

# Agenda of Regular Meeting

## The Board of Trustees

**San Elizario ISD: A Proud Community of Champions – Soaring to Excellence!**

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A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Wednesday, March 6, 2024, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

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

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

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

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

1. **GENERAL FUNCTIONS**

Mr. Eduardo Chavez, Board President

A. Call Meeting to Order

B. Roll Call

C. Pledge of Allegiance

D. **San Elizario ISD Mission Statement**

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

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (five-minute limit)

3. **DISTRICT RECOGNITIONS**

A. San Elizario High School Cheerleading Squad - Back-to-Back Champions - 16th Annual UTEP Cheerleading Championship

Mr. Cesar Morales, Executive Director Athletics

B.	San Elizario High School Boys Varsity Basketball Team - Bi-District Champions Mr. Cesar Morales, Executive Director Athletics	
C.	Teacher and Employee of the Month for Lorenzo G. Loya Primary School Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School	
1.	Ms. Joanne Barba - Teacher of the Month	
2.	Ms. Guadalupe Montoya - Employee of the Month	
4.	<b>NEW BUSINESS / BOARD ACTION ITEMS</b>	
A.	San Elizario High School Student Council ESSER Presentation Student Council Students and Ms. Jasmine Lozano, Student Activities Manager	5
B.	Student Outcome Goals	
1.	Lorenzo G. Loya Primary School - Monitoring Student Progress Ms. Julissa Esquivel, Principal, Lorenzo G. Loya Primary School	24
C.	Consider and possible Board action on approval of Salaries and Stipends for Teachers and Employees for the 2024-2025 School Year Ms. Blanca Cruz, Executive Director Human Resources	34
D.	Leadership TASB Reflection Ms. Sandra Licon, Board Secretary	52
5.	<b>CONSENT AGENDA</b> - Consider and possible Board action on	
A.	Financial Reports Mr. Norberto Rivas, Chief Financial Officer	
1.	Tax Report	54
2.	Financial Statements	56
3.	Investment Report	62
4.	Budget Amendment	73
5.	Purchase orders exceeding \$25,000.00	
a.	PO# 50790 - Trejo Commercial Refrigeration - \$50,000.00	76
B.	Consider and possible Board action to approve Engagement Letter with Gibson, Ruddock, Patterson LLC for Financial Audit for Fiscal Year Ending June 30, 2024 Mr. Norberto Rivas, Chief Financial Officer	78
C.	Consider and possible Board action to approve Board Resolution in Support of a Fair and Transparent Accountability System Board of Trustees and Dr. Jeannie Meza-Chavez, Superintendent	93
D.	Consider and possible Board action on cancelation of existing interlocal agreement for School Resource Officers with the County of El Paso, Texas with an ending date of September 30, 2024, and approval of new interlocal agreement for School Resources Officers with the County of El Paso, Texas commencing on February 1, 2024, and ending on December 30, 2029 Mr. Jesus Martinez, Executive Director Support Services, and Mr. Norberto Rivas, Chief Financial Officer	94
E.	Consider and possible board action on El Paso Electric Easement Request Mr. Jesus Martinez, Executive Director Support Services	105
F.	Consider approval of minutes for the following: Board of Trustees	
1.	February 13, 2024 - Regular Board Meeting	110
2.	February 21, 2024 - Budget Workshop #2	115

G.	Consider disposal of surplus property declared obsolete and unnecessary by Superintendent or her Designee, to include disposal of broken furniture and technology equipment according to Administrative discretion and by any reasonable means.	
1.	Technology Department	121
	Mr. Horacio Hernandez, Executive Director Technology	
2.	Support Services Department	126
	Mr. Jesus Martinez, Executive Director Support Services	
6.	<b>PRESENTATION / REPORTS / INFORMATION</b>	
A.	Mid-Year Pulse Check on Academic Growth (Presentation)	129
	Ms. Lisa D. Renegar, Research & Evaluation Administrator	
B.	Goal Progress Monitoring (Information)	
	Ms. Lisa Renegar, Research and Evaluation Administrator	
1.	(HB3) GPM 1.3 - Progress Monitoring - Grade 3 Math Growth	288
C.	Board Training (Information)	
1.	Far West Texas School Boards Association/TASB Spring Workshop	
	Date: Thursday, May 23, 2024	
	Time: 5:00 p.m. - 9:00 p.m.	
	Location: ESC19 Starlight Center - Sunset Room	
D.	State Energy Conservation Office (SECO) Public Independent School District (ISD)	292
	Interior and Exterior LED Lighting Retrofits Funding (Information)	
	Mr. Jesus Martinez, Executive Director Support Services	
E.	Non-selection for award for application of 2024-2025 Principal Residency Grant Cycle	293
	7 (Information)	
	Mr. Edgar Ponce, ESSER Coordinator	
F.	Meal Service Update (Information)	294
	Ms. Aggie Reyes, Executive Director Child Nutrition Services	
7.	<b>EXECUTIVE SESSION</b>	
	The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:	
A.	Discussion on Employee / Board / Superintendent Communication	
8.	<b>THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION</b>	
9.	<b>NEXT MEETING DATE:</b>	
	Regular Board Meeting: Wednesday, April 10, 2024, at 5:30 p.m.	
10.	<b>ADJOURNMENT</b>	

