

**Crystal City Independent School District
Board of Trustees**

REGULAR BOARD MEETING

September 14, 2026 at 6:00 p.m.



Board of Trustees

Vince Martinez	President
Sammy Houston	Vice-President
Cruz Mata	Secretary
Victor Bonilla III	Member
Gabriel Espinosa	Member
Ray Espinosa	Member
Peggy Young	Member

**Dr. Cody R. Miller
Superintendent of Schools**



CCISD Board Goals

Board Approved on May 12, 2025

- 1) The percent of 3rd grade students who score at Meets grade level or above as measured by STAAR Reading will increase from 44% in August 2024 to 70% by August 2029.
- 2) The percent of 3rd grade students who score at Meets grade level or above as measured by STAAR Math will increase from 45% in August 2024 to 70% in August 2029.
- 3) The percentage of graduates who meet CCMR criteria as measured by the A-F Accountability System will increase from 62% in August 2024 to 90% in August 2030.

Unified for Success!

AGENDA

The Board of Trustees of the Crystal City Independent School District will meet in Regular Session at 6:00 PM, Monday, September 14, 2026 in the Administration Building, Board Room, 613-B W. Zavala Street, Crystal City, Texas 78839.

Pursuant to Texas Government Code §551.127, notice is hereby given that one or more Board members may appear at the scheduled meeting via videoconference, but the presiding officer and a quorum of the Board will be physically present at the above-noticed location.

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 same order as shown on this meeting notice.

For more information about public comment, see Policy BED.

1. **CALL MEETING TO ORDER** 4
2. **ROLL CALL AND ESTABLISHMENT OF A QUORUM**
3. **MOMENT OF REFLECTION**
4. **PUBLIC HEARING** 5
 - A. Certification to be submitted to the Texas Education Agency (TEA) regarding the District's Compliance with Texas Education Code (TEC) Sections 39.0089, 11.005 (c), and 28.002 (h) as required by Senate Bill 12.
5. **PUBLIC COMMENTS** 32
 - A. Regarding Compliance Certification, as required by Senate Bill 12
 - B. *As per BED(LOCAL): At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.*
6. **CONSENT ACTION ITEMS** 33
 - A. Consideration to approve the minutes for the Board meetings held on: 34
 - August 10, 2026 (Public Hearing)
 - August 10, 2026 (Regular)
 - August 19, 2026 (Special)
 - August 19, 2026 (Special)
 - August 31, 2026 (Special)
 - B. Consideration to approve the monthly bills for August 2026. 50
7. **ACTION ITEMS** 65
 - A. Discussion/Action to approve the certification to be submitted to the Texas Education Agency (TEA) regarding the District's compliance 66



with Texas Education Code (TEC) Sections 39.0089, 11.005(c), and 28.002 (h) as required by Senate Bill 12.	
B. Discussion/Action to approve changing the Crystal City ISD fiscal year start date to July 1, effective July 1, 2027, and to revise Board Policy CE(LOCAL) to reflect this.	67
C. Discussion/Action to approve the Crystal City ISD District Improvement Plan for the 2026-2027 school year.	69
8. INFORMATIONAL ITEMS	179
A. TEA Conservators' Report	180
B. CFO Report	181
C. Superintendent's Report	184
1) District Enrollment	
2) ADA Report	
D. Accountability Ratings	
9. CLOSED SESSION	192
<i>The Board of Trustees will meet in closed session as authorized by the Texas Government Code, Chapter 551 and the Open Meetings Act.</i>	
A. TGC 551.074, Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including deliberation regarding the Superintendent's recommendation for the employment of a Chief Finance Officer.	194
B. TGC 551.074, Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee, including deliberation regarding the Superintendent's recommendation of an Executive Director.	
C. TGC 551.074, Discussion on the employment of new professional staff	
D. TGC 551.074, Informational Item(s): Personnel Matters Approved by the Superintendent	
10. OPEN SESSION	
A. Consideration and possible action regarding the Superintendent's Recommendation for the employment of the Chief Finance Officer.	
B. Consideration and possible action regarding the Superintendent's Recommendation for the employment of the Executive Director.	
C. Consideration to approve the employment of new professional staff	
11. ADJOURNMENT	195

If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Texas Open Meetings Act, Texas



*Government Code, Chapter 551, Subchapters D and E or Texas Government Code section 418.183(f).
Before any closed meeting is convened, the presiding officer will publicly identify the section or sections
of the Act authorizing the closed meeting. All final votes, actions, or decisions will be taken in open
meeting. [See Policy BEC(LEGAL)]*



**CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES**

Agenda Item 1.

Call Meeting to Order

Agenda Item 2.

Roll Call and Establishment of Quorum

Vince Martinez

Sammy Houston

Cruz Mata

Victor Bonilla III

Gabriel Espinosa

Ray Espinosa

Peggy Young

Agenda Item 3.

Moment of Reflection

4. PUBLIC HEARING

September 14, 2026 – Regular Board Meeting

- A. Certification to be submitted to the Texas Education Agency (TEA) regarding the District's Compliance with Texas Education Code (TEC) Sections 39.0089, 11.005(c), and 28.002(h), as required by Senate Bill 12.**

5. PUBLIC COMMENTS

- A. Regarding Compliance Certification, as required by Senate Bill 12**

- B. As per BED (LOCAL): At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.**

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: Crystal City ISD

County-District Number (CDN): 254901

Superintendent/CEO Name: Dr. Cody Miller

Certification School Year: 2026-2027

Section 2: Description of Required Policies and Procedures

Provide a description or attach a copy of the policies and procedures required by TEC, §§11.005(c) and 28.0022(h) and describe how employees and contractors were notified of these policies and procedures.

The policies that were changed to comply with TEC, §§11.005(c) and 28.0022(h) were BJCF (LOCAL) and DH (LOCAL). Please see attached. Employees and contractors were notified of these policy changes through our distribution of our 2026-2027 Employee Handbook via email. Our Employee Handbook depicts these changes to policy and compliance with TEC, §§11.005(c) and 28.0022(h). Please see attached. Contractors also received our Confidentiality Agreement notice that complies with Senate Bill 12.

Section 3: Policy or Program Changes

Were any existing policies, programs, procedures, or trainings altered to ensure compliance with TEC, §§39.008, 11.005, and 28.0022? ☒ Yes ☐ No

If yes, describe or attach a copy of the changes below.

Policy BJCF (LOCAL) now includes as a reason for non-renewing a Superintendent's Contract item 28. Please see attached.

Policy DH (LOCAL) now includes *Prohibited Classroom Instruction or Activities* and *Prohibited Diversity, Equity, and Inclusion Duties* under **Employee Standards of Conduct**. Please see attached.

Section 4: Cost Savings

Were there any cost savings resulting from actions taken to comply with TEC, §39.008? ☐ Yes ☒ No

Total cost savings: \$ _____ 0 _____

If yes, describe or attach a copy of the cost savings.

Section 5: Board Approval

Date of Board/Governing Body Meeting: _____

Meeting notice was posted on LEA website at least seven days in advance: ☒ Yes ☐ No

Public testimony opportunity provided during meeting: ☒ Yes ☐ No

Certification approved by majority vote: ☐ Yes ☐ No

Section 6: Certification Statement

By signing below, the undersigned certifies that the information contained in this document is true and correct and that the district or charter school is in compliance with the requirements of Texas Education Code §§39.008, 11.005(c), and 28.0022(h).

Superintendent/CEO Signature: _____

Date: _____

SWORN TO AND SUBSCRIBED before me on this _____ day of _____, 20____.

Notary Public, State of Texas



NOTICE OF REGULAR BOARD MEETING AMENDED – 8/6/2026

The Board of Trustees of the Crystal City Independent School District will meet in Regular Session at 6:00 PM, Monday, August 10, 2026 in the Administration Building, Board Room, 613-B W. Zavala Street, Crystal City, Texas 78839.

Pursuant to Texas Government Code §551.127, notice is hereby given that one or more Board members may appear at the scheduled meeting via videoconference, but the presiding officer and a quorum of the Board will be physically present at the above-noticed location.

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 same order as shown on this meeting notice. For more information about public comment, see Policy BED.

- 1. CALL MEETING TO ORDER**
- 2. ROLL CALL AND ESTABLISHMENT OF A QUORUM**
- 3. MOMENT OF REFLECTION**
- 4. PUBLIC COMMENTS**

As per BED(LOCAL): At regular Board meetings, the Board shall permit public comment, regardless of whether the topic is an item on the agenda posted with notice of the meeting.

5. CONSENT ACTION ITEMS

A. Consideration to approve the minutes for the Board meetings held on:

- July 13, 2026 (Regular)
- July 16, 2026 (Special)
- July 21, 2026 (Special)
- July 22, 2026 (Special)
- July 23, 2026 (Special)
- July 29, 2026 (Special)

6. ACTION ITEMS

A. Discussion/Action to approve a Resolution to Designate an Officer or Employee to calculate the No-New-Revenue (NNR) Tax Rate, the Voter-Approved Tax Rate (VATR) and other Truth-in-Taxation Requirements.

B. Discussion/Action to approve a proposed Interest & Sinking (I&S) Tax Rate for Debt Service that exceeds the minimum amount required

C. Discussion/Action to approve a Resolution to Set the Maintenance & Operations (M&O) and Interest & Sinking (I&S) Tax Rates for tax year 2026 — assumes the approval of I&S above the state minimum.





7. INFORMATIONAL ITEMS

- A. Efficiency Audit
- B. TEA Conservators' Report
- C. CFO Reports:
 - Cash on Hand
 - Outstanding Debt
 - Expenditures Pie Chart
 - Loan Update
- D. Superintendent's Report:
 - Town Hall Meeting
 - Legal Expenses YTD
 - Special Board Meeting - August 31st
- E. 2026 Back-to-School Activities
- F. Athletics Update

8. CLOSED SESSION

The Board of Trustees will meet in closed session as authorized by the Texas Government Code, Chapter 551 and the Open Meetings Act.

- A. TGC 551.074, Discussion on the employment of new professional staff
- B. TGC 551.074, Discussion on the employment of new at-will staff
- C. TGC 551.074, Informational Item(s): Personnel Matters Approved by the Superintendent
- D. TGC 551.072, Discussion on sale of real property.

9. OPEN SESSION

- A. Action on the sale of real property.

10. ADJOURNMENT

The notice for this meeting was posted in compliance with the Texas Open Meetings Act on the 4th day of August, 2026, at 4:00 pm. *Amended on 8/6/2026.*

Richard W. Grill
Interim Superintendent of Schools



CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Agenda Item:

Discussion/Action to adopt the addition, deletion, or replacement of (LOCAL) policies according to TASB Localized Update 127 Instruction Sheet:

- 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
- 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
- DGBA(LOCAL): PERSONNEL-MANAGEMENT RELATIONS - EMPLOYEE COMPLAINTS/GRIEVANCES
- 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
- EIA(LOCAL): ACADEMIC ACHIEVEMENT - GRADING/PROGRESS REPORTS TO PARENTS
- 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
- FFG(LOCAL): STUDENT WELFARE - CHILD ABUSE AND NEGLECT
- FNG(LOCAL): STUDENT RIGHTS AND RESPONSIBILITIES - STUDENT AND PARENT COMPLAINTS/GRIEVANCES
- FO(LOCAL): STUDENT DISCIPLINE

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

- GF(LOCAL): PUBLIC COMPLAINTS
- GKA(LOCAL): COMMUNITY RELATIONS - CONDUCT ON SCHOOL PREMISES

Superintendent's Recommendation:

That the Board of Trustees adopt the addition, deletion, or replacement of (LOCAL) policies according to TASB Localized Update 127 Instruction Sheet.

Rationale:

To update (LOCAL) policies according to TASB Update 127 recommendations.

Action Item: Action needed

Budgetary Information: None

Board Policy Reference:

Exhibit(s): Update 127- Annotated Policy Changes; TASB Instruction Sheet; Explanatory Notes

Instruction Sheet

TASB Localized Policy Manual Update 127

Crystal City ISD

Code	Type	Action To Be Taken	Note
ATTN	(NOTE)	No policy enclosed	See explanatory note
AIA	(LEGAL)	Replace policy	Revised policy
AIB	(LEGAL)	Replace policy	Revised policy
AIC	(LEGAL)	Replace policy	Revised policy
BAA	(LEGAL)	Replace policy	Revised policy
BJA	(LEGAL)	Replace policy	Revised policy
BJCF	(LOCAL)	Replace policy	Revised policy
CAA	(LOCAL)	Replace policy	Revised policy
CBB	(LEGAL)	Replace policy	Revised policy
CE	(LEGAL)	Replace policy	Revised policy
CFB	(LOCAL)	No policy enclosed	See explanatory note
CHE	(LEGAL)	Replace policy	Revised policy
CKEA	(LEGAL)	Replace policy	Revised policy
CKEB	(LEGAL)	Replace policy	Revised policy
CMD	(LEGAL)	Replace policy	Revised policy
CNC	(LEGAL)	Replace policy	Revised policy
COA	(LEGAL)	Replace policy	Revised policy
CPC	(LEGAL)	Replace policy	Revised policy
CQA	(LEGAL)	Replace policy	Revised policy
D	(LEGAL)	Replace table of contents	Revised table of contents
DC	(LEGAL)	Replace policy	Revised policy
DC	(LOCAL)	Replace policy	Revised policy
DEAA	(LEGAL)	Replace policy	Revised policy
DF	(LEGAL)	Replace policy	Revised policy
DFBA	(LEGAL)	Replace policy	Revised policy
DFE	(LEGAL)	Replace policy	Revised policy
DH	(LEGAL)	Replace policy	Revised policy
DH	(LOCAL)	Replace policy	Revised policy
DH	(EXHIBIT)	DELETE exhibit	See explanatory note
DHA	(LEGAL)	ADD policy	See explanatory note
DHB	(LEGAL)	Replace policy	Revised policy
DHC	(LEGAL)	Replace policy	Revised policy
DP	(LEGAL)	DELETE policy	See explanatory note
DP	(LOCAL)	DELETE policy	See explanatory note

Instruction Sheet

TASB Localized Policy Manual Update 127

Crystal City ISD

Code	Type	Action To Be Taken	Note
DPA	(LEGAL)	ADD policy	See explanatory note
DPA	(LOCAL)	ADD policy	See explanatory note
DPB	(LEGAL)	Replace policy	Revised policy
DPB	(LOCAL)	ADD policy	See explanatory note
DPC	(LEGAL)	ADD policy	See explanatory note
EFA	(LEGAL)	Replace policy	Revised policy
EFB	(LOCAL)	No policy enclosed	See explanatory note
EHAC	(LEGAL)	Replace policy	Revised policy
EHBB	(LEGAL)	Replace policy	Revised policy
EHBB	(LOCAL)	Replace policy	Revised policy
EHBCA	(LEGAL)	Replace policy	Revised policy
EHDD	(LEGAL)	Replace policy	Revised policy
EKB	(LEGAL)	Replace policy	Revised policy
FA	(LEGAL)	Replace policy	Revised policy
FED	(LEGAL)	Replace policy	Revised policy
FFAC	(LEGAL)	Replace policy	Revised policy
FFEB	(LEGAL)	Replace policy	Revised policy
FFF	(LOCAL)	Replace policy	Revised policy
FM	(LEGAL)	Replace policy	Revised policy
FNCE	(LOCAL)	No policy enclosed	See explanatory note
FOA	(LEGAL)	Replace policy	Revised policy
GKA	(LEGAL)	Replace policy	Revised policy
GKD	(LEGAL)	Replace policy	Revised policy
GNC	(LEGAL)	Replace policy	Revised policy



(LOCAL) Policy Comparisons

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

In this packet, you will find:

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

Annotations are shown as follows:

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

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

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

Contact us:

School Districts and Education Service Centers, call 800-580-7529 or email policy.service@tasb.org.

Community Colleges, call 800-580-1488 or email colleges@tasb.org.

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

Reasons

The Board's decision not to renew the Superintendent's contract shall not be based on the Superintendent's exercise of Constitutional rights or based unlawfully on race, color, religion, sex, gender, national origin, age, disability, or any other basis prohibited by law. Reasons for the nonrenewal of the Superintendent's contract shall be:

1. Deficiencies pointed out in evaluations, supplemental memoranda, or other communications.
2. Failure to fulfill duties or responsibilities.
3. Incompetency or inefficiency in the performance of duties.
4. Insubordination or failure to comply with Board directives.
5. Failure to comply with Board policies or administrative regulations.
6. Failure of the District to make measurable progress toward the goals stated in the District improvement plan. [See BQ]
7. Conducting personal business during school hours when it results in neglect of duties.
8. Drunkenness or excessive use of alcoholic beverages; or possession, use, or being under the influence of alcohol or alcoholic beverages while on District property, while working in the scope of the employee's duties, or while attending any school- or District-sponsored activity.
9. The illegal possession, use, manufacture, or distribution of a controlled substance, a drug, a dangerous drug, hallucinogens, or other substances regulated by state statutes.
10. Failure to meet the District's standards of professional conduct.
11. Failure to report to the Board any arrest, indictment, conviction, no contest or guilty plea, or other adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL). [See DH]
12. Conviction of or deferred adjudication for any felony, any crime involving moral turpitude, or other offense listed at DH(LOCAL); or conviction of a lesser included offense pursuant to a plea when the original charged offense is a felony. [See DH]
13. Failure to comply with reasonable District requirements regarding advanced coursework or professional improvement and growth.

14. Disability, not otherwise protected by law, that prevents the Superintendent from performing the essential functions of the job, [with or without reasonable accommodation](#).
15. Any activity, school-connected or otherwise, that, because of publicity given it or knowledge of it among students, faculty, or the community, impairs or diminishes the Superintendent's effectiveness in the District.
16. Any breach by the Superintendent of an employment contract or any reason specified in the Superintendent's employment contract.
17. Failure to maintain an effective working relationship, or maintain good rapport, with parents, the community, staff, or the Board.
18. Behavior that presents a danger of physical harm to a student or other individuals.
19. Assault on a person on District property or at a school-related function, or on an employee, student, or student's parent regardless of time or place.
20. Use of profanity in the course of performing any duties of employment, whether on or off District premises, in the presence of students, staff, or members of the public, if reasonably characterized as unprofessional.
21. Falsification of records or other documents related to the District's activities.
22. Falsification or omission of required information on an employment application.
23. Misrepresentation of facts to the Board or other District officials in the conduct of District business.
24. Failure to fulfill or maintain requirements for Superintendent certification, unless granted a waiver by the commissioner of education.
25. Any attempt to encourage or coerce a child to withhold information from the child's parent or from other District personnel.
26. Any reason that makes the employment relationship void or voidable, such as a violation of federal, state, or local law.
27. [Engaging in or assigning to another individual, whether intentionally or knowingly, an instruction, guidance, activities, or programming prohibited by law. \[See EMB\]](#)

SUPERINTENDENT
NONRENEWAL

BJCF
(LOCAL)

28. Engaging in or assigning to another individual, whether intentionally or knowingly, diversity, equity, and inclusion duties prohibited by law.

~~27-29~~ Any reason constituting good cause for terminating the contract during its term.

**Notice of Proposed
Nonrenewal**

If the Board determines that the Superintendent's contract should be considered for nonrenewal, the Board shall deliver to the Superintendent written notice of the proposed nonrenewal in accordance with law.

Request for Hearing

If the Superintendent desires a hearing after receiving notice of the proposed nonrenewal, the Superintendent shall notify the Board in writing not later than the 15th day after receiving the notice. When the Board receives a timely request for a hearing on proposed nonrenewal, the hearing shall be held not later than the 15th day after receipt of the request, unless the parties mutually agree to a delay. The Superintendent shall be given notice of the hearing date as soon as it is set.

Hearing Procedure

Unless the Superintendent requests that the hearing be open, the hearing shall be conducted in closed meeting with only the members of the Board, the Superintendent, their chosen representatives, and such witnesses as may be called in attendance. Witnesses may be excluded from the hearing until called to present evidence. The Superintendent and the Board may each be represented by a person designated in writing to act for them. Notice, at least five days in advance of the hearing, shall be given by each party intending to be represented, including the name of the representative. Failure to give such notice may result in postponement of the hearing.

The conduct of the hearing shall be under the presiding officer's control and shall generally follow the steps listed below:

1. After consultation with the parties, the presiding officer shall impose reasonable time limits for presentation of evidence and closing arguments.
2. The hearing shall begin with the Board's presentation, supported by such proof as it desires to offer.
3. The Superintendent may cross-examine any witnesses for the Board.
4. The Superintendent may then present such testimonial or documentary proofs, as desired, to offer in rebuttal or in general support of the contention that the contract be renewed.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Each District employee shall perform his or her duties in accordance with state and federal law, District policy, and ethical standards. The District holds all employees accountable to the Educators' Code of Ethics. [See ~~DH(EXHIBIT~~DHA(LEGAL))]

Each District employee shall recognize and respect the rights of students, parents, other employees, and members of the community and shall work cooperatively with others to serve the best interests of the District.

An employee wishing to express concern, complaints, or criticism shall do so through appropriate channels. [See DGBA]

Covered Activities

A District employee shall have the responsibility to protect District assets and is expected to be alert to the potential for theft of property, theft of services, theft of anything of value, fraud, and financial impropriety.

Inappropriate Conduct

Examples of activities constituting inappropriate conduct include but are not limited to the following:

1. Misappropriation of activity funds or any funds collected by the District;
2. Misappropriation of District furniture, fixtures, or equipment;
3. Misappropriation of funds through fraudulent reporting on travel records;
4. Forgery or alteration of District checks;
5. Forgery or alteration of District purchase orders; and
6. Forgery or alteration of payroll time sheets.

Duty to Report

An employee who knows or has reason to know of or suspects an occurrence of fraud, misappropriation, financial impropriety, or covered activity shall immediately notify his or her supervisor. If the employee has reason to believe that the supervisor may be involved, the employee shall immediately notify the department of human resources.

The employee shall not discuss the matter with anyone other than his or her supervisor and/or the police department. Employees who knowingly make false allegations shall be subject to discipline up to and including dismissal. [See CAA]

Investigation Duties

During the investigation, an employee should:

1. Direct all inquiries from suspected individuals, attorneys, or representatives to the department of human resources;

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

2. Not contact the suspected individual in an effort to determine facts or demand restitution;
3. Not discuss the case, facts, suspicions, or allegations with anyone outside the organization or those within the organization who do not have a legitimate need to know, unless specifically asked to do so by the department of human resources; and
4. Cooperate with the investigative process by answering questions, furnishing written statements, and volunteering information important to the investigation.

Throughout the course of an official District investigation or inquiry, a District employee has an affirmative duty to provide all relevant and factual information about the situation to his or her supervisor or any other District official investigating the matter.

An employee failing to volunteer such information shall receive a directive from an administrator to provide a statement. Failure to comply with the directive shall constitute insubordination, a violation that has grounds for disciplinary action up to and including termination. [See DCD and DF series]

When directed by an administrator or a District investigator, an employee shall submit a notarized affidavit about his or her knowledge of the matter under investigation. Intentional falsification, misstatement, or the concealment of a material fact in connection with the investigation shall be grounds for disciplinary action up to and including termination. Additionally, providing false or incorrect statements under oath may subject the employee to a criminal charge of perjury.

**Violations of
Standards of
Conduct**

Each employee shall comply with the standards of conduct set out in this policy and with any other policies, regulations, and guidelines that impose duties, requirements, or standards attendant to his or her status as a District employee. Violation of any policies, regulations, or guidelines, including intentionally making a false claim, offering a false statement, or refusing to cooperate with a District investigation, may result in disciplinary action, including termination of employment. [See DCD, DCE, and DF series]

An employee shall be expected to arrive at work at the time designated by their supervisors. Unexcused or excessive tardiness may result in disciplinary action, including termination of employment.

Weapons Prohibited

The District prohibits the use, possession, or display of any firearm, location-restricted knife, club, or prohibited weapon, as defined at FNCG, on District property at all times.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Exceptions	No violation of this policy occurs when: 1. Use or possession of a firearm by a specific employee is authorized by Board action [see the CKE series]; 2. A District employee who holds a handgun license in accordance with state law stores a handgun or other firearm in a locked vehicle in a parking lot, parking garage, or other parking area provided by the District, provided the handgun or other firearm is not in plain view; or 3. The use, possession, or display of an otherwise prohibited weapon takes place as part of a District-approved activity supervised by proper authorities. [See FOD]
Frequent or Prolonged Absence	All absences in excess of 10 days during a semester shall be investigated by the immediate supervisor, who shall take appropriate action according to District guidelines. Supervisors shall report absences for individuals in excess of 20 days in a school year to the Superintendent, who shall take appropriate action according to District guidelines. Absences in excess of 20 days may result in disciplinary measures, including termination of employment.
Electronic Communication Use with Students	A certified employee, licensed employee, or any other employee designated in writing by the Superintendent or a campus principal may use electronic communication, as this term is defined by law, with currently enrolled students only about matters within the scope of the employee's professional responsibilities. Unless an exception has been made in accordance with the employee handbook or other administrative regulations, an employee shall not use a personal electronic communication platform, application, or account to communicate with currently enrolled students. Unless authorized above, all other employees are prohibited from using electronic communication directly with students who are currently enrolled in the District. The employee handbook or other administrative regulations shall further detail: 1. Exceptions for family and social relationships; 2. The circumstances under which an employee may use text messaging to communicate with individual students or student groups; 3. Hours of the day during which electronic communication is discouraged or prohibited; and 4. Other matters deemed appropriate by the Superintendent.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

In accordance with ethical standards applicable to all District employees [see ~~DH(LOCAL)~~ EXHIBIT ~~DH(LOCAL)~~ (LEGAL)], an employee shall be prohibited from using electronic communications in a manner that constitutes prohibited harassment or abuse of a District student; adversely affects the student's learning, mental health, or safety; includes threats of violence against the student; reveals confidential information about the student; or constitutes an inappropriate communication with a student, as described in the Educators' Code of Ethics.

