Agenda of Regular Meeting

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

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, January 14, 2026, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

Although one or more board members may participate by videoconference call, a quorum of the Board of Trustees, which includes the Presiding Officer of the Board Meeting, will be physically present at this location for purposes of this meeting and in conformance with the Texas Open Meetings Act.

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.

Signs, placards, or banners shall not be allowed inside the Boardroom. Additionally, any citizen wishing to distribute printed handout materials to the Board or audience must submit the materials for review by 5:00 p.m. prior to the meeting to the Superintendent's Office. The Superintendent, or their designee, shall inform the speaker if the materials have been approved for distribution prior to the meeting. All printed handout materials shall be distributed to the Board or audience before or after public comment, but not during.

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

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**
   Mr. Eduardo Chavez, Board President
   A. Call Meeting to Order
   B. Roll Call
   C. Establish Quorum
   D. The Pledge of Allegiance 5
      San Elizario ISD Student
   E. Texas Pledge of Allegiance 6
      San Elizario ISD Student
   F. **San Elizario ISD Mission Statement**
      The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)
3. **DISTRICT RECOGNITIONS**
   A. School Board Appreciation Month
      Dr. Jeannie Meza-Chavez, Superintendent
      1. Proclamation from the El Paso County Judge Samaniego and Commissioners
      2. Proclamation from the City of San Elizario Mayor
   B. San Elizario High School Senior Perfect Attendance Fall 2025 — Daphne Franco-Carrasco
      Dr. Jeannie Meza-Chavez, Superintendent
   C. Athletic Recognitions
      Mr. Cesar Morales, Executive Director Athletics
      1. Ann M. Garcia-Enriquez Middle School
         a. Girls Soccer East Conference Champions
         b. 7th Grade Boys Basketball East Conference Champions
         c. 8th Grade Boys Soccer East Conference Champions
   D. Teacher of the Year and Employee of the Year Nominees
      Ms. Gina Ramirez, Executive Director Human Resources
      1. District Employee of the Year
      2. District Rookie Teacher of the Year
      3. District Elementary Teacher of the Year
      4. District Secondary Teacher of the Year
4. **NEW BUSINESS / BOARD ACTION ITEMS**
   A. Board of Trustees Book Study — Start with Why by Simon Sinek 7
      - Chapter 6: The Emergence of Trust
      - Chapter 7: How A Tipping Point Tips

      Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent
   B. Discussion and possible Board action to set a Team of Eight Training Date
      Dr. Jeannie Meza-Chavez, Superintendent
      1. Board Meeting Calendar 11
      2. Tentative Dates:
         - Wednesday, February 4, 2026
         - Wednesday, February 18, 2026
         - Thursday, March 5, 2026
         - Wednesday, March 25, 2026
5. **CONSENT AGENDA** - Consider and possible Board action on
   A. Financial Reports
      Ms. Elizabeth Perez, Chief Financial Officer
      1. Tax Report 12
      2. Financial Statements 14
      3. Investment Report 18
      4. Budget Amendment 29
   B. Consider and possible Board action on ESC 19 - 2025-2026 Continuing Education Service Agreement 32
      Dr. Jeannie Meza-Chavez, Superintendent
   C. Consider and possible Board action to remove the Effective Advising Framework (EAF) Stipend 36

Ms. Gina Ramirez, Executive Director Human Resources

D. Consider and possible Board action to approve the 2025-2026 Miscellaneous Pay Rates: Contracted Homebound Services 39
Ms. Gina Ramirez, Executive Director Human Resources

E. Consider approval of minutes for the following:
Board of Trustees
1. November 12, 2025 - Regular Board Meeting 41
2. November 19, 2025 - Special Meeting 48

F. 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 52
Mr. Vicente Rodriguez, Executive Director Technology

6. **PRESENTATION / REPORTS / INFORMATION**

A. Presentations
1. Goal Progress Monitoring
Mr. Edgar Ponce, Research and Evaluation Administrator
a. (HB3) - Goal 2 - Overall Academic Growth in RLA STAAR 59
1. PowerPoint Presentation 61

B. Reports
1. Career and Technical Education Program Evaluation for School Year 2024-2025 70
Ms. Sandra Sanchez, Career and Technical Education Administrator
2. San Elizario Early College High School Update 132
Mr. Troy Enriquez, Principal, San Elizario High School
3. Meal Service Update
Ms. Aggie Reyes, Executive Director Child Nutrition Services
a. November 2025 133
b. December 2025 134
4. Enrollment Update 135

C. Information
1. Board Training
a. Far West Texas School Boards Association Meetings 136
- Coffee Chat — January 12, 2026 | 5:30 PM — Starlight Event Center Sunset Room

7. **EXECUTIVE SESSION**
The Board will enter into a closed meeting to consult with attorney, to discuss real estate matters, to discuss personnel reassignments, to discuss personnel promotions, to consider recommendations of employment contracts, and to consider recommendations for hiring of personnel or termination of personnel under Sec. 551.071, 551.074, and 551.076 Texas Gov. Code:

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
A. Possible Board action on matters discussed in Closed Session

9. **NEXT MEETING DATE:**
Regular Board Meeting: Wednesday, February 11, 2026, at 5:30 p.m.

10. **ADJOURNMENT**

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

Texas Government Code Section:

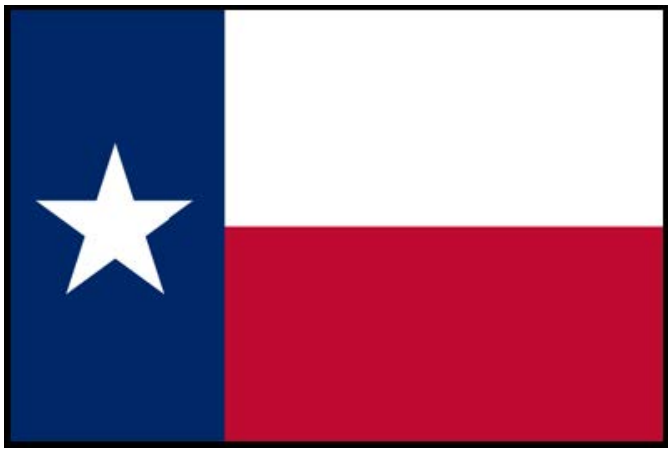
551-071	Private consultation with the board's attorney.
551-072	Discussing purchases, exchange, leases, or value of real property.
551-073	Discussing negotiated contracts for prospective gifts or donations.
551-074	Discussing personnel or to hear complaints against personnel
551-076	Deliberation regarding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

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

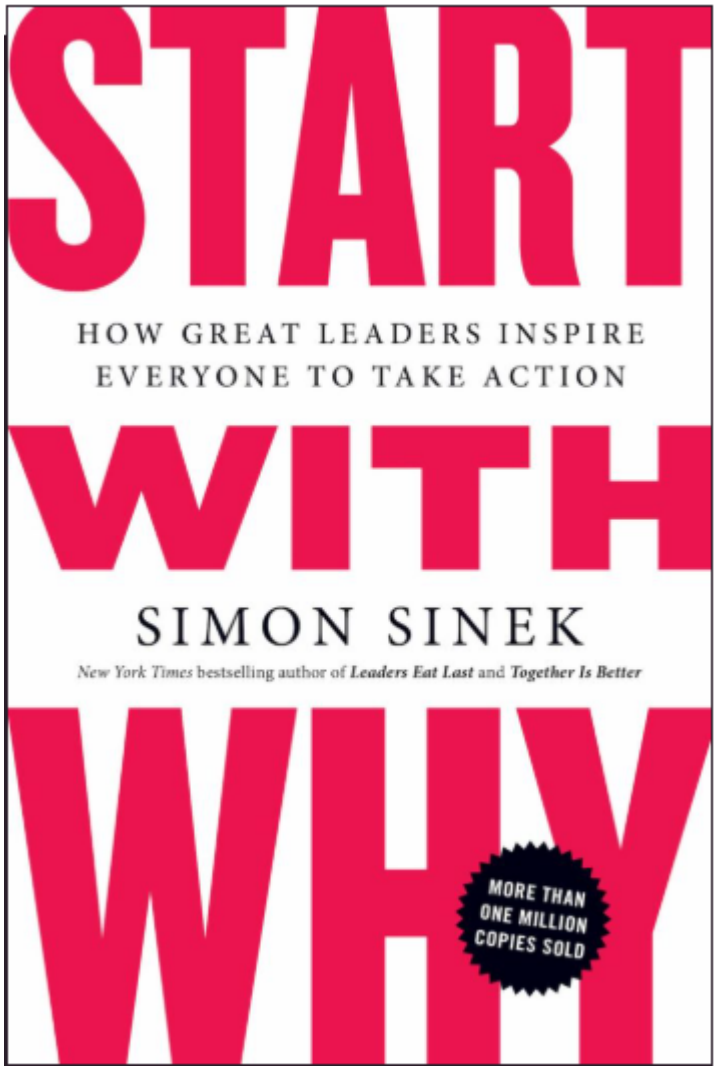
(a) in the open meeting covered by the Notice upon the reconvening of the public meeting; or
(b) at a subsequent public meeting of the School Board upon notice thereof; as the School Board shall determine.

I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all.

"Honor the Texas flag; I pledge allegiance to thee, Texas, one state under God, one and indivisible."



San Elizario ISD Board of Trustees
Book Study 2025-2026



Start With WHY:
How Great Leaders Inspire Everyone to Take Action
by Simon Sinek

August 13, 2025:
The book was sent to trustees before this meeting date to begin review.

September 16, 2025:
PART 1. A World That Doesn't Start With a Why
Chapter 1: pgs. 11-15 Assume You Know
Chapter 2: pgs.16-34 Carrots & Sticks

October 8, 2025:
PART 2. An Alternative Perspective
Chapter 3: pgs. 37-51 The Golden Circle
Chapter 4: pgs. 52-64 This Is Not Opinion; This Is Biology

November 12, 2025:
Chapter 5: pgs. 65-80 Clarity, Discipline and Consistency

January 14, 2026:
PART 3. Leaders Need A Following
Chapter 6: pgs. 83-114 The Emergence of Trust
Chapter 7: pgs. 115-130 How A Tipping Point Tips

February 11, 2026:
PART 4. How to Rally Those Who Believe
Chapter 8: pgs. 133-153 Start With Why, But Know How
Chapter 9: pgs. 154-159 Know Why – Know How – Then What?

March 4, 2026:
Chapter 10: pgs. 160-171 Communication Is Not About Speaking; It's About Listening
PART 5. The Biggest Challenge is Success
Chapter 11 pgs. 175-182 When Why Goes Fuzzy

April 8, 2026:
Chapter 12 pgs. 183-206 Split Happens

May 13, 2026:
PART 6. Discover WHY pg. 207
Chapter 13: pgs. 209-221 The Origins of A Why
Chapter 14: 222-225 The New Competition

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 1		
Chapter 2		
Chapter 3		
Chapter 4		
Chapter 5		
Chapter 6		
Chapter 7		
Chapter 8		
Chapter 9		
Chapter10		

Quote Share Learning

1. Quote Share: Find at least two quotes per chapter that resonate with you
2. Record your rationale for selecting each of the two quotes

Chapter	Quote with page number	Rationale
Chapter 11		
Chapter 12		
Chapter 13		
Chapter 14		

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

#SEISDManoAMano

2025 - 2026 Board Meeting Dates	
July 2025	No Board Meeting
Wednesday, August 13, 2025	Regular Board Meeting
Tuesday, September 16, 2025	Special Board Meeting *TASA|TASB txEDCON25 Sept 11 – 14 * Homecoming Parade Sept 17
Wednesday, October 15, 2025	Regular Board Meeting *MASBA Oct 2 – 3
Wednesday, November 12, 2025	Regular Board Meeting
December 2025	No Board Meeting
Wednesday, January 14, 2026	Regular Board Meeting
Wednesday, February 11, 2026	Regular Board Meeting
Wednesday, March 4, 2026	Special Board Meeting due to Spring Break
Wednesday, April 8, 2026	Regular Board Meeting *NSBA 26 April 10 – 12
Wednesday, May 13, 2026	Regular Board Meeting
Wednesday, May 20, 2026	Board Budget and Instructional Workshop
Wednesday, June 10, 2026	Regular Board Meeting
Wednesday, June 17, 2026	Special Board Meeting for Budget Adoption

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: January 14, 2026

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 16, 2025, Board meeting for a total rate of $0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was $0.7156 while the Interest & Sinking (I&S) rate which pays for bonded debt was $0.1697.

RATIONALE The purpose of this agenda item is to report collections made for the current 2025 tax year which is based on the levy billed on October 1, 2025.

BUDGET: Collections as of November 30, 2025, are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	$2,277,612	$540,121	$2,817,734	
Current Year Collections	$132,706	$31,470	$164,176	$164,176
Current Year Levy Outstanding	$2,144.907	$508,651	$2,653,558	
Prior Year Collections				$59,152
Penalty & Interest Collections				$16,750
Total Collections				$237,078

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☐ Attachment Included

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2025 through 11/30/2025

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

	CURRENT TAX YEAR ($)		PRIOR YEARS ($)		ALL YEARS ($)			COLLECTION FEE ($)	
PERIOD	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2025	-	-	51,076.15	51,076.15	51,076.15	51,076.15	1.81%	9,028.77	9,028.77
Oct 2025	28,774.29	28,774.29	8,712.45	59,788.60	37,486.74	88,562.89	3.14%	1,764.61	10,793.38
Nov 2025	135,401.54	164,175.83	13,113.12	72,901.72	148,514.66	237,077.55	8.41%	1,901.28	12,694.66
Dec 2025									
Jan 2026									
Feb 2026									
Mar 2026									
Apr 2026									
May 2026									
Jun 2026									
Jul 2026									
Aug 2026									

LEVY		CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/25/2025	2,756,631.77	N/A	N/A
Levy-Billed	10/1/2025	2,817,941.38	635,963.53	3,453,904.91
Adjusted Levy YTD		2,817,733.62	609,888.02	3,427,621.64
Increase/Decrease		(207.76)	(26,075.51)	(26,283.27)
Levy Outstanding		2,653,557.79	553,736.30	3,207,294.09

REVENUE	CURRENT	PRIOR	ALL YEARS
Total Levy Collected	164,175.83	56,151.72	220,327.55
Total Penalty & Interest	-	16,750.00	16,750.00
Total Levy + P&I	164,175.83	72,901.72	237,077.55
Taxes as percent of levy	5.83%	1.99%	7.82%
P&I as percent of levy	0.00%	0.59%	0.59%
Total as percent of levy	5.83%	2.58%	8.41%
Collection Fee	-	12,694.66	12,694.66
Total Collected YTD	164,175.83	85,596.38	249,772.21

printed 12/5/2025

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: January 14, 2026

HISTORY: The district's fiscal year runs from July 1st through June 30th. The district's fiscal accounts are audited annually, and the results will be presented at the regular meeting in February.

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of November 30, 2025, 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 H-4: presents revenues and expenses for internal service funds

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

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☒ Information
Please check if applicable: ☒ Attachment Included

EXHIBIT G-1

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING NOVEMBER 30, 2025

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 3,093,147	$ 3,093,147	$ 487,791	$ (2,605,356)
5800	State Program Revenues	31,231,757	31,440,069	13,096,942	(18,343,127)
5900	Federal Program Revenues	4,305,000	4,305,000	1,329,215	(2,975,785)
5020	Total Revenues	38,629,904	38,838,216	14,913,948	(23,924,268)
	EXPENDITURES:				
	Current:				
0011	Instruction	19,734,074	19,947,780	8,210,062	11,737,718
0012	Instructional Resources and Media Services	67,426	67,426	14,751	52,675
0013	Curriculum and Instructional Staff Development	859,460	859,460	324,581	534,879
0021	Instructional Leadership	744,080	774,432	331,011	443,421
0023	School Leadership	2,102,639	2,113,090	849,809	1,263,281
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069	512,730	989,339
0032	Social Work Services	50,039	100,039	40,703	59,336
0033	Health Services	427,494	427,494	192,586	234,908
0034	Student (Pupil) Transportation	1,421,379	1,421,379	608,385	812,994
0035	Food Services	3,310,425	3,310,425	1,336,002	1,974,423
0036	Extracurricular Activities	909,279	1,024,279	474,972	549,307
0041	General Administration	1,707,954	1,857,954	759,119	1,098,835
0051	Facilities Maintenance and Operations	5,317,942	5,314,942	1,856,483	3,458,459
0052	Security and Monitoring Services	608,150	1,111,663	487,717	623,946
0053	Data Processing Services	1,170,851	1,170,851	596,133	574,718
0061	Community Services	15,030	15,030	4,221	10,809
	Debt Service:				
0071	Debt Service	319,725	283,815	109,856	173,959
	Capital Outlay:				
0081	Facilities Acquisition and Construction	-	-	-	-
	Intergovernmental:				
0099	Other Intergovernmental Charges	51,700	51,700	11,817	39,883
6030	Total Expenditures	40,321,216	41,353,829	16,720,938	24,632,890
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(1,691,312)	(2,515,613)	(1,806,990)	708,623
	OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	25,000	25,000	9,551	(15,449)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	9,551	(15,449)
1200	Net Changes in Fund Balances	(1,666,312)	(2,490,613)	(1,797,439)	693,174
0100	Fund Balance - July 1 (Beginning)	-	13,214,336	13,214,336	-
3000	Fund Balance - June 30 (Ending)	$ (1,666,312)	$ 10,723,723	$ 11,416,897	$ 693,174

EXHIBIT J-3

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING NOVEMBER 30, 2025

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 527,252	$ 527,252	$ 59,832	$ (467,420)
5800	State Program Revenues	1,245,681	1,245,681	-	(1,245,681)
5020	Total Revenues	1,772,933	1,772,933	59,832	(1,713,101)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,727,225	1,727,225	407,014	1,320,211
6030	Total Expenditures	1,727,225	1,727,225	407,014	1,320,211
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	45,708	45,708	(347,182)	(392,890)
	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	45,708	45,708	(347,182)	(392,890)
0100	Fund Balance - July 1 (Beginning)	-	425,918	425,918	-
3000	Fund Balance - June 30 (Ending)	$ 45,708	$ 471,626	$ 78,736	$ (392,890)

EXHIBIT H-4

SAN ELIZARIO ISD
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING NOVEMBER 30, 2025

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	$ 532,979	$ 29,354	$ 562,333
Total Operating Revenues	532,979	29,354	562,333
OPERATING EXPENSES:			
Professional and Contracted Services	1,067,202	9,338	1,076,540
Other Operating Costs	159,023	-	159,023
Total Operating Expenses	1,226,225	9,338	1,235,562
Operating Income (Loss)	(693,246)	20,016	(673,229)
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	93	24,167	24,260
Total Nonoperating Revenues (Expenses)	93	24,167	24,260
Income (Loss) Before Transfers	(693,153)	44,183	(648,970)
Transfer In	-	-	-
Change in Net Position	(693,153)	44,183	(648,970)
Total Net Position - July 1 (Beginning)	(750,508)	814,651	64,143
Total Net Position - June 30 (Ending)	$ (1,443,661)	$ 858,834	$ (584,827)

San Elizario ISD
P.O. Box 920
San Elizario, TX 79849
Phone: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: January 14, 2026

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

RATIONALE: The purpose of this agenda item is to present that investment report for the month of November 30, 2025.

BUDGET: Interest earned by fund is summarized in the investment report which is attached.

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☒ Attachment Included

San Elizario I.S.D.
Statement of Interest Earned
For The One Month Ending November 30, 2025

General Fund	**$**	**169,942.19**
Interest & Sinking (Debt Service) Fund	**$**	**5,691.09**
Capital Projects Fund	**$**	**7,319.69**
Health Insurance Fund	**$**	**92.89**
Workers Compensation Fund	**$**	**24,166.68**
Total	**$**	**207,212.54**

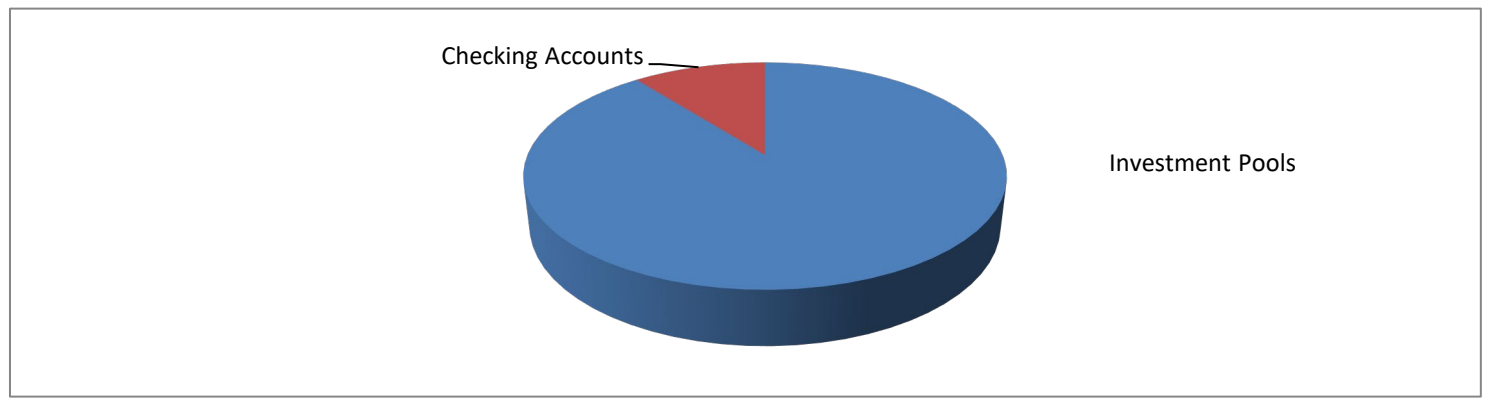
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Elizabeth Perez
Chief Financial Officer

December 31, 2025
Date

Portfolio Diversification

By Investment Type	**Current Market Value**	**Portfolio %**	**Investment Maturity**
Investment Pools	$ 11,603,716	89.36%	Overnight
Checking Accounts	$ 1,381,708	10.64%	Overnight
	$ 12,985,424		



General Fund

Wells Fargo- General Operating Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 838,994.15	1.20%	$ 886.16
01-Aug-25	31-Aug-25	Overnight	$ 607,050.05	1.20%	$ 842.36
01-Sep-25	30-Sep-25	Overnight	$ 239,186.25	1.00%	$ 689.70
01-Oct-25	31-Oct-25	Overnight	$ 813,294.44	1.00%	$ 743.11
01-Nov-25	30-Nov-25	Overnight	$ 1,143,751.69	0.80%	$ 790.98
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Net Earnings Allowance:	**$ 3,952.31**

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

Wells Fargo- Food Service Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 132,847.70	0.00%	$ -
01-Aug-25	31-Aug-25	Overnight	$ 143,984.60	0.00%	$ -
01-Sep-25	30-Sep-25	Overnight	$ 156,125.25	0.00%	$ -
01-Oct-25	31-Oct-25	Overnight	$ 170,901.90	0.00%	$ -
01-Nov-25	30-Nov-25	Overnight	$ 190,086.11	0.00%	$ -
01-Dec-25	31-Dec-25	Overnight		0.00%	$ -
01-Jan-26	31-Jan-26	Overnight		0.00%	$ -
01-Feb-26	28-Feb-26	Overnight		0.00%	$ -
01-Mar-26	31-Mar-26	Overnight		0.00%	$ -
01-Apr-26	30-Apr-26	Overnight		0.00%	$ -
01-May-26	31-May-26	Overnight		0.00%	$ -
01-Jun-26	30-Jun-26	Overnight		0.00%	$ -
				Net Earnings Allowance:	**$ -**