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

Texas Government Code Section:

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

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

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



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

## MEMORANDUM

**To:** Members of the Board of Trustees

**From:** San Elizario High School Student Council

**Subject:** San Elizario High School Student Council ESSER Funding Projects / Improvements

**Date:** March 6, 2024

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### HISTORY:

On October 27, 2023, the student council of San Elizario High School had a meeting with Dr. Meza-Chavez, the superintendent, and Mr. Ponce to discuss potential improvements for the school based on the needs and concerns of the student body. The student council was tasked with gathering data to obtain the students' perspectives and utilizing the ESSER budget of \$25,000. We worked as a council to complete the project.

### RATIONALE:

The rationale of the project is to improve the campus environment for students centered around the student's voice and need.

### BUDGET:

The original allotted budget was \$25,000 of ESSER funds. Additional funds requested: \$83,723.44.

### STUDENT RECOMMENDATION:

Based on the survey, the student-recommended acquisition of tables has been completed using ESSER funds. The student council's suggestion is that the San Elizario Independent School District Board of Trustees continue improving the campus environment and provide a safe space for all students while using the bathrooms. Considering this, we recommend allotting funding for bathroom remodels. We urge the Board to continue addressing student concerns and supporting much-needed changes at San Elizario High School.

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

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

# SEHS IMPROVEMENTS

SEHS Student Council Advisory



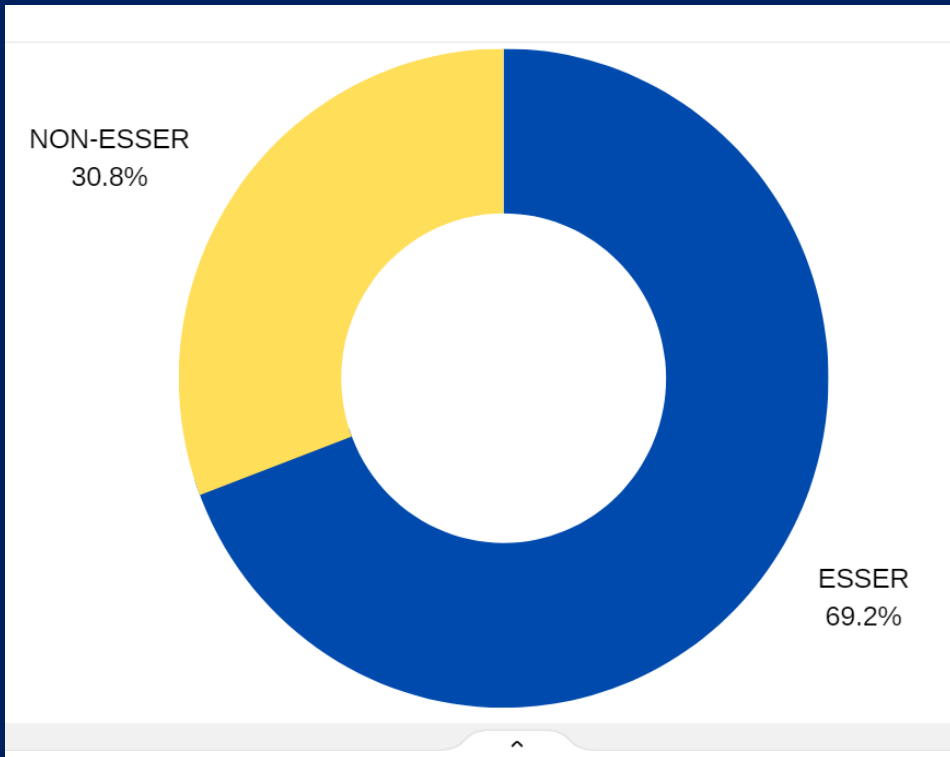
# INTRODUCTION



SEHS student advisory received an opportunity to work with Dr. Meza-Chavez & Mr. Ponce to improve San Elizario High School. \$25,000 was allotted to use for campus improvements allowed by ESSER funds with student input & voice being the focus of the project.



