data.

6.11.5 *Prohibition on Unauthorized Use or Disclosure of CDI*

While this Contract does not allow Contractor access to CDI, in the event Contractor should in any way acquire CDI, Contractor agrees to hold CDI in strict confidence. Contractor shall not use or disclose CDI received from or on behalf of THECB except as permitted or required by this Contract, as required by law, or as otherwise authorized in writing by THECB. Contractor agrees not to use CDI for any purpose other than the purpose for which the disclosure was made.

- 6.11.6** *Return or Destruction of CDI*
Upon termination, cancellation, expiration or other conclusion of this Contract, Contractor shall return all CDI to THECB or, if return is not feasible, destroy all CDI. If Contractor destroys the information, Contractor shall provide THECB with a certificate confirming the date the data was destroyed.
- 6.11.7** *Breach*
Any violation of these FERPA provisions by Contractor shall be deemed a material breach of this Contract.
- 6.11.8** *Maintenance of the Security of Electronic Information*
Contractor shall develop, implement, maintain, and use appropriate administrative, technical, and physical security measures to preserve the confidentiality, integrity, and availability of all electronically maintained or transmitted CDI received from, or on behalf of THECB. These measures will be extended by contract to all subcontractors used by Contractor. Contractor warrants it has a sound data security program that, at a minimum, meets industry standards, that protects both data at rest and data in transmission. Contractor shall ensure that proper information security controls are in place and shall comply with all requirements and security protocols found in Title 1 Texas Administrative Code chapter 202, Texas Cybersecurity Framework Standards, and other applicable laws, including FERPA.
- 6.11.9** *Security Controls for Agency Data*
Pursuant to Texas Government Code § 2054.138, to the extent that Contractor is authorized to access, transmit, use, or store THECB data, Contractor certifies that it will comply with the security controls that THECB determines are proportionate with THECB's risk under this Contract based on the sensitivity of the THECB data. Contractor must periodically provide THECB with evidence that it meets the security controls required under this Contract.
- 6.11.10** *Reporting of Unauthorized Disclosures or Misuse of Covered Data and Information*
Contractor shall, within one hour of discovery, report to THECB any use or disclosure of CDI not authorized by this Contract or in writing by THECB. Contractor's report shall identify: (a) the nature of the unauthorized use or disclosure, (b) the CDI used or disclosed, (c) who made the unauthorized use and who received the unauthorized disclosure, (d) what Contractor has done or shall do to mitigate any deleterious effect of the unauthorized use or disclosure, and (e) what corrective action Contractor has taken or shall take to prevent future similar unauthorized use or disclosure. Contractor shall provide such other information, including a written report, as requested by THECB. Contractor shall be responsible for any data breach notifications and damages to affected individuals that are required by state or federal law, and Contractor shall coordinate such notification with THECB.

6.12 Infringements

TO THE EXTENT ALLOWED BY LAW, CONTRACTOR SHALL DEFEND, INDEMNIFY, AND HOLD HARMLESS THE STATE OF TEXAS, THECB, AND THEIR EMPLOYEES, AGENTS, REPRESENTATIVES, OTHER CONTRACTORS, ASSIGNEES, OFFICERS, AND DESIGNEES FROM AND AGAINST ALL CLAIMS, VIOLATIONS, MISAPPROPRIATIONS OR INFRINGEMENT OF ANY PATENT, COPYRIGHT, TRADEMARK, SERVICE MARK, TRADE SECRET OR OTHER INTELLECTUAL PROPERTY RIGHTS AND/OR OTHER INTANGIBLE PROPERTY, PUBLICITY OR PRIVACY RIGHTS, AND/OR IN CONNECTION WITH OR ARISING FROM: (1) THE PERFORMANCES OR ACTIONS OF CONTRACTOR PURSUANT TO THIS CONTRACT; (2) ANY DELIVERABLE, WORK PRODUCT, CONFIGURED SERVICE, OR OTHER SERVICE PROVIDED HEREUNDER; AND/OR (3) THECB'S AND/OR CONTRACTOR'S USE OF OR ACQUISITION OF ANY REQUESTED SERVICES OR OTHER ITEMS PROVIDED TO THECB BY CONTRACTOR OR OTHERWISE TO WHICH THECB HAS ACCESS AS A RESULT OF CONTRACTOR'S PERFORMANCE UNDER THIS CONTRACT. CONTRACTOR AND THECB AGREE TO FURNISH TIMELY WRITTEN NOTICE TO EACH OTHER OF ANY SUCH CLAIM. CONTRACTOR SHALL BE LIABLE TO PAY ALL COSTS OF DEFENSE INCLUDING ATTORNEYS' FEES. THE DEFENSE SHALL BE COORDINATED BY CONTRACTOR WITH THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS WHEN TEXAS STATE AGENCIES ARE NAMED DEFENDANTS IN ANY LAWSUIT AND CONTRACTOR MAY NOT AGREE TO ANY SETTLEMENT WITHOUT FIRST OBTAINING THE CONCURRENCE OF THE OFFICE OF THE ATTORNEY GENERAL OF TEXAS. IN ADDITION, CONTRACTOR WILL REIMBURSE THECB AND THE STATE OF TEXAS FOR ANY CLAIMS, DAMAGES, COSTS, EXPENSES, OR OTHER AMOUNTS, INCLUDING, BUT NOT LIMITED TO, ATTORNEYS' FEES AND COURT COSTS, ARISING FROM ANY SUCH CLAIM. IF THECB DETERMINES THAT A CONFLICT EXISTS BETWEEN ITS INTERESTS AND THOSE OF CONTRACTOR OR IF THECB IS REQUIRED BY APPLICABLE LAW TO SELECT SEPARATE COUNSEL, THECB WILL BE PERMITTED TO SELECT SEPARATE COUNSEL AND CONTRACTOR WILL PAY ALL REASONABLE COSTS OF THECB'S COUNSEL.

Contractor shall have no liability under this section if the alleged infringement is caused in whole or in significant part by: (a) THECB's use of the product or service for a purpose or in a manner for which the product or service was not designed, (b) any modification made to the product by THECB without Contractor's approval, (c) any modifications made to the product by Contractor pursuant to THECB's specific instructions, (d) any intellectual property right owned by or licensed to THECB by a person or entity other than Contractor, or (e) any use of the product or service by THECB that is not in substantial conformity with the terms of any applicable license agreement.

If Contractor becomes aware of an actual or potential claim, or THECB provides Contractor with notice of an actual or potential claim, Contractor may (or in the case of an injunction against THECB, shall), at Contractor's sole option and expense: (a) procure for THECB the right to continue to use the affected portion of the product or service, or (b) modify or replace the affected portion of the product or service with functionally equivalent or superior product or service so that THECB's use is non-infringing.

6.13 Ownership/Work Made for Hire

All work product generated as a result of this Contract Project, including but not limited to all information, materials, products, research, reports, studies, statistical analyses, work papers, approaches, designs, deliverables, systems, documentation, methodologies, concepts, research materials, data, photos, software, intellectual property, or other property produced or generated in connection with this Contract that had not previously been produced or generated by Contractor, either completed or partially completed, shall be the sole property of THECB and all rights, title, and interest in and to the work product shall vest in THECB upon payment for the services.

Contractor shall deliver all such work product to THECB upon completion, termination, or cancellation of this Contract. THECB shall retain all property rights, including publication rights, hereunder and Contractor shall assert no right in law or equity to such work product. THECB shall have the right to obtain and to hold in its own name any and all patents, copyrights, trademarks, service marks, or such other protection as may be appropriate to the subject matter, and any extensions and renewals thereof.

Contractor shall ensure that this provision, "Ownership/Work Made for Hire," is contained in any subcontract THECB has authorized Contractor to award. Contractor may, at its own expense, keep copies of all its materials for its personal files. Contractor shall not use, willingly allow, or cause to have such work product used for any purpose other than the performance of Contractor's obligations under this Contract without THECB's prior written consent; provided, however, that Contractor shall be allowed to use non-confidential materials for writing samples in pursuit of work.

6.14 Governing Law and Venue

This Contract shall be governed by and construed in accordance with Texas state laws, without regard to the conflicts of law provisions. The venue of any suit arising under this Contract is fixed in any court of competent jurisdiction of [Travis El Paso](#) County, Texas, unless the specific venue is otherwise identified in a statute which directly names or otherwise identifies its applicability to THECB.

6.15 Additional Contractor Responsibilities

Contractor shall comply with all federal, state, and local laws, statutes, ordinances, rules, and regulations and the orders and decrees of any court, administrative body, or tribunal in any matter affecting the performance of this Contract, including applicable workers' compensation laws, compensation statutes and regulations, and licensing laws and regulations. Upon THECB's

request, Contractor shall furnish THECB with satisfactory proof of its compliance. Contractor shall be responsible for damage to THECB's equipment, and/or the workplace and its contents by Contractor's or its subcontractors' work, negligence in work, personnel, and equipment. Contractor shall be responsible and liable for the safety and health of its employees and contractors while they are performing work for THECB under this Contract. Contractor shall provide all labor and equipment necessary to furnish the goods or perform the services. All employees of Contractor shall be a minimum of eighteen (18) years of age and experienced in the type of work to be performed. Contractor shall permit no visitors or relatives of Contractor's employees and contractors on THECB's property unless they also are bona fide employees or subcontractors of Contractor.

6.16 Conflict of Interest

Contractor represents and warrants that Contractor, its principals, employees, or subcontractors have no actual or potential conflict of interest in providing services to THECB under this Contract, and that the provision of services under this Contract does not create an appearance of impropriety. Failure to disclose a conflict of interest, at any time during the duration of this Contract, shall be cause for termination of this Contract. Contractor represents and warrants that the provision of goods and services or other performance under this Contract will not constitute an actual or potential conflict of interest or reasonably create an appearance of impropriety.

6.17 Financial Interests; Gifts

Contractor represents and warrants that neither Contractor nor any person or entity that will participate financially in this Contract has received compensation from THECB or any Texas state agency for participation in preparation of specifications for this Contract.

6.18 Additional Contractor's Representations

Contractor hereby covenants, represents, and warrants that Contractor (including, for purposes of this section, its employees, consultants, subcontractors, and agents): (a) has the technical expertise and general skills necessary to perform the services in accordance with this Contract competently and professionally; (b) is not a party to or bound by any agreement, obligation, or understanding which restricts or limits in any way Contractor's right to enter into this Contract or Contractor's right or ability to perform Contractor's obligations under this Contract; (c) shall not use the trade secrets, intellectual property rights, copyrights, or other proprietary rights of any third party in the performance of Contractor's obligations under this Contract without having first lawfully obtained the right in writing to do so; and (d) has the necessary equipment, facilities, and workers to perform Contractor's obligations under this Contract. To the extent that this Contract involves architectural or engineering services, Contractor represents and warrants that, pursuant to Texas Government Code § 2254.0031, Contractor shall "perform services: (1) with professional skill and care ordinarily provided by competent engineers or

architects practicing under the same or similar circumstances and professional license; and (2) as expeditiously as is prudent considering the ordinary professional skill and care of a competent engineer or architect.” Tex. Loc. Gov’t Code § 271.904(d).

6.19 Antitrust

The undersigned affirms under penalty of perjury of Texas state laws that: “(1) in connection with this Contract, neither I nor any representative of the Contracted Party have violated any provision of the Texas Free Enterprise and Antitrust Act, Texas Business and Commerce Code §§ 15.01-52; (2) in connection with this Contract, neither I nor any representative of the Contracted Party have violated any federal antitrust law; and (3) neither I nor any representative of the Contracted Party have directly or indirectly communicated any of the contents of this Contract to a competitor of the Contracted Party or any other company, corporation, firm, partnership or individual engaged in the same line of business as the Contracted Party.”

6.20 Equal Opportunity

Contractor represents and warrants that it shall not discriminate against any person on the basis of race, color, national origin, religion, political belief, sex, [sexual orientation or gender expression/identity](#), age, or disability in the performance of this Contract.

6.21 Independent Contractor

Contractor shall be an independent contractor in all matters relating to this Contract. Contractor and its employees, agents, and subcontractors shall not be deemed or construed to be the employees or agents of THECB for any purposes whatsoever. Contractor agrees and acknowledges that Contractor, its employees and agents, and Contractor’s subcontractors are independent contractors of THECB and/or the state of Texas and are not employees of THECB or the state of Texas, and Contractor agrees that it shall have complete responsibility in the area of employment law and relations regarding its employees, contractors, and agents, including but not limited to: wrongful discharge lawsuits, unemployment issues, workers’ compensation, employment taxes, any other benefits and reimbursement due to losses in these areas. Consistent therewith, Contractor agrees that it shall provide its employees with all necessary employee benefits, including unemployment and workers’ compensation benefits, and THECB is in no way a party to such arrangements. Regarding its employees, Contractor shall have the sole authority to hire, fire, transfer, train, evaluate, discipline, pay, and assign work.

Contractor agrees and acknowledges that Contractor and Contractor’s employees or assistants shall not be entitled to any state of Texas benefit on account of the services provided hereunder. If THECB or the state of Texas shall nonetheless become liable for such payments or obligations, Contractor shall promptly pay or reimburse THECB or the state of Texas for such liability or obligation.

6.22 Eligibility/Authorization to Work in the United States

Contractor shall ensure that all personnel provided to perform work under this Contract possess proof of eligibility/authorization to work in the United States in compliance with the Immigration Reform and Control Act of 1986, the Immigration Act of 1990 including any amendments already adopted or as may be adopted hereafter, and the Illegal Immigration Reform and Immigrant Responsibility Act of 1996 including any amendments already adopted or as may be adopted hereafter. Contractor shall maintain written records on all personnel provided under this Contract and shall provide such records to THECB upon request. Failure to maintain and provide records upon request shall represent a material breach of this Contract and THECB shall have the right to terminate this Contract for cause. Contractor shall ensure this section is included in all subcontracts it is authorized by THECB to enter.

6.23 Taxes, Workers' Compensation Insurance, Unemployment Insurance, Including Indemnity:

CONTRACTOR AGREES AND ACKNOWLEDGES THAT DURING THE EXISTENCE OF THIS CONTRACT, CONTRACTOR SHALL BE ENTIRELY RESPONSIBLE FOR THE LIABILITY AND PAYMENT OF CONTRACTOR'S AND CONTRACTOR'S EMPLOYEES' TAXES OF WHATEVER KIND, ARISING OUT OF THE PERFORMANCE OF THIS CONTRACT. CONTRACTOR AGREES TO COMPLY WITH ALL STATE AND FEDERAL LAWS APPLICABLE TO ANY SUCH PERSONS, INCLUDING LAWS REGARDING WAGES, TAXES, INSURANCE, AND WORKERS' COMPENSATION. THECB AND/OR THE STATE OF TEXAS SHALL NOT BE LIABLE TO CONTRACTOR, ITS EMPLOYEES, AGENTS, OR OTHERS FOR THE PAYMENT OF TAXES OR THE PROVISION OF UNEMPLOYMENT INSURANCE AND/OR WORKERS' COMPENSATION OR ANY BENEFIT AVAILABLE TO A STATE EMPLOYEE OR EMPLOYEE OF ANOTHER GOVERNMENTAL ENTITY.

CONTRACTOR AGREES TO DEFEND, INDEMNIFY, AND HOLD HARMLESS THECB, THE STATE OF TEXAS AND THEIR OFFICERS, EMPLOYEES, AGENTS, REPRESENTATIVES, CONTRACTORS, ASSIGNEES AND DESIGNEES FROM ANY AND ALL LIABILITY, ACTIONS, CLAIMS, DEMANDS, OR SUITS, AND ALL RELATED COSTS, ATTORNEYS' FEES, AND EXPENSES, RELATING TO TAX LIABILITY, UNEMPLOYMENT INSURANCE AND/OR WORKERS' COMPENSATION IN ITS PERFORMANCE UNDER THIS CONTRACT. CONTRACTOR SHALL BE LIABLE TO PAY ALL COSTS OF DEFENSE INCLUDING ATTORNEYS' FEES. THE DEFENSE SHALL BE COORDINATED BY CONTRACTOR WITH THE OFFICE THE ATTORNEY GENERAL OF TEXAS IF THECB AND/OR THE STATE OF TEXAS AND/OR THEIR OFFICERS, AGENTS, EMPLOYEES, REPRESENTATIVES, OTHER CONTRACTORS, ASSIGNEES, AND DESIGNEES ARE A NAMED DEFENDANT IN ANY LAWSUIT AND CONTRACTOR MAY NOT AGREE TO ANY SETTLEMENT WITHOUT FIRST OBTAINING THE CONCURRENCE OF THE OFFICE OF THE ATTORNEY

GENERAL OF TEXAS. CONTRACTOR AND THECB AGREE TO FURNISH TIMELY WRITTEN NOTICE TO EACH OTHER OF ANY SUCH CLAIM.

6.24 Prohibition on Use of Funds for Lobbying

Contractor represents and warrants that THECB's payments and Contractor's receipt of appropriated or other funds under this Contract are not prohibited by Texas Government Code §§ 556.005, 556.0055, or 556.008.

6.25 Buy Texas

In accordance with Texas Government Code § 2155.4441, Contractor agrees that during the performance of a contract for services it shall purchase products and materials produced in Texas when they are available at a price and time comparable to products and materials produced outside this state.

6.26 Provision of Services

Upon THECB's request for the remittance of any services for which THECB has made payment, Contractor shall immediately remit such services to THECB. Any failure to remit such services immediately shall be considered a material breach of this Contract.

6.27 Force Majeure

THECB may grant relief from performance of this Contract if Contractor is prevented from performance by an act of war, order of legal authority, act of God, or other unavoidable cause not attributable to the fault or negligence of Contractor. The burden of proof for the need of such relief shall rest upon Contractor. Contractor shall notify THECB in writing if it believes that a force majeure may have occurred and THECB shall, in its sole discretion, determine if force majeure has occurred.

6.28 Notice

6.28.1 *Form of Notice*

All notices and other communications in connection with this Contract shall be in writing.

6.28.2 *Method of Notice*

All notices must be given by (a) personal delivery, (b) express courier (with confirmation), (c) registered or certified mail (return receipt requested), or (d) electronic mail to the Party at the address specified in this Contract, or to the address that a Party has notified to be that Party's address for the purposes of this section.

6.28.3 *Receipt of Notice*

A notice in accordance with this Contract will be effective upon receipt by the Party to which it is given or, if mailed by registered or certified mail, upon the earlier of receipt or the third business day following mailing.

THECB Notice Address	Contractor's Notice Address
Program Manager Lauren Parish 1200 E. Anderson Lane Austin, TX 78752 Lauren.Parish@highered.texas.gov	San Elizario ISD Dr. Jeannie Meza-Chavez Superintendent P.O. Box 920 San Elizario, TX 79849 jmeza-chavez@seisd.net

6.29 False Statements; Breach of Representations

Contractor represents and warrants that all statements and information prepared and submitted in this document are current, complete, true, and accurate. Submitting a false statement or material misrepresentations made during the performance of this Contract is a material breach of contract and may void this Contract.

6.30 Severability and Waiver

The invalidity, illegality, or unenforceability of any provision of this Contract shall in no way affect the validity, legality, or enforceability of any other provisions.

Each and every right granted to the Parties hereunder or under any other document delivered hereunder or in connection herewith, or allowed them by law or equity, shall be cumulative and may be exercised from time to time. Failure by THECB or Contractor at any time to require strict performance of any contractual provision or obligation contained herein shall not constitute a waiver or diminish the rights of either Party thereafter to demand strict compliance. Neither THECB's review, approval, acceptance of, nor payment for any of the services provided in this Contract shall be construed to operate as a waiver of any rights under this Contract, or of any cause of action arising out of the performance of the services required by this Contract.

6.31 Human Trafficking Prohibition

"Under Section 2155.0061, Government Code, the vendor certifies that the individual or business entity named in this bid or contract is not ineligible to receive the specified contract and acknowledges that this contract may be terminated and payment withheld if this certification is inaccurate." Tex. Gov't Code § 2155.0061.

6.32 Foreign Terrorist Organizations

Contractor represents and warrants that it is not engaged in business with Iran, Sudan, or a foreign terrorist organization, as prohibited by Texas Government Code § 2252.152.

6.33 System for Award Management

THECB is federally mandated to adhere to the directions provided in the President's Executive Order 13224, Executive Order on Terrorist Financing – *Blocking Property and Prohibiting Transactions With Persons Who Commit,*

Threaten To Commit, or Support Terrorism, and any subsequent changes made to it. Contractor certifies that Contractor is in compliance with the state of Texas statutes and rules relating to procurement and that Contractor is not listed on the federal government’s terrorism watch list as described in Executive Order 13224. Entities ineligible for federal procurement are listed at <http://www.sam.gov>.

6.34 Notification of Contract

(Only applies to Employees of a Texas state agency or any public or private institution of higher education.)

THECB will send notification to Contractor’s employer if Contractor is otherwise employed outside of their contracted work with THECB.

6.35 Insurance

Contractor agrees to maintain insurance at its expense as required for the work being performed under this Contract. Such insurance will protect THECB from all claims for bodily injury, death, or property damage which may arise out of or result from the performance of Contractor’s obligations under this Contract. Contractor represents and warrants that it will, within ten (10) business days of award of contract, provide THECB with current certificates of insurance or other proof acceptable to THECB of the following insurance coverage:

Contractor must maintain workers’ compensation insurance coverage in accordance with statutory limits.

Minimum Required Amounts of Insurance Coverage	
Type of Insurance	Each Occurrence/Aggregate
<i>Workers’ Compensation</i>	Statutory Limits
<i>Employer’s Liability</i>	
Bodily Injury by Accident	\$1,000,000 Each Accident
Bodily Injury by Disease	\$1,000,000 Each Employee
Bodily Injury by Disease	\$1,000,000 Policy Limit
<i>Commercial General Liability (Occurrence Based)</i>	Bodily Injury and Property Damage \$1,000,000 Each Occurrence Limit \$2,000,000 Aggregate Limit \$5,000 Medical Expense each person \$2,000,000 Products/Completed Operations Aggregate Limit \$1,000,000 Personal Injury and Advertising Liability \$50,000 Damage to Premises Rented
<i>Automobile Liability</i>	
All Owned, Hired and Non-Owned Vehicles	\$500,000 Combined Single Limit (for Each Accident)
<i>Umbrella/Excess Liability</i>	\$1,000,000 Per Occurrence

Note: The required insurance coverage must issue from a company or companies that have both: (a) a Financial Strength Rating of “A” or better from

A.M. Best Company, Inc.; and (b) a Financial Size Category Class of “VII” or better from A.M. Best Company, Inc.

All insurance policies for required coverage must be issued by companies authorized to do business under Texas state laws and in a form satisfactory to THECB. All required insurance contracts must: (a) be written on a primary and non-contributory basis with any other insurance coverages Contractor currently has in place; and (b) include a Waiver of Subrogation Clause.

All certificates of insurance for required coverage other than workers’ compensation and professional liability must name the state of Texas and its officers, directors, and employees as additional insureds.

Contractor shall:

- a) Provide written notice to THECB by e-mail at Contracts@highered.texas.gov and by U.S. First Class Mail to 1200 East Anderson Lane, Austin, Texas 78752 at least thirty (30) calendar days prior to any cancellation, non-renewal, or material change of a required policy;
- b) Ensure all insurance policies and certificates of insurance for required coverage are written to include all products, services, and locations related to Contractor’s performance under this Contract; and
- c) Deliver to THECB by e-mail at Contracts@highered.texas.gov and by U.S. First Class Mail to 1200 East Anderson Lane, Austin, Texas 78752 all renewal policies at least ten (10) calendar days prior to any expiration of a required policy. All renewal policies and corresponding certificates of insurance must meet all terms set forth in this Contract.

Contractor must ensure that all provisions of this Contract concerning liability, duty, and standard of care, together with the indemnification provision, are underwritten by contractual liability coverage sufficient to include such Contractor’s obligations under this Contract.

6.36 Key Personnel

Contractor shall assign only qualified personnel to this Contract. Contractor, in its reasonable discretion, reserves the right to substitute appropriate key personnel to accomplish its duties so long as the substituted personnel are equally qualified to accomplish the required services. Contractor shall provide THECB written notice and obtain written approval from THECB prior to any change in key personnel involved in providing services under this Contract. Subcontractors providing services under this Contract shall meet the same requirements and level of experience as required of Contractor (*see* section 6.5 “Assignment” and section 6.6 “Delegation or Subcontracting” for additional conditions regarding subcontracts). No subcontract under this Contract shall relieve Contractor of responsibility for ensuring the required services are provided. THECB, in its sole discretion, may require Contractor to remove any employee, contractor, subcontractor, or vendor of the Contractor from providing work or services under this Contract. Contractor shall replace such

removed personnel expeditiously so that its services are performed on a timely basis.

6.37 Debts and Delinquencies to the State

Contractor agrees that any payments due under this Contract shall be applied towards any debt or delinquency that is owed to the state of Texas.

6.38 Deceptive Trade Practices; Unfair Business Practices

Contractor represents and warrants that it has not been the subject of allegations of Deceptive Trade Practices violations under Texas Business and Commerce Code §§ 17.01-.955, or allegations of any unfair business practice, in any administrative hearing or court suit, and further, that if it has been the subject of either or both such allegations, that Contractor has not been found to be liable for any such practices in such proceedings. Contractor certifies that it has no officers who have served as officers of other entities which have been the subject of allegations of Deceptive Trade Practices Act conduct, violations thereof, or allegations of any unfair business practices, in an administrative hearing or court suit and further, that if such officers have been the subject of either or both such allegations, that such officers have not been found to be liable for any such practices in such proceedings.

6.39 Suspension and Debarment

Contractor certifies that it and its principals are not suspended or debarred from doing business with the state or federal government as listed on the Debarred Vendor List maintained by the Texas Comptroller of Public Accounts and the System for Award Management (SAM) maintained by the General Services Administration.

6.40 Excluded Parties

Contractor certifies that it is not listed on the prohibited vendors list authorized by Executive Order No. 13224, *Blocking Property and Prohibiting Transactions With Persons Who Commit, Threaten To Commit, or Support Terrorism*, published by the United States Department of the Treasury, Office of Foreign Assets Control.

6.41 E-Verify: U.S. Department of Homeland Security's E-Verify System

By entering into this Contract, Contractor certifies that it utilizes and will continue to utilize, for the Contract Term, the U.S. Department of Homeland Security's E-Verify system to determine the eligibility of all persons: (a) employed to perform duties within Texas, during the Contract Term; and (b) (including subcontractors) assigned by Contractor to perform work pursuant to this Contract, within the United States of America.

Upon THECB's request, Contractor shall provide an electronic or hardcopy screenshot of the confirmation or tentative non-confirmation screen containing the E-Verify case verification number for attachment to the Form I-9 for the three most recent hires that match the criteria above, by Contractor, and Contractor's subcontractors, as proof that this provision is being followed.

If this certification is falsely made, this Contract may be immediately terminated, at THECB's or the state of Texas's discretion and at no fault to THECB or the state, without prior notification. Contractor shall also be responsible for the costs of any re-solicitation that THECB or the state of Texas must undertake to replace the terminated Contract.

6.42 Drug-Free Workplace

Contractor represents and warrants that it shall comply with the applicable provisions of the Drug-Free Workplace Act of 1988 (41 U.S.C. §§ 701, et seq.) and maintain a drug-free work environment.