An employee shall have no expectation of privacy in electronic communications with students. Each employee shall comply with the District's requirements for records retention and destruction to the extent those requirements apply to electronic communication. [See CPC]

Personal Use	All employees shall be held to the same professional standards in their public use of electronic communication as for any other public conduct. If an employee's use of electronic communication violates state or federal law or District policy, or interferes with the employee's ability to effectively perform his or her job duties, the employee is subject to disciplinary action, up to and including termination of employment.
Reporting Improper Communication	In accordance with administrative regulations, an employee shall notify his or her supervisor when a student engages in improper electronic communication with the employee.
Disclosing Personal Information	An employee shall not be required to disclose his or her personal email address or personal phone number to a student.
Prohibited Classroom Instruction or Activities	An employee is prohibited from intentionally or knowingly engaging in or assigning to another individual instruction, guidance, activities, or programming prohibited by law [see EMB].
Prohibited Diversity, Equity, and Inclusion Duties	An employee shall be subject to disciplinary action, including termination of employment, if the employee, intentionally or knowingly: • Engages in diversity, equity, and inclusion (DEI) duties. • Assigns to another individual DEI duties. [See BT(LEGAL)]
Social Transitioning	An employee shall be prohibited from assisting a District student with social transitioning, as the term is defined in law. This prohibition includes providing any information to a District student about social transitioning or guidelines intended to assist a District student with social transitioning.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Safety Requirements	Each employee shall adhere to District safety rules and regulations and shall report unsafe conditions or practices to the appropriate supervisor.
Harassment or Abuse	An employee shall not engage in prohibited harassment, including sexual harassment, of: 1. Other employees. [See DIA] 2. Students. [See FFH; see FFG regarding child abuse and neglect.] While acting in the course of employment, an employee shall not engage in prohibited harassment, including sexual harassment, of other persons, including Board members, vendors, contractors, volunteers, or parents. An employee shall report child abuse or neglect as required by law. [See FFG]
Relationships with Students	An employee shall not form romantic or other inappropriate social relationships with students. Any sexual relationship between a student and a District employee is always prohibited, even if consensual. As required by law, the District shall notify the parent of a student with whom a District employee or person acting as a service provider for the District is alleged to have engaged in certain misconduct. [See FFF for parent notification requirements and DHB and DHC for reporting requirements.]
Fraternization with Students	An employee shall not fraternize with students enrolled in school. An employee shall not date or otherwise engage in social activities with enrolled students. At school-sponsored activities, however, such as the prom, field trips, or other school functions, an employee may socialize with the students in a professional manner.
Tobacco and Nicotine Products and E-Cigarettes	An employee is prohibited from possessing or using any type of tobacco product, e-cigarette, or any other electronic vaporizing device while on school property, in a District vehicle, or while attending an off-campus school-related activity. An employee is also prohibited from possessing or using any type of nicotine product, including nicotine pouches, regardless of whether the product contains tobacco, while on District property, in a District vehicle, or while attending an off-campus school-related activity. An employee's supervisor is authorized to approve an exception to this policy for a smoking cessation product.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

**Alcohol and Drugs /
Notice of Drug-Free
Workplace**

As a condition of employment, an employee shall abide by the terms of the following drug-free workplace provisions. An employee shall notify the Superintendent in writing if the employee is convicted for a violation of a criminal drug statute occurring in the workplace in accordance with Arrests, Indictments, Convictions, and Other Adjudications, below.

An employee shall not manufacture, distribute, dispense, possess, use, or be under the influence of any of the following substances during working hours while on District property or at school-related activities during or outside of usual working hours:

1. Any controlled substance or dangerous drug as defined by law, including but not limited to marijuana, any narcotic drug, hallucinogen, stimulant, depressant, amphetamine, or barbiturate.
2. Alcohol or any alcoholic beverage.
3. Any abusable glue, aerosol paint, or any other chemical substance for inhalation.
4. Any other intoxicant or mood-changing, mind-altering, or behavior-altering drug.

An employee need not be legally intoxicated to be considered "under the influence" of a controlled substance.

Exceptions

It shall not be considered a violation of this policy if the employee:

1. Manufactures, possesses, or dispenses a substance listed above as part of the employee's job responsibilities;
2. Uses or possesses a controlled substance or drug authorized by a licensed physician prescribed for the employee's personal use; or
3. Possesses a controlled substance or drug that a licensed physician has prescribed for the employee's child or other individual for whom the employee is a legal guardian.

Sanctions

An employee who violates these drug-free workplace provisions shall be subject to disciplinary sanctions. Sanctions may include:

1. Referral to drug and alcohol counseling or rehabilitation programs;
2. Referral to employee assistance programs;
3. Termination from employment with the District; and

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

4. Referral to appropriate law enforcement officials for prosecution.

Notice

Employees shall receive a copy of this policy.

Arrests, Indictments, Convictions, and Other Adjudications

An employee shall notify his or her principal or immediate supervisor within three calendar days of any arrest, indictment, conviction, no contest or guilty plea, or other adjudication of the employee for any felony, any offense involving moral turpitude, and any of the other offenses as indicated below:

1. Crimes involving school property or funds;
2. Crimes involving attempt by fraudulent or unauthorized means to obtain or alter any certificate or permit that would entitle any person to hold or obtain a position as an educator;
3. Crimes that occur wholly or in part on school property or at a school-sponsored activity; or
4. Crimes involving moral turpitude, which include:
 - Dishonesty; fraud; deceit; theft; misrepresentation;
 - Deliberate violence;
 - Base, vile, or depraved acts that are intended to arouse or gratify the sexual desire of the actor;
 - Felony possession or conspiracy to possess, or any misdemeanor or felony transfer, sale, distribution, or conspiracy to transfer, sell, or distribute any controlled substance defined in Chapter 481 of the Health and Safety Code;
 - Felony driving while intoxicated (DWI); or
 - Acts constituting abuse or neglect under the Texas Family Code.

Dress and Grooming

An employee's dress and grooming shall be clean, neat, in a manner appropriate for his or her assignment, and in accordance with any additional standards established by his or her supervisor and approved by the Superintendent.

Care of Nonenrolled Children

An employee shall not bring his or her own child or another person's child to school for the purpose of childcare or babysitting. Personnel are employed to perform District functions while on duty and shall not care for or bring and leave a child who is not enrolled at the campus at that time to the building during regular school day or summer school working hours, or after-school hours if the employee is still performing work-related duties.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Videotaping of Students	An employee shall obtain written consent of a student's parent or guardian and from the campus principal before the employee may make or authorize the videotaping of a student or record or authorize the recording of a student's voice, unless the recording is made by a student for the purpose of facilitating classroom instruction.
Principal's Approval	The principal's written consent shall be obtained prior to videotaping or recording a student even when the law does not require the consent of a parent or guardian, such as when the videotape or recording is to be used for purposes of safety or for a purpose related to regular classroom instruction, as provided by law. [See FL]
Exception	In the case of videotaping a deposition for an employee termination or grievance action, the only consent to be obtained in advance shall be that of the student's parent or guardian.
Criminal History Background Check	At least once annually, the District may obtain criminal history records of Zavala County and the counties contiguous to Zavala County. The District may obtain this information from any other county when it has reason to believe that an employee has been convicted of a crime in such county or police department, the Department of Public Safety, or the Texas Department of Corrections. [See DBAA] An employee under felony indictment shall be recommended for suspension without pay pending adjudication of his or her case.
Cellular Phones	The following shall apply to the use of cellular phones in school buildings: 1. A teacher may use cellular phones for business calls, including parent contacts, only during planning periods and other off-duty times during the instructional day. 2. Personal calls may not be made or received during class periods. Cellular phones shall remain off during instructional time.
Electronic Recording	An employee shall not electronically record by audio, video, or other means, any conversation or meeting unless each person present has been notified and consents to being electronically recorded. Persons wishing to record a meeting shall obtain consent from anyone arriving late. [See DGBA]
Conversations and Meetings	
Telephone Conversations	An employee shall not electronically record a telephone conversation unless all persons participating in the telephone conversation have consented to be electronically recorded.

EMPLOYEE STANDARDS OF CONDUCT

DH
(LOCAL)

Public or Other Open Meetings	These provisions are not intended to limit or restrict electronic recording of publicly posted Board meetings, Board committee meetings, appeals and grievance hearings, or any other Board-sanctioned meeting recorded in accordance with Board policy.
Official Investigations	These provisions are not intended to limit or restrict electronic recordings involving authorized investigations conducted by the police or the department of human resources.
Job Duties	An employee shall not conduct private or personal activities during the workday in lieu of, or while conducting, his or her assigned job duties and responsibilities. Except as permitted by policy, an employee shall not conduct or participate in meetings or individual conferences related to a professional or employee association or organization in lieu of, or while conducting, his or her assigned job duties and responsibilities. [See also DGA and DMD]



Sarah Garcia <sarah.garcia@crystalcityisd.org>

2026-2027 CCISD Employee Handbook

1 message

Sarah Garcia <sarah.garcia@crystalcityisd.org>

Tue, Aug 11, 2026 at 9:40 AM

To: Crystal City Staff Only <CrystalCity.Staff_Only@crystalcityisd.org>

Cc: Sarah Garcia <sarah.garcia@crystalcityisd.org>, Ana Carlos <ana.carlos@crystalcityisd.org>, Richard W Grill <richard.grill@crystalcityisd.org>, Yvonne Serna <yvonne.serna@crystalcityisd.org>

Good morning,

Attached you will find the Board-Approved 2026-2027 Employee Handbook. Please ensure that you read page 60 "Prohibition on Diversity, Equity, and Inclusion" and "Prohibited Classroom Instruction" as required by TEC § 39.008, as established by Senate Bill 12, TEC §§ 11.005, and 28.0022.

Choose your option on the receipt page and return it to your campus/department secretary. Campus/department secretaries will return all receipt pages to the H.R. Department.

If you have any questions contact Sarah Gallegos Garcia, Interim Human Resources Director.

Thank you and have a great week!

Sarah G. Garcia

Director of Curriculum and Special Programs

Crystal City ISD

Unified for Success!

**Employee Handbook 2026-27 Board Reviewed July 13 2026.docx**

3724K

2026-2027 Crystal City Independent School District Employee Handbook



2026-2027 Employee Handbook

Board Reviewed July 13, 2026

If you have difficulty accessing the information in this document because of a disability, please email: sarah.garcia@crystalcityisd.org

Discharge of Convicted Employees

Policy DF

The district shall discharge any employee who has been convicted of a felony under Title 5 Penal Code or convicted of or placed on deferred adjudication community supervision for the following:

- An offense requiring the registration as a sex offender
- Improper relationship between an educator and a student
- Sale, distribution, or display of harmful materials to a minor
- Public indecency
- A felony offense involving school property

If the Title 5, Penal Code offense is more than 30 years before the date the person's employment began or the person satisfied all terms of the court order entered on conviction the requirement to discharge does not apply.

Prohibition on Diversity, Equity, and Inclusion

Policies DF, DH

Except as required by state or federal law, district employees are prohibited from engaging in diversity, equity, and inclusion activities, including assigning diversity, equity, and inclusion duties to any person. Any employee who intentionally or knowingly engages in or assigns diversity, equity, and inclusion duties to another person will be subject to appropriate discipline, including termination of employment.

Prohibited Classroom Instruction

Policies DF, DH

District employees are prohibited from engaging in an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). Any district employee intentionally or knowingly engaging in or assigning to another individual activities related to controversial topics described in Education Code 28.0022 is subject to disciplinary action, including termination of employment.

Exit Interviews and Procedures

Exit interviews will be scheduled for all employees leaving the district. Information on the continuation of benefits, release of information, and procedures for requesting references will be provided at this time. Separating employees are asked to provide the district with a forwarding address and phone number and complete a questionnaire that provides the district with feedback

Consulting Professional Confidentiality Agreement

As Consulting Professional working with Crystal City ISD, I understand that I may have access to confidential information about students, students' families, and staff that is not to be shared or discussed with anyone other than designated personnel, such as the campus or district administrator.

I understand that in the course of my assignment, the behaviors and abilities of students, teachers and staff are never appropriate topics for discussions outside of school. This information may relate to general items such as address and telephone number or specific student information including academic performance, behavior, disabilities, and related matters. I understand that academic and personal information about a student should be shared only with the appropriate teachers and school staff and should not be shared with community member, family, friends, or parents of other students. All communication with parents should be handled by school staff.

I understand that except as required by state or federal law, district employees and consultants are prohibited from engaging in diversity, equity, and inclusion activities, including assigning diversity, equity, and inclusion duties to any person. Any employee who intentionally or knowingly engages in or assigns diversity, equity, and inclusion duties to another person will be subject to appropriate discipline, including termination of employment.

I further understand that district employees are prohibited from engaging in an act prohibited by Education Code 28.0022 (Certain Instructional Requirements and Prohibitions). Any district employee intentionally or knowingly engaging in or assigning to another individual activities related to controversial topics described in Education Code 28.0022 is subject to disciplinary action, including termination of employment.

I also understand I am prohibited from sharing or communicating information about a student or identifying a student on social media. I further understand that I may not take photographs or recordings of any student.

I understand that if there is a violation of these guidelines, it may result in a formal report to the employing agency.

CONFIDENTIALITY STATEMENT

By signing below, I indicate I have read and agree to comply with the conditions stated above.

Consulting Professional

Date



Healthcare Professional Confidentiality Agreement

As Healthcare Professional assigned to a Crystal City ISD student, I understand that I may have access to confidential information about students, students' families, and staff that is not to be shared or discussed with anyone other than designated personnel, such as the campus administrator.

I understand that in the course of my assignment, the behaviors and abilities of students, teachers and staff are never appropriate topics for discussions outside of school. This information may relate to general items such as address and telephone number or specific student information including academic performance, behavior, disabilities, and related matters.

I understand that academic and personal information about a student should be shared only with the appropriate teachers and school staff and should not be shared with community member, family, friends, or parents of other students. All communication with parents should be handled by school staff.

I also understand I am prohibited from sharing or communicating information about a student or identifying a student on social media. I further understand that I may not take photographs or recordings of any student.

I understand that if there is a violation of these guidelines, it may result in a formal report to the employing agency.

CONFIDENTIALITY STATEMENT

By signing below, I indicate I have read and agree to comply with the conditions stated above.

Healthcare Professional

Date



CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

AUDIENCE TO PATRONS FOR AGENDA ITEMS *(all meetings)*

BED (Legal) and BED(Local)

Board's procedures for handling public comments:

This public comment portion of our meeting is available to members of the public who wish to address the Board regarding an **item on tonight's agenda**.

Anyone who wants to speak during public comment must sign up prior to the start of the meeting and list the agenda item they want to discuss.

Each public comment speaker will be allowed a maximum of **three** minutes to address the Board. Any public testimony speaker who is speaking through a translator, will receive up to 10 minutes to address the Board.

Please keep your comments or criticisms civil and courteous. Please also avoid using profanity and refrain from making personal attacks on others during your opportunity to speak. Last, we ask that you not discuss students who are not your own child. Yelling, inappropriate, uncivil or discriminatory comments will not be permitted.

In the event your comment, in the judgment of the presiding officer, constitutes a complaint or charge against an employee or officer, it may be necessary for me to interrupt and ask you to stop and direct you to proceed with the school district's formal grievance procedures or to have the item heard in Executive Session depending on the nature of the complaint.

If a speaker is seeking Board resolution of a specific complaint, that concern should be addressed through the District's grievance process which can be found online and include Policies DGBA, FNG and GF. Grievance forms can be obtained at any campus administration office, or in the District administration office.

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

RECOMMENDATION TO BE USED FOR A SINGLE MOTION

CONSENT ACTION ITEMS:

Consider approval of consent agenda items.

All such items shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

The remaining items shall be adopted under a single motion and vote.

RECOMMENDATION:

That the Board of Trustees approve the Consent Action Items, as per the attached individual recommendations, under consent action.

RATIONALE:

A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item.

For each item listed as part of a consent agenda, the Board shall be furnished with background material.

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item.

Consent Action Item:

Consideration to approve the minutes of the Board meetings held on:

- August 10, 2026 (Public Hearing)
- August 10, 2026 (Regular)
- August 19, 2026 (Special @ 5:30 pm)
- August 19, 2026 (Special @ 6 pm)
- August 31, 2026 (Special)

Recommendation:

That the Board of Trustees approve the minutes of the Board meetings held on:

- August 10, 2026 (Public Hearing)
- August 10, 2026 (Regular)
- August 19, 2026 (Special @ 5:30 pm)
- August 19, 2026 (Special @ 6 pm)
- August 31, 2026 (Special)

Rationale:

Board action shall be carefully recorded in meeting minutes;

When approved, these minutes shall serve as the legal record of official Board Actions.

Action Item: Action needed

Budgetary Information: None

Board Policy Reference: BE(LEGAL) and BE(LOCAL)

Exhibit(s): Unofficial Minutes of Board Meetings:

- August 10, 2026 (Public Hearing)
- August 10, 2026 (Regular)
- August 19, 2026 (Special @ 5:30 pm)
- August 19, 2026 (Special @ 6 pm)
- August 31, 2026 (Special)

UNOFFICIAL MINUTES OF PUBLIC HEARING FOR BUDGET & TAX RATES

THE BOARD OF TRUSTEES OF CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT Monday, August 10, 2026

A Special Meeting/Public Hearing on the Budget & Tax Rates of the Board of Trustees of Crystal City Independent School District was held on Monday, August 10, 2026, beginning at 5:30 PM Central in the Administration Building Board Room.

1. CALL MEETING TO ORDER

Board President Vince Martinez called the meeting to order at 5:31 pm.

2. ROLL CALL AND ESTABLISHMENT OF A QUORUM

Roll call was performed, and a quorum was established.

Board members present: Vince Martinez, Victor Bonilla III, Gabriel Espinosa, and Peggy Young. Sammy Houston arrived at 5:32 pm.

Board members absent: Cruz Mata and Ray Espinosa

3. (5:32 pm) MOMENT OF REFLECTION

Mr. Martinez called for a moment of reflection.

4. (5:32 pm) PUBLIC HEARING ON 2026-2027 BUDGET & TAX RATES

Robert F. Velasquez, Chief Finance Officer, reviewed the proposed tax rates and the budget for the 2026-2027 school year.

5. (5:54 pm) PUBLIC COMMENTS ON BUDGET & TAX RATES

None.

6. ADJOURNMENT

Motion to adjourn made by Gabriel Espinosa, seconded by Sammy Houston.

Motion carried 5-0

Meeting adjourned at 5:55 p.m.

APPROVED on this the 14th day of September, 2026.

Vince Martínez
Board President

Cruz Mata
Board Secretary

UNOFFICIAL MINUTES OF REGULAR BOARD MEETING

THE BOARD OF TRUSTEES OF CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT Monday, August 10, 2026

A Regular Board Meeting of the Board of Trustees of Crystal City Independent School District was held on Monday, August 10, 2026, beginning at 6:00 PM Central in the Administration Building, Board Room.

1. CALL MEETING TO ORDER

Board President Vince Martinez called the meeting to order at 6:00 pm

2. ROLL CALL AND ESTABLISHMENT OF A QUORUM

Roll call was performed, and a quorum was established.

Board members present: Vince Martinez, Sammy Houston, Victor Bonilla III, and Peggy Young; Ray Espinosa arrived at 6:02 pm; Cruz Mata arrived at 6:03 pm.

3. (6:01 pm) MOMENT OF REFLECTION

Mr. Martinez called for a moment of reflection.

4. (6:01 pm) PUBLIC COMMENTS

None.

5. (6:01 pm) CONSENT ACTION ITEMS

5.A. Consideration to approve the minutes for the Board meetings held on:

- **July 13, 2026 (Regular)**
- **July 16, 2026 (Special)**
- **July 21, 2026 (Special)**
- **July 22, 2026 (Special)**
- **July 23, 2026 (Special)**
- **July 29, 2026 (Special)**

Motion by Sammy Houston to approve the minutes, as listed, seconded by Peggy Young.

Motion carried 6-0-1; with Ray Espinosa abstaining.

(6:05 pm) Mr. Martinez entertained a motion to move up on the agenda, Informational Item 7.A - Efficiency Audit Update. Motion to approve by Victor Bonilla III, seconded by Gabriel Espinosa.

Motion carried 7-0

7.A. Efficiency Audit

Josh Haney, Moak Casey Consultants, presented via videoconference an update on the Efficiency Audit.

After his informational review, Board members requested a hard copy of the information he presented.

(6:34 pm) Mr. Martinez entertained a motion to move up Action Item 6.K.

Motion to approve made by Sammy Houston, seconded by Victor Bonilla III.

Motion carried 7-0

6.K. (6:34 pm) Discussion/Action to consider the approval of a Resolution regarding Extracurricular Status of 4-H organization and Adjunct Faculty Agreement for the 2026-2027 school year.

Leslie Dominquez, Extension Agent, gave a summary of the services that the 4-H organization can bring to the district.

Motion to approve the Resolution regarding Extracurricular Status and the Adjunct Faculty Agreement for the 4-H organization, made by Cruz Mata, seconded by Gabriel Espinosa.

Motion carried 7-0

6. ACTION ITEMS

6.A. (6:42 pm) Discussion/Action to approve a Resolution to Designate an Officer or Employee to calculate the No-New-Revenue (NNR) Tax Rate, the Voter-Approved Tax Rate (VATR), and other Truth-in-Taxation Requirements.

Motion to approve a Resolution to designate Robert F. Velasquez to calculate the No-New-Revenue (NNR) Tax Rate, the Voter-Approved Tax Rate (VATR), and other Truth-in-Taxation requirements made by Ray Espinosa, seconded by Peggy Young.

Motion carried 7-0

6.B. (6:44 pm) Discussion/Action to approve a proposed Interest & Sinking (I&S) Tax Rate for Debt Service that exceeds the minimum amount required

Robert F. Velasquez, Chief Finance Officer, reviewed the No-New-Revenue Tax Rate, the Voter-approved Tax Rate (VATR), the rate to maintain the same level of Maintenance & Operations revenue and pay debt service, and the 2026 Tax Rate Calculation worksheet.

Motion to approve the proposal of an interest & sinking (I&S) rate to pay debt service that exceeds the minimum tax rate as defined by the Texas Tax Code and the Texas Education Code. The Board finds that the District's minimum debt service tax rate is \$0.2938 per \$100 valuation, and the proposed interest & sinking rate of \$0.30395 used to pay debt service exceeds the minimum debt service tax by \$0.0101 per \$100 valuation. Additional revenue generated by the proposed rate will be used for lawful debt service purposes, including: mitigation of future tax rate volatility, made by Peggy Young, seconded by Ray Espinosa.

Motion carried 7-0

6.C. (6:55 pm) Discussion/Action to approve a Resolution to Set the Maintenance & Operations (M&O) and Interest & Sinking (I&S) Tax Rates for tax year 2026 — assumes the approval of I&S above the state minimum.

Robert Velasquez, CFO, reviewed the steps required for tax adoption; supermajority approval requirement to adopt the tax rate.

Motion to approve a resolution to set the Maintenance & Operations (M&O) tax rate at \$0.78690/\$100 and Interest & Sinking (I&S) tax rate at \$0.30395/\$100 for tax year 2026 for a total tax rate of \$1.09085/\$100, made by Cruz Mata, seconded by Gabriel Espinosa.

Motion carried 7-0

6.D. (7:12 pm) Discussion/Action to adopt the 2026-2027 Budget

Robert F. Velasquez, CFO, reviewed the proposed budget for 2026-2027; total proposed budget is \$24,255,267; a difference of \$2,708,575 from the previous year. Motion to approve the 2026-2027 Budget made by Cruz Mata, seconded by Sammy Houston.

Motion carried 7-0

6.E. (7:18 pm) Discussion/Action to approve an order calling a tax ratification election on November 3, 2026.

Rose Kanusky, McCall, Parkhurst & Horton, LLP, to answer questions regarding the VATRE process.

Motion by Cruz Mata, seconded by Gabriel Espinosa, to approve an order calling a tax ratification election on November 3, 2026.

Motion carried 7-0

6.F. (7:22 pm) Discussion/Action to approve an Order Calling an Election to be held on November 3, 2026, for the purpose of electing three At-Large Board Trustees

Mr. Grill stated that there are three Board members with expiring terms: Victor Bonilla III, Gabriel Espinosa, and Sammy Houston.

Motion by Victor Bonilla III, seconded by Gabriel Espinosa, to approve the order calling an election to be held on November 3, 2026, for the purpose of electing three(3) at-large Board Trustees.

Motion carried 7-0

6.G. (7:23 pm) Discussion/Action to approve the Property Casualty Insurance rates for 2026-2027

Mr. Velasquez, CFO, reviewed the rates submitted for approval; total premium for 2026-2027 is \$464,975.

Motion to approve made by Gabriel Espinosa, seconded by Victor Bonilla III.

Motion carried 7-0

6.H. (7:27 pm) Discussion/Action to approve the selection for RFQ 27-001 Annual Financial Audit Services

Motion to approve the selection for RFQ 27-001 Annual Financial Audit Services as recommended. Ede & Company.

Motion carried 6-0-1

FOR: Vince Martinez, Sammy Houston, Cruz Mata, Gabriel Espinosa, Ray Espinosa, and Peggy Young.

ABSTAINED: Victor Bonilla III

6.I. (7:29 pm) Discussion/Action to approve selections for the Request for Proposals for the 2026-2027 school year for the purchases and services for the listed RFPs:

- **RFP #27-001 - Student Insurance**
- **RFP #27-002 - Janitorial Supplies**
- **RFP #27-003- Vehicle Parts & Supplies**
- **RFP #27-004 - Building Supplies & Materials**
- **RFP #27-005 - Instructional/Office Supplies & Materials**
- **RFP #27-006 - Dual Purpose Paper**
- **RFP#27-007 - Pest Control**
- **RFP #27-008 - Herbicide Control Services**
- **RFP #27-009 - Computer Supplies & Materials**
- **RFP #27-010 - Computer Equipment & Accessories**
- **RFP #27-011 - Vehicle Maintenance & Repairs**
- **RFP #27-012 - Building Maintenance & Repairs**
- **RFP #27-013 - Grounds & Building Improvements**
- **RFP #27-014 - Athletic Equipment & Repairs**
- **RFP #27-015 - Band Equipment, Supplies & Repairs**
- **RFP #27-016 - General Supplies & Materials**
- **RFP #27-017 - Electrical Supplies & Materials**
- **RFP #27-018 - Plumbing Supplies & Materials**
- **RFP #27-019 - Plumbing Services & Repairs**
- **RFP #27-020 - HVAC Supplies & Materials**
- **RFP #27-021 - HVAC Service & Repairs**

Jeff Johnson and Patrick Flores reviewed the rates for the Student Insurance (RFP # 27-001) for the 2026-2027 school year. Year-two Premium is \$45,000.

Motion to approve, as listed, made by Victor Bonilla III, seconded by Gabriel Espinosa.

Motion carried 7-0

6.J. (7:41 pm) Discussion/Action to adopt the addition, deletion, or replacement of (LOCAL) policies according to the TASB Localized Update 127 Instruction Sheet.

Motion by Cruz Mata, seconded by Gabriel Espinosa, to approve the addition, deletion, or replacement of local policies according to the TASB Localized Update 127 Instruction Sheet:

BJCF(LOCAL): SUPERINTENDENT - NONRENEWAL

CAA(LOCAL): FISCAL MANAGEMENT GOALS AND OBJECTIVES - FINANCIAL ETHICS

DC(LOCAL): EMPLOYMENT PRACTICES

DH(LOCAL): EMPLOYEE STANDARDS OF CONDUCT

DP(LOCAL): PERSONNEL POSITIONS

DPA(LOCAL): PERSONNEL POSITIONS - PRINCIPALS

DPB(LOCAL): PERSONNEL POSITIONS - OTHER PERSONNEL POSITIONS

EHBB(LOCAL): SPECIAL PROGRAMS - GIFTED AND TALENTED STUDENTS

FFF(LOCAL): STUDENT WELFARE - STUDENT SAFETY

~~6.K. Discussion/Action to consider the approval of a Resolution regarding Extracurricular Status of 4-H organization and Adjunct Faculty Agreement for the 2026-2027 school year.~~

This agenda item was moved up.

7. INFORMATIONAL ITEMS

~~7.A. Efficiency Audit~~

This agenda item was moved up.