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

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 1,922,931.48	4.44%	$ 5,819.01
01-Aug-25	31-Aug-25	Overnight	$ 716,792.31	4.43%	$ 4,460.75
01-Sep-25	30-Sep-25	Overnight	$ 4,426,993.63	4.39%	$ 3,748.94
01-Oct-25	31-Oct-25	Overnight	$ 3,306,062.05	4.28%	$ 13,746.31
01-Nov-25	30-Nov-25	Overnight	$ 2,741,365.93	4.14%	$ 9,131.80
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 36,906.81**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 217,776.80	4.42%	$ 813.98
01-Aug-25	31-Aug-25	Overnight	$ 218,598.17	4.42%	$ 817.23
01-Sep-25	30-Sep-25	Overnight	$ 219,382.50	4.37%	$ 784.33
01-Oct-25	31-Oct-25	Overnight	$ 220,177.10	4.26%	$ 794.60
01-Nov-25	30-Nov-25	Overnight	$ 220,916.97	4.09%	$ 739.87
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 3,950.01**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 4,761,132.40	4.31%	$ 17,348.31
01-Aug-25	31-Aug-25	Overnight	$ 3,100,267.40	4.31%	$ 16,865.29
01-Sep-25	30-Sep-25	Overnight	$ 2,597,252.22	4.25%	$ 9,705.71
01-Oct-25	31-Oct-25	Overnight	$ 2,640,827.00	4.14%	$ 9,218.52
01-Nov-25	30-Nov-25	Overnight	$ 2,763,254.65	3.97%	$ 8,798.82
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 61,936.65**

Texas CLASS Investment Pool- General Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 3,698,009.69	4.41%	$ 13,812.13
01-Aug-25	31-Aug-25	Overnight	$ 3,711,822.53	4.39%	$ 13,812.84
01-Sep-25	30-Sep-25	Overnight	$ 3,725,114.46	4.35%	$ 13,291.93
01-Oct-25	31-Oct-25	Overnight	$ 3,738,663.74	4.28%	$ 13,549.28
01-Nov-25	30-Nov-25	Overnight	$ 3,751,303.72	4.11%	$ 12,639.98
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 67,106.16**

Wells Fargo- San Elizario High School Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 14,782.53	0.68%	$ 8.55
01-Aug-25	31-Aug-25	Overnight	$ 15,560.42	0.68%	$ 8.73
01-Sep-25	30-Sep-25	Overnight	$ 17,899.36	0.64%	$ 8.78
01-Oct-25	31-Oct-25	Overnight	$ 18,729.30	0.58%	$ 8.95
01-Nov-25	30-Nov-25	Overnight	$ 19,385.43	0.48%	$ 7.55
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 42.56**

Total General Fund Interest Earned	**$ 169,942.19**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 141,771.92	4.44%	$ 532.47
01-Aug-25	31-Aug-25	Overnight	$ 142,305.81	4.43%	$ 533.89
01-Sep-25	30-Sep-25	Overnight	$ 142,818.86	4.39%	$ 513.05
01-Oct-25	31-Oct-25	Overnight	$ 143,338.42	4.28%	$ 519.56
01-Nov-25	30-Nov-25	Overnight	$ 143,825.62	4.14%	$ 487.20
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 2,586.17**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 163,823.95	4.31%	$ 592.59
01-Aug-25	31-Aug-25	Overnight	$ 169,462.90	4.31%	$ 608.66
01-Sep-25	30-Sep-25	Overnight	$ 177,880.42	4.25%	$ 608.36
01-Oct-25	31-Oct-25	Overnight	$ 186,226.39	4.14%	$ 644.13
01-Nov-25	30-Nov-25	Overnight	$ 213,529.07	3.97%	$ 651.18
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 3,104.92**
				Total Debt Service Fund Interest Earned	**$ 5,691.09**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 414,582.28	4.31%	$ 1,513.14
01-Aug-25	31-Aug-25	Overnight	$ 416,099.83	4.31%	$ 1,517.55
01-Sep-25	30-Sep-25	Overnight	$ 417,553.80	4.25%	$ 1,453.97
01-Oct-25	31-Oct-25	Overnight	$ 419,022.50	4.14%	$ 1,468.70
01-Nov-25	30-Nov-25	Overnight	$ 420,388.83	3.97%	$ 1,366.33
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			
				Interest Earned:	**$ 7,319.69**
				Total Capital Projects Fund Interest Earned	**$ 7,319.69**

Health Insurance Fund

Wells Fargo- Health Insurance

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 75,186.24	0.68%	$ 20.16
01-Aug-25	31-Aug-25	Overnight	$ 46,781.69	0.68%	$ 22.23
01-Sep-25	30-Sep-25	Overnight	$ 30,805.10	0.64%	$ 20.44
01-Oct-25	31-Oct-25	Overnight	$ 14,884.65	0.57%	$ 7.42
01-Nov-25	30-Nov-25	Overnight	$ 18,432.76	0.48%	$ 22.64
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **$ 92.89**

Total Health Insurance Fund Interest Earned **$ 92.89**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 19,529.14	0.68%	$ 11.76
01-Aug-25	31-Aug-25	Overnight	$ 18,657.22	0.68%	$ 11.08
01-Sep-25	30-Sep-25	Overnight	$ 17,909.80	0.64%	$ 9.58
01-Oct-25	31-Oct-25	Overnight	$ 11,620.08	0.58%	$ 7.32
01-Nov-25	30-Nov-25	Overnight	$ 10,052.10	0.48%	$ 4.27
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **$ 44.01**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 1,329,979.23	4.42%	$ 4,971.01
01-Aug-25	31-Aug-25	Overnight	$ 1,334,970.11	4.42%	$ 4,990.88
01-Sep-25	30-Sep-25	Overnight	$ 1,339,759.96	4.37%	$ 4,789.85
01-Oct-25	31-Oct-25	Overnight	$ 1,344,612.54	4.26%	$ 4,852.58
01-Nov-25	30-Nov-25	Overnight	$ 1,349,130.89	4.09%	$ 4,518.35
01-Dec-25	31-Dec-25	Overnight			
01-Jan-26	31-Jan-26	Overnight			
01-Feb-26	28-Feb-26	Overnight			
01-Mar-26	31-Mar-26	Overnight			
01-Apr-26	30-Apr-26	Overnight			
01-May-26	31-May-26	Overnight			
01-Jun-26	30-Jun-26	Overnight			

Interest Earned: **$ 24,122.67**

Total Worker's Compensation Fund Interest Earned : **$ 24,166.68**

Lone★Star™
Investment Pool

Distributed by FIRST PUBLIC® Member FINRA/SIPC

First Public
12007 Research Blvd.
Austin, Texas 78759
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Investment Managers:
American Beacon Advisors and
Mellon Investments Corp (Dreyfus)

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TASA

Lone Star Monthly Performance Update

The Lone Star Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, charges, 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.

First Public is a registered broker dealer with the Securities and Exchange Commission, the Financial Industry Regulatory Authority, and the Municipal Securities Rulemaking Board. First Public is not acting as a municipal advisor and is not providing advice or recommending any action to any municipal entity (including governmental entities under Section 15B of the U.S. Securities Exchange Act) or any of such entity's obligated persons. First Public does not assume or owe any fiduciary duty under Section 15B of the U.S. Securities Exchange Act with respect to the information contained herein. Please consult your professional and legal advisors and fiduciaries before acting on any of this information.

Fund Performance Update

November 30, 2025

Comments by Mellon, Investment Manager

US Treasury bond yields were slightly higher in November, with the largest increases coming in the long end of the curve. Equity markets, which were lower by as much a 7% during the month, rebounded in the last week of November to close the month mixed as the Dow Jones Industrial Average, S&P 500, and Nasdaq-100 indexes returned +0.5%, +0.2%, and -1.4%, respectively. The US government shutdown ended on November 12 as both political parties agreed to a temporary spending bill. The 43-day shutdown was the longest in history for the US. Due to the shutdown, much of the major economic data was not released until the government reopened. The September jobs report showed an increase of 119,000, exceeding expectations despite downward revisions to August and July. The unemployment rate rose slightly to 4.4%, reflecting labor force growth and steady prime-age participation and employment-to-population ratios; however, the number of permanent job losers increased to above two million. There was no Federal Open Market Committee (FOMC) in November. Expectations of a rate cut at the December 10 FOMC meeting were volatile during the month. In the weeks following the FOMC press conference at the end of October, the probability of a rate cut in December, according to the Fed funds futures market, fell as low as 25%. Comments by some Federal Reserve (Fed) officials, particularly NY Fed president John Williams, moved that probability up to 83% by the end of November.

Active Participants This Month

Schools and Colleges	607
Other Governmental Entities	95
Total	*702*

Lone★Star™
Investment Pool

Government Overnight Fund

Return Information

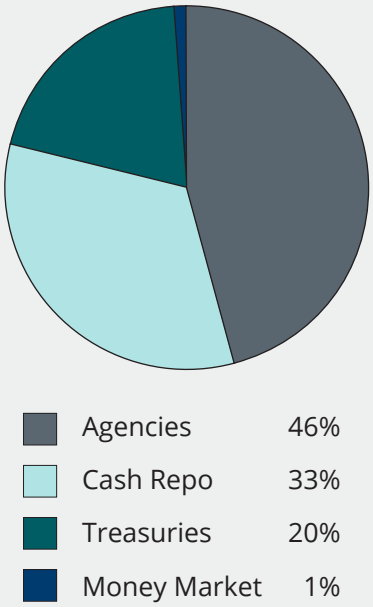
November 30, 2025

Average Monthly Return (a)	3.97%
SEC 7-day Fund Yield (b)	3.98%
Weighted Average Maturity One (c)	31 days
Weighted Average Maturity Two (c)	102 days
Portfolio Maturing beyond One Year	5%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	2,034,568,401.01	2,034,568,401.01
US Treasuries	1,275,633,043.84	1,275,903,784.92
Agencies	2,856,420,206.80	2,856,753,590.09
Money Market Funds	89,011,302.48	89,011,302.48
Total Assets	*6,255,632,954.13*	*6,256,237,078.50*

Investment Distribution



(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.

Lone★Star™
Investment Pool

Corporate Overnight Fund

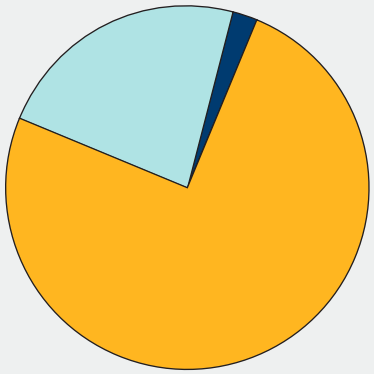
Return Information
November 30, 2025

Average Monthly Return (a)	4.09%
SEC 7-day Fund Yield (b)	4.10%
Weighted Average Maturity One (c)	45 days
Weighted Average Maturity Two (c)	75 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	912,578,780.93	912,578,780.93
US Treasuries	-	-
Agencies	-	-
Commercial Paper	2,957,441,167.63	2,957,344,755.07
Money Market Funds	56,808,924.80	56,808,924.80
Total Assets	*3,926,828,873.36*	*3,926,732,460.80*

Investment Distribution



(b)

SEC 7-Day Yield Calculation

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

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

Lone★Star™
Investment Pool

Corporate Overnight Plus Fund

Return Information

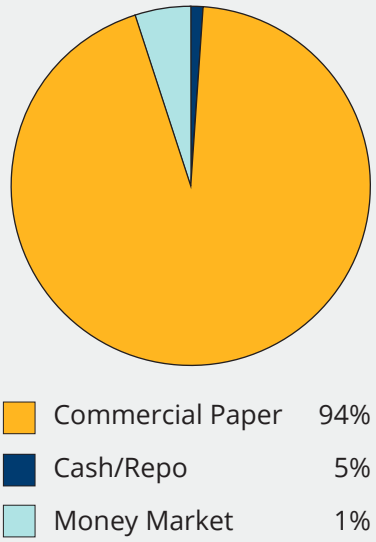
November 30, 2025

Average Monthly Return (a)	4.14%
SEC 7-day Fund Yield (b)	4.13%
Weighted Average Maturity One (c)	53 days
Weighted Average Maturity Two (c)	91 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	556,862,135.92	556,862,135.92
US Treasuries	-	-
Agencies	-	-
Commercial Paper	9,537,899,977.23	9,537,527,892.30
Money Market Funds	91,230,572.43	91,230,572.43
Total Assets	*10,185,992,685.58*	*10,185,620,600.65*

Investment Distribution



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

Texas CLASS

	Texas CLASS	
Date	Dividend Rate	Daily Yield
11/01/2025	0.000000000	4.1889%
11/02/2025	0.000000000	4.1889%
11/03/2025	0.000116234	4.2399%
11/04/2025	0.000114785	4.1896%
11/05/2025	0.000112874	4.1199%
11/06/2025	0.000111677	4.0762%
11/07/2025	0.000335016	4.0760%
11/08/2025	0.000000000	4.0760%
11/09/2025	0.000000000	4.0760%
11/10/2025	0.000223812	4.0846%
11/11/2025	0.000000000	4.0846%
11/12/2025	0.000112066	4.0904%
11/13/2025	0.000112590	4.1095%
11/14/2025	0.000337881	4.1109%
11/15/2025	0.000000000	4.1109%
11/16/2025	0.000000000	4.1109%
11/17/2025	0.000112143	4.0932%
11/18/2025	0.000112251	4.0972%
11/19/2025	0.000111457	4.0682%
11/20/2025	0.000111123	4.0560%
11/21/2025	0.000333687	4.0598%
11/22/2025	0.000000000	4.0598%
11/23/2025	0.000000000	4.0598%
11/24/2025	0.000111485	4.0693%
11/25/2025	0.000111988	4.0875%
11/26/2025	0.000225280	4.1114%
11/27/2025	0.000000000	4.1114%
11/28/2025	0.000339711	4.1331%
11/29/2025	0.000000000	4.1331%
11/30/2025	0.000000000	4.1331%

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: 915872.3900
Fax 915.872.3903

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: January 14, 2026

HISTORY: The District's 2025-2026 budget was officially approved at the June 18, 2025 special Board meeting.

RATIONALE: In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources. The purpose of this agenda item is to amend revenues and expenditures in the following areas:

- **Board of Trustees Travel**
  - **Function 41 (General Administration):** To increase function 41 by $14,059 to pay for Board travel expenditures (MASBA, NSBA and Leadership TASB).
- **Technology Equipment**
  - **Function 11 (Instruction):** To decrease function 11 by $4,935 to purchase technology equipment and account for costs in correct function code.
  - **Function 53 (Data Processing Services):** To increase function 53 by $4,935 to purchase technology equipment and account for costs in correct function code.
- **AVID Program**
  - **Function 11 (Instruction):** To increase function 11 by $19,874 to pay for AVID program expenditures.
  - **Function 23 (School Leadership):** To increase function 23 by $19,874 to pay for AVID program expenditures.
- **Testing Materials**
  - **Function 11 (Instruction):** To decrease function 11 by $5,000 to purchase testing materials for the Early College HS and account for costs in correct function code.
  - **Function 31 (Evaluation Services):** To increase function 31 by $5,000 to purchase testing materials for the Early College HS and account for costs in correct function code.

San Elizario ISD
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BUDGET: The proposed budget amendment can be seen in the attachment enclosed.

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

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND		2025-2026 Adopted	2025-2026 Amended	1/14/2026 Non-Employee Travel-Board	1/14/2026 Technology Equipment	1/14/2026 AVID	1/14/2026 Early College HS	2025-2026 Proposed
REVENUES		**REVENUES**	**REVENUES**					**REVENUES**
5700	Local and Intermediate Sources	$ 3,093,147	$ 3,093,147					$ 3,093,147
5800	State Sources	31,231,757	31,440,069					$ 31,440,069
5900	Federal Programs	4,305,000	4,305,000					$ 4,305,000
	Total Revenues	38,629,904	38,838,216					38,838,216
EXPENDITURES		**EXPENDITURES**	**EXPENDITURES**					**EXPENDITURES**
11	Instruction	19,734,074	19,997,366		(4,935)	19,874	(5,000)	20,007,305
12	Instructional Resources and Media Services	67,426	65,926					65,926
13	Curriculum and Instructional Staff Development	859,460	846,513					846,513
21	Instructional Leadership	744,080	774,432					774,432
23	School Leadership	2,102,639	2,113,090			19,874		2,132,964
31	Guidance, Counseling and Evaluation Services	1,503,569	1,484,259				5,000	1,489,259
32	Social Work Services	50,039	100,039					100,039
33	Health Services	427,494	427,494					427,494
34	Student (Pupil) Transportation	1,421,379	1,423,048					1,423,048
35	Food Services	3,310,425	3,311,330					3,311,330
36	Cocurricular/Extracurricular Activities	909,279	1,024,279					1,024,279
41	General Administration	1,707,954	1,857,954	14,059				1,872,013
51	Facilities Maintenance and Operations	5,317,942	5,314,942					5,314,942
52	Security and Monitoring Services	608,150	1,113,324					1,113,324
53	Data Processing Services	1,170,851	1,170,851		4,935			1,175,786
61	Community Services	15,030	15,030					15,030
71	Debt Service	319,725	283,815					283,815
81	Facilities Acquisition and Construction	0	0					0
99	Other Intergovernmental Charges	51,700	51,700					51,700
	Total Expenditures	40,321,216	$ 41,375,393	$ 14,059	$ -	$ 39,748	$ -	$ 41,429,201
REVENUES OVER(UNDER) EXPENDITURES		$ (1,691,312)	$ (2,537,177)					$ (2,590,985)

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: School Board Member / Superintendent Continuing Education Services Agreement 2025-2026
Date: January 14, 2026

HISTORY:
ESC Region 19 provides yearly training to the Board of Trustees and the Superintendent so that Trustees can obtain all the required continuing education credits.

RATIONALE:
ESC Region 19 provides continuing education credits to ensure the Board of Trustees' compliance with the Texas Administrative Code, Chapter 61.1.

BUDGET:
The School Board Member / Superintendent Continuing Education Services Agreement costs $4,500.00

ADMINISTRATIVE RECOMMENDATION:
The Administrative recommendation is for the Board of Trustees to approve the School Board Member / Superintendent Continuing Education Services Agreement as presented.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

Executive Office
Dr. Armando Aguirre
Education Service Center - Region 19
6611 Boeing Drive
El Paso, Texas 79925-1010

Phone: 915.780.1919
Fox: 915.780.5070
www.esc19.net

November 17, 2025

Dr. Jeannie Meza-Chavez Superintendent
Mr. Eduardo Chavez, Board President
San Elizario Independent School District
P. O. Box 920
San Elizario, Texas 79849

Dr. Meza-Chavez and Mr. Chavez:

The accompanying School Board Member/Superintendent Continuing Education Services Agreement details the services ESC-Region 19 will provide. This agreement will allow new and experienced school board members to obtain all continuing education credits required by the Texas Administrative Code, Chapter 61.1. Embedded throughout all sessions, is time to work as a "Team of 8" on needs identified in the areas of team building, vision, structure, accountability, and advocacy. A workshop in the spring will allow school board members to receive an additional three credits. All trainings and workshops are research-based and structured to the specific geographic makeup and needs of all our LEAs.

Please review, sign, and submit the Agreement to ESC-Region 19.

We greatly value and appreciate your continued partnership with ESC-Region 19. Our staff remains ready to address any needs or questions that may arise in your district. Please feel free to contact us as needed. We look forward to working together in supporting your board of trustees in their effective and efficient administration of your district.

Sincerely,

Dr. Armando Aguirre
Executive Director

Enclosures

Executive Director: Dr. Armando Aguirre
Board of Directors: Blanca Topete-Chairman, David Sublasky-Vice Chairman, Patricia Ramirez-Secretary,
Adela Carr-Member, Nellie Morales-Member, José M. Limón-Member, Dr. Raul L. Muñoz-Member, Alex Bustillos-Member

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

School Board Member/Superintendent
Continuing Education Services Agreement
2025-2026

PURPOSE: To annually provide new and experienced regional school board members with all continuing education requirements as described in the Texas Administrative Code, Chapter 61.1.

BENEFITS: By providing the opportunity for trustees to obtain all the continuing education locally, district economic efficiency is improved by reducing travel costs and other related fees. Annual verification of school board member continuing education credit hours will be reported to district contacts.

This Service Agreement, at an annual cost of $4,500 per School District includes:

- **Conferences for Board Members and Superintendents** that may focus on:
  - ***Introduction to the Texas Education Code*** for newly elected board members.
  - ***Legislative Update*** for sitting board members in the year following sessions of the Texas Legislature.
  - ***Team Building*** to include needs assessment and annual plan for continuing education based on the identified needs. District leadership may select an on-site training of their choice.
  - ***Vision, Structure, Accountability, Advocacy*** and ***Unity*** continuing education that meets the needs identified in TEA Framework for School Board Development.
  - ***Evaluating and Improving Student Outcomes*** continuing education that is designed to support the oversight role of the board on evaluating student academic performance; facilitate board plans that set goals for early childhood literacy and mathematics and college, career, and military readiness
  - ***Identifying and Reporting Abuse and Trafficking*** to include identifying and reporting potential victims of sexual abuse, human trafficking, and other maltreatment of children.
- ***Board Member/Superintendent Leadership*** Spring Workshop
- ***Far West Texas School Boards Association*** Membership Dues for 2025-2026 ($525.00)
- ***Superintendent Summit***

Costs for meals and materials provided at the continuing education credit sessions listed above are included in the Service Agreement. Upon request, ESC-Region 19 may provide customized district trainings at an additional cost.

CONTACT:

Barbara O. Amaya
Leadership & Accountability
(915) 780-5354
bamaya@esc19.net

Terri Escandon
Leadership & Accountability
(915) 780-5380
tsescandon@esc19.net

SIGNATURES:

Superintendent
San Elizario ISD

School Board President
San Elizario ISD

Dr. Armando Aguirre, Executive Director
Education Service Center - Region 19

ESC 19
EDUCATION SERVICE CENTER
REGION 19 • EL PASO, TX

School Board Member Training

A variety of standard and customized training opportunities are available to meet local school district needs. All trainings are correlated to the statewide standard and/or duties of a school board member.

Training Sessions Offered:

- Board Member Ethics
- Building Trust in Leadership
- Customized Training
- District and Campus Accountability Systems
- Educator Ethics
- Evaluating and Improving Student Outcomes
- FIRST (Financial Integrity Rating System of Texas) Training
- Goal Setting
- Identifying and Reporting Abuse and Trafficking
- Introduction to the Texas Education Code for new and experienced school board members
- Roles and Responsibilities of School Board Members and Superintendent
- School Board Accountability
- State and Federal Programs
- Team Building
- Texas Principal Evaluation and Support System (T-PESS)
- Texas Teacher Evaluation and Support System (T-TESS)
- Update to the Texas Education Code (after legislative session: length determined by issues addressed in legislation)

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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez- Executive Director of Human Resources
Subject: 2025-2026 Academic Stipends Updated: Removal of EAF Stipends
Date: January 14, 2026

HISTORY:
The SEISD was awarded Effective Advising Framework (EAF) grant with Region 19 on August 14, 2024. Stipends were added to the SEISD Academic Stipends. The Grant requires a yearly application.