6.43 No Commissions

THECB shall not pay any commissions to Contractor under this Contract.

6.44 Contacts

Unless otherwise agreed to in writing by the Parties, primary contacts for routine communications related to the performance of services under this Contract are as follows:

THECB Staff	Contractor Staff
Lauren Parish 1200 E. Anderson Lane Austin, TX 78752 lauren.parish@highered.texas.gov	San Elizario ISD Dr. Jeannie Meza-Chavez Superintendent P.O. Box 920 San Elizario, TX 79849 jmeza-chavez@seisd.net

6.45 Applicable Taxes

This Contract shall not be construed so as to supersede the laws of the United States or the state of Texas that accord the state of Texas, THECB, and all departments, agencies, and instrumentalities of the state of Texas exemptions from payment of all taxes of whatever kind. More specifically, to the extent permitted by applicable law, THECB shall not directly or indirectly be liable for taxes of any kind. Contractor represents and warrants that it shall pay all taxes or similar amounts resulting from this Contract, including, but not limited to, any federal, state, or local income, sales, or excise taxes of Contractor or its employees. To the extent permitted by applicable law, THECB shall provide all applicable tax exemption certificates upon Contractor's request.

6.46 Electronic and Information Resources Accessibility Standards:

State agencies and institutions of higher education shall procure products which comply with the state of Texas accessibility requirements for electronic and information resources, specified in Title 1 Texas Administrative Code, Part 10, Chapter 213, when such products are available in the commercial marketplace or when such products are developed in response to a procurement solicitation.

Contractor shall provide the Texas Department of Information Resources (DIR) with the Uniform Resource Locator (URL) to its Voluntary Product Accessibility Template (VPAT) for reviewing compliance with Texas state accessibility requirements (based on the federal standards established under Section 508 of the Rehabilitation Act), or indicate that the product/service accessibility information is available from the General Services Administration “Buy Accessible Wizard” (<http://www.buyaccessible.gov>). Contractors not listed with the Buy Accessible Wizard or supplying a URL to their VPAT must provide DIR with a report that addresses the same accessibility criteria in substantively the same format. Additional information regarding the Buy Accessible Wizard or obtaining a copy of the VPAT is located at <http://www.section508.gov/>.

6.47 Smoking Policy

THECB has a policy of being a smoke-free agency. The policy reflects THECB’s commitment to providing a healthy environment for all THECB employees and visitors. This policy prohibits smoking within any state building. Contractor, by acceptance of this Contract, agrees to abide by this policy when on THECB’s property.

6.48 Substitutions

Substitutions are not permitted without THECB’s written approval.

6.49 Cybersecurity Training

Contractor represents and warrants that it will comply with the requirements of Texas Government Code § 2054.5192 relating to cybersecurity training and required verification of completion of the training program.

Commented [BB3]: Make certain the district has completed this training.

6.50 Disaster Recovery Plan

Contractor shall provide THECB the descriptions of its business continuity and disaster recovery plans. 13 Tex. Admin. Code § 6.94(a)(9).

6.51 Entire Contract and Order of Precedence

This Contract consists of the following documents: the final executed Contract (including any exhibits and amendments).

In the event of conflicts, contradictions, or inconsistencies between or among these documents, such conflicts, contradictions, or inconsistencies shall be resolved by reference to the documents in the following order of precedence:

- (1) Any duly executed amendments to the final executed contract; and
- (2) The final executed contract, including its exhibits, if any.

This Contract (including any exhibits and amendments) contains the final, complete, and exclusive understanding of the Parties, and supersedes all prior contemporaneous, oral, or written understandings, representations, and negotiations between Parties relating to the subject matter of this Contract. The Parties further agree that this Contract may not in any way be explained or supplemented by a prior or existing course of dealings between the Parties, by

usage of trade or custom, or by any prior performance between the Parties pursuant to this Contract or otherwise.

Section 7. Signatures

This Contract constitutes the entire agreement and understanding between the Parties with regard to its subject matter and supersedes and merges all prior discussions, writings, negotiations, understanding, and agreements concerning the provision of these services.

By signature hereon, the individual below represents and warrants that they are a duly authorized representative of Contractor and have the authority to bind Contractor in this Contract.

San Elizario Independent School District

By: _____

Name: Dr. Jeannie Meza-Chavez

Title: Superintendent

Date: _____

I, an authorized representative of THECB, hereby certify that this Contract complies with applicable statutes and regulations and authorize the services to be performed as written above.

AGREED and accepted on behalf of the
Texas Higher Education Coordinating Board

By: _____

Name: Laura Brennan

Title: Assistant Commissioner, College and Career Advising

Date: _____

CAREERS are EVERYWHERE



an
activity book
for students
from the
TEXAS
WORKFORCE
COMMISSION



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. J. Meza-Chavez, Superintendent and Dr. R. Segovia, Associate Superintendent
Subject: Region 19 Vertical Alignment Network Agreement
Date: September 13, 2022

HISTORY:

The Region 19 Vertical Alignment Network (R19VAN) includes the Education Service Center-Region 19, the El Paso Community College (EPCC), and the University of Texas at El Paso (UTEP). This collaboration aims to serve students in the region in transitioning to either institution of higher education EPCC or UTEP upon graduation and to provide college career readiness opportunities and advice to the region's students.

RATIONALE:

The data sharing is a collaboration among the R19VAN to serve students in a dual credit or concurrent enrollment setting. In addition, the need for this data-sharing effort facilitates data-driven decision-making in the El Paso area. Data shared between the R19VAN will only be used to fulfill the agreement's objectives and is subject to applicable privacy rules and regulations.

BUDGET:

There is no budget impact for this Board item.

ADMINISTRATIVE RECOMMENDATION:

It is the administrative recommendation that this agreement between SEISD and R19VAN is approved as presented.

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

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

Memorandum of Understanding

Data Sharing & Collaborative Agreement

This Memorandum of Understanding ("MOU") is made effective as of the **1st day of July, 2022** between the **Region 19 Vertical Alignment Network ("R19VAN")** (as defined below), **The El Paso County Community College District ("EPCC")**, an institution of higher education located at **9050 Viscount Blvd., El Paso, Texas, 79925**, **The University of Texas at El Paso ("UTEP")**, a Texas State Public Institution of Higher Education and component institution of **The University of Texas System** addressed at **500 West University Avenue, El Paso, Texas, 79968**, and **Education Service Center-Region 19 ("ESC Region 19")**, an educational service center that supports teachers and administrators by providing various instructional products and services in the El Paso area located at **6611 Boeing Dr., El Paso, TX 79925**. **R19VAN, EPCC, UTEP and ESC Region 19** shall jointly be referred as the "Parties" and severally as the Party.

WHEREAS, the Parties to this MOU are all collaborating members of the **R19 VAN**, whose purpose is to serve students in the region in transitioning to either institution of higher education EPCC and/or UTEP upon graduation, and/or to provide college and career readiness opportunities and advising to the region's students.

WHEREAS the Parties as part of the **R19VAN** have agreed to enter into this data sharing and collaborative agreement to serve students at **R19VAN** in a dual credit or concurrent enrollment setting, in transitioning to either institution of higher education **EPCC** and/or **UTEP** upon graduation, and/or to provide college and career readiness opportunities and advising as well as to evaluate the effectiveness of college and career readiness programs in **the R19VAN**, and to improve instruction within the **R19VAN**.

WHEREAS, **R19VAN, EPCC, UTEP**, and **ESC Region 19** jointly recognized the need to increase data sharing efforts for the purposes of increasing college and career readiness opportunities and to facilitate data-driven decision-making in the El Paso area.

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **R19VAN, EPCC, UTEP**, and **ESC Region 19** agree as follows:

1. Definitions

When used in this MOU, the following terms will have the meanings below:

- a. **"Data"** means the observations and information which has been collected and stored for each student which may be accessed by the members of the **R19VAN** in a view only capacity with the purpose of assisting student transition.
- b. **"Education Records"** has the meaning set forth in the Family Educational Rights and Privacy Act ("FERPA").
- c. **"Region 19 Vertical Alignment Network"** means jointly the following participating entities: The University of Texas at El Paso, El Paso Community College, Education Service Center - Region 19, Anthony Independent School District, Canutillo Independent School District, Clint Independent School District, Dell City Independent School District, El Paso Independent School District, Fabens Independent School District, Fort Hancock Independent School District, San Elizario Independent School District, Sierra Blanca Independent School District, Socorro Independent School District, Tornillo Independent School District, Ysleta Independent School District, Burnham Wood Charter School District, Premier High Schools-Responsive Ed., El Paso Leadership Academy, La Fe Preparatory School PK-8, El Paso Academy, Triumph Public Schools El Paso, Harmony Science Academy, IDEA Public Schools.

2. Objectives

The **R19VAN** has cooperated and collaborated in developing dual enrollment programs and college and career readiness seamless pathways for students. This MOU is intended to streamline information needs across institutions so that student college and career readiness data may be tracked in order to facilitate the advising and counseling of students with respect to transition into post-secondary programs, to evaluate the effectiveness of college and career readiness programs in the **R19VAN**, and to improve instruction in the **R19VAN**. Aggregate data is used to generate reports and to analyze program effectiveness, long-term outcomes and longitudinal research for various purposes including planning, scheduling, grant applications and textbook purchases.

3. Scope

Data shared in accordance with this MOU ("Data") includes, but is not limited to, the following:

- a. TSI, PSAT, SAT, ACT, AP and other instruments used to assess individual student College and Career Readiness measures;
- b. Student industry certification and licensure need and availability;
- c. End-of-Course (EOC) exams;
- d. Local, state, and national assessment results;
- e. Data components for accountability calculation and support;
- f. Official and unofficial student transcripts;
- g. Public Education Information Management System (PEIMS) education records, (e.g.

- Student Unique ID, files pertaining to PEIMS scheduled submissions by authorized personnel);
- h. Local Education Agency (LEA) data contained in local in-house student information system;
 - i. National Student Clearinghouse data;
 - j. Dual credit and concurrent enrollment course information housed within the information systems of any of the members in the **R19VAN**;
 - k. College Preparatory Courses, Career and Technical Education (CTE) course data, and other innovative courses for vertical alignment;
 - l. Teacher and instructor qualifications leading to dual credit credentialing via EPCC;
 - m. Texas Teacher Evaluation and Support System (T-TESS) appraisal information;
 - n. Postsecondary student acceptance and placement;
 - o. Textbook and materials information used in the classroom for dual credit, concurrent enrollment, certificate, or licensure alignment;
 - p. Surveys, observations, and other instruments used to collect and assess aggregate student data locally developed and administered by the **R19VAN**;
 - q. Information as necessary and requested to further support regional college and career readiness efforts through the procurement of grants, contracts, scholarships, donations and other financial resources by the members of the **R19VAN**;
 - r. Longitudinal data including college hour accumulation, aggregate GPAs, certificate and degree attainment, core completion status and analysis of courses needed by students for various purposes, including planning and scheduling, and implementation of academic interventions; and
 - s. Other data as necessary to advance and increase the number of students in the Region 19 area eligible and academically ready to undertake dual credit and concurrent enrollment, obtain an industry certification or licensure, and/or enter an institution of higher education upon graduation.

4. Use of Data

Student Data shared between the **R19 VAN** shall only be used exclusively for fulfilling the expressed objectives outlined in this MOU and is subject to the applicable privacy rules and regulations, including yet not limited to FERPA. Aggregate Data may be used to highlight program effectiveness and make recommendations for programmatic improvement at professional conferences and/or to support research initiatives in the region. Data shall not be shared with any third parties without consent from the **R19VAN**. Data shall not be sold or used, internally or externally, for any purpose not directly related to the scope of work defined in this MOU without consent from the **R19VAN**.

5. Data Elements

In order to establish procedures in place to safeguard the confidentiality and integrity of personal student data, to place limitations on its use, and to maintain compliance with applicable privacy laws, all employees of the **R19VAN** involved in collecting, generating, viewing, or using the shared data as outlined in this MOU shall comply with all applicable privacy rules and regulations, including yet not limited to the provisions of FERPA and other laws with respect to the Data and information shared.

6. Frequency of Data Availability

Individual and identifiable student Data shall only be used for student degree planning, scheduling, and monitoring the individual student's success. Aggregate data may be used to generate reports and to analyze program effectiveness, long-term outcomes, and longitudinal research. In order to drive relevant and timely data-driven decision-making, the **R19VAN** (and the Parties) are committed to sharing Data upon the completion of each academic semester term. This notwithstanding, specific needs may arise throughout the academic year that may require additional data submission on a more frequent basis including grant proposals and applications as well as other reporting requirements.

7. Personnel

Each member institution of the **R19VAN** shall be responsible for ensuring that Data is submitted on a timely basis. Each Party shall assign authorized personnel responsible for data sharing under this MOU.

8. Confidentiality

The **R19VAN** and its members will maintain the confidentiality of any and all Data in accordance with applicable law, rule and/or regulation. The confidentiality requirements under this paragraph shall survive the termination or expiration of this MOU or any subsequent agreement intended to supersede this MOU. Each Party hereto that receives personally identifiable information pertaining to **R19VAN** students shall be responsible for complying with all the requirements imposed on such receiving Party by the applicable provisions of FERPA and its regulations. Each Party receiving personally identifiable **R19VAN** student information shall ensure that it is used only for the purposes stated in this MOU and shall not permit anyone without a legitimate educational purpose to have access to such information.

9. Security Safeguards

In meeting the needs for Data security and confidentiality, the vehicle for data submission shall be determined by the **R19VAN** as appropriate. Should Data covered by this MOU ever be processed, stored, or transmitted on information resources belonging to any of the members of the **R19VAN** the following shall apply:

The members of the **R19VAN** shall employ industry best practices, both technically and procedurally, to protect the Data from unauthorized physical and electronic access. To ensure the continued confidentiality and security of the Data, the **R19VAN** shall establish a system of safeguards meeting the following requirements:

- a. Procedures and systems that ensure all student records provided by any of the parties in the **R19VAN** are kept in secured facilities and access to such records is exclusively limited to authorized personnel;
- b. Procedures and systems that require the use of secured passwords to access the data will be faithfully implemented;
- c. Procedures and systems for assigning passwords shall be developed and implemented to maintain the integrity of the data;
- d. Procedures and systems that ensure that all data is maintained in a secure manner that prevents the interception, diversion, or other unauthorized access;

In the event of a security breach affecting the Data received by one of the Parties, the Party suffering the security breach shall immediately take all necessary and applicable measures to limit the breach and protect the Data, including yet not limited, at its sole cost, notification to the students and credit monitoring obligations. The Party suffering the breach will notify the **R19VAN** members within 24 hours of becoming aware of said breach in order for the members to take any additional necessary actions.

10. Data Destruction

Upon cancelation, termination, or non-renewal of this MOU, all Data shared or collected in the course of this initiative shall be destroyed, securely wiped, deleted, or returned to the originating Party supplying the Data.

11. Term

The initial term of this MOU shall begin on **July 1, 2022** and continue for a period of **three (3) years**. Thereafter, the Parties may **renew** this MOU for **two (2) additional consecutive three (3) year terms** by written notice signed by a duly authorized representative of each Party. The initial term and any renewal term(s) are collectively referred to in this MOU as "Term." Any Party hereto may terminate this MOU, without

cause, upon at least thirty (30) calendar days with prior written notice to the other Parties, with said termination becoming effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

12.Changes and Amendments

This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing signed by the duly authorized representative of each of the Parties,

Executed on the date established above under (11) "Term."

----- Signatures on following page -----

THE EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

William Serrata, PhD., President

Date: _____

THE UNIVERSITY OF TEXAS AT EL PASO

Heather Wilson, PhD., President

Date: _____

EDUCATION SERVICE CENTER REGION 19

Armando Aguirre, Ed.D., Executive Director

Date: _____

----- Signatures on following page -----

ANTHONY INDEPENDENT SCHOOL DISTRICT

DocuSigned by:

Dr. Oscar Troncoso

68C6688C3A534F8...

Oscar Troncoso, PhD., Superintendent

Date: Sep-01-2022

Date: _____

CANUTILLO INDEPENDENT SCHOOL DISTRICT

DocuSigned by:

Dr. Pedro Galaviz

95A3C19B0C4846E...

Pedro Galaviz, Ed.D., Superintendent

Date: Sep-01-2022

Date: _____

CLINT INDEPENDENT SCHOOL DISTRICT

Juan I Martinez, Ed.D., Superintendent

Date: _____

DELL CITY INDEPENDENT SCHOOL DISTRICT

DocuSigned by:

Mr. Carlos A Contreras

678E2055383D4FE...

Carlos A Contreras, Superintendent

Date: Sep-02-2022

Date: _____

EL PASO INDEPENDENT SCHOOL DISTRICT

Diana I. Sayavedra, Superintendent

Date: _____

FABENS INDEPENDENT SCHOOL DISTRICT

DocuSigned by:

Dr. Veronica Vijil

DD80A9ED782E471...

Veronica Vijil, Ed.D., Superintendent

Sep-01-2022

Date: _____

FT HANCOCK INDEPENDENT SCHOOL DISTRICT

DocuSigned by:

Mr. Jose Franco

5A8AE5803D214DA...

Jose G. Franco, Superintendent

Sep-01-2022

Date: _____

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Jeannie Meza-Chavez, PhD., Superintendent

Date: _____

SIERRA BLANCA INDEPENDENT SCHOOL DISTRICT

Evelyn Loeffler, Interim Superintendent

Date: _____

SOCORRO INDEPENDENT SCHOOL DISTRICT

John N Carman, Ed.D., Superintendent

Date: _____

TORNILLO INDEPENDENT SCHOOL DISTRICT

DocuSigned by:

Ms. Rosa Vega-Barrio

A2DE21988B96416...

Rosa Vega-Barrio, Superintendent

Sep-01-2022

Date: _____

YSLETA INDEPENDENT SCHOOL DISTRICT

Xavier De La Torre, Ed.D., Superintendent

Date: _____

BURNHAM WOOD CHARTER SCHOOL DISTRICT (EL PASO)

Joe E. Gonzales, Ed.D, Superintendent

Date: _____

EL PASO ACADEMY

Sarahi Gross, Executive Director

Date: _____

EL PASO LEADERSHIP ACADEMY

Omar Yanar, Superintendent

Date: _____

HARMONDY SCIENCE ACADEMY (EL PASO)

Fatih Ay, CEO Harmony Public Schools

Date: _____

IDEA PUBLIC SCHOOLS (EL PASO)

Ernesto Cantu, Ed.D, Executive Director

Date: _____

LA FE PREPARATORY SCHOOL PK-8

Lucy Rodarte, Superintendent

Date: _____

PREMEIR HIGH SCHOOLS – RESPONSIVE ED

Jason Bernal, Superintendent

Date: _____

TRIUMPH PUBLIC HIGH SCHOOLS (EL PASO)

Frances Berrones-Johnson, Superintendent

Date: _____



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: Mrs. April Marioni, SEHS Principal & Dr. Rogelio Segovia, Associate Superintendent
Subject: Aliviane – Memorandum of Understanding and Agreement
Date: September 13, 2022

HISTORY:

Aliviane is seeking to partner with San Elizario High School to help strengthen families. Aliviane's mission is to help people recover from addiction. The goal is to help individuals embrace their voice, easing their journey, and engaging their family as they discover their own path of recovery (Aliviane, 2021).

RATIONALE:

Aliviane would help families in need by conducting virtual or in-person presentations on prevention, intervention, treatment and recovery so that they find ways to support a substance-free lifestyle.

BUDGET:

There is no impact to the district's budget.

ADMINISTRATIVE RECOMMENDATION:

It is the administration's recommendation that the Board of Trustees approve the memorandum of understanding and agreement between San Elizario High School and Aliviane.

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

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



MEMORANDUM OF UNDERSTANDING & AGREEMENT

Aliviane, Inc. is committed to providing comprehensive substance use and other mental health disorder services for residents living in West Texas (Region 10), which includes the counties of El Paso, Brewster, Culberson, Jeff Davis, Hudspeth, and Presidio. To accomplish these goals, we must rely on community resources to provide much needed services that are beyond the scope of this organization and/or to augment the services provided by Aliviane, Inc. **This document represents a record of agreement to provide individuals with program services listed below between Aliviane, Inc. programs and the following partnering agency:**

Name of Partnering Agency/Organization/ School/Program:

San Elizario Independent School District

Aliviane, Inc. applicable program services:

- | | | | | |
|--|--|---|---|---|
| <input checked="" type="checkbox"/> PRIDES | <input type="checkbox"/> PRC Region 10 | <input type="checkbox"/> HMHL | <input type="checkbox"/> WCR | <input type="checkbox"/> YRRC |
| <input type="checkbox"/> PRIDES - Rural | <input type="checkbox"/> EPAPC | <input type="checkbox"/> AOPC | <input type="checkbox"/> CCC | <input checked="" type="checkbox"/> RBI |
| <input checked="" type="checkbox"/> Strengthening Families | <input type="checkbox"/> PADRE | <input type="checkbox"/> OTC | <input type="checkbox"/> Por Mi Familia | <input type="checkbox"/> RCOP-I |
| <input checked="" type="checkbox"/> IMASTAR | <input type="checkbox"/> PATH | <input checked="" type="checkbox"/> YFOPC | <input type="checkbox"/> RSS | <input type="checkbox"/> PPW |

Description of services provided by Aliviane Inc.

General Description	Specific Deliverables
<p>Youth Prevention Indicated Program (YPI) IMASTAR may provide prevention services to youth at risk of substance use and adults referred.</p>	<p>Services include age appropriate ATOD virtual or online presentations; Information Dissemination to children, and families; Alternative Online Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.</p>
<p>Youth Prevention Selective (YPS) Strengthening Families may provide prevention services to youth ages 12-17 years of age and adults referred.</p>	<p>Services include age appropriate ATOD virtual or online presentations; Information Dissemination to children, and families; Alternative Online Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.</p>
<p>Youth Prevention Universal Program (YPU) PRIDES may provide prevention services to all youth and adults referred.</p>	<p>Services include age appropriate ATOD virtual or online presentations; Information Dissemination to children, and families; Alternative Online Activities; Problem Identification and Referral as requested from parents; Prevention services will include participation in community events.</p>

<p>Rural Border Intervention (RBI) may provide ATOD activities, information dissemination during health fairs and scheduled events. Problem identification and referrals as needed.</p> <p>Aliviane Youth and Family Outpatient Clinic may provide treatment to children and adolescents who are struggling with substance use and/or mental health disorder.</p>	<p>Rural Border Intervention can provide indicated services to identified youth and family members. RBI can and will provide education skills using evidence-based curriculum and can participate in coalition collaboration. Case Management services can be provided problem identification, assessment, and referral and follow up, as necessary.</p> <p>Service include Individual Counseling, Group Counseling, Group Education, Referral and Case Management Services.</p>
<input checked="" type="checkbox"/> Referral <input checked="" type="checkbox"/> Transportation <input type="checkbox"/> Communication	<input checked="" type="checkbox"/> Financial Assistance <input checked="" type="checkbox"/> Case Management <input checked="" type="checkbox"/> Presentations/Sessions

Description of services provided by Partnering Agency/Organization/School/Program

General Description	Specific Deliverables
<p>Provide coordinating support for Aliviane prevention presentations, information dissemination, alternative activities, evidence-based curriculum services, health fairs and community events, by allowing Prevention Specialist to work in their virtual or online classrooms and students.</p>	<p>Support for prevention education curriculum, adult and youth presentations ad information dissemination, virtually or in person</p>
<input type="checkbox"/> Referral <input type="checkbox"/> Transportation <input type="checkbox"/> Communication	<input type="checkbox"/> Financial Assistance <input type="checkbox"/> Case Management <input type="checkbox"/> Presentations/Sessions

This MOUA indicates that a referral relationship exists and will abide by the Occupations Code, Title 3, Subtitle A, Chapter 102, Subchapter A, Sec. 102.001. This MOUA does not indicate any contract, liability, or endorsement between both partnering entities. Both entities will mutually provide information regarding services provided, admission and eligibility criteria, non-duplication of services, and any other information necessary for effective placement of individuals within the guidelines of client confidentiality as specified by State and Federal laws and regulations, specifically the Federal Regulations on Confidentiality of Alcohol and Substance Abuse Patient Records (Federal Register, General Provisions Title 42, Chapter 1, Part 2), Health Insurance Portability and Accountability Act (HIPAA), and any other requirements as mandated by existing protocols.

This MOUA recognizes that referred individuals are responsible for any fees or payments if any apply. Aliviane, Inc. has no liability or responsibility for such fees or payments, unless arranged in advance, in writing, by an official of Aliviane, Inc. with authority to authorize such payment. This agreement will be in effect for one year from the date of full execution or may be terminated by either entity with thirty (30) days written notice.

Signature: _____

Name: Dr. Rogelio Segovia
Title: Associate Superintendent
Entity: San Elizario ISD
Phone: 915-872-3970
Email: rsegovia@seisd.net

Signature:  _____

Name: Ivonne Tapia, MA, LCDC, LPC-S, ACPS
Title: Chief Executive Officer
Entity: Aliviane, Inc.
Phone: 915-782-4000
Email: itapia@aliviane.org

Start Date: 09-1-2022 End Date: 09-1-2023
MOUA Renewal Required 1-Year after Start Date*

Form ID: ADM-MOUA-01
2020



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

MEMORANDUM

To: Members of the Board of Trustees
From: Blanca I. Cruz, Director of Human Resources
Subject: Revisions to Policy DFE Local
Date: September 13, 2022

HISTORY:

Currently, Policy DFE (LOCAL) states that the Superintendent or any other individual designated by the Board of Trustees can accept resignations.

RATIONALE:

The proposed revision to policy DFE states that the Superintendent, **and** the Human Resources Director can **accept** resignations.

Please note that the change only applies to “receiving” the resignation. The Superintendent is the only person that can “**accept**” a resignation. There will be no change to that practice.

If the policy remains as is, employees who submit a resignation to the Human Resources Director will have to be redirected to the Superintendent. If approved, this change will allow the Human Resources director to receive the resignation and forward it to the Superintendent for approval.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to approve the changes to policy DFE (LOCAL) as presented.

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

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TERMINATION OF EMPLOYMENT
RESIGNATION

DFE
(LOCAL)

**General
Requirements**

All resignations shall be submitted in writing to the Superintendent or the Human Resources Director ~~other person designated by Board action~~ in accordance with this policy. The employee shall give reasonable notice and shall include in the letter a statement of the reasons for resigning. A prepaid certified or registered letter of resignation shall be considered submitted upon mailing.

At-Will Employees

The Superintendent shall be authorized to accept the resignation of an at-will employee at any time. The Superintendent may delegate to other administrators the authority to accept a resignation of an at-will employee.

Contract Employees

The Superintendent or ~~other person~~ the Human Resources Director designated by Board action shall be authorized to receive a contract employee's resignation effective at the end of the school year or submitted after the last day of the school year and before the penalty-free resignation date. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall:

- instruct the employee to submit the resignation to the Superintendent or ~~other person designated by Board action~~ the Human Resources Director; or
- submit the resignation to the Superintendent or the Human Resources Director of behalf of the employee.

The resignation requires no further action by the District and is accepted upon receipt by the Superintendent or other person designated by Board action.