7.B. (7:42 pm) TEA Conservators' Report

Dr. Sylvia Reyna addressed the Board of Trustees with a brief update.

John Hinds attended via videoconference.

7.C. (7:51 pm) CFO Reports:

Robert F. Velasquez, CFO, reviewed the informational reports with the trustees.

- **Cash on Hand** – LSP statement (\$5,546,118.25)
- **Outstanding Debt** – as of 8/3/2026 (\$992,561.42)
- ~~Expenditures Pie Chart~~
- **Loan Update** – Prime Bank Payment due 8/14/2026 \$20,346.41

7.D. (8:00 pm) Superintendent's Report:

Interim Superintendent Richard W. Grill reviewed informational items with the Trustees:

- **Town Hall Meeting** – scheduled for Tuesday, August 11th at 6pm
- **Legal Expenses YTD** - \$109,307.10 *as of 8/3/2026*
- **Special Board Meeting - August 31st** – scheduled to address 2025-2026 EOY Budget Amendments

7.E. 2026 Back-to-School Activities

Sarah Garcia, Federal Programs/HR/Student Services Director, informed the Board of Trustees of scheduled upcoming events for the District.

7.F. Athletics Update

Desmon Battle, Athletic Director, reviewed information on Athletics Expenses and the plan to have fundraisers to cover these costs.

8. CLOSED SESSION at 8:41 pm

Mr. Martinez announced that the Board of Trustees would meet in closed session as authorized by the Texas Government Code, Chapter 551, and the Open Meetings Act.

8.A. TGC 551.074, Discussion on the employment of new professional staff

8.B. TGC 551.074, Discussion on the employment of new at-will staff

8.C. TGC 551.074, Informational Item(s): Personnel Matters Approved by the Superintendent

8.D. TGC 551.072, Discussion on sale of real property.

9. OPEN SESSION at 9:56 pm

The Board of Trustees returned to open session; all Board members remained present.

9.A. Action on the sale of real property.

Motion by Cruz Mata, seconded by Victor Bonilla III, to approve contracting with a realtor for the sale of district property not needed, and authorize the Superintendent, or designee, to negotiate this contract and matters thereto.

Motion carried 7-0

10. ADJOURNMENT

Motion to adjourn made by Sammy Houston, seconded by Cruz Mata.

Motion carried 7-0

Meeting was adjourned at 9:57 pm.

APPROVED on this the XX day of XXXXXXXX, 2026.

Vince Martínez
Board President

Cruz Mata
Board Secretary

UNOFFICIAL MINUTES OF SPECIAL BOARD MEETING

THE BOARD OF TRUSTEES OF CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT Wednesday, August 19, 2026

A Special Board Meeting of the Board of Trustees of Crystal City Independent School District was held on Wednesday, August 19, 2026, beginning at 5:30 PM Central in the Administration Building, Board Room.

1. CALL MEETING TO ORDER

Board President Vicne Martinez called the meeting to order at 5:32 pm

2. (5:32 pm) ROLL CALL AND ESTABLISHMENT OF A QUORUM

Roll call was performed, and a quorum was established.

Board members present (5): Vince Martinez, Sammy Houston, Ray Espinosa, Peggy Young, and Cruz Mata (arrived at 5:40 pm).

Board members absent (2): Victor Bonilla III and Gabriel Espinosa

Also present:

Sylvia Reyna, TEA Conservator (via videoconference)

John Hinds, TEA Conservator (via videoconference)

Juan Fernandez, Chief of Operations (*technology*)

Sarah Garcia, Director of Federal Programs/Special Programs/C&I/Student Services

Robert F. Velasquez, Chief Finance Officer

Noralysia Mendoza, Special Education Director

Matthew Moreno, Data Fellow/DTC/Biology Teacher

Ana Luz Delgado, Food Services Supervisor

Zach Rangel, 19:21 Insurance Brokers

Cody Miller, Lone Finalist for Superintendent of Schools

Ana L. Carlos, Superintendent's Secretary

3. (5:33 pm) MOMENT OF REFLECTION

Mr. Martinez called for a moment of reflection.

4. (5:33 pm) PUBLIC COMMENTS FOR AGENDA ITEMS

None.

5. (5:33 pm) ACTION ITEMS

5.A. Discussion/Action to adopt Health Insurance Contract

No action taken.

5.B. Discussion/Action to adopt Health Insurance Plan effective October 1, 2026.

- **Tres Health**
- **Curative Medical Plans**
- **Mutual of Omaha Dental**
- **Voluntary Life Insurance**

Zach Rangel, 19:21 Insurance Brokers, was present to review the plans and answer questions from the Board of Trustees and TEA Conservator.

Cruz Mata made a motion to approve the Employee Group Health Insurance Plan, as presented by 19:21 Insurance Brokers, effective October 1, 2026, seconded by Sammy Houston.

Motion carried 5-0

6. ADJOURNMENT

Cruz Mata made a motion to adjourn, seconded by Sammy Houston.

Motion carried 5-0

Meeting was adjourned at 6:03 pm

APPROVED on this the 14th day of September, 2026.

Vince Martinez
Board President

Cruz Mata
Board Secretary

UNOFFICIAL MINUTES OF SPECIAL BOARD MEETING

THE BOARD OF TRUSTEES OF Crystal City Independent School District Wednesday, August 19, 2026

A Special Board Meeting of the Board of Trustees of Crystal City Independent School District was held on Wednesday, August 19, 2026, beginning at 6:00 PM Central in the Administration Building, Board Room.

1. CALL MEETING TO ORDER

Board President Vince Martinez called the meeting to order at 6:10 pm.

2. (6:10 pm) ROLL CALL AND ESTABLISHMENT OF A QUORUM

Roll call was performed, and a quorum was established.

Board members present: Vince Martinez, Sammy Houston, Cruz Mata, Ray Espinosa, and Peggy Young.

Board members absent: Victor Bonilla III and Gabriel Espinosa.

3. (6:10 pm) MOMENT OF REFLECTION

Mr. Martinez called for a moment of reflection.

4. (6:10 pm) PUBLIC COMMENTS FOR AGENDA ITEMS

None.

5. CLOSED SESSION at 6:10 pm

Mr. Martinez announced that the Board of Trustees would meet in closed session as authorized by the Texas Government Code, Chapter 551.074, and the Open Meetings Act.

5.A. TGC 551.074, Informational: Personnel Matters Approved by the Superintendent

5.B. TGC 551.074, Discussion of the Superintendent's contract.

6. OPEN SESSION at 6:18 pm

The Board of Trustees reconvened in Open Session; all five(5) board members remained present.

6.A. Action to approve the Superintendent's contract.

Motion by Cruz Mata, seconded by Sammy Houston, to approve the Superintendent's contract effective August 20, 2026.

Motion carried 5-0

7. **ADJOURNMENT**

Motion to adjourn made by Sammy Houston, seconded by Cruz Mata.

Motion carried 5-0

Meeting was adjourned at 6:20 pm

APPROVED on this the 14th day of September, 2026.

Vince Martínez
Board President

Cruz Mata
Board Secretary

UNOFFICIAL MINUTES OF SPECIAL BOARD MEETING

THE BOARD OF TRUSTEES OF CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT Monday, August 31, 2026

A Special Board Meeting of the Board of Trustees of Crystal City Independent School District was held on Monday, August 31, 2026, beginning at 6:00 PM Central in the Administration Building, Board Room.

1. CALL MEETING TO ORDER

Board President Vince Martinez called the meeting to order at 6:01 pm.

2. (6:01 pm) ROLL CALL AND ESTABLISHMENT OF A QUORUM

Roll call was performed, and a quorum was established.

All Board members were present (7): Vince Martinez, Sammy Houston, Cruz Mata, Victor Bonilla III, Gabriel Espinosa, Ray Espinosa, and Peggy Young.

Also present: Cody Miller, Superintendent

John Hinds, TEA Conservator

Sylvia Reyna, TEA Conservator (videoconference)

Sarah Garcia, Federal Programs/C&I/Student Services Director

Juan Fernandez, Director of Operations

3. (6:02 pm) MOMENT OF REFLECTION

Mr. Martinez called for a moment of reflection.

4. (6:02 pm) PUBLIC COMMENTS FOR AGENDA ITEMS

None.

5. ACTION ITEMS

5.A. (6:02 pm) Discussion/Action to approve the End-of-Year Budget Amendments for the 2025-2026 school year.

Cruz Mata moved to approve, seconded by Sammy Houston.

Motion carried 7-0

5.B. Discussion/Action to approve an Agreement for the Purchase of Attendance Credit (Option 3 Agreement) and to delegate contractual authority to the Superintendent.

For the 2026-2027 school year, we delegated contractual authority to obligate the school district under the Texas Education Code (TEC) § 11.511 (c)(4) to the Superintendent, solely for the purpose of obligating the district under TEC, §48.257 and TEC, Chapter 49, Subchapters A and D, and the rules adopted by the commissioner of education as authorized under TEC, 49.006. This included approval of the Agreement for the Purchase of Attendance

Credit, the Agreement for the Purchase of Attendance Credit (Netting Chapter 48 Funding) or the Agreement for Purchase of Attendance Credit and Netting Chapter 48 Funding.

Superintendent Cody Miller explained the purpose of the agreement and answered questions from the Board of Trustees.

Cruz Mata moved to approve the agreement for the purchase of attendance credit and to delegate contractual authority to the Superintendent, seconded by Peggy Young.

Motion carried 7-0

5.C. (6:24 pm) Discussion/Action to approve the Dual Credit Agreement between CCISD and Southwest Texas College.

Ray Espinosa moved to approve, seconded by Gabriel Espinosa.

Motion carried 6-0-1

FOR: Vince Martinez, Sammy Houston, Victor Bonilla III, Gabriel Espinosa, Ray Espinosa, and Peggy Young.

ABSTAINED: Cruz Mata

5.D. (6:28 pm) Discussion/Action to approve the Dual Credit Agreement between CCISD and Sul Ross State University.

Upon the Superintendent's recommendation, motion to approve by Victor Bonilla III, seconded by Ray Espinosa.

Motion carried 6-1

FOR: Vince Martinez, Sammy Houston, Victor Bonilla III, Gabriel Espinosa, Ray Espinosa, and Peggy Young.

AGAINST: Cruz Mata

6. INFORMATIONAL

6.A. (6:41 pm) Superintendent's Report

Superintendent Cody Miller gave his report discussing some hot topics:

- Transportation – enforcement of 2-mile radius; state law for funding purposes; no money to provide transportation within the 2-mile radius.
- Town Hall - Tuesday, September 1st at 6 pm at High School
- VATRE Town Hall - Monday, October 5th at 6 pm
- Updating of Organizational Chart (handout given to Trustees)
- Addition of Director of School Improvement & Leadership Development (Funding for position will be 80% federal grant and 20% local funds)

Board of Trustees brought up some points needing attention:

- Change to monthly pay periods; reconsider for the 2027-2028 SY
- Overtime; no overtime being paid
- Band and Athletics travel – are events covered?
- Ticket Prices - \$10
- Create an Educational Foundation – implemented in La Pryor ISD

- Clarification on board members asking for Donations;
Dr. Miller suggested that members go through the Superintendent's office to avoid multiple requests to one entity.

6.B. (6:58 pm) Cashflow Projection

Dr. Miller stated this document had to be resubmitted; it's a changing document.

6.C. (7:07 pm) Employee Benefits Update

Sarah Garcia, Director of Federal Programs/C&I/Student Services, informed the Board regarding the enrollment of employees

7. CLOSED SESSION at 7:11 pm

Board President Vince Martinez announced that the Board of Trustees would meet in closed session as authorized by the Texas Government Code, Chapter 551, and the Open Meetings Act.

7.A. TGC 551.074, Informational: Personnel Matters Approved by the Superintendent

7.B. TGC 551.074, Discussion on the employment of new at-will personnel

7.C. 551.074, Discussion on the employment of new professional personnel

7.D. Deliberation regarding the appointment, employment, evaluation, reassignment, duties, discipline, or dismissal of a public officer or employee pursuant to Texas Government Code 551.074, including deliberation regarding the Superintendent's recommendation for the employment of a Chief Financial Officer.

8. OPEN SESSION at 7:45 pm

The Board of Trustees returned to Open Session; all members remained present.

8.A. Consideration to approve the employment of the new at-will personnel

8.B. Consideration to approve the employment of new professional personnel

8.C. Consideration and possible action regarding the Superintendent's Recommendation for the employment of the Chief Financial Officer.

No action was taken on Open Session items.

9. ADJOURNMENT

Motion to adjourn made by Victor Bonilla III, seconded by Ray Espinosa.

Motion carried 7-0

Meeting adjourned at 7:46 pm

APPROVED on this the 14th day of September, 2026.

**Vince Martínez
Board President**

**Cruz Mata
Board Secretary**

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

A consent agenda shall include items of a routine and/or recurring nature grouped together under one action item.

Consent Agenda Item:

Consideration to approve the monthly bills for August 2026

Board President's Recommendation:

That the Board of Trustees approve the monthly bills for August 2026, under consent action.

Rationale:

Review of monthly financial transactions processed by the Business Office.

Action Item: Action needed

Budgetary Information:

Board Policy Reference: CFC(LEGAL)

(based on the Financial Accountability System Resource Guide)

Exhibit(s): Check Register for August 2026

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
001108	08-06-2026		--	WORKER'S COMPENSATION SOLUTIONS	7,586.01	N
001109	08-19-2026		--	PROPERTY CASUALTY ALLIANCE OF TEXAS	2,500.00	N
002427	08-13-2026		08-13-2026	JAYLA PEREZ	500.00	N
002428	08-13-2026		08-13-2026	JESSE G PALOMO	150.00	N
002429	08-13-2026		08-13-2026	KEANDAR HARRIS	500.00	N
002430	08-13-2026		08-13-2026	EUNICE E ROIZ	526.49	N
002431	08-20-2026		08-20-2026	DAVIS DREIBRODT AND FELDER	3,600.00	N
002432	08-29-2026		08-28-2026	AMAZON CAPITAL SERVICES INC	139.85	N
					84.08	N
					479.40	N
				Check 002432 Total:	703.33	
035057	08-06-2026		08-06-2026	TEXAS MULTI-CHEM LTD	1,150.00	N
035058	08-06-2026		08-06-2026	CCISD FOOD SERVICES PROG	2,660.00	N
					150.00	N
					325.00	N
					180.00	N
					350.00	N
					210.00	N
					180.00	N
					200.00	N
				Check 035058 Total:	4,255.00	
035059	08-06-2026		08-06-2026	CITY OF CRYSTAL CITY	127.00	N
					60.00	N
					55.00	N
					38.00	N
				Check 035059 Total:	280.00	
035060	08-06-2026		08-06-2026	HIGH SCHOOL MUSIC SERVICE	376.00	N
035061	08-06-2026		08-06-2026	COUNTY OF ZAVALA	7.50	N
035062	08-06-2026		08-06-2026	CDW GOVERNMENT LLC	1,256.40	N
035063	08-06-2026		08-06-2026	ALL AMERICAN SPORTS CORP	3,554.95	N
035064	08-06-2026		08-06-2026	RINA MICHELLE PUENTE	225.00	N
035065	08-06-2026		08-06-2026	GLOBAL TRAINING ACADEMY INC	660.00	N
035066	08-06-2026		08-06-2026	TEXAS DEPARTMENT OF STATE HEALTH SE	1,500.00	N
035067	08-06-2026		08-06-2026	SCHOOL OUTFITTERS, LLC	1,561.51	N
					5,368.44	N
				Check 035067 Total:	6,929.95	
035068	08-06-2026		08-06-2026	APPLE INC	3,290.00	N
					1,189.50	N
				Check 035068 Total:	4,479.50	
035069	08-06-2026		08-06-2026	JL REFRIGERATION LLC	646.45	N
035070	08-06-2026		08-06-2026	AGILE SPORTS TECHNOLOGIES INC	2,000.00	N
035071	08-06-2026		08-06-2026	SA THERAPY IN MOTION, INC.	12,729.30	N
					4,387.20	N
					1,109.60	N
					11,281.00	N
				Check 035071 Total:	29,507.10	
035072	08-06-2026		08-06-2026	JOURDANTON I.S.D.	1,105.50	N
035073	08-06-2026		08-06-2026	JUAN R OSTEGUIN III	996.00	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
035074	08-06-2026		08-06-2026	JOE RAMOS ENTERPRISES INC	579.84	N
035075	08-06-2026		08-06-2026	TEXAS UNIVERSITY INTERSCHOLASTIC LE	197.00	N
035076	08-06-2026		08-06-2026	PITNEY BOWES BANK INC	4,646.92	N
035077	08-06-2026		08-06-2026	JOHNSON CONTROLS FIRE PROTECTION	3,225.18	N
					1,654.30	N
				Check 035077 Total:	4,879.48	
035078	08-06-2026		08-06-2026	CINTAS CORPORATION NO. 2	1,947.19	N
					99.00	N
					437.64	N
					437.64	N
					437.64	N
					437.64	N
				Check 035078 Total:	3,796.75	
035079	08-06-2026		08-06-2026	JCA LAWS	5,840.00	N
					14,084.00	N
				Check 035079 Total:	19,924.00	
035080	08-06-2026		08-06-2026	LAREDO INDEPENDENT SCHOOL DISTRICT	450.00	N
035081	08-06-2026		08-06-2026	RANKONESPORT	2,000.00	N
035082	08-06-2026		08-06-2026	AMERICAN ELECTRIC POWER	192.53	N
035083	08-06-2026		08-06-2026	AMAZON CAPITAL SERVICES INC	82.97	N
035084	08-06-2026		08-06-2026	RICHARD W GRILL	405.53	N
035085	08-06-2026		08-06-2026	BUCKEYE INTERNATIONAL INC	3,267.00	N
035086	08-13-2026		08-13-2026	PRIMEBANK OF TEXAS	20,346.41	N
035087	08-13-2026		--	CCISD WORKER'S COMP.	1,916.24	N
					237.24	N
					1,123.75	N
					315.36	N
					348.26	N
					15,770.65	N
					681.81	N
					220.83	N
					1,144.31	N
					60.64	N
					45.22	N
				Check 035087 Total:	21,864.31	
035088	08-13-2026		08-13-2026	CDW GOVERNMENT LLC	15,137.10	N
035089	08-13-2026		08-13-2026	CITY OF CRYSTAL CITY	402.13	N
					80.38	N
					52.50	N
					54.13	N
					105.25	N
					196.38	N
					80.38	N
					602.51	N
					145.75	N
					544.38	N
					82.38	N
					182.48	N
					73.50	N
					1,127.41	N
					52.50	N
					52.50	N
					85.70	N
					82.38	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
					80.38	N
					421.02	N
				Check 035089 Total:	4,451.54	
035091	08-13-2026		08-13-2026	COUNTY OF ZAVALA	160.00	N
035092	08-13-2026		08-13-2026	FRANCISCO GUERRA JR	5,197.50	N
035093	08-13-2026		08-13-2026	IMPERIAL BAG & PAPER CO LLC	55.72	N
035094	08-13-2026		08-13-2026	JOEL YNOSENCIO	200.00	N
035095	08-13-2026		08-13-2026	MATTHEW DEAN MORENO	2,000.00	N
035096	08-13-2026		--	MOISES GARCIA JR	80.53	N
035097	08-13-2026		08-13-2026	RICHARD W GRILL	559.53	N
035098	08-13-2026		--	ROBIN L JONES	779.76	N
035099	08-13-2026		--	VERONICA R MCNEIL	779.76	N
035100	08-13-2026		08-13-2026	XEROX CORPORATION	2,738.99	N
					1,698.07	N
					992.94	N
					1,490.75	N
					2,683.50	N
					211.72	N
					334.69	N
					560.06	N
					733.06	N
					216.13	N
					196.45	N
				Check 035100 Total:	11,856.36	
035101	08-19-2026		08-19-2026	COUNTY OF ZAVALA	110.00	N
035109	08-20-2026		08-19-2026	SA THERAPY IN MOTION, INC.	14,418.90	N
					3,749.20	N
					1,263.60	N
					10,363.40	N
				Check 035109 Total:	29,795.10	
035110	08-20-2026		08-19-2026	JL HINDS CONSULTING	16,426.70	N
035111	08-20-2026		--	JP MORGAN CHASE BANK	396.18	N
					18,470.01	N
					63.68	N
					213.10	N
				Check 035111 Total:	19,142.97	
035112	08-20-2026		08-19-2026	COHERE BEAUTY OMAHA INC	1,582.88	N
035113	08-20-2026		08-20-2026	MOAK, CASEY & ASSOCIATES INC.	8,500.00	N
035114	08-20-2026		08-20-2026	ROBERT F VELASQUEZ	39.97	N
035115	08-20-2026		08-19-2026	SYLVIA R REYNA	14,652.70	N
035116	08-24-2026		08-24-2026	POSITIVE PROMOTIONS INC	5,072.97	N
					1,894.38	N
				Check 035116 Total:	6,967.35	
035118	08-25-2026		08-25-2026	BRANDEIS HS GOLF	425.00	N
035119	08-25-2026		08-25-2026	CCISD CLEARING FUND TRANSPORTATION	175.50	N
					182.00	N
					190.50	N
				Check 035119 Total:	548.00	

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
035120	08-25-2026		08-25-2026	CITY OF CRYSTAL CITY	93.47	N
					81.81	N
				Check 035120 Total:	175.28	
035121	08-25-2026		08-25-2026	SA THERAPY IN MOTION, INC.	7,938.00	N
035122	08-25-2026		08-25-2026	EDE & COMPANY LLC	46,000.00	N
035123	08-25-2026		08-25-2026	FORT SAM HOUSTON ISD	550.00	N
035124	08-25-2026		08-25-2026	HELLAS CONSTRUCTION INC	99,505.00	N
035125	08-25-2026		08-25-2026	HONDO ISD	13,988.18	N
					26,972.44	N
				Check 035125 Total:	40,960.62	
035126	08-25-2026		08-25-2026	JCA LAWS	4,961.50	N
					6,508.00	N
				Check 035126 Total:	11,469.50	
035127	08-25-2026		08-25-2026	O'CONNOR HIGH SCHOOL	1,050.00	N
035128	08-25-2026		08-25-2026	SAN ANTONIO ISD	112.50	N
					75.00	N
				Check 035128 Total:	187.50	
035129	08-25-2026		08-25-2026	SOLANSKY WELDING & PUMP INC	72.88	N
					170.91	N
					45.45	N
					208.36	N
				Check 035129 Total:	497.60	
035130	08-25-2026		08-25-2026	SOMERSET I.S.D.	175.00	N
					175.00	N
					175.00	N
					175.00	N
				Check 035130 Total:	700.00	
035131	08-25-2026		08-25-2026	UVALDE CONSOLIDATED ISD	11,625.87	N
035132	08-25-2026		08-25-2026	ZAVALA COUNTY SENTINEL	75.00	N
					83.20	N
					150.00	N
					264.80	N
					268.00	N
					277.60	N
					42.00	N
					138.80	N
					83.20	N
					75.00	N
					88.00	N
				Check 035132 Total:	1,545.60	
035133	08-25-2026		08-25-2026	GINA WILSON	1,050.00	N
035134	08-25-2026		08-25-2026	THE BUG GROUP INC	295.00	N
					165.00	N
					145.00	N
					145.00	N
					145.00	N
					95.00	N
					65.00	N
					165.00	N
				Check 035134 Total:	1,220.00	

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
035135	08-25-2026		08-25-2026	CCISD CLEARING FUND TRANSPORTATION	37.80	N
					128.25	N
					99.90	N
					217.35	N
					217.35	N
					214.65	N
					128.25	N
					112.05	N
					180.00	N
					182.00	N
				Check 035135 Total:	1,517.60	
035136	08-25-2026		08-25-2026	NCH CORPORATION	1,065.00	N
					1,065.00	N
					1,065.00	N
					1,065.00	N
				Check 035136 Total:	4,260.00	
035137	08-25-2026		08-25-2026	CINTAS CORPORATION NO. 2	1,947.19	N
					99.00	N
					450.74	N
					450.74	N
					450.74	N
					450.74	N
					450.74	N
				Check 035137 Total:	4,299.89	
035138	08-25-2026		08-25-2026	DIMMIT REGIONAL HOSPITAL	60.00	N
035139	08-25-2026		08-25-2026	EDUCATION SERVICE CENTER REGION 20	2,500.00	N
					5,500.00	N
					6,600.00	N
					1,850.00	N
					430.00	N
					430.00	N
					430.00	N
					430.00	N
					430.00	N
					500.00	N
					500.00	N
					500.00	N
					500.00	N
					5,204.96	N
					1,647.00	N
					3,800.00	N
					1,993.32	N
					700.00	N
					540.00	N
					875.00	N
					75.00	N
					390.00	N
					395.00	N
					395.00	N
					395.00	N
					395.00	N
					395.00	N
					395.00	N
					280.00	N
					280.00	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
					280.00	N
					280.00	N
					280.00	N
					183.33	N
					183.33	N
					183.33	N
					183.33	N
					183.33	N
					183.35	N
					183.33	N
					183.33	N
					183.33	N
					183.33	N
					183.35	N
					183.33	N
					183.33	N
					183.33	N
					183.35	N
					183.33	N
					183.33	N
					183.33	N
					183.35	N
				Check 035139 Total:	43,000.28	
035140	08-25-2026		08-25-2026	FRANCISCO GUERRA JR	5,374.95	N
035141	08-25-2026		08-25-2026	GEMINI OFFICE PRODUCTS	2,649.50	N
					2,549.94	N
				Check 035141 Total:	5,199.44	
035142	08-25-2026		08-25-2026	GLOBAL TRAINING ACADEMY INC	660.00	N
					660.00	N
				Check 035142 Total:	1,320.00	
035143	08-25-2026		08-25-2026	GRANITE TELECOMMUNICATION LLC	2,769.79	N
035144	08-25-2026		08-25-2026	J.W. PEPPER & SONS INC	30.00	N
					33.00	N
					402.00	N
					74.99	N
				Check 035144 Total:	539.99	
035145	08-25-2026		08-25-2026	JOHNSON CONTROLS FIRE PROTECTION	654.62	N
					286.33	N
					659.47	N
				Check 035145 Total:	1,600.42	
035146	08-25-2026		08-25-2026	NATUS SENSORY INC	172.96	N
					172.96	N
					172.96	N
					172.96	N
					172.96	N
				Check 035146 Total:	864.80	
035147	08-25-2026		08-25-2026	PITNEY BOWES	804.60	N
035148	08-25-2026		08-25-2026	QUILL CORPORATION	1,621.16	N
					2,151.90	N
					97.50	N
					32.50	N
					469.58	N
					30.59	N
					56	
					183.48	N
					191.90	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
					78.28	N
					411.77	N
					91.74	N
					24.49	N
					40.19	N
					271.78	N
					80.09	N
					20.69	N
					27.89	N
					342.73	N
					73.60	N
					40.49	N
					16.73	N
					103.09	N
					51.24	N
					1,112.16	N
					56.98	N
					76.94	N
					1,259.72	N
					1,792.62	N
					1,719.60	N
					1,073.15	N
					140.59	N
					803.30	N
					91.18	N
					45.59	N
					61.70	N
					269.78	N
					256.00	N
				Check 035148 Total:	15,192.72	
035149	08-25-2026		08-25-2026	SkillsUSA Texas Association	1,300.00	N
035150	08-25-2026		08-25-2026	TX DEPT. OF INFORMATION RESOURCES	1,731.12	N
035151	08-25-2026		08-25-2026	VERONICA R MCNEIL	47.25	N
035152	08-25-2026		08-25-2026	VOLLI COMMUNICATIONS INC	88.39	N
					88.39	N
					88.39	N
					88.39	N
					88.39	N
					88.40	N
				Check 035152 Total:	530.35	
035153	08-25-2026		08-25-2026	XEROX CORPORATION	3,118.29	N
					2,067.85	N
					1,080.79	N
					1,407.11	N
					3,402.12	N
					303.92	N
					233.68	N
					296.38	N
					514.65	N
					471.21	N
					211.98	N
					236.68	N
					627.80	N
				Check 035153 Total:	13,965.46	