RATIONALE:
The SEISD was not awarded the Effective Advising Framework (EAF) grant fort the 2025-2026 school year and thus the stipends, paid for by the grant, are requested to be removed from the 2025-2026 Academic Stipends chart.

BUDGET IMPACT:
No Budget Impact.

ADMINISTRATIVE RECOMMENDATION:
To approve updated 2025-2026 Academic Stipends Updated: Removal of EAF Stipends.

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence

Human Resources Department

2025-2026 Academic Stipends

Stipends Paid over 12 months	
*Bilingual/ESL	$4,000
*Bilingual/ESL Serving in Dual Language Setting	$4,500
Librarian	$2,000
Librarian-Supervising more than one campus (per supervised campus	$1,000
Master's Degree	$1,200
☆Special Education	$2,500
**Math	$3,000
**Science	$6,000
**English	$3,000
Yearbook CLASSROOM TEACHERS ONLY	
Elementary	$300
Middle School	$600
High School	$2,000
Mentor Teachers	
Elem., MS, HS	$600
Career & Technical Student Organization	
BPA	Up to $1,500
HOSA	Up to $1,500
NTHS	Up to $1,500
SkillsUSA	Up to $1,500
TAFE	Up to $1,500
TSA	Up to $1,500
Vex Robotics (TSA Support) (x1)	Up to $1,500

Stipends will be prorated based on the classes being taught for which the requirements are.

Additional Certification One-Time Incentive CLASSROOM TEACHERS ONLY	
Special Education	$500
Bilingual/ESL	$500
Content Certification-Secondary (for Special Education Teachers)	$500
Generalist Certification (for Special Education Teachers)	$1,000

Stipends paid in June-Upon completion of Assignment *Paid each semester (December/June) CLASSROOM TEACHERS ONLY	
Department Head 3-5 Teachers (MS, HS)	$600
Department Head 6-9 Teachers (MS, HS)	$900
Department Head 10+ Teachers (MS, HS)	$1,200
*Dual Credit-Per class, per semester (HS)	$285
Advanced Placement-Per class, per semester (HS)	$200
~~Effective Advising Framework (EAF)~~	
~~EAF Counseling Coach~~	~~$12,000~~
~~EAF Project Coordinator~~	~~$10,000~~
~~High School EAF Representative~~	~~$5,000~~
~~AVID EAF Representative~~	~~$5,000~~
~~CTE EAF Representative~~	~~$5,000~~
~~EAF Counselor Representatives (x4)~~	~~$5,000~~
~~CCMR EAF Counselor Rollouts (x6)~~	~~$1,700~~
Gifted and Talented -Elem., MS, HS	
GT Coordinator	$1,000
Special Education Stipends	
Visually Impaired	$4,000
Behavioral Unit	$1,000
Registered Nurse	$1,200
SLP Supervising SLPA	$1,200
Teacher with Diagnostic Evaluation Duties	$2,500
University Interscholastic League (UIL) CLASSROOM TEACHERS ONLY	
UIL Event Sponsor – HS, MS	$500
UIL Coordinator – HS	$1,200
UIL Coordinator – MS	$750
UIL Science Coordinator – Elem., MS, HS	$500
Other: Extra Curricular Activities CLASSROOM TEACHERS ONLY	
National Honor Society – MS, HS	$500
Science Fair Coordinator – MS, HS	$500
One Act Play – HS	$1,350
Pep Squad – Elem.	$300
Student Council – MS	$600
Student Council – HS	$1,200
Robotics	$1,350
Literary Anthology Campus Coordinator (6)	$500
Speech and Debate	$1,500
STEM Coordinator	$500

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El Distrito escolar de San Elizario no discrimina en base a raza, color, religion, sexo, nacionalidad, edad, y/o discapacidad en sus programas, actividades, o empleo.

Board Approved
UPDATED
08/13/2025

**Math, Science and English stipends will only be paid to secondary teachers (7-12) teaching in the certification area. Teachers must be fully certified in the specialty area.

☆May be combined with Bilingual/ESL or Dual Language stipend, if serving in a bilingual or dual setting.

Additional certification one-time incentive applies to Classroom Teachers who challenge AND pass an additional certification. The exam fee will also be reimbursed upon passing the exam. Incentive paid per each area

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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez- Executive Director of Human Resources
Subject: 2025-2026 Miscellaneous Pay Rates: Contracted Homebound Services
Date: January 14, 2026

HISTORY:
The Special Education Department would requests to utilize contracted professionals who are available to support the delivery of Homebound Services for students receiving Special Education services.

RATIONALE:
At times, the district does not have a sufficient qualified Special Education staff available to provide Homebound Services. To address this gap and ensure continuity of support for students with special education needs, the addition of pay for highly qualified contracted professionals to help meet this requirement. Current San Elizario ISD employees will continue to have priority when Homebound opportunities arise. The rate of $50 per hour will match the current rate paid to SEISD employees who provide Homebound Services.

BUDGET IMPACT:
While there is no overall impact to the budget, a transfer of $5,200 at $50 per hour will be made to the appropriate account.

ADMINISTRATIVE RECOMMENDATION:
To approve the contracts as presented

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

A Proud Community of Champions – Soaring to Excellence

Human Resources Department

2025-2026 Miscellaneous Pay Rates

Professional Development	
Summer Professional Development *(3-hour session)*	$75.00
Summer Professional Development *(6-hour session)*	$150.00
After School Professional Development *(attending 2-3 hour session)*	$75.00
Saturday Professional Development *(3-hour session)*	$75.00
Saturday Professional Development *(6-hour session)*	$150.00

Extra Duty Pay-Teachers	
Tutor-Certified *(per hour)*	$50.00
Summer School Assignment *(per hour)*	$50.00
After School Activities/Intermural *(per hour)*	$50.00
Literacy Instructor	$40.00
Special Assignment *(professional employees) (per day)*	$30.00

Hourly Pay	
Coach-COOP *(per hour)*	$8.50
High School Student-COOP *(per hour)*	$7.25
Student Intern *(per hour)*	$30.00
Tutors-Non-Certified *(per hour)*	$15.00
Professional Skills Services *(per hour)*	$30.00
Speech Language Pathologist *(per hour)*	$55.00
Campus Instructional Specialist qualify to tutor as long as it is after their scheduled hours or on a Saturday.	

Extra Duty Pay-Special Education	
Diagnostician *(per hour)*	$50.00
LSSP *(per hour)*	$50.00

All District hourly employees will be paid at their hourly rate for additional duties. Overtime will be paid, if applicable. District Teacher and Employee of the Year Incentive is a one-time payment for the contract year for district winners.

Athletics	
Ticket Sellers *(professional-per event)*	$30.00
Clock/Timekeeper *(professional-per event)*	$25.00
Official Books Keeper *Varsity Games ONLY *(professional-per event)*	$25.00
Announcer *Football games ONLY *(professional-per event)*	$25.00
Pitch Counter *(professional-per event)*	$25.00
County Sheriff's Services *Football games ONLY *(professional-per event)*	$25.00
Non-District Employee *(per hour)*	$10.00
Hy-Tk Computer Data Operator *(Depending on the size of track or Cross Country meet and how many divisions)*	$150 - $180
Finish-Lynx Camera Operator *(Depending on the size of track or Cross Country meet and how many divisions)*	$150 - $180
Law Enforcement Services	$60.00/hr

Special Education-Contracted Services	
Occupational Therapist *(per hour)*	$70.00
Physical Therapist *(per hour)*	$70.00
Speech Language Pathologist, CCC *(per hour)*	$55.00
Licensed Specialist in Schools Psychology *(per evaluation) Note: 1st year LSSP $375, Supervisor $100*	$475.00
Itinerant Teacher for Auditory Impaired *(per hour)*	$55.00
Transition Specialist *(per hour)*	$50.00
Orientation & Mobility Specialist *(per hour)*	$50.00
Doctor of Medicine *(per prescription)*	$15.00
Diagnostician *(per hour)*	$55.00
Homebound Services *(per hour)*	**$50.00**

District Teacher & Employee of the Year -One Time	
District Teacher of the Year (3)	$1,000
District Employee of the Year (3)	$1,000

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Board Approved
06/18/2025

Regular Meeting

Wednesday, November 12, 2025 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

   Eduardo Chavez: Present
   Monica Chavez: Present
   Myrna Hernandez: Present
   Sandra Licon: Absent
   Axel Lopez: Present
   Lorenzo Luevano: Absent
   Alexis Tellez: Present

   Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance

   1.C. Establish Quorum

   1.D. The Pledge of Allegiance

   1.E. Texas Pledge of Allegiance

   1.F. **San Elizario ISD Mission Statement**
   The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

3. **DISTRICT RECOGNITIONS**

   3.A. San Elizario High School — UIL 4A Area A Marching Band Contest

   Dr. Jeannie Meza-Chavez recognized the San Elizario High School Marching Band for competing in the UIL 4A Area A Marching Band Contest in Abilene, TX.

   3.B. Athletic Recognitions

      3.B.1. San Elizario High School Varsity Team Tennis Bi-District Champions

      Mr. Cesar Morales recognized the San Elizario High School Varsity Team Tennis for attaining the Bi-District Championship

3.B.2. San Elizario High School Varsity Cross Country — 7th Place UIL State Championship

Mr. Cesar Morales recognized the San Elizario High School Varsity Cross Country for placing 7th place in the UIL State Championship

3.C. San Elizario Genealogy and Historical Society — Out of the Box Teacher Grant Recipients

Ms. Velma Alarcon, Ms. Lilian Trujillo, and Ms. Helen Rojas from the San Elizario Genealogy and Historical Society recognized the "Out-of-the-Box" Teacher Grant Recipients:
Xiomara Armendariz, Adriana Castruita, Sergio Jasso, Manuel Reveles and Maria G. Rocha.

3.D. MASBA Outstanding College Pathway Institute — Ms. Sandra Sanchez, Ms. Katherine Thummel, Dr. Ana Luna, and Mr. Antonio Ayub

Dr. Jeannie Meza-Chavez recognized Ms. Sandra Sanchez, Ms. Katherine Thummel, Dr. Ana Luna, and Mr. Antonio Ayub for attaining the MASBA Outstanding College Pathway Institute award for San Elizario ISD

3.E. Teacher and Employee of the Month for Ann M. Garcia-Enriquez Middle School

3.E.1. Teacher of the Month — Alfredo Trejo

Mr. Alexander Corona recognized Mr. Alfredo Trejo as Teacher of the Month for Ann M. Garcia-Enriquez Middle School

3.E.2. Employee of the Month — Rashell Aldaz

Mr. Alexander Corona recognized Ms. Rashell Aldaz as Employee of the Month for Ann M. Garcia-Enriquez Middle School

3.F. Registered Teacher Apprenticeship Program (RTAP) Participants

Ms. Gina Ramirez recognized all Registered Teacher Apprenticeship Program participants

3.G. Team of 8 Training Completion

Dr. Jeannie Meza-Chavez recognized Board Members for completing the Team of 8 Training.

4. **NEW BUSINESS / BOARD ACTION ITEMS**

4.A. Board of Trustees Book Study — Start with Why by Simon Sinek

- Chapter 5: Clarity, Discipline, and Consistency

Board of Trustees and Dr. Jeannie Meza-Chavez discussed Chapter 5 of Start with Why by Simon Sinek

4.B. Student Outcome Goals

4.B.1. Ann M. Garcia-Enriquez Middle School - Monitoring Student Progress

Mr. Alexander Corona presented the Monitoring Student Progress for Ann M. Garcia-Enriquez Middle School

Mr. Eduardo Chavez congratulated Ann M. Garcia-Enriquez Middle School for their turnaround.

Mr. Eduardo Chavez asked Mr. Alexander Corona what he thought was needed to identify and support our special group students.

Mr. Alexander Corona stated a new implemented form is enhancing and improving efficacy for data measures. This helps teachers change services after every progress report. New Summit K12 curriculum has been purchased and will support literacy services.

Ms. Alexis Tellez asked for unit assessments to be compared on a year-to-year basis.

4.C. Public Hearing on the Financial Integrity Rating System of Texas (FIRST) 2024-2025 Rating

Ms. Blanca Cruz presented the Public Hearing on the Financing Integrity Rating System of Texas 2024-2025 Rating.

Ms. Blanca Cruz opened the floor for any public input on the Financial Integrity Rating System of Texas (FIRST) 2024-2025 Rating.

No questions

4.C.1. PowerPoint Presentation

4.D. Discussion and possible Board action on EPCAD Nominee Ballot and Resolution

Motion to cast 3 votes for Marlene Bullard and 2 votes for David Duran. This motion, made by Monica Chavez and seconded by Alexis Tellez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Absent
Axel Lopez:	Yea
Lorenzo Luevano:	Absent
Alexis Tellez:	Yea

Yea: 5, Nay: 0, Absent: 2

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

Motion to approve the consent agenda as presented. This motion, made by Alexis Tellez and seconded by Monica Chavez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Absent
Axel Lopez:	Yea
Lorenzo Luevano:	Absent
Alexis Tellez:	Yea

Yea: 5, Nay: 0, Absent: 2

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Purchases exceeding $25,000.00

5.A.4.a. SHI Government Solutions — $54,913.07

5.B. Consider and possible Board action to approve Mentor Stipend for Instructional Specialist

5.C. Consider and possible Board action to approve the Centro de Salud Familiar la Fe, Inc. MOU

5.D. Consider approval of minutes for the following:

5.D.1. October 15, 2025 - Regular Board Meeting

5.D.2. October 16, 2025 - Special Board Meeting - Team of 8 Training

5.E. Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to administrative discretion and by any reasonable means.

5.E.1. Support Services Department

5.E.2. Technology Department

5.F. Consider and possible Board action to approve Policy Update 126

5.F.1. (LEGAL) Policies - Review Only

5.F.2. (LOCAL) Policies - adopt, revise, or repeal

BE(LOCAL): BOARD MEETINGS
BED(LOCAL): BOARD MEETINGS - PUBLIC PARTICIPATION
CJ(LOCAL): CONTRACTED SERVICES
CJA(LOCAL): CONTRACTED SERVICES - BACKGROUND CHECKS AND REQUIRED REPORTING
CLE(LOCAL): BUILDINGS, GROUNDS, AND EQUIPMENT MANAGEMENT - REQUIRED DISPLAYS
CQ(LOCAL): TECHNOLOGY RESOURCES
CQB(LOCAL): TECHNOLOGY RESOURCES - CYBERSECURITY
CQD(LOCAL): TECHNOLOGY RESOURCES - ARTIFICIAL INTELLIGENCE
CSA(LOCAL): FACILITY STANDARDS - SAFETY AND SECURITY
CV(LOCAL): FACILITIES CONSTRUCTION
DBD(LOCAL): EMPLOYMENT REQUIREMENTS AND RESTRICTIONS - CONFLICT OF INTEREST
DEC(LOCAL): COMPENSATION AND BENEFITS - LEAVES AND ABSENCES
DFBB(LOCAL): TERM CONTRACTS - NONRENEWAL
DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT
EEP(LOCAL): INSTRUCTIONAL ARRANGEMENTS - LESSON PLANS
EFA(LOCAL): INSTRUCTIONAL RESOURCES - INSTRUCTIONAL MATERIALS
EHBAF(LOCAL): SPECIAL EDUCATION - VIDEO/AUDIO MONITORING
FA(LOCAL): PARENT RIGHTS AND RESPONSIBILITIES
FEF(LOCAL): ATTENDANCE - RELEASED TIME
FFAC(LOCAL): WELLNESS AND HEALTH SERVICES - MEDICAL TREATMENT
FFB(LOCAL): STUDENT WELFARE - CRISIS INTERVENTION

FFF(LOCAL): STUDENT WELFARE - STUDENT SAFETY
FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
FO(LOCAL): STUDENT DISCIPLINE
GF(LOCAL): PUBLIC COMPLAINTS
GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

5.F.3. (LOCAL) Policies — adopt, revise, or repeal (revised policies with the guidance of legal counsel)
DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
EIA(LOCAL): ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS
FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT

6. **PRESENTATION / REPORTS / INFORMATION**

6.A. Presentations

6.A.1. Goal Progress Monitoring
Mr. Edgar Ponce presented

6.A.1.a. (HB3) Goal 1 — Overall Performance in 3rd Grade STAAR Math

Mr. Edgar Ponce presented the (HB3) Goal 1 — Overall Performance in 3rd Grade STAAR Math data.

6.A.1.a.1. PowerPoint Presentation

6.B. Reports

6.B.1. Meal Service Update

6.B.2. Enrollment Update

6.C. Information

6.C.1. Board Training

6.C.1.a. NSBA 2026 - April 10 to 12, 2026 | San Antonio, TX

7. **EXECUTIVE SESSION**
The Board entered into a closed meeting at **7:32 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:

7.A. Discussion on the Intruder Detection Audit Summary — San Elizario High School

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 **8:55 p.m.** to take possible action on the matters discussed in Executive Session.

8.A. Possible Board action on matters discussed in Closed Session

9. **NEXT MEETING DATE:**
Wednesday, November 19, 2025, at 5:30 p.m. — Superintendent's Evaluation
December 2025 — No Board Meeting
Wednesday, January 14, 2026, at 5:30 p.m. — Regular Board Meeting (Pending District School Safety & Security Committee Meeting Date)

10. **ADJOURNMENT**

Motion to adjourn meeting at **8:56 p.m.** This motion, made by Myrna Hernandez and seconded by Axel Lopez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Absent
Axel Lopez:	Yea
Lorenzo Luevano:	Absent
Alexis Tellez:	Yea

Yea: 5, Nay: 0, Absent: 2

_____
Board President

_____
Board Secretary

Special Meeting

Wednesday, November 19, 2025 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

Eduardo Chavez:	Present
Monica Chavez:	Present
Myrna Hernandez:	Present
Sandra Licon:	Present
Axel Lopez:	Present
Lorenzo Luevano:	Present
Alexis Tellez:	Present

Dr. Jeannie Meza-Chavez, Superintendent, was also in attendance

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Texas Pledge of Allegiance

1.F. **San Elizario ISD Mission Statement**
The mission of the San Elizario Independent School District is to graduate students with innovative skills for 21st-century careers by focusing on academic and social skills, fostering transformative practices, and building community support through positive relationships between home and school.

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)

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

Motion to approve the consent agenda as presented. This motion, made by Lorenzo Luevano and seconded by Axel Lopez, Passed.

Eduardo Chavez:	Yea
Monica Chavez:	Yea
Myrna Hernandez:	Yea
Sandra Licon:	Yea
Axel Lopez:	Yea
Lorenzo Luevano:	Yea
Alexis Tellez:	Yea

Yea: 7, Nay: 0

3.A. Consider and possible Board action to approve the West Texas Food Cooperative Interlocal Agreement

4. **EXECUTIVE SESSION**
The Board entered a closed meeting at **5:33 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code:

4.A. Discussion regarding the Administration's recommendation for the Executive Director - Technology position

4.B. Conduct the 2024-2025 Evaluation of the Superintendent and discussion regarding the Superintendent's Employment Contract pursuant to sections 551.071 and 551.074 of the Texas Government Code

5. **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 **5:44 p.m.** to take possible action on the matters discussed in Executive Session in reference to item 5.A.

The Board entered a closed meeting at **5:47 p.m.** to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071 and 551.074, Texas Gov. Code: Item 4.B.

The Board returned to open session at **11:02 p.m.** to take possible action on the matters discussed in Executive Session in reference to item 5.B.

5.A. Discussion and possible Board action to approve the Administration's recommendation for the Executive Director - Technology position

Dr. Jeannie Meza-Chavez recommended Mr. Vicente Rodriguez for the Executive Director – Technology position.

Motion to approve the Administration's recommendation of Mr. Vicente Rodriguez for the Executive Director - Technology position. This motion made by Myrna Hernandez and seconded by Monica Chavez, passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

5.B. Discussion and possible action to approve annual evaluation of Superintendent

Motion to approve the annual evaluation of Superintendent. This motion made by Sandra Licon and seconded by Myrna Hernadez, Passed.

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

5.C. Discussion and possible action to amend the Superintendent's employment contract

No action.

6. **NEXT MEETING DATE:**
No Regular Board Meeting will be held in December 2025
Wednesday, January 14, 2026, at 5:30 p.m. — Regular Board Meeting

7. **ADJOURNMENT**

Motion to adjourn meeting at **11:04 p.m.** This motion made by Sandra Licon and seconded by Monica Chavez

Eduardo Chavez: Yea
Monica Chavez: Yea
Myrna Hernandez: Yea
Sandra Licon: Yea
Axel Lopez: Yea
Lorenzo Luevano: Yea
Alexis Tellez: Yea
Yea: 7, Nay: 0

_____
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: Vicente Rodriguez, Executive Director of Technology
Subject: December 2025 Technology Fixed Asset Discard
Date: January 14, 2026

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

RATIONALE:
The District Technology Department has reviewed the items on the attached lists and concurs with campus/department(s) administration to dispose of or sell the listed items.

BUDGET:
There is no budget impact.