The Superintendent or other person designated by Board action shall be authorized to accept a contract employee's resignation submitted or effective at any other time. If an employee provides a resignation to a supervisor who has not been designated by the Board to accept resignations, the supervisor shall instruct the employee to submit the resignation to the Superintendent or other person designated by Board action. The Superintendent or other person designated by Board action shall either accept the resignation or submit the matter to the Board in order to pursue sanctions allowed by law.

The school year is based on the district's instructional calendar.

Withdrawal of
Resignation

Once submitted and accepted, the resignation of a contract employee may not be withdrawn without consent of the Board.



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

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar, Planning & Instruction Department
Subject: Overall Goal 2 Progress Monitoring
Date: September 13, 2022

HISTORY:

The Board of Trustees had previously developed a set of 3 Student Outcome Goals with corresponding Goal Progress Measures (GPM's) to monitor student progress. These goals primarily focused on math (Goal 1), reading (Goal 2), and college and career readiness (Goal 3). Each goal had annual targets established. As time has passed, these goals have shifted due to HB 3, including early childhood performance in math and reading and five years of targets through 2023-2024.

This report informs the Board about an update to Student Outcome Goal 2, which focuses on overall reading performance in grades 3-12.

RATIONALE:

As part of progress monitoring, the SEISD Board of Trustees monitors Student Outcome Goal 2, which measures the overall reading achievement at all performance levels for all students who test STAAR/EOC. Students begin testing in mathematics in Grade 3 and continue through Grade 8, with reading tested each year. Once students enter Grade 9, they take End-of-Course (EOC) exams, with English I taken in grade 9 and English II taken in Grade 10. Therefore, for progress monitoring, every student who takes a regular STAAR or EOC reading exam will have their results figured into the following data.

Student Outcome Goal 2:

Student Reading performance on the STAAR/EOC in grades 3-12 will increase annually from 2020-2021 through 2023-2024 at the Approaches, Meets, and Masters Levels as indicated in the table below.

Annual Targets Goal 2	2020-2021 (Baseline)	Goals 2021-2022	Goals 2022-2023	Goals 2023-2024
Approaches	52%	53% Actual: 59%	56%	59%
Meets	27%	28% Actual: 36%	30%	32%
Masters	7%	8% Actual: 13%	9%	11%

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The data for 2022 show that SEISD exceeded the targets for Goal 2—Overall Reading at all three levels of performance. At the approaches level, SEISD students score +6% above the target. At the meets level, we were +8% above the target. Finally, at the master’s level, we were +7% above the target.

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

The Administration recommends that the Board approve the progress of Goal 2 as presented.

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Board Progress Monitoring Report

Student Outcome Goal 2

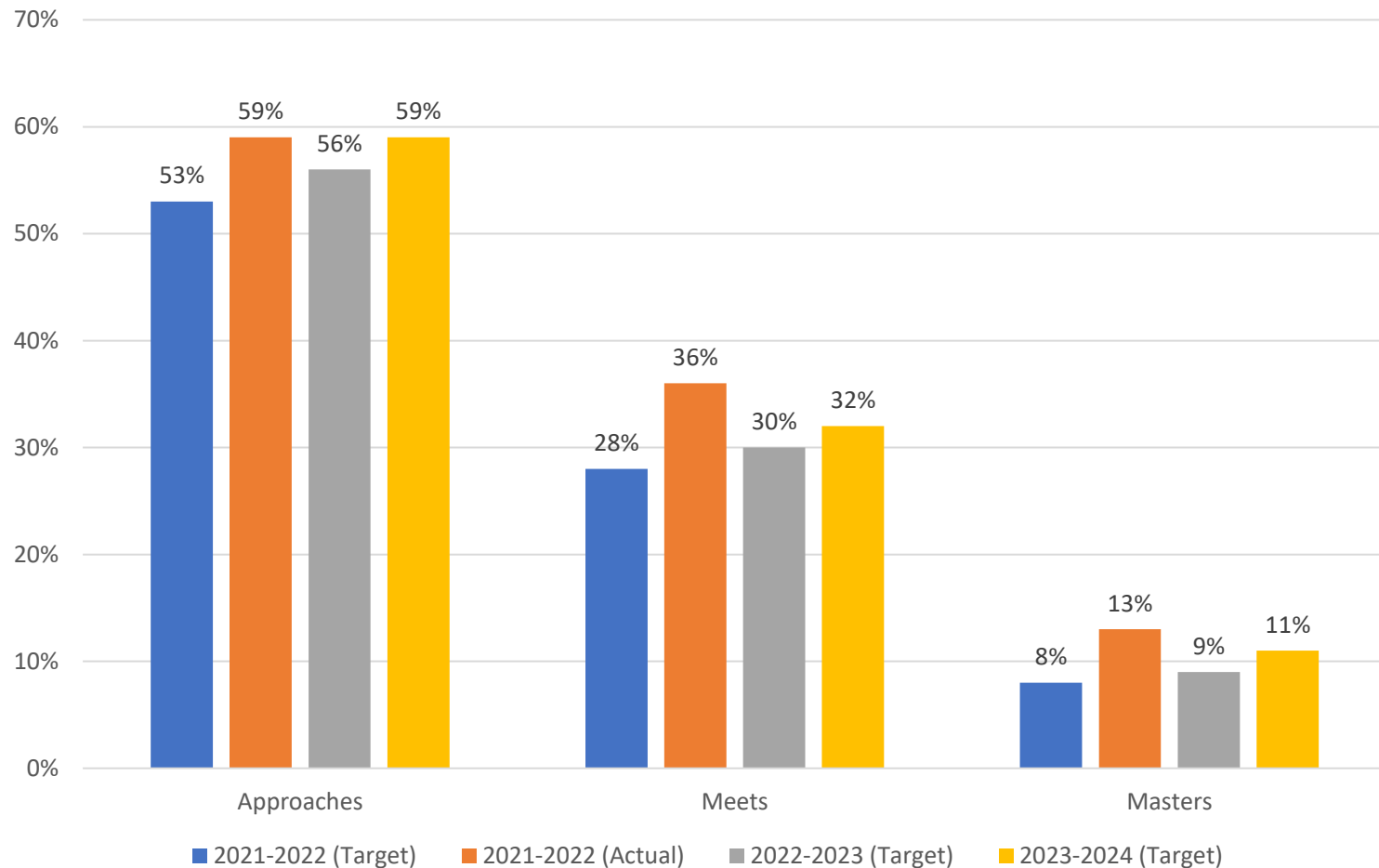
Overall Goal Evaluation

Student Reading performance on the STAAR/EOC in grades 3-12 will increase annually from 2020-2021 through 2023-2024 at the Approaches, Meets, and Masters Levels as indicated in the graph below.

Exceeds Expected Progress

The data for 2022 show that SEISD exceeded the targets for Goal 2—Overall Reading at all 3 levels of performance. At the approaches level, SEISD students scores +6% above the target. At the meets level, we were +8% above the target. At the master’s level, we were +7% above the target.

Goal 2--Overall Reading Performance; 2022-2024



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 D. Renegar; Planning and Instruction Department
Subject: Progress Monitoring—Student Outcome Goal 3
Date: September 13, 2022

HISTORY:

The Board of Trustees has identified Student Outcome Goal 3 as follows:

Student Outcome Goal 3:

Students graduating college, career, and military ready will increase from 65% in June 2018 to 81% by June 2024.

The Annual Targets for Goal 3 are listed below.

Student Outcome Goal 3--Annual Targets:

2020-2021—74%
2021-2022—78%
2022-2023—79%
2023-2024—81%

In this report, we will examine the CCMR ratings which comprise Goal 3 for the 2020-2021 school year, which is the most currently available final data for Goal 3. The target for 2020-2021 is 74%. Our CCMR percentage for 2020-2021 is 59%, which is -15% below the target.

RATIONALE:

The College, Career, and Military Readiness (CCMR) component of the Student Achievement domain measures graduates' preparedness for college, the workforce, or the military. Annual graduates demonstrate college, career, or military readiness in any one of the following ways:

1. Meet Texas Success Initiative (TSI) Criteria in ELA/Reading and Mathematics
2. Meet Criteria on Advanced Placement (AP)/International Baccalaureate (IB) Examination
3. Earn Dual Course Credits
4. Earn an Industry-Based Certification
5. Earn a Level I or Level II Certificate

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6. Earn an Associate’s Degree
7. Complete an OnRamps Dual Enrollment Course
8. Graduate with Completed Individualized Education Program (IEP) and Workforce Readiness
9. Graduate Under an Advanced Degree Plan and be Identified as a Current Special Education Student
10. Enlist in the Armed Forces
11. Met Non-CTE Criteria
12. CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications


The information on the following page is the data table that the Texas Education Agency used to calculate our CCMR statistics for the 2020-2021 school year, which is the most currently available data.

The information below is the data table used by the Texas Education Agency to calculate the criteria that encompass the overall 59% rating.

Texas Education Agency
2022 College, Career, and Military Readiness
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Calculation Table

	Annual Graduates	
	Count	Percentage
Total		
Total graduates	220	
Total credit for CCMR criteria	129	59%



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The first page shows a calculation table with a percentage of 59%. This is calculated by dividing the total CCMR points that were accumulated by the total number of seniors. The monitoring chart that follows illustrates SEISD’s performance on Goal 3 in relation to our targets.

	Annual Graduates	
	Count	Percentage
Texas Success Initiative (TSI) Criteria		
Met TSI criteria in both ELA/Reading and Mathematics	15	7%
TSI Criteria - ELA/Reading		
Met TSI criteria for at least one indicator in ELA/Reading	54	25%
Met TSI assessment criteria	42	19%
Met ACT criteria	3	1%
Met SAT criteria	21	10%
Earned credit for a college prep course	9	4%
TSI Criteria - Mathematics		
Met TSI criteria for at least one indicator in Mathematics	29	13%
Met TSI assessment criteria	5	2%
Met ACT criteria	3	1%
Met SAT criteria	12	6%
Earned credit for a college prep course	12	6%
AP/IB Examination		
Met criterion score on an AP/IB exam in any subject	93	42%

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Dual Course Credits		
Earned credit for at least 3 hours in ELA or Mathematics or 9 hours in any subject	48	22%
Industry-Based Certifications		
Earned an industry-based certification from approved list	17	8%
Level I or Level II Certificate		
Earned a level I or level II certificate in any workforce education area	-	-
Associate Degree		
Earning an associate degree by August 31 immediately following high school graduation	0	0%
OnRamps Dual Enrollment Course		
Completed an OnRamps course and qualified for at least 3 hours of university or college credit in any subject	-	-
Graduate with Completed IEP and Workforce Readiness		
Received graduation type code of 04, 05, 54, or 55	3	1%
Special Ed with Advanced Diploma Plan		
Received special education services and earned an advanced diploma plan	12	6%
U.S. Armed Forces*		
Enlisted in the U.S. Armed Forces	N/A	N/A

SEISD is making strides toward increasing our CCMR percentage. We are testing all 12th graders in the TSIA, and are increasing the numbers of students who take AP exams. Our CTE Administrator is increasing the number of Industry-Based Certifications that will be earned. Additionally, SEISD will begin to require SAT and/or ACT testing for all SEHS students prior to graduation, which can contribute towards the earning of a CCMR point. We believe these efforts will assist us in meeting the targets for Student Outcome Goal 3 moving forward.

BUDGET:

There is no identified budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the progress of Student Outcome Goal 3 as presented.

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

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Board Progress Monitoring Report

Student Outcome Goal 3

Overall Goal Evaluation

Students graduating college, career, and military ready will increase from 65% in June 2018 to 81% by June 2024.

Progress Needed

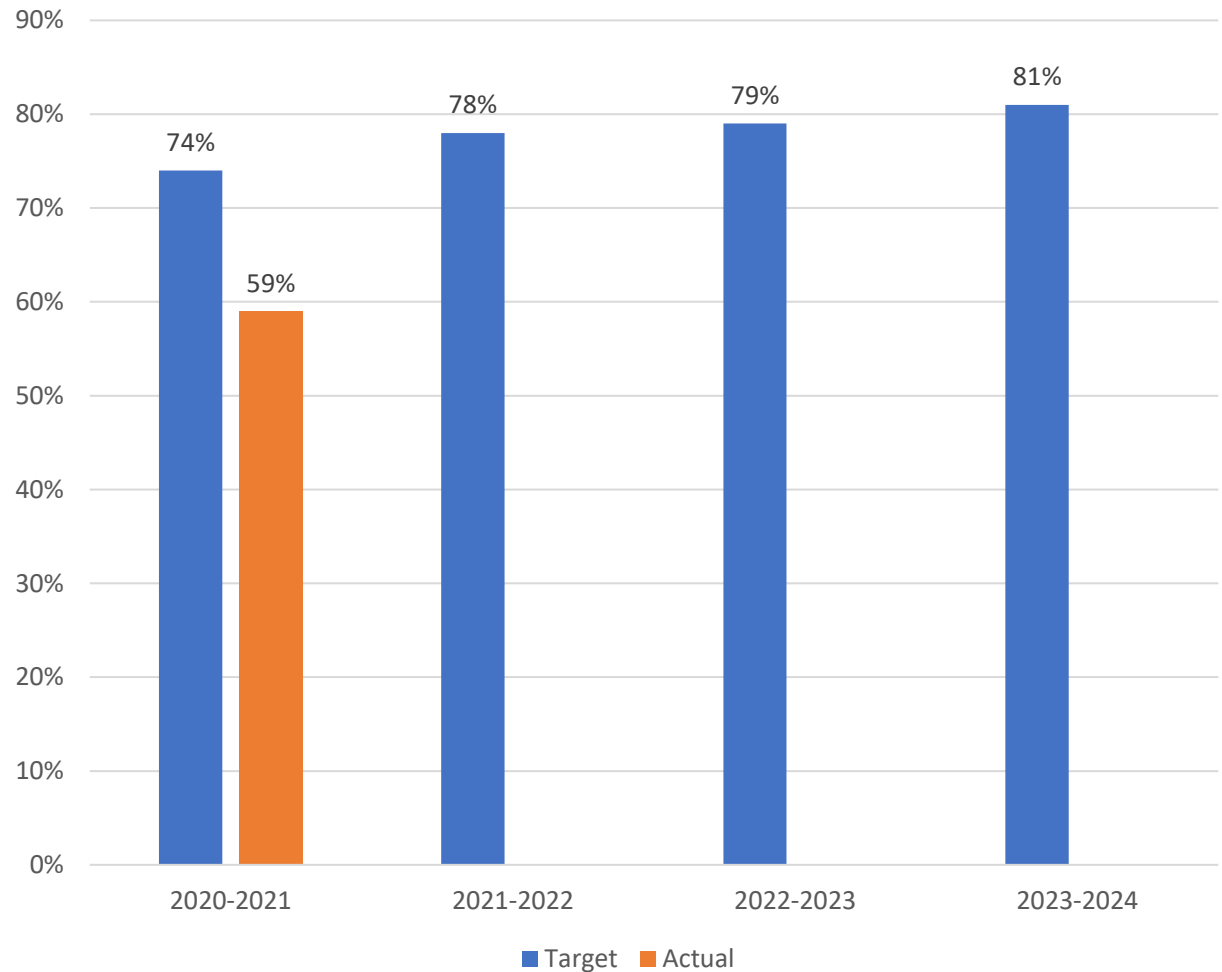
Based on the CCMR points earned by the 2020-2021 senior class at San Elizario High School, our CCMR overall percentage was 59%. The goal for that year was 74%, making SEISD -15% under the target.

SEISD is making strides toward increasing our CCMR percentage. We are testing all 12th graders in the TSIA, and are increasing the numbers of students who take AP exams.

Our CTE Administrator is increasing the number of Industry-Based Certifications that will be earned. Additionally, SEISD will begin to require SAT and/or ACT testing for all SEHS students prior to graduation, which can contribute towards the earning of a CCMR point.

We believe these efforts will assist us in meeting the targets for Student Outcome Goal 3 moving forward.

Goal 3 Progress Monitoring--2021-2024





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

MEMORANDUM

To: Members of the Board of Trustees
From: Dr. Rogelio Segovia, Associate Superintendent and Mrs. Julissa Esquivel, Principal
Subject: Effective Schools Framework Targeted Improvement Plan
Date: September 13, 2022

HISTORY:

Campus principals and their leadership teams received on Effective Schools Framework (ESF). This training helps principals build a common language with clarity and specificity to systematize the best practices that effective Texas school engage in daily (TEA, 2010). The ESF is a cyclical process that includes consistent assessment of current practices, prioritizing gaps in practices, capacity building, and ongoing plan implementation support, around a common vision of the highest leverage practices (TEA, 2019). The ESF leads the principal and his/her instructional team to create a Targeted Improvement Plan (TIP). The TIP is a structured system that allows campuses to build a year-long action plan. Campuses use targeted improvement plans to break down goals into short cycles and to analyze possible barriers to achieve the identified school improvement goals (TEA, 2019).

RATIONALE:

Each principal and their instructional team met to create the first cycle 1 (Sept to Nov.) of their TIP. The TIP will be monitored by the instructional team throughout the first cycle and measured against student growth. Adjustments will be made as necessary at each cycle to better meet the needs of students throughout the school year.

BUDGET:

There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:

It is the administration's recommendation that the Board of Trustees approve the Effective Schools Framework Targeted Improvement Plans

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

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CAMPUS INFORMATION

Complete all campus information, including all names for the roles listed. In row 6, please indicate if this Targeted Improvement Plan is the implementation of a Turnaround Plan. If so, please put the school year that the TAP was first implemented. Please indicate if you were ordered to implement the TAP or if implementation is voluntary.

District Name	San Elizario ISD	Campus Name	Lorenzo G. Loya Primary	Superintendent	Dr. Jeannie Meza-Chavez	Principal	Julissa C. Esquivel
District Number	071904	Campus Number	000000102	District Coordinator of School Improvement (DCSI)	Dr. Rogelio Segovia	ESC Number	19
Is this a Turnaround Implementation Plan?		What Year was the TAP first implemented?		Was TAP Implementation Ordered or Voluntary?		ESC Support	

ASSURANCES

Enter the name of the person in each role below and the date this tab was completed. Please update row 12 with the Board Approval Date when the TIP has been board approved.

DCSI	I, the District Coordinator of School Improvement, attest that I will provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for the implementation of all intervention requirements. If I am the principal supervisor, I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal Supervisor <i>* Only necessary if the DCSI is NOT the Principal supervisor.</i>	I, as supervisor of the principal for this campus, attest that I will coordinate with the DCSI to provide or facilitate the provision of all the necessary district-level commitments and support mechanisms to ensure the principal I supervise can achieve successful implementation of the Targeted Improvement Plan for this campus. I understand I am responsible for ensuring the principal carries out the plan elements as indicated herein.	Dr. Rogelio Segovia
Principal	I, as principal for this campus, attest that I will coordinate with the DCSI (and my supervisor, if they are not the same person) to use the district-provided commitments and support mechanisms to ensure the successful implementation of the Targeted Improvement Plan for this campus. I agree to carry out the plan elements as indicated herein.	Julissa C. Esquivel

DATA ANALYSIS

Using your accountability data from 2019 and 2021, and any relevant student achievement data from 2020-2021, set reasonable goals in each domain (1, 2B and 3). Include what special student groups you will be monitoring for progress. Include CCMR goals, if applicable.

Data Analysis Questions	What accountability goals for each Domain has your campus set for the year? Be sure to include how you determined the goal for each domain and how these goals will impact your overall Accountability Rating.	Domain 1: Rationale: Domain 2B: Rationale: Domain 3: Rationale:
	What changes in student group and subject performance are included in these goals?	Domain 1: Domain 2B: Domain 3:
	If applicable, what goals has your campus set for CCMR and Graduation Rate?	

CAMPUS FOCUS AREAS

Use information from your *Reflective Prioritization Activity* and *ESF Diagnostic (if available)* to complete the following section.

Essential Action	Implementation Level (1 Not Yet Started - 5 Fully Implemented)
1.1 Develop campus instructional leaders with clear roles and responsibilities.	4 - Partial Implementation
2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.	4 - Partial Implementation
3.1 Compelling and aligned vision, mission, goals, and values focused on a safe environment and high expectations.	3 - Beginning Implementation
4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.	2 - Planning for Implementation
5.1 Objective-driven daily lesson plans with formative assessments.	2 - Planning for Implementation
5.3 Data-driven instruction.	2 - Planning for Implementation

PRIORITIZED FOCUS AREAS

Complete each section below (please refer to your RPA):

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2020-2021 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasef.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasef.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	
Rationale	After reviewing the ESF document, campus instructional team will continue reviewing lesson plans weekly to give feedback to include feedback from CSI and IS on alignment of guidelines, activities, and formal & informal observations/assessments. CSI and IS will provide support to align grading procedures.	After reviewing the ESF document, campus instructional team will support teachers in data-driven instructional procedures to disaggregate student data as a grade-level and analyze class and grade-level areas of achievement and areas of improvement to identify trends in student misconceptions, and create a plan of action for reteaching or reinforcing concepts.	
How will the campus build capacity in this area? Who will you partner with?	We will build capacity within our campus and grade level teams by looking for expertise within our staff for alignment in lesson planning and grading. Reach out to district Planning and Instruction Department for support with Dual Language, I Station, STEM challenges. We will also reach out to Region 19 partners (Sylvia Zacarias) and New Mexico Dual Language partners for Early Childhood Professional Development, specifically for Prekindergarten.	We will build capacity in data-driven instruction after BOY, MOY, EOY Circle Progress Monitoring Assessment, I station student data, SLO and student growth tracker, and BOY & EOY PreLAS data by dedicating planning time to disaggregate data, analyze trends and create a plan of action for reteaching or reinforcement.	
Barriers to Address throughout this year	Barriers to address for our campus is the limited availability of Early Childhood PD in our area and at the district-level. We also have a limited budget for PD due to student enrollment.	Barriers to address for our campus will be the routine of testing. Circle testing is administered on a one-to-one basis. I station is administered in a whole group setting where students are individually working through the assessment with little teacher assistance/guidance. PK is the first year students experience a school setting and testing.	

<p>How will you communicate these priorities to your stakeholders? How will you create buy-in?</p>	<p>Communication through a collaboration of the instructional team with PK teachers and Specialty teachers. We will embed a full-day grade-level planning time within a nine-week period. On grade-level planning days, T2's will continue with class instruction and specialty rotations.</p>	<p>Teachers will take a critical role in disseggregating their student data , address student misconceptions, and planning for interventions for students needing more support and students exceeding expectations.</p>	
<p>Desired Annual Outcome</p>	<p>By May 2023, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal assessments and grading procedures.</p>	<p>By May 2023, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disseggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.</p>	
<p>District Commitment Theory of Action</p>	<p>If we receive district level support and Early Childhood PD then, the leadership team and PK teachers will have aligned lessons, lesson activities, assessments, and grading procedures.</p>	<p>If we create a data-driven culture at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.</p>	<p>If....then,</p>

STUDENT DATA

To complete the Student Data Tab, please enter data for all STAAR tested courses.

- For Domain 1, enter the 2019 and 2021 STAAR results for each tested course. You can enter the Total % of assessments at Approaches/Meets/Masters for your campus in column H in the form App/Meets/Ma (for example: 60/20/10). If you prefer to enter the data by each grade-level, you may add rows to accommodate each grade.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency: Approaches, Meets, Masters.
 For each cycle, please enter Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.
 Please enter a Summative Goal as well.

- For Domain 3, you will choose 2-4 targets to track this year. You can choose 1-2 targets from the Academic Achievement Indicators, 1-2 targets from the Student Success Indicators or a combinations of targets from both areas. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B. Please indicate if you are choosing Academic Achievement or Student Success Indicators in Column B.
 You will choose which tested subjects to track for these indicators.
 Just like in Domain 1, please include the 2019 and 2021 results for each selected target group.
 If you administered a baseline assessment, please enter the data from that assessment in Column I. Enter the Total % of tests at each level of proficiency.
 Please enter a Summative Goal as well.

If you are choosing to track Academic Achievement- Track Meets ONLY

If tracking Student Success (E/MS) track an average of Approaches, Meets and Masters (as one number)
 High Schools or K-12 campuses should use one number that is in relation to CCMR.

For each cycle, please enter the Assessment Type. Remember to use comparable, STAAR-aligned assessments for each cycle. Enter the formative goal for that cycle.
 Once data is available, please update the Actual Result column.

- You will also track your English Language Proficiency throughout the year. Just like in Domain 1, please include the 2019 and 2021 TELPAS data (if applicable). If you administered a baseline assessment, please enter the data from that assessment in Column I.
 For each cycle, please identify what assessment you are using to track the progress of students (as a proxy for TELPAS). You can adjust the data you provide, based on the data your campus collects. Enter the formative goal for that cycle. Once data is available, please update the Actual Result column.
 Please enter a Summative Goals as well.

** To unfreeze panes, select the View tab and click the Freeze Panes button.

Core Metrics	Sub Metrics	Grade Level	Student Group	Subject Tested	Performance Level	Summative Assessment	Pie										2023 Accountability Goal						
							2021 Wave 3 EDY Results		2022 Wave 3 EDY Results		% of Assessments			Cycle 1				Cycle 2			Cycle 3		
							Actual	Target	Actual	Target	Assessment Type	Formative Goal	Actual Result	Assessment Type	Formative Goal	Actual Result		Assessment Type	Formative Goal	Actual Result			
1. Domain 1	% of Students at Approaches, Meets and Masters	PK4	Dual Language	Phonological Awareness	On Track	Circle	45%	63%	Circle: Phonological Awareness (Spanish)			Circle: Phonological Awareness (Spanish)			Circle: Phonological Awareness (Spanish)			70%					
		PK4	Dual Language	Rapid Vocabulary	On Track	Circle	29%	39%	Circle: Rapid Vocabulary (Spanish)			Circle: Rapid Vocabulary (Spanish)			Circle: Rapid Vocabulary (Spanish)			45%					
		PK4	Dual Language	Mathematics	On Track	Circle	40%	63%	Circle: Mathematics (Spanish)			Circle: Mathematics (Spanish)			Circle: Mathematics (Spanish)			70%					
		PK4	Monolingual	Phonological Awareness	On Track	Circle	46%	54%	Circle: Phonological Awareness (English)			Circle: Phonological Awareness (English)			Circle: Phonological Awareness (English)			60%					
		PK4	Monolingual	Rapid Vocabulary	On Track	Circle	17%	29%	Circle: Rapid Vocabulary (English)			Circle: Rapid Vocabulary (English)			Circle: Rapid Vocabulary (English)			35%					
		PK4	Monolingual	Mathematics	On Track	Circle	45%	69%	Circle: Mathematics (English)			Circle: Mathematics (English)			Circle: Mathematics (English)			75%					
2. Domain 3 Focus 1	Focus 1 Components (Choose two targets in the Academic Achievement or Student Success indicators)																						
3. Domain 3 Focus 2	Focus 2 Components (Choose two targets in the Academic Achievement or Student Success indicators)																						
4. Domain 3 Focus 3	ELP Component	All	English Learners (ELs)	PreLAS	All	PreLAS																	

CYCLE 1 90-DAY OUTCOMES (September - November)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.	Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.	
Desired Annual Outcome	By May 2023, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal assessments and grading procedures.	By May 2023, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disseggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	
Desired 90-day Outcome	By the end of November 2022, teachers will have completed the first nine-grading period to include progress reports. As a collaborative team, we will ensure that all teachers are aligning lesson activities and using a common grading scale(rubric).	By the end of November 2022, we will have assessment results from the Circle Progress Monitoring assessment as well as I station monthly data. In I station, we will track all students' data and progress for growth. For the Circle Assessment, we will created and implemented a plan of action according to students' needs during small group intervention. Reading Intervention teacher will provide additional academic support a small group of students from each PK4 classroom on a daily basis.	
Barriers to Address During this Cycle	Loya is not aligned to the district TEAMS grading system. Loya utilizes campus-generated Excel files for progress reports and report cards. Loya currently does not utilize a common grading scale(rubric).	Barriers to address during Cycle 1 are time within the instructional day to allow for vocabulary and oracy development, additional limited developmentally appropriate intervention activities as part of the intervention plans of actions.	
District Actions for this Cycle	Collaboration with district Technology Department to align Loya progress reports and report cards to TEAMS grading system. District Planning and Instruction department provide support in PK/Early Childhood common grading scale rubrics.	Technology Department Tracking student progress on formal/informal assessments in Aware for PK and generate data reports.	
District Commitment Theory of Action	If we receive district level support and Early Childhood PD then, the leadership team and PK teachers will have aligned lessons, lesson activities, assessments, and grading procedures.	If we create a data-driven culture at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

ACTION PLAN

In each row below, list the actions the campus is taking during this cycle to achieve its desired outcomes and address the identified barriers to implementation.