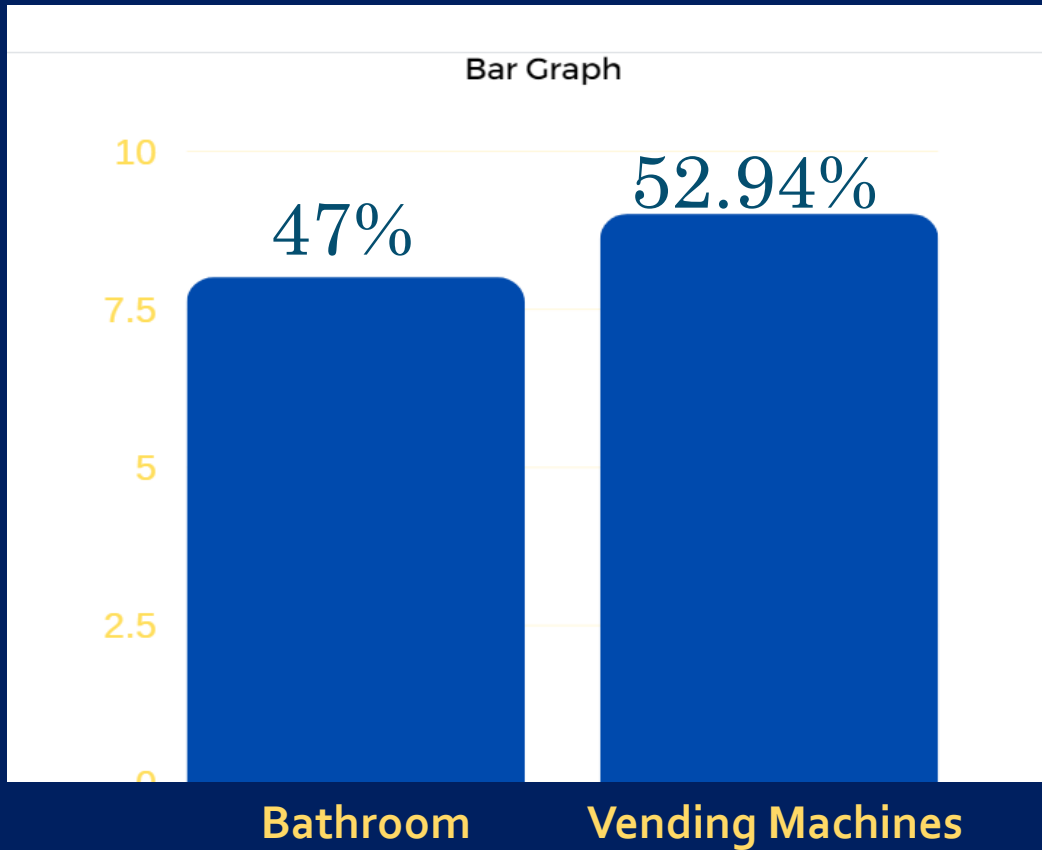
# STATISTICS



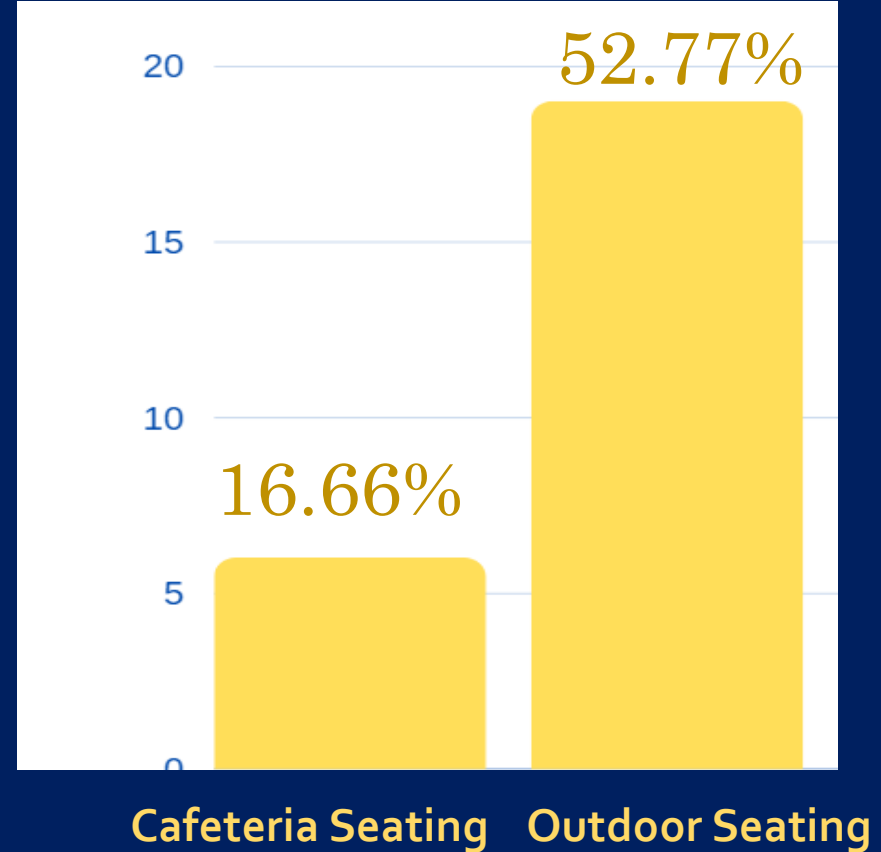
- ❖ Student Surveys were sent to over 1,000 students asking for ideas and input on this student-lead project.
- ❖ Students submitted 153 responses.
  - 69.2% of the responses were possible ESSER-funded projects.
  - 30.8 % were items and projects that ESSER funds could not cover.