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
035154	08-29-2026		08-28-2026	ROBERTO FLORES JR	3,729.40	N
					175.00	N
				Check 035154 Total:	3,904.40	
035155	08-29-2026		08-28-2026	THE BUG GROUP INC	95.00	N
					65.00	N
					165.00	N
					295.00	N
					165.00	N
					145.00	N
					145.00	N
				Check 035155 Total:	1,075.00	
035156	08-29-2026		08-28-2026	CCISD CLEARING FUND TRANSPORTATION	256.50	N
035157	08-29-2026		08-28-2026	CINTAS CORPORATION NO. 2	1,947.19	N
					99.00	N
					450.74	N
					450.74	N
					450.74	N
					450.74	N
				Check 035157 Total:	3,849.15	
035158	08-29-2026		08-28-2026	CLASSLINK INC	8,978.80	N
035159	08-29-2026		08-28-2026	SA THERAPY IN MOTION, INC.	44.00	N
					880.00	N
					2,808.00	N
					176.00	N
				Check 035159 Total:	3,908.00	
035160	08-29-2026		08-28-2026	HONDO ISD	1,740.00	N
035161	08-29-2026		08-28-2026	REGION IV EDUCATION SERVICE CENTER	8,493.64	N
					91.44	N
					182.00	N
					858.82	N
					.03	N
				Check 035161 Total:	9,625.93	
035162	08-29-2026		08-28-2026	ALL AMERICAN SPORTS CORP	7,562.25	N
					11,559.95	N
				Check 035162 Total:	19,122.20	
035163	08-29-2026		08-28-2026	ROBERT F VELASQUEZ	99,000.00	N
035164	08-29-2026		08-28-2026	XEROX CORPORATION	3,396.44	N
					1,629.51	N
					1,280.87	N
					1,252.38	N
					240.41	N
					370.44	N
					559.79	N
					580.50	N
					211.98	N
					165.85	N
					247.86	N
			08-29-2026		3,307.29	N
			--		323.96	N
					63.00	N
				Check 035164 Total:	13,630.28	
					58	

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
035197	08-31-2026		08-31-2026	AMAZON CAPITAL SERVICES INC	1,716.92	N
					362.93	N
				Check 035197 Total:	2,079.85	
035198	08-31-2026		08-29-2026	BUCKEYE INTERNATIONAL INC	4,920.20	N
					6,708.00	N
				Check 035198 Total:	11,628.20	
035199	08-31-2026		08-29-2026	THE BUG GROUP INC	85.00	N
					65.00	N
					65.00	N
					65.00	N
					295.00	N
					165.00	N
					145.00	N
					145.00	N
					95.00	N
					65.00	N
					165.00	N
				Check 035199 Total:	1,355.00	
035200	08-31-2026		08-31-2026	CCISD CLEARING FUND TRANSPORTATION	125.00	N
					118.80	N
					98.55	N
					68.25	N
					123.12	N
					124.20	N
					112.05	N
					124.33	N
					161.00	N
					229.50	N
					159.25	N
				Check 035200 Total:	1,444.05	
035201	08-31-2026		08-29-2026	CDW GOVERNMENT LLC	1,140.56	N
035202	08-31-2026		08-29-2026	CDW GOVERNMENT LLC	13,900.70	N
035203	08-31-2026		08-29-2026	CINTAS CORPORATION NO. 2	450.74	N
					450.74	N
					450.74	N
					450.74	N
			--		42.19	N
				Check 035203 Total:	1,845.15	
035204	08-31-2026		08-31-2026	CITY OF CRYSTAL CITY	80.38	N
					81.16	N
					99.63	N
					290.00	N
					146.21	N
					1,136.83	N
					196.38	N
					105.25	N
					56.13	N
					402.13	N
					177.89	N
					52.50	N
					81.38	N
					404.62	N
					59	N
					544.38	N
					602.50	N

From To
Sort Order: Check Number

[illegible]

* Indicates voided check

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
					4,200.00	N
					3,500.00	N
					560.00	N
					560.00	N
					560.00	N
					560.00	N
					560.00	N
					18,918.85	N
					28,436.28	N
					300.00	N
				Check 035209 Total:	93,916.33	
035210	08-31-2026		08-29-2026	ELLIOTT ELECTRIC SUPPLY, INC	1,441.20	N
035211	08-31-2026		08-29-2026	FES	1,500.00	N
035212	08-31-2026		08-29-2026	GEMINI OFFICE PRODUCTS	2,154.52	N
					3,617.80	N
					5,154.76	N
					3,214.80	N
					10,229.90	N
				Check 035212 Total:	24,371.78	
035213	08-31-2026		08-29-2026	GRANITE TELECOMMUNICATION LLC	1,204.53	N
					2,045.63	N
				Check 035213 Total:	3,250.16	
035214	08-31-2026		08-29-2026	IMPERIAL BAG & PAPER CO LLC	15,181.14	N
					794.66	N
			08-31-2026		1,524.25	N
				Check 035214 Total:	17,500.05	
035215	08-31-2026		08-31-2026	IMAGE MATTERS /SOUTH TEXAS TROPHIES	56.95	N
035216	08-31-2026		08-29-2026	IMAGINE LEARNING LLC	28,675.00	N
035217	08-31-2026		08-31-2026	INTECH SOUTHWEST SERVICES, LLC	1,750.00	N
			--		4,310.00	N
				Check 035217 Total:	6,060.00	
035218	08-31-2026		08-29-2026	JCA LAWS	5,246.00	N
035219	08-31-2026		08-29-2026	TARI INC	6,158.98	N
035220	08-31-2026		08-29-2026	JEFFERY L CHAMBERS	3,085.40	N
035221	08-31-2026		--	JESSE LEE SANTELLANES	187.06	N
035222	08-31-2026		08-29-2026	JOHNSON CONTROLS FIRE PROTECTION	429.71	N
					1,843.93	N
					469.39	N
				Check 035222 Total:	2,743.03	
035223	08-31-2026		--	JOSE O VILLARREAL	65.00	N
035224	08-31-2026		08-29-2026	LEAD4WARD, LLC	13,500.00	N
035225	08-31-2026		--	NICHOLE M HENDERSON	125.00	N
035226	08-31-2026		08-29-2026	QUILL CORPORATION	39.12	N
					873.03	N
					147.24	N
					133.94	N
					1,858.22	N
					178.99	N
					1,300.18	N
					85.48	N
					61.88	N
					10,073.85	N
					47.40	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
					1,092.54	N
					191.94	N
					32.28	N
					55.08	N
					2,099.29	N
					1,042.99	N
					108.27	N
					2,339.99	N
					145.70	N
					1,986.06	N
					131.99	N
					26.20	N
					79.79	N
					231.80	N
					22.41	N
					2,438.02	N
					394.36	N
					1,214.53	N
					432.00	N
					155.37	N
					148.14	N
					170.04	N
					1,498.83	N
					151.04	N
					23.74	N
					2,120.51	N
					31.34	N
					107.96	N
					42.74	N
			08-31-2026		57.59	N
					18.99	N
					40.64	N
					75.96	N
					2,384.68	N
					85.03	N
				Check 035226 Total:	35,993.17	
035227	08-31-2026		08-29-2026	RAPTOR TECHNOLOGIES LLC	7,035.00	N
					5,696.25	N
				Check 035227 Total:	12,731.25	
035228	08-31-2026		08-29-2026	TEXAS MULTI-CHEM LTD	3,410.00	N
035229	08-31-2026		--	TRACEY SUZANNE PARKER	125.00	N
035230	08-31-2026		08-29-2026	TX DEPT. OF INFORMATION RESOURCES	1,862.00	N
					1,862.00	N
				Check 035230 Total:	3,724.00	
035231	08-31-2026		08-29-2026	XEROX CORPORATION	162.38	N
					169.89	N
					1,995.32	N
					1,930.31	N
					912.14	N
					730.74	N
					2,569.91	N
					151.96	N
					162.05	N
					420.10	N
					556.92	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
					528.54	N
					210.46	N
				Check 035231 Total:	10,489.72	
035232	08-31-2026	0000000224	--	CCISD WORKER'S COMP.	-9.54	N
					1,928.42	N
					237.26	N
					859.02	N
					244.06	N
					348.26	N
					15,236.12	N
					607.78	N
					64.62	N
					60.64	N
					39.62	N
				Check 035232 Total:	19,616.26	
035233	08-31-2026		09-01-2026	CARRIZO SPRINGS CONSOLIDATED ISD	700.00	N
035234	08-31-2026		09-01-2026	CARRIZO SPRINGS CONSOLIDATED ISD	350.00	N
035235	08-31-2026		09-01-2026	CARRIZO SPRINGS CONSOLIDATED ISD	350.00	N
035236	08-31-2026		09-01-2026	CARRIZO SPRINGS CONSOLIDATED ISD	250.00	N
035237	08-31-2026		09-01-2026	DEVINE ISD	490.00	N
035238	08-31-2026		09-01-2026	DEVINE ISD	490.00	N
035239	08-31-2026		09-01-2026	DEVINE ISD	250.00	N
035240	08-31-2026		09-01-2026	DEVINE ISD	490.00	N
035241	08-31-2026		09-01-2026	DILLEY ISD	300.00	N
035242	08-31-2026		09-01-2026	DILLEY ISD	350.00	N
035243	08-31-2026		09-01-2026	DILLEY ISD	350.00	N
035244	08-31-2026		09-01-2026	DILLEY ISD	300.00	N
035245	08-31-2026		09-01-2026	HOLY CROSS OF SAN ANTONIO ISD	350.00	N
035246	08-31-2026		09-01-2026	HOLY CROSS OF SAN ANTONIO ISD	200.00	N
035247	08-31-2026		09-01-2026	JOURDANTON I.S.D.	300.00	N
035248	08-31-2026		09-01-2026	JOURDANTON I.S.D.	300.00	N
035249	08-31-2026		09-01-2026	JOURDANTON I.S.D.	180.00	N
035250	08-31-2026		09-01-2026	JOURDANTON I.S.D.	180.00	N
035251	08-31-2026		09-01-2026	JOURDANTON I.S.D.	500.00	N
035252	08-31-2026		09-01-2026	JOURDANTON I.S.D.	180.00	N
035253	08-31-2026		09-01-2026	JOURDANTON I.S.D.	180.00	N
035254	08-31-2026		09-01-2026	LYTLE INDEPENDENT SCHOOL DISTRICT	800.00	N
					800.00	N
				Check 035254 Total:	1,600.00	
035255	08-31-2026		09-01-2026	LYTLE INDEPENDENT SCHOOL DISTRICT	400.00	N
035256	08-31-2026		09-01-2026	MISSION DEL LAGO	500.00	N
035257	08-31-2026		09-01-2026	PEARSALL ISD	375.00	N
035258	08-31-2026		09-01-2026	RANDOLPH FIELD ISD	300.00	N
035259	08-31-2026		09-01-2026	RANDOLPH FIELD ISD	350.00	N
035260	08-31-2026		09-01-2026	UVALDE CONSOLIDATED ISD	700.00	N
035261	08-31-2026		09-01-2026	UVALDE CONSOLIDATED ISD	350.00	N

Check Nbr	Paid Date	Credit Memo Nbr	Due Date	Payee	Amount	EFT
035262	08-31-2026		--	THE BUG GROUP INC	65.00	N
					165.00	N
					85.00	N
					295.00	N
					65.00	N
					65.00	N
					145.00	N
					65.00	N
					145.00	N
					165.00	N
					95.00	N
				Check 035262 Total:	1,355.00	
035263	08-31-2026		--	CINTAS CORPORATION NO. 2	99.00	N
					1,947.19	N
				Check 035263 Total:	2,046.19	
035264	08-31-2026		--	MOAK, CASEY & ASSOCIATES INC.	9,500.00	N
035265	08-31-2026		--	MOAK, CASEY & ASSOCIATES INC.	9,500.00	N
081126	08-11-2026		--	DIRECT ENERGY BUSINESS LLC	6,160.34	N
					7,616.18	N
					3,662.66	N
					2,138.54	N
					4,923.47	N
					2,452.46	N
				Check 081126 Total:	26,953.65	
081226	08-12-2026		--	TRUIST BANK	4,720.25	N
081326	08-12-2026		--	U S BANK	6,581.25	N
081426	08-12-2026		--	UMB BANK, n.a.	144,925.00	N
081526	08-12-2026		--	UMB BANK, n.a.	14,225.00	N
081626	08-12-2026		--	BOKF FINANCIAL	250.00	N
					506,534.72	N
				Check 081626 Total:	506,784.72	
082026	08-20-2026		--	UMB BANK, n.a.	400.00	N
082126	08-20-2026		--	UMB BANK, n.a.	400.00	N
083126	08-31-2026		--	DIRECT ENERGY BUSINESS LLC	15,106.90	N
					6,290.31	N
					3,681.30	N
					2,097.21	N
					4,527.61	N
					2,624.59	N
				Check 083126 Total:	34,327.92	
				Grand Totals	1,903,208.64	

End of Report

ACTION ITEMS

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Agenda Item:

Discussion/Action to approve the certification to be submitted to the Texas Education Agency (TEA) regarding the District's compliance with Texas Education Code (TEC) Sections 39.0089, 11.005(c), and 28.002, as required by Senate Bill 12.

Superintendent's Recommendation:

That the Board of Trustees approve the certification to be submitted to the Texas Education Agency (TEA) regarding the District's compliance with Texas Education Code (TEC) Sections 39.0089, 11.005(c), and 28.002, as required by Senate Bill 12, as presented.

Rationale:

Under Texas Education Code § 39.008, enacted by Senate Bill (SB) 12 during the 89th Texas Legislative Session, Texas school districts and open-enrollment charter schools must formally certify compliance with the law's provisions regarding parental rights, instructional prohibitions, and Diversity, Equity, and Inclusion (DEI) restrictions.

The annual compliance certification requires a majority vote of the Board of Trustees at a public meeting with a public comment opportunity, and it must reach the Texas Education Agency (TEA) by September 30.

Action Item: Action needed

Budgetary Information:

Board Policy Reference:

Exhibit(s):

TEC 39.008: Certification of Compliance with Certain Laws Required

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Agenda Item:

Consideration to approve changing the Fiscal Year Start Date to July 1st and revising Board Policy CE(LOCAL) to reflect this change.

Superintendent's Recommendation:

That the Board of Trustees approve changing the Fiscal Year Start Date to July 1st and revising Board Policy CE(LOCAL) to reflect this change.

Rationale:

The Board of Trustees determines whether the fiscal year of a school district begins on July 1 or September 1 of each year. (TEC, Section 44.0011).

Action Item: Action needed

Budgetary Information:

Board Policy Reference: CE(LOCAL)

Exhibit(s):

ANNUAL OPERATING BUDGET

CE
(LOCAL)

Fiscal Year	The District shall operate on a fiscal year beginning ~~September 1 and ending August 31.~~ July 31 and ending June 30.
Budget Planning	Budget planning shall be an integral part of overall program planning so that the budget effectively reflects the District's programs and activities and provides the resources to implement them. In the budget planning process, general educational goals, specific program goals, and alternatives for achieving program goals shall be considered, as well as input from the District- and campus-level planning and decision-making committees. Budget planning and evaluation are continuous processes and shall be a part of each month's activities.
Budget Meeting	The annual public meeting to discuss the proposed budget and tax rate shall be conducted as follows: 1. The Board President shall request at the beginning of the meeting that all persons who desire to speak on the proposed budget and/or tax rate sign up on the sheet provided. 2. Prior to the beginning of the meeting, the Board may establish time limits for speakers. 3. Speakers shall confine their remarks to the appropriation of funds as contained in the proposed budget and/or the tax rate. 4. No officer or employee of the District shall be required to respond to questions from speakers at the meeting.
Authorized Expenditures	The adopted budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the District's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent or designee who shall ensure that funds are expended in accordance with the adopted budget.
Budget Amendments	The Board shall amend the budget when a change is made in increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES

Agenda Item:

Consideration to approve the District Improvement Plan for the 2026-2027 school year.

Superintendent's Recommendation:

That the Board of Trustees consider and approve the Crystal City ISD 2026-2027 District Improvement Plan.

Rationale:

The Board shall annually review and approve the CCISD District Improvement Plan.

Action Item:

Action needed.

Budgetary Information:

None

Board Policy Reference:

BQ(Legal)

Exhibit(s):

CCISD District Improvement Plan 2026-2027 SY

Crystal City Independent School District



Accountability Rating: C

2026-2027 District Improvement Plan

Mission Statement

We embrace a culture that inspires, empowers, and prepares!

Vision

Unified for Success!

Value Statement

1. By the end of the 2024-2025 SY, 65% of students in Grade 3 Reading will score at Meets grade level or above increasing summative performance from 14% to 65% by 2025.
2. By the end of the 2024-2025 SY, 65% of students in Grade 3 Math will score at Meets grade level or above increasing summative performance from 18% to 65% by May 2025.
3. By the end of the 2024-2025 SY, the percentage of graduates that meet the criteria for CCMR Outcomes Bonuses will increase from 46% to 92% by August 2025.

Table of Contents

Comprehensive Needs Assessment	5
Demographics	6
Student Achievement	8
District Culture and Climate	10
Staff Quality, Recruitment, and Retention	12
Curriculum, Instruction, and Assessment	14
Family and Community Engagement	16
District Organization	18
Technology	20
Priority Problem Statements	23
Data Documentation for CNA	26
Improvement Planning Data	27
Accountability Data	27
Student Data: Assessments	27
Student Data: Student Groups	28
Student Data: Behavior and Other Indicators	29
Employee Data	29
Parent/Community Data	30
Support Systems and Other Data	30
Goals	31
Goal 1 : Leadership Goal: By May 2027, Crystal City ISD will strengthen district and...	32
Goal 2 : Curriculum, Instruction, Assessment and Student Achievement: In collabor...	37
Goal 3 : Post-Secondary Readiness: The percentage of graduates who meet CCM...	53
Goal 4 : Student Support Services: Crystal City ISD will provide for its students tar...	59
Goal 5 : Parent Family & Community Engagement: Crystal City ISD will engage all s...	62
Goal 6 : Facilities and Operations: Crystal City ISD will provide learning environmen...	67
Goal 7 : Organizational Effectiveness: Crystal City ISD will ensure that internal stru...	71
Goal 8 : Student Attendance: Crystal City ISD will ensure that strategies are in plac...	73
Goal 9 : Teacher Certification and Compliance: By the end of the school year, 100...	77
Goal Tables	79
RDA Strategies	80
Plan Notes	81
Assurances	83
Funding Summary	85
199 General Fund	8672

121 State Gifted & Talented (G/T)	86
122 State Career & Technical Ed (CTE)	86
123 State Special Education (Sped)	86
124 State Comp Ed (SCE), Accelerated Ed	87
125 State Bilingual/ESL	87
211 Title I, Part A	88
224 IDEA B - Formula Special Ed (Sped)	88
225 IDEA B - Preschool Special Ed (SpEd)	88
244 Perkins Career & Technical Ed (CTE)	89
255 Title II, Part A, TPTR	89
270 Title V, Part B, Rural Low- Income Schools	89
289 Title IV, Part A, SAEPP	89
Safety Allotment	89
LASO Cycle 4 - LIFT	90
LASO Cycle 4 - LIFT PLC	90
Early Education Allotment	90
Dyslexia Allotment	91
Small and Mid-Size Allotment	91
Regular Program Allotment	91
Addendums	92



Comprehensive Needs Assessment

Demographics

Summary

CCISD currently has 1,493 students PK3 through 12th grade. Our enrollment numbers show an decrease in student population from 1,643 to 1,493. CCISD has 778 male students and 715 Female students; 1,470 Hispanic students; 7 Black/ African Americans; and 15 White students. Within the past three years, CCISD enrollment had decreased from 1,753 students in 2021-2022 to 1,493. The decrease in student enrollment has affected the District financially as has the ADA. We have to recapture students that withdrew during the pandemic years.

Our Special Programs consists of: 340 Special Education students; 125 Gifted and Talented students; 1,231 Economically Disadvantaged students, 155 Dyslexia students; 39 Emergent Bilingual students, 9 Migrant students, 58 McKinney Vento students, and 634 At-Risk students. We are overrepresented in the areas of Special Education, At-Risk, and Ethnicity. Special Education has seen a significant increase in recent years.

Strengths

CCISD has a Special Education Program, ESL Program, and a strong CTE Program. We are a Title I District, Emergent Bilingual students are demonstrating success in their state assessments, and we have a supportive Special Education Program. Data indicates stability in mobility rates. Our campus Master Schedules indicate a 16:1 student-teacher ratio. Each campus has a Counselor to provide counseling services.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1★	Data reflects that few students in the ESL Program are reaching English Proficiency.	Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.
2	Data reflects a significant student increase in our Special Education Program.	Students are tested to be admitted into the program and are tested to exit. Although students demonstrate growth, they are not successful in mastering the state assessment.
3	Students in Special Education program are not reaching Approaches grade level in STAAR /EOC Reading or Math.	

★ = Priority

Student Achievement

Summary

In reviewing student achievement data from the 2020-2021 to 2024-2025 school years, our data demonstrates that the District and Campuses have made significant progress towards a B Rating. For the 2025-2026 school year, CCISD improved from a D Rating to a C Rating; CCHS received a C Rating with a Distinction; FJH decreased to a D Rating from a C; BJE increased from an F Rating to a C Rating; LDZ/ DTR increased from a C Rating to an A Rating with 4 Distinctions. Data demonstrates that CCISD has made significant gains in closing the achievement gaps lost during the pandemic. Data also demonstrates that CCISD is still a C in Student Achievement and Academic Growth.

CCISD utilizes the DMAC management tool, has a strong Dual Credit and CTE Program with improved CCMR and increased college and post secondary enrollment. Our ESL population has decreased with more students being Reclassified as English Proficient. PLAAFS and Goals are TEKS oriented in the Special Education program. There is a need to focus on special populations when analyzing data; a need to utilize the intervention classes to re-teach low performed TEKS and to re-teach difficult concepts; a need to increase AP courses and testing; add HS/ CTE courses to FJH.

Strengths

District has minimal teacher turnover. Students are College, Career, Military Ready. CCHS is an ACT, SAT, and TSIA Testing Site and CCHS students have multiple opportunities to take these assessments. Special Education Program offers a continuum of services to use. CCISD utilizes multiple sources of data to disaggregate student achievement data. Our 2025-2026 District and Campus Ratings demonstrate that we have made significant improvements to our academics with a C rating.

Problem Statements Identifying Student Achievement Needs

Problem Statement	Root Cause
1★ Students are not performing at Meets and Masters level required for the State assessment at secondary levels.	TEKS are not being taught at the depth and complexity that is required for student mastery.

★ = Priority

District Culture and Climate

Summary

CCISD conducted a student, staff, and parent survey. Survey data shows that staff and students understand their vision and mission statements for the District. Evidence supports that students understand that teachers have high expectations of them.

We had 343 students participate in the School Culture and Climate survey. Students that participated were from Crystal City High School, Sterling H. Fly Jr. High, and Benito Juarez Elementary. Data shows that students feel like they belong, feel that teachers and staff care about them, and if they are absent, an adult will notice. Data reflects that students and teachers have a sense of belonging to their respective campuses. Teachers are able to communicate with their supervisors. 57.4% of students feel that bullying exists among students. Students stated that bullying continues to disrupt their social atmosphere and tends to be demonstrated as passive aggressive. Only 56.9% of students feel that boys and girls are treated equal; 44.2% agree that students get along well with each other; 81.9% of students agree that if they hear about a threat to school or student safety, they would report it.

71 staff members participated in the Staff Survey. 67.6% of staff feel that they are treated with respect; 73.5% feel that they have the resources for teaching students with an IEP; 81.4% of staff feel that the school communicates with parents in a timely and ongoing basis; and 77.1% feel that the district is an inviting work environment. 90% of staff feel that they are safe at school; 94.3% feel that the District is protected from potential crime/ threats; 97% of staff know what to do if there is an emergency; and 93% of staff feel that the district emphasizes showing a respect to students' cultural beliefs and practices.

Student discipline data demonstrates violations of the Student Code of Conduct, possession or under the influence, high vape usage, class cutting, high use of vulgar language towards adults, defiance of authority, class disruptions.

Strengths

Despite findings in bullying, high vape usage, vulgar language towards adults, student survey data indicates that students and staff feel safe with the initiatives implemented by CCISD. The initiatives implemented in regards to facility safety were upgrades to perimeter fencing, installed surveillance cameras in buildings and buses, installed vape sensors, increased our police department personnel, installed electronic access for entry points. The District has a clear Emergency Operations Plan. Teachers feel safe going to their admin and feel supported by administrators. Despite our financial setbacks, academics has not been affected. District received a C Rating, CCHS has a C Rating and a Mathematics Distinction, FJH has a D Rating, BJE has a C Rating, and LDZ/ DTR have an A Rating with Distinctions in RLA, Math, Closing Gaps, and Post Secondary Readiness.

Problem Statements Identifying District Culture and Climate Needs

Problem Statement	Root Cause
1 ★ Students feel a sense of belonging to their campus on an independent level; they do not feel the same in the social environment at campus.	Students need further education on social skills.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

CCISD has 112 teachers grades PK3-12th. Teachers are recruited through various means including job fairs, newspaper advertisements, workforce advertisements, social media announcements, and service center advertisements. CCISD has 4 teachers that are not certified, but are enrolled in a University Certification Program or Alternative Education Preparation Program. We have two teachers on a School District Teaching Permit. All other teachers hold an SBEC Standard Certification. 100% of Instructional Aides hold an Educational Aide Certification. Student to teacher ratio is 15:1 at the elementary campuses and 17:1 at the secondary campuses.

TTESS data reflects that 95% of teachers are at the Proficient level; 2% are Accomplished; and 10 teachers are Developing. Teachers fall between 11-20 years of experience. Teacher turnover was at 15.6% and 85% retention.

Most of our teachers are from Crystal City.