For each action step, indicate:

- the prioritized essential action it is aligned to,
- the start date/end date during this specific cycle,
- the resources needed to accomplish this task,
- the person(s) responsible for ensuring task is accomplished,
- the evidence that will be used to determine progress toward the action step, and
- the date evidence will be collected.

At the end of each cycle -

For each action step: (1) select the progress review status from the drop down menu, and (2) describe what next steps will be taken during the next cycle.

For each action that has not been MET, please update column J with necessary adjustments or next steps for this action step.

ACTION PLAN								
Action Step	Prioritized Essential Action	Start Date/End Date	Resources Needed	Person(s) Responsible	Evidence used to Determine Progress toward Action Step <i>(May be requested by Specialist)</i>	Evidence Collection Date	Progress toward Action Step	Necessary Adjustments / Next Steps
Weekly PLC	4.1	8/5/2022 - 05/22/2022	Curriculum-Frogstreet PK 3 and Scholastic PK 4, Chart Tablets/Paper, Construction Paper	Leadership Team, PK Teachers, and SpEd Teachers	PLC agendas, sign-in sheets, and grade level lesson plans	Ongoing	Some Progress	
Extended Planning Day for PK 4	5.3	8/9/2022	Curriculum- Scholastic PK 4	CSI, IS, PK 4 teachers, Reading Interventionist, ECSE Teacher	PK Teachers collaborated and created a common grade level assessment; generated lesson plans for the next 2 weeks	8/9/2022	Significant Progress	
Extended Planning Day for PK 3	5.3	9/7/2022	Curriculum-Frogstreet PK 3	CSI, IS, PK 3 teachers, Reading Interventionist, Collaborative Teacher	PK Teachers collaborated and created a common grade level assessment; generated lesson plans for the next 2 weeks to include SLO Goal	9/7/2022	Scheduled and Upcoming	
Weekly Review of Lesson Plans with feedback	4.1	08/22/2022 - 05/22/2022		Coordinator-School Improvement, IS Instructional Specialist, Principal		Ongoing	Some Progress	
PK Lesson Plans on Google Slides; submitted electronically	4.1	08/01/2022 - 05/22/2022		All Loya Teachers		Ongoing	Significant Progress	

PD on Oral Language Acquisition Development	4.1	8/26/2022 12:30-3:30 PM		Sylvia Zacarias (Region 19); all PK Teachers, CSI, IS,		8/26/2022 12:30-3:30 PM	Scheduled and Upcoming	
PD on Guided Language Acquisition for Early Childhood	4.1	09/30/2022 12:15-3:15 PM		Dual Language Education of New Mexico, Dual Language PK teachers, T2s,		09/30/2022 12:15-3:15 PM	Scheduled and Upcoming	

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What action steps from this cycle will you continue working on in the next cycle? What new action steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 2 90-DAY OUTCOMES (December-February)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By May 2023, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal assessments and grading procedures.	By May 2023, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disseggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If we receive district level support and Early Childhood PD then, the leadership team and PK teachers will have aligned lessons, lesson activities, assessments, and grading procedures.	If we create a data-driven culture at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?		
Did you achieve your student performance goals (see Student Data Tab)? Why or why not?		
Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?	Carryover Action Steps	New Action Steps

CYCLE 3 90-DAY OUTCOMES (March-May)

Essential Action: Pre-populates from the 'Foundations' tab.

Desired Annual Outcome: Pre-populates from the 'Foundations' tab.

For each Prioritized Focus Area, please complete the following sections:

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle for each prioritized focus area.

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face during this cycle.

District Actions for this Cycle: List what the district will do to support the campus during this 90-day cycle to achieve the desired outcome.

District Commitment Theory of Action: Pre-populates from the 'Foundations' tab.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action	4.1	5.3	0
Desired Annual Outcome	By May 2023, we will build capacity through a collaborative effort with the leadership team and teachers at Loya and implement 100% alignment in formal assessments and grading procedures.	By May 2023, we will build capacity in data-driven instruction with 100% of teachers and the instructional team disseggregating student data, addressing student misconceptions, and creating plans of actions to provide interventions and support for all students.	0
Desired 90-day Outcome			
Barriers to Address During this Cycle			
District Actions for this Cycle			
District Commitment Theory of Action	If we receive district level support and Early Childhood PD then, the leadership team and PK teachers will have aligned lessons, lesson activities, assessments, and grading procedures.	If we create a data-driven culture at Loya then, the collaborative effort of PK teachers and the campus instructional team will address student gaps after assessments and track all students' progress.	If....then,

REFLECTION and PLANNING for NEXT 90-DAY CYCLE

At the end of this cycle, please reflect on the implementation of your Targeted Improvement Plan thus far by responding to the questions below. Be sure to explain whether your outcomes and student performance goals were met and why or why not. List any action steps you will carry-over to the next cycle and any new action steps you have discovered necessary for the next cycle. Be sure to add these action steps into the next cycle's action plan.

For each of the Prioritized Focus Areas, did you achieve your desired 90-day outcome? Why or why not?

Did you achieve your student performance goals (see Student Data Tab)? Why or why not?

Review the necessary adjustments/next steps column above. What Action Steps from this cycle will you continue working on in the next cycle? What new Action Steps do you need to add to the next cycle?

Carryover Action Steps

New Action Steps

END OF YEAR REFLECTION

Please reflect on the year's implementation of your Targeted Improvement Plan by responding to the questions below. Be sure to explain whether your campus achieved the desired annual outcome for each Prioritized Focus Area and why or why not.

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Desired Annual Outcome			
Did the campus achieve the desired outcome? Why or why not?			

CYCLE 4 90-DAY OUTCOMES (June-August)

The purpose of this 90-Day action plan is to prepare for the upcoming school year. The essential actions the campus prioritizes may have changed based on progress made in the school year or based on ESF diagnostic results. Please complete this portion of the plan by reflecting on your campus's progress this year, and identifying your focus areas for next year. This tab serves as the foundation for next year's Targeted Improvement plan.

Complete each section below:

Essential Action: From the drop-down menu, select 2-3 Essential Actions the campus has selected to prioritize in the 2022-2023 school year.

Rationale: Explain the reason(s) this campus chose to focus on these Essential Actions this year.

Communication: Describe how you will communicate your priorities to your stakeholders and how you will create buy-in from key stakeholder groups.

Desired Annual Outcome: For each prioritized focus area selected, create your annual goal that is specific, measurable, attainable, and realistic.

Desired 90-Day Outcome: Describe the specific, measurable goal the campus plans to achieve by the end of this cycle (June-August) for each prioritized focus area.

Capacity Building: For each prioritized focus area selected, list any internal/external capacity building efforts or cohorts in which you will participate this year. You can refer to the Vetted Improvement Programs found here: <https://texasesf.org/vetted-programs/>

Barriers: For each prioritized focus area selected, list the barriers to implementation the campus may face throughout the year.

District Actions for this Cycle: List what the district will do to support the campus to achieve the desired outcome during this 90-day cycle .

District Commitment Theory of Action: For each prioritized focus area selected, list what the district will do to support the campus to achieve its desired annual outcome. Be sure to reference the District Commitments found in the ESF located here: <https://texasesf.org/framework/>

	Prioritized Focus Area #1	Prioritized Focus Area #2	Prioritized Focus Area #3
Essential Action			
Rationale			
How will you communicate these priorities to your stakeholders? How will you create buy-in?			
Desired Annual Outcome			
Desired 90-Day Outcome			

How will the campus build capacity in this area? Who will you partner with?			
Barriers to Address throughout the year			
District Actions for this Cycle			
District Commitment Theory of Action			

ACTION PLAN

Current Self-Assessed or ESF Diagnostic Implementation Levels

Source			
Check box if prioritized		Diagnosed Essential Action	Implementation Level
	EA 1.1	Develop campus instructional leaders (principal, assistant principal, counselors, teacher leaders) with clear roles and responsibilities	4 - Partial Implementation
	EA 2.1	Recruit, select, assign, induct, and retain a full staff of highly qualified educators	4 - Partial Implementation
	EA 3.1	Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations	3 - Beginning Implementation
	EA 4.1	Curriculum and assessments aligned to TEKS with a year-long scope and sequence	2 - Planning for Implementation
	EA 5.1	Effective classroom routines and instructional strategies	2 - Planning for Implementation
	EA 5.3	Data-driven instruction	2 - Planning for Implementation

Essential Action 1.1: Campus instructional leaders
(principal, assistant principal, counselor, teacher leader) **with clear roles and responsibilities**

Directions

1. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.

2. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 1.1 based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented).

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Reflection	Current Implementation	Campus Rating
Campus instructional leaders have clear, written, transparent roles and responsibilities and core leadership tasks (including observations, debriefs, and leadership team meetings) are scheduled on weekly calendars	<i>Comprehensive list of responsibilities, including teachers assigned for supervision</i>	Weekly news to staff and monthly news to parents; monthly campus calendar to include PLC meetings. Principal maintains weekly classroom observation/feedback calendar; shares campus T-TESS and SLO observation schedule	Substantially in place and functioning	
	<i>Weekly calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings</i>			
Performance expectations are clear, written, and measurable and they match job responsibilities	<i>Performance evaluations with measurable goals are pre-determined, written, and agreed upon by both manager and direct report at the beginning of the year</i>	Principal meets with all teachers during 1:1 conferences to create and approve SLO/SEISD goals at BOY. Meets also with T2s (instructional aides) and support staff.	Substantially in place and functioning	
Campus instructional leaders use consistent written protocols and processes to lead their department or grade level teams	<i>Lead team members use agendas and tracking tools for their instructional responsibilities including observation/feedback cycles, PLCs, and data meetings</i>	Lead team members use agendas and meet monthly to build campus calendar meetings/PD; refine PLC and data meeting protocols	Work is underway	
Campus instructional leaders meet weekly to focus on student progress and formative data	<i>Lead team meetings include written agendas, recorded meeting minutes and next steps captured along with follow-up techniques, with an emphasis on data analysis and progress monitoring</i>	PLC and meeting agendas are informative. Due to our age group PK4, we currently have teacher observational data from previous year. Pending new data to be collected through teacher observations throughout the school year.	Work is underway	
Principal improves campus leaders through regularly scheduled job-embedded professional development and development opportunities are consistent with best practices for adult learning, deliberate modeling, and observation and feedback cycles	<i>Principals' calendar: reflects scheduled time to observe lead teams in their highest-leverage, repetitive actions (observation/feedback, PLC observation, data meetings) and includes modeling the use of these tools and techniques</i>	Conversations with campus Instructional Specialist on which teachers need instructional support in the previous year. Support provided through the Impact Coaching Cycle.	Work is underway	
	<i>Principal conducts job-embedded feedback loops with instructional leadership team members for continuous improvement</i>			

Based on the Implementation of each Key Practice use the key below to identify your self-assessed Implementation level for Essential Action 1.1

- 1, Not Yet Started** - There is currently no evidence of any key practice.
- 2. Planning for Implementation** - Work is underway to develop at least one of the key practices.
- 3. Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- 4. Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- 5. Full Implementation** - All key practices are substantially in place and functioning.

Essential Action Reflection

Describe your implementation of Essential Action 1.1 (<i>Campus instructional leadership with clear roles and responsibilities</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	2
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4 - Partial Implementation

Implementation

1
2

Essential Action 2.1: Recruit, select, assign, induct, and retain a full staff of highly qualified educators

Directions

- Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
- Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 2.1 based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented).

Essential Action 2.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Reflection	Current Implementation	Campus Rating
The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates	<i>Identifies targeted sources (Colleges of Ed, ESC, ACP, online tools) with ongoing and recurring relationships</i> <i>Uses referrals from current high-performing teachers in the recruitment and selection of staff</i> <i>Develops and strategically deploys marketing materials that present the school as an attractive place to work</i> <i>Implements consistent ways to track success rates of different recruitment efforts, including an agreed upon definition of a high-quality candidate</i>	Proactively recruits and post job openings on social media. Principal adjusts interview questions to meet campus needs. Communicates to current staff on campus open positions and extends opportunities for extra-curricular activities via weekly newsletter.	Substantially in place and functioning	
Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals.	<i>Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop</i> <i>Interviews include demonstration lessons and formal interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals</i>	District sets selection criteria. Principal occasionally revises interview questions to adapt to campus needs. Teachers are included in interview committees pertaining to grade level positions. Last year, one interview included a demonstration live lesson for our specialized classroom.	Substantially in place and functioning	
Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff.	<i>High-performing teachers are identified based on improving student outcomes and willingness to learn and develop</i> <i>Individualized professional development plans are developed and implemented to support all staff</i>	Principal seeking to develop teacher leaders within our campus by creating TOTs (trainer of trainers) to attend and present PD for our campus needs.	Work is underway	
Teacher placements are strategic based on student need and teacher strengths	<i>Content expertise, previous achievement results for both staff and students, and diversity amongst grade-level and content teams are all considered during assignment of staff</i>	Staff assignment based on teacher certifications (SPED, Bilingual , ECE). Specialized school that serves Early Childhood.	Substantially in place and functioning	
Grade-level and content-area teams have strong	<i>Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills</i>	Newly hired instructional team (School Improvement		

Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics.	<i>Targeted training includes adult facilitation and team dynamics</i> <i>Ongoing support includes administrative observation/modeling of meeting facilitation and performance coaching</i>	newly hired instructional team (School Improvement Coordinator, Instructional Specialist, Interventionist) to support teachers and campus instructional goals.	Work is underway
Preferred substitutes are recruited and retained	<i>Effective substitutes are identified and prioritized in short-term placement/deployment</i> <i>Ineffective substitutes are also identified and de-prioritized/prohibited</i>	Principal maintains a list of effective guest teachers and seeks to place them in key areas/classrooms.	Substantially in place and functioning

Based on the Implementation of each Key Practice use the key below to identify your self-assessed Implementation level for Essential Action 2.1

- 1, Not Yet Started** - There is currently no evidence of any key practice.
- 2. Planning for Implementation** - Work is underway to develop at least one of the key practices.
- 3. Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- 4. Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- 5. Full Implementation** - All key practices are substantially in place and functioning.

Essential Action Reflection

Describe your implementation of Essential Action 2.1 (<i>Recruit, select, assign, induct, and retain a full staff of highly qualified educators</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	1
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4 - Partial Implementation

Implementation

1

Essential Action 3.1: Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations

Directions

- Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
- Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 3.1 based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented).

Key Practice	Success Criteria	Reflection	Current Implementation	Campus Rating
Stakeholders are engaged in creating and continually refining the campus' mission, vision, and values	<i>Creation and refinement of mission, vision, and values include the authentic and collaborative involvement and investment of administrators, teachers, parents, and students</i>	Mission and vision created previously and may look into revising and updating.	Work is underway	
Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive towards college and career readiness and postsecondary success.	<i>Practices and policies are captured in writing and consistently implemented with fidelity</i>	Classroom and hallway student work/artifacts reflect learning and grade level alignment	Substantially in place and functioning	
	<i>Administrators and teachers demonstrate high expectations for all students and use asset-based language in staff-to-staff and staff-to-student interactions around performance, challenges, and strategies to ensure all students succeed</i>			
	<i>Artifacts in the classrooms and hallways reference practices and policies</i>			
Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school.	<i>Staff can articulate the school's mission, vision, and values without prompting and share how classroom and schoolwide routines, procedures, and policies reflect them</i>	Half of staff know mission and vision and implement them in daily routines	Work is underway	
	<i>Artifacts in the classrooms and hallways reference the mission, vision, and values</i>			
Regular campus climate surveys assess and measure progress on student and staff experiences.	<i>Climate surveys are administered at least annually and include student, staff, and families' responses around key climate indicators</i>	No climate surveys at the district level. Parent surveys provided after every campus parent meeting. Survey feedback reflected and implemented by campus staff.	Work is underway	

Based on the Implementation of each Key Practice use the key below to identify your self-assessed Implementation level for Essential Action 3.1

- 1, Not Yet Started** - There is currently no evidence of any key practice.
- 2. Planning for Implementation** - Work is underway to develop at least one of the key practices.
- 3. Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- 4. Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- 5. Full Implementation** - All key practices are substantially in place and functioning.

Essential Action Reflection

Describe your implementation of Essential Action 3.1 (<i>Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	1
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3 - Beginning Implementation

Implementation

1

Essential Action 4.1: Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments

Directions

1. Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
2. Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 4.1 based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented).

Essential Action 4.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Reflection	Current Implementation	Campus Rating
<p>Daily lesson-level, unit, and interim assessments are administered to determine if students learned what was taught. Assessments are at the appropriate level of rigor and aligned to TEKS and instructional materials. Time for reteach is built into the scope and sequence.</p>	<p><i>Campus Instructional Planning Calendar includes dedicated time for assessment, pre-teaching, and re-teaching</i></p>	<p>PK3 teacher aligned PreK 3 Outcomes to PreK 4 Guidelines to use and support campus instructional needs. Lesson Pacing calendar includes themes and units based on instructional adoptions; does not include assessment, pre-teaching, re-teaching. Teacher created assessments reviewed individually not as a team. PK - 4: Assessing Reading and Math during monthly Istation assessments. Circle assessed 3 times a year (beginning, middle, end). PK 3 assess 2 times a year (middle, end) using teacher created assessments.</p>	<p>Work is underway</p>	
	<p><i>Assessments address the standards with at least the same rigor as the top-line assessment (STAAR, ACT, AP, etc.) in alignment with the scope and sequence</i></p>			
	<p><i>Curriculum aligned interim assessments are administered at least 3-4 times per year for all grade level content areas and may be cumulative in nature</i></p>			
	<p>Formative assessments and exit tickets are administered frequently, aligned to daily student tasks, and inform re-teaching and reassessment needs</p>			
<p>High-quality instructional materials are consistently used across classrooms, including resources intentionally designed to meet the needs of students with disabilities and English learners, along with other student groups with diverse needs.</p>	<p><i>The school provides teachers and instructional coaches with time at the beginning and throughout the year to internalize units, lessons, and assessments to prepare for instructional delivery</i></p>	<p>Daily lessons and activities are aligned to PreK guidelines and outcomes. Will look into aligning to rigor on formative assessments.</p>	<p>Work is underway</p>	
	<p><i>Daily lesson plans include aligned objectives, activities, and exit tickets</i></p>			
	<p><i>Daily lesson plans are aligned to the scope and sequence, the daily objective is aligned to the standard(s), and all lesson activities are aligned to the formative assessment in rigor and scope</i></p>			
	<p>Teachers consistently engage students with effective instructional materials with key ideas, essential questions, recommended resources, and content relevant and responsive to students' background (when applicable) in each content area</p>			

Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to the scope and sequence, the standards, and the expected level of rigor.	<i>Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor</i>	Instructional team hired for 22-23 school year to assist in classroom observations/feedback to provide teacher support. Teachers currently following book adoption scope and sequence (PK4- Scholastic, PK3-Frogstreet)	Work is underway
	<i>Feedback includes 1-3 precise pieces of feedback focused on teacher actions that would have the greatest positive impact on student learning</i>		
	<i>Feedback is delivered to teachers with enough time to make recommended changes before lesson delivery</i>		

Based on the Implementation of each Key Practice use the key below to identify your self-assessed Implementation level for Essential Action 4.1

- 1, Not Yet Started** - There is currently no evidence of any key practice.
- 2. Planning for Implementation** - Work is underway to develop at least one of the key practices.
- 3. Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- 4. Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- 5. Full Implementation** - All key practices are substantially in place and functioning.

Essential Action Reflection

Describe your implementation of Essential Action 4.1 (<i>Daily use of high-quality instructional materials aligned to instructional planning calendars and interim and formative assessments</i>) based on your evidence and analysis above.	1 - Not Yet Started 2 3 4 5 - Fully Implemented	
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2 - Planning for Implementation

Implementation

Essential Action 5.1: Effective classroom routines and instructional strategies

Directions

- Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
- Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.1 based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented).

Essential Action 1.1: Evidence Collection and Analysis

Key Practice	Success Criteria	Reflection	Current Implementation	Campus Rating
<p>Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.</p>	<p><i>Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management</i></p> <p><i>Teachers and campus leaders use a framework for classroom management that contains high leverage practices</i></p> <p><i>Teachers spend each minute of class purposefully, maximizing instruction from entrance to exit, using a set of teacher and student-led procedures and routines (e.g., Do Now, in-class transitions, materials management, etc.)</i></p> <p><i>Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices</i></p>	<p>PBIS core values with a focus on kindness implemented throughout the school year. Teachers focus on implementing classroom rituals and routines heavily during the first weeks of school and continue implementing and refining routines and procedures throughout the year. T-TESS Dimension 3.1 Learning Environment, 3.2 Student Behavior, 3.3 Classroom Culture focus throughout the year.</p>	<p>Substantially in place and functioning</p>	
<p>Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical thinking skills</p>	<p><i>Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments</i></p> <p><i>Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high leverage practices</i></p>	<p>Teachers receive IEP goals at the beginning of the year to support students' diverse and individual</p>		

<p>teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for students with disabilities, English learners, and other student groups.</p>	<p><i>Clear protocols ensure all students are doing the cognitive lift in the learning, and teachers engage students using techniques that encourage “productive struggle” such as: use of wait time, encouraging discourse, and requiring evidence to support claims</i></p> <p>Teachers consider IEP goals, EL goals and other diverse learning needs when structuring student tasks, as evidenced by multiple paths to student demonstration of mastery during the lesson’s execution</p>	<p>needs. Teachers are part of the decision-making team during ARD meetings. Teachers structure their lesson plans to meet students's needs.</p>	<p>Work is underway</p>
<p>Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences.</p>	<p><i>Leaders provide teachers with ongoing job-embedded professional development, including observation and feedback, to support instruction that is responsive to students’ backgrounds (e.g., activating prior knowledge, providing a variety of ways to access class content, encouraging discourse, and facilitating interrogation of concepts from a variety of perspectives).</i></p> <p><i>Campus-wide expectations and policies ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives.</i></p> <p><i>Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation.</i></p>	<p>Teachers are creating experiences for all students in the classrooms for our young school-aged students. J Mascorro provided behavioral intervention PD during spring semester. Attended TABE (Texas Association for Bilingual Education) conference in El Paso, TX. Campus a part of the Dual Language Effective School Framework pilot program in conjunction with TEA. TEA conducted classroom observations in PK4 dual language classes. Feedback sessions included praising of PK4 team's lesson planning process and grade level alignment.</p>	<p>Work is underway</p>

Based on the Implementation of each Key Practice use the key below to identify your self-assessed Implementation level for Essential Action 5.1

- 1, Not Yet Started** - There is currently no evidence of any key practice.
- 2. Planning for Implementation** - Work is underway to develop at least one of the key practices.
- 3. Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- 4. Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- 5. Full Implementation** - All key practices are substantially in place and functioning.

Essential Action Reflection		
<p>Describe your implementation of Essential Action 5.1 (<i>Effective classroom routines and instructional strategies</i>) based on your evidence and analysis above.</p>	<p>1 - Not Yet Started 2 3 4 5 - Fully Implemented</p>	<p>2 - Planning for Implementation</p>

Implementation

Essential Action 5.3: Data-driven instruction

Directions

- Using the Success Criteria as a guide, determine the campus's current implementation of each Key Practice. Select the descriptive statement which best describes the campus's current implementation: "substantially in place and functioning", "work is underway", or "not yet started", from the drop-down menu in Column D.
- Based on the current implementation of the Key Practices, determine the overall implementation level of the Essential Action, answering the guiding question: Describe your implementation of Essential Action 5.3 based on your evidence and analysis above. Select an implementation level from 1 (Not Yet Started) to 5 (Fully Implemented).

Essential Action 5.3: Evidence Collection and Analysis

Key Practice	Success Criteria	Evidence	Current Implementation
Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers.	<i>Assessment calendars include windows for data analysis</i>	Principal meets with teachers in 1:1 meetings to discuss Istation and Circle data. BOY, MOY, EOY classroom data presented to teachers.	Work is underway
	<i>Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions</i>		
	<i>Coaching and support of teachers is informed by data</i>		
Teachers use a corrective instruction action planning process, individually and in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments.	<i>Unpack Standard and Create Exemplar: Unpack the standard into knowledge and skills, unpack the teacher created exemplar into knowledge and skills, and unpack the student exemplar into knowledge and skills</i>	PreK guidelines spiraled in classroom routines during Math instruction. Small group instruction and learning centers implemented to address students' learning gaps and support learning needs. Makerspace classroom incorporates PK themes and guidelines in STEAM weekly lessons.	Work is underway
	<i>Identify Gap: Determine key conceptual and procedural gaps between student work and exemplar, name the specific student error and misunderstanding</i>		
	<i>Plan the Reteach: Plan an exemplar for the re-assessment that addresses the student error and misunderstanding, design a reteach lesson to address misconception, script key points, CFUs and formative assessment, lock in reteach date</i>		
	<i>Practice the Reteach: Stand and deliver reteach with real-time feedback, redo portions until practice is strong</i>		
	<i>Follow Through: Write the corrective instruction action plan, including identified gap and dates for reteach, specific students to be addressed, date and method of assessment, follow-up date for reassessment data review</i>		

Campus Rating

Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration.	<i>Master schedule includes at least one block weekly for teacher teams to meet</i>	Master schedule includes PLC time for teachers to meet to lesson plan; agendas developed using common protocol. Student data managed and addressed at the classroom level. Next steps to include discussions on student data and progress as a grade level	Work is underway
	<i>Teacher team meeting agendas are developed utilizing a common protocol</i>		
	<i>Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery</i>		
Student progress toward measurable goals (e.g. % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.	<i>All classrooms include at least one visible student progress tracking artifact, which is regularly updated</i>	Teachers keep student data in folders/data binders using a progress monitoring tool that is updated based on SLO progress monitoring pulse checks throughout the year.	Work is underway
	<i>Campus hallways include at least one visible student progress tracking artifact, which is regularly updated</i>		

Based on the Implementation of each Key Practice use the key below to identify your self-assessed Implementation level for Essential Action 5.3

- 1, Not Yet Started** - There is currently no evidence of any key practice.
- 2. Planning for Implementation** - Work is underway to develop at least one of the key practices.
- 3. Beginning Implementation** - Some (less than half) of the key practices are substantially in place and functioning.
- 4. Partial Implementation** - Most (at least half) of the key practices are substantially in place and functioning.
- 5. Full Implementation** - All key practices are substantially in place and functioning.