# BREAKDOWN

## NON-ESSER



## ESSER



# ESSER RELATED IDEAS



# WHAT SEHS STUDENTS SAID

- ❖ "Students like to eat outside but there's not many places to sit so maybe more tables and chairs ."
- ❖ "Eating areas & recreational areas."
- ❖ "I'd like it better if the tables outside were closer to the cafeteria, as well as more shade outside. Making a designated area to eat and hangout."
- ❖ " Seating areas outside."
- ❖ "Shades for the blue benches outside."
- ❖ "Shades and benches can be made to sit before school, after school, or during lunch."
- ❖ "Seating area."

# CAFETERIA SPACE

- ❖ 69.43% of the ESSER responses mentioned improvements needed in seating.
- ❖ The ideal solution would be a cafeteria expansion.
- ❖ The student advisory suggests moving the railing by the cafeteria entrance and providing close cafeteria outdoor seating accessible to students.



# OUTDOOR TABLES/SHADING

- ❖ Based on data analysis and considering the student voice, we decided to work with the budget and move forward with getting tables.
- ❖ We recommended 10-15 tables by the rebote area as Students want closer seating to the cafeteria and want shade on tables; 11 Tables were purchased.



# STUDENT TIMELINE OF PROJECT

## September

9/22 We met with Superintendent Dr. Jeannie Meza-Chavez. Notification of Project to Students Advisory.

9/28 1st round of surveys sent to SEHS students via student email.

## October

10/17 2nd notification of surveys sent to SEHS students via student email.

10/20 Meeting with Dr. Meza and Mr. Ponce.

10/27 Meeting with Ms. Cruz, Mr. Hernandez, and Mr. Ponce.

# CENTRAL OFFICE TIMELINE OF PROJECT

Date	Description
11/1/2023	The presentation created by SEHS Student Council Students was shared with Superintendent Dr. Meza-Chavez
11/2/2023	Dr. Meza-Chavez approved the items requested by students and gave the green light to use ESSER funds if allowed based on grant guidelines
11/3/2023	Email was sent out to vendor requesting quote for common seating tables
11/3/2023	Restroom Walkthroughs with Support Services
11/8/2023	Vendor submitted the final copy of the Quote based on the adjustments requested
11/15/2023	Met with District CTE Coordinator to discuss program needs based on observations and teacher feedback, identified what are allowable items under ESSER
11/17/2023	The purchase order was sent over to the vendor for common seating order
11/17/2023	CTE Coordinator shared the list and needs Via Email
11/18/2023	Reached out to vendors to get quotes for programs
12/1/2023	Sent the first set of Quotes and paperwork over to the Campus Secretary to start submitting in the system
12/14/2023	The company sent in a proposal letter and quote for full remodel of restrooms
12/15/2023	The email was sent out to the team letting them know that the shipment of tables would arrive by 12/28/2023
12/20/2023	Common seating Tables were received by the Warehouse in boxes
1/9/2024	The last set of quotes for programs was sent over to Campus Secretary to submit in the system
1/12/2024	The quote for the replacement of partitions was received
1/23/2024	If work were to be done in-house, started receiving quotes for paint supplies and materials from support Services
1/25/2024	Met with Student Council to identify the presentation and approval process for the last project
Feb-24	Common seating Tables will be installed at the High School

# CTE

Another area of concern was CTE items for students. Ms. Sandra Sanchez, CTE Administrator and Mr. Ponce decided on how that portion was spent based on teacher identified needs.