Strengths

CCISD provides an Induction Orientation, Professional Development, support for new teachers from campus administrators, and support from the ESC Region 20. Ongoing support provided to staff is conducted through Walk-throughs, Observations/ Feedback, Coaching Cycles, Region 20 LIFT Framework, Common Planning Time, PD for Principals, Directors, Teachers, and Instructional Aides. TQIM's are conducted to spot check areas of support for campuses. TTESS and TPES are utilized to provide support for teachers and principals. Lesson Plan Audits/ Reviews, PLCs, and coaching cycles are conducted to build teacher capacity. Campuses have a Master Schedule with common planning time, discipline management system, and assessment calendar. District and campuses develop Goals to work towards impacting staff and student performance.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement	Root Cause
1 Increased staff absences has impacted school finances through the need for substitutes.	Stronger system is needed to monitor staff attendance and accountability.
2 100% of teachers need to be certified in their teaching area.	Stronger system is needed to recruit only certified teachers.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

CCISD utilizes the TEKS Resource System, supplemental resources, Mission Math, and Science and Math Stemscores that are TEA High Quality Instructional Materials. Bluebonnet was utilized in at BJE to support Tier I instruction. Our curriculum is structured in a logically sequenced unit of instruction. Our Year at a Glance follows the TEKS Resource and our Pacing Calendars follow the Year at a Glance. Instructional Units flow from one unit onto another. Amira was utilized as our Diagnostic Assessment in grades PK-8. Lead4ward professional development was provided to all tested content areas to increase student engagement through instructional strategies.

Our assessment data drives instruction, tiers of intervention, tutorials, pacing calendars, YAGs, and Units of Instruction.

CTE data tracks IBC completers, dual credit grades, and scores for CCMR. CCHS Counselors utilize the CCMR Tracker to ensure students are placed in CTE/ Dual Credit to maximize CCMR credit.

There is a need for training on the use of HQIM and a need for a stronger Diagnostic Tool to help improve RLA and Math. Staff needs a refresher on DMAC. There is a need to increase CCMR courses at FJH to help increase the CCMR credit and help students complete their pathway.

Strengths

CCISD utilizes the Gradual Release of Responsibility Framework, Backwards by Design, lesson plan audits, check point assessments, scheduled PLCs, VER days, professional development days, campus planning days, and special program trainings. Instruction is aligned to TEKS and ELPS. CCISD utilizes HQIM materials, Bluebonnet, TCMPC, DMAC, Field Guides, Lead4ward to ensure the alignment of K-12 TEKS.

Data is used to design instruction and to target critical areas for students. Students have access to instructional materials; 1:1 devices - Chromebooks.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs	
Problem Statement	Root Cause
1★ There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.	Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

★ = Priority

Family and Community Engagement

Summary

CCISD holds various Parent and Community Engagement activities through the year. We hold a Back to School Bash, Trunk or Treat, Title I Parent Meetings, Career Fairs, College Fairs, Blue Santa Event, District Pep Rallies, and Partnering with community agencies to attend their events.

CCISD utilizes School Messenger, Remind Apps, Zavala County Sentinel, Social Media, Sports U, Region 20, and school website to communicate with our parents and community.

Strengths

CCISD utilizes School Messenger, Remind Apps, Zavala County Sentinel, Social Media, Sports U, Region 20, and school website to communicate with our parents and community.

CCISD partners with Connections, Family Services, Camino Real, Vida Y Salud IBH, CRGC, TX Agri-Life, UTSA Trio, Southwest Texas College, Sul Ross University, and Scan to provide support services to our students and parents. CCISD held a Community Townhall Meetings to communicate to the community about our school finances. We have a DSBDM, PTOs, Band and Athletic Boosters, and a SHAC Committee.

Throughout the year, CCISD holds various Parent and Community Engagement activities. The CCISD PD partners with our local law enforcement agencies: Zavala County Sheriff's Department and Crystal City Police Department and first responders to ensure that security measures are in place to sec

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement	Root Cause
1 ★ There is a lack of trust between district, parents, and community.	The financial constraints created a barrier among the district, parents, and the community.

★ = Priority

District Organization

Summary

CCISD provides extensive support to all departments and campuses in financial, assistance in questions with conflicts, responsibilities, parents, and communication. Campuses felt that they are able to reach out to the district office for assistance with difficult issues. Police department, school health, and extra-curricular departments felt that they have received 100% of support. District and campuses conduct after action reviews, we have a District Calendar, District Communication System, PLCs for administrators, weekly safety meetings, TQMs to spot check areas of support for campuses, and safety teams in their own department/ campus organizational structures. Staff have a voice in decision making through the DSBDM, SBDM, staff meetings, CCNA, Attendance Committees, LPACs, and Learning Nights.

CCISD has various avenues to communicate with parents and community: School Messenger, Social Media, SportsYou, CCISD Website, Zavala County Sentinel, notices sent home.

Although academics is improving, there is continued room for improvement in the areas of communication and training.

Strengths

Data suggest that systems are in place for success. Adequate time is devoted to subjects in which students perform poorly through our enrichment courses and intervention blocks. During these classes, teachers will re-teach low tested TEKS, standards, or concepts.

Staff has a voice in decision making and school policies through PLC, surveys, emails, staff meetings, team lead departments, DSBDM, CSBDM, and open door communication.

Despite the financial challenges that the District is facing, instruction is still taking place and extracurricular activities are still on going.

Problem Statements Identifying District Organization Needs

Problem Statement	Root Cause
1★ District is facing financial deficit.	There is a need for stronger internal financial controls and awareness of the budget allocations.

★ = Priority

Technology

Summary

CCISD has 100% capability for online assessments, 10 Gig Fiber, 10 Broadband Service, DDOS- Denial of Service, Baracuda back up for servers, WiFi Access with 500 MB speed, wired network with 10 MB speed per second, Firewall Protection for Phishing, and web filters. We do need continued training on security measures around emails and phone calls. There is a need for PA Systems upgrades; training on software and hardware.

Strengths

CCISD has a Technology Plan that is reviewed and evaluated yearly. Students at JH and HS levels are proficient with technology. Teachers feel comfortable using Google Classroom and Interactive Panels.

Buses and buildings are equipped with surveillance cameras. Our buses are equipped with GPS Bus Tracking. CCISD provides computers for all students and teachers. Our buildings at the secondary campuses are equipped with vape sensors. All administrators, police officers, and nurses are equipped with two-way radios. CCISD has a new electronic timeclock system and substitute management software.

CCISD has 100% capacity for online testing.

The technology that we currently have: desktops for every teacher, servers, Apple IPADS, ViewSonics, Google Suite: Docs, Calendar, Slides, Sheets, Forms, Drive, WorkSpace, Microsoft, Zoom, DMAC, ISATION, Study Island, Think Central, Edgenuity, Atrium Catalog, Book Track, Prodigy, Zearn, E-Hall Pass, Plan4Learning, Raptor, Sports Hudl, Edlio, Adobe, Ascender, Frontline, and Google Emails.

Problem Statements Identifying Technology Needs

Problem Statement	Root Cause
1★ Technology has created a lack of personal connection between teachers and students and students to students that has affected the social environment at campuses.	Overuse of technology in the classrooms.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

Students are not performing at Meets and Masters level required for the State assessment at secondary levels.

TEKS are not being taught at the depth and complexity that is required for student mastery.

2
★

Students feel a sense of belonging to their campus on an independent level; they do not feel the same in the social environment at campus.

Students need further education on social skills.

3
★

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

4
★

There is a lack of trust between district, parents, and community.

The financial constraints created a barrier among the district, parents, and the community.

5
★

District is facing financial deficit.

There is a need for stronger internal financial controls and awareness of the budget allocations.

6
★

Technology has created a lack of personal connection between teachers and students and students to students that has affected the social environment at campuses.

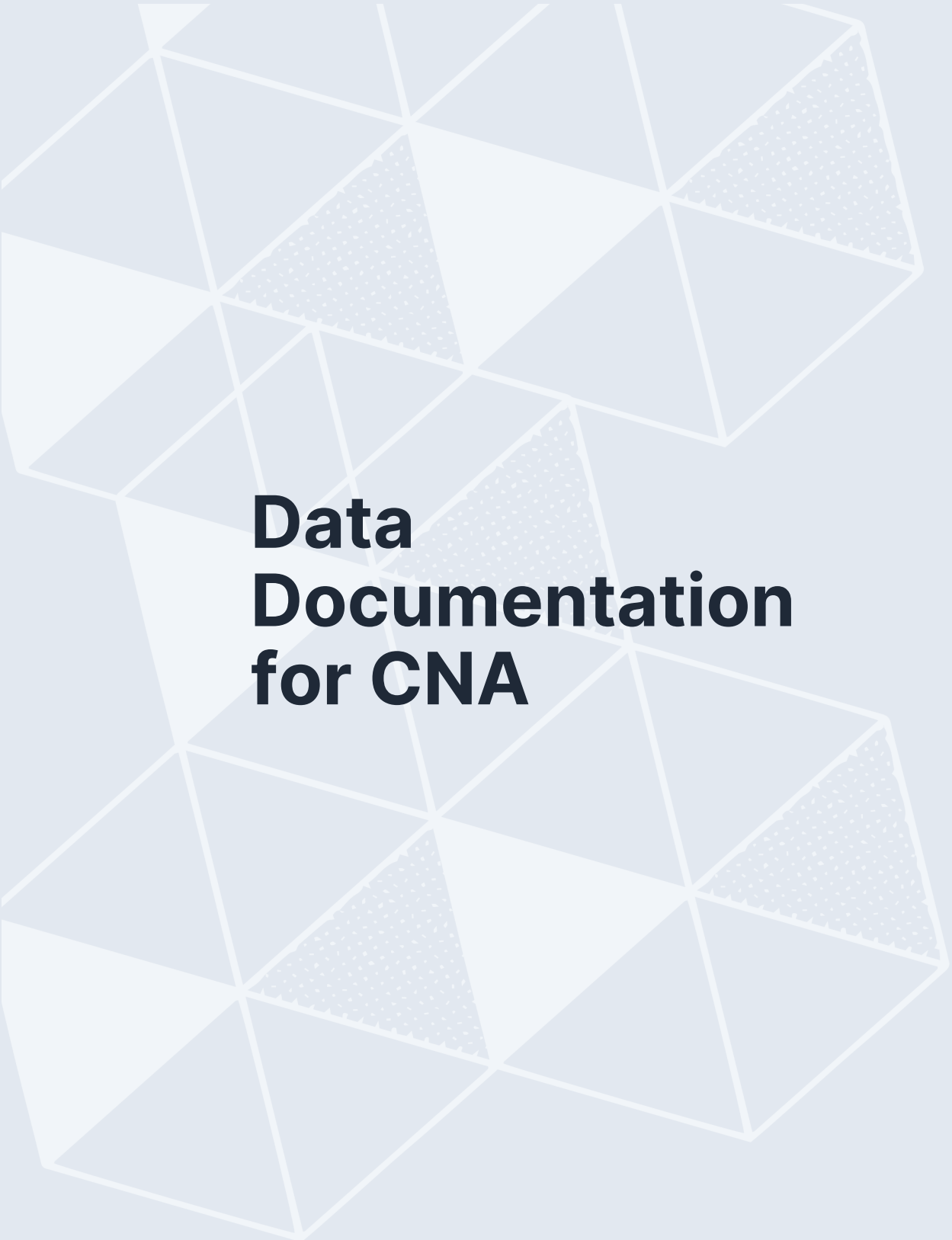
Overuse of technology in the classrooms.

7
★

Data reflects that few students in the ESL Program are reaching English Proficiency.

Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- ☒ District goals
- ☒ Campus goals
- ☒ HB3 Reading and math goals for PreK-3
- ☒ HB3 CCMR goals
- ☒ Performance Objectives with summative review (prior year)
- ☒ Campus/District improvement plans (current and prior years)
- ☒ Planning and decision making committee(s) meeting data
- ☒ State and federal planning requirements

Accountability Data

- ☒ Texas Academic Performance Report (TAPR) data
- ☒ Student Achievement Domain
- ☒ Student Progress Domain
- ☒ Closing the Gaps Domain
- ☒ Effective Schools Framework data
- ☒ Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- ☒ Accountability Distinction Designations
- ☒ Federal Report Card and accountability data

Student Data: Assessments

- ☒ State and federally required assessment information
- ☒ STAAR current and longitudinal results, including all versions
- ☒ STAAR End-of-Course current and longitudinal results, including all versions
- ☒ STAAR released test questions

- ☒ STAAR Emergent Bilingual (EB) progress measure data
- ☒ Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- ☒ Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- ☒ SAT and/or ACT assessment data
- ☒ Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- ☒ Student failure and/or retention rates
- ☒ Local diagnostic reading assessment data
- ☒ Local benchmark or common assessments data
- ☒ Observation Survey results
- ☒ Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- ☒ Prekindergarten Self-Assessment Tool
- ☒ Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- ☒ Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- ☒ Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- ☒ Economically disadvantaged / Non-economically disadvantaged performance and participation data
- ☒ Male / Female performance, progress, and participation data
- ☒ Special education/non-special education population including discipline, progress and participation data
- ☒ Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- ☒ Section 504 data
- ☒ Homeless data
- ☒ Gifted and talented data
- ☒ Dyslexia data
- ☒ Response to Intervention (RtI) student achievement data

- ☒ Dual-credit and/or college prep course completion data
- ☒ Pregnancy and related services data

Student Data: Behavior and Other Indicators

- ☒ Completion rates and/or graduation rates data
- ☒ Annual dropout rate data
- ☒ Attendance data
- ☒ Discipline records
- ☒ Violence and/or violence prevention records
- ☒ Tobacco, alcohol, and other drug-use data
- ☒ Student surveys and/or other feedback
- ☒ Class size averages by grade and subject
- ☒ School safety data
- ☒ Enrollment trends

Employee Data

- ☒ Professional learning communities (PLC) data
- ☒ Staff surveys and/or other feedback
- ☒ Teacher/Student Ratio
- ☒ State certified and high quality staff data
- ☒ Campus leadership data
- ☒ Professional development needs assessment data
- ☒ Evaluation(s) of professional development implementation and impact
- ☒ Equity data
- ☒ T-TESS data
- ☒ T-PESS data

Parent/Community Data

- ☒ Parent surveys and/or other feedback
- ☒ Parent engagement rate
- ☒ Community surveys and/or other feedback

Support Systems and Other Data

- ☒ Organizational structure data
- ☒ Processes and procedures for teaching and learning, including program implementation
- ☒ Communications data
- ☒ Capacity and resources data
- ☒ Budgets/entitlements and expenditures data
- ☒ Action research results



Goals

Goal 1

Leadership Goal: By May 2027, Crystal City ISD will strengthen district and campus leadership capacity by implementing consistent instructional leadership, data-driven decision-making, and progress-monitoring systems, resulting in 100% of district and campus administrators participating in leadership development and conducting documented quarterly reviews of student achievement and campus improvement goals, with evidence of action steps and follow-up.

Performance Objective 1

Leadership Development: By May 2027, 100% of district and campus administrators will participate in targeted professional learning through the LIFT Framework that focuses on instructional leadership, Observation/ Feedback, Professional Learning Communities, data-driven decision-making, and continuous improvement.

Evaluation Data Source: Evaluations, PLC agendas, Student data

Strategy 1

CCISD will provide ongoing professional development for administrators based on identified leadership needs and LIFT Framework plan.

Strategy's Expected Result/Impact: Build administrator capacity for campus supervision.

Staff Responsible for Monitoring: Superintendent of Schools
Director of Curriculum and Special Programs
Director of Human Resources
Director of Special Education

Funding Sources: Professional Development LASO Cycle 4 - LIFT, \$296,100

Formative Reviews

November

January

March

Strategy 2

CCISD will establish administrator coaching, mentoring, and feedback cycles through the LIFT Framework.

Strategy's Expected Result/Impact: Build administrator capacity for campus supervision.

Staff Responsible for Monitoring: Superintendent of Schools
Director of Curriculum and Special Programs

Funding Sources: Professional Development and Coaching LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 3

Provide opportunities for administrators to collaborate and share effective leadership practices through District PLC's.

Strategy's Expected Result/Impact: Build administrator capacity for campus supervision.

Staff Responsible for Monitoring: Superintendent of Schools
Director of Curriculum and Special Programs

Funding Sources: PLC training LASO Cycle 4 - LIFT PLC,

Formative Reviews

November

January

March

Strategy 4

Align professional learning with CCISD district and campus improvement goals.

Strategy's Expected Result/Impact: Alignment in District Goals to Campus Goals and building administrator capacity.

Staff Responsible for Monitoring: Superintendent of Schools
Director of Curriculum and Special Programs
Campus Principals

Funding Sources: Professional Learning LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Performance Objective 2

Data Driven Decision Making: By May 2027, 100% of campuses will conduct documented quarterly data reviews to analyze student achievement, attendance, discipline, and other relevant indicators and develop action plans towards student success.

Strategy 1

Establish a consistent district-wide data review process and calendar.

Strategy's Expected Result/Impact: Improved data analysis process to create action plans around student improvement.

Staff Responsible for Monitoring: Superintendent, Director of C&I, Assessment and Accountability Coordinator, Campus Principals

Funding Sources: PLCs LASO Cycle 4 - LIFT PLC,

Formative Reviews

November

January

March

Strategy 2

Train campus leadership teams to analyze multiple sources of student data through LIFT.

Strategy's Expected Result/Impact: Increased student performance and staff capacity.

Staff Responsible for Monitoring: Superintendent, Director of C&I

Funding Sources: PLC LASO Cycle 4 - LIFT PLC,

Formative Reviews

November

January

March

Strategy 3

Use assessment and student performance data to identify strengths, gaps, and priority student groups and develop action plans to target areas of need.

Strategy's Expected Result/Impact: Improved student performance in academics.

Staff Responsible for Monitoring: Superintendent, Director of C&I, Assessment & Accountability Coordinator, Principals

Formative Reviews

November

January

March

Strategy 4

Develop action steps and monitor implementation during subsequent leadership meetings.

Strategy's Expected Result/Impact: Improved student performance in academics.

Staff Responsible for Monitoring: Superintendent, Director of C&I, Assessment & Accountability Coordinator, Principals

Formative Reviews

November

January

March

Performance Objective 3

Accountability and Progress Monitoring: By May 2027, 100% of district and campus improvement goals will be monitored at least quarterly, with leadership teams documenting progress, identifying barriers, and implementing corrective actions when necessary.

Evaluation Data Source: Meeting Agendas, Sign In Sheets, Action Plans

Strategy 1

Establish quarterly District Improvement Plan and Campus Improvement Plan monitoring meetings.

Strategy's Expected Result/Impact: Increased awareness on District and Campus status.

Staff Responsible for Monitoring: Superintendent, Director of C&I, Campus Principals

Formative Reviews

November

January

March

Strategy 2

Review implementation data and student outcome data at each monitoring cycle.

Strategy's Expected Result/Impact: Improved student performance.

Staff Responsible for Monitoring: Superintendent, Director of C&I, Assessment & Accountability Coordinator, Campus Principals

Formative Reviews

November

January

March

Strategy 3

Communicate progress and needed adjustments to appropriate stakeholders.

Strategy's Expected Result/Impact: Increased awareness on District and Campus academic status.

Staff Responsible for Monitoring: Superintendent, Director of C&I, Assessment & Accountability Coordinator, Campus Principals

Formative Reviews

November

January

March

Goal 2

Curriculum, Instruction, Assessment and Student Achievement:
In collaboration with campus administrators, engage in strategic planning to better understand and develop content area systems and adapting and applying systems for specific needs.

Performance Objective 1 High Priority HB3 Goal

By May 2027, CCISD student performance in Meets Level in Domain I: Student Achievement will increase from 38% to 52%.

Evaluation Data Source: Texas School Report Card, TAPR

Strategy 1

Data-driven decisions will guide acceleration courses, intervention lessons, and activities for all students to close the achievement gaps.

Strategy's Expected Result/Impact: Academic progress and growth measures will indicate that 100% of all students have achieved, minimally, one year's growth.

Staff Responsible for Monitoring: C&I Director, Instructional Coaches, Data Fellow, Program Directors, and Campus Administrators

Funding Sources: Professional Development 255 Title II, Part A, TPTR, \$12,000

Formative Reviews

November

January

March

Strategy 2

Continue to utilize new and emerging technologies in lesson design to improve overall student engagement and increase learning outcomes.

Strategy's Expected Result/Impact: Learner outcomes will reflect the authentic use of technology.

Staff Responsible for Monitoring: C&I Director, Instructional Coaches, Data Fellow, Program Directors, and Campus Administrators

Funding Sources: Technology Regular Program Allotment,

Formative Reviews

November

January

March

Strategy 3

Focus on data to monitor growth including, students who made growth, students who did not make growth to improve Domain II A: Student Growth.

Strategy's Expected Result/Impact: Increase student performance in all performance levels.

Staff Responsible for Monitoring: Superintendent, Principals, C&I Director, Assessment & Accountability Coordinator, and Instructional Coaches

Funding Sources: Additional School Days 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 4

Allocate time to meet with PLCs to discuss the specific supports needed for increasing student performance.

Strategy's Expected Result/Impact: Improved teacher and student performance.

Staff Responsible for Monitoring: Superintendent and Principals

Formative Reviews

November

January

March

Strategy 5

Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 as per Section 1112(c)(3).

Strategy's Expected Result/Impact: Compliance with ESSA Statute.

Staff Responsible for Monitoring: Superintendent, Principals, C&I Director, Assessment & Accountability Coordinator, and Campus Principals

Formative Reviews

November

January

March

Strategy 6

Early childhood education will comply with the head start performance standards for eligible and qualifying students as per Section 1112(c)(7).

Strategy's Expected Result/Impact: Compliance with ESSA Statute.

Staff Responsible for Monitoring: Superintendent, Principals, C&I Director, and Campus Principal

Funding Sources: Program implementation. Early Education Allotment,

Formative Reviews

November

January

March

Performance Objective 2 High Priority HB3 Goal

The percentage of students in grade 3 who score at MEETS or above on the Grade 3 STAAR Reading state assessment will increase from 58% to 68% by May 2027.

Evaluation Data Source: EOY Performance on Grade 3 STAAR Reading

Strategy 1

Deliver high-impact targeted professional development on the effective use of high-yield strategies and high-quality instructional materials (HQIM) in reading through the LIFT Framework.

Strategy's Expected Result/Impact: Improved Tier I lesson delivery and student performance.

Staff Responsible for Monitoring: C & I Director, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Professional Development Resources LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 2

Provide continuous instructional coaching support to RLA teachers on the implementation of research-based instructional strategies, lesson design, and effective delivery of reading instruction and Bluebonnet Curriculum for 3rd Grade RLA.

Strategy's Expected Result/Impact: Improved Tier I instruction: 85% of Kindergarten to grade 3 students receiving Tier I instruction only will be reading on level by the time they complete third grade.

Staff Responsible for Monitoring: C & I Director, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Coaching and Lesson Internalization LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 3

Use content-based vertically-aligned professional development and PLC's to internalize Bluebonnet Curriculum to plan for small group instruction and intervention.

Strategy's Expected Result/Impact: Improved Tier I Instruction: Teachers are prepared to deliver high quality reading & writing instruction with targeted supports.

Staff Responsible for Monitoring: C & I Director, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Lesson Internalization PLCs LASO Cycle 4 - LIFT PLC,

Formative Reviews

November

January

March

Strategy 4

Effective implementation of tiered reading intervention.

Strategy's Expected Result/Impact: Improved Tier II and III Instruction: Campus leaders and teachers will leverage diagnostic reading data and align it to the most appropriate reading intervention resources.

Staff Responsible for Monitoring: C & I Director, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Diagnostic Tool and Intervention 124 State Comp Ed (SCE), Accelerated Ed,

Formative Reviews

November

January

March

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Data reflects that few students in the ESL Program are reaching English Proficiency.

Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.

Performance Objective 2 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Students are not performing at Meets and Masters level required for the State assessment at secondary levels.

TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 3 ☒ High Priority ☒ HB3 Goal

The percentage of students in grade 3 who score at MEETS or above on the Grade 3 STAAR Math state assessment will increase from 59% to 65% by May 2027.

Evaluation Data Source: EOY Performance on Grade 3 STAAR Math

Strategy 1 ☒ Results Driven Accountability ☒ Talent Plan

Utilize the Bluebonnet Curriculum to create alignment between curriculum, instruction, and assessment that is research-based, standards-based and vertically aligned to address all students and their individual learning needs.

Strategy's Expected Result/Impact: Increased student performance and instructional alignment through the Bluebonnet Curriculum.

Staff Responsible for Monitoring: C & I Director, Campus Principals, Program Directors

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Curriculum and training LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 2 Results Driven Accountability Talent Plan

Provide professional development and time to support Math teachers with lesson internalizing for the Bluebonnet Curriculum.

Strategy's Expected Result/Impact: Teachers will be prepared to deliver high quality mathematics instruction.

Staff Responsible for Monitoring: C & I Director, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Curriculum and training. LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 3 Results Driven Accountability Talent Plan

Identify instructional components that develop fluency and number sense based on conceptual and procedural understandings.

Strategy's Expected Result/Impact: Students will be able to compute accurately, efficiently, and flexibly show mastery of conceptual understanding.

Staff Responsible for Monitoring: C & I Director, Campus Principals, Program Directors

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Training LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 4 Results Driven Accountability

Utilize research based instructional strategies that address the needs of students with

disabilities, English language learners, students struggling to learn mathematics, and gifted learners.

Strategy's Expected Result/Impact: Students will develop ways of knowing and thinking mathematically that can help support them in problem solving and reasoning for life.

Staff Responsible for Monitoring: C & I Director, Campus Principals, Program Directors

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Training 121 State Gifted & Talented (G/T), , Training 125 State Bilingual/ESL, , Training 123 State Special Education (Sped),

Formative Reviews

November January March

Strategy 5

Identify and apply assistive technologies, both physical and digital, that support the development of conceptual and procedural understanding leading to fluency, number sense, and problem-solving proficiency.

Strategy's Expected Result/Impact: Provide cohesion and clarity on expectations for high quality math instruction.

Staff Responsible for Monitoring: C & I Director, Campus Principals, Program Directors

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Adaptive Technologies 224 IDEA B - Formula Special Ed (Sped),

Formative Reviews

November January March

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement		Root Cause
1	Data reflects that few students in the ESL Program are reaching English Proficiency.	Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.

Performance Objective 3 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Students are not performing at Meets and Masters level required for the State assessment at secondary levels.	TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 3 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.	Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 4 ☒ High Priority ☒ HB3 Goal

Incorporate data-driven decision-making processes and defined actions to target the needs of teachers and students who are not performing at expected levels.

Evaluation Data Source: Accountability 2024 Data, T-PESS & T-TESS Data, Walkthrough Data, Cluster Evaluations, Professional Development Evaluations and Feedback

Strategy 1 ☒ Results Driven Accountability ☒ Talent Plan

Implement districtwide leadership and professional development forums.

Strategy's Expected Result/Impact: Improved building capacity practices both at the teacher and administrator level; improved data-driven conversations to build leadership capacity, improved student achievement

Staff Responsible for Monitoring: C&I Director, Instructional Coaches, Data Fellow, Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Technology 1

Funding Sources: Professional Development LASO Cycle 4 - LIFT,

Formative Reviews

November

January

March

Strategy 2

Standardize data collection and analysis processes with a focus on core academic subjects and tested areas to drive instructional decisions and student support services on a consistent and ongoing basis.