Essential Action Reflection

Describe your implementation of Essential Action 5.3 (<i>Data-driven instruction</i>) based on your evidence and analysis above.	1 - Not Yet Started	
	2	
	3	
	4	
	5 - Fully Implemented	

2 - Planning for Implementation

Implementation

1

Essential Action 1.1	
Observations	Artifacts
Schoolwide routines: Campus leader roles and responsibilities during campus routines and transitions	Leadership team job descriptions
Campus Leader team meetings: meeting facilitation, activities, outcomes	Leadership team sample calendars
Teacher team meetings: meeting facilitation, activities, outcomes	Leadership team member goals and performance evaluations
Other	Leadership team meeting agendas and minutes

Essential Action 2.1	
Observations	Artifacts
Teacher leader facilitation of teacher team meeting	Teacher recruitment materials
Teacher induction training	Staff selection tools (rubrics, questions, performance tasks)
Teacher leader training	Induction schedules and content
Other	Staff culture survey with data
	Teacher retention data differentiated by performance
	Teacher assignment charts with rationale provided
	Teacher leadership selection criteria

Essential Action 3.1	
Observations	Artifacts
Morning Arrival	School vision, mission, values artifacts
Dismissal	School vision, mission, goals development process including stakeholder input list
Hallway transitions	Campus Improvement Plan that includes mission, vision, values
Cafeteria procedures and behavior	Schoolwide student culture routines, procedures, systems
Campus Artifacts (posters, posted rules, bulletin boards, etc.)	Campus climate surveys with questions, results, response plans
Classroom systems and routines	
Teacher>Student interactions	
Student>Student interactions	
Classroom Artifacts (posters, posted rules, bulletin boards, etc.)	
Artifacts related to school mission, vision, values	
Artifacts related to schoolwide routines, procedures, policies	

Essential Action 4.1	
Observations	Artifacts
Classroom observation: lesson plan execution	Campus Instructional Planning/Assessment Calendar
Classroom observation: use of instructional materials	Sample formative, unit, and interim assessments
Teacher team meeting observation: meeting agenda, activities, outcomes	Yearlong PD Plan and Planning Calendar
Teacher professional development	Annotated Lesson Plans/Internalization Tools
	Sample Instructional Materials
	Lesson Plan Feedback
	Lesson Plan Submission Protocols
	Sample Student Assignment/Tasks
Essential Action 5.1	
Observations	Artifacts
Classroom observation: lesson plan execution	Yearlong PD Plan and Training Calendar
Classroom observation: use of instructional materials	PLC/Meeting Agendas
Teacher team meeting observation: meeting agenda, activities, outcomes	Coaching Plans
Teacher professional development	Classroom Management System
	Classroom observation tools
	Instructional Framework
	Annotated Lesson Plan
	Instructional Materials
	Sample Student Assignment/Tasks
Essential Action 5.3	
Observations	Artifacts
Visible evidence of student goals and progress towards mastery (charts, tracking tools, posters, etc.) in classrooms or hallways	PLC/Data Meeting Agendas
Teacher team meeting observation: meeting agenda, activities, outcomes	Sample PLC/Data Meeting minutes
Leadership team meeting observation: meeting agenda, activities, minutes	Progress monitoring and tracking tools
Other	Sample reteach plans
	Assessment Calendar



San Elizario I.S.D.
P.O. Box 920
San Elizario, TX 79849
Phone 915.872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Horacio Hernandez, Technology Director
Subject: August 2022 Technology Fixed Asset Discard
Date: September 13, 2022

HISTORY:

Campus and Departments periodically replace obsolete or non-repairable technology items. In order to aid the campuses and departments in removing these items to maximize space, the Technology Department will be submitting monthly disposal lists for approval.

RATIONALE:

Items shown on the attached lists have been reviewed by the District Technology Department and concur with campus/departments administration to dispose or sell listed items.

BUDGET IMPACT:

No budget impact.

ADMINISTRATIVE RECOMMENDATION:

For the Board to declare the fixed assets listed as surplus and authorize administration to sell or dispose of items by any reasonable means.

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

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

Borrego Elementary

Other Technology

Fixed Asset Discard List

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School

GEMS

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Secure Room	DELL COMPUTER	1402052404	1	OBSOLETE
2	Secure Room	DELL COMPUTER	1402051751	1	OBSOLETE
3	Secure Room	DELL COMPUTER	1402050746	1	OBSOLETE
4	Secure Room	DELL COMPUTER	1402051543	1	OBSOLETE
5	Secure Room	DELL COMPUTER	1402051352	1	OBSOLETE
6	Secure Room	DELL COMPUTER	1402052619	1	OBSOLETE
7	Secure Room	DELL COMPUTER	1402052707	1	OBSOLETE
8	Secure Room	DELL COMPUTER	1402053033	1	OBSOLETE
9	Secure Room	DELL COMPUTER	1402053244	1	OBSOLETE
10	Secure Room	DELL COMPUTER	1402053325	1	OBSOLETE
11	Secure Room	DELL COMPUTER	1402052055	1	OBSOLETE
12	Secure Room	DELL COMPUTER	1402053415	1	OBSOLETE
13	Secure Room	DELL COMPUTER	1402050856	1	OBSOLETE
14	Secure Room	DELL COMPUTER	1402052223	1	OBSOLETE
15	Secure Room	DELL COMPUTER	1402051711	1	OBSOLETE
16	Secure Room	DELL COMPUTER	1402052932	1	OBSOLETE
17	Secure Room	DELL COMPUTER	1402052446	1	OBSOLETE
18	Secure Room	DELL COMPUTER	1402053156	1	OBSOLETE
19	Secure Room	DELL COMPUTER	C4SMFZ1	1	OBSOLETE
20	Secure Room	DELL COMPUTER	C4YLFZ1	1	OBSOLETE
21	Secure Room	DELL COMPUTER	C4SNFZ1	1	OBSOLETE
22	Secure Room	DELL COMPUTER	C47LFZ1	1	OBSOLETE
23	Secure Room	DELL COMPUTER	C4SMFZ1	1	OBSOLETE
24	Secure Room	DELL COMPUTER	C4WNFZ1	1	OBSOLETE
25	Secure Room	DELL COMPUTER	C57LFZ1	1	OBSOLETE
26	Secure Room	DELL COMPUTER	C4FMFZ1	1	OBSOLETE
27	Secure Room	DELL COMPUTER	C56NFZ1	1	OBSOLETE
28	Secure Room	DELL COMPUTER	C43LFZ1	1	OBSOLETE
29	Secure Room	DELL COMPUTER	C53MFZ1	1	OBSOLETE
30	Secure Room	DELL COMPUTER	C4RLFZ1	1	OBSOLETE
31	Secure Room	DELL COMPUTER	C4NLFZ1	1	OBSOLETE
32	Secure Room	DELL COMPUTER	C4YMFZ1	1	OBSOLETE
33	Secure Room	JVC STEREO	911031706	1	OBSOLETE
34	Secure Room	PA SPEAKER	S/N3044275	1	OBSOLETE

Date: 8/4/2022

Authorized Campus
Signature 

Page 1 of 3

Other Technology

Fixed Asset Discard List

Excell Loya

Campus

(Please Check Appropriate Campus)

SE High School

GEMS


Alarcon Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Secure Room	Spirit Cassette/Radio	1002232817	1	OBSOLETE
2	Secure Room	Printer	908271815	1	OBSOLETE
3	Secure Room	Dell Laptop	1510230853	1	OBSOLETE
4	Secure Room	Epson Projector	908195527	1	OBSOLETE
5	Secure Room	Router	1004200232	1	OBSOLETE
6	Secure Room	Elmo Projector	711263603	1	OBSOLETE
7	Secure Room	Califone Media Player	1309303335	1	OBSOLETE
8	Secure Room	Elmo Projector	811142817	1	OBSOLETE
9	Secure Room	Epson Projector	908190321	1	OBSOLETE
10	Secure Room	Radio CD Player	3600001060	1	OBSOLETE
11	Secure Room	Dell Monitor	1308122829	1	OBSOLETE
12	Secure Room	Dell Computer	1308122419	1	OBSOLETE
13	Secure Room	Dell Chromebook	3600005439	1	OBSOLETE
14	Secure Room	HP LAZER JET	908251927	1	OBSOLETE
15	Secure Room	P2055DN PRINTER TRAY	908263926	1	OBSOLETE
16	Secure Room	AVER ELMO	1212171426	1	OBSOLETE
17	Secure Room	APPLE IPAD	1503170712	1	OBSOLETE
18	Secure Room	APPLE IPAD	1503175056	1	OBSOLETE
19	Secure Room	APPLE IPAD	1503170417	1	OBSOLETE
20	Secure Room	APPLE IPAD	1503174319	1	OBSOLETE
21	Secure Room	APPLE IPAD	1503173814	1	OBSOLETE
22	Secure Room	APPLE IPAD	1503171115	1	OBSOLETE
23	Secure Room	APPLE IPAD	1504224814	1	OBSOLETE
24	Secure Room	APPLE IPAD	1504224501	1	OBSOLETE
25	Secure Room	APPLE IPAD	1504224649	1	OBSOLETE
26	Secure Room	APPLE IPAD	1503171234	1	OBSOLETE
27	Secure Room	APPLE IPAD	1503170510	1	OBSOLETE
28	Secure Room	APPLE IPAD	150317526	1	OBSOLETE
29	Secure Room	APPLE IPAD	1503170946	1	OBSOLETE
30	Secure Room	APPLE IPAD	1504224737	1	OBSOLETE
31	Secure Room	APPLE IPAD	1503170808	1	OBSOLETE
32	Secure Room	APPLE IPAD	1503170331	1	OBSOLETE
33	Secure Room	APPLE IPAD	1503174242	1	OBSOLETE
34	Secure Room	APPLE IPAD	1503171332	1	OBSOLETE
35	Secure Room	APPLE IPAD	1603180001	1	OBSOLETE
36	Secure Room	HP LAZER JET	908252342	1	OBSOLETE
37	Secure Room	TRAY PRINTER	908263819	1	OBSOLETE
38	Secure Room	LENOVO CHROMEBOOK	2600002613	1	OBSOLETE
39	Secure Room	LENOVO CHROMEBOOK	2600002571	1	OBSOLETE
43	Secure Room	LENOVO CHROMEBOOK	3600001376	1	OBSOLETE

Date: 8/4/2022

Authorized Campus

Signature 

Page 2 of 3

**SAN ELIZARIO
INDEPENDENT SCHOOL DISTRICT**

Other Technology

Fixed Asset Discard List

Excell Loya

Campus

(Please Check Appropriate Campus)

SE High School

GEMS

Alarcon Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Secure Room	LENOVO CHROMEBOOK	3600004030	1	OBSOLETE
2	Secure Room	LENOVO CHROMEBOOK	2600002552	1	OBSOLETE
3	Secure Room	DELL LAPTOP	1602232114	1	OBSOLETE
4	Secure Room	LENOVO CHROMEBOOK	2600002556	1	OBSOLETE
5	Secure Room	LENOVO CHROMEBOOK	2600002576	1	OBSOLETE
6	Secure Room	DELL LAPTOP	3600001754	1	OBSOLETE
7	Secure Room	ELMO PROJECTOR	711263725	1	OBSOLETE
8	Secure Room	DELL MONITOR	1308123045	1	OBSOLETE
9	Secure Room	DELL PC	1308122509	1	OBSOLETE
10	Secure Room	SONY RADIO	905064658	1	OBSOLETE
11	Secure Room	HAMILTON CASSETTE/RADIO	3600000647	1	OBSOLETE
12	Secure Room	LENOVO CHROMEBOOK	3600002026	1	OBSOLETE
13	Secure Room	ELMO PROJECTOR	907290821	1	OBSOLETE
14	Secure Room	ELMO PROJECTOR	2600000331	1	OBSOLETE
15	Secure Room	BOX LIGHT	1403262110	1	OBSOLETE
16	Secure Room	BOX LIGHT	1403263501	1	OBSOLETE
17	Secure Room	BOX LIGHT	1403262318	1	OBSOLETE
18	Secure Room	PROMETHEAN	1405010356	1	OBSOLETE
19	Secure Room	PROMETHEAN	1405010115	1	OBSOLETE
20	Secure Room	PROMETHEAN	1405010529	1	OBSOLETE
21	Secure Room	PRINTER HP	909283557	1	OBSOLETE
22	Secure Room	TOSHIBA TV COMBO	7819-N/MW27H62	1	OBSOLETE
35					
36					
37					
38					
39					
43					

Date: 8/4/2022

Authorized Campus

Signature

Page 3 of 3

Alarcon Elementary



Fixed Asset Discard List

Other:

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number	Qty	Comments / Reasons
1	100	Charging Cart	3600000590	1	Obsolete/Broken
2	100	Charging Cart	2600001540	1	Obsolete/Broken
3	100	Charging Cart	2600002193	1	Obsolete/Broken
4	100	Charging Cart	3600000639	1	Obsolete/Broken
5	100	Charging Cart	2600001541	1	Obsolete/Broken
6	100	Charging Cart	3600000589	1	Obsolete/Broken
7	100	Charging Cart	2600001515	1	Obsolete/Broken
8	100	Charging Cart	3600000596	1	Obsolete/Broken
9	100	Charging Cart	3600000592	1	Obsolete/Broken
10	100	Charging Cart	3600000494	1	Obsolete/Broken
11	100	Charging Cart	2600001514	1	Obsolete/Broken
12	100	Charging Cart	2600001511	1	Obsolete/Broken
13	100	Charging Cart	3600000588	1	Obsolete/Broken
14	100	Charging Cart	3600000587	1	Obsolete/Broken
15	100	Charging Cart	2600001539	1	Obsolete/Broken
16	100	Charging Cart	3600000591	1	Obsolete/Broken
17	100	Charging Cart	3600000823	1	Obsolete/Broken
18	100	Charging Cart	3600000642	1	Obsolete/Broken
19	100	Charging Cart	3600000820	1	Obsolete/Broken
20	100	Charging Cart	3600000817	1	Obsolete/Broken
21	100	Charging Cart	3600000643	1	Obsolete/Broken
22	100	Charging Cart	3600000641	1	Obsolete/Broken
23	100	Charging Cart	3600000637	1	Obsolete/Broken
24	100	Charging Cart	3600000646	1	Obsolete/Broken
25	100	Charging Cart	1405233155	1	Obsolete/Broken
26	100	Charging Cart	1405301400	1	Obsolete/Broken
27	100	Charging Cart	1405301804	1	Obsolete/Broken
28	100	Charging Cart	1405301629	1	Obsolete/Broken
29	100	Charging Cart	1405301400	1	Obsolete/Broken
30	100	Charging Cart	2600001513	1	Obsolete/Broken

Date

8/11/22

Authorized Signature:



Fixed Asset Discard List

Other:

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number	Qty	Comments / Reasons
1	100	Charging Cart	3600000594	1	Obsolete/Broken
2	100	Charging Cart	2600001544	1	Obsolete/Broken
3	100	Charging Cart	3600000595	1	Obsolete/Broken
4	100	Charging Cart	2600001543	1	Obsolete/Broken
5	100	Charging Cart	3600000593	1	Obsolete/Broken
6	100	Charging Cart	2600001542	1	Obsolete/Broken
7	100	Charging Cart	2600001613	1	Obsolete/Broken
8	100	Charging Cart	1405301732	1	Obsolete/Broken
9	100	Charging Cart	1104294027	1	Obsolete/Broken
10	100	Charging Cart	3600000819	1	Obsolete/Broken
11	100	Charging Cart	3600000645	1	Obsolete/Broken
12	100	Charging Cart	3600000822	1	Obsolete/Broken
13	100	Charging Cart	3600000821	1	Obsolete/Broken
14	100	Charging Cart	3600000644	1	Obsolete/Broken
15	100	Charging Cart	3600000818	1	Obsolete/Broken
16					
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29					
30					

Date

8/11/22

Authorized Signature:

San Elizario High School



Fixed Asset Discard List

Other: _____
 Excell _____ Loya _____

Campus (Please Check Appropriate Campus)

SE High School
 Middle School
 Alarcon
 Borrego
 Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	Samsung Chromebook	1501081214	1	Obsolete
2	605	Samsung Chromebook	1601073916	1	Obsolete
3	605	Samsung Chromebook	1501081611	1	Obsolete
4	605	Samsung Chromebook	1510261446	1	Obsolete
5	605	Samsung Chromebook	1601133149	1	Obsolete
6	605	Samsung Chromebook	1601152300	1	Obsolete
7	605	Samsung Chromebook	1601082828	1	Obsolete
8	605	Samsung Chromebook	1501080530	1	Obsolete
9	605	Samsung Chromebook	1501081321	1	Obsolete
10	605	Samsung Chromebook	1601132808	1	Obsolete
11	605	Samsung Chromebook	1601131507	1	Obsolete
12	605	Samsung Chromebook	1601142302	1	Obsolete
13	605	Samsung Chromebook	1601131107	1	Obsolete
14	605	Samsung Chromebook	1601132632	1	Obsolete
15	605	Samsung Chromebook	1601081107	1	Obsolete
16	605	Samsung Chromebook	1601073953	1	Obsolete
17	605	Samsung Chromebook	1601074234	1	Obsolete
18	605	Samsung Chromebook	1601143950	1	Obsolete
19	605	Samsung Chromebook	1601142526	1	Obsolete
20	605	Samsung Chromebook	1601122235	1	Obsolete
21	605	Samsung Chromebook	1601133001	1	Obsolete
22	605	Samsung Chromebook	1601151212	1	Obsolete
23	605	Samsung Chromebook	1501084640	1	Obsolete
24	605	Samsung Chromebook	1601132020	1	Obsolete
25	605	Samsung Chromebook	1501270238	1	Obsolete
26	605	Samsung Chromebook	1601121714	1	Obsolete
27	605	Samsung Chromebook	1601082105	1	Obsolete
28	605	Samsung Chromebook	1501081212	1	Obsolete
29	605	Samsung Chromebook	1601085810	1	Obsolete
30	605	Samsung Chromebook	1601141941	1	Obsolete

Date: 8/24/2022

Authorized Campus
Signature _____

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Fixed Asset Discard List

Other: _____
 Excell Loya

Campus (Please Check Appropriate Campus)

✓ SE High School Middle School Alarcon Borrego Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	605	Samsung Chromebook	1601081213	1	Obsolete
2	605	Samsung Chromebook	1601142956	1	Obsolete
3	605	Samsung Chromebook	1601150947	1	Obsolete
4	605	Samsung Chromebook	1601151610	1	Obsolete
5	605	Samsung Chromebook	1601143757	1	Obsolete
6	605	Samsung Chromebook	1601074451	1	Obsolete
7	605	Samsung Chromebook	1501084818	1	Obsolete
8	605	Samsung Chromebook	1601070326	1	Obsolete
9	605	Samsung Chromebook	1501080620	1	Obsolete
10	605	Samsung Chromebook	1501083335	1	Obsolete
11	605	Samsung Chromebook	1601075350	1	Obsolete
12	605	Samsung Chromebook	1601144103	1	Obsolete
13	605	Samsung Chromebook	1510265207	1	Obsolete
14	605	Samsung Chromebook	1601122123	1	Obsolete
15	605	Samsung Chromebook	1601082249	1	Obsolete
16	605	Samsung Chromebook	1601143153	1	Obsolete
17	605	SamsungChromebook	1601080139	1	Obsolete
18	605	Samsung Chromebook	1601075108	1	Obsolete
19	605	Samsung Chromebook	1501082359	1	Obsolete
20	605	Samsung Chromebook	1601142010	1	Obsolete
21	605	Samsung Chromebook	1501080440	1	Obsolete
22	605	SamsungChromebook	1501085533	1	Obsolete
23	605	Samsung Chromebook	1601085457	1	Obsolete
24	605	Samsung Chromebook	1501081643	1	Obsolete
25	605	Samsung Chromebook	1601125355	1	Obsolete
26	605	Samsung Chromebook	1601131731	1	Obsolete
27	605	Samsung Chromebook	1601131542	1	Obsolete
28	605	Samsung Chromebook	1601132317	1	Obsolete
29	605	Samsung Chromebook	1601073309	1	Obsolete
30	605	Samsung Chromebook	1501081031	1	Obsolete
31	605	Samsung Chromebook	1601075624	1	Obsolete

Date: 8/14/2021

Authorized Campus
Signature _____

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Fixed Asset Discard List

Other: _____
 Excell _____ Loya _____

Campus (Please Check Appropriate Campus)

SE High School
 Middle School
 Alarcon
 Borrego
 Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	windows surface pro	1602191316	1	Obsolete
2	605	windows surface pro	1501301625	1	Obsolete
3	605	windows surface pro	1603030012	1	Obsolete
4	605	windows surface pro	1602195511	1	Obsolete
5	605	windows surface pro	1602192154	1	Obsolete
6	605	windows surface pro	1501301653	1	Obsolete
7	605	windows surface pro	1501301343	1	Obsolete
8	605	Ipad	3500000739	1	Obsolete
9	605	Samsung Chromebook	1601074110	1	Obsolete
10	605	Samsung Chromebook	1601142050	1	Obsolete
11	605	Samsung Chromebook	1601141130	1	Obsolete
12	605	Samsung Chromebook	1501081308	1	Obsolete
13	605	Samsung Chromebook	1601074701	1	Obsolete
14	605	Samsung Chromebook	1501080147	1	Obsolete
15	605	Samsung Chromebook	1601121451	1	Obsolete
16	605	Samsung Chromebook	1601074311	1	Obsolete
17	605	Samsung Chromebook	1601085849	1	Obsolete
18	605	Levono Chromebook	3600001710	1	Obsolete
19	605	Levono Chromebook	2600002893	1	Obsolete
20	605	Levono Chromebook	2600003709	1	Obsolete
21	605	Levono Chromebook	3600001621	1	Obsolete
22	605	Levono Chromebook	3600001651	1	Obsolete
23	605	Levono Chromebook	3600001656	1	Obsolete
24	605	Levono Chromebook	2600003687	1	Obsolete
25	605	Levono Chromebook	3600002729	1	Obsolete
26	605	Levono Chromebook	3600001735	1	Obsolete
27	605	Levono Chromebook	3600002626	1	Obsolete
28	605	Levono Chromebook	3600002700	1	Obsolete
29	605	Levono Chromebook	2600003605	1	Obsolete
30	605	Levono Chromebook	2600002670	1	Obsolete
31	605	Levono Chromebook	3600001648	1	Obsolete

Date: 8/24/2022

Authorized Campus
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Fixed Asset Discard List

Other: _____

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Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	605	windows surface pro	1602195429	1	Obsolete
2	605	windows surface pro	1501301308	1	Obsolete
3	605	windows surface pro	1602194834	1	Obsolete
4	605	windows surface pro	1602190514	1	Obsolete
5	605	windows surface pro	1602193015	1	Obsolete
6	605	windows surface pro	1602191621	1	Obsolete
7	605	windows surface pro	1602191955	1	Obsolete
8	605	windows surface pro	1602193125	1	Obsolete
9	605	windows surface pro	1501301516	1	Obsolete
10	605	windows surface pro	1602192032	1	Obsolete
11	605	windows surface pro	1602195633	1	Obsolete
12	605	windows surface pro	1602194456	1	Obsolete
13	605	windows surface pro	1602194537	1	Obsolete
14	605	windows surface pro	1602195549	1	Obsolete
15	605	windows surface pro	1602191845	1	Obsolete
16	605	windows surface pro	1602194317	1	Obsolete
17	605	windows surface pro	1602190257	1	Obsolete
18	605	windows surface pro	1602193056	1	Obsolete
19	605	windows surface pro	1602190629	1	Obsolete
20	605	Levono Chromebook	2600003629	1	Obsolete
21	605	Levono Chromebook	2600003606	1	Obsolete
22	605	Levono Chromebook	3600002637	1	Obsolete
23	605	Levono Chromebook	2600003078	1	Obsolete
24	605	Levono Chromebook	2600003583	1	Obsolete
25	605	Levono Chromebook	3600001660	1	Obsolete
26	605	Levono Chromebook	3600002460	1	Obsolete
27	605	Levono Chromebook	3600002912	1	Obsolete
28	605	lpad	0000000054026	1	Obsolete
29	605	lpad	3600000735	1	Obsolete

Date: 8/24/2021

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Fixed Asset Discard List

Other: _____

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Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	HS-323-prt1	908251441	1	Obsolete
2	605	HP printer	701095858	1	Obsolete
3	605	HP printer	1403211353	1	Obsolete
4	605	DELL printer	811213254	1	Obsolete
5	605	HP printer	602133057	1	Obsolete
6	605	HP printer	908273701	1	Obsolete
7	605	HP printer	1502112028	1	Obsolete
8	605	HP printer	908252824	1	Obsolete
9	605	DCP	2600001091	1	Obsolete
10	605	DCP	2600001092	1	Obsolete
11	605	DELL printer	702075424	1	Obsolete
12	605	HP printer	902063357	1	Obsolete
13	605	HP printer	604264752	1	Obsolete
14	605	HP printer	7369	1	Obsolete
15	605	Levono Chromebook	3600001654	1	Obsolete
16	605	Levono Chromebook	2600002889	1	Obsolete
17	605	Levono Chromebook	2600003638	1	Obsolete
18	605	Levono Chromebook	2600003621	1	Obsolete
19	605	Levono Chromebook	3600002476	1	Obsolete
20	605	Levono Chromebook	2600003601	1	Obsolete
21	605	Levono Chromebook	2600003634	1	Obsolete
22	605	Levono Chromebook	3600001644	1	Obsolete
23	605	Levono Chromebook	2600003609	1	Obsolete
24	605	Levono Chromebook	3600002467	1	Obsolete
25	605	Levono Chromebook	3600001732	1	Obsolete
26	605	Levono Chromebook	3600002762	1	Obsolete
27	605	Levono Chromebook	3600001763	1	Obsolete
28	605	Levono Chromebook	2600003016	1	Obsolete
29	605	Levono Chromebook	2600003595	1	Obsolete
30	605	Levono Chromebook	3600002740	1	Obsolete

Date: 8/24/2022

Authorized Campus
Signature _____

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Fixed Asset Discard List

Other: _____

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	Cart	0603215439	1	Obsolete
2	605	Cart	1009213834	1	Obsolete
3	605	Cart	0603215612	1	Obsolete
4	605	Cart	1009213446	1	Obsolete
5	605	Cart	0904272100	1	Obsolete
6	605	Cart	0702162820	1	Obsolete
7	605	Cart	0711012609	1	Obsolete
8	605	Cart	0904272135	1	Obsolete
9	605	Cart	0603215627	1	Obsolete
10	605	Cart	0702162802	1	Obsolete
11	605	Cart	0302215557	1	Obsolete
12	605	Cart	1106094404	1	Obsolete
13	605	Cart	0904271835	1	Obsolete
14	605	Cart	0901210139	1	Obsolete
15	605	Cart	0801235709	1	Obsolete
16					
17					
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Date: 8/24/2022