<b>Business and Industry Academy</b>	<b><u>Carpentry_(Construction) Program of Study</u></b>
<b>Business and Industry Academy</b>	<b><u>Digital Communications (A/V Production) Program of Study</u></b>
<b>Public Service Academy</b>	<b>Health Science Program of Study - Brand New program</b>
<b>STEM Academy</b>	<b>Engineering Program of Study High School</b>
<b>STEM Academy</b>	<b>Engineering Program of Study Middle School</b>
<b>STEM Academy</b>	<b><u>Biomedical Science Program of Study</u></b>

Items consisted of:

-Consumables, Equipment or supplies to name a few, included video camera stabilizers, science body organs, hospital bed or other items needed for the new health science program.

NON-ESSER

RELATED IDEAS



# RESTROOM IMPROVEMENTS

- ❖ A significant concern noted by students was that the restroom stalls have substantial gaps between the doors.
- ❖ Further improvements are recommended to improve the restrooms, such as replacing toilet seats, repainting the walls of the stalls, cleaning the restrooms frequently, and purchasing stalls with more privacy.



# BUDGET NEEDED

Phase 1 and Phase 2 Total Cost (Nurse Area and 500/600 Restrooms)	Total Estimated Cost	\$ 34,812.94
Phase 3 and Phase 4 and Phase 5 (Cafeteria, 100 hallway, Freshman hallway)	Total Estimated Cost	\$ 48,910.50
	<u>Total Estimated cost of full in house restoration</u>	<u>\$ 83,723.44</u>

# BUDGET NEEDED

	SEHS Restrooms		COST		
Phase 1	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 1 Restrooms by Nurses Area	K.D. Scholten Co.	\$ 12,800.00		
Phase 1	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 1 Restrooms by Nurses Area Installation	K.D. Scholten Co.	\$ 1,750.00	Delivery/Installation	
					\$ 14,550.00
Phase 2	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 2 Restrooms between 500/600 Hallway	K.D. Scholten Co.	\$ 12,900.00		
Phase 2	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 2 Restrooms by 500/600 Hallway Area Installation		\$ 1,800.00	Delivery/Installation	
					\$ 14,700.00
Phase1/2	Paint	Sherwin Williams	\$ 1,498.75		
Phase1/2	Restroom Return Grilles	FERGUSON	\$ 285.80		
Phase1/2	Steel Corner Guards		\$ 1,233.75		
Phase1/2	Other supplies needed	Ferguson	\$ 850.64		
Phase1/2	Mirrors 4 restrooms phase 1 and phase 2	K.D. Scholten Co.	\$ 1,134.00		
Phase1/2	Mirrors 4 restrooms phase 1 and phase 2	K.D. Scholten Co.	\$ 560.00	Delivery/Installation	
					\$ 5,562.94

# BUDGET NEEDED

Phase 3	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 3 Restrooms by Cafeteria	K.D. Scholten Co.	\$ 12,800.00		
Phase 3	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 3 Restrooms by Cafeteria Installation	K.D. Scholten Co.	\$ 1,750.00		
Phase 3	Mirrors for Cafeteria restrooms phase 3	K.D. Scholten Co.	\$ 661.50		
Phase 3	Mirrors for Cafeteria restrooms phase 3 Installation	K.D. Scholten Co.	\$ 335.00	Delivery/Installation	
					\$ 15,546.50
Phase 4	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 4 Restrooms by 100 hallway	K.D. Scholten Co.	\$ 12,900.00		
Phase 4	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 4 Restrooms by 100 hallway Installation	K.D. Scholten Co.	\$ 1,800.00		
Phase 4	Mirrors for Cafeteria restrooms phase 4	K.D. Scholten Co.	\$ 567.00		
Phase 4	Mirrors for Cafeteria restrooms phase 4 Installation	K.D. Scholten Co.	\$ 290.00	Delivery/Installation	
					\$ 15,557.00
Phase 5	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 5 Restrooms by Freshman Boys and Girls Restrooms	K.D. Scholten Co.	\$ 12,800.00		
Phase 5	Stalls Administrative Recommendation option 3 HDPE Solid Plastic Phase 5 Restrooms by Freshman Boys and Girls Restrooms Installation		\$ 1,750.00	Delivery/Installation	
Phase 5	Mirrors for Freshman Hallway phase 5	K.D. Scholten Co.	\$ 567.00		
Phase 5	Mirrors for Freshman Hallway phase 5 Installation		\$ 290.00	Delivery/Installation	
Phase 5	Paint Estimate for Freshman phase 5		\$ 1,500.00		
Phase 5	Materials Estimate		\$ 900.00		
					\$ 17,807.00

# SUMMARY

As San Elizario High School students, we value the chance to express our needs and concerns. It is appreciated that our voices are heard, and our concerns addressed, including the recent purchase of tables. However, there are still multiple areas where we hope to see improvements. Specifically, we are advocating for funding for restroom improvement, shaded areas for students and recreational common spaces for the 1000+ students and almost 100 staff members who attend our SEHS.