Strategy's Expected Result/Impact: Improved student outcomes and performance

Staff Responsible for Monitoring: C&I Director, Instructional Coaches, Data Fellow, Campus Administrators

Problem Statements: Student Achievement 1

Funding Sources: Data Management System 124 State Comp Ed (SCE), Accelerated Ed,

Formative Reviews

November

January

March

Strategy 3 **Results Driven Accountability**

Prepare and conduct data PLCs to report the ongoing state of each campus, grade levels, subject areas, teachers, and students.

Strategy's Expected Result/Impact: Targeted interventions and support; improved administrator, teacher, and student outcomes

Staff Responsible for Monitoring: Superintendent and Campus Principals

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Data Management System 124 State Comp Ed (SCE), Accelerated Ed,

Formative Reviews

November

January

March

Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	Data reflects that few students in the ESL Program are reaching English Proficiency.	Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Students are not performing at Meets and Masters level required for the State assessment at secondary levels.

TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 4 Problem Statements Identifying Technology

Problem Statement

Root Cause

1

Technology has created a lack of personal connection between teachers and students and students to students that has affected the social environment at campuses.

Overuse of technology in the classrooms.

Performance Objective 5 ☒ High Priority ☒ HB3 Goal

Address learning loss and academic gaps for identified students to ensure they are on track for grade level expectations and graduation.

Evaluation Data Source: Reading and Math Diagnostic Data, Curriculum-Based Assessments, Benchmark Results, STAAR Interim Assessments, other student data measures such as, course-credit data, at-risk data

Strategy 1 ☒ Results Driven Accountability ☒ Talent Plan

Teachers will in grades K-8 will utilize diagnostic data in reading and math to create learning groups and tiered instruction that targets the learning needs of each student.

Strategy's Expected Result/Impact: Improved student performance for all at-risk students as measured by varied data sources and EOY performance results

Staff Responsible for Monitoring: Superintendent, C&I Director, Data Fellow, Campus Administrators, Program Directors

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Formative Reviews

November

January

March

Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Data reflects that few students in the ESL Program are reaching English Proficiency.

Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.

Performance Objective 5 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Students are not performing at Meets and Masters level required for the State assessment at secondary levels.

TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 5 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 6 ☒ **High Priority** ☒ **HB3 Goal**

The percentage of Emergent Bilingual students obtaining English language proficiency will increase from 37% to 55% by May 2027.

Evaluation Data Source: Federal Report Card and TELPAS EOY Results

Strategy 1 ☒ **Results Driven Accountability** ☒ **Talent Plan**

Ensure that campus staff providing ESL instruction know student current proficiency levels in Reading, Writing, Listening, and Speaking.

Strategy's Expected Result/Impact: Improved Emergent Bilingual student performance in TELPAS.

Staff Responsible for Monitoring: Federal Programs Director, ESL Teachers, Campus Administrators

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Training on Revised ELPS 125 State Bilingual/ESL,

Formative Reviews

November	January	March
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Strategy 2 **Talent Plan**

Utilize Summit K-12 to provide supplemental support in Reading, Writing, Listening, and Speaking to ESL students.

Strategy's Expected Result/Impact: Improved performance for EB students

Staff Responsible for Monitoring: Federal Programs Director, Campus Administrators, and ESL Teachers

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Resources for Intervention 125 State Bilingual/ESL, \$4,000

Formative Reviews

November	January	March
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Strategy 3

Provide professional development to ESL teachers on revised ELPS.

Strategy's Expected Result/Impact: Improved instruction to impact student performance in TELPAS.

Staff Responsible for Monitoring: Federal Programs Director

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Professional Development 125 State Bilingual/ESL, \$2,000

Formative Reviews

November

January

March

Strategy 4

Monitor the implementation of the ELPS in core content areas to support Reading, Writing, Listening, and Speaking.

Strategy's Expected Result/Impact: Improved instruction to impact EB student EL proficiency.

Staff Responsible for Monitoring: Federal Programs Director and Campus Administrators

Problem Statements: Demographics 1 - Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: ELPS training 125 State Bilingual/ESL,

Formative Reviews

November

January

March

Performance Objective 6 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

Data reflects that few students in the ESL Program are reaching English Proficiency.

Although students demonstrate growth in state assessments, they are not mastering their TELPAS at Advanced High level and ELPS are not fully implemented.

Performance Objective 6 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Students are not performing at Meets and Masters level required for the State assessment at secondary levels.

TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 6 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 7 ☒ High Priority ☒ HB3 Goal

Strategically expand enrichment and differentiated instruction for all students based on clearly articulated and defined needs.

Evaluation Data Source: Walkthrough and Observation Data, Evidence of Continuum of Services, Performance Data

Strategy 1

Use data to guide both enrichment and differentiated practices and activities for all students to expand and close the achievement gaps.

Strategy's Expected Result/Impact: Improved student performance

Staff Responsible for Monitoring: C&I Director, Instructional Coaches, Data Fellow, Program Directors, Campus Principals

Funding Sources: Differentiated Resources 224 IDEA B - Formula Special Ed (Sped),

Formative Reviews

November

January

March

Strategy 2 ☒ Results Driven Accountability ☒ Talent Plan

New and emerging technologies are incorporated with teaching and learning to enhance engagement and learning outcomes, including students' unique needs, as appropriate.

Strategy's Expected Result/Impact: Improved learner outcomes reflective of authentic use of technology

Staff Responsible for Monitoring: C&I Director, Instructional Coaches, Data Fellow, Program Directors, Campus Principals

Funding Sources: Emerging Technologies 124 State Comp Ed (SCE), Accelerated Ed, \$10,000

Formative Reviews

November

January

March

Strategy 3

Provide students opportunities to complete credit by exam in order to accelerate their graduation requirements.

Strategy's Expected Result/Impact: Students will be able to have greater access to more courses onto their schedules for more Advanced Academic Courses/ Dual Credit Courses/ CTE Dual Credit Courses/ CTE Courses.

Staff Responsible for Monitoring: Campus Principal

Campus Counselors

District Testing Coordinator

C&I

Federal Programs Director

Funding Sources: Perkins Grant 244 Perkins Career & Technical Ed (CTE), \$1,000, Title IV 289 Title IV, Part A, SAEPP, \$1,000

Formative Reviews

November

January

March

Strategy 4

Provide migratory students or former migrant students services needed to remove possible instructional barriers that may arise.

Strategy's Expected Result/Impact: Close instructional gaps for high focus students.

Staff Responsible for Monitoring: C&I Director, Federal Programs Director, Assessment and Accountability Coordinator, Campus Principals, Counselors

Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Instructional resources 211 Title I, Part A,

Formative Reviews

November

January

March

Performance Objective 7 Problem Statements Identifying Student Achievement

Problem Statement	Root Cause
1 Students are not performing at Meets and Masters level required for the State assessment at secondary levels.	TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 7 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.	Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Goal 3

Post-Secondary Readiness: The percentage of graduates who meet CCMR criteria as measured by the A-F Accountability System will increase from 70 in August 2026 to 90 in August 2030.

Performance Objective 1 **High Priority** **HB3 Goal**

The CCMR component score, or the percent of graduates who meet CCMR standards, will increase from 70% to 90% by August 2030.

Evaluation Data Source: CCMR Tracking System, Classroom Observations, CTE Certification Report, IBC Annual Report, Texas School Report Card

Strategy 1 **Results Driven Accountability** **Talent Plan**

The percent of students earning an Industry Based Certification and receive credit for an aligned Level II or higher course will increase from 54% in August 2026 to 90% in August 2030.

Strategy's Expected Result/Impact: Increased CCMR Accountability Rating

Staff Responsible for Monitoring: C&I Director, CCHS Principal, School Counselors

Funding Sources: 244 Perkins Career & Technical Ed (CTE), \$2,000

Formative Reviews

November

January

March

Strategy 2

Create a college preparatory course to assist students in preparation for TSI in both Reading and Math.

Strategy's Expected Result/Impact: Increase TSI scores from 12.8% to 18%.

Staff Responsible for Monitoring: High School Principal and Lead Counselor

Funding Sources: Resources for Texas College Bridge 122 State Career & Technical Ed (CTE), \$3,000

Formative Reviews

November

January

March

Strategy 3

Coordinate with Texas Workforce Commission to create awareness of employability for students in special programs.

Strategy's Expected Result/Impact: Increase the percent f graduates with a completed IEP who are workforce ready.

Staff Responsible for Monitoring: Special Education Director, VAC Transition Coordinator, and Campus Principal.

Problem Statements: Student Achievement 1 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1

Funding Sources: Student resources for Texas Workforce 123 State Special Education (Sped),

Formative Reviews

November

January

March

Strategy 4

Utilize the Texas College Bridge to increase the number of students receiving CCMR credit.

Strategy's Expected Result/Impact: Increase CCMR Credit for CCISD and CCHS

Staff Responsible for Monitoring: C&I Director, CCHS Principal, CCHS Counselors

Funding Sources: Texas College Bridge 122 State Career & Technical Ed (CTE), \$3,000

Formative Reviews

November

January

March

Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Students are not performing at Meets and Masters level required for the State assessment at secondary levels.	TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 1 Problem Statements Identifying District Culture and Climate

Problem Statement	Root Cause
1 Students feel a sense of belonging to their campus on an independent level; they do not feel the same in the social environment at campus.	Students need further education on social skills.

Performance Objective 1 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement	Root Cause
1 There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.	Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 1 Problem Statements Identifying Family and Community Engagement

Problem Statement	Root Cause
1 There is a lack of trust between district, parents, and community.	The financial constraints created a barrier among the district, parents, and the community.

Performance Objective 2

Secondary campuses will provide opportunities for the preparation and administration of College and Military Readiness Assessments.

Evaluation Data Source: CCMR Verifier, ACT, SAT, TSIA, PSAT, and ASVAB Data

Strategy 1

Increase parent and student awareness on the importance of the ACT, SAT, TSIA, PSAT, and ASVAB Assessments.

Strategy's Expected Result/Impact: Increase student participation on CCMR Assessments.

Staff Responsible for Monitoring: District Testing Coordinator, Federal Programs Director, Secondary Campus Principals, and Secondary Campus Counselors.

Funding Sources: 211 Title I, Part A, \$1,000

Formative Reviews

November

January

March

Strategy 2

Increase student participation on ACT, SAT, TSIA, PSAT, and ASVAB Assessments.

Strategy's Expected Result/Impact: Increase student participation and CCMR accountability.

Staff Responsible for Monitoring: District Testing Coordinator, Federal Programs Director, Secondary Campus Principals, and Secondary Campus Counselors.

Formative Reviews

November

January

March

Performance Objective 3

Students at secondary campuses will be provided opportunities to take Dual Credit Courses beginning at 9th grade; therefore, increasing the likelihood of completing high school with an Associate's Degree.

Evaluation Data Source: CCMR Verifier, CCMR Tracker

Strategy 1

Increase parent and student awareness of the opportunities for Dual Credit Courses beginning at 9th grade through Parent Engagement Meetings.

Strategy's Expected Result/Impact: Increase the number of students earning an Associate's Degree during their Senior year at CCHS.

Staff Responsible for Monitoring: Federal Programs Director, High School Principal, and High School Counselors.

Problem Statements: Family and Community Engagement 1

Funding Sources: 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 2

125

Provide opportunities for TSIA Assessment beginning in the 8th grade to increase CCMR credit and opportunity for Dual Credit courses.

Strategy's Expected Result/Impact: Increase CCMR and Dual Credit participation.

Staff Responsible for Monitoring: Assessment and Accountability Coordinator, C&I Director, Principals, Counselors

Formative Reviews

November

January

March

Strategy 3

Increase the number of students that graduate with completed individualized education program (IEP) and are workforce readiness

Strategy's Expected Result/Impact: Increase CCMR for the District and CCHS.

Staff Responsible for Monitoring: Superintendent, C&I Director, Special Education Director, VAC Transition Coordinator/ARD Facilitator, Assessment and Accountability Coordinator, Principals, and Counselors

Formative Reviews

November

January

March

Strategy 4

Participate in PEIMS coding training to ensure that accurate coding is indicated for CCMR credit.

Strategy's Expected Result/Impact: Increased CCMR credit for all groups participating in CCMR.

Staff Responsible for Monitoring: C&I Director, PEIMS Coordinator, Assessment and Accountability Coordinator, Registrars, and Campus Principals.

Formative Reviews

November

January

March

Strategy 5

Provide a greater opportunity for high focus groups are participating in dual credit, CTE Pathways, and college prep courses.

Strategy's Expected Result/Impact: Increased CCMR component score.

Staff Responsible for Monitoring: C&I Director, Assessment and Accountability Coordinator, Campus Principals, Counselors.

Formative Reviews

November

January

March

Performance Objective 3 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	There is a lack of trust between district, parents, and community.	The financial constraints created a barrier among the district, parents, and the community.

Goal 4

Student Support Services: Crystal City ISD will provide for its students targeted counseling and support services.

Performance Objective 1 High Priority

Establish systematic counseling support, including classroom guidance, that is tied to The Texas Model for Comprehensive School Counseling Programs and that fully addresses ongoing Character Education lessons that are age-appropriate.

Evaluation Data Source: Attendance & Discipline data, perceptual data (students, parents, staff), STAAR data, counseling referrals and logs

Strategy 1 Results Driven Accountability Talent Plan

Provide ongoing counselor sessions in classrooms based on students' needs to include bullying, harassment, student mental health, and other socially appropriate needs.

Strategy's Expected Result/Impact: Improved character development

Staff Responsible for Monitoring: Federal Programs Director, Principals, School Counselors

Funding Sources: Counseling Curriculum Regular Program Allotment, \$3,000

Formative Reviews

November

January

March

Strategy 2 Talent Plan

Provide required training for all staff to include bullying, child abuse, sexual harassment, suicide awareness, bloodborne pathogens, anaphylaxis and food allergies, student mental health, student drug and alcohol related abuse, and Stop the Bleed.

Strategy's Expected Result/Impact: Improved culture and climate

Staff Responsible for Monitoring: Federal Programs Director, District Health Coordinator, HR Director, School Counselors, Behavior and Equity Coordinator

Funding Sources: Professional Development Regular Program Allotment,

Formative Reviews

November

January

March

Strategy 3

Ensure that parent consent notices are sent out at that beginning of the year for consent for mental health counseling and consent for basic health treatment by our nurses.

Strategy's Expected Result/Impact: Improved student mental and physical health.

Staff Responsible for Monitoring: Federal Programs Director, Special Education Director, Campus Principals, Nurses, and Counselors

Formative Reviews

November

January

March

Strategy 4

Coordinate and integrate services for Emergent Bilinguals, children with disabilities, migratory children, American Indians, Alaskan Natives, Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation.

Strategy's Expected Result/Impact: Increase educational opportunity for high focus population.

Staff Responsible for Monitoring: C&I Director, Federal Programs Director, Special Education Director, Campus Principals, Nurses, and Counselors

Formative Reviews

November

January

March

Strategy 5

Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials.

Strategy's Expected Result/Impact: Increase opportunity for students eligible under Title I.

Staff Responsible for Monitoring: C&I Director, Federal Programs Director, Special Education Director

Formative Reviews

November

January

March

Performance Objective 2 High Priority

Collaborate with Mental Health outreach services and local welfare agencies to provide wrap-around services to students and families.

Strategy 1 Talent Plan

Secure outreach partners to provide services to students based on identified needs and outcries.

Strategy's Expected Result/Impact: Stabilized and improved social-emotional state of being

Staff Responsible for Monitoring: Superintendent, Federal Programs Director, SPED Director, Principals, School Counselors, Behavior Health and Equity Coordinator

Funding Sources: Training Regular Program Allotment,

Formative Reviews

November

January

March

Strategy 2

Designate a point of contact at the District Office and Campus Offices to ensure communication between the District and the agencies.

Strategy's Expected Result/Impact: Increase support for identified students.

Staff Responsible for Monitoring: C&I Director, Federal Programs Director, SPED Director, Principals, School Counselors

Formative Reviews

November

January

March

Goal 5

Parent Family & Community Engagement: Crystal City ISD will engage all stakeholders in developing stronger communication and parent & community engagement through positive and collaborative partnerships.

Performance Objective 1 High Priority

CCISD will improve on its two-way communication with parents and families to bridge and enhance authentic involvement and student learning, including monthly parent communication from each campus.

Evaluation Data Source: Communication logs and evaluation feedback; monthly communications

Strategy 1 Talent Plan

Engage staff, parents, and community in authentic conversations focused on improving the CCISD, its services, and communication using a variety of methods to include focus groups, platicas, social media platforms, and survey tools.

Strategy's Expected Result/Impact: Opportunity to gather first-hand information on CCISD services and programs

Staff Responsible for Monitoring: Federal Programs Director, Chief Information Officer, Network Specialist, Campus Principals

Funding Sources: Parent Engagement 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 2 Talent Plan

Determine district and campus specific strategies for creating systemic two-way communication with parents and families.

Strategy's Expected Result/Impact: Improved communication with parents and families

Staff Responsible for Monitoring: Federal Programs Director, Chief Information Officer, Network Specialist, Campus Principals

Formative Reviews

November

January

March

Strategy 3

Implement multiple strategies to improve and measure the culture in campuses and departments across the district.

Strategy's Expected Result/Impact: Improved organizational health

Staff Responsible for Monitoring: Superintendent, Federal Programs Director, Human Resource Director, Campus Principals,

Formative Reviews

November

January

March

Performance Objective 2 High Priority

Provide ongoing opportunities to foster relationships and partnerships with parents and families, including increased and consistent methods of communication.

Evaluation Data Source: Activity agendas, Logs, Evaluations, Feedback, Social Media

Strategy 1 Talent Plan

Increase participation in district and campus events that connect the home and school, with an emphasis on quantity and quality of activities.

Strategy's Expected Result/Impact: Authentic home and school connections and participation

Staff Responsible for Monitoring: Federal Programs Director, Chief Information Officer, Campus Principals

Funding Sources: Parental Engagement Funds 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 2 Talent Plan

Increase parent contacts to ensure that timely and adequate information is provided to keep them informed about students' progress and learning needs.

Strategy's Expected Result/Impact: Improved coordinated efforts to address students' needs

Staff Responsible for Monitoring: Federal Programs Director, Chief Information Officer, Campus Principals

Problem Statements: District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1

Funding Sources: Parent engagement 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 3

The CCISD Executive Team will engage in a continuous process of evaluation of district initiatives, programs, organizational efficiencies, and develop systems of transparency.

Strategy's Expected Result/Impact: A balanced budget with systems of accountability and transparency eliminating programs that do not promote positive outcomes

Staff Responsible for Monitoring: Superintendent, Executive and Cabinet Teams, District Leadership Team, Consultants, Campus Administrators

Problem Statements: Family and Community Engagement 1

Formative Reviews

November

January

March

Strategy 4

Notify the parents of each student attending a Title I campus of the Parents' Right-To-Know informational through parent engagement meeting, brochure, and/ or informational on school website.

Strategy's Expected Result/Impact: Increase parent awareness of Title I.

Staff Responsible for Monitoring: C&I Director, Chief Information Officer, Campus Principals

Problem Statements: Family and Community Engagement 1

Funding Sources: Parent Notices 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 5

Provide qualified interpretation and translation services for parent meetings, enrollment, conferences, transportation coordination, and other essential communications if needed.

Strategy's Expected Result/Impact: Remove language barriers with parents and community.

Staff Responsible for Monitoring: C&I Director, Chief Information Officer, Public Information Officer, Campus Principals

Problem Statements: Family and Community Engagement 1

Funding Sources: Parent notices and information 211 Title I, Part A,

Formative Reviews

November

January

March

Strategy 6

Notify parents of each student attending any school receiving Title I, Part A funds of Testing Transparency as per Section 1112(e) (2).

Strategy's Expected Result/Impact: Increase parent awareness of Title I.

Staff Responsible for Monitoring: C&I Director, Chief Information Officer, Public Information Officer, Campus Principals

Formative Reviews

November

January

March

Performance Objective 2 Problem Statements Identifying District Culture and Climate

Problem Statement

Root Cause

1

Students feel a sense of belonging to their campus on an independent level; they do not feel the same in the social environment at campus.

Students need further education on social skills.

Performance Objective 2 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 2 Problem Statements Identifying Family and Community Engagement

	Problem Statement	Root Cause
1	There is a lack of trust between district, parents, and community.	The financial constraints created a barrier among the district, parents, and the community.

Goal 6

Facilities and Operations: Crystal City ISD will provide learning environments and structures designed to promote the physical safety and wellness for students and staff.

Performance Objective 1 High Priority

100 % of safety and security measures that safeguard the district, campuses, and learning environment will be implemented.

Evaluation Data Source: Safety and Security Logs, Emergency Operations Plans, Camera Systems, Counseling and Service Logs

Strategy 1

Ensure that 100% of all Emergency Operations Plans, safety drills, staff training, and facilities checks are conducted and debriefed with corrective actions, as necessary.

Strategy's Expected Result/Impact: Safe and secure campuses and facilities

Staff Responsible for Monitoring: Superintendent, Emergency Operations Coordinator, Chief Information Officer, Chief of Police, Campus Principals, and Facilities and Operations Specialists

Funding Sources: Support for Safety Technology 199 General Fund, \$10,000

Formative Reviews

November

January

March

Strategy 2

Implementation of the data input for the Sentinel safety application in accordance with TEA Guidelines and HB 3.

Strategy's Expected Result/Impact: Standardized behavioral threat assessments.

Staff Responsible for Monitoring: Superintendent and Safety Designees

Formative Reviews

November

January

March

Performance Objective 2 High Priority

Assess, provide, and maintain instructional facilities that support a safe, healthy, and conducive learning environment.

Evaluation Data Source: Facility reviews, Maintenance Logs, Food Service Feedback, Emergency Operations Plan

Strategy 1

Establish district and campus systems to monitor facility needs and communicate these with district administrators for 100% compliance.

Strategy's Expected Result/Impact: Improved facilities, students' safety, and school learning environment

Staff Responsible for Monitoring: Superintendent, TQM team, Facility and Operations Specialists, Child Nutrition Manager, District and Campus administrators

Formative Reviews

November

January

March

Performance Objective 3

Every campus will incorporate the Behavioral Threat Assessment Team to assess threats within the campus.

Evaluation Data Source: Discipline Reports, Counselor Referrals, Sentinel

Strategy 1

Campus Behavioral Threat Assessment Teams will attend training provided by the Texas Safety School Center.

Strategy's Expected Result/Impact: Provide a safe environment for student learning.

Staff Responsible for Monitoring: Superintendent and Principals

Funding Sources: Safety Teams Professional Development Safety Allotment, \$2,000

Formative Reviews

November

January

March

Performance Objective 4

Provide transportation access to eligible students identified under the McKinney-Vento Act and Foster Care protection including school of origin.

Strategy 1

Ensure that 100% of identified students receive an individualized transportation plan or appropriate transportation support within 5 school days of identification or notification of need.

Strategy's Expected Result/Impact: Remove educational barriers to students experiencing homelessness or under foster care.

Staff Responsible for Monitoring: C&I Director, Federal Programs Director, Campus Principals, Counselors, Maintenance and Operations Director

Problem Statements: Student Achievement 1 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1

Funding Sources: Transportation for identified students. 211 Title I, Part A, , Transportation for identified students. 123 State Special Education (Sped),

Formative Reviews

November

January

March

Strategy 2

Collaborate with families, campus staff, transportation services, foster care partners, community agencies, and school of origin to address transportation needs, monitor service delivery, and resolve barriers promptly.

Strategy's Expected Result/Impact: Remove educational barriers to students experiencing homelessness or under foster care.

Staff Responsible for Monitoring: C&I Director, Federal Programs Director, Campus Principals, Counselors, Maintenance and Operations Director

Problem Statements: Student Achievement 1 - District Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Family and Community Engagement 1

Funding Sources: Transportation 211 Title I, Part A,

Formative Reviews

November

January

March

Performance Objective 4 Problem Statements Identifying Student Achievement

Problem Statement

Root Cause

1

Students are not performing at Meets and Masters level required for the State assessment at secondary levels.

TEKS are not being taught at the depth and complexity that is required for student mastery.

Performance Objective 4 Problem Statements Identifying District Culture and Climate

Problem Statement

Root Cause

1

Students feel a sense of belonging to their campus on an independent level; they do not feel the same in the social environment at campus.

Students need further education on social skills.

Performance Objective 4 Problem Statements Identifying Curriculum, Instruction, and Assessment

Problem Statement

Root Cause

1

There is a need for structured evidence-based interventions for students that are one to two years behind in reading and math. This creates a heavy lift for current year teachers to achieve success.

Teachers need further training on how to analyze the data to find the individual student's TEK area of need.

Performance Objective 4 Problem Statements Identifying Family and Community Engagement

Problem Statement

Root Cause

1

There is a lack of trust between district, parents, and community.

The financial constraints created a barrier among the district, parents, and the community.

Goal 7

Organizational Effectiveness: Crystal City ISD will ensure that internal structures are in place to secure the financial security of the District.

Performance Objective 1 High Priority

CCISD will develop an organizational framework including operational excellence, employee and organizational improvement, and financial stewardship to communicate organizational accountability internally and externally.

Evaluation Data Source: Annual survey, appraisal tools,

Strategy 1

100% of Central Office staff will be proficient or above on their annual appraisal, focusing on the effectiveness of the staff member in achieving departmental objectives and professional growth within the CCISD.

Strategy's Expected Result/Impact: Improved department effectiveness and professional growth

Staff Responsible for Monitoring: Superintendent and Consulting Chief Financial Officer

Formative Reviews

November

January

March

Strategy 2

Ensure budget operations are fiscally responsible to demonstrate improvement on the FIRST Rating.

Strategy's Expected Result/Impact: Improve FIRST Rating, pay Debt Service

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Business Manager

Formative Reviews

November

January

March

Strategy 3

District and Campus staff will adhere to financial constraints to ensure the District is able to financially support operations.

Strategy's Expected Result/Impact: Improve FIRST Rating, pay Debt Service, and improve Accreditation Status

Staff Responsible for Monitoring: Superintendent, Chief Financial Officer, Business Manager, C&I Director

Formative Reviews

November

January

March

Goal 8

Student Attendance: Crystal City ISD will ensure that strategies are in place to increase the student attendance by 2% for the 2025-2026 school year.

Performance Objective 1 **High Priority**

Regular student attendance will increase by 2% for the 2026 - 2027 school year.

Evaluation Data Source: Ascender student attendance

Strategy 1

Attendance will be taken everyday at 10:00am for ADA.

Strategy's Expected Result/Impact: Verify attendance for ADA.

Staff Responsible for Monitoring: Principal, Teachers, PEIMS Clerks, Campus Behavior Coordinators

Formative Reviews

November

January

March

Strategy 2

Parent notification of student absence will be sent out through School Messenger by 9:00am.

Strategy's Expected Result/Impact: Students will have an opportunity to report to school before ADA report time.

Staff Responsible for Monitoring: Principals, Teachers, PEIMS Clerks, Campus Behavior Coordinators.

Formative Reviews

November

January

March

Strategy 3

Teachers will complete the Attendance Referral for students that have two or more absences by contacting parents via phone.

Strategy's Expected Result/Impact: Student will report to school.

Staff Responsible for Monitoring: Principals, Teachers, and Campus Behavior Coordinators.