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

For Approval? ☒ Yes ☐ No
If no, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

Alfonso Borrego Elementary

Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Other: _____

☐ Excell ☐ Loya

☐ Alarcon ☒ Borrego ☐ Sambrano

	Room#		Description	Tag Number/Seria	Qty	Comments/Rea	TAKEN
1	200		HP Chromebook	2600004368	1	obsolete	
2	200		Aver Visual Presentor	3600004090	1	obsolete	
3	200		IPevo Visual Presentor	2600007674	1	obsolete	
4	200		Lenovo Chromebook	3600004417	1	obsolete	
5	200		Lenovo Chromebook	3600004372	1	obsolete	
6	200		Lenovo Chromebook	3600003934	1	obsolete	
7	200		Dell chromebook	3600007632	1	obsolete	
8	200		Lenovo Chromebook	2600004978	1	obsolete	
9	200		Lenovo Chromebook	2600002596	1	obsolete	
10	200		Lenovo Chromebook	2600002654	1	obsolete	
11	200		Dell chromebook	3600005488	1	obsolete	
12	200		Dell chromebook	3600005449	1	obsolete	
13	200		HP Fax Machine	805073443	1	obsolete	
14	200		HP Chromebook	2600004377	1	obsolete	
15	200		Dell chromebook	3600005465	1	obsolete	
16	200		HP Chromebook	2600004396	1	obsolete	
17	200		Dell chromebook	3600007242	1	obsolete	
18	200		Dell chromebook	3600007629	1	obsolete	
19	200		Dell chromebook	3600007562	1	obsolete	
20	200		Lenovo Chromebook	3600001410	1	obsolete	
21	200		HP Chromebook	2600004346	1	obsolete	
22	200		Surface Laptop	2600006151	1	obsolete	
23	200		Dell Laptop	3600001746	1	obsolete	
24	200		Dell chromebook	3600005451	1	obsolete	
25	200		Dell chromebook	3600005478	1	obsolete	
26	200		Lenovo Chromebook	3600003925	1	obsolete	
27	200		Dell chromebook	3600005429	1	obsolete	
28	200		Lenovo Chromebook	2600005037	1	obsolete	
29	200		Lenovo Chromebook	2600005062	1	obsolete	
30	200		Dell Desk Top	3600000584	1	obsolete	

Date: 9/23/25

Authorized Campus Signature _____

Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Other: _____

☐ Excell ☐ Loya

Alarcon ☒ Borrego ☐ Sambrano

	Room#		Description	Tag Number/Serial	Qty	Comments/Re:	TAKEN
1	200		Dell Desk Top	3600000581	1	obsolete	
2	200		Dell Desk Top	3600000580	1	obsolete	
3	200		Dell Desk Top	3600000585	1	obsolete	
4	200		Dell Desk Top	3600000582	1	obsolete	
5	200		Dell Desk Top	1403274828	1	obsolete	
6	200		Lenovo Chromebook	3600002511	1	obsolete	
7	200		Lenovo Chromebook	3600002766	1	obsolete	
8	200		Lenovo Chromebook	2600005081	1	obsolete	
9	200		Dell Chromebook	3600007576	1	obsolete	
10	200		Lenovo Chromebook	2600005116	1	obsolete	
11	200		Lenovo Chromebook	3600002577	1	obsolete	
12	200		Dell Chromebook	3600005512	1	obsolete	
13	200		Dell Chromebook	3600007686	1	obsolete	
14	200		HP Chromebook	2600004359	1	obsolete	
15	200		HP Chromebook	2600004366	1	obsolete	
16	200		Lenovo Chromebook	3600004445	1	obsolete	
17	200		Dell Chromebook	3600007628	1	obsolete	
18	200		Lenovo Chromebook	2600005034	1	obsolete	
19	200		Lenovo Chromebook	2600002564	1	obsolete	
20	200		Lenovo Chromebook	2600004965	1	obsolete	
21	200		Lenovo Chromebook	3600002623	1	obsolete	
22	200		Dell Laptop	3600004683	1	obsolete	
23	200		Dell Chromebook	3600007610	1	obsolete	
24	200		Dell Laptop	2600002085	1	obsolete	
25	200		Dell Chromebook	3600007622	1	obsolete	
26	200		Lenovo Chromebook	3600003930	1	obsolete	
27	200		Dell Chromebook	3600005448	1	obsolete	
28	200		Dell Chromebook	3600007588	1	obsolete	
29	200		Lenovo Chromebook	3600002540	1	obsolete	
30	200		Lenovo Chromebook	3600002761	1	obsolete	

Date: 9/23/25

Authorized Campus Signature _____

Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

☐ SE High School ☐ Middle School ☐ Other: _____

☐ Excell ☐ Loya

☐ Alarcon ☒ Borrego ☐ Sambrano

	Room#		Description	Tag Number/Serial	Qty	Comments/Reasons	TAKEN
1	200		Dell Chromebook	3600005494	1	obsolete	
2	200		HP Chromebook	2600004386	1	obsolete	
3	200		Dell Chromebook	3600005475	1	obsolete	
4	200		Lenovo Chromebook	2600005091	1	obsolete	
5	200		Elmo Document Camera	803315738	1	obsolete	
6	200		Dell Chromebook	3600007660	1	obsolete	
7	200		Dell Chromebook	3600007642	1	obsolete	
8	200		Lenovo Chromebook	3600003985	1	obsolete	
9	200		Dell Chromebook	3600007636	1	obsolete	
10	200		Dell Chromebook	3600005504	1	obsolete	
11	200		Dell Chromebook	3600005435	1	obsolete	
12	200		Dell Chromebook	3600007643	1	obsolete	
13	200		Dell Laptop	3600004681	1	obsolete	
14	200		Dell Chromebook	3600007666	1	obsolete	
15	200		HP Chromebook	2600004364	1	obsolete	
16	200		Lenovo Chromebook	3600004011	1	obsolete	
17	200		Dell Chromebook	3600007669	1	obsolete	
18	200		Lenovo Chromebook	2600002623	1	obsolete	
19	200		Lenovo Chromebook	3600003971	1	obsolete	
20	200		Dell Chromebook	3600005427	1	obsolete	
21	200		Dell Chromebook	3600005505	1	obsolete	
22	200		Apple IPad	2600002014	1	obsolete	
23	200		Apple IPad	2600002013	1	obsolete	
24	200		Apple IPad	2600001244	1	obsolete	
25	200		Apple IPad	1410072733	1	obsolete	
26	200		Apple IPad	1602083235	1	obsolete	
27							
28							
29							
30							

Date: 9/23/25

Authorized Campus Signature _____

Page 3 of 3

Finance

Fixed Asset Discard List

[X] Other: FINANCE

[ ] Excell [ ] Loya

Campus (Please Check Appropriate Campus)

[ ] SE High School [ ] Middle School [ ] Alarcon [ ] Borrego [ ] Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments / Reasons
1	RM H123	HP Printer P4515X	0902181639	1	Outdated/Obsolete
2	RM H123	AIO	2600003053	1	Outdated/Obsolete
3					
4					
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Date: 12/10/2025

Authorized Dept.

Signature Ruben C Hermosillo Jr

Page: 1 of 1

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce Administrator Research and Evaluation
Subject: Progress Monitoring—HB 3 Goal 2
Date: January 14, 2026

HISTORY:

The Board of Trustees has identified Student Outcome Goal 2 as follows:

Student Outcome Goal 2 (HB 3)

The percentage of students taking the Reading Language Arts STAAR test showing growth from previous year to current year will increase from 66% Spring 2025 to ≥ 72% by Spring 2027.

*(Data for Spring 2024 and 2025 was released 8/2025)

Student Outcome Goal 2— Annual Targets

The percentages below are targets based on revised Goal 1.
2023-2024—66% (Released data, TEA 8/2025)
2024-2025—66% (Released data, TEA 8/2025)
2025-2026—69%
2026-2027—72%

Reading/Language Arts (RLA)

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	131	0.0	74	74.0	30	30.0	10	10.0	0	0.0	0	0.0	245	114.0
High Did Not Meet Grade Level	66	0.0	56	28.0	51	51.0	30	30.0	21	21.0	0	0.0	224	130.0
Low Approaches Grade Level	18	0.0	46	0.0	49	24.5	33	33.0	34	34.0	3	3.0	183	94.5
High Approaches Grade Level	7	0.0	23	0.0	30	0.0	53	26.5	69	69.0	9	9.0	191	104.5
Meets Grade Level	1	0.0	6	0.0	27	0.0	60	0.0	265	265.0	47	47.0	406	312.0
Masters Grade Level	0	0.0	0	0.0	1	0.0	2	0.0	62	0.0	86	86.0	151	86.0
Total	223	0.0	205	102.0	188	105.5	188	99.5	451	389.0	145	145.0	1,400	841.0

Accelerated Learning						
	2024-25 Performance on STAAR					
	Did Not Meet Grade Level	Approaches Grade Level	Meets Grade Level	Masters Grade Level	Total	
2023-24 Performance on STAAR	Count	Count	Count	Count	Count	Points
Did Not Meet Grade Level	327	121	21	0	469	142

Using the 2025 Academic Growth report from TEA, students who showed growth would fall under the 1 point or .5 scale. SEISD had 920 students who showed growth over the total amount of 1,400 who took the RLA test, with this information 65.7% of students showed growth.

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Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	123	0
Tests earning 0.5 points	29	14.5
Tests Earning 1.0 point	82	82
Annual Growth Total Points Earned (A)		96.5
# of Tests Included in Calculation (C)		234
Annual Growth Score		**41**

Looking at the RLA test from OnData Suite system, 111 Special Education students out of 234 who tested showed growth making the percentage 47%.

Annual Growth Summary		
	# Test	Points
Tests Earning 0.0 points	334	0
Tests earning 0.5 points	115	57.5
Tests Earning 1.0 point	416	416
Annual Growth Total Points Earned (A)		473.5
# of Tests Included in Calculation (C)		865
Annual Growth Score		**55**

Looking at the RLA test from OnData Suite system, 531 Emergent bilingual students out of 865 who tested showed growth making the percentage 61%.

BUDGET:

There is no budget for this item.

ADMINISTRATIVE RECOMMENDATION:
The administrative recommendation is to review information as presented.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☐ Attachment Included

SEISD Board Progress Monitoring Goal 2

January 14, 2026

Previous Goal

Student Outcome Goal 2 (HB 3)

The percentage of 3rd grade students that score at the Approaches level on STAAR reading will increase from 57% in June 2022 to ≥ 80% by June 2028.

Goal 2 Annual Targets:

2023	2024	2025	2026	2027	2028
60% (Target met! Actual: 64%)	64% (Since we already reached 64% in 2023, we hope to reach 69% in 2024).	68%	72%	76%	80%

TAPR = 66%

TAPR = 64%

TAPR = 64%

**TAPR = Texas Academic Performance Report

New Goal

Student Outcome Goal 2 (HB 3; 5-year Goal)

The percentage of students taking the Reading Language Arts STAAR test showing growth from previous year to current year will increase from 66% Spring 2025 to ≥ 72% by Spring 2027.

Goal 2 Annual Targets:

2024	2025	2026	2027
66% (Released data, TEA 8/2025)	66% (Released data, TEA 8/2025)	69%	72%

Reading/Language Arts (RLA)

0 Points 0.5 Points 1 Point

Annual Growth														
	2024-25 Performance on STAAR													
	Low Did Not Meet Grade Level		High Did Not Meet Grade Level		Low Approaches Grade Level		High Approaches Grade Level		Meets Grade Level		Masters Grade Level		Total	
2023-24 Performance on STAAR	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points	Count	Points
Low Did Not Meet Grade Level	131	0.0	74	74.0	30	30.0	10	10.0	0	0.0	0	0.0	245	114.0
High Did Not Meet Grade Level	66	0.0	56	28.0	51	51.0	30	30.0	21	21.0	0	0.0	224	130.0
Low Approaches Grade Level	18	0.0	46	0.0	49	24.5	33	33.0	34	34.0	3	3.0	183	94.5
High Approaches Grade Level	7	0.0	23	0.0	30	0.0	53	26.5	69	69.0	9	9.0	191	104.5
Meets Grade Level	1	0.0	6	0.0	27	0.0	60	0.0	265	265.0	47	47.0	406	312.0
Masters Grade Level	0	0.0	0	0.0	1	0.0	2	0.0	62	0.0	86	86.0	151	86.0
Total	223	0.0	205	102.0	188	105.5	188	99.5	451	389.0	145	145.0	1,400	841.0

Using the 2025 Academic Growth report from TEA, students who showed growth would fall under the 1 point or .5 scale. SEISD had 920 students who showed growth over the total amount of 1,400 who took the RLA test, with this information 66% of students showed growth.

Goal 2 Annual Targets:

2024	2025	2026	2027
66% (Released data, TEA 8/2025)	66% (Released data, TEA 8/2025)	69%	72%

Local Assessment Data 2nd Nine Weeks

Average Score Of Assessment Test	Math - Percent Score	RLA - Percent Score
Kinder	SP-91.29%, Eng-80.21%	59.59%
1st	SP-68.82%, Eng-65.70%	65.04%
2nd	SP-45.73%, Eng-45.70%	69.10%

Average Score Of Assessment Test	Math - Percent Score	RLA - Percent Score	Science - Percent Score
3rd - ALL	**SP-59.60%, Eng-64.29%**	**(Drama) -69.42%, (Info) -56.70%**	**59.07%**
Alarcon	SP-64.65%, Eng-71.07%	(Drama) -69.42%	64.44%
Borrego	SP-57.07%, Eng-59.98%	(Info) -56.70%	57.64%
4th - ALL	**SP-47.80%, Eng-67.89%**	**(Info) -58.02%, (Drama) -64.69%**	**SP-16.95%, Eng-65.05%**
Alarcon	SP-42.86%, Eng-52.52%	(Drama) -64.69%	SP-16.95%, Eng-53.97%
Borrego	SP-53.57%, Eng-76.19%	(Info) -58.02%	Eng-71.32%
5th - ALL	**N/A-Different Tests make Up**	**(Poetry) -72.88%, (Info) -51.29%**	**SP-42.62%, Eng-53.50%**
Alarcon	SP-65.91%, Eng-64.10%	(Poetry) -72.88%	SP-50%, Eng-63%
Borrego	SP-10%, Eng-20.56%	(Info) -51.29%	SP-40.37%, Eng-48.83%
6th - ALL	**73.18%**	**(Drama) -69.51%, (Info) -73.49%**	**68.77%**
Alarcon	65.09%	(Drama) -69.51%	61.24%
Borrego	79.44%	(Info) -73.49%	74.24%

**SP=Spanish

Local Assessment Data 2nd Nine Weeks

Average Score Of Assessment Test	Math - Percent Score	RLA - Percent Score	Science - Percent Score	Social Studies - Percent score
8th	Algebra 1-65.27%, 8th-33.09%	55.43%	62.60%	USHist-67%
9th	Alg. 1-67.19%	Eng. I-62.24%	Bio-54.82%	W. Geo-74.24%
10th	Geom-51.40%	Eng. II-46.19%	Chem-71.11%	W.Hist-72.71%
11th	Alg. 2-73.85%	Eng. III-56.75%	Physics-70.61%, PreAP Physics-72.38%	USHist-81.17%
12th	N/A	Eng. IV-60.89%	Forensics-90.57%, Acuatics-87.40%	Govt.-83.74%

Local Assessment Data 2nd Nine Weeks

Average Score Of Assessment Test	Math - Percent Score	RLA - Percent Score	Science - Percent Score	Social Studies - Percent score
8th	Algebra 1-65.27%, 8th-33.09%	55.43%	62.60%	USHist-67%
9th	Alg. 1-67.19%	Eng. I-62.24%	Bio-54.82%	W. Geo-74.24%
10th	Geom-51.40%	Eng. II-46.19%	Chem-71.11%	W.Hist-72.71%
11th	Alg. 2-73.85%	Eng. III-56.75%	Physics-70.61%, PreAP Physics-72.38%	USHist-81.17%
12th	N/A	Eng. IV-60.89%	Forensics-90.57%, Acuatics-87.40%	Govt.-83.74%

Interim Testing Dates

Day	Date	Grade	Test	Exam
SEHS	Wednesday	1/21/2026		English 1
SEHS	Wednesday	1/21/2026		U.S. History
SEHS	Friday	1/23/2026		Biology
SEHS	Friday	1/23/2026		Eglish II
Alarcon	Tuesday	1/27/2026	3rd	RLA
Alarcon	Tuesday	1/27/2026	4th	RLA
Borrego	Tuesday	1/27/2026	3rd	RLA
Borrego	Tuesday	1/27/2026	4th	RLA
Borrego	Tuesday	1/27/2026	5th	RLA
Borrego	Tuesday	1/27/2026	6th	RLA
GEMS	Tuesday	1/27/2026	7th	RLA
GEMS	Tuesday	1/27/2026	8th	RLA
Borrego	Wednesday	1/28/2026	3rd	Math
Borrego	Wednesday	1/28/2026	4th	Math
Borrego	Wednesday	1/28/2026	5th	Math
Borrego	Wednesday	1/28/2026	6th	Math
Alarcon	Thursday	1/29/2026	5th	RLA
Alarcon	Thursday	1/29/2026	6th	RLA
Borrego	Thursday	1/29/2026	5th	Science
GEMS	Thursday	1/29/2026	8th	Science

Day	Date	Grade	Test	Exam
GEMS	Thursday	1/29/2026	8th	Science
SEHS	Wednesday	1/28/2026		Algebra 1
SEHS	Friday	1/30/2026		Make Ups
Alarcon	Tuesday	2/3/2026	3rd	Field testing RLA
Alarcon	Tuesday	2/3/2026	4th	Field testing RLA
Alarcon	Tuesday	2/3/2026	5th	Science
GEMS	Tuesday	2/3/2026	7th	Math
GEMS	Tuesday	2/3/2026	8th	Math
GEMS	Tuesday	2/3/2026	8th	Algebra 1
Borrego	Wednesday	2/4/2026	6th	Field Testing RLA
Alarcon	Thursday	2/5/2026	3rd	Math
Alarcon	Thursday	2/5/2026	4th	Math
GEMS	Thursday	2/5/2026	8th	SS
GEMS	Thursday	2/5/2026	7th	Field Testing RLA
Alarcon	Friday	2/6/2026	5th	Math
Alarcon	Friday	2/6/2026	6th	Math

Questions

2025 CTE PROGRAM EVALUATION

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Introduction

The San Elizario Independent School District (SEISD), in partnership with Education Service Center Region 19, continues its commitment to strengthening Career and Technical Education (CTE) programs through a comprehensive, research-based evaluation process. In alignment with the Carl D. Perkins Career and Technical Education Act and state-level accountability requirements, the 2024–2025 evaluation cycle focuses on deepening the district's understanding of instructional practices occurring within CTE classrooms and how those practices support student readiness for high-wage, high-skill, and in-demand careers. As highlighted in the report, the reauthorization of the Perkins Act places strong emphasis on program evaluation, equity, and data-informed decision making, all of which guide SEISD's work toward continuous program improvement (pp. 4–5).

This year's evaluation marks a pivotal shift toward instructional observation as the central source of evidence. SEISD has implemented a video-based classroom observation model designed to capture authentic teaching and learning across CTE pathways. These recorded lessons provide administrators and instructional coaches with a rich dataset for analyzing student engagement, rigor, classroom actions, and alignment to district and state expectations (pp. 6–10). The use of video allows evaluators to revisit instructional moments, reduce observer bias, and promote a reflective professional culture aligned with research cited in the report (p. 7). The high school campus principal took the initiative this year and met with a group of teachers to review the recorded lesson and provided feedback using a coaching model approach.

The instructional lens is a natural evolution from previous years, which relied primarily on stakeholder surveys and general perception data. With the introduction of recorded instructional sessions, SEISD is now able to capture more precise, evidence-based data to support coaching, professional learning, and program refinement.
Looking ahead, classroom observations—particularly through systematically collected video evidence—will serve as an essential component of subsequent program evaluations. The continued use of structured observations will help SEISD create a campus-wide calibration of instructional expectations, ensuring that all stakeholders share a unified understanding of effective overall teaching practices. By building an aligned, transparent system for analyzing instruction, SEISD aims to strengthen coherence across programs of study, enhance professional learning communities, and sustain a culture of reflective, high-impact instruction.

This introduction establishes the foundation for the larger evaluation report, which uses observational data, enrollment trends, industry-based certification outcomes, and advisory insights to provide SEISD with actionable recommendations for strengthening CTE programs in service of all learners.

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Planning Activity

The reauthorization of the Carl D. Perkins Career and Technical Education Act of 2006 through FY2024 reflects an effort to modernize and improve Career and Technical Education (CTE) programs across the United States. A key feature of this legislation is its strong emphasis on program evaluation and accountability to ensure effectiveness and equity in CTE offerings. San Elizario ISD (SEISD) has requested an onsite CTE program evaluation to be conducted by Education Service Center Region 19 (ESC R19). ESC Region 19 has been supporting San Elizario ISD through this formatted program evaluation by conducting a data analysis of different elements of the scope of instruction as it relates to CTE and the programs of study supported and provided to the community by SEISD

We will begin the study by identifying who is a CTE student SEISD, categorizing them as CTE concentrators or CTE participants, depending on their level of program completion. This distinction allows us to identify a correlation between course offerings, industry based certification offerings and the principle focus of this year's evaluation to identify classroom practices that appear to be most effective in supporting student growth.

The study will conclude with a look at competitive grants that were offered by the State of Texas to local education agencies and the benefit of applying for such grants in supporting the ongoing work at SEISD. The evidence provided in this report will be research-based using classroom observations and evaluations as the primary research component. The evaluation of classroom instruction will then be used to provide an overall evaluation of the SEISD CTE programs and provide areas of refinement and reinforcement that will continue to promote a learner center culture at SEISD. The focus of this evaluation is to empower SEISD to continue to measure impacts across various classrooms by helping administration identify what works best in promoting student achievement and workforce alignment.

The projected audience for review of this report will include stakeholders that are directly and indirectly affected by the CTE programs. The final evaluation report will be delivered to the CTE coordinator.

Key Provisions Focused on Program Evaluation

1. **Evaluation Infrastructure**
   - Classroom observations through recording of classroom instruction
   - Campus administration views recordings and provides feedback
2. **Research & Evidence-based Strategy**
   - Identify reasoning behind the evaluation strategy
   - Focus on longitudinal impact and not a comparative analysis
3. **Instructional Focus**
   - Identify and address disparities in instructional delivery and student success
   - Emphasis on instructional practices aligning to the needs of the students
4. **Accountability and Transparency**
   - Sharing information with teachers
   - Assess successful strategies and promote replication

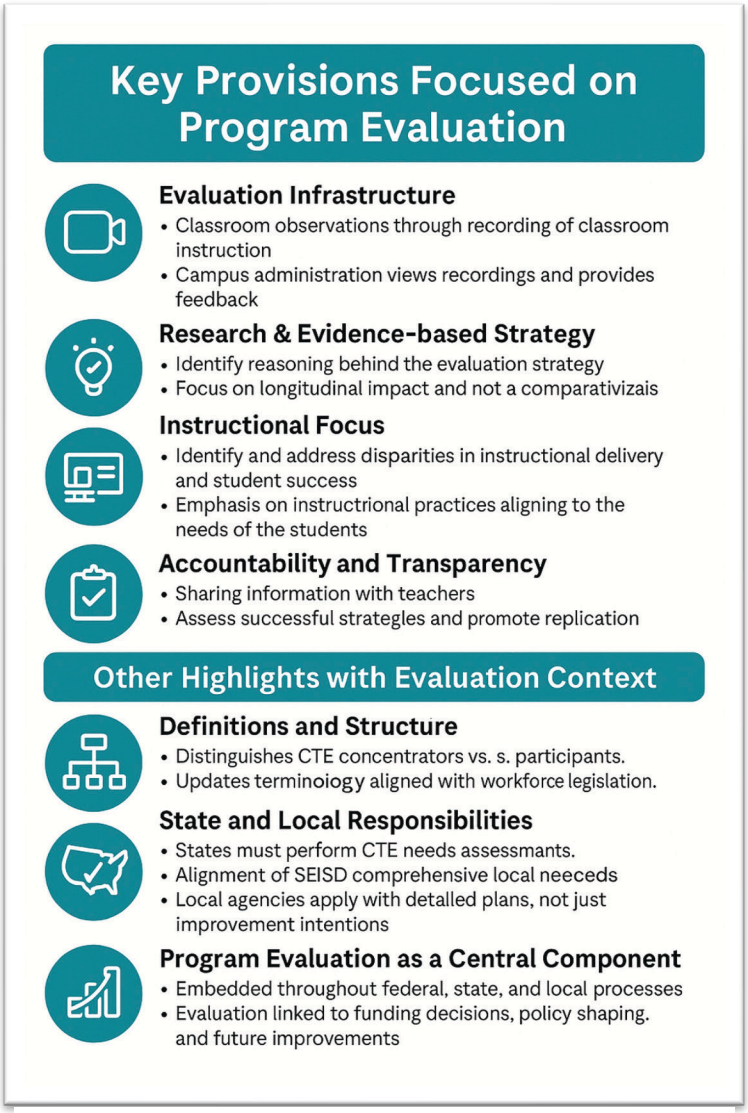

Figure 1Overview of Program Evaluation

Other Highlights with Evaluation Context

1. **Definitions and Structure**
   - Distinguishes CTE concentrators vs. participants.
   - Updates terminology aligned with workforce legislation.
2. **State and Local Responsibilities**
   - States must perform CTE needs assessments.
   - Alignment of SEISD comprehensive local needs
   - Local agencies apply with detailed plans, not just improvement intentions.
3. **Program Evaluation as a Central Component**
   - Embedded throughout federal, state, and local processes.
   - Evaluation linked to funding decisions, policy shaping, and future improvements.

Objective of the Program Evaluation

The overarching goal of the Career and Technical Education (CTE) program evaluation is to deeply understand and articulate the instructional practices occurring within CTE classrooms and how these practices align with the mission and vision of SEISD and state-level initiatives. This alignment includes ensuring that students are being prepared for high-wage, high-skill, and in-demand careers while supporting equitable access to quality instruction for all learners.