**THANK YOU!!**  
**¡¡¡MUCHAS GRACIAS!!!**



# Lorenzo G. Loya Primary

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

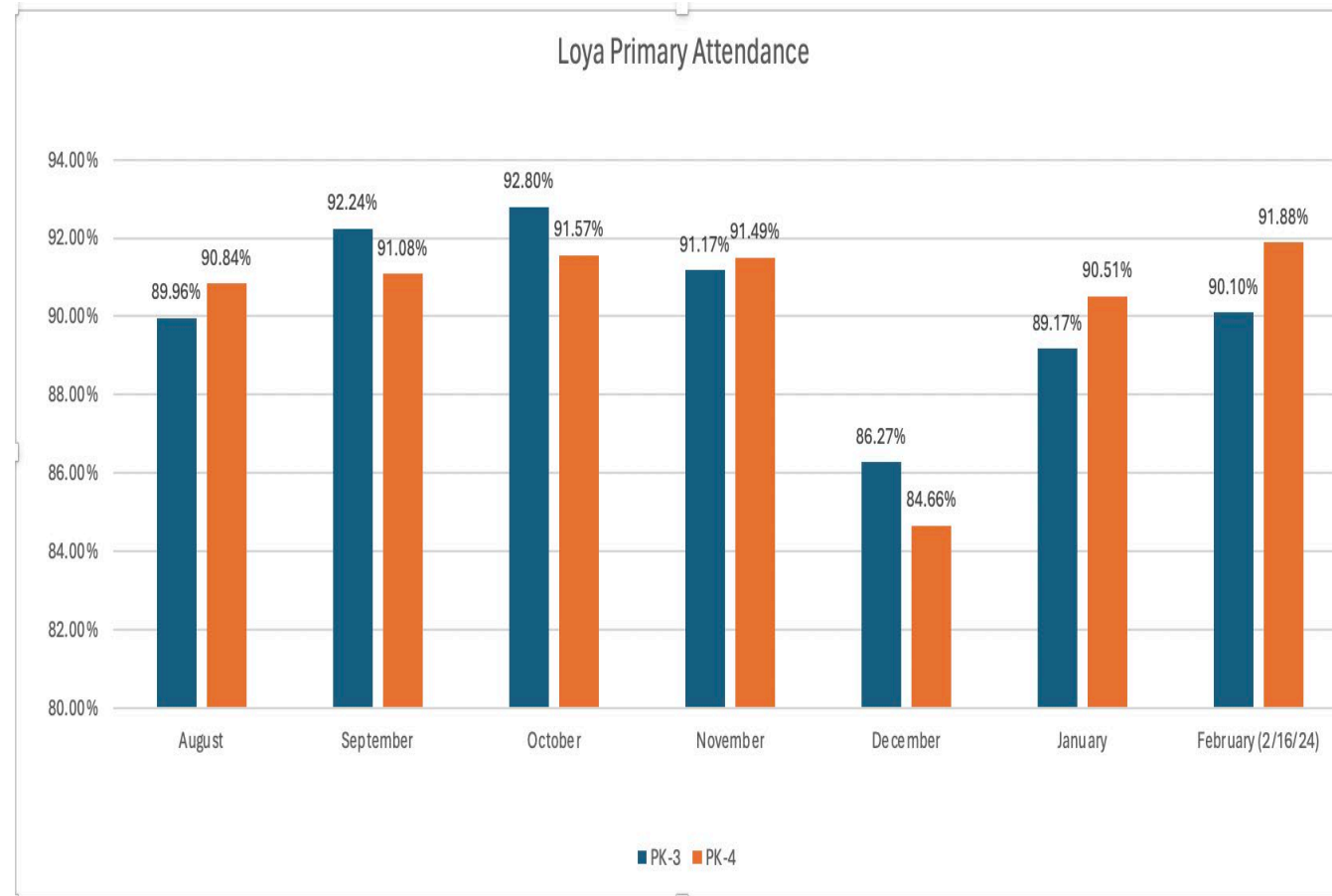
2023 – 2024  
#SEISDPeoplePassionPurpose

## Progress Monitoring



# Attendance

August-  
February(mid)



# Attendance

1. Who has the lowest attendance percentage?

Both grade levels are so close in range with PK-3 at 90.24% and PK-4 at 90.29 %, as of mid-February.