Formative Reviews

November

January

March

Strategy 4

Campus Behavior Coordinators will implement Truancy Prevention Measures developed by the Campus Principal and Attendance Committee.

Strategy's Expected Result/Impact: Decrease student absences.

Staff Responsible for Monitoring: Federal Programs Director, Principals, and CBC's.

Formative Reviews

November

January

March

Strategy 5

Attendance Hearing Officer and Campus Behavior Coordinators will file the School Referral for Truant Conduct to the Justice of the Peace in accordance with compulsory attendance laws, Texas Education Code, and board policy.

Strategy's Expected Result/Impact: Decrease student absences.

Staff Responsible for Monitoring: Federal Programs Director, Attendance Hearing Officer, Principals, and Campus Behavior Coordinators.

Formative Reviews

November

January

March

Performance Objective 2 **High Priority**

Decrease the overall total chronic absenteeism rate by 2% by the end of the 2026-2027 school year.

Evaluation Data Source: Ascender attendance reports.

Strategy 1

Use early warning indicators to make connections with students and families at the onset of the school year or emergence of patterns of non-attendance during the school year. Early warning

indicators will include prior year chronic absenteeism, three or more absences in the first four weeks of enrollment and more than 10% of school days absence in anytime period from the beginning of the student's enrollment.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Federal Programs Director, Principals, and Campus Behavior Coordinators

Formative Reviews

November

January

March

Strategy 2

Review the excessive absence report to identify and notify teachers of which of their students might be at-risk.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Federal Programs Director, Principal, PEIMS Clerks, Attendance Clerks, Campus Behavior Coordinators.

Formative Reviews

November

January

March

Strategy 3

Identify students that have enough absences to be considered chronically absent and who may need wrap-around services.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Federal Programs Director, Principals, Attendance/ PEIMS Clerks, and CBCs.

Formative Reviews

November

January

March

Strategy 4

Parents and students will work with campus administrator to develop a personalized school attendance plan to make sure that the student gets back on track.

Strategy's Expected Result/Impact: Decrease chronic absenteeism.

Staff Responsible for Monitoring: Federal Programs Director, Principals, CBC, and PEIMS/ Attendance Clerks.

Formative Reviews

November

January

March

Strategy 5

Involve public agencies, community partners, and resources as needed to address barriers identified through parent conferences, communications with families or other sources.

Strategy's Expected Result/Impact: Improved attendance and communication with parents and community.

Staff Responsible for Monitoring: Federal Programs Director, Principals, CBCs, and PEIMS/ Attendance Clerks.

Formative Reviews

November

January

March

Strategy 6

Involve the school nurse when necessary to follow up on medically related absences and train staff to recognize signs of illnesses.

Strategy's Expected Result/Impact: Decrease chronic absenteeism due to illnesses.

Staff Responsible for Monitoring: Federal Programs Director, Principals, CBCs, Nurses, and PEIMS/ Attendance Clerks.

Formative Reviews

November

January

March

Goal 9

Teacher Certification and Compliance: By the end of the school year, 100% of teachers and instructional aides will appropriately certified, licensed, or credentialed according to state and district requirements for their assigned positions.

Performance Objective 1

Conduct quarterly certification and credential audits for all teachers and instructional aides to verify that each employee holds the appropriate state certification, license, credential, or approved authorization for their assigned position.

Evaluation Data Source: Meeting notes, sign in sheets, conference logs

Strategy 1

Identify and address any certification deficiencies within 30 days by providing staff with guidance, resources, and timelines for obtaining or renewing required credentials.

Strategy's Expected Result/Impact: 100% compliance to state and local policy.

Staff Responsible for Monitoring: HR Director

Formative Reviews

November

January

March

Strategy 2

Provide staff with timely reminders and individualized guidance regarding certification renewals, testing requirements, professional development, and other state requirements.

Strategy's Expected Result/Impact: 100% compliance to state and local policy.

Staff Responsible for Monitoring: HR Director

Formative Reviews

November

January

March

Strategy 3

Develop an individual certification action plan for any staff member who is not fully compliant,

including specific requirements, deadlines, and available district support.

Strategy's Expected Result/Impact: 100% compliance to state and local policy.

Staff Responsible for Monitoring: HR Director

Formative Reviews

November	January	March
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Strategy 4

Increase recruitment efforts to ensure that CCISD is recruiting certified teachers.

Strategy's Expected Result/Impact: 100% compliance to state and local policy.

Staff Responsible for Monitoring: HR Director

Problem Statements: Student Achievement 1

Funding Sources: Job Fairs and Advertisements 211 Title I, Part A,

Formative Reviews

November	January	March
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Performance Objective 1 Problem Statements Identifying Student Achievement

	Problem Statement	Root Cause
1	Students are not performing at Meets and Masters level required for the State assessment at secondary levels.	TEKS are not being taught at the depth and complexity that is required for student mastery.



Goal Tables

RDA Strategies

Goal	Performance Objective	Strategy	Description
2	3	1	Utilize the Bluebonnet Curriculum to create alignment between curriculum, instruction, and assessment that is research-based, standards-based and vertically aligned to address all students and their individual learning needs.
2	3	2	Provide professional development and time to support Math teachers with lesson internalizing for the Bluebonnet Curriculum.
2	3	3	Identify instructional components that develop fluency and number sense based on conceptual and procedural understandings.
2	3	4	Utilize research based instructional strategies that address the needs of students with disabilities, English language learners, students struggling to learn mathematics, and gifted learners.
2	4	1	Implement districtwide leadership and professional development forums.
2	4	3	Prepare and conduct data PLCs to report the ongoing state of each campus, grade levels, subject areas, teachers, and students.
2	5	1	Teachers will in grades K-8 will utilize diagnostic data in reading and math to create learning groups and tiered instruction that targets the learning needs of each student.
2	6	1	Ensure that campus staff providing ESL instruction know student current proficiency levels in Reading, Writing, Listening, and Speaking.
2	7	2	New and emerging technologies are incorporated with teaching and learning to enhance engagement and learning outcomes, including students' unique needs, as appropriate.
3	1	1	The percent of students earning an Industry Based Certification and receive credit for an aligned Level II or higher course will increase from 54% in August 2026 to 90% in August 2030.
4	1	1	Provide ongoing counselor sessions in classrooms based on students' needs to include bullying, harassment, student mental health, and other socially appropriate needs.



Plan Notes

Plan Notes

Crystal City ISD meaningfully consulted with teachers, principals, other school leaders, paraprofessionals, specialized instructional support personnel, parents, community partners, and students to meet the purpose of Title II, Part A. Stakeholders participated in the CCNA process where staff and students participated in the review of District data sources, voiced their areas of strengths and weaknesses, and identified a summary of needs for the upcoming year. Through the CCNA process, stakeholders voiced the need to have more CTE Pathways offered, have students reach Meets and Masters Level Performance in STAAR/ EOC, education on bullying, parent engagement learning nights to help parents understand what students are learning in the classroom, and more townhall meetings with the community on various school issues. They also discussed the various student perceptions when it comes to school culture and reviewed the findings of a student and staff survey.

Stakeholders also participated in the development of the District Improvement Plan to ensure that strategies were planned for that targeted our areas of need based on the goals that were developed for the upcoming year.

Stakeholders participated in the reviews and evaluation of the District Improvement Plan at the end of the school year to evaluate the completion of our Goals and Strategies.

Stakeholders participated in the review and approval of our Professional Development Plan for the 2026-2027 school year where they discussed the need for continued training for our Special Programs, especially ESL which would have revised ELPS, Trauma Informed Care, Suicide Prevention Awareness, Bluebonnet training,, language acquisition training for our elementary teachers, and LIFT Framework.



Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance



Funding Summary

Funding Summary

199 General Fund

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Support for Safety Technology	--	\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$0.00

121 State Gifted & Talented (G/T)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4	Training	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$30,013.00
+/- Difference					\$30,013.00

122 State Career & Technical Ed (CTE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	Resources for Texas College Bridge	--	\$3,000.00
3	1	4	Texas College Bridge	--	\$3,000.00
Sub-Total					\$6,000.00
Budgeted Fund Source Amount					\$697,048.00
+/- Difference					\$691,048.00

123 State Special Education (Sped)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4	Training	--	\$0.00
3	1	3	Student resources for Texas Workforce	--	\$0.00
6	4	1	Transportation for identified students.	--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$983,621.65
+/- Difference					\$983,621.65

124 State Comp Ed (SCE), Accelerated Ed

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	Diagnostic Tool and Intervention	--	\$0.00
2	4	2	Data Management System	--	\$0.00
2	4	3	Data Management System	--	\$0.00
2	5	1	Diagnostic Tool and Progress Monitoring	--	\$40,000.00
2	7	2	Emerging Technologies	--	\$10,000.00
				Sub-Total	\$50,000.00
				Budgeted Fund Source Amount	\$2,013,364.00
				+/- Difference	\$1,963,364.00

125 State Bilingual/ESL

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	4	Training	--	\$0.00
2	6	1	Training on Revised ELPS	--	\$0.00
2	6	2	Resources for Intervention	--	\$4,000.00
2	6	3	Professional Development	--	\$2,000.00
2	6	4	ELPS training	--	\$0.00
				Sub-Total	\$6,000.00
				Budgeted Fund Source Amount	\$11,964.15
				+/- Difference	\$5,964.15

211 Title I, Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Additional School Days	--	\$0.00
2	7	4	Instructional resources	--	\$0.00
3	2	1		--	\$1,000.00
3	3	1		--	\$0.00
5	1	1	Parent Engagement	--	\$0.00
5	2	1	Parental Engagement Funds	--	\$0.00
5	2	2	Parent engagement	--	\$0.00
5	2	4	Parent Notices	--	\$0.00
5	2	5	Parent notices and information	--	\$0.00
6	4	1	Transportation for identified students.	--	\$0.00
6	4	2	Transportation	--	\$0.00
9	1	4	Job Fairs and Advertisements	--	\$0.00
				Sub-Total	\$1,000.00
				Budgeted Fund Source Amount	\$1,088,933.00
				+/- Difference	\$1,087,933.00

224 IDEA B - Formula Special Ed (Sped)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	3	5	Adaptive Technologies	--	\$0.00
2	7	1	Differentiated Resources	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$357,684.00
				+/- Difference	\$357,684.00

225 IDEA B - Preschool Special Ed (SpEd)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$8,285.00
				+/- Difference	\$8,285.00

244 Perkins Career & Technical Ed (CTE)

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	3	Perkins Grant	--	\$1,000.00
3	1	1		--	\$2,000.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$27,157.00
+/- Difference					\$24,157.00

255 Title II, Part A, TPTR

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	Professional Development	--	\$12,000.00
Sub-Total					\$12,000.00
Budgeted Fund Source Amount					\$97,697.00
+/- Difference					\$85,697.00

270 Title V, Part B, Rural Low- Income Schools

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$36,000.00
+/- Difference					\$36,000.00

289 Title IV, Part A, SAEPP

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	7	3	Title IV	--	\$1,000.00
Sub-Total					\$1,000.00
Budgeted Fund Source Amount					\$82,770.00
+/- Difference					\$81,770.00

Safety Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
6	3	1	Safety Teams Professional Development	--	\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$197,478.00
+/- Difference					\$195,478.00

LASO Cycle 4 - LIFT

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	--	\$296,100.00
1	1	2	Professional Development and Coaching	--	\$0.00
1	1	4	Professional Learning	--	\$0.00
2	2	1	Professional Development Resources	--	\$0.00
2	2	2	Coaching and Lesson Internalization	--	\$0.00
2	3	1	Curriculum and training	--	\$0.00
2	3	2	Curriculum and training.	--	\$0.00
2	3	3	Training	--	\$0.00
2	4	1	Professional Development	--	\$0.00
				Sub-Total	\$296,100.00
				Budgeted Fund Source Amount	\$423,000.00
				+/- Difference	\$126,900.00

LASO Cycle 4 - LIFT PLC

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	PLC training	--	\$0.00
1	2	1	PLCs	--	\$0.00
1	2	2	PLC	--	\$0.00
2	2	3	Lesson Internalization PLCs	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$120,000.00
				+/- Difference	\$120,000.00

Early Education Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	6	Program implementation.	--	\$0.00
				Sub-Total	\$0.00
				Budgeted Fund Source Amount	\$263,942.00
				+/- Difference	\$263,942.00

Dyslexia Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$82,038.00
+/- Difference					\$82,038.00

Small and Mid-Size Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1,241,292.00
+/- Difference					\$1,241,292.00

Regular Program Allotment

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Technology	--	\$0.00
4	1	1	Counseling Curriculum	--	\$3,000.00
4	1	2	Professional Development	--	\$0.00
4	2	1	Training	--	\$0.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$7,792,553.00
+/- Difference					\$7,789,553.00

Title I, Part C – Texas Migratory Education Program (TX-MEP) Priority for Service (PFS) Action Plan Template for Migratory Students

As part of the Every Student Succeeds Act (ESSA), the Priority for Service (PFS) Action Plan is a **required** program activity for Title I, Part C. In providing services with funds received under this part, each recipient of such funds shall give priority to migratory children who have made a qualifying move within the previous 1-year period and who are failing, or most at risk of failing, to meet the challenging State academic standards; or have dropped out of school. [§1304 [20 U.S.C. 6394](d)].

The *Priority for Service Report on Texas – New Generation System (TX-NGS)* must be used to determine who to serve first and foremost with MEP funds. Students are identified as PFS if they meet the following criteria:

Priority for Service (PFS) Criteria	
Grades 3-12, Ungraded (UG) or Out of School (OS)	- Who have made a qualifying move within the previous 1-year period; AND - Have a received grade level of “approaches or not meet” on the state assessments (STAAR), were Absent, Not Tested or were not enrolled in a Texas school during the state assessment testing period for their grade level.
Grades K-3	- Who have made a qualifying move within the previous 1-year period; AND - Have been designated EL/EB (English Learner/Emerging Bilingual) in the Student Designation section of the TX-NGS Supplemental Program Component; OR - Students in grades K-2 or students in grade 3 who have not taken the STAAR assessment, who have been retained, or are overage for their current grade level.
Pre-K ages 3-5 (Not in Kindergarten)	- Who have made a qualifying move within the previous 1-year period; AND - Students whose data in TX-NGS shows No Other Preschool Support.

The **PFS Action Plan** template is provided by TEA to assist districts document efforts that are being conducted on behalf of Priority for Service students.

The **PFS Action Plan** template includes:

- (1) the required components included in the ESSA Consolidated Federal Grant Application (Part 2 – Priority for Service);
- (2) the Program Specific Provisions and Assurances on Priority for Service; and
- (3) provides districts an opportunity to list additional activities for each component.

NOTE: *This document is available on the TMEP Portal.*

Region: 20	District Number:	Priority for Service (PFS) Action Plan	Completed By:
			ESC-20 MEP Team, SSA Member Representatives
District Name:		School Year	Date: 08/25/2026
		2026-2027	

Requirements - ESSA Consolidated Federal Grant Application – Part 2 – Priority for Services (PS3103)

- Each district's PFS Action Plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.
- Title I, Part C Coordinator or MEP staff will include the PFS Action Plan in the District Improvement Plan (DIP) as a separate section appropriately labeled or identified (e.g., "MEP PFS Action Plan Section"). The action plan elements **should not be integrated** with other DIP sections that focus on other student population groups (e.g., Emergent Bilingual, economically disadvantaged).
- On a monthly basis, run TX-NGS Priority for Service (PFS) reports to identify migrant children and youth who require priority access to MEP services.

Requirements - Program-Specific Provisions and Assurances

The LEA PFS Action Plan must include the following required strategies on:

- Monitoring the progress of eligible migratory students who are PFS.
- Communicating the progress and determine needs of eligible migratory who are PFS.
- Providing services to eligible migratory who are PFS.

PFS Action Plan Completion Date: Before First Day of School

LEA Assurance LEA assures that all requirements and strategies for Priority For Services (PFS) students are identified in the LEA PFS Action Plan stated below.		ESC Assurance ESC assures that all requirements and strategies have been included in the LEA PFS Action Plan and that the ESC has reviewed and provided technical assistance as appropriate.	
LEA Staff Signature		ESC Reviewer Signature	ESC Region 20
Date		Date Review Complete	08/25/2026

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must include the Goals and Objectives of how the LEA will provide services to eligible migratory students who are PFS.

Goal(s):	Objective(s):
Ensure that identified Priority for Service migratory students have the same opportunity to meet the challenging state content and student performance standards expected of all children.	100% of eligible PFS migratory students will receive priority access to supplemental instructional and support opportunities.

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Monitoring the progress of eligible migratory students who are PFS.			
Monthly , run TX-NGS Priority for Service (PFS) reports to identify eligible migratory children and youth who require priority access to MEP services.	Monthly by the end of the month	Systems Specialists	TX-NGS Monthly Reports
▪ Before the first day of school, develop a PFS Action Plan for serving PFS students. The plan must clearly articulate criteria for defining student success, including timelines for achieving stated goals and objectives.	Annually by September 30	Coordinator Consultant Program Manager	Priority for Service Action Plan
Additional Activities			
• Provide district contacts with Priority for Services criteria and a copy of the PFS Action Plan to be included in their District Improvement Plan (DIP).	Annually by September 30	Coordinator Consultant/Program Manager	Copy of District Improvement Plan showing insertion of PFS Action Plan

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Communicating the progress and determine needs of eligible migratory students who are PFS.			
During the academic calendar , the Title I, Part C Coordinator or MEP staff will provide campus principals and appropriate campus staff information on the Priority for Service criteria and updated TX-NGS Priority for Service (PFS) reports.	Monthly	Consultant Program Manager Systems Specialists District Designee	Emails to district contacts with PFS Reports SSA Meeting Agenda/Sign-In Sheets
During the academic calendar, the Title I, Part C Coordinator or MEP staff will provide parents of PFS students information on the PFS criteria.	Annually PAC Meetings	Consultant Program Manager Recruiters	PAC Sign-In Sheets Recruiter Logs/Google Contact Log
During the academic calendar , the district's Title I, Part C Coordinator or MEP staff will make individualized virtual, home and /or community visits to update parents on the academic progress of their children.	Year Round Individual meetings/phone calls/text/email with parents as needed (case-by-case basis) PAC Meetings	Consultant Program Manager District Contact, Campus Administrator or Campus Designee (as needed on a case-by-case basis)	Parent evaluations/feedback Phone logs Email documentation PAC Sign-In Sheets
Additional Activities			

School Year:	2026-2027	PFS Action Plan
Region: 20	District Number:	District Name:

PFS Action Plan must address all the required strategies.

Required Strategy	Timeline	Person(s) Responsible	Documentation
Providing services to eligible migratory students who are PFS.			
The district's Title I, Part C Coordinator or MEP staff will use the PFS reports to give priority placement to these students in migratory education program activities.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C Coordinator or MEP staff will ensure that PFS students receive priority access to instructional services as well as social workers and community social services/agencies.	Year Round	Consultant Program Manager Recruiters	Recruiter logs TX-NGS Supplemental Count Report PFS Progress Review Forms
▪ The district's Title I, Part C Coordinator or MEP staff will determine what federal, state, or local programs serve PFS students.	Year Round	Coordinator Consultant Program Manager	PFS Student Review Forms
Additional Activities			

2026-2027 Migrant Education Program SSA and Non-Project Districts Identification and Recruitment Action Plan

Education Service Center, Region 20

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
I. TRAINING FOR RECRUITERS AND DESIGNATED SEA REVIEWERS: Summer (May-August)			
A. Attend Identification & Recruitment (ID&R) training offered by ESC – Recruiters Attend ID&R and TX-NGS training offered by ESC – Designated SEA Reviewers. COEs/ECOE for the new school year cannot be completed until training has occurred or as determined by TEA.		Staff: MEP Recruiters and Designated SEA Reviewers	By September 1 for ID&R training or as determined by TEA. (ongoing) TX-NGS training: September 15 or as determined by TEA
B. Other			
II. IDENTIFICATION & RECRUITMENT: Year-Round			
A. Meet with all ID&R Staff. Meet with Designated SEA Reviewers, recruiters, and systems specialists to brainstorm and plan recruitment strategies to include in ID&R Plan.		Staff: MEP Recruiters and Designated SEA Reviewers	By August 29
B. Finalize all forms, documents, logs. Disseminate and train on all forms, documents, logs, etc.. that will be used by MEP ID&R staff.		Staff: MEP Administrators, Recruiters and Designated SEA Reviewers	By August 29
C. Make recruiter assignments. Assign recruiters, making sure to account for year-round, ongoing recruitment efforts regarding recruiting in school/campus, community, growers, out of school youth including pre-school-aged children, and other state and federal agencies that serve migratory families.		Staff: MEP Recruiters and Designated SEA Reviewers	By August 29
D. Conduct ID&R. Potentially Eligible Migratory Children: Contact potentially eligible migratory families using home visits and telephone recruitment efforts, by collecting family surveys, during school registration/events, etc. targeting both enrollees and non-enrollees (ages 0-21). Complete COEs/ECOE as needed. Currently Eligible Migratory Children: Contact families of currently eligible migratory students to determine if new qualifying moves have occurred. Complete new COEs/ECOE as needed. Note: Share copies of COEs/ECOE with appropriate entities as listed in ID&R Manual.		Staff: MEP Recruiters	By August 29 – currently eligible children; continue recruitment efforts throughout the year – potentially eligible children. Make initial outreach efforts by September 30.
E. Complete COEs/ECOE. Recruiter completes COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Submit completed COE/ECOE and COE SDF to Designated SEA Reviewer for review.		Staff: MEP Recruiters	Within 5 working days of parent signature
F. Review of COEs/ECOE. Designated SEA Reviewer reviews COE/ECOE and accompanying COE Supplemental Documentation Form for all families with new QADs. Return COE/ECOE and COE Supplemental Documentation Form to the recruiter if additional information is needed. Submit to TX-NGS Terminal Site after eligibility review is completed. Systems Specialist is to enter data from each child's COE/ECOE into the Texas New Generation System (TX-NGS) per the timeline. Copy of COE/ECOE will be provided to PEIMS for coding – only after a child is encoded on TX-NGS.		Staff: Designated SEA Reviewers Systems Specialists	Within 7 working days of parent signature.
G. Conduct residency verification. Verify continued residency for all currently eligible migratory children who have not made a new qualifying move (QAD) during the current reporting period.		Staff: MEP Recruiters	Between Sept. 1 and Nov. 1. and For 2 yr. olds turning 3 – on or after 3rd birthday.

REQUIRED ACTIVITIES FOR BALANCED RECRUITMENT		INDIVIDUALS RESPONSIBLE	TIMELINE
H. <u>Other</u>	Update ID&R marketing with culturally relevant, multilingual materials to better reach migratory families. Contact families referred via MSIX move notifications and complete COEs. LEA designee collects MEP Family Surveys and submits those with a "yes" response to ESC-20's MEP program email account. Recruiters follow up on "yes" responses and note whether the family qualifies for the MEP. MEP Family Surveys are retained for the current year and previous year per state documentation purposes.	Staff: MEP Coordinator Program Manager LEA designee MEP Recruiters	Update throughout the year
III. MAPS AND INTRAREGIONAL NETWORKING: Year-Round			
A. <u>Make contact with potential growers.</u>	Make recruiter assignments for contacting growers within the district's boundaries regarding hiring practices, crops, and growing seasons.	Staff: MEP Recruiters and Designated SEA Reviewers	Contact area growers within the district boundaries (ongoing)
B. <u>Develop calendar and maps.</u>	Develop profiles/calendar reflecting major crops, seasons, hiring practices by growers, etc. Develop maps for recruiters highlighting all areas/neighborhoods where migratory families reside.	Staff: MEP Administrators and Recruiters	Update throughout the year
C. <u>Other</u>			
IV. INTERAGENCY COORDINATION: Year-Round			
A. <u>Network with agencies that serve migrant families.</u>	Coordinate/network with local/regional organizations that provide services to migratory workers and their families Complete an agency info sheet on each organization in the area that provides services to migratory populations.	Staff: MEP Administrators and Recruiters	Make initial outreach efforts for the Community Outreach Fair and continue efforts throughout the year (ongoing)
B. <u>Other</u>	Visit laundromats, ethnic stores, worker housing, and ESL/Adult Basic Education Classes to post flyers and talk to individuals about the MEP.	Staff: MEP Recruiters	
V. QUALITY CONTROL: Winter & Spring			
A. <u>Written quality control procedures.</u>	Develop written procedures that outline ID&R quality control within the LEA/ESC to be housed in ESC-20 MEP Google Drive → Policies & Procedures Folder. Monitor TX-NGS entries by reviewing random history lines. Run TX-NGS reports to doublecheck entered data. Ensure Recruiter and Reviewer actively review COEs "in process" to catch errors before the COE is finalized.	Staff: MEP Administrators, Recruiters, designated SEA Reviewers, and other MEP staff	By August 29
B. <u>Eligibility review.</u>	Forward COEs/ECOE with more than one required eligibility comment to ESC for review. Follow protocol for COEs/ECOE that warrant further review by the ESC and/or State MEP as outlined in the ID&R Manual.	Staff: Designated SEA Reviewers, MEP Administrators and ESC MEP contact, when appropriate	Ongoing throughout the year
C. <u>Monitor and address ongoing training needs for ID&R.</u>	Provide training support to MEP recruiters, Designated SEA Reviewers, and other MEP staff as specific needs are observed throughout the year.	Staff: MEP Consultant/Program Manager	As needed throughout the year

D. <u>Maintain up-to-date records on file.</u> Maintain updated active and inactive records. File COEs/ECOE in alphabetical order by current Parent/Guardian 2 [Heading Section of COE/ECOE], and retain records for seven (7) years from the date eligibility ends.	Staff: All MEP staff	Ongoing throughout the year
E. <u>Annual eligibility validation.</u> Eligibility of previously identified children are randomly selected for validation through a re-interview process per instructions set forth by TEA.	Staff: All MEP staff	January – June
F. <u>Monitor</u> Provide district contacts with a copy of the ID&R action plan to be included in their District Improvement Plan (DIP).	Staff: ESC, LEA Designee	ID&R Action Plan finalized in August; proof that plan is included in DIP due by December
VI. EVALUATION: Late Spring/End of Year	INDIVIDUALS RESPONSIBLE	TIMELINE
A. <u>Evaluate ID&R efforts for subsequent planning.</u> Gather and analyze data and input from various MEP stakeholders to incorporate appropriate changes into subsequent ID&R plan for continuous improvement. Assess the program, make changes, and improve.	Staff: All MEP staff Others: Local Migrant Parent Advisory Council (PAC), LEA Designee	By July 30
B. <u>Other</u>		

Job Title: Police Officer

Exemption Status/Test: Nonexempt

Reports to: Chief of Police

Dept./School: Assigned Campus

Primary Purpose:

Patrols district property to protect all students, personnel, and visitors from physical harm and prevent property loss due to theft or vandalism. Enforces all laws including municipal ordinances, county ordinances, and state laws. Works independently.