2024–2025 Focus: Instructional Observation via Video Recordings

This year, SEISD is implementing a video-based classroom observation initiative as a central strategy in its CTE program evaluation. The objective is to collect and analyze video recordings of classroom instruction across various CTE programs. These recordings will be uploaded to a secure, centralized online repository, accessible only to designated SEISD staff, including instructional coaches, program evaluators, and campus leaders.

This repository will serve multiple purposes:

- Professional learning: Videos will be used during Professional Learning Communities (PLCs) to promote reflective practice and peer-to-peer learning.
- Instructional coaching: Coaches can use the recordings to provide targeted feedback that is context-specific and grounded in real classroom moments.
- Program alignment: The recordings will help determine whether classroom instruction supports district and state CTE goals, including engagement, rigor, and industry alignment.

Research-Based Justification for Video Observation

Numerous studies validate the use of video recordings as a tool for instructional evaluation and teacher development:

1. Increased Reflective Practice: Research by Tripp and Rich (2012) found that when teachers review their own classroom videos, they are more likely to engage in authentic, critical reflection. Teachers reported increased awareness of their instructional strategies and student engagement levels.
2. Consistent and Objective Feedback: Video allows for repeated viewings and discussions, reducing bias and subjectivity that may occur during live observations (Borko, Jacobs, & Koellner, 2010). It enables evaluators to observe with greater consistency and make more nuanced judgments.
3. Enhanced Peer Collaboration: A study by van Es and Sherin (2008) emphasized how video observation supports collective learning among teachers. When teachers collaboratively analyze instructional footage, they begin to notice and interpret classroom interactions more deeply, a process known as “professional vision.”
4. Student Engagement Analysis: Video allows for fine-grained analysis of student behavior and interaction, providing insight into which instructional modalities (e.g., project-based learning, lab simulations, direct instruction) resonate most effectively with students (Pianta, Hamre, & Allen, 2012).
5. Evidence for Instructional Improvement: In a large-scale study by the Measures of Effective Teaching (MET) Project, funded by the Bill & Melinda Gates Foundation, video observation was shown to be a valid and reliable component of teacher evaluation systems when paired with student achievement data and student surveys.

Implementation in PLCs and Instructional Improvement

Once video data is collected, it will be integrated into PLC cycles where CTE teachers can engage in the following reflective practices:

- Watch selected video clips to identify high-leverage teaching moments.
- Discuss student engagement cues and how students respond to different instructional strategies.
- Use guiding questions to identify strengths and growth areas aligned with the SEISD instructional framework.
- Collaboratively develop action plans to refine instructional techniques.

This structured process will support continuous instructional improvement and help foster a shared vision of high-quality CTE instruction.

Final Purpose: Evidence-Driven Decision Making

The insights gathered from the video repository and PLC discussions will feed into a larger programmatic evaluation. These insights will:

- Inform professional development offerings.
- Highlight areas of strong instructional alignment and innovation.
- Surface instructional gaps or equity concerns.
- Guide data-informed decision-making at both campus and district levels.

By grounding this initiative in evidence-based practices and using video recordings as a tool for growth rather than judgment, SEISD aims to foster a culture of reflective, high-impact teaching that meets the needs of today's CTE students.

Overview: Classroom Observations as the Foundation for CTE Program Evaluation

As part of the 2024–2025 CTE program evaluation at San Elizario High School, a structured cycle of classroom observations will be used to support instructional improvement and alignment with district and state CTE goals. These observations are designed not as formal evaluations, but as a reflective and developmental process to foster teacher learning, collaboration, and continuous improvement.

Observation Schedule and Recording Protocol

- Each observation window is approximately 12 minutes in length.
- During this time, observers will capture a 3–5 minute video recording of classroom instruction.
- Observers will not collect live data. Instead, they will:
    - Select a segment of instruction to record at their discretion.
    - Ensure the recording includes:
        - What the teacher is doing.
        - What the students are doing.
        - If appropriate, pose questions to students about their task to gauge engagement and understanding.

Video Repository and Access

- All video recordings will be uploaded to a centralized Google Drive folder.
- The drive will be organized with clearly labeled videos for ease of access and navigation.
- A Google Form will be included in the folder, which teachers will use to document their observations and reflections.

Teacher Participation and Feedback Cycle

- Teachers will be assigned videos to review, with options under discussion:
  - Each teacher reviews three peer videos plus their own recording.
  - Alternatively, videos may be assigned to ensure a balanced review distribution across departments and pathways.
- The intent is to foster a culture of peer observation, reflection, and dialogue through structured feedback and collaborative discussion.

This initiative emphasizes instructional transparency, supports the identification of effective teaching strategies, and aligns with the broader goals of program evaluation, including assessing:

- Instructional alignment with student needs,
- Student engagement across modalities,
- Equity in teaching practices.

Ultimately, this reflective video observation process will inform the larger CTE program evaluation by providing real classroom evidence of teaching and learning, guiding data-informed decisions on professional development, instructional coaching, and program refinement.

Evaluation Report Narrative: SEISD CTE Program

Region 19 Education Service Center (ESC R19) has continued to support the San Elizario Independent School District (SEISD) in its efforts to assess and improve the quality and impact of CTE instruction. This evaluation is a required component of state and federal guidelines and plays a vital role in shaping programmatic and instructional decisions.

Background and Historical Context

Historically, ESC R19 and SEISD have employed a variety of methods to conduct CTE program evaluations. In previous years, the evaluation relied heavily on perception surveys distributed among key stakeholders, including students, teachers, and parents. These surveys were instrumental in capturing community sentiment and perceptions regarding the overall value and effectiveness of the CTE offerings.

Recent Shifts in Evaluation Methodology

Over the last two years, the focus of the evaluation has transitioned toward a more instructional lens, with classroom instruction serving as the central component of data collection and analysis. In the 2023 evaluation cycle, ESC R19 and SEISD central office personnel conducted classroom observations and instructional rounds, collecting data to construct a comprehensive summary of instructional practices across the CTE programs.

In the current 2024-2025 cycle, the evaluation seeks to deepen this instructional focus by incorporating teacher perspectives. A notable development this year is the introduction of classroom recording as a new method of observational data collection. This marks the first time that instructional sessions have been recorded for evaluation purposes.

Teacher Involvement and Data Usage

While this methodological shift offers valuable new perspectives, it also introduces additional challenges related to teacher participation and consent. During the October 2024 CTE Advisory Meeting, teachers were informed about the recording initiative through a presentation detailing the proposed process. However, the recorded videos were not shared directly with the teachers as initially intended. Instead, they were provided solely to the high school campus principal, who then used the video data to facilitate coaching sessions with selected teachers.

Moving forward, the plan includes implementing scheduled rounds of classroom recordings, with teachers also encouraged to submit self-recorded instructional sessions. These recordings will continue to serve as a resource for coaching and professional growth.

Feedback and Recommendations

Feedback from this year's evaluation has been incorporated into this comprehensive report. This report will later address targeted recommendations aimed at enhancing student outcomes through improved instructional strategies. The recommendations will be grounded in both observational data and feedback from the administrator after meeting with the teachers.

A key innovation proposed for this year's evaluation process was the introduction of a time-sensitive teacher feedback form. This tool was designed to be both efficient and insightful, offering a streamlined way to gather teacher perspectives on instructional practices and their impact on student success. While there was some uncertainty regarding the level of candor teachers might exhibit, the structure of the form was intended to promote honest and constructive feedback.

However, while this was the intended protocol, implementation was delayed pending formal approval from SEISD central office administration. As a result, we were unable to deploy the feedback form as initially planned within the intended timeframe.

In lieu of the feedback form, an alternative method was employed to ensure teachers still received support and that their perspectives were incorporated into the evaluation process. Campus administration took the lead in meeting individually with each teacher to provide direct coaching and feedback. These one-on-one sessions served as a substitute mechanism for gathering instructional insights and fostering professional development, maintaining the spirit of the original protocol while aligning with administrative guidelines and timelines.

This adjustment underscores the collaborative nature of the evaluation process and the flexibility required to adapt methods in real time while still maintaining a focus on instructional improvement and teacher support.

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Landscape of CTE Programs at San Elizario ISD

In alignment with the Texas Education Agency's (TEA) Student Attendance Accounting Handbook (SAAH), particularly Section 5 regarding Career and Technical Education (CTE), this section of the report presents an analysis of the district's CTE programs of study, student enrollment trends, and the awarding of industry-based certifications. These elements play a critical role in determining eligibility for Foundation School Program (FSP) funding, which is contingent upon accurate attendance data and adherence to specific programmatic criteria.

The Texas CTE funding model emphasizes both the breadth and quality of educational opportunities provided to students. Districts must offer a minimum of three programs of study across at least three distinct career clusters, ensure instructional alignment with the Texas Essential Knowledge and Skills (TEKS), and staff all CTE courses with appropriately certified educators. Additionally, strict documentation and approval requirements must be met for both courses and students to qualify for CTE contact hour funding.

By examining enrollment patterns and the attainment of industry-based certifications, we aim to provide a comprehensive view of the effectiveness and compliance of the district's CTE offerings.

- CTE Contact Hours & Funding Tiers: Students enrolled in CTE courses are categorized by daily instructional minutes, determining their eligibility for different levels of weighted funding:
    - V1 (45–89 minutes/day)
    - V2 (90–149 minutes/day)
    - V3 (150+ minutes/day)
    -
- Course Enrollment Reporting: Each CTE course a student is enrolled in must be reported with its specific service ID and the corresponding eligible days present (V1, V2, or V3), which are used to calculate funding.
- Multiple CTE Courses: Students enrolled in multiple shorter-duration CTE courses (e.g., three 60-minute courses) are reported with multiple V1 records, each tied to a specific course.

- Semester-Based Enrollments: Course enrollment and attendance reporting are segmented by semester when students take different courses across terms.
- Dual Credit and Work-Based Learning: Students enrolled in dual credit CTE courses or career preparation programs involving employment can receive V2 or V3 level funding, depending on the instructional time and alignment with Texas Essential Knowledge and Skills (TEKS).
- Special Populations: Special guidelines apply for:
  - Middle school students enrolled in high school CTE courses.
  - Students receiving special education or CEHI (Compensatory Education Home Instruction) services.
  - Students experiencing schedule changes during the semester.
  -
- No Partial Funding: Students must be fully enrolled and attending the entirety of a scheduled CTE course period to receive contact hour funding. Partial attendance does not qualify.

These examples underscore the importance of precise scheduling, accurate attendance tracking, and appropriate instructional minutes to secure eligible CTE funding under TEC §48.106.

CTE Course's Average Minutes per Day	CTE Code
45–89	V1
90–134	V2
135–180	V3

CTE Code	Contact Hour Multiplier
V1	1.00
V2	2.00
V3	3.00

Tier 1 *	Not in a program of study	Weight = 1.1
Tier 2 *	Level 1 and Level 2 CTE course	Weight = 1.28
Tier 3 *	Level 3 and Level 4 CTE course	Weight = 1.47

The reference charts above have been adapted from The 2023-2024 Student Attendance Accounting Handbook. The courses identified as Level 1 – Level 4 courses can be found in the Texas Student Data System (https://www.texasstudentdatasystem.org).

The following programs were reported at Programs of Study at San Elizario ISD for the 2024-2025 school year. During the 2023 -2024 year there were additional programs of study that were being reported by SEISD. Reducing the number of programs of study is always a difficult decision and one that needs to be based on CLNA data. Using this information enables districts to focus on quality over quantity—offering fewer, but stronger and more relevant, CTE programs that lead to better student outcomes and stronger community partnerships.

2024-2025 School Year	2023-2024 School Year
(007) - Automotive and Collision Repair	(007) - Automotive and Collision Repair
(009) - Bio-Medical Science	(009) - Bio-Medical Science
(011) - Business Management	(011) - Business Management
(012) - Carpentry	(012) - Carpentry
(013) - Cosmetology and Personal Care Services	(013) - Cosmetology and Personal Care Services
(014) - Culinary Arts	(014) - Culinary Arts
(017) - Digital Communications	(016) - Diesel and Heavy Equipment Maintenance and Commercial Drivers
(022) - Engineering Foundations	(017) - Digital Communications
(029) - Graphic Design and Interactive Media	(022) - Engineering Foundations
(036) - Law Enforcement	(029) - Graphic Design and Interactive Media
(067) - Diagnostic and Therapeutic Services	(032) - Healthcare Diagnostics
	(034) - HVAC and Sheet Metal
	(035) - Information Technology Support and Services
	(036) - Law Enforcement
	(042) - Networking Systems

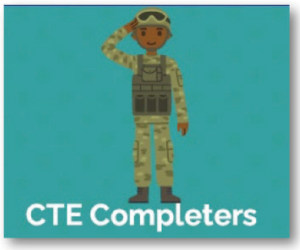
Code 4: A student who never enrolled or who did not complete any high-school CTE course as defined by 19 TAC Chapter 126 (C), 127 (B) or 130.

Code 5: A student completing one or more courses for less than two credits, defined by 19 TAC 126 (C), Chapter 127 (B) or 130 (the student does not have to pass or receive credit).

Code E: A student completing two or more high school CTE courses for a total of two or more credits defined by 19 TAC Chapter 126 (C), 127 (B) or 130 and not a participant, concentrator or completer (the student does not have to pass or receive credit).

Code 6: A student completing and passing two or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of at least two credits within the same program of study and not a completer.

Code 7: A student completing and passing three or more 19 TAC Chapter 126 (C), 127 (B) or 130 CTE courses for a total of four or more credits within a program of study, including one level three or level four course from within the same program of study.



Graphics adapted from: https://tea.texas.gov/academics/college-career-and-military-prep/career-and-technical-education/cte-indicator-auto-code-faq.pdf

CTE Indicator Data

	2021-2022		2022-2023		2023-2024	
CTE Code	Count	%	Count	%	Count	%
5 - Participant	509	37.8%	402	32.2%	191	17.7%
E - Explorer	520	38.6%	519	41.5%	496	46.1%
6 - Concentrator	234	17.4%	257	20.6%	308	28.6%
7 - Completer	103	7.6%	92	7.4%	123	11.4%
Total CTE Code Students	1,348	80.3%	1,250	76.8%	1,077	70.0%
Total Summer Enrollment Grade 7-12 Students	1,679		1,627		1,538	

CTE Course Enrollment 7th-12th Grade

	2021-2022		2022-2023		2023-2024	
CTE Course Enrollment	**Count**	**%**	**Count**	**%**	**Count**	**%**
Grade 7 CTE Course Enrollment	132	11.5%	40	3.8%	0	0.0%
Grade 8 CTE Course Enrollment	101	8.8%	90	8.5%	0	0.0%
Grade 9 CTE Course Enrollment	315	27.4%	259	24.5%	310	32.6%
Grade 10 CTE Course Enrollment	212	18.4%	260	24.6%	222	23.3%
Grade 11 CTE Course Enrollment	175	15.2%	211	20.0%	209	22.0%
Grade 12 CTE Course Enrollment	216	18.8%	195	18.5%	211	22.2%
Total CTE Enrollment CTE Code 6 Students	220	19.1%	254	24.1%	284	29.8%
Total CTE Enrollment CTE Code 7 Students	102	8.9%	91	8.6%	123	12.9%
Total CTE Course Enrollment Students	1,151	68.6%	1,055	64.8%	952	61.9%
Total Summer Enrollment Grade 7-12 Students	1,679		1,627		1,538	

Middle School Enrollment (Grades 7–8):

- CTE enrollment in grades 7 and 8 has significantly decreased:
  - Grade 7 dropped from 132 (11.5%) in 2021–2022 to 0 in 2023–2024.
  - Grade 8 dropped from 101 (8.8%) to 0 in 2023–2024.

This sharp decline suggests either a removal of middle school CTE offerings or policy/program shifts, which may impact early career exploration—a TEA priority. Further evaluation will need to take place to account for the percentages that were reported through OnData Suite for the middle school enrollment figures during the 2023-2024 school year. The Public Education Information Management System (PEIMS) does require students in grades 6-12 to be reported if they are enrolled in a CTE course. The autocoding process then is used to determine CTE indicators for students. Grade 6 was not reflected in the above data table, the data analysis focused on students who are eligible to pull CTE funding, which are grades 7-12.

High School Enrollment (Grades 9–12):

- Grade 9 enrollment rebounded in 2023–2024 to 310 students (32.6%) after a dip in 2022–2023 (24.5%).
- Grades 10–12 have maintained relatively stable enrollment percentages with a slight upward trend in upper-grade participation, particularly in grades 11–12.
    - Grade 12 increased from 18.8% (2021–2022) to 22.2% (2023–2024).

This may reflect improved retention in coherent CTE programs of study, aligning with TEA's goal of producing CTE completers who are college- and career-ready.

CTE Code 6 and 7 Students (Focused Program Tracking):

- Code 6 students (CTE completers) grew from 220 (19.1%) in 2021–2022 to 284 (29.8%) in 2023–2024.
- Code 7 students (participants) also increased slightly, indicating greater engagement:
    - From 102 (8.9%) to 123 (12.9%).

This growth supports TEA's emphasis on program coherence and student progression toward industry-recognized certifications and postsecondary readiness.

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
CCMR EWS IBC 2024						
Total CCMR EWS IBC 2024 CTE Code 6 Students			47	34.6%	41	45.1%
Total CCMR EWS IBC 2024 CTE Code 7 Students			51	37.5%	54	59.3%
Total CCMR EWS IBC 2024 CTE Code 6 & 7 Students			92	67.6%	78	85.7%
Total CCMR EWS IBC 2024 Not CTE Code 6 or 7 Students			44	32.4%	13	14.3%
Total CCMR EWS IBC 2024 Students			136		91	

Industry Based Certification (Post Secondary Certification Licensure)

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
015 - Adobe Certified Prof in Graph Des and Illustration Using Adobe Illustrator	9	15.3%	25	21.0%	14	13.1%
140 - ASE Brakes	1	1.7%	0	0.0%	6	5.6%
170 - ASE Engine Repair	0	0.0%	2	1.7%	0	0.0%
460 - Cisco Certified Entry Networking Technician (CCENT) (Last Used 21-22)	3	5.1%	0	0.0%	0	0.0%
510 - Cosmetology Operator License	10	16.9%	10	8.4%	16	15.0%
530 - Emergency Medical Technician - Basic	0	0.0%	7	5.9%	12	11.2%
551 - Microsoft Office Specialist Excel	10	16.9%	9	7.6%	1	0.9%
552 - Microsoft Office Specialist Word	26	44.1%	49	41.2%	0	0.0%
560 - Microsoft Office Specialist: Microsoft Excel Expert (2019)	1	1.7%	2	1.7%	1	0.9%
570 - Microsoft Office Specialist: Microsoft Word Expert (2019)	0	0.0%	12	10.1%	12	11.2%
630 - NCCER Core	0	0.0%	0	0.0%	4	3.7%
761 - Non-Commissioned Security Officer Level II	9	15.3%	7	5.9%	12	11.2%
783 - OSHA 30 Hour Construction	0	0.0%	8	6.7%	3	2.8%
811 - ServSafe Manager	0	0.0%	0	0.0%	11	10.3%
870 - Refrigerant Handling	2	3.4%	0	0.0%	0	0.0%

934 - Administrative Assisting	0	0.0%	0	0.0%	21	19.6%
Total IBCs	**71**		**131**		**113**	
Total IBC Earned CTE Code 6 Students	**15**	**25.4%**	**25**	**32.1%**	**18**	**34.0%**
Total IBC Earned CTE Code 7 Students	**29**	**49.2%**	**41**	**52.6%**	**44**	**83.0%**
Total IBC Earned CTE Code 6 & 7 Students	**38**	**64.4%**	**62**	**79.5%**	**51**	**96.2%**
Total IBC Earned Students	**59**	**100.0%**	**78**	**65.5%**	**53**	**49.5%**
Total IBC Passed Students	-	-	**2**	**1.7%**	**6**	**5.6%**
Total IBC Failed Students	-	-	**43**	**36.1%**	**52**	**48.6%**
Total IBC Students	**59**		**119**		**107**	

Overall Trends:

- Total IBC Earners peaked in 2022–2023 with 78 students, then declined to 53 in 2023–2024.
- Despite the decrease in total students, the percentage of Code 6 & 7 students earning IBCs rose dramatically, indicating stronger performance among CTE pathway participants:
  - 2021–2022: 64.4%
  - 2022–2023: 79.5%
  - 2023–2024: 96.2%

This suggests that the quality and alignment of CTE pathways improved, even with fewer students earning IBCs overall. The table below highlights the top certifications earned.

Certification	2021–22	2022–23	2023–24	Notes
Adobe Illustrator (015)	9	25	14	Consistent presence; strong creative tech alignment
Cosmetology License (510)	10	10	16	Steady growth, workforce-aligned
EMT-Basic (530)	0	7	12	Rapid growth, strong public safety tie
Administrative Assisting (934)	0	0	21	New in 2023–24, strong showing
Security Officer Level II (761)	9	7	12	Sustained demand in safety/security field

Programs of Study, 3 Year Trends

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
001 - Accounting and Financial Services	1	0.3%	10	3.0%	9	2.3%
002 - Advanced Manufacturing and Machinery Mechanics	0	0.0%	7	2.1%	11	2.8%
003 - Agribusiness	3	0.9%	16	4.9%	18	4.6%
006 - Architectural Design	2	0.6%	2	0.6%	1	0.3%
007 - Automotive	34	10.7%	30	9.1%	25	6.4%
008 - Aviation Maintenance	0	0.0%	1	0.3%	1	0.3%
009 - Bio-Medical Science	50	15.7%	46	14.0%	67	17.2%
011 - Business Management	13	4.1%	26	7.9%	44	11.3%
012 - Carpentry	34	10.7%	27	8.2%	13	3.3%
013 - Cosmetology and Personal Care Services	17	5.3%	11	3.3%	16	4.1%
014 - Culinary Arts	20	6.3%	40	12.2%	56	14.4%
015 - Cybersecurity	10	3.1%	9	2.7%	8	2.1%
016 - Diesel and Heavy Equipment	1	0.3%	1	0.3%	1	0.3%
017 - Digital Communications	16	5.0%	26	7.9%	49	12.6%
018 - Distribution and Logistics	0	0.0%	0	0.0%	1	0.3%
019 - Early Learning	5	1.6%	5	1.5%	1	0.3%
020 - Electrical	3	0.9%	0	0.0%	6	1.5%
021 - Emergency Services	1	0.3%	1	0.3%	3	0.8%
022 - Engineering	33	10.3%	29	8.8%	21	5.4%
023 - Entrepreneurship	1	0.3%	23	7.0%	17	4.4%
025 - Exercise Science and Wellness	0	0.0%	1	0.3%	5	1.3%
026 - Family and Community Services	29	9.1%	23	7.0%	26	6.7%

029 - Design and Multimedia Arts	37	11.6%	34	10.3%	40	10.3%
030 - Health and Wellness	0	0.0%	0	0.0%	1	0.3%
031 - Health Informatics	0	0.0%	4	1.2%	12	3.1%
032 - Healthcare Diagnostics	3	0.9%	2	0.6%	21	5.4%
033 - Healthcare Therapeutic	3	0.9%	2	0.6%	21	5.4%
034 - HVAC and Sheet Metal	3	0.9%	0	0.0%	6	1.5%
035 - Information Technology Support and Services	2	0.6%	2	0.6%	2	0.5%
036 - Law Enforcement	45	14.1%	70	21.3%	83	21.3%
037 - Legal Studies	0	0.0%	1	0.3%	1	0.3%
038 - Lodging and Resort Management	0	0.0%	1	0.3%	2	0.5%
040 - Marketing and Sales	0	0.0%	0	0.0%	1	0.3%
041 - Masonry	2	0.6%	0	0.0%	6	1.5%
042 - Networking Systems	10	3.1%	9	2.7%	9	2.3%
043 - Nursing Science	3	0.9%	2	0.6%	7	1.8%
044 - Oil and Gas Exploration and Production	0	0.0%	0	0.0%	1	0.3%
046 - Plumbing and Pipefitting	3	0.9%	0	0.0%	16	4.1%
047 - Programming and Software Development	0	0.0%	0	0.0%	1	0.3%
049 - Renewable Energy	4	1.3%	5	1.5%	5	1.3%
050 - Teaching and Training	15	4.7%	5	1.5%	1	0.3%
051 - Travel, Tourism, and Attractions	0	0.0%	6	1.8%	3	0.8%

052 - Web Development	0	0.0%	0	0.0%	1	0.3%
054 - Construction Management and Inspection	3	0.9%	0	0.0%	3	0.8%
056 - Aviation (Flight)	0	0.0%	0	0.0%	6	1.5%
059 - Medical Therapy	0	0.0%	0	0.0%	9	2.3%
060 - Welding	0	0.0%	0	0.0%	1	0.3%
061 - Drone (Unmanned Flight)	3	0.9%	6	1.8%	3	0.8%
Total Programs of Study	412		484		665	
Total Program of Study CTE Code 6 Students	234	73.4%	257	78.1%	301	77.2%
Total Program of Study CTE Code 7 Students	103	32.3%	92	28.0%	123	31.5%
Total Program of Study Students	319		329		390	

From 2021 to 2024, total Programs of Study enrollment rose significantly from 412 to 665 students, reflecting growing interest in career-aligned education. Law Enforcement, Bio-Medical Science, Culinary Arts, and Business Management showed the highest participation. Code 6 (completer) students consistently represented over 77%, signaling strong program retention and progression. Enrollment in emerging and high-demand fields—such as Health Informatics also increased. Meanwhile, traditional programs like Automotive and Carpentry saw slight declines. This shift suggests evolving student interest in response to workforce trends and TEA-aligned CTE initiatives focused on high-skill, high-wage, and in-demand career pathways.