Authorized Campus

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Fixed Asset Discard List

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Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons	
1	605	Dell	3600002930	1	Obsolete
2	605	Dell	3600003319	1	Obsolete
3	605	Dell	3600005198	1	Obsolete
4	605	Dell	1502035500	1	Obsolete
5	605	Dell	1502035644	1	Obsolete
6	605	Dell	1502034648	1	Obsolete
7	605	Dell	1502030113	1	Obsolete
8	605	Dell	1502030625	1	Obsolete
9	605	Dell	1502035612	1	Obsolete
10	605	Dell	3600002077	1	Obsolete
11	605	Dell	1405200246	1	Obsolete
12	605	Dell	1405201045	1	Obsolete
13	605	Dell	1502030354	1	Obsolete
14	605	Dell	1502030816	1	Obsolete
15	605	Dell	1502035153	1	Obsolete
16	605	Dell	1505294624	1	Obsolete
17	605	Dell	1502034807	1	Obsolete
18	605	Dell	3600002949	1	Obsolete
19	605	Dell	1502030004	1	Obsolete

Date: 8/24/2017

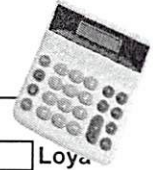
Authorized Campus
Signature _____

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Fixed Asset Discard List



Other: _____
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Campus (Please Check Appropriate Campus)

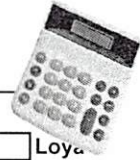
SE High School Middle School Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	Dell	3600002101	1	Obsolete
2	605	Dell	3600003454	1	Obsolete
3	605	Dell	3600003275	1	Obsolete
4	605	Dell	2600005325	1	Obsolete
5	605	Dell	3600005089	1	Obsolete
6	605	Dell	1402140421	1	Obsolete
7	605	Dell	1402250105	1	Obsolete
8	605	Dell	3600002993	1	Obsolete
9	605	Dell	2600000198	1	Obsolete
10	605	Dell	3600002961	1	Obsolete
11	605	Dell	3600003375	1	Obsolete
12	605	Dell	3600002070	1	Obsolete
13	605	Dell	1506220448	1	Obsolete
14	605	Dell	1502034450	1	Obsolete
15	605	Dell	1505295840	1	Obsolete
16	605	Dell	1502034724	1	Obsolete
17	605	Dell	1109260303	1	Obsolete
18	605	Dell	1009234925	1	Obsolete
19	605	Dell	3600001103	1	Obsolete
20	605	Dell	3600001107	1	Obsolete
21	605	Dell	3600003005	1	Obsolete
22	605	Dell	3600003250	1	Obsolete
23	605	Dell	3600000922	1	Obsolete
24	605	Dell	3600003333	1	Obsolete
25	605	Dell	1504304550	1	Obsolete
26	605	Dell	2600001158	1	Obsolete
27	605	chrome Lenovo	3600001419	1	Obsolete
28	605	chrome Lenovo	3600001495	1	Obsolete
29	605	chrome Lenovo	3600001467	1	Obsolete
30	605	chrome Lenovo	2600001606	1	Obsolete

Date: 8/24/2022

Authorized Campus
Signature _____

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Fixed Asset Discard List

Other: _____

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School Middle School Alarcon Borrego Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	chrome Lenovo	3600001420	1	Obsolete
2	605	chrome Lenovo	3600001469	1	Obsolete
3	605	chrome Lenovo	2600000616	1	Obsolete
4	605	chrome Lenovo	3600001468	1	Obsolete
5	605	chrome Lenovo	3600001459	1	Obsolete
6	605	chrome Lenovo	3600001492	1	Obsolete
7	605	chrome Lenovo	2600001603	1	Obsolete
8	605	chrome Lenovo	3600001491	1	Obsolete
9	605	chrome Lenovo	2600001383	1	Obsolete
10	605	chrome Lenovo	3600001481	1	Obsolete
11	605	chrome Lenovo	3600001482	1	Obsolete
12	605	Dell	1209190305	1	Obsolete
13	605	TOSHIBA	809241236	1	Obsolete
14	605	TOSHIBA	809241427	1	Obsolete
15	605	TOSHIBA	804040040	1	Obsolete
16	605	TOSHIBA	1205163549	1	Obsolete
17	605	TOSHIBA	1205163758	1	Obsolete
18	605	TOSHIBA	804040229	1	Obsolete
19	605	TOSHIBA	809240929	1	Obsolete
20	605	Dell	1402192013	1	Obsolete
21	605	Dell	1402190912	1	Obsolete
22	605	Dell	1402192134	1	Obsolete
23	605	Dell	1402191938	1	Obsolete
24	605	Dell	1402191858	1	Obsolete
25	605	Dell	1402192614	1	Obsolete
26	605	Dell	1402191425	1	Obsolete
27	605	Dell	1402192408	1	Obsolete
28	605	Dell	1402191130	1	Obsolete
29	605	Dell	1402192250	1	Obsolete
30	605	Dell	1402191623	1	Obsolete

Date: 8/24/2022

Authorized Campus
Signature _____

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Fixed Asset Discard List

Other: _____

Excell Loya

Campus (Please Check Appropriate Campus)

SE High School
 Middle School
 Alarcon
 Borrego
 Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	605	Dell	1402192213	1	Obsolete
2	605	Dell	1402191248	1	Obsolete
3	605	Dell	1402191746	1	Obsolete
4	605	Dell	1402192056	1	Obsolete
5	605	Dell	1402192455	1	Obsolete
6	605	Dell	1307115644	1	Obsolete
7	605	Dell	1307114143	1	Obsolete
8	605	Dell	1307115843	1	Obsolete
9	605	Dell	1307115432	1	Obsolete
10	605	Dell	1307114641	1	Obsolete
11	605	Dell	1504012055	1	Obsolete
12	605	Dell	1307113706	1	Obsolete
13	605	Dell	1307115539	1	Obsolete
14	605	Dell	1307115131	1	Obsolete
15	605	Dell	1307114045	1	Obsolete
16	605	Dell	1307114551	1	Obsolete
17	605	Dell	1307115018	1	Obsolete
18	605	Dell	1307114442	1	Obsolete
19	605	Dell	1307114238	1	Obsolete
20	605	Dell	1403275925	1	Obsolete
21	605	Dell	1407110438	1	Obsolete
22	605	Dell	1407110622	1	Obsolete
23	605	Dell	1407111652	1	Obsolete
24	605	Dell	1307115338	1	Obsolete
25	605	Dell	1307115935	1	Obsolete
26	605	Dell	1307114754	1	Obsolete
27	605	Dell	1307115345	1	Obsolete
28	605	Dell	2600004668	1	Obsolete
29					
30					
31					

Date: 8/24/2022

Authorized Campus
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Planning & Instruction



Fixed Asset Discard List

Other: P & I Administration

Excell

Loya

Campus (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	Dell Laptop	110161806	1	Obsolete
2	Dell Laptop	2600000182	1	Obsolete
3	Dell Laptop	1409053258	1	Obsolete
4	Computer	1204125059	1	Obsolete
5	Dr Segovia Dell Monitor	911173544	1	Obsolete
6	IPAD	1203302341	1	Obsolete
7	IPAD	1104073401	1	Obsolete
8	Dell harddrive	2902301173	1	Obsolete
9				
10	keyboard		2	
11	Dr. Segovia HP Printer	1306201050	1	Obsolete
12				
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Date: _____

Authorized Campus

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Regular Meeting

Wednesday, August 10, 2022 5:30 PM

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

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

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

1.B. Roll Call

The following Board of Trustees were present: Sandra Licon, Board President; Michelle Garcia Board Secretary; Axel Lopez, Board Trustee; Eduardo Chavez, Board Trustee; Fernie Madrid, Board Trustee, joined the meeting virtually from SEISD Executive board Conference room.

Dr. Jeannie Meza-Chavez was also in attendance

The following Board of Trustees were absent:

Myrna Hernandez, Board Vice-President
Martin Chavarria Board Trustee

1.C. Pledge of Allegiance

1.D. San Elizario ISD Mission Statement

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

2. OPEN FORUM (five minute limit)

No items were presented during open forum

3. DISTRICT RECOGNITIONS

3.A. Career Technology Education (CTE) Recognitions

Mrs. Sandra Sanchez, Career Technology Education Coordinator, recognized the SEHS Cosmetology Teacher, Mrs. Karla Casas, and the cosmetology students that received their TDLR Cosmetology License.

3.B. Introduction of Mr. Ulises G. Neira Galaviz- Planning & Instruction - Instructional Officer

Dr. Rogelio Segovia, Associate Superintendent introduced Mr. Ulises G. Neira Galaviz.

4. NEW BUSINESS / BOARD ACTION ITEMS

4.A. Enrollment Update (Presentation)

Mr. Norberto Rivas, Chief Financial Officer, presented the enrollment update powerpoint presentation.

Mr. Fernie Madrid asked for a comparison of the 2021-2022 3rd grade class that moved up to 4th grade this 2022-20023 school year.

Mr. Rivas explained he did not have that comparison but that his estimation was that last year 3rd graders stayed at SEISD for their 4th grade school year.

Mr. Fernie Madrid asked if our current enrollment cover our payroll budget.

Mr. Norberto Rivas stated payroll budget is okay based on the enrollment.

Mr. Fernie Madrid asked if SEISD expects for the enrollment to keep at steady amount.

Mr. Norberto Rivas explained our current trend shows enrollment going down by 50 students every year.

5. CONSENT AGENDA - Consider and possible Board action on

Mrs. Michelle Garcia made a motion to approve all items on the consent agenda. Mr. Eduardo Chavez seconded the motion. Motion Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchase Orders exceeding \$25,000.00

- 5.A.4.a. PO# 45395 - Olivas Music - \$82,722.50
- PO# 45400 - Olivas Music - \$53,693.50
- PO# 45402 - Olivas Music - \$46,699.50
- PO# 45420 - Olivas Music - \$30,917.50
- PO# 45437 - Edgenuity Inc - \$28,750.00
- PO# 45441 - Safety Vision LLC - \$101,715.00

5.A.5. Budget Amendment

5.B. Resolution stating review of investment policy, investment strategies and designation of investment officer

5.C. Resolution for selection and approval of authorized investments and financial institutions

5.D. Resolution approving independent sources for investment training

5.E. Resolution authorizing the purchase of certificates of deposit

5.F. Consider and possible Board action to approve request for competitive sealed proposals for Basic, Voluntary, Life and AD&D Insurance (RFCSP#23-1118)

5.G. Discuss and possible action to revise district policy DFE (LOCAL) to include possible designation of personnel thereunder. (First Reading)

5.H. San Elizario ISD - Board Monitoring Calendar 2022-2023

5.I. Civil Engineering and Architecture (PLTW)

5.J. CFES Brilliant Pathways, Region 19 and San Elizario ISD MOU Agreement

5.K. Angelo State University, College of Education Practicum/Clinical Placement Agreement

5.L. Progress Monitoring—Overall Goal 1 Targets for Mathematics

5.M. Campus Monitoring Student Progress / Effective School Framework - Targeted Improvement Plan

5.M.1. Lorenzo G. Alarcon Elementary School

5.M.2. San Elizario High School

5.M.3. Ann M. Garcia-Enriquez Middle School

5.M.4. Alfonso Borrego Sr. Elementary School

5.M.5. Josefa L. Sambrano Elementary School

5.M.6. Lorenzo G. Loya Primary School - Plan will be presented during the next Regular Board Meeting

5.N. Policy Update 119 (Second Reading)

5.N.1. (LEGAL) policies (Review Only)

5.N.2. (LOCAL) policies (adopt, revise, or repeal)

5.N.2.a. CPC(LOCAL): OFFICE MANAGEMENT
- RECORDS MANAGEMENT
DMA(LOCAL): PROFESSIONAL DEVELOPMENT
- REQUIRED STAFF DEVELOPMENT
EHAA(LOCAL): BASIC INSTRUCTIONAL PROGRAM - REQUIRED INSTRUCTION (ALL LEVELS)
EHB(LOCAL): CURRICULUM DESIGN - SPECIAL PROGRAMS
EHBAA(LOCAL): SPECIAL EDUCATION - IDENTIFICATION, EVALUATION, AND ELIGIBILITY
EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS
EIF(LOCAL): ACADEMIC ACHIEVEMENT - GRADUATION
FFBA(LOCAL): CRISIS INTERVENTION - TRAUMA-INFORMED CARE
FFH(LOCAL): STUDENT WELFARE - FREEDOM FROM DISCRIMINATION, HARASSMENT, AND RETALIATION

5.O. Consider approval of minutes for the following:

5.O.1. July 27, 2022 Special Board Meeting

6. PRESENTATION / REPORTS / INFORMATION

Mr. Eduardo Chavez, Board Trustee, asked for more information on item 6.C.

6.A. Mission: Progressing Together Parent Meetings (Information)

6.B. The Texas Education Agency (TEA) approved the 2022 - 2023 designation application for San Elizario High School as an Early College High School (ECHS) (Information)

6.C. District School Safety and Security Committee Times and Dates (Information)

Dr. Rogelio Segovia, Associate Superintendent, gave a summary of the District School Safety Security Committee members, times and dates.

Mr. Eduardo Chavez asked if the district

could invite the San Elizario Marshalls

Dr. Jeannie Meza-Chavez stated that SEISD will invite Marshalls to the District School Safety and Security Committee Meetings.

6.D. Meal Service Update (Information)

7. EXECUTIVE SESSION

The Board will entered into a closed meeting at 5:59 pm to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Discussion on Employee / Board / Superintendent Communication

7.B. Discussion regarding Superintendent's employment contract and evaluation instrument for Superintendent's evaluation

7.C. Consultation with Legal Counsel regarding Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates; Pursuant to Texas Government Code Section 551.071.

8. THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION

The Board returned to open session at 6:47 p.m. to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible action to approve evaluation instrument for Superintendent's annual evaluation.

Mr. Eduardo Chavez made a motion to approve evaluation instrument for Superintendent's annual evaluation as discussed during Executive Session. Mr. Fernie Madrid seconded the motion. Motion passed.

8.B. Discuss and Take Possible Action Related to Intervention in Public Utility Commission of Texas (PUC) Proceeding PUC Docket No. 52195, SOAH Docket No. 473-21-2606, Application of El Paso Electric Company to Change Rates.

Ms. Priscilla de Mata, Legal Counsel, presented the recommended motion as

discussed during executive session.

Mr. Fernie Madrid made a motion to approve the recommended motion presented. Mr. Eduardo Chavez seconded the Motion. Motion passed.

9. **NEXT MEETING DATE:**

Special Board Meeting: August 17, 2022 at 5:30 p.m.

Regular Board Meeting: Moved to September 13, 2022, at 5:30 p.m.

Special Board Meeting: September 13, 2022, at 5:30 p.m.

Board of Trustees added a Special Meeting on Monday, September 19, 2022 at 5:30 pm for the Superintendent's Evaluation

10. **ADJOURNMENT**

Mrs. Michelle Garcia made motion to adjourn meeting. Mr. Axel Lopez seconded the motion. Motion Passed. **Time: 6:50 p.m.**

Board President

Board Secretary

Special Meeting

Wednesday, August 17, 2022 5:30 PM

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

1. GENERAL FUNCTIONS

1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

1.B. Roll Call

The following board of trustees were present: Mrs. Sandra Licon, Board President; Mrs. Myrna Hernandez, Board Vice-President; Mrs. Michelle Garcia, Secretary; Mr. Fernie Madrid, Board Trustee; Mr. Eduardo Chavez, Board Trustee; Mr. Axel Lopez, Board Trustee

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance.

Mr. Martin Chavarria, Board Trustee, was absent.

1.C. Pledge of Allegiance

1.D. San Elizario ISD Mission Statement

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

2. OPEN FORUM (five minute limit)

No items were presented during open forum.

3. NEW BUSINESS / BOARD ACTION ITEMS

3.A. Discussion regarding bond proposition project and approval of bond proposition amount

Mr. Norberto Rivas, Chief Financial Officer, introduced the following benefactors involved with the bond project and bond proposed amount: Mr. Gerry Gutierrez, GA Architecture, Dr. Enriquez, GA Architecture, Mr. Robert Tijerina, Financial Advisor, and Mr. Luis Segura, Bond Counsel.

Mr. Norberto Rivas went ahead and provided information on the bond proposition project and bond proposition amount.

Mr. Robert Tijerina provided additional information on the bond proposition amount.

Mr. Gerry Gutierrez provided additional information on the bond proposition project.

Mr. Fernie Madrid asked if both the baseball field and the new gym would be able to accommodate students efficiently.

Mr. Gerry Gutierrez explained the baseball field will accommodate both players and fans. The proposed future new gym size is based on the current auxiliary gym, 14,000 sqft. The recommended size for the new gym is 19,000 sqft.

Mr. Fernie Madrid stated the board should consider building the recommended 19,000 sqft gym as neither of the current gyms have the capacity to hold all the students enrolled at the campus.

Mr. Norberto Rivas commented that this bond is for only one proposition. All bond monies will go to the middle school for new buildings, repairs, and maintenance.

Mr. Segura, Bond Counsel, presented the Bond Elections Ethics Presentation and gave different scenarios on what is and what is not permitted to do while promoting the bond.

Mrs. Michelle Garcia asked if the Bond Elections Ethics presentation could be sent to all board members.

Mr. Norberto Rivas will provide that presentation.

Mr. Eduardo Chavez asked about the project's Alternate #2 Site Improvement.

Mr. Gerry Gutierrez states the project's Alternate #2 Site Improvement is the Access Road to the back of the school.

Mr. Eduardo Chavez asked if any of the project options include the second baseball field.

Mr. Norberto Rivas explained if the board of trustees chooses Scenario Case C, the \$0.49 rate, the bond will be able to cover the second baseball field.

Mr. Gerry Guterrez reiterated Bond Amount Option 1 includes a new gym with the same specification to current middle school exterior gym. He recommends building a 19,000 sqft to better fit student's needs.

Mr. Fernie Madrid stated if board of trustees chose option 2 then they would need to pass another bond later to build a second gym.

Mr. Eduardo Chavez stated option 2 looks like a more viable option because option 1 only includes the pricing for 14,000 sqft gym instead of the 19,000 sqft.

Mr. Norberto Rivas explained a second baseball field is feasible with option 2.

Mr. Fernie Madrid stated he wouldn't want the current interior gym to be demolished due to the campus needing two gyms.

Mrs. Michelle Garcia stated two gyms are needed for student sporting needs.

Mr. Fernie Madrid asked if the current interior gym can be kept.

Dr. Meza-Chavez explained Mr. Madrid would like for the new building to be around the current interior gym. Mr. Gerry Gutierrez stated he would need to see the specifications due to FEMA requirements for new construction.

Mr. Eduardo Chavez made a motion to approve a bond proposal of \$24.5 million dollars, option 2. Mrs. Michelle Garcia seconded the motion.

Mr. Fernie Madrid asked if this included the new 19,000 sqft. Mr. Eduardo Chavez stated architects will bring new plans to build around the current interior gym so the campus can keep the current 2 gyms.

5-Yay 1-Nay

Motion Passed

3.B. Discuss and consider adoption of an Order Calling a Special Election for San Elizario Independent School District

Mr. Norberto Rivas gave the floor to Mr. Segura so he can recommend the motion.

Mrs. Michelle Garcia made a motion to approve adoption of and order calling a special election for the amount of \$24.5 million dollars. Mrs. Michelle Hernandez seconded the motion. Motion Passed.

3.C. Discussion and possible Board action to approve the Joint Election Services Contract with County of El Paso for the General Election on November 8, 2022 and approval to amend the general fund budget accordingly

Mrs. Michelle Garcia made a motion to approve the Joint Election Services Contract with County of El Paso for the General Election on November 8, 2022 and to approve to amend the general fund budget accordingly. Seconded by Mr. Fernie Madrid. Motion Passed.

3.D. Discussion and possible action to accept resignation of SEISD Board Trustee Martin Chavarria

Mrs. Sandra Licon thanked Mr. Chavarria for his efforts during his tenure.

Mr. Fernie Madrid made a motion to accept Mr. Chavarria's Resignation. Mrs. Myrna Hernandez seconded the motion. Motion Passed.

3.E. Discussion and possible action to approve of method to fill vacancy by special election or appoint individual for Trustee Place No. 6, to include approval of the applicable process and timeline.

Dr. Meza-Chavez presented applicable process and timeline for the Board of Trustees Vacancy to be filled by appointment. She also stated the board could choose to wait until the next election in May 2023.

Mrs. Michelle Garcia made a motion to fill the vacancy by appointment following the applicable process and timeline. Mrs. Myrna Hernandez seconded the motion.

Motion passed.

4. **NEXT MEETING DATE:**

Special Board Meeting: Tuesday, September 13, 2022, at 5:30 p.m.

Special Board Meeting: Monday, September 19, 2022 at 5:30 p.m.

5. **ADJOURNMENT**

Mrs. Myrna Hernandez made a motion to adjourn meeting. Mrs. Michelle Garcia seconded the motion. Motion Passed. **Time: 8:04 pm**

Board President

Board Secretary



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

MEMORANDUM

To: Members of the Board of Trustees
From: Lisa D. Renegar; Planning & Instruction
Subject: 2022 District and Campus A-F Accountability Ratings
Date: September 13, 2022

HISTORY:

The Texas Education Agency releases accountability ratings for school districts and campuses each year. The accountability data tables were released on August 12, 2022. Districts and each campus within that district are rated under the A-F system, which consists of 3 domains measured by several factors, such as STAAR and TELPAS scores, CCMR percentages, student growth, and graduation rates.

RATIONALE:

The first time that SEISD received A-F ratings was in 2018-2019. Our district's overall score was 89 (B).

In the years 2020 and 2021, all schools in Texas did not receive a rating due to the pandemic disaster declaration. However, in 2022, the A-F ratings resumed. The tables on the pages following this memo show overall ratings and ratings by domain for each campus and district.

The table below shows our overall ratings for 2022 as compared to 2019.

SEISD—2019 vs. 2022 A-F Overall Ratings

Campus	2019 Overall Rating	2022 Overall Rating
District	89 B	87 B
Loya	80 B (w/Sambrano)	87 B (w/district)
Sambrano	80 B	87 B (w/district)
Alarcon *Identified for Targeted Support and Improvement	71 C	*86 B
Borrego	85 B	87 B
GEMS	84 B	85 B
SEHS	84 B	78 C

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



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Fax 915.872.3903

The green cells indicate an increase, while pink indicates a decrease. Most of our campuses increased due to a strong performance in academic growth, whereby our students improved their STAAR scores from 2021 to 2022.

Alarcon is identified for Targeted Support and Improvement. They missed the same three indicators for current Special Education students for three consecutive years. They have already begun planning to improve this for 2023. If they are not re-identified in 2023, they will exit TSI status.

In the data tables that follow this memo, some domains read "Not Rated: Senate Bill 1365." The rating indicates a score of "D" in that area. This Senate Bill prevents publication of the "D." Each campus that scored a D in the student achievement domain is working hard to make gains in these areas for 2023.

Overall, we are pleased with our performance in 2022, considering the toll the pandemic has taken on our students and staff. We are making consistent gains in academic growth and closing the gaps, and we anticipate additional improvements this year.

BUDGET:

There is no budgetary impact.

ADMINISTRATIVE RECOMMENDATION:

The Administration recommended that the Board review the accountability information as presented.

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

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Texas Education Agency
2022 Accountability Ratings Overall Summary
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		73	C
STAAR Performance	36	62	
College, Career and Military Readiness	59	89	
Graduation Rate	91.4	65	
School Progress		92	A
Academic Growth	80	92	A
Relative Performance (Eco Dis: 90.9%)	48	86	B
Closing the Gaps	45	75	C

Distinction Designations

X Postsecondary Readiness

Texas Education Agency
2022 Accountability Ratings Overall Summary
SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		78	C
Student Achievement		72	C
STAAR Performance	33	58	
College, Career and Military Readiness	59	89	
Graduation Rate	91.4	65	
School Progress		81	B
Academic Growth	70	80	B
Relative Performance (Eco Dis: 90.2%)	46	81	B
Closing the Gaps	33	71	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading
- ✓ Mathematics
- X Science
- X Social Studies
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		85	B
Student Achievement		69	Not Rated: Senate Bill 1365
STAAR Performance	37	69	
College, Career and Military Readiness Graduation Rate			
School Progress		88	B
Academic Growth	78	88	B
Relative Performance (Eco Dis: 91.7%)	37	80	B
Closing the Gaps	58	77	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- X ELA/Reading
- X Mathematics
- X Science
- X Social Studies
- X Comparative Academic Growth
- X Postsecondary Readiness
- X Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		86	B
Student Achievement		64	Not Rated: Senate Bill 1365
STAAR Performance	37	64	
College, Career and Military Readiness			
Graduation Rate			
School Progress		92	A
Academic Growth	85	92	A
Relative Performance (Eco Dis: 93.4%)	37	70	C
Closing the Gaps	56	72	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Distinction Designations

- X ELA/Reading
- X Mathematics
- X Science
- Not Eligible Social Studies
- ✓ Comparative Academic Growth
- X Postsecondary Readiness
- X Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement		65	Not Rated: Senate Bill 1365
STAAR Performance	38	65	
College, Career and Military Readiness			
Graduation Rate			
School Progress		91	A
Academic Growth	83	91	A
Relative Performance (Eco Dis: 90.9%)	38	72	C
Closing the Gaps	73	76	C

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

- ELA/Reading
- Mathematics
- Science
- Social Studies
- Comparative Academic Growth
- Postsecondary Readiness
- Comparative Closing the Gaps

Texas Education Agency
2022 Accountability Ratings Overall Summary
LORENZO LOYA PRI (071904102) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

This campus is paired with SAN ELIZARIO ISD (071904)
Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 90.7%)			Not Rated
Closing the Gaps			Not Rated

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

Texas Education Agency
2022 Accountability Ratings Overall Summary
JOSEFA L SAMBRANO EL (071904103) - SAN ELIZARIO ISD - EL PASO COUNTY

* Confidential *

This campus is paired with SAN ELIZARIO ISD (071904)
Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		87	B
Student Achievement			Not Rated
STAAR Performance			
College, Career and Military Readiness			
Graduation Rate			
School Progress			Not Rated
Academic Growth			Not Rated
Relative Performance (Eco Dis: 90.0%)			Not Rated
Closing the Gaps			Not Rated

* To align with Senate Bill 1365, a Not Rated label is used when the domain or overall scaled score is less than 70.

BUILDING THE FUTURE OF CHAMPIONS TOGETHER

Dear San Elizario Eagles,

We have an excellent opportunity to continue **Building the Future of Champions Together**. Serving the beautiful San Elizario community through a unified approach as Students, Parents, and Employees of the San Elizario Independent School District (SEISD) helps us contribute and flourish to a better tomorrow. Our service is honored through the work we can do together. In addition, our partnership builds lifelong opportunities for our student champions to harness the best futures for themselves and our beautiful district and community.

Please take a moment to review our Student, Parent, and Employee Profiles. In each, you will find our collaborative dedication to continued excellence. It involves a unique commitment and consistent action from us every day. Eagles soar because we have learned to weather and rise above the storm. Not one person is responsible for the successes in our district, but rather a collective group of champions made up of hard-working people engaged in seeing through what needs to get done. The expectations in each profile will help us all support our youth to reach their highest potential. Together, we advocate and make responsible choices for a better future.