2. Which circumstances surrounded attendance struggles for that grade level and what is being done about it? We saw a drop in attendance for the month of December due to students getting ill with various viruses. Calls are being made to parents by our registrar clerk and our front receptionist to remind them to contact the campus when their child will be out. For those who are in the hospital, our campus nurse contacts the parent to check on their well-being. For extreme absences, our counselor and social worker will do a well check visit to inquire if they can be of assistance.

3. Why is attendance higher for some grade levels?

The average is about the same if looking at student enrollment in PK-3 and PK-4. We have fewer students in PK-3, with 3 sections, while PK-4 has 6 sections.

4. Which changes will happen based on the data? We will continue communicating the importance of attendance to our families, as well as recognizing students at the 9 Weeks Award assemblies. In reviewing last year's attendance, during the same window, we were at 87.3 %

5. How can the Board of Trustees help to improve attendance?

A suggestion that would be beneficial is creating a video where the board members thank the parents for enrolling students in our district and, also promote the importance of attendance to be placed in our District and School websites. Also, providing bumper stickers for parents that have students with Perfect Attendance that say, "My child had perfect attendance at Loya Primary!."

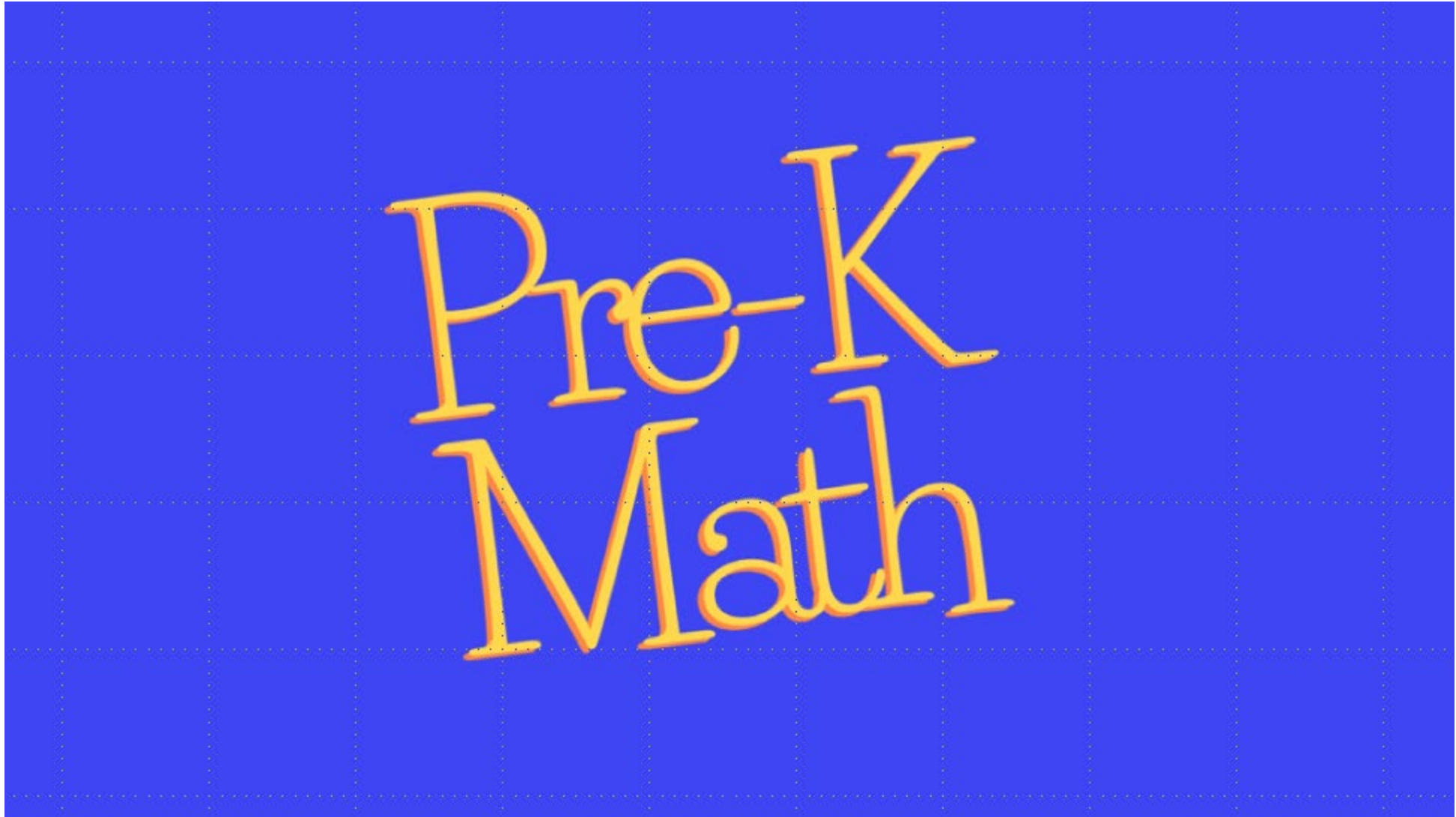
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# Reading Showcase