Qualifications:

Education/Certification:

High school diploma or GED

Texas Peace Officer License issued by Texas Commission on Law Enforcement (TCOLE)

Clear and valid Texas driver's license

Special Knowledge/Skills:

General knowledge of criminal investigation, police report writing, and criminal laws

Training and ability to subdue offenders, including use of firearms and handcuffs

Bonded as required by Texas Education Code §37.081(h)

Ability to pass required physical, psychiatric, and drug tests

Ability to work well with youth and adults

Experience:

Background in law enforcement or related work experience

Major Responsibilities and Duties:

Law Enforcement

1. Patrol assigned campus(es) and routes walking or driving within district jurisdiction.
2. Respond to all calls from campuses concerning crisis situations, accidents, and reports of crime.
3. Investigate criminal offenses occurring within district's jurisdiction.
4. Collect and preserve evidence for criminal investigations including witness statements and physical evidence.
5. Arrest perpetrators, file appropriate charges, and ensure placement in jail or juvenile detention centers for law violations as necessary.
6. Write effective legal incident reports.



7. Testify in court as needed.
8. Work cooperatively with other police agencies to share information and provide other assistance.

Safety

9. Help provide traffic control at athletic events, school closings or openings, or at any other time.
10. Provide protection to or escort district personnel as needed.
11. Operate all equipment including firearms according to established safety procedures.
12. Use sound judgment and effectively communicate with and elicit information from emotionally distraught students, staff, parents, and citizens.
13. Follow district safety protocols and emergency procedures.

Administration

14. Compile, maintain, and file all physical and computerized reports, records, and documents required, including affidavits for arrest, incident reports, and activity reports.

Supervisory Responsibilities:

None

Mental Demands/Physical Demands/Environmental Factors:

Tools/Equipment Used: District vehicle, firearms, handcuffs, security equipment, two-way radio, alarm system and other security equipment, fire extinguisher, and standard office equipment including computer and peripherals

Posture: Prolonged sitting and standing

Motion: Strenuous walking and climbing; frequent keyboarding/mouse, prolonged driving

Lifting: Moderate lifting and carrying (15–44 pounds)

Environment: Work inside and outside (moderate exposure to sun, heat, cold, and inclement weather), moderate exposure to noise, frequent districtwide travel

Other: Specific hearing and visual requirements; may be subject to adverse and hazardous working conditions including violent and armed confrontations; ability to control sudden violent or extreme physical acts of others and exhibit rapid mental and muscular coordination simultaneously

Mental Demands: Maintain emotional control under stress; prolonged hours; on call 24 hours a day.

**Districts employing police should reference Policies CKE (Legal), CKEA (LEGAL), and DBE (LEGAL) and adopt Policy CKE (LOCAL). The district must also have a memorandum of understanding outlining reasonable communication and coordination efforts between school police department and law enforcement agencies that have overlapping functions.*



This document describes the general purpose and responsibilities assigned to this job and is not an exhaustive list of all responsibilities and duties that may be assigned or skills that may be required.

Reviewed by _____ Date _____

Reviewed by _____ Date _____



STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
 - a. Has the effect or will have the effect of physically harming a student, damaging a student’s property, or placing a student in reasonable fear of harm to the student’s person or of damage to the student’s property;
 - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
 - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
 - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

Cyberbullying

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an internet website, or any other internet-based communication tool.

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
 - a. Interferes with a student’s educational opportunities; or

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

- b. Substantially disrupts the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Policy

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Note: This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation. The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

District Action	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Bullying</i>	
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action. The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
Confidentiality	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

INFORMATIONAL ITEMS



TEA Conservators' Report:
John L. Hinds
Sylvia Reyna, Ph. D.

CFO REPORTS

Presented by Robert Velasquez, Chief Finance Officer - September 14, 2026

1) Cash Flow Projections

2) Revenues & Expenditures

Crystal City Independent School District														DRAFT 2025-2026 Cash Flow																
A														B	C	D	E	F	G	H	I	J	K	L	M	N				
														45,901	45,931	45,962	45,992	46,023	46,054	46,082	46,113	46,143	46,174	46,204	46,235	2025-2026 FY				
														Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	Activity	PROJECTION			
														274,126	748,976	2,116,367	2,537,995	972,087	474,494	1,171,929	-107,914	-1,603,326	-1,531,868	-211,106	384,765					
1	TAXES, CURRENT YEAR LEVY														63,823	1,603,997	1,931,363	585,307	1,487,823	3,417,787	106,552	18,136	71,996	742,909	44,306	3,851	10,077,850			
2	TAXES, PRIOR YEARS-DELINQUENT														15,729	22,924	19,960	6,064	34,798	13,988	10,724	12,720	21,820	14,954	10,291	3,600	187,573			
3	P&I-CURRENT YR DELINQUENT TAX														10,892	64	0	0	0	14,268	7,166	1,984	9,017	110,390	7,666	754	162,203			
4	P&I-PRIOR YR DELINQUENT TAXES														8,661	5,367	11,884	2,755	7,113	8,417	5,132	7,268	8,023	5,994	5,434	1,922	77,969			
5	TOTAL TAX REVENUE:														99,105	1,632,352	1,963,207	594,126	1,529,735	3,454,460	129,573	40,108	110,856	874,248	67,697	10,127	10,505,596			
6																														
7	TRANSPORTATION FEES														0	353	20,016	10,591	0	9,367	7,425	13,818	17,285	1,122	583	2,066	82,624			
8	EARNINGS FROM TEMP DEPOSITS														7,258	4,317	10,341	6,449	9,345	7,102	6,206	6,896	1,656	2,201	2,033	3,500	67,304			
9	CD CERTIFICATE INTEREST														0	1,050	0	0	0	0	0	0	0	0	0	0	1,050			
10	RENT FROM SCHOOL FACILITIES														5,770	0	3,000	10,954	3,000	13,954	340	3,000	3,000	3,350	3,000	3,000	52,368			
11	CAFETERIA SALES														485	2,023	5,413	1,525	648	1,367	2,285	4,427	1,328	27	0	0	19,528			
12	ATHLETIC RELATED RECEIPTS														47,212	33,868	2,615	564	6,754	10,544	3,303	5,193	0	0	791	8,996				
13	MISC REV(Donations,copies,trnscrippts,royalties)														2,527	11,257	3,584	1,315	51,580	1,221	500	40,554	0	24,826	5,932	5,351				
14	5700 Local & Intermediate Sources														162,357	1,685,220	2,008,177	625,523	1,601,061	3,498,015	149,633	113,997	134,124	905,773	80,036	33,044	10,996,959			
15	Available School Fund														59,396	59,396	59,438	59,396	0	0	58,554	59,116	59,116	59,697	63,168	127,168	664,445			
16	Foundation School Fund														2,531,604	1,944,017	0	0	0	0	0	0	0	0	0	1,927,418	6,403,039			
17	SCHOOL LUNCH MATCHING														0	0	0	0	0	0	0	5,543	0	0	0	0	5,543			
18	TRS On-Behalf														69,096	73,448	74,651	82,318	73,200	76,683	72,342	72,553	69,181	74,000	64,475	70,000	871,948			
19	5800 State Program Revenue														2,660,096	2,076,861	134,089	141,714	73,200	76,683	130,896	137,211	128,297	133,697	127,643	2,124,586	7,944,975			
20	INDIRECT COST														0	15,896	7,663	6,574	7,776	11,910	11,863	7,698	8,974	9,296	898	1,298	89,845			
21	SCHOOL BREAKFAST PROGRAM SBP														0	34,031	38,879	26,048	27,471	28,600	69,237	34,130	39,711	36,303	8,020	0	342,431			
22	NATIONAL SCHOOL LUNCH PRG NSLP														0	111,866	125,404	81,346	84,893	92,321	66,684	93,531	115,155	110,770	27,629	0	909,598			
23	5900 Federal Revenues														0	161,792	171,946	113,968	120,141	132,831	147,784	135,359	163,840	156,369	36,548	1,298	1,341,875			
24																														
25	79XX OPERATING TRANSFERS IN/461-PEP														0	0	0	0	0	0	0	0	2	0	0	0	0	2		
26	7914 LOAN PROCEEDS														0	0	0	0	0	0	0	0	0	1,500,000	1,500,000	1,226,919	273,081	4,500,000		
27	TOTAL REVENUES 1XX:														3,096,579	4,672,849	4,430,579	3,419,200	2,766,489	4,182,022	1,600,241	278,656	322,935	1,163,971	1,260,040	2,816,774	24,783,811			
28																														
29	EXPENDITURES (Percent Change in Monthly Payroll)>>														0	0	0	0	0	0	0	0	0	-1	0	2				
30	61XX PAYROLL COST														1,608,589	1,846,324	1,396,517	1,687,846	2,072,601	1,612,548	1,500,378	1,618,057	1,740,357	797,173	441,691	1,142,812	17,464,892			
31	62XX PROF & CONTRACTED SERVICES														122,157	170,857	153,123	254,257	43,914	184,765	120,100	145,126	-34,950	432,070	240,257	576,893	2,408,569			
32	63XX SUPPLIES & MATERIALS														0	36,278	62,862	115,927	64,987	58,699	65,150	84,727	121,525	132,296	159,898	223,037	1,125,387			
33	64XX OTHER OPERATING COSTS/TRVL,PROPINS														52,108	303,022	273,104	14,190	10,492	37,558	22,528	34,073	23,122	4,787	11,784	83,398	870,165			
34	65XX M&O DEBT SERVICE/ZCB LOAN														0	0	0	313,000	100,000	1,035,907	0	0	4,750	8,750	17,500	20,346	1,500,253			
35	66XX CAPITAL OUTLAY (LAND, BLDGS, EQUIP)														0	200,000	0	0	0	0	0	0	0	0	0	0	99,505	299,505		
36	89XX OPERATING TRANSFERS OUT/TW														0	0	0	0	0	0	0	0	0	0	0	0	84,762			
37	89XX OPERATING TRANSFERS OUT/EHBA														564,750	0	6,977	61,893	0	0	0	0	0	0	4,146	0	84,762			
38															0	0	0	0	0	0	0	0	0	0	0	0	633,621			
39	TOTAL EXPENDITURES														2,347,603	2,556,481	1,892,584	2,447,114	2,291,995	3,010,093	1,708,156	1,881,982	1,854,804	1,375,077	875,275	2,145,991	24,387,154			
40																														
BUDGETED CHANGE IN FUND BALANCES:														748,976	2,116,367	2,537,995	972,087	474,494	1,171,929	-107,914	-1,603,326	-1,531,868	-211,106	384,765	670,783	396,657				
BEGINNING FUND BALANCE:														-2,896,307	-2,147,331	-30,964	2,507,031	3,479,117	3,953,611	5,125,540	5,017,626	3,414,300	1,882,431	1,671,326	2,056,091	-2,896,307				
Net Cash Flow:														748,976	2,116,367	2,537,995	972,087	474,494	1,171,929	-107,914	-1,603,326	-1,531,868	-211,106	384,765	670,783	396,657				
Ending Balance:														-2,147,331	-30,964	2,507,031	3,479,117	3,953,611	5,125,540	5,017,626	3,414,300	1,882,431	1,671,326	2,056,091	2,726,874	-2,499,650				

Date Run: 09-04-2026 1:19 PM
Cnty Dist: 254-901

Statement of Unaudited Revenues and Expenditures
CRYSTAL CITY ISD
Budget vs. Actual As of August

Program: FIN3600
Page 1 of 1
File ID: C

Obj / Func	Description	Annual Budget	YTD Actual	YTD Encumbrance	Variance	Percent To Total
REVENUES:						
5700	REVENUE-LOCAL & INTERMED	14,562,849.00	-15,064,244.06	.00	-501,395.06	61.53%
5800	STATE PROGRAM REVENUES	10,703,309.00	-8,076,379.55	.00	2,626,929.45	32.99%
5900	FEDL PROG REV & NONREV RCPTS	1,202,492.00	-1,341,874.50	.00	-139,382.50	5.48%
5000	Total Revenues	26,468,650.00	-24,482,498.11	.00	1,986,151.89	100.00%
EXPENDITURES:						
11	INSTRUCTION	-9,931,605.00	9,993,841.59	.00	62,236.59	37.16%
13	CURR DEVEL & INST STAFF DEVEL	-80,812.00	87,043.48	.00	6,231.48	.32%
21	INSTRUCTIONAL LEADERSHIP	-102,148.00	188,521.56	.00	86,373.56	.70%
23	SCHOOL LEADERSHIP	-1,842,154.00	1,379,865.28	.00	-462,288.72	5.13%
31	GUIDANCE AND COUNSELING SVS	-556,213.00	530,534.38	.00	-25,678.62	1.97%
32	ATTENDANCE & SOCIAL WORK SVS	-228,362.00	218,793.14	.00	-9,568.86	.81%
33	HEALTH SERVICES	-249,496.00	257,374.14	.00	7,878.14	.96%
34	PUPIL TRANSPORTATION	-484,490.00	531,427.55	.00	46,937.55	1.98%
35	FOOD SERVICES	-1,159,323.00	1,201,426.12	.00	42,103.12	4.47%
36	CO-CURRICULAR ACTIVITIES	-857,649.00	1,033,717.79	.00	176,068.79	3.84%
41	GENERAL ADMINISTRATION	-1,219,522.00	1,558,518.94	.00	338,996.94	5.79%
51	PLANT MAINTENANCE & OPERATION	-2,569,211.00	2,493,950.18	.00	-75,260.82	9.27%
52	SECURITY & MONITORING SVCS	-655,321.00	751,439.01	.00	96,118.01	2.79%
53	DATA PROCESSING SERVICES	-586,875.00	549,424.29	.00	-37,450.71	2.04%
61	COMMUNITY SERVICES	-10,688.00	7,996.66	.00	-2,691.34	.03%
71	DEBT SERVICE	-5,171,300.00	5,254,201.16	.00	82,901.16	19.54%
81	FACILITIES AQUISITION CONTRUCT	-200,000.00	299,505.00	.00	99,505.00	1.11%
93	PAYMENT TO FISCAL AGENT	-43,000.00	69,307.24	.00	26,307.24	.26%
99	OTHER INTERGOVERNMENTAL CHARG	-488,627.00	488,626.72	.00	-.28	1.82%
6000	Total Expenditures	-26,436,796.00	26,895,514.23	.00	458,718.23	99.99%
OPERATING TRANSFERS:						
7914	LOAN PROCEEDS	.00	-4,500,000.00	.00	-4,500,000.00	
7915	OPERATING TRANSFER IN	85,337.00	-84,764.60	.00	572.40	
7000	Total Other Resources/Non-Operating Rev	85,337.00	-4,584,764.60	.00	-4,499,427.60	
8911	OPERATING TRANSFER OUT	-85,337.00	718,382.80	.00	633,045.80	
8000	Total Other Uses/Non-Operating Exp	-85,337.00	718,382.80	.00	633,045.80	
	Total Operating Transfers	.00	-3,866,381.80			
3000	Fund Balance - September (Unaudited)	.00	.00			
3000	Year to Date Fund Balance (Unaudited)	31,854.00	-1,453,365.68			

End of Report



CRYSTAL CITY ISD

SUPERINTENDENT'S REPORT

ADA (AVERAGE DAILY ATTENDANCE):

As of Date:	Last Year: 2025-2026	Current Year: 2026 - 2027	Difference
09/04/2026	95.21%	95.84%	+ .63%

DISTRICT ENROLLMENT:

As of Date:	Last Year: 2025-2026	Current Year: 2026 - 2027	Difference
09/04/2026	1467	1354	- 113

LEGAL FEES:

J. Cruz & Associates: 2026-2027 Fiscal Year

Invoice Date	Invoice No.	Amount	YTD
September 1	86168	\$6,164.00	\$6,164.00

Date Run: 9-4-2026 10:31 AM CDT
 Cnty Dist: 254-901
 Track: All
 Campus: 001,042,104

Six Week Attendance for FTEs
CRYSTAL CITY ISD
 For Six Week Reporting Periods
 Dates:08/24/2026 To 09/04/2026
 Sch Year: 2027

Program ID: SAT2100
 Page: 2 of 2

	1st	2nd	3rd	4th	5th	6th	Cumulative Total
Residential Facility Refined ADA	.000	.000	.000	.000	.000	.000	.000
Early Ed Eco Dis Refined ADA	266.400	.000	.000	.000	.000	.000	266.400
Early Ed Lang Refined ADA	6.900	.000	.000	.000	.000	.000	6.900
Early Ed Eco Dis and Lang Refined ADA	5.900	.000	.000	.000	.000	.000	5.900
Percent Attendance	95.831%	.000%	.000%	.000%	.000%	.000%	95.831%

End of Report

Date Run: 9-4-2026 10:27 AM

Cnty-Dist: 254-901

Campus: ALL

Average Daily Attendance

CRYSTAL CITY ISD

08-31-2026 To 09-04-2026

Sch Year: 2027

Program ID: SAT2300

Page: 8 of 8

A Number of Days Taught Campuses-Tracks: 001-01 (5), 001-03 (5), 042-01 (5), 042-03 (5), 104-01 (5), 104-02 (5), 104-03 (5)

	EE	PK	KG	1	2	3	4	5
B Tot Days Membership - All Students	12.50	121.50	419.00	406.00	438.00	516.00	334.00	455.00
C Tot Days Absent - All Students	3.00	10.00	21.00	38.00	28.00	26.00	10.00	26.00
D Tot Days Present - All Students (B-C)	9.50	111.50	398.00	368.00	410.00	490.00	324.00	429.00
E Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F Tot Eligible Days Present (D-E)	9.50	111.50	398.00	368.00	410.00	490.00	324.00	429.00
G Refined ADA (F/A)	1.90	22.30	79.60	73.60	82.00	98.00	64.80	85.80
H Percent Attendance (%)	76.00	91.77	94.99	90.64	93.61	94.96	97.01	94.29
	6	7	8	9	10	11	12	Total
B Tot Days Membership - All Students	592.00	612.00	607.00	552.00	482.50	549.00	520.00	6616.50
C Tot Days Absent - All Students	42.00	38.00	33.00	22.00	24.00	21.00	36.00	378.00
D Tot Days Present - All Students (B-C)	550.00	574.00	574.00	530.00	458.50	528.00	484.00	6238.50
E Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
F Tot Eligible Days Present (D-E)	550.00	574.00	574.00	530.00	458.50	528.00	484.00	6238.50
G Refined ADA (F/A)	110.00	114.80	114.80	106.00	91.70	105.60	96.80	1247.70
H Percent Attendance (%)	92.91	93.79	94.56	96.01	95.03	96.17	93.08	94.29

A Number of Days Taught		Campuses/Tracks: 001-01 (10), 001-03 (10), 042-01 (10), 042-03 (10), 104-01 (10), 104-02 (10), 104-03 (10)									
	EE	PK	KG	1	2	3	4	5			
3 Tot Days Membership - All Students	25.00	241.50	822.00	792.00	865.00	1004.00	660.00	895.00			
C Tot Days Absent - All Students	5.00	16.00	35.00	49.00	36.00	35.00	13.00	35.00			
D Tot Days Present - All Students (B-C)	20.00	225.50	787.00	743.00	829.00	969.00	647.00	860.00			
E Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
F Tot Eligible Days Present (D-E)	20.00	225.50	787.00	743.00	829.00	969.00	647.00	860.00			
G Refined ADA (F/A)	2.00	22.55	78.70	74.30	82.90	96.90	64.70	86.00			
H Percent Attendance (%)	80.00	93.37	95.74	93.81	95.84	96.51	98.03	96.09			
		6	7	8	9	10	11	12	Total		
3 Tot Days Membership - All Students	1179.00	1210.00	1203.00	1095.00	949.00	1093.00	1039.00	13072.50			
C Tot Days Absent - All Students	65.00	58.00	43.00	29.00	38.00	30.00	57.00	544.00			
D Tot Days Present - All Students (B-C)	1114.00	1152.00	1160.00	1066.00	911.00	1063.00	982.00	12528.50			
E Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00			
F Tot Eligible Days Present (D-E)	1114.00	1152.00	1160.00	1066.00	911.00	1063.00	982.00	12528.50			
G Refined ADA (F/A)	111.40	115.20	116.00	106.60	91.10	106.30	98.20	1252.85			
H Percent Attendance (%)	94.49	95.21	96.43	97.35	96.00	97.26	94.51	95.84			

	Enrolled	Special Ed	GT	Bilingual	ESL	Alt Lang	EB	Title1	PRS	CEHI	Migrant
District 254-901	1359	319	108	0	33	0	35	1359	2	0	13
Active	1354	319	108	0	33	0	35	1354	2	0	13
Inactive	5	0	0	0	0	0	0	5	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 5											
Campus 001	423	73	29	0	7	0	8	423	2	0	4
Active	422	73	29	0	7	0	8	422	2	0	4
Inactive	1	0	0	0	0	0	0	1	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 2											
Campus 042	365	103	45	0	9	0	9	365	0	0	3
Active	363	103	45	0	9	0	9	363	0	0	3
Inactive	2	0	0	0	0	0	0	2	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 0											
Campus 104	571	143	34	0	17	0	18	571	0	0	6
Active	569	143	34	0	17	0	18	569	0	0	6
Inactive	2	0	0	0	0	0	0	2	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 3											

Note: The district total only counts students once. The sum of campus totals may be greater than the district total because of student movement among campuses.

Campuses-Tracks: 001-01 (10), 001-03 (10), 042-01 (10), 042-03 (10), 101-01 (10), 101-02 (10), 104-01 (10), 104-03 (10), 106-01 (10)										
A	Number of Days Taught	EE	PK	KG	1	2	3	4	5	
B	Tot Days Membership - All Students	34.50	322.50	716.00	953.00	1119.00	780.00	982.00	1181.00	
C	Tot Days Absent - All Students	2.50	16.50	30.00	53.00	38.00	27.00	36.00	53.00	
D	Tot Days Present - All Students (B-C)	32.00	306.00	686.00	900.00	1081.00	753.00	946.00	1128.00	
E	Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
F	Tot Eligible Days Present (D-E)	32.00	306.00	686.00	900.00	1081.00	753.00	946.00	1128.00	
G	Refined ADA (F/A)	3.20	30.60	68.60	90.00	108.10	75.30	94.60	112.80	
H	Percent Attendance (%)	92.75	94.88	95.81	94.44	96.60	96.54	96.33	95.51	
		6	7	8	9	10	11	12	Total	
B	Tot Days Membership - All Students	1268.00	1177.00	1091.00	970.00	1168.00	1122.00	1097.00	13981.00	
C	Tot Days Absent - All Students	97.00	43.00	48.00	40.00	64.00	55.00	67.00	670.00	
D	Tot Days Present - All Students (B-C)	1171.00	1134.00	1043.00	930.00	1104.00	1067.00	1030.00	13311.00	
E	Ineligible Days Present	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
F	Tot Eligible Days Present (D-E)	1171.00	1134.00	1043.00	930.00	1104.00	1067.00	1030.00	13311.00	
G	Refined ADA (F/A)	117.10	113.40	104.30	93.00	110.40	106.70	103.00	1331.10	
H	Percent Attendance (%)	92.35	96.35	95.60	95.88	94.52	95.10	93.89	95.21	

District Recap Report
 CRYSTAL CITY ISD
 Sch Year: 2026 as of 09/08/2025

	Enrolled	Special Ed	GT	Bilingual	ESL	Alt Lang	EB	Title1	PRS	CEHI	Migrant
District 254-901	1469	315	126	0	35	0	36	1469	2	0	11
Active	1467	315	126	0	35	0	36	1467	2	0	11
Inactive	2	0	0	0	0	0	0	2	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 10											
Campus 001	446	70	32	0	10	0	10	446	2	0	5
Active	444	70	32	0	10	0	10	444	2	0	5
Inactive	2	0	0	0	0	0	0	2	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 1											
Campus 042	365	100	34	0	9	0	9	365	0	0	2
Active	365	100	34	0	9	0	9	365	0	0	2
Inactive	0	0	0	0	0	0	0	0	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 0											
Campus 101	145	31	0	0	1	0	1	145	0	0	2
Active	145	31	0	0	1	0	1	145	0	0	2
Inactive	0	0	0	0	0	0	0	0	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 9											
Campus 104	221	50	38	0	4	0	4	221	0	0	1
Active	221	50	38	0	4	0	4	221	0	0	1
Inactive	0	0	0	0	0	0	0	0	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 0											
Campus 106	292	64	22	0	11	0	12	292	0	0	1
Active	292	64	22	0	11	0	12	292	0	0	1
Inactive	0	0	0	0	0	0	0	0	0	0	0
Not In Membership (Eligibility Code 0,7,8) not included: 0											

Note: The district total only counts students once. The sum of campus totals may be greater than the district total because of student movement among campuses.

CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT BOARD OF TRUSTEES
--

CLOSED SESSION

The Crystal City ISD Board of Trustees will meet in closed session as authorized under Texas Government Code, Chapter 551, and the Open Meetings Act.

Texas Government Code Sections:

- 551.071 Private consultation with the board's attorney*
- 551.072 Discussion purchase, exchange, lease, 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 Considering the deployment, specific occasions for, or implementation of, security personnel or devices*
- 551.082 Considering discipline of a public-school child, or complaint or charge against a school student*
- 551.0821 Discussing matters that reveal personally identifiable information about public school students*
- 551.083 Considering the standards, guidelines, terms or conditions the board will follow, or will instruct its representatives to follow, in consultation with representatives of employee groups*
- 551.084 Excluding witnesses from a hearing.*
- 551.089 Deliberations regarding Security Devices or Audits*

Crystal City ISD Board Confidentiality Agreement

Given the legal and sensitive nature of closed/executive sessions conducted by the Crystal City ISD ("CCISD") Board, the Members of the Board understand that the law requires that all such sessions be strictly confidential.

Therefore, in accordance with the CCISD Board Operating Procedures, no Board Member shall knowingly, intentionally, or recklessly disclose confidential information gained by reason of attendance during a closed/executive session of the CCISD Board or by reason of his or her capacity as a Board Member.

This includes, but is not limited to, information related to: (1) CCISD schoolchildren or their parents, guardians, or family members; (2) real-estate or property transactions or donations involving CCISD; (3) consultations with the Board's attorney with respect to pending or contemplated litigation or settlement offers; (4) the appointment, employment, evaluation, reassignment, duties, discipline or dismissal of an CCISD employee; (5) a grievance, complaint, or charge against an CCISD employee; (6) the deployment or specific occasions for implementation of security personnel or devices; or (7) any other item authorized by law to be considered in closed/executive session.

Further, no Board Member shall use information gained by reason of attendance during a closed/executive session of the CCISD Board or by reason of his or her capacity as a Board Member to advance any personal interest, whether financial, employment-related, or otherwise. No Board Member shall engage in any activity where he or she is expected to disclose confidential information gained by reason of serving on the CCISD Board.

Any breach of this Confidentiality Agreement shall be considered inappropriate behavior and a breach of the Board's code of ethics and shall result in an agenda item specifying "evaluation of individual board member's performance" being listed at an upcoming Board meeting. The Board Member's breach of this Confidentiality Agreement shall be discussed in closed/executive session at said meeting, and the Board may act to sanction the Board Member for his or her breach in accordance with the CCISD Board Operating Procedures.



CRYSTAL CITY INDEPENDENT SCHOOL DISTRICT
BOARD OF TRUSTEES

ADJOURNMENT