Career Clusters

	2021-2022		2022-2023		2023-2024	
	Count	%	Count	%	Count	%
S1 - Agriculture, Food, and Natural Resources	3	0.9%	16	4.9%	18	4.6%
S2 - Architecture and Construction	35	11.0%	28	8.5%	21	5.4%
S3 - Arts, Audio Visual Technology, and Communications	53	16.6%	58	17.6%	85	21.8%
S4 - Business, Marketing, and Finance	13	4.1%	36	10.9%	52	13.3%
S5 - Education and Training	15	4.7%	5	1.5%	1	0.3%
S6 - Energy	0	0.0%	0	0.0%	1	0.3%
S7 - Health Science	3	0.9%	7	2.1%	31	7.9%
S8 - Hospitality and Tourism	20	6.3%	45	13.7%	56	14.4%
S9 - Human Services	45	14.1%	31	9.4%	41	10.5%
S10 - Information Technology	10	3.1%	9	2.7%	9	2.3%
S11 - Law and Public Service	45	14.1%	70	21.3%	84	21.5%
S12 - Manufacturing	3	0.9%	8	2.4%	12	3.1%
S13 - Transportation, Distribution and Logistics	37	11.6%	35	10.6%	31	7.9%
S14 - Science, Technology, Engineering, and Mathematics	93	29.2%	84	25.5%	96	24.6%
Total Career Cluster Students	319		329		390	

Observation Process and Data Collection

San Elizario Classroom Observations

1. Overview of the Classroom *

	Observed	Not Observed	Not Applicable
Lesson Objective Posted	◯	◯	◯
Lesson Objective Referenced	◯	◯	◯
Anchor Charts	◯	◯	◯
Displayed Student Work/Word Walls	◯	◯	◯
Students sitting in rows	◯	◯	◯
Students sitting in groups	◯	◯	◯
Students working individually	◯	◯	◯
Students working in groups	◯	◯	◯

2. Teacher and Student Actions

	Observed	Not Observed	Not Applicable
Teacher not engaged with students	◯	◯	◯
Teacher walks the perimeter of the classroom but does not communicate with students	◯	◯	◯
Teacher walks perimeter of classroom and checks in with students	◯	◯	◯
Teacher provides lecture with no student interaction	◯	◯	◯
Teacher provides lecture with student interaction	◯	◯	◯
Students copy notes	◯	◯	◯
Students working on an assignment	◯	◯	◯
Students working in groups and engaged in collaborative work	◯	◯	◯
Students are asking high leveraged questions	◯	◯	◯
Students are asking low leveraged questions	◯	◯	◯
Students have assigned roles in their groups	◯	◯	◯

3. Student/Teacher Output *

	Observed	Not Observed	Not Applicable
Students are writing	◯	◯	◯
Students appear to actively listen to peers	◯	◯	◯
Students appear to actively listen to instructor	◯	◯	◯
Students are engaged in conversations related to the lesson objectives (by speaking)	◯	◯	◯
Teacher models or provides exemplars	◯	◯	◯
Teacher checks for understanding	◯	◯	◯
Teacher reinforces good behavior	◯	◯	◯
Teacher praises students	◯	◯	◯
Teacher works with students in small group setting	◯	◯	◯
Teacher facilitates whole group discussions	◯	◯	◯
Teacher provides scaffolds to encourage student responses	◯	◯	◯

4. Overall Observation: *

	Improvement Needed	Developing	Proficient	Accomplished	Distinguished	Not Applicable
Overall Classroom activities	◯	◯	◯	◯	◯	◯
Student Engagement	◯	◯	◯	◯	◯	◯
Student Work	◯	◯	◯	◯	◯	◯
Teacher Expectations	◯	◯	◯	◯	◯	◯
Lesson Delivery	◯	◯	◯	◯	◯	◯

During the 2024–2025 school year, the program evaluation of San Elizario ISD's (SEISD) Career and Technical Education (CTE) programs evolved to incorporate a more instructional lens, building upon efforts from previous years. In the past, SEISD and ESC Region 19 relied primarily on stakeholder perception surveys from students, parents, and teachers to assess

program value. However, over the last two years, the focus shifted toward evaluating instructional quality through classroom observations and instructional rounds.

For 2024–2025, the evaluation process deepened with the introduction of recorded classroom instruction**,** marking the first time that lessons were captured via video. This method aims to gain authentic insights into teaching practices while also allowing teachers the opportunity to self-reflect and potentially share recordings with peers in future cycles.

A critical component of this year's evaluation involves structured classroom observations using a framework that focuses on four distinct areas:

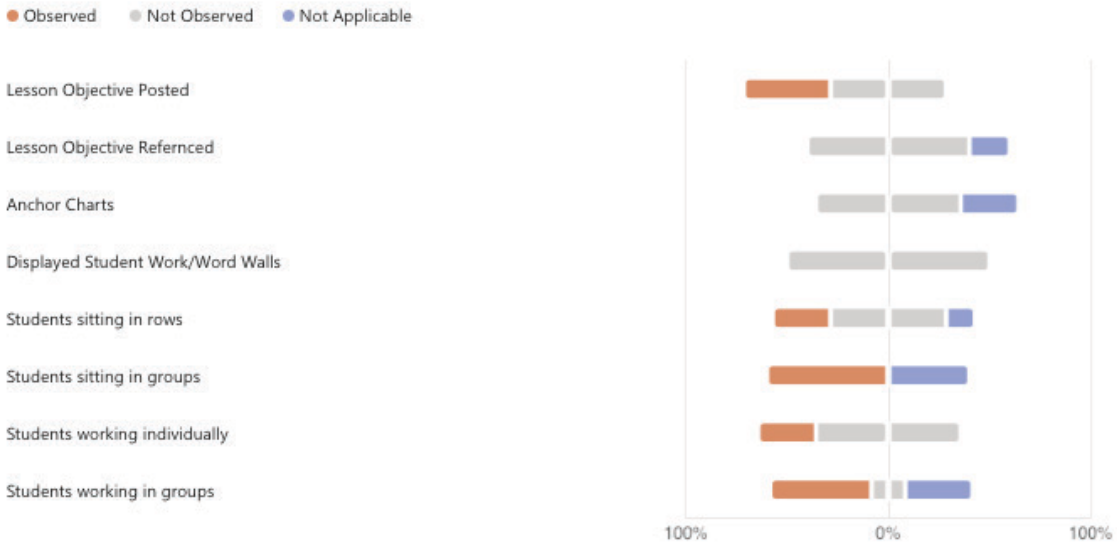
1. **Physical Classroom Overview** – A brief scan of the classroom environment, layout, and instructional materials.
2. **Teacher and Student Actions** – Real-time engagement patterns, instructional strategies, and student participation.
3. **Teacher and Student Output** – Analysis of what is being produced: lesson content, student work, questioning techniques, and feedback.
4. **Overall Observation Reflection** – A culminating synthesis of the classroom visit, identifying strengths and growth opportunities.

In addition to external observations, teachers were asked to complete time-efficient feedback forms that capture their perceptions of instructional effectiveness at San Elizario High School. This year the implementation did not happen, the focus was on the administrators reviewing the recorded classroom observations and then providing feedback to the teachers. This approach, however, will be implemented in the future as it introduces more teacher voice into the evaluation process, recognizing that frontline educators offer valuable insights into the connection between instruction and student outcomes.

. Observations Overview

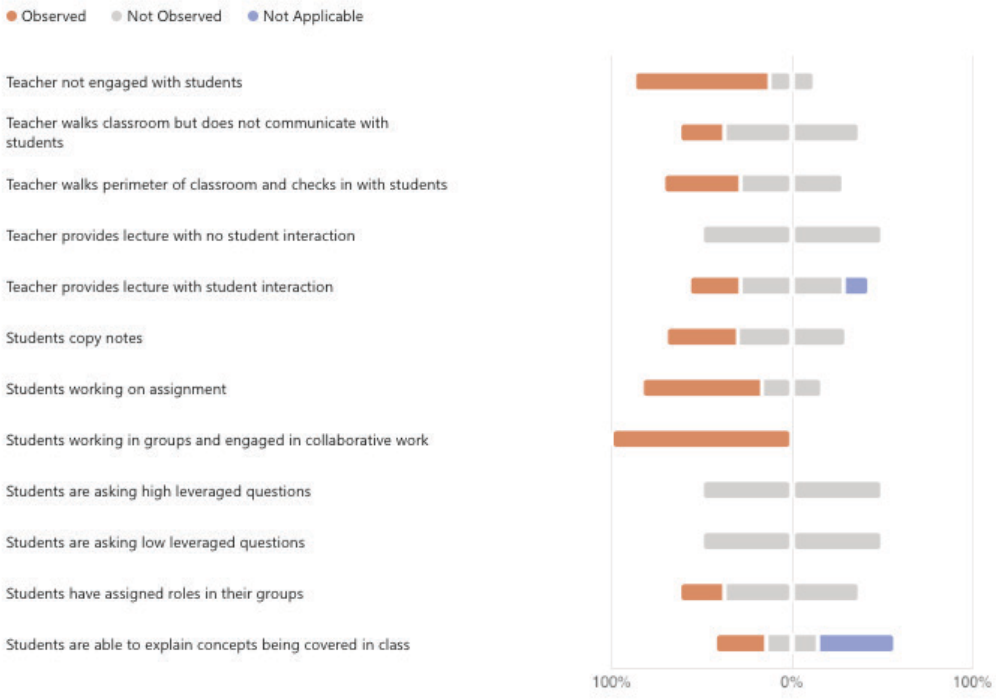
2. Overview of the Classroom

More details



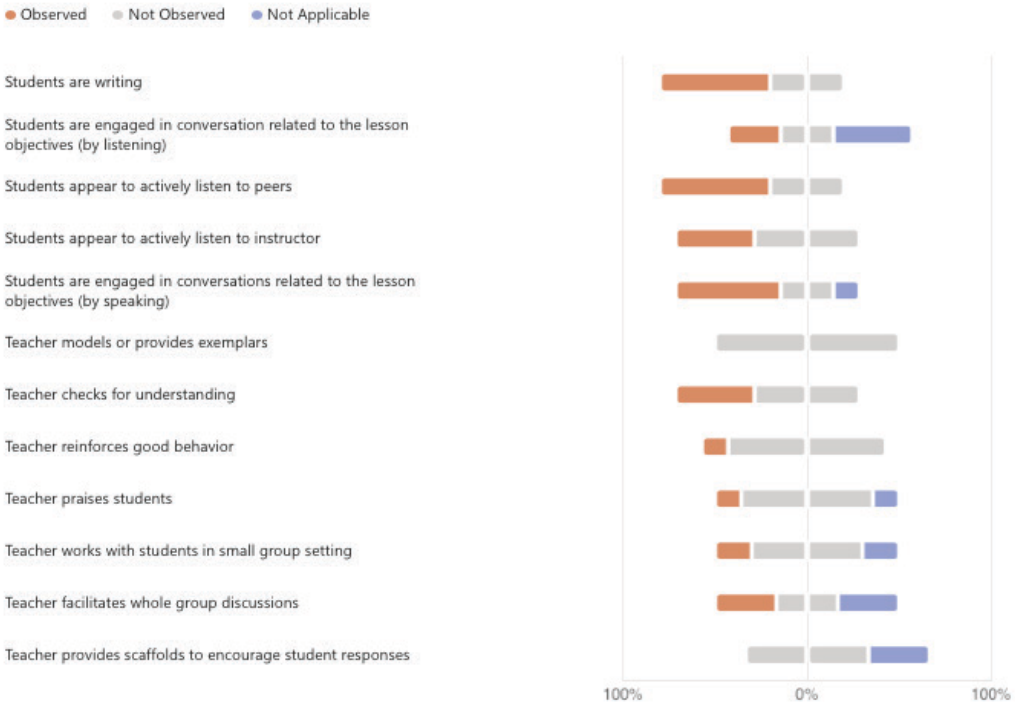
3. Teacher and Student Actions

More details



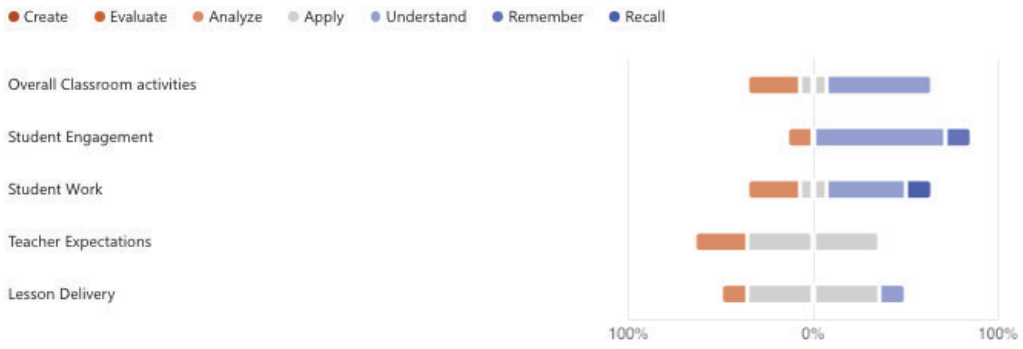
4. Student/Teacher Output

More details



5. What level of rigor did you observe in the following:

More details



Classroom Observation Protocol Summary – SEISD CTE Program Evaluation (2024–2025)

As part of the ongoing CTE program evaluation, Region 19 implemented a **classroom observation protocol** to provide SEISD district and CTE administration with insight into instructional practices. Eight classrooms were selected from a set of recorded lessons to pilot the observation tool, with Region 19 staff conducting detailed analyses of teacher and student behaviors, classroom setup, and instructional outcomes.

Observation Focus Areas & Key Findings:

1. **Physical Classroom Environment**
    - Most classrooms had **lesson objectives and anchor charts** visibly posted.
    - However, these instructional aids were **rarely referenced** during the observed lessons, limiting their effectiveness as learning supports.
    - Classrooms featured both **traditional row and group seating**, but students were largely working **independently** rather than collaboratively.
2. **Teacher and Student Actions**
    - Teachers generally maintained a **perimeter presence**, circulating around the classroom with limited **one-on-one interaction**.
    - Instruction was often **lecture-based**, with students **copying notes or completing assignments**.
    - In some cases, teachers used **leading questions** to prompt student engagement, and when asked, many students were able to clearly **articulate the focus** of the lesson.
3. **Teacher and Student Output**
    - **Student discourse** around academic content was minimal; few instances of meaningful peer-to-peer interaction were observed.
    - Student tasks primarily involved **low-stakes writing** such as note-taking and worksheets.
    - Some teachers successfully facilitated **large-group discussions**, though opportunities to use **scaffolded questioning** to deepen student thinking were often missed.

4. **Overall Observations**
    - The observed lessons were generally anchored in **recall and comprehension-level tasks**, with few but notable exceptions involving **higher-order thinking** such as analysis or evaluation.
    - The tool proved useful in highlighting **instructional patterns**, identifying areas for **growth in engagement strategies**, **questioning techniques**, and **collaborative learning opportunities**.

This pilot use of the observation protocol establishes a strong foundation for continued instructional reflection and improvement, offering SEISD leadership a clear picture of current classroom practices and informing future **professional development and coaching efforts** within CTE programs.

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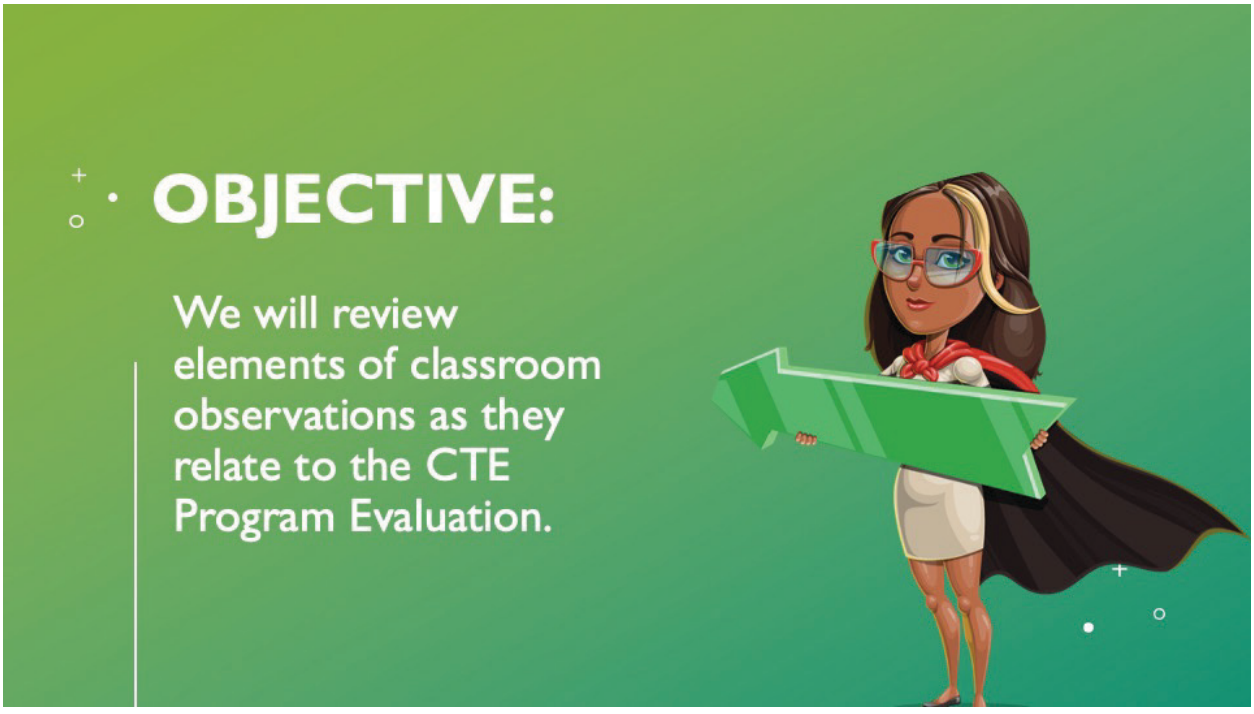
Appendix

Fall Advisory Meeting



Benchmark for Evaluation

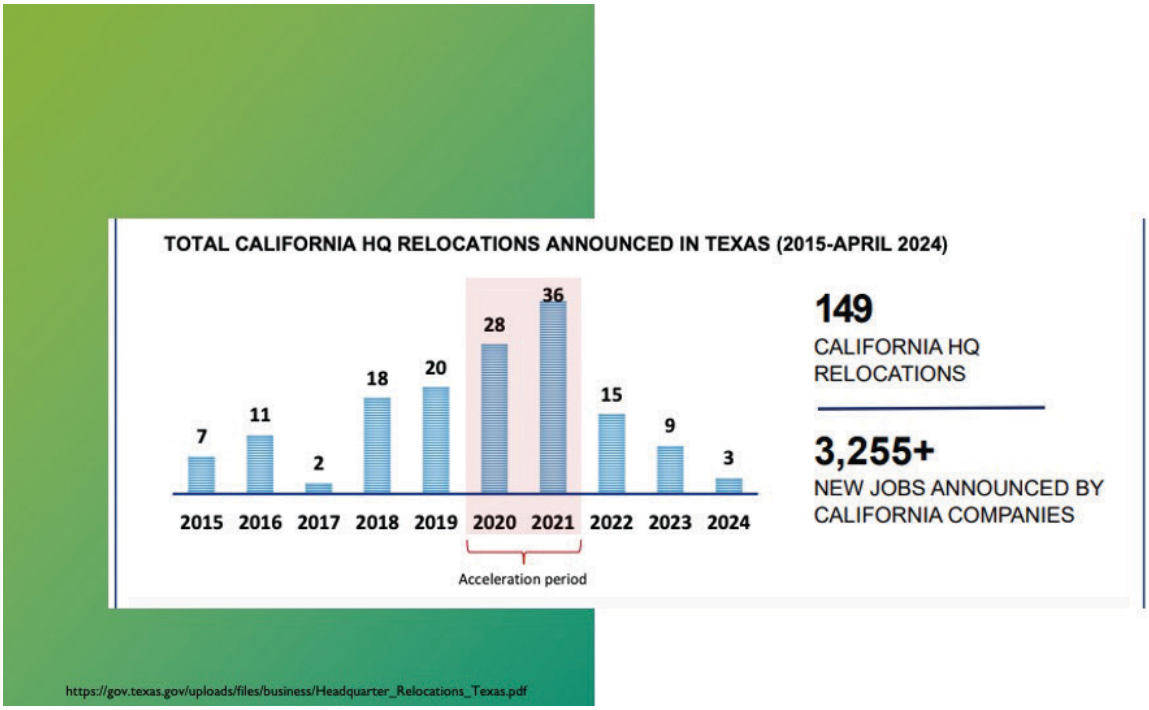
- Rigorous Course Standards and Progressive Sequenced Courses
- Secondary and Postsecondary Alignment and Early Postsecondary Offerings
- Industry Involvement
- Labor Market Demand
- High Quality Instruction
- Experiential Learning

https://careertech.org/wp-content/uploads/sites/default/files/Program%20Approval%20Policy%20Benchmark%20Tool_Section%204.pdf

Target Industry Clusters Texas Economic Development and Tourism

- Advanced Manufacturing
- Aerospace, Aviation and Defense
- Biotechnology and Life Sciences
- Energy
- Information Technology
  - Petroleum Refining and Chemical Products
  - Corporate Services
  - Creative Industry

https://gov.texas.gov/business/page/target-industries



Industry	Occupation	Entry Wage	Annual Openings
Construction	Wellhead Pumpers	$25.27	60
Civil Service	Correctional Officer	$24.79	30
Information Technology	Network Administrator	$29.44	52
Manufacturing	Electrical Engineer	$31.42	44
Medical	Respiratory Therapist	$28.99	60

Hot Job WorkForce Solutions Borderplex

- Pay a $17.24 Living Wage (FY 2024)
- Have more than 20 annual openings
- Have a projected industry growth of 10% or more

Grocery will cost:	**2.82%**	**less**
Housing will cost:	27.50%	less
Utilities will cost:	19.64%	less
Transportation will cost:	14.63%	more
Healthcare will cost:	16.23%	less
Miscellaneous will cost:	12.76%	less

https://borderplexjobs.com/jobseekers/hot-jobs

Cost of Living Index

- Based on the Income that you entered, if you are earning **$50,000** after tax dollars in TX Dallas, the comparable after-tax income in TX El Paso is **$43,206.**

https://bit.ly/3YyFR8U

Cost of Living Activity

- Use the tool from WSB and Program of Study Documents
- Work as a table group and develop a mini–lesson
- Choose spokesperson to showcase your lesson

https://bit.ly/3A6pg2M

Jobs for the Future
Quality Jobs Framework
August 29, 2023

https://www.jff.org/idea/quality-jobs-framework/

What is Considered to be a Quality Job?