Dr. Jeannie Meza-Chavez
San Elizario ISD
Superintendent of Schools



I am a
**PROBLEM
SOLVER**



I have
**SELF
DISCIPLINE**



I have a
**GROWTH
MINDSET**



STUDENT TO GRADUATE PROFILE

I am
MOTIVATED



I have
**21st CENTURY
SKILLS**



STUDENT TO GRADUATE PROFILE

I am a **PROBLEM-SOLVER**

- * I show **Resiliency** to overcome life's difficulties while remaining optimistic.
- * I am a **Critical Thinker** who seeks out and analyzes information in varying forms.
- * I **Take Initiative** by being proactive and making positive decisions that will impact my future.
- * I can **Adapt to Change** with a flexible mindset and willingness to change my behavior.
- * I am **Resourceful** and achieve positive outcomes using inventive methods.

I have **SELF-DISCIPLINE**

- * I **Make Good Choices**, knowing that good choices lead to good outcomes.
- * I demonstrate **Grit** to pursue my goals with perseverance and passion.
- * I use **Time Management** skills to stay productive and effective.
- * I show a **Commitment** to focusing my efforts on meaningful activities and causes.
- * I am **Responsible** and am accountable for the outcomes of my decisions.

I have a **GROWTH-MINDSET**

- * I am a **Risk-taker** who dives into the unknown to reach my goals.
- * I can **Adapt to Change** with a willingness to keep learning new things.
- * I use **Multiple Perspectives** to see beyond my limited viewpoints.
- * I am **Goal-Oriented** and understand that my actions in the present have consequences for my future.
- * I show my peers **Leadership Skills** and model the value of hard work and citizenship.

I am **MOTIVATED**

- * I am the **Best Version of Myself** through courageous self-discovery and tenacity.
- * I show a **Positive Attitude** which enhances the drive to achieve goals and inspire others.
- * I am **Passionate** about reaching and surpassing my goals with energy and pride.
- * I am **Confident** that I will exceed my full potential and that I can do anything I set my mind to do.
- * I am **Flexible** and will not allow changing circumstances to derail my goals.

I have **21st CENTURY SKILLS**

- * I use **Innovation** to explore different ways to look at problems and reach solutions.
- * I use my **Creativity** to see opportunities and produce original ideas.
- * I am **Tech-Savvy** and am well-informed and proficient in modern technology.
- * I use **Soft Skills** to build interpersonal relationships and excel in a team environment.
- * I am a **Strong Communicator** who uses digital media and virtual environments effectively.

I am
SUPPORTIVE



I am a
**POSITIVE
ROLE MODEL**



I am
ENGAGED



PARENT PROFILE

I am a
**STRONG
COMMUNICATOR**



I
**MEET
MY CHILD'S
BASIC NEEDS**



PARENT PROFILE

I am SUPPORTIVE

- * I am an **Active Participant** in the school community and am consistently engaged in my children's events.
- * I have a **Partnership with the School** and see myself as a positive collaborator in my children's education.
- * I am **Willing to Listen** to others when my children's progress and well-being are a discussion topic.
- * I am an **Advocate** for my children, always willing to make their education and future my top priority.
- * I have a **Shared Responsibility** with the School community to help my children succeed knowing that home and School are the two halves of their success.

I am a POSITIVE ROLE MODEL

- * I am **Respectful** and model ethical, positive, and moral behavior in front of my children.
- * I am **Responsible** and model for my children that positive behaviors lead to positive outcomes.
- * I **Teach the Value of Education** to my children by modeling the importance of reading and literacy at home.
- * I have a **Strong Work Ethic** and model for my children that hard work leads to successful outcomes in education and life.
- * I consistently **Lead by Example** for my children and model the behaviors that will help them become upstanding, contributory citizens.

I am ENGAGED

- * I am **Active at School** and participate in my children's activities, events, and meetings about their progress.
- * I consistently **Monitor** my children's progress in School regarding grades, attendance, and behavior.
- * I am **Supportive** of my children's educational journey and provide them with positive encouragement.
- * I am **Future-Oriented** and often talk with my children about post-secondary college, career, or military readiness.
- * I demonstrate **Follow-Through** with my children by helping them meet my expectations and ensuring that I participate in their events as promised.

I am a STRONG COMMUNICATOR

- * I am **Open-Minded** and listen to others' input and feedback where my children are concerned.
- * I am a **Good Listener** and take the time to listen to my children's teachers and others in the School community.
- * I **Talk to My Children** frequently and openly and actively listen to what they need to say.
- * I **Participate in Discussions** regarding my children and stay involved in School matters soliciting parent feedback.
- * I am **Proactive** and seek to understand and address problems before little things become more significant issues.

I MEET MY CHILD'S BASIC NEEDS

- * I **Cultivate Confidence** in my children to help them believe that they can and will succeed.
- * I meet the **Social and Emotional Needs** of my children by talking to them about whatever is weighing on their hearts and minds.
- * I prioritize the **Investment of Time in my Children** to ensure they know that they are my most outstanding achievement and responsibility.
- * I provide **Stability** in my home with structured routines and high expectations for being a good student and upstanding citizen.
- * I prioritize my children's **Health and Safety Needs** by providing good nutrition, medical care, and a safe and loving home environment.

I am a
PROFESSIONAL



I am a
**TEAM
PLAYER**



I am a
**STRONG
COMMUNICATOR**



EMPLOYEE PROFILE

I have great
**CUSTOMER
SERVICE SKILLS**



I have a
**POSITIVE
ATTITUDE**



EMPLOYEE PROFILE

I am a **PROFESSIONAL**

- * I am **Punctual** by meeting all obligations on time.
- * I am **Ethical** by demonstrating consistently moral behavior.
- * I am **Accountable** for accepting responsibility for my actions.
- * I present a physical **Appearance** that gives a positive impression of our district to the public.
- * I am **Prepared to Inspire** by coming to work ready to make a positive difference in others' lives.

I am a **TEAM PLAYER**

- * I am **Flexible** and respond to changing circumstances with ease and positivity.
- * I am **Empathetic** by understanding and sharing the feelings of others.
- * I am **Helpful** by showing readiness to work with others to get things done efficiently.
- * I am **Collaborative** by working in a team setting and respectfully listening to others' ideas.
- * I have a **Growth Mindset** and a willingness to learn new skills and try new ideas.

I am a **STRONG COMMUNICATOR**

- * I **Seek to Understand** by genuinely listening to other people when communicating.
- * I **Communicate with Parents** by reaching out with patience and professionalism through various means.
- * I am **Respectful** in all forms of communication with the school community.
- * I am an **Active Listener** who minimizes distractions and focuses on the conversation at hand.
- * I am **Articulate** by communicating coherently and fluently.

I have great **CUSTOMER SERVICE SKILLS**

- * I am **Patient** by demonstrating kindness, calmness, and understanding when serving others.
- * I am **Helpful** by showing patience, professionalism, and putting "people first" while serving others.
- * I am **Courteous** by showing a warm, friendly attitude with a smile.
- * I am **Ready to Serve** with eagerness and preparedness to help our school community.
- * I am **Focused** on putting our students and parents first above anything else.

I have a **POSITIVE ATTITUDE**

- * I am **Optimistic** by showing hope and confidence in a positive future.
- * I **Smile** genuinely and frequently to make others feel welcome and seen.
- * I show **Community Pride** by investing time and effort into improving our school community.
- * I am **Receptive** with a willingness to consider or accept new suggestions or ideas.
- * I am **Motivating** others by demonstrating my passion and enthusiasm for my work.

JUNTOS CONSTRUYENDO EL FUTURO DE CAMPEONES

Queridas Aguilas de San Elizario,

Tenemos una excelente oportunidad de **Juntos Construyendo el Futuro de los Campeones**. Servir a la hermosa comunidad de San Elizario a través de un enfoque unificado como Estudiantes, Padres y Empleados del Distrito Escolar Independiente de San Elizario (SEISD) nos ayuda a contribuir y prosperar para un mañana mejor. Nuestro servicio se honra a través del trabajo que podemos hacer juntos. Además, nuestra asociación crea oportunidades de por vida para que nuestros campeones estudiantiles aprovechen el mejor futuro para ellos y para nuestro hermoso distrito y comunidad.

Tómese un momento para revisar nuestros perfiles de estudiantes, padres y empleados. En cada uno, encontrará que nuestra dedicación colaborativa a la excelencia continua. Esto implica un compromiso único y una acción constante de nuestra parte todos los días. Como águilas seguimos volando en alto porque hemos aprendido a sobrellevar y elevarnos por encima de la tormenta. No una sola persona es responsable de los éxitos en nuestro distrito, sino un grupo colectivo de campeones compuesto por personas trabajadoras comprometidas en ver a través de lo que se necesita hacer. Las expectativas en cada perfil nos ayudarán a todos a apoyar a nuestros jóvenes para que alcancen su máximo potencial. Juntos, defendemos y tomamos decisiones responsables para un futuro mejor.

Dr. Jeannie Meza-Chavez
San Elizario ISD
Superintendente de Escuelas



Soy un
**SOLUCIONADOR
DE PROBLEMAS**



Tengo
AUTODISCIPLINA



Tengo una
**MENTALIDAD
DE CRECIMIENTO**



PERFIL DE ESTUDIANTE A GRADUADO

Estoy
MOTIVADO



Tengo
**HABILIDADES
DEL SIGLO XXI**



STUDENT TO GRADUATE PROFILE

Soy un **SOLUCIONADOR DE PROBLEMAS**

- * Muestro **Resiliencia** para superar las dificultades de la vida sin dejar de ser optimista.
- * Soy un **Pensador** crítico que busca y analiza información en diversas formas.
- * **Tomo la Iniciativa** siendo proactivo y tomando decisiones positivas que impactarán mi futuro.
- * Puedo **Adaptarme al Cambio** con una mentalidad flexible y la voluntad de cambiar mi comportamiento.
- * Soy **Ingenioso** y logro resultados positivos utilizando métodos inventivos.

Tengo **AUTODISCIPLINA**

- * **Tomo buenas Decisiones**, sabiendo que las buenas decisiones conducen a buenos resultados.
- * **Demuestro Firmeza** de carácter para perseguir mis objetivos con perseverancia y pasión.
- * Utilizo **Habilidades de Manejo del Tiempo** para mantenerme productivo y efectivo.
- * Muestro un **Compromiso** de enfocar mis esfuerzos en actividades y causas significativas.
- * Soy **Responsable** y soy responsable de los resultados de mis decisiones.

Tengo una **MENTALIDAD DE CRECIMIENTO**

- * Soy un **Tomador de Riesgos** que se sumerge en lo desconocido para alcanzar mis metas.
- * Puedo **Adaptarme al Cambio** con disposición para seguir aprendiendo cosas nuevas.
- * Uso **Perspectivas Múltiples** para ver más allá de mis puntos de vista limitados.
- * Soy **Orientado a Metas** y entiendo que mis acciones en el presente tienen consecuencias para mi futuro.
- * Demuestro a mis compañeros **Habilidades de Liderazgo** y modelo el valor del trabajo duro y la ciudadanía.

Estoy **MOTIVADO**

- * Soy la **Mejor Versión de mí Mismo** a través del valiente autodescubrimiento y la tenacidad.
- * Muestro una **Actitud Positiva** que mejora el impulso para lograr objetivos e inspirar a otros.
- * Me **Apasiona** alcanzar y superar mis metas con energía y orgullo.
- * **Confío** en que superaré todo mi potencial y que puedo hacer cualquier cosa que me proponga.
- * Soy **Flexible** y no permitiré que las circunstancias cambiantes descarrilen mis metas.

Tengo **HABILIDADES DEL SIGLO XXI**

- * Uso la **Innovación** para explorar diferentes formas de ver los problemas y llegar a soluciones.
- * Uso mi **Creatividad** para ver oportunidades y producir ideas originales.
- * Soy **Experto en la Tecnología** y estoy bien informado y soy competente en tecnología moderna.
- * Utilizo **Habilidades Ligeras** para construir relaciones interpersonales y sobresalir en un entorno de equipo.
- * Soy un **Fuerte Comunicador** que utiliza los medios digitales y los entornos virtuales de manera eficaz.

Yo
APOYO



Soy positivo
**MODELO
A SEGUIR**



Soy
COMPROMETIDO



PERFIL DE PADRES

Soy un
**STRONG
COMUNICADOR**



Yo
**SATISFAGO
LAS NECESIDADES
BASICAS DE MI HIJO**



PERFIL DE PADRES

Yo APOYO

- * Soy un **Participante Activo** en la comunidad escolar y participo constantemente en los eventos de mis hijos.
- * Tengo una **Alianza con la Escuela** y me veo como un colaborador positivo en la educación de mis hijos.
- * Estoy **Dispuesto a Escuchar** a los demás cuando el progreso y el bienestar de mis hijos son un tema de discusión.
- * Soy un **Defensor** de mis hijos, siempre dispuesto a hacer de su educación y futuro mi máxima prioridad.
- * Tengo una **Responsabilidad Compartida** con la comunidad escolar de ayudar a mis hijos a tener éxito, sabiendo que el hogar y la escuela son las dos mitades de su éxito.

Soy POSITIVO MODELO A SEGUIR

- * Soy **Respetuoso** y modelo de comportamiento ético, positivo y moral frente a mis hijos.
- * Soy **Responsable** y modelo para mis hijos que los comportamientos positivos conducen a resultados positivos.
- * **Enseño el valor de la Educación** a mis hijos modelando la importancia de la lectura y la alfabetización en el hogar.
- * Tengo una **Fuerte Ética de Trabajo** y modelo para mis hijos de que el trabajo arduo conduce a resultados exitosos en la educación y la vida.
- * Constantemente **Dirijo con el Ejemplo** para mis hijos y modelo los comportamientos que los ayudarán a convertirse en ciudadanos honrados y contribuyentes.

Soy COMPROMETIDO

- * Soy **Activo en la Escuela** y participo en las actividades, eventos y reuniones de mis hijos sobre su progreso.
- * **Superviso** constantemente el progreso de mis hijos en la escuela con respecto a las calificaciones, la asistencia y el comportamiento.
- * **Apoyo** el viaje educativo de mis hijos y les brindo un estímulo positivo.
- * Estoy **Orientado al Futuro** y, a menudo, hablo con mis hijos sobre la preparación universitaria, profesional o militar.
- * Demuestro **Seguimiento** con mis hijos ayudándolos a cumplir con mis expectativas y asegurándome de participar en sus eventos como prometí.

Soy un FUERTE COMUNICADOR

- * Soy de **Mente Abierta** y escucho las opiniones y comentarios de los demás en lo que respecta a mis hijos.
- * Soy un **Buen Oyente** y me tomo el tiempo para escuchar a los maestros de mis hijos y a otros miembros de la comunidad escolar.
- * **Hablo con mis Hijos** con frecuencia, abiertamente y escucho activamente lo que necesitan decir.
- * **Participo en las Discusiones** sobre mis hijos y me mantengo involucrado en los asuntos escolares solicitando comentarios de los padres.
- * Soy **Proactivo** y busco comprender y abordar los problemas antes de que las cosas pequeñas se conviertan en problemas más importantes.

Yo SATISFAGO LAS NECESIDADES BÁSICAS DE MI HIJO

- * **Cultivo la Confianza** en mis hijos para ayudarlos a creer que pueden y tendrán éxito.
- * Satisfago las necesidades **Sociales y Emocionales** de mis hijos hablándoles sobre cualquier cosa que esté pasando en sus corazones y mentes.
- * Priorizo la **Inversión de Tiempo en mis Hijos** para que sepan que ellos son mi mayor logro y responsabilidad.
- * Proporciono **Estabilidad** en mi hogar con rutinas estructuradas y altas expectativas para ser un buen estudiante y ciudadano íntegro.
- * Doy prioridad a **las Necesidades de Salud y Seguridad** de mis hijos proporcionando buena nutrición, atención médica y un entorno hogareño seguro y amoroso.

Soy un
PROFESIONAL



Yo
**TRABAJO
EN EQUIPO**



Soy un
**FUERTE
COMUNICADOR**



PERFIL DE EMPLEADO

Tengo
grandes habilidades
**DE SERVICIO
AL CLIENTE**



Tengo una
**ACTITUD
POSITIVA**



PERFIL DE EMPLEADO

Soy un PROFESIONAL

- * Soy **Puntual** al cumplir con todas las obligaciones a tiempo.
- * Soy **Ético** al demostrar un comportamiento moral constante.
- * Soy **Responsable** de aceptar la responsabilidad de mis acciones.
- * Presento una **Apariencia** física que da una impresión positiva de nuestro distrito al público.
- * Estoy **Preparado para Inspirar** viniendo al trabajo listo para marcar una diferencia positiva en la vida de los demás.

Yo TRABAJO EN EQUIPO

- * Soy **Flexible** y respondo a las circunstancias cambiantes con facilidad y positividad.
- * Soy **Empático** al comprender y compartir los sentimientos de los demás.
- * Soy **Útil** al mostrar disposición para trabajar con otros para hacer las cosas de manera eficiente.
- * Soy **Colaborativo** trabajando en equipo y escuchando respetuosamente las ideas de los demás.
- * Tengo **una Mentalidad de Crecimiento** y la voluntad de aprender nuevas habilidades y probar nuevas ideas.

Soy un FUERTE COMUNICADOR

- * **Busco Comprender** escuchando genuinamente a otras personas cuando me comunico.
- * Me **Comunico con los Padres** acercándome con paciencia y profesionalismo a través de varios medios.
- * Soy **Respetuoso** en todas las formas de comunicación con la comunidad escolar.
- * Soy un **Oyente Activo** que minimiza las distracciones y se enfoca en la conversación en cuestión.
- * Soy **Articulado** al comunicarme de forma coherente y fluida.

Tengo grandes habilidades DE SERVICIO AL CLIENTE

- * Soy **Paciente** demostrando amabilidad, calma y comprensión al servir a los demás.
- * Soy **Útil** al mostrar paciencia, profesionalismo y poner a "las personas primero" mientras sirvo a los demás.
- * Soy **Cortés** al mostrar una actitud cálida y amistosa con una sonrisa.
- * Estoy **listo para servir** con entusiasmo y preparación para ayudar a nuestra escuela, comunidad.
- * Estoy **Enfocado** en poner a nuestros estudiantes y padres primero por encima de cualquier otra cosa.

Tengo una PACTITUD POSITIVA

- * Soy **Optimista** mostrando esperanza y confianza en un futuro positivo.
- * **Sonríó Genuina y Frecuentemente** para que los demás se sientan bienvenidos y vistos.
- * Muestro **Orgullo Comunitario** al invertir tiempo y esfuerzo en mejorar nuestra comunidad escolar.
- * Soy **Receptivo** con disposición a considerar o aceptar nuevas sugerencias o ideas.
- * Estoy **Motivando** a otros demostrando mi pasión y entusiasmo por mi trabajo.



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: Susana Frescas, Instructional Programs Administrator
Subject: Bilingual/ESL Program Evaluation
Date: September 13, 2022

HISTORY: Texas public school districts are required to evaluate their Bilingual and ESL education programs on a yearly basis. The goal of the program evaluation is to determine whether a district's students, who are served in the programs, are progressing academically based on the program that is in place in the district and to modify areas where it is found that change is needed.

RATIONALE: This evaluation is used to report to the Board of Trustees on the academic progress of SEISD emergent bilingual students as stated in Texas Administrative Code Chapter 89 (Adaptations for Special Populations) Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Learners.

BUDGET IMPACT: The budget is not affected at this time; our 2022-2023 district and campus improvement plans include the need for improvement in the Bilingual/ESL program, and objectives and strategies have been designed to address these needs.

ADMINISTRATIVE RECOMMENDATION: Results are being presented to the Board of Trustees as a report-only item; no recommendations are made at this time.

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

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

San Elizario Independent School District

Bilingual / ESL Department

2021-2022

Program Evaluation Report



Susana Frescas, Instructional Programs Administrator

**San Elizario Independent School District
Board of Trustees**

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1050 Chicken Ranch Rd., San Elizario, TX 79849 (915) 872-3900

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Summary

The State of Texas mandates all school districts conduct a yearly evaluation of their Bilingual Education and/or English as a Second Language Program. While the evaluation is geared to meet the State and Federal requirements, the district, as a whole, benefits from the data and the findings. Students, teachers, administrators and community members are all stakeholders in this process.

The purpose of the evaluation is to fulfill the requirement of Chapter 89, Adaptations for Special Populations, Subchapter BB. Commissioner's Rules Concerning State Plan for Educating English Language Learners.

In compliance with the Texas Education Codes 29.051, 29.062, and 42.153 and Chapter 89.1265 of the Texas Administrative Code, San Elizario Independent School District (SEISD) provides Bilingual and ESL programs which incorporate a sheltered English approach, and a native language development component to meet the cognitive, linguistic, and affective needs of students identified as Emergent Bilingual (EB) students.

Demographic Information

San Elizario ISD is located in El Paso County, a few miles outside the city limits of the city of El Paso, which is the largest city on the Texas/Mexico border. Starting a new school year, the district's student enrollment is currently **3,193**. In the 2020-2021 school year, San Elizario Independent School District had a student enrollment of **3,199** at the end of the school year. Therefore, at this time, we are on track to remain the same or improve our student enrollment. A financially impoverished district, SEISD has **90.89%** of its families classified as economically disadvantaged. The district's enrollment reflects its border location with a Hispanic student population of **99.28%**.

In the 2021-2022 school year, 1,883 (58.97%) students were identified as Limited English Proficient. Of those students, 1,623 were served through the Bilingual / ESL programs. Among the students who received program services, were the following:

- 975 students received Bilingual services in grades PK through 6 (Elementary)
- 648 students received ESL services in grades 7-12 (Secondary)

In addition, there were 260 students whose parents denied program services.

Program Objectives

The San Elizario Bilingual/ESL Department is committed to providing instructional support to Bilingual/ESL certified teachers and students alike to ensure consistency and continuity within the program. The department will ensure that all English Learners receive academic opportunities to address their needs in order to meet the state's rigorous academic standards. In addition, teachers will have support that is necessary to serve their students with research-based best practices for academic achievement.

Bilingual/ESL Program Mission

The San Elizario Independent School District Bilingual and ESL Department will promote high academic achievement in all content areas through rigorous instruction by meeting the affective, linguistic and cognitive needs of all English Learners.

Dual Language Program Mission

The San Elizario Independent School District Dual Language Program will develop highly competent bilingual students while fostering academic success and cultural awareness by meeting the affective, linguistic, and cognitive needs in both languages.

Program Description

The SEISD programs ensure that the affective, linguistic, and cognitive domains are addressed for all emergent bilingual students. The goal of the bilingual program is to facilitate high academic, high self-esteem, and timely acquisition of the second language. Elementary school administrators and their facilities shall implement the district bilingual education philosophy, and its corresponding curriculum. This plan renders a challenge to educators and facilitates a means for the transformation of dated beliefs/values as well as rendering an enrichment program for all EL students.

Elementary Bilingual Program Models:

Grades PK-2

The San Elizario Independent School District implements a one-way transitional dual-language program model in grades PK-2nd. The program will grow incrementally, adding an additional grade year after year. Research shows that the dual language program produces high levels of

success for emergent bilingual students. Students are immersed in both languages in all content areas and use their first language to learn academics in a natural way .

Grades 3-6

The San Elizario Independent School District implements a Transitional bilingual/*early exit* model at the elementary level. This program model serves students identified as limited English proficient in both English and Spanish and transfers the student to English-only instruction. This model provides instruction in English oral and academic language development. Non-academic subjects such as art, music, and physical education may also be taught in English. Exiting of a student to an all-English program of instruction will occur no earlier than third grade and no earlier than two years or later than five years after the student enrolls in school. A student who has met exit criteria may continue receiving services, but the school district will not receive the bilingual education allotment for that student.

Secondary ESL Program Model:

Grades 7-12

The San Elizario Independent School District implements an English as a second language/*pull-out* program model. This is an English program that serves only students identified as English language learners by providing an ESL certified teacher to provide English language arts instruction exclusively, while the student remains in a mainstream instructional arrangement in the remaining content areas. Instruction may be provided by the English as a second language teacher in a pull-out inclusionary delivery model.

All programs address the affective, linguistic, and cognitive needs of the students. Student identification, placement, monitoring, and exiting of the program is overseen by the Language Proficiency Assessment Committee (LPAC), which ensures that the established requirements in Chapter 89 Subchapter BB are being followed.

Characteristics of the Bilingual / ESL Programs

- Respects and utilizes the students' natural language, culture, background, and interests in learning process.
- Provides high exposure to oral and written forms of English and Spanish from the onset of the students' schooling, thus promoting bi-literacy.
- Accelerates academic progress through the use of a student-centered curriculum.
- Capitalizes on the natural integration of thought, speech, and written language.

- Targets English language arts instruction over a period of four years to allow for both social and academic fluency.
- Maximizes potential learning by integrating language arts, both English and Spanish, and content area concepts and skills.

Expected Outcomes

The expected outcomes of the programs are to prepare and enable limited English proficient students to acquire sufficient comprehension, listening, speaking, reading, and writing skills in English in order to participate successfully in a general education English classroom by:

- Providing an educational program to address the needs of students who are identified as Emergent Bilingual (EB)
- Providing all English Learners, the opportunity to master Texas Essential Knowledge and Skills (TEKS) in the areas of reading, mathematics, science, and social studies.
- Conducting the Bilingual / ESL program in such a way as to gain the understanding and active support of all segments of the community
- Providing limited EL students the opportunity to develop confidence, self-assurance, and a positive identity with their cultural heritage.

Eligibility Criteria

Students eligible for the program are those students whose primary language is other than English. Students are flagged initially during the registration process after answering a Home Language Survey to identify the primary language spoken at home and the language of preference of the child. If the answer to either of the questions on the Home Language Survey is other than English, an identification and placement assessment, overseen by the LPAC committee, is administered. After the student's oral language proficiency is assessed in both languages, the LPAC committee convenes to make a recommendation for placement. Finally, the student is enrolled in the academic setting that parents approve. English proficient students may also enroll in a bilingual education program according to TEC 29.058.

Funding Source

State funding program intent code 25
Federal funding Title III Part A

Summary of BIL Funds Spent by Organization			
Organization	Program Intent Code (25) Bilingual Education	Program Intent Code (25) Bilingual Education - ESSER	Program Intent Code (35) Bilingual Education - Pre-K
San Elizario High School (001)	\$ 63,369	\$ 34,514	\$ -
Garcia Enriquez Middle School (041)	\$ 100,833	\$ 11,669	\$ -
Alarcon Elementary (101)	\$ 69,007	\$ 17,051	\$ -
Loya Primary (102)	\$ -	\$ -	\$ 36,721
Sambrano Elementary (103)	\$ 100,120	\$ 17,180	\$ -
Borrego Elementary (104)	\$ 81,777	\$ 22,012	\$ -
Summer School (699)	\$ 13,718	\$ -	\$ -
Departments (8XX)	\$ 25,292	\$ -	\$ -
Subtotal by PIC	\$ 454,117	\$ 102,425	\$ 36,721
		Grand Total	\$ 593,264

Summary of BIL Funds Spent by Activity			
Activity	Program Intent Code (25) Bilingual Education	Program Intent Code (25) Bilingual Education - ESSER	Program Intent Code (35) Bilingual Education - Pre-K
Supplemental Materials & Supplies	\$ 251,124		\$ 20,719
Supplemental Bilingual Instructional Aides	\$ 46,266	\$ 102,425	\$ -
Summer School	\$ 13,718	\$ -	\$ -
Stipends for Bilingual Teachers	\$ 143,008	\$ -	\$ 16,002
Subtotal by PIC	\$ 454,117	\$ 102,425	\$ 36,721
		Grand Total	\$ 593,264

Bilingual / ESL Staff (FTE's)

In accordance with Texas Education Code, San Elizario ISD assigns appropriately certified teachers to the required bilingual and ESL programs. The following table shows a total of Bilingual / ESL educators per grade level for the 2020-2021 school year:

Grade Level	Number of FTE
PK3 – PK4	6 Bilingual Teachers
Kinder	5 Bilingual Teachers
1 st grade	6 Bilingual Teachers
2 nd grade	5 Bilingual Teachers
3 rd grade	6 Bilingual Teachers
4 th grade	6 Bilingual Teachers
5 th grade	6 Bilingual Teachers
6 th grade	6 Bilingual Teachers
Middle School	4 ESL teachers
High School	8 ESL teacher
Total BIL/ESL staff	58 teachers

Reclassified Students in 2021-2022

The bilingual model calls for a timeline to exit bilingual students in a period between 2-5 years of instruction. Although a timeline is not specifically defined in the ESL Pull-out program, the same amount of years is expected to be sufficient in order to acquire enough English language acquisition to be mainstreamed.