- Flexibility?
- Compensation?
- Autonomy?
- Stability?
- Advancement?
- What is missing, what doesn't belong here

Who is responsible for "quality"?

This includes state and local workforce boards, educational institutions and training providers, community-based organizations, funders, agencies at all levels of government, and—always—workers, themselves.

Connect the dots

- What can you influence?
- What can you control?
- Works as a table group and connect the elements
  - What can you do in your current position to influence the output your students produce
  - What can you control that will help your students achieve their desired goal

Structure - **Fair scheduling**

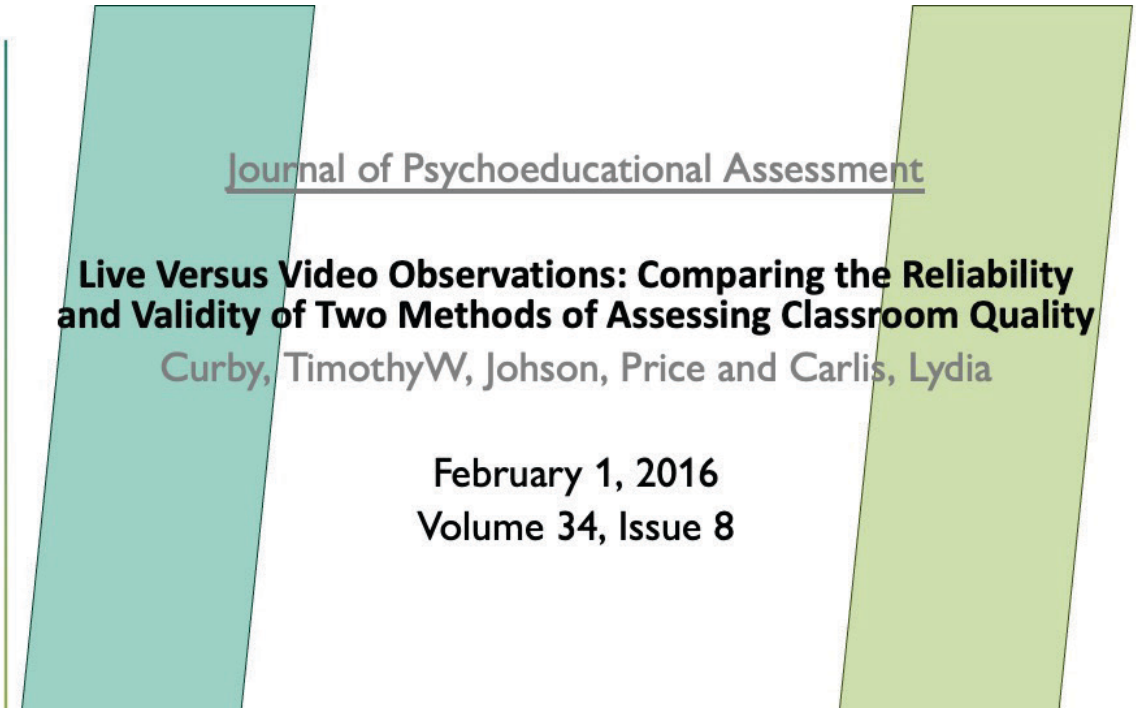
Actions

- Create processes for all workers to provide input into their schedules.
- Provide all workers with their schedules and work locations 3+ weeks in advance and implement policies and practices to prevent last-minute changes.
- Provide workers with the option to work remotely for at least part of their workweek, if feasible within their job responsibilities.

4 Most In-Demand Jobs of 2024

$95,080 - $102,120	• Financial Analyst
$107,560	• Product/Project Manager
$139,790	• Accounting Manager
$124,200	• Software Engineer

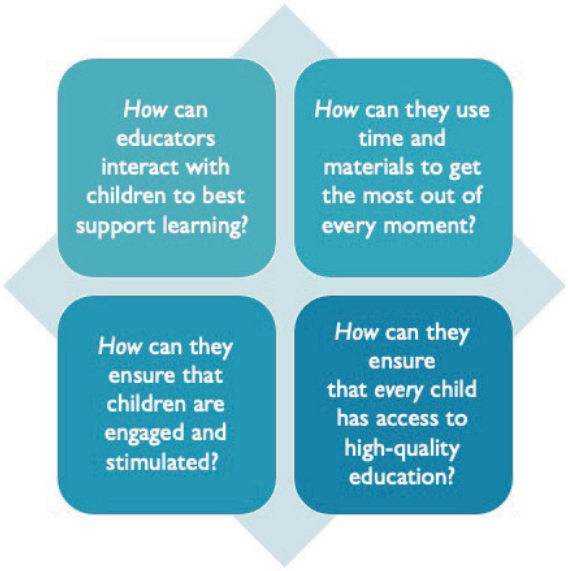
https://www.nasdaq.com/articles/$100k-jobs:-4-most-in-demand-remote-jobs-of-2024-that-pay-six-figures

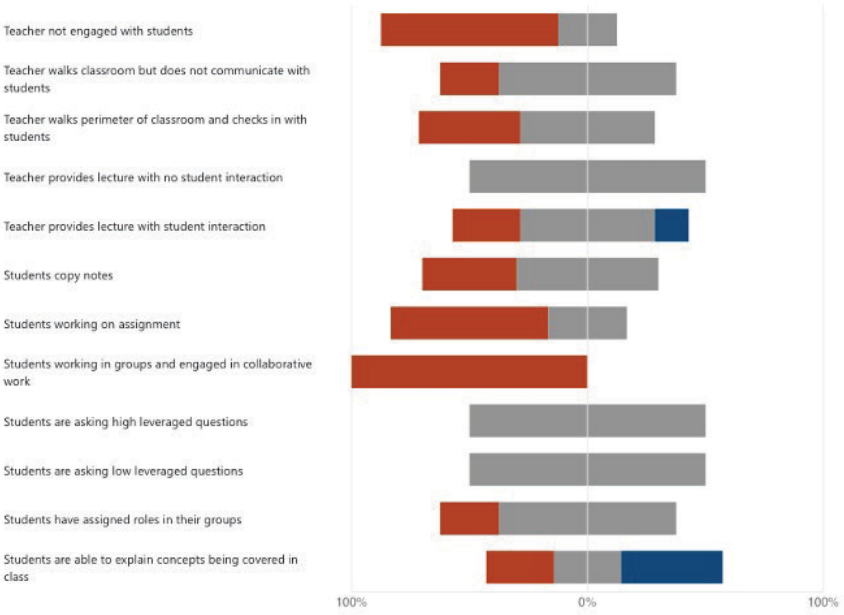


Observations of Classroom Quality

- Use of standardized instruments
- Difference in how people use the instrument
- High stakes vs Low stakes observations
- Interaction vs test scores
- Collect evidence of students social and academic outcomes

CLASS and Video Observation



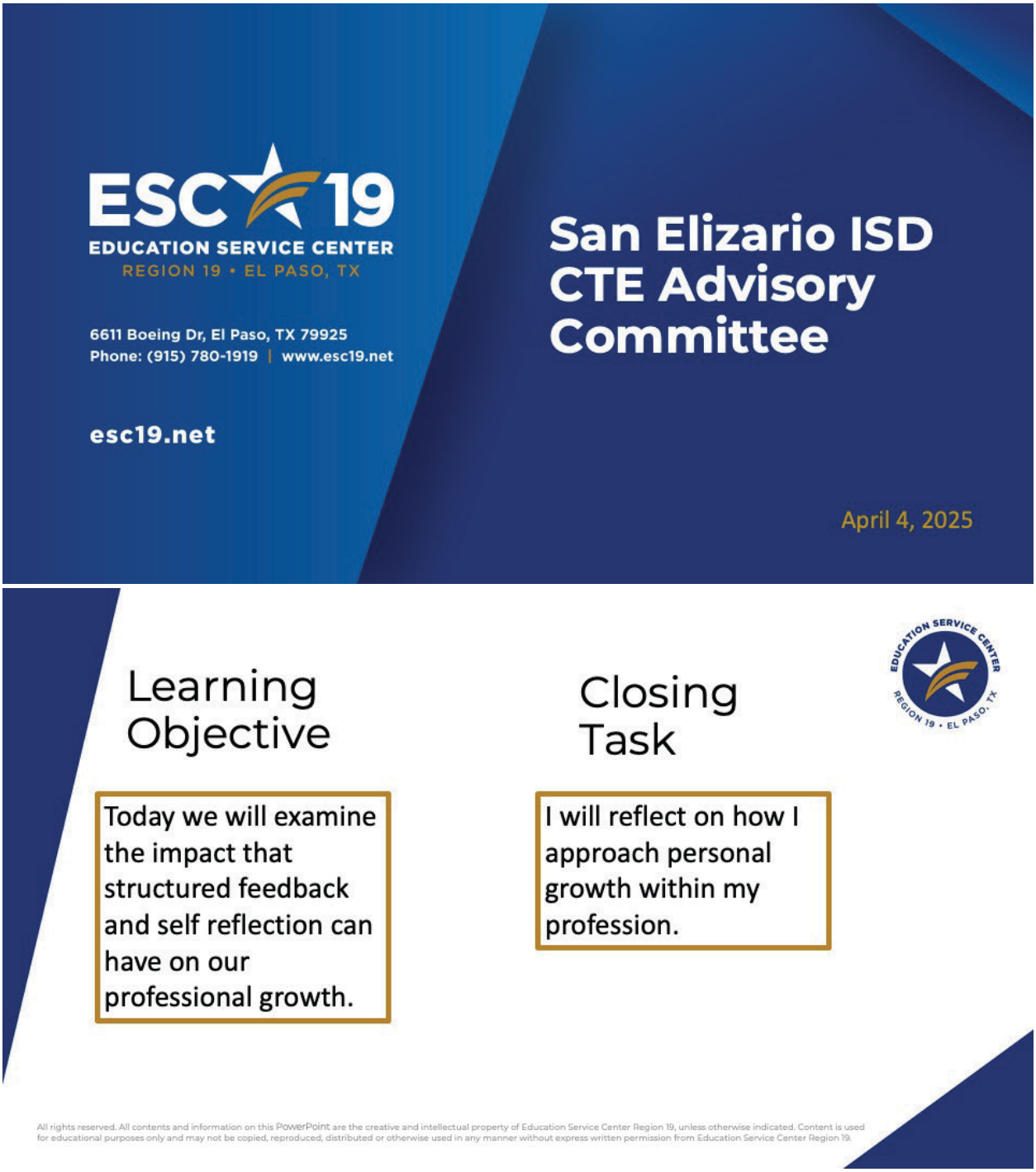


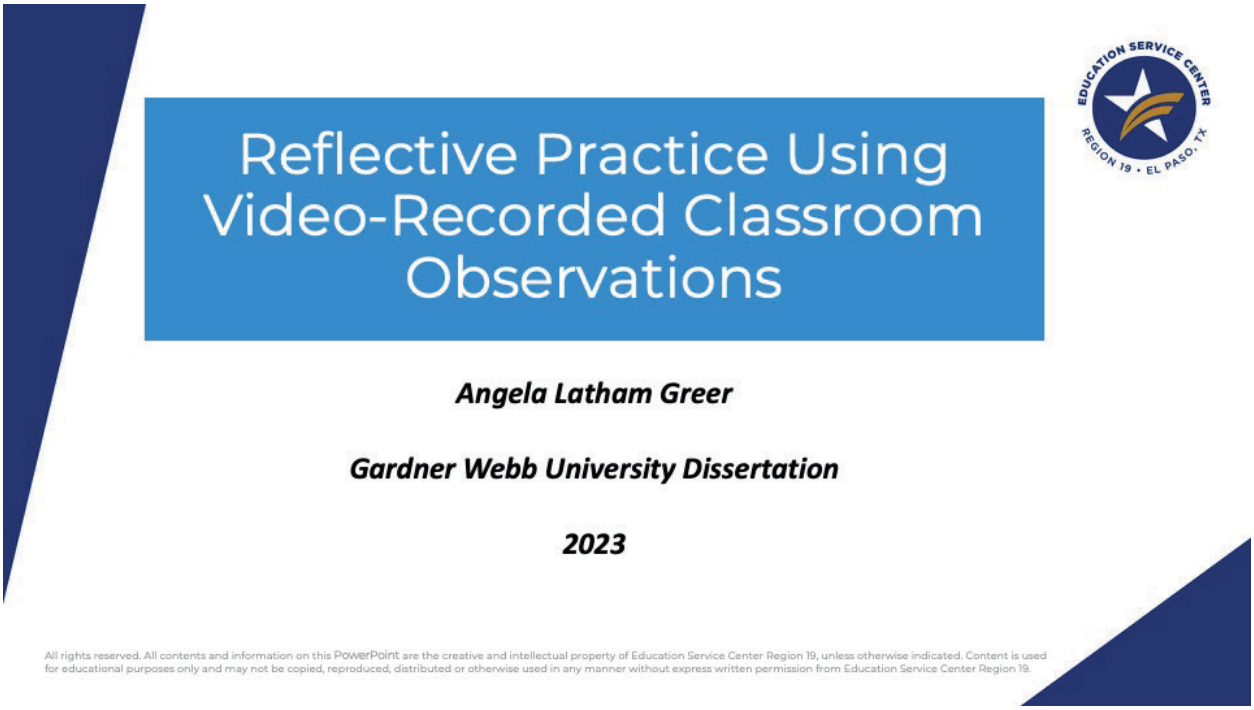
REVIEW OF OBSERVATION TOOL
https://forms.office.com/r/tfMJPREpgV

San Elizario Classroom Observations

Closing
Video recording of Classrooms
3-4 minute recording
Provide feedback on videos
Reflect on what you saw
Can you implement or refine

Spring Advisory Meeting




Reflective Practice Using Video-Recorded Classroom Observations
Angela Latham Greer
Gardner Webb University Dissertation
2023
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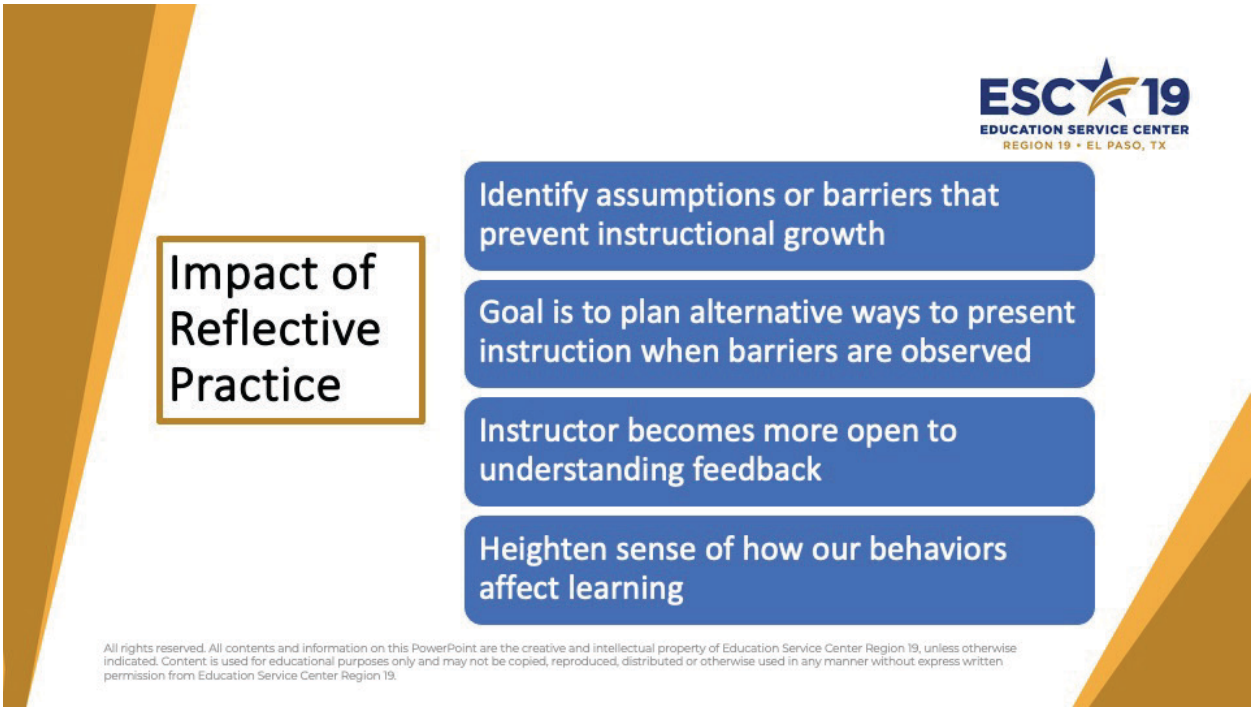
ESC 19
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REGION 19 • EL PASO, TX
Impact of Reflective Practice
Identify assumptions or barriers that prevent instructional growth
Goal is to plan alternative ways to present instruction when barriers are observed
Instructor becomes more open to understanding feedback
Heighten sense of how our behaviors affect learning
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Challenges
What does a critical reflection look like?
Willingness and seeing the value of the practice.
Perception of effectiveness
Assumptions held by practitioners
Follow through and follow up
Coaching practices
SERVING THE EDUCATIONAL COMMUNITIES OF EL PASO & HUDSPETH COUNTIES
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The Adult Leaner
Andragogy, or the practice of facilitating adult learning by developing self-directed learning
Relate learning experiences to need
Develop a sense of autonomy
Experience and perceived experience
Impact on their personal and professional life
What intrinsic motivation exist
ESC 19
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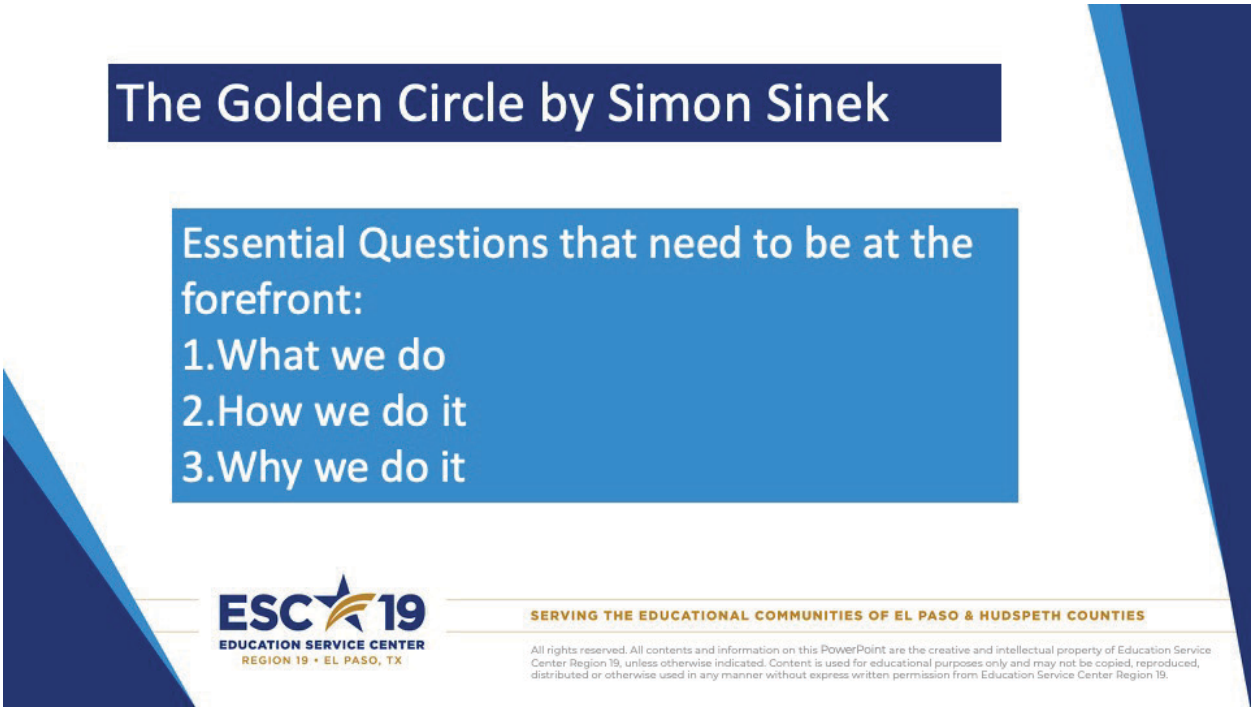
The Golden Circle by Simon Sinek
Essential Questions that need to be at the forefront:
1.What we do
2.How we do it
3.Why we do it
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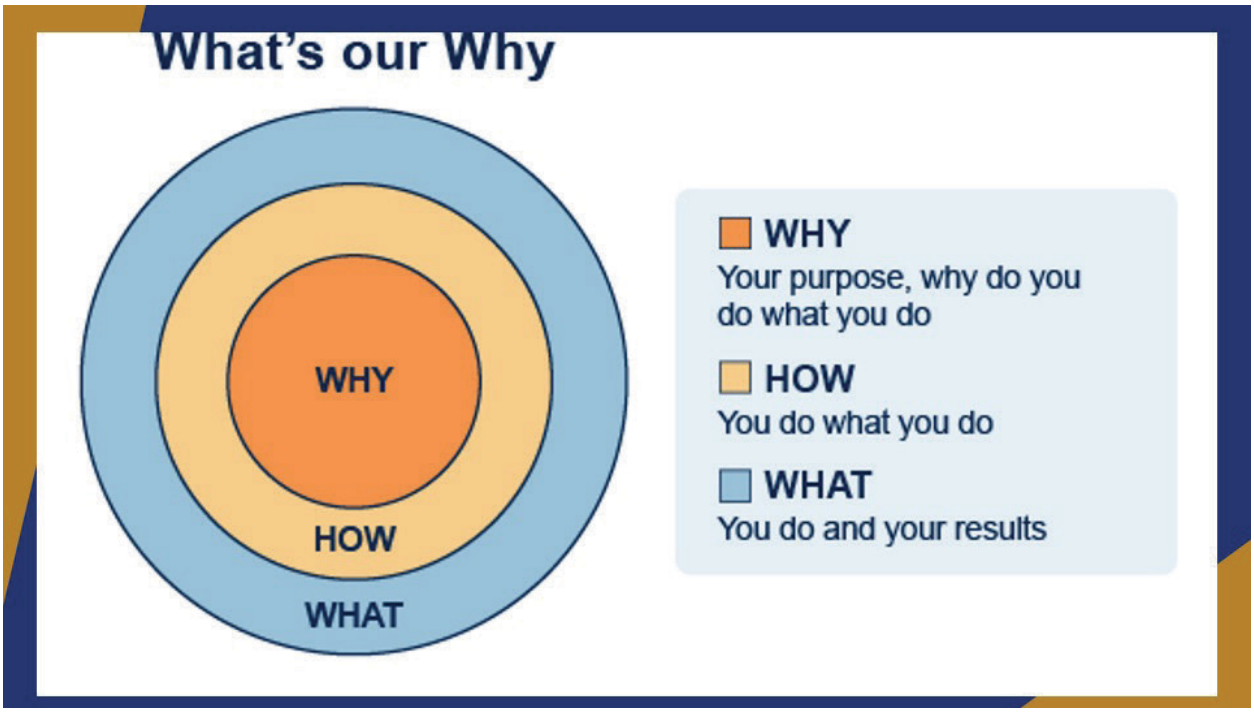
What's our Why
WHY
HOW
WHAT
WHY
Your purpose, why do you do what you do
HOW
You do what you do
WHAT
You do and your results

WHAT

Every organization on the planet knows WHAT they do. These are products they sell or the services

ESC 19 EDUCATION SERVICE CENTER REGION 19 • EL PASO, TX

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HOW

Some organizations know HOW they do it. These are the things that make them special or set them apart from their competition.