At San Elizario ISD this year, a total of 10 students met Exit Criteria set by the Texas Education Agency, compared to a total of 6 from the previous year. Students who meet Exit Criteria are then reclassified in PEIMS as Non-LEP students. The state does not require continuation of language support after exit criteria is met. These student’s academic performance is monitored, however, for two years after they are reclassified to ensure academic success.

2020-2021 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	0	1
4 th	1	1
5 th	2	0
6 th	1	0
7 th	0	0
8 th	0	0
9 th	0	0
10 th	0	0
11 th	0	0
12 th	0	0
Total = 6	4	2

2021-2022 Students Meeting Reclassification Criteria

Grade Level	Bil/ESL	Parental Denial
3 rd	0	0
4 th	0	2
5 th	1	1
6 th	2	0
7 th	0	0
8 th	0	0
9 th	2	0
10 th	0	1
11 th	0	0
12 th	1	0
Total = 10	6	4

Source: End of Year LPAC Minutes per campus

2021–2022 Emergent Bilingual/English Learner Reclassification Criteria Chart					
<p>At the end of the school year, a district may reclassify an emergent bilingual (EB) student/English Learner (EL) as English proficient if the student is able to participate equally in an English instructional program with no second language acquisition supports as determined by satisfactory performance in the following assessment areas below and the results of a subjective teacher evaluation using the state’s Emergent Bilingual/English Learner Reclassification Rubric. An EB student/EL may not be reclassified as English proficient in prekindergarten or kindergarten as per Texas Administrative Code §89.1226(j). The language proficiency assessment committee (LPAC) will recommend for reclassified students to exit bilingual or English as a second language (ESL) program services or to continue participation if in a dual language immersion (DLI) bilingual program. Parental approval for exit or continuation in program beyond reclassification must be obtained.</p>					
Grade(s)	1 st /2 nd	3 rd through 8 th	9 th	10 th	11 th /12 th
English Language Proficiency Assessment	Texas English Language Proficiency Assessment System (TELPAS) Advanced High in each domain of Listening, Speaking, Reading and Writing				
State Standardized Reading Assessment	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each	STAAR Reading (English)*	STAAR English I EOC*	STAAR English II EOC*	TEA Approved Norm-Referenced Standardized Achievement Test: Iowa, Form F Reading and Language Arts 40 th percentile or above on each
Subjective Teacher Evaluation	Form: Emergent Bilingual/English Learner Reclassification Rubric				
<p>*Satisfactory performance on STAAR Reading/English EOC includes Approaches, Meets, and Masters Grade Level performance levels.</p> <p>Notes:</p> <ul style="list-style-type: none"> Students for whom the LPAC recommends the use of Oral Administration, Content and Language Supports, or Extra Time as designated supports for English reading or English EOC assessments, may not be considered for reclassification at the end of the school year. EB students/ELs with significant cognitive disabilities who are receiving special education services may qualify to be reclassified using the following: Individualized Reclassification Process for a Student with a Significant Cognitive Disability. For an EB student/EL who is deaf/hard of hearing (DHH) and exempt from participating in the listening and/or speaking domains of TELPAS due to the inability to perform these components of the exam, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. For an EB student/EL who is blind/visually impaired (VI), braille versions of the TELPAS Reading test will be available and can be provided to an eligible student based on a decision of the ARD committee in conjunction with the LPAC. If the student is not eligible for a braille version of TELPAS Reading and is exempt from participating in the reading domain of TELPAS due to the inability to perform this component of the exam based on the student’s disability, the decision to reclassify as English proficient should be based on the information from the remaining components of the state criteria for reclassification. The LPAC shall monitor the academic progress of each student who has met reclassification criteria during the first two years after reclassification. <p>Additional Information:</p> <ul style="list-style-type: none"> TEA Approved Norm-Reference Standardized Achievement Test (new site) State Assessments for English Learners Guidance Related to ARD Committee and LPAC Collaboration LPAC Guidance for Deaf or Hard of Hearing English Learners and associated training video 					

Professional Development

This section contains the staff development model used by SEISD. Professional Development is multifaceted and it is one of the most important components of increasing student academic achievement. Providing quality professional development is critical. It is the catalyst for building leadership at the teacher level. The focus is to build teacher capacity and ultimately, improve student achievement.

The following are specific professional development sessions that were provided by the Bil/ESL Department for teachers and administrators and were geared towards English Learners (additional training and/or PLCs were provided at the campus level).

1. Data Recognition Corporation (LAS Training)
This session was specific for administering identification assessment to English Learners and assesses the domains of listening, speaking, reading, and writing.
2. Latino Literacy Parent Sessions
This project is designed to establish family reading routines for Spanish and English-speaking parents and their children. It involves family reading, vocabulary development, and English-language development for Latino parents and their children.
3. Dictado
This session presented the importance of dictation and expanded the explanation of the steps to follow to implement strategy in the classroom. It also included differences between English and Spanish and the importance of orality as a basis for literacy.
4. Dual Language Classroom: Essentials
Teachers engaged in interactive activities that could quickly be implemented in their classrooms, while also learning/supporting the three goals of dual language education.
5. C6 Biliteracy Instructional Framework: Lesson Planning for the Dual Language Classroom
This session provided teachers the opportunity to create lessons that allow ELs to access grade level standards regardless of language proficiency in either program language.
6. Success with Sheltered Instruction
This session provided support to teachers with various effective and research-based strategies and activities to meet the needs of emergent bilingual students. The training was designed to give teachers the tools they need to meet these requirements, including integrating the ELPS into instruction and ways to align linguistic accommodations to the TELPAS descriptors.

Texas English Language Proficiency Assessment System (TELPAS)

The TELPAS is an assessment program for English Language Learners (ELLs). TELPAS assesses the English language proficiency of K-12 ELLs in four language domains- listening, speaking, reading, and writing. English language proficiency assessments in grades K-12 are federally required to evaluate the progress that ELLs make in becoming proficient in the use of academic English. The assessment components for grades K-1 and 2-12 differ in the following ways:

- Grades K-1: TELPAS includes holistically rated listening, speaking, reading, and writing assessments based on ongoing classroom observations and student interactions.
- Grades 2-12: TELPAS includes online listening, speaking, and reading tests, as well as holistically rated student writing collections.

In the past, all students were rated in the domains of Listening and Speaking holistically. The past three years, students in grades 2-12 have been assessed online for these domains. The entire district EL population has struggled in this area, as students are still uncomfortable with this process. Therefore, TELPAS results have suffered, thus making the exit criteria difficult to attain.

The English Language Proficiency Standards (ELPS) are second language acquisition curriculum standards that support the ability for ELs to acquire the academic English they need for meaningful engagement in subject-area instruction and are an integral part of each foundation and enrichment subject of the Texas Essential Knowledge and Skills (TEKS) state-required curriculum.

State of Texas Assessments of Academic Readiness (STAAR)

The State of Texas Assessments of Academic Readiness (STAAR) assessment is the state's student testing program. The assessments are based on the Texas Essential Knowledge and Skills (TEKS), which are the state curriculum standards. Beginning in grade 3 through high school, students test in the core subject areas of reading, writing, mathematics, science and social studies.

The STAAR measures the state-wide curriculum in Reading at grades 3 through 8; in writing at grades 4 and 7; in Math at grades 3-8; in Science at grades 5 and 8; and in Social Studies at grade 8. A Spanish STAAR is available for students in grades 3, 4, and 5 only. The state assessments also include five end-of-course (EOC) tests administered at the high school level; English I, Algebra I, Biology at grade 9, English II at grade 10, and U.S. History at grade 11.

Recommended Action Plan

After analyzing the data provided in this document, the following are recommendations for the 2021-2022 academic school year:

- Continue discussions with all stakeholders on data analysis, needs assessment, improvement planning, program implementation, and monitoring
- Conduct TELPAS PLCs where teachers have discussions focused on the monitoring of student growth in all domains
- Continue to provide professional development sessions that will support emergent bilingual students as well as program teachers
- Conduct Instructional Rounds at all campuses
- Increase communication with parents at all levels to emphasize the vital role they play in their children’s education
- Implement GLAD strategies with fidelity to ensure strategies are being used by all elementary bilingual teachers
- Support all EL teachers through learning walks
- Support and monitor all secondary EL teachers for implementation of language acquisition strategies and best practices for all students through RLA classes
- Continue to monitor and support the Dual Language program roll-out plan
- Ensure implementation of ELPS by all teachers

Appendix 1

The following is TELPAS and STAAR assessment data for the 2021-2022 academic school year.

Attachment Page 1 TELPAS Overall Scores

Attachment Pages 3-5 District Summary STAAR/EOC Score Comparison (2019, 2021 vs. 2022)

2022 Spring TELPAS Overall Ratings by Campus--All Tested Students

	Total Students	Raw Score	Scale Score	Percent Score	Yearly Progress Indicator				TELPAS Composite Rating				
					Lower or Same Level	1 Level Higher	2 Levels Higher	3 Levels Higher	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	1754	17	1298	46%	66%	32%	2%	0%	1%	13%	36%	36%	14%
Alarcon Elementary	247	18	1521	51%	72%	28%	1%	0%	1%	9%	41%	38%	11%
Borrego Elementary	316	19	1529	53%	59%	39%	1%	0%	1%	4%	39%	35%	20%
GEMS Middle	342	22	1552	59%	65%	35%	0%	0%	2%	3%	21%	50%	25%
Sambrano Elementary	383	4	467	12%	64%	29%	6%	0%	1%	40%	43%	12%	5%
San Elizario High School	466	21	1521	56%	78%	22%	0%	0%	2%	5%	37%	43%	12%

	Listening Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	0%	12%	23%	34%	31%
Alarcon Elementary	0%	11%	22%	32%	34%
Borrego Elementary	0%	9%	26%	36%	28%
GEMS Middle	0%	4%	16%	25%	55%
Sambrano Elementary	0%	24%	31%	28%	17%
San Elizario High School	0%	9%	22%	45%	24%

	Speaking Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	0%	23%	40%	33%	4%
Alarcon Elementary	0%	22%	55%	22%	1%
Borrego Elementary	0%	9%	38%	48%	4%
GEMS Middle	0%	10%	49%	41%	0%
Sambrano Elementary	0%	43%	32%	15%	9%
San Elizario High School	0%	26%	34%	37%	3%

	Writing Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	1%	23%	24%	24%	29%
Alarcon Elementary	1%	16%	26%	25%	32%
Borrego Elementary	1%	12%	30%	26%	31%
GEMS Middle	1%	4%	10%	25%	61%
Sambrano Elementary	0%	68%	19%	10%	2%
San Elizario High School	1%	10%	33%	33%	24%

	Reading Proficiency Rating				
	No Rating	BEG	INT	ADV	ADV HIGH
Overall (All Students)	0%	26%	33%	22%	19%
Alarcon Elementary	0%	19%	38%	19%	24%
Borrego Elementary	0%	22%	32%	21%	26%
GEMS Middle	0%	7%	34%	31%	28%
Sambrano Elementary	0%	70%	19%	9%	2%
San Elizario High School	0%	11%	40%	29%	20%

STAAR and EOC Scores--Comparing 2019, 2021, and 2022 for All Students

3rd Grade Math

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	89%	31%	57%	51%	5%	17%	16%	0%	5%
Borrego	85%	42%	58%	56%	11%	28%	24%	4%	8%
District Average	84%	38%	58%	49%	8%	23%	17%	2%	7%

3rd Grade Reading

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	75%	55%	59%	33%	23%	21%	13%	9%	<13%>
Borrego	81%	61%	56%	46%	26%	30%	24%	9%	14%
District Average	77%	59%	57%	39%	25%	26%	19%	9%	14%

4th Grade Math

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	73%	27%	66%	31%	8%	28%	16%	3%	13%
Borrego	86%	31%	64%	48%	10%	30%	25%	4%	8%
District Average	74%	30%	65%	38%	10%	29%	19%	4%	10%

4th Grade Reading

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	69%	51%	67%	24%	15%	43%	10%	7%	23%
Borrego	80%	48%	63%	39%	19%	37%	20%	6%	15%
District Average	70%	49%	65%	31%	18%	40%	14%	6%	19%

5th Grade Math

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	96%	44%	80%	43%	5%	41%	23%	2%	14%
Borrego	99%	45%	76%	63%	18%	36%	42%	7%	11%
District Average	96%	44%	77%	51%	12%	37%	28%	5%	12%

5th Grade Reading

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	76%	51%	81%	34%	11%	50%	15%	4%	22%
Borrego	92%	62%	71%	58%	29%	38%	19%	12%	17%
District Average	82%	57%	75%	43%	21%	<43%>	16%	8%	19%

5th Grade Science

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	60%	34%	<60%>	29%	6%	<29%>	12%	0%	8%
Borrego	88%	38%	59%	62%	10%	25%	32%	4%	8%
District Average	73%	36%	59%	46%	8%	27%	18%	2%	8%

6th Grade Math

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	91%	54%	68%	36%	12%	20%	9%	3%	1%
Borrego	93%	49%	65%	48%	19%	27%	21%	1%	11%
District Average	87%	52%	66%	43%	16%	24%	17%	2%	7%

6th Grade Reading

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Alarcon	67%	45%	54%	32%	20%	31%	13%	4%	9%
Borrego	70%	42%	60%	32%	15%	41%	12%	8%	16%
District Average	66%	44%	58%	31%	18%	37%	13%	6%	<13%>

7th Grade

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Math	66%	38%	48%	30%	12%	16%	11%	3%	4%
Reading	65%	50%	62%	35%	24%	<35%>	17%	11%	19%

8th Grade

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
Math	90%	26%	69%	57%	4%	34%	7%	0%	6%
Reading	81%	60%	76%	41%	34%	48%	19%	15%	26%
Science	79%	49%	65%	39%	25%	32%	16%	32%	15%
Social Studies	52%	37%	41%	16%	12%	12%	8%	3%	5%
8th Grade Algebra I	100%	97%	<100%>	100%	69%	90%	100%	28%	79%

High School

	Approaches 2019	Approaches 2021	Approaches 2022	Meets 2019	Meets 2021	Meets 2022	Masters 2019	Masters 2021	Masters 2022
English I	62%	53%	43%	35%	30%	26%	4%	3%	<4%>
English II	70%	52%	53%	37%	38%	36%	2%	3%	1%
Algebra I	90%	62%	47%	65%	17%	13%	35%	3%	5%
Biology	87%	64%	64%	50%	24%	30%	12%	2%	5%
U.S. History	95%	83%	80%	69%	48%	51%	30%	21%	22%

End of Report
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Session Schedule

- Based upon the survey feedback that we received about the session schedule, we are making a change to Session 5. The revised schedule is as follows:
 - Session 3 – September 15-16, 2022
 - Session 4 – January 11-13, 2022
 - Session 5 – April 21-22, 2023 (new)
 - Session 6 – June 15-16, 2023

Session 3 Objectives

- Training Objectives
 - Share your advocacy plan with another district and seek feedback
 - Prepare for mock legislative hearings and meetings with legislators
 - Choose your own Learning Experience
 - Choose from a variety of learning experience options that align best with the goals in your advocacy plan
 - Legislator perspective
 - Capitol Tour
- Draft Session Schedule
 - September 14: Reception 5:30pm-7:00pm
 - September 15: Training 8:30am-5:00pm
 - September 16: Training 8:30am-12:00pm

Your District's Completed Advocacy Plan

- During Session 3, you will have time to work on a key element of your Advocacy Plan. We will create learning experiences that align with a key goal in your plan. Each district will have the opportunity to choose which experience that they want to pursue.
- To help me to design these experiences in the most meaningful way, please forward to me a copy of your completed advocacy plan by June 17th so that I can tailor the experience to your need.

What to pack

- We will spend a lot of time at the Capitol from this point forward, so please encourage your district attendees to bring comfortable walking shoes. (Trust me on this.)

Hotel

- Raise Your Hand Texas (Jane Shipwash) will book the hotel accommodations for all of the attendees using the information that your district provides.
- We are still working on the hotel location and will update you on that at a later date.
- Raise Your Hand Texas will be billed directly for the hotel rooms for the superintendent and trustee attendees. Other school district staff will provide payment for their hotel room.

Transportation

- For this session, we will spend more of our time at the Capitol.
- If you are more comfortable having a car with you rather than using Uber/Lyft, you could consider parking at the [Capitol Visitor Parking garage](#). (This might be good practice for game-time!)

Session 3 Attendees

- As you begin to think about which Trustees will attend Session 3, consider that it may be helpful (but not required) to have some trustee(s) that have previously attended Session 2 to also attend this session and also bring some new trustees if they are also interested.
- Reviewing the Session 3 objectives may be helpful in determining the best assortment of Trustees to bring. Session 4 will focus on legislative mock hearing training at the Capitol.
- We will continue to use spreadsheets to communicate your travel needs, and we would like to have all responses reflected in your district's travel spreadsheet (below) by August 1.
 - [Amarillo ISD Session 3 Travel Plans](#)
 - [DeKalb ISD Session 3 Travel Plans](#)
 - [Ector County ISD Session 3 Travel Plans](#)
 - [Gregory-Portland ISD Session 3 Travel Plans](#)
 - [Katy ISD Session 3 Travel Plans](#)
 - [Lake Worth ISD Session 3 Travel Plans](#)
 - [San Elizario ISD Session 3 Travel Plans](#)
 - [Tornillo ISD Session 3 Travel Plans](#)

Check in

If you would like, I would enjoy checking in with you to see how everything is going. I have set up a number of options during the month of August from which you can choose if you'd also like to touch base and check in. Here's the [link to sign up](#) for an August meeting time.

Summary of Next Steps

- Identify Session 3 attendees and complete your district's Session 3 travel spreadsheet by August 1.
- Sign up for an August check-in time with me and your Regional Advocacy Director (if you'd like).



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2022 Tentative Convention Schedule

Thursday, September 22, 2022

2–5 p.m. Preconference Sessions*

5–6:30 p.m. Opening Reception

Friday, September 23, 2022

7:30–8:30 a.m. Concurrent Sessions

7:30–11:30 a.m. Small School District Seminar**

8:45–9:45 a.m. Concurrent Sessions

9:45–10:15 a.m. Break in the Exhibit Hall

10:15–11:15 a.m. Concurrent Sessions

11:30 a.m.–1 p.m. School Board Advocacy Network (SBAN) Luncheon (*[SBAN members only](https://tasb.org/legislative/school-board-advocacy-network.aspx)*)

1–2 p.m. Concurrent Sessions

2:15–3:15 p.m. Concurrent Sessions

3:15–4 p.m. Break in the Exhibit Hall

4–5:30 p.m. Friday General Session
Los Fresnos CISD Student Performance
Outstanding School Board and Key Communicator Awards

Saturday, September 24, 2022

7:30–8:30 a.m. Concurrent Sessions

8:45–9:45 a.m. Concurrent Sessions

9:45–10:30 a.m. Break in the Exhibit Hall

10:30 a.m.– Noon Saturday General Session
Longview ISD Student Performance
Superintendent of the Year Award

Noon– 1:30 p.m. TASB Delegate Assembly Caucuses (Grand Hyatt)

1–2 p.m. Concurrent Sessions

2–3 p.m. Exhibit Hall Closing Event

2–4 p.m. TASB Delegate Assembly (Grand Hyatt)

3–4 p.m. Concurrent Sessions

4:15–5 p.m. Commissioner Mike Morath (To Be Invited)

Sunday, September 25, 2022

7:30 a.m. Continental Breakfast

8–9 a.m. Concurrent Sessions

9:15–10:15 a.m. Concurrent Sessions

10:30–11:30 a.m. Sunday General Session 259

Henry B. González
Convention Center
San Antonio
September 23–25

TASA | TASB Convention

txEDCON22



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TASA | TASB Convention

Speakers

General Sessions

First General Session, Friday, 4 p.m.



Keynote: Jon Gordon

New York Times bestselling author of "The Power of Positive Leadership" and "The Energy Bus."

Performance by Los Fresnos CISD

Award presentations: Key Communicator; Outstanding School Board Award

Second General Session, Saturday, 10:30 a.m.



Keynote: Derrick Johnson

Former Texas Longhorn and Kansas City Chief. Founder and president of Defend the Dream Foundation which caters to inner-city kids through education.

Performance by Longview ISD

Award presentation: Superintendent of the Year

Third General Session, Sunday, 10:30 a.m.



Keynote: Merlyna Valentine

A well-respected educator for over 30 years with numerous awards as a teacher, principal, and executive director in a highly successful school district.

Henry B. González
Convention Center
San Antonio
September 23–25

TASA | TASB Convention

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Preconference Sessions

Thursday, September 22, 2022

\$50 fee is required, advance registration is necessary, and participation is limited.

1–5 p.m.

Beyond the Buzz: Diversity, Equity, and Inclusion Fundamentals

Diversity, equity, inclusion, accessibility, justice, belonging, bias — all of these buzzwords are heard in the news and across social media. Let's dive deeper and learn through a four-hour experiential session about the fundamentals behind it.

A foundational model will be presented, followed by a deeper dive into the "Anatomy of Bias." We will discuss how fragile the human spirit is and how exclusion can impact a person, a group, and/or a nation in profound ways.

The world and our school districts are becoming more diverse, and this session will equip you with practices that, when applied, will transform your relationships, your district, and ultimately student outcomes across the state.

2–5 p.m.

Board Officers' Academy (BOA): How Boards Can Make a Difference While Focusing on Student Success

"Some of our students are doing well while others aren't. What can we do to ensure that ALL students succeed? What can our school board do to help?" If you are hearing or saying some things like this, then this session is for you. During this interactive session school board members and administrators will learn some things that they can do to make positive changes to improve the learning environment. Topics include:

- Developing Clear Priorities
- Demonstrating Positive and Focused Leadership
- Effectively Engaging Your Community
- Monitoring Progress to Ensure Success

2–5 p.m.

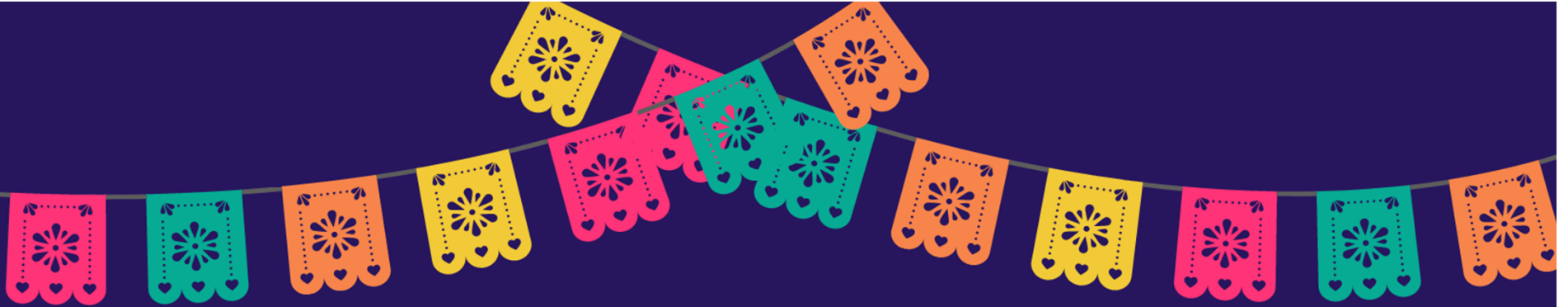
Governance for Improved Student Success: EISO/SB 1566 Training (*fulfills 3-hour biennial requirement*)

Focused and engaged school boards make a difference to student learning. This research-informed session highlights practices and tools to help boards understand the current state of student learning, cast a compelling vision with meaningful goals, and oversee the improvement efforts in their districts.

2–5 p.m.

Controversies in the Classroom: How to Respond to Parent Concerns Over Instructional Issues

From challenges to instructional resources to complaints about social studies curriculum categorized as "Critical Race Theory," schools must respond to parent concerns about what their children are learning at school. Dissatisfied parents may look to home schooling or vouchers as a result. Join school attorneys as they walk through the challenges many districts face with respect to what is taught in the classroom and the impact of



October 6-8, 2022

2022 MASBA CONFERENCE

*Sheraton Gunter
San Antonio, Texas*





MASBA 2022 Conference Agenda

Thursday 10/6/2022

7:30 - 9:00 a.m.	Registration
9:00 a.m. - 3:30 p.m.	Tour of Best Practices
2:30 - 7:30 p.m.	Registration
4:00 - 5:00 p.m.	MASBA Board of Directors
4:45 - 5:30 p.m.	Fireside Chats
6:30 - 9:00 p.m.	Welcome Dinner

Friday 10/7/2022

7:30 a.m. - 5:00 p.m.	Registration
7:30 - 8:00 a.m.	Breakfast
8:00 - 8:15 a.m.	Intro Ceremony
8:15 - 9:15 a.m.	Opening Keynote
9:15- 9:30 a.m	Break & Meet and Greet
9:30 - 10:45 a.m.	General Convening Presentation
11:00 - 12:00 p.m.	Concurrent Sessions
12:15 - 1:15 p.m.	Luncheon
1:30 - 2:30 p.m.	Concurrent Sessions
2:30 - 2:45 p.m.	Break
2:45 - 3:45 p.m.	Concurrent Sessions
4:00 - 5:00 p.m.	Concurrent Sessions
6:30 - 11 p.m.	MASBA Gala and Awards

Saturday 10/8/2022

7:30 - 10:00 a.m.	Registration
7:30 - 8:30 a.m.	Breakfast
8:30 - 8:40 a.m.	Opening Remarks
8:40 - 9:40 a.m.	Keynote
9:40 - 10:45 a.m.	General Convening Presentation
10:45- 11:00 a.m	Break
11:00 - 11:45 a.m.	Member Meeting and Adjourn



MEMORANDUM

To: Dr. Meza-Chavez, Superintendent

From: Raul Jacques, Director of Child Nutrition Services

Subject: August 2022 – Nutrition Services Update

Date: September 13, 2022

Child Nutrition Program activities are back in full swing to provide nutritious meals to our students. During the month of August, we served approximately 82,000 breakfast, lunch, and supper meals, and we are ready to do more meals in September to support after-school and Saturday tutoring.

Higher prices and product availability continue to affect the food service industry. We are pivoting as needed to ensure that students have access to healthy meals daily.

As always, we are thankful for the opportunity to serve our students.