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WHY

Very few organizations know WHY they do what they do. WHY is not about making money. That's a result. WHY is a purpose, cause or belief. It's the very reason your organization exists.

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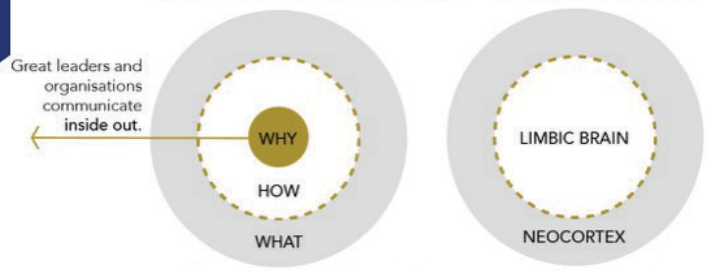
The Golden Circle + Human Brain



Why - Your Purpose
Your motivation? What do you believe?

How - Your Process
Specific actions taken to realise your Why

Limbic Brain - Your Trust
Controls behavior and decision making
Result: 'Gut' feelings and loyalty

What - Your Result
What do you do? The result of Why - Proof

Neocortex - Your Rational
Controls senses, spatial reasoning, analytical thinking and language
Result: Rationalisation and communication

https://www.smartinsights.com/digital-marketing-strategy/online-value-proposition/start-with-why-creating-a-value-proposition-with-the-golden-circle-model/

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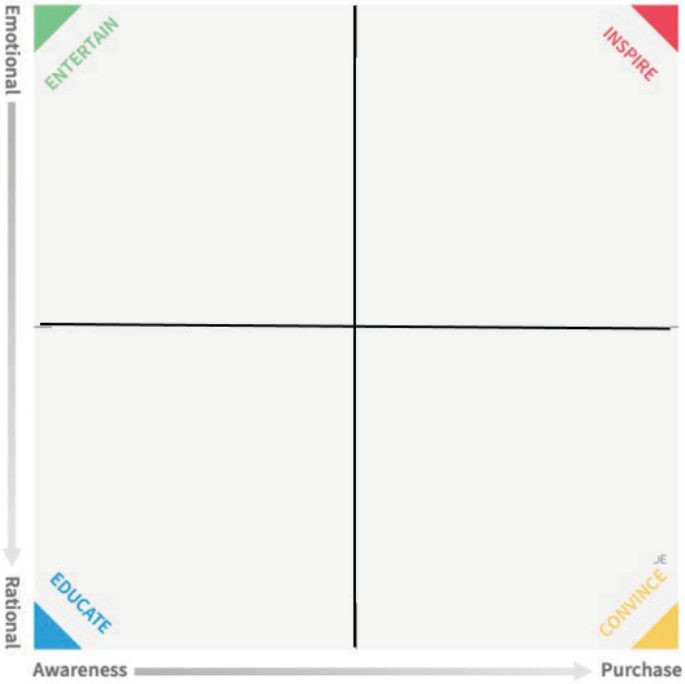
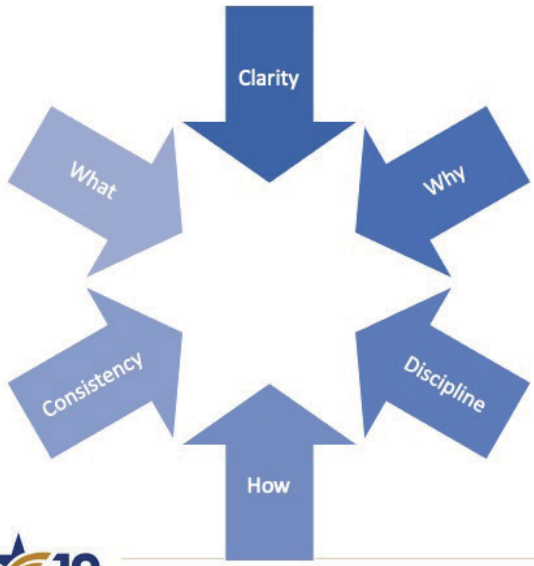


https://www.smartinsights.com/digital-marketing-strategy/online-value-proposition/start-with-why-creating-a-value-proposition-with-the-golden-circle-model/



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Clarity of Why
If you don't know WHY you do WHAT you do, how can you expect anyone else to know?
For others to know your WHY, you must first have that clarity yourself.
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Discipline of HOW
IN ORDER TO BRING YOUR WHY TO LIFE, YOU MUST BE DISCIPLINED IN LIVING YOUR HOWS.
YOU MUST BEHAVE IN WAYS THAT ARE ALIGNED WITH YOUR VALUES, GUIDING PRINCIPLES, STRENGTHS AND BELIEFS.
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Consistency of WHAT

And everything you say and do must be consistent with what you believe. After all, we live in the tangible world. The only way people will know what you believe is if you say and do the things you actually believe. This is what it truly means to be authentic.

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What can we tell about the company?

Why do they do what they do?

How do they do what they do?

What do they do?

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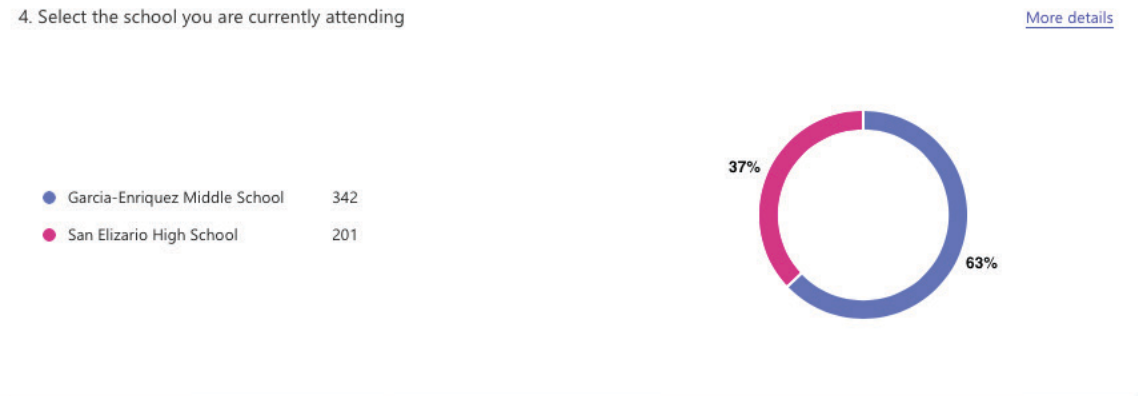
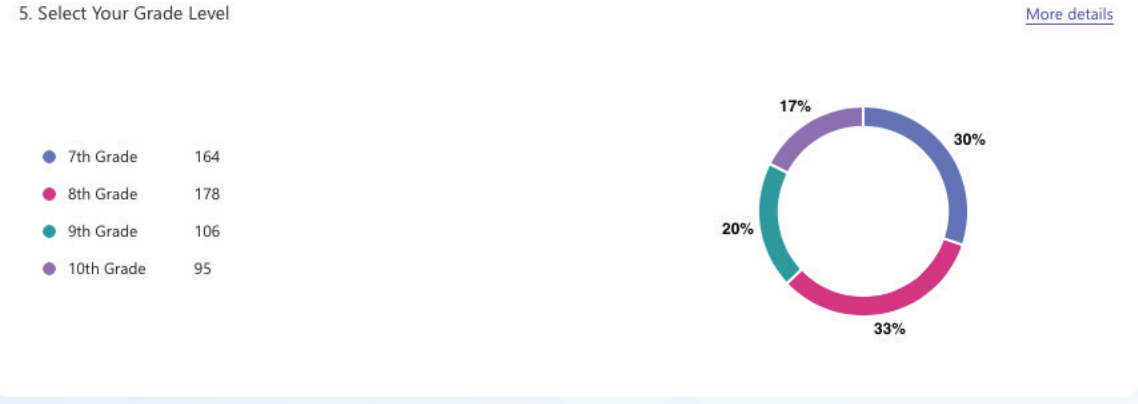
Student Interest Inventory Survey

2025 San Elizario ISD College and Career Interest Inventory

Student will complete this interest survey by rating based on the college and career opportunities on a scale of 1-10. Number 1 being least interest and number 10 being the highest interest.

San Elizario Independent School District offers 11 career Pathways and the Early College High School all which are located in San Elizario High School. To better serve our students, we would like to take a College and Career Interest survey to see where our students' interest are.





6. **Career Pathway: Automotive:** Students will learn automotive basics includes applicable safety and environmental rules and regulations. Students will gain knowledge and skills in the repair, maintenance and diagnosis of vehicle systems. Tool Identification and proper use. Students can certify in ASE - Automotive Service Excellence.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least interest and the number 10 = Highest interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

7. **Career Pathway: Biomedical Science:** Students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis in the body. Students investigate how to prevent, diagnose, and treat disease. This is a Project Lead the Way Program.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.
   *

0	1	2	3	4	5	6	7	8	9	10

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   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least interest and the number 10 = Highest interest. Thank you.

Promoters	78
Passives	89
Detractors	360

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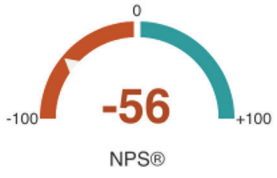
   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	72
Passives	96
Detractors	375



8. **Career Pathway: Business Management:** Students apply technical skills to address business applications of emerging technologies, create word-processing documents, develop a spreadsheet using charts and graphs, formulate a database, and make an electronic presentation using appropriate multimedia software. Students can receive a certification in NOCTI - Administrative Asssitant.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

9. **Career Pathway: Carpentry (Construction Technology)**:
   Students will have a strong knowledge of construction safety, construction mathematics, and common hand and power tools needed to enter the workforce as carpenters, building maintenance technicians or supervisors, or to prepare for a postsecondary degree in construction management, architecture, or engineering. Students can certify in NCCER.

   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

---

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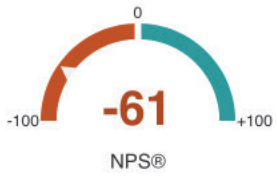
   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	55
Passives	102
Detractors	377



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   Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	64
Passives	95
Detractors	378

10. **Career Pathway: Cosmetology:**
Students will learn sterilization and sanitation procedures, hair care, nail care, and skin care. Students will attain academic skills and knowledge and technical knowledge and skills related to cosmetology design and color theory. Students can certify in Cosmetology License.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

11. **Career Pathway: Culinary Arts:**
Students will learn the fundamentals and principles of the art of cooking and the science of baking and includes management and production skills and techniques. Culinary Arts will provide insight into food production skills, various levels of industry management, and hospitality skills. Students can certify in ServSafe Manager.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested Extremely interested

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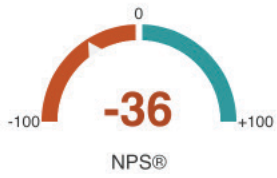
Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	134
Passives	74
Detractors	331



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Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	137
Passives	111
Detractors	289

12. **Career Pathway: Graphic Design & Interactive Media**
Students will learn to develop a technical understanding of the industry with a focus on skill proficiency in Adobe Illustrator to produce graphics on banners, brochures, caps, t-shirts, mugs, etc.. Instruction will be delivered through lab-based classroom experiences. Students can certify in Adobe Illustrator.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

13. **Career Pathway: Digital Communications (A/V Production):**
Students will expected to develop an understanding of the industry with a focus on pre-production, production, and post-production products. Through diverse forms of storytelling and production, students will exercise and develop creativity, intellectual curiosity, and critical-thinking, problem-solving, and collaborative skills. Student can certify in Adobe Premier Pro.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

---

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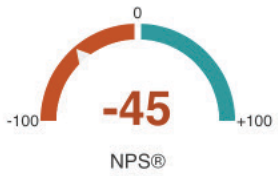
Students will learn to develop a technical understanding of the industry with a focus on skill proficiency in Adobe Illustrator to produce graphics on banners, brochures, caps, t-shirts, mugs, etc.. Instruction will be delivered through lab-based classroom experiences. Students can certify in Adobe Illustrator. More details

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	100
Passives	92
Detractors	339



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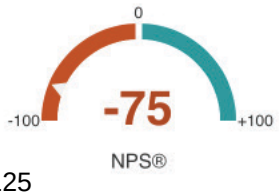
Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	38
Passives	58
Detractors	435



14. **Career Pathway: Engineering**
Students will learn the different stages of the engineering design process to develop a product or solution. Students will explore and develop skills to solve problems, make decisions, and manage a project. Students will learn to work with engineering software AutoCAD and do 3D printing.
Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

15. **Career Pathway: Health Science**

Emergency Medical Technician (EMT): Students will learn to become first responders and provide medical care and transportation to patients in need. Students will do internships on an ambulance and hospital emergency room. Students will be provided the opportunity to receive the certification as an EMT.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

---

14. **Career Pathway: Engineering**
Students will learn the different stages of the engineering design process to develop a product or solution. Students will explore and develop skills to solve problems, make decisions, and manage a project. Students will learn to work w ith engineering software AutoCAD and do 3D printing. More details
Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	84
Passives	85
Detractors	366

15. **Career Pathway: Health Science**

Emergency Medical Technician (EMT): Students will learn to become first responders and provide medical care and transportation to patients in need. Students will do internships on an ambulance and hospital emergency room. Stud ents will be provided the opportunity to receive the certification as an EMT. More details

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	80
Passives	84
Detractors	372

16. **Career Pathway: Health Science** Students have a choice in career pathways but will chose one direction their sophomore year:

Patient Care Technician (PCT): Students will learn to provide hands-on-care to patients, monitoring vital signs, collecting specimens, and reporting patient conditions. Students will do internships in a hospital and rehabilitation centers. Students will be provided the opportunity to receive the certification as a PCT.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

17. **Career Pathway: Law Enforcement:**
Students will understand ethical and legal responsibilities, patrol procedures, first responder roles, telecommunications, emergency equipment operations, and courtroom testimony. Students will learn defensive tactics, restraint techniques, and first aid procedures. Students will certify as Non-Commissioned Officers.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

16. **Career Pathway: Health Science** Students have a choice in career pathways but will chose one direction their sopho more year:

Patient Care Technician (PCT): Students will learn to provide hands-on-care to patients, monitoring vital signs, colle cting specimens, and reporting patient conditions. Students will do internships in a hospital and rehabilitation center s. Students will be provided the opportunity to receive the certification as a PCT. More details

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

Promoters	83
Passives	71
Detractors	380

18. **Career Pathway: San Elizario Early College High School - Associates Degree**

Students will earn a 2-year degree will in high school. Students will take college courses and attend El Paso Community College.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

0	1	2	3	4	5	6	7	8	9	10

Not interested — Extremely interested

---

18. **Career Pathway: San Elizario Early College High School - Associates Degree**

Students will earn a 2-year degree will in high school. Students will take college courses and attend El Paso Community College.

Please rate your interest in this career between the numbers 0 -10. The number 0 = Least Interest and the number 10 = Highest Interest. Thank you.

More details

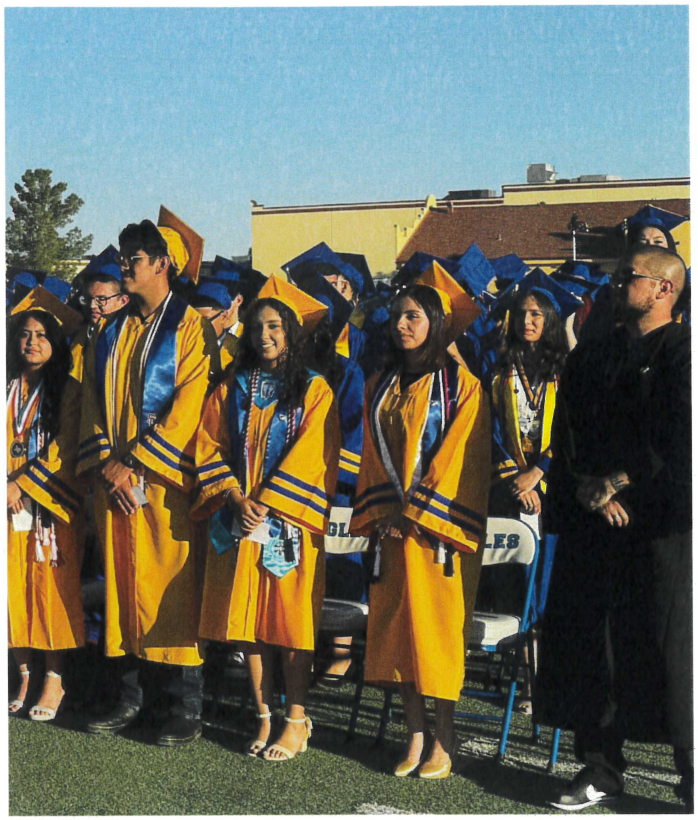
Promoters	220
Passives	93
Detractors	226

Acknowledgments

The 2024–2025 San Elizario ISD Career and Technical Education Program Evaluation reflects the district's unwavering dedication to strengthening instructional excellence, expanding opportunities for students, and aligning CTE programming to the needs of an evolving workforce. This year's expanded focus on classroom observations—supported by video-based instructional evidence—demonstrates a significant step forward in building a culture of reflection, consistency, and continuous improvement across all CTE pathways. The insights gathered through this process provide a strong foundation for future decision-making, ensuring that SEISD continues to deliver high-quality, equitable, and industry-aligned learning experiences for every student.

This work would not be possible without the leadership, collaboration, and steadfast support of San Elizario ISD's executive and campus leaders. Superintendent Dr. Jeannie Meza-Chavez continues to maintain a clear vision for elevating instructional quality and student achievement through ongoing evaluation processes. An extended gratitude to Associate Superintendent Mrs. Blanca Cruz, whose guidance and oversight have strengthened the process.

A special acknowledgement to Ms. Sandra Sanchez, Career and Technical Education Department Administrator, whose dedication to program improvement, teacher support, and industry-aligned curriculum has helped shape a robust and forward-thinking CTE department. Her partnership throughout this evaluation cycle has been critical in gathering accurate data, supporting teacher engagement, and advancing the district's long-term goals for CTE excellence. We also recognize the meaningful contributions of San Elizario High School Principal Mr. Troy Enriquez and his academic leadership staff, whose leadership at the campus level has facilitate the process and have provided meaningful feedback through the evaluation process.



Jael

San Elizario I.S.D.
SE
EST. 1919
SOARING TO EXCELLENCE

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: Mr. Troy Enriquez, Principal, San Elizario High School
Subject: San Elizario Early College High School Update
Date: January 14, 2026

HISTORY: District established the Early College in August of 2021 with the intent of promoting a rigorous curriculum that leads to an associate degree, while earning a high school diploma, and ensuring college readiness.

RATIONALE: The Early College high school allows the student to secure an associate degree at a fraction of the cost in addition to becoming prepared for the rigorous setting of university. The campus is set to graduate its second Early College High School senior class in May 2026.

32 of 53 students in the 2026 cohort are currently on track to secure their associate's degree or have already done so. This percentage places the campus above the state mandated metric for early college high schools. In addition, in December 2025 a total of 8 Senior students secured their associates prior to upcoming 2026 Spring graduation. This is an increase compared to the inaugural Early College graduating class of 24-25, which resulted in two students graduating in December 2024.

Campus is actively working to ensure instructors maintain effective communication with students and provide the necessary interventions to guarantee the child is able to meet the rigorous nature of early college content.

BUDGET IMPACT: There is no budget impact.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the Board to discuss progress of the Early College High School to date.

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

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. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: November 2025 – Meal Service Update
Date: January 14, 2026

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 55, 291 student meals in November. This count includes breakfast, lunch, snack, and supper meals.

Campuses hosted 2,414 guests for Thanksgiving luncheons. We are grateful for the valuable time and unwavering support of everyone who participated in this memorable event.

We are thankful to be a part of such a supportive environment that focuses on student achievement.

BUDGET IMPACT: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

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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: Ms. Aggie Reyes, Executive Director of Child Nutrition Services
Subject: December 2025 – Meal Service Update
Date: January 14, 2026

HISTORY: The Child Nutrition Services Department will provide a monthly report to the Members of the Board of Trustees.

RATIONALE: The Child Nutrition Services Department served 51,568 student meals through December 18, 2025. This count includes breakfast, lunch, snack, and supper meals.

Child Nutrition Services participated in the following activities in the month of December:
Gingerbread decorating at Loya & Sambrano.
Breakfast and lunch meals were provided for sports teams at SEHS.
Literacy luncheon at GEMS.

Wishing you a successful and prosperous 2026.

BUDGET IMPACT: No budget impact.

ADMINISTRATIVE RECOMMENDATION: No Recommendation

For Approval? ☐ Yes ☒ No
If no, please check one: ☐ Presentation ☒ Report ☐ Information
Please check if applicable: ☐ Attachment Included

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Borrego Elementary						120	140	146	117							523	517	6		108	316	33	2
L.G. Alarcon Elementary School						75	76	66	82							299	300	-1		55	188	15	3
Lorenzo Loya Primary	8	181														189	176	13		35	109	0	0
Sambrano Elementary School			132	176	181											489	556	-67		103	298	9	2
Garcia-Enriquez Middle School										198	199					397	408	-11	100	67	229	47	7
San Elizario High School												207	229	249	216	901	976	-75	752	133	479	92	8
Grade Level Totals	8	181	132	176	181	195	216	212	199	198	199	207	229	249	216	2798	2933	-135	852	501	1619	196	22
Prior Year Grade Level Totals	14	162	165	191	200	211	203	206	197	208	200	232	292	232	220								
GL	-6	19	-33	-15	-19	-16	13	6	2	-10	-1	-25	-63	17	-4								

PLEASE JOIN US FOR THE FIRST FAR WEST TEXAS SCHOOL BOARDS ASSOCIATION

COFFEE CHAT

JANUARY 12, 2026

5:30-7:30 PM

STARLIGHT EVENT CENTER-SUNSET ROOM