# Math Showcase



# Parent Involvement:

- Volunteer meetings.
- Techie Parent training.
- Monthly Family Literacy sessions.
- Bingo with Grandparents.
- Holiday celebrations/parades.
- Parent Anthology Writing – Session.
- PBIS Family Winter Dance.
- Committees: LPAC & SBDM
- Feedback on campus parent compact and policy.
- Volunteer in parent center and library.



# School Website

HOME IMPORTANT DOCUMENTS EXTRACURRICULAR ACTIVITIES RESOURCES STAFF FAMILY CONTACT US CALENDAR

**Lorenzo G. Loya Primary School**  
Where Eagles Take Their First Flight

District Home | Schools +

Translate Users

## Loya Primary School Information

Pre-K 3 & 4 full day program

Read more...

[Loya Primary School / Homepage \(seisd.net\)](https://seisd.net)



# Schools' Newsletter

HOME IMPORTANT DOCUMENTS EXTRACURRICULAR ACTIVITIES RESOURCES STAFF FAMILY CONTACT US CALENDAR

 **Lorenzo G. Loya Primary School**  
Where Eagles Take Their First Flight

District Home | Schools +

Translate Users

Loya Primary:  
February Newsletter 2024

Read more...

#SEISDPeoplePassionPurpose

[Loya Primary School / Homepage \(seisd.net\)](https://seisd.net/Loya-Primary-School-Homepage)



# School Showcase



Lorenzo G.  
Loya  
Primary  
School

2023-2024



# Lorenzo G. Loya Primary

We, the faculty and staff at Lorenzo G. Loya Primary, are committed to creating a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

2023 – 2024  
#SEISDPeoplePassionPurpose

## Questions





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

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Blanca I. Cruz, Executive Director – Human Resources  
**Subject:** 2024-2025 Proposed Compensation  
**Date:** March 6, 2024

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**HISTORY:** During the February 21, 2024 budget workshop, the Board of Trustees were provided with a budget overview for the 2024-2025 fiscal year. Health insurance options and compensation items were also discussed, as the district's financial position directly impacts these two items.

**RATIONALE:** The administration presented the Board of trustees with a proposed compensation plan which included the following:

- \$1,000 flat general pay increase for employees on the teacher pay scale.
  - The pay schedule has been updated to reflect a \$1,000 increase at every step. The pay increase applies to all employees on the teacher pay grade regardless of their years of experience.
  - The pay raise is TRS eligible and subject to all applicable deductions.
- Other pay schedules - The pay rates for the pay schedules below will remain the same for the 2024-2025 contract year. No general pay increase applies.
  - No changes were made to any other pay rates to include:
    - Administrative Professionals
    - Administrative Technical
    - Instructional Support
    - Operations Support
    - Substitute Pay Rates
    - Miscellaneous Pay Rates
    - Child Nutrition Pay Rates
    - Support Services Mindful Monday Pay Rates
- Up to \$1,000 **one-time** retention payment for all other full-time, part-time employees, and tutors (excludes all substitutes, and co-ops, includes superintendent). Employees not included in the teacher pay grade will **not** receive a general pay increase. Employees on the teacher pay grade are **not** eligible for the one-time retention payment.

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- **The retention payment is only for the 2024-2025 contract year.**

*Please note:*

- Eligible employees are defined as full-time, part-time employees, and tutors who were active as of the last day of the 2023-2024 contract year and who continue to be employed by the district for the 2024-2025 school year (excludes all substitutes, co-ops, and employees on the teacher pay grade).
- Two equal payments of \$500 will be issued to eligible employees. The first payment will be issued in August 2024. The second payment will be issued in November 2024.
- Eligible employees must remain active until July 31, 2024, to be eligible for the first payment of \$500. Proration will **not** apply.
- Eligible employees must remain active until October 31, 2024, to qualify for the second payment of \$500. Proration will **not** apply.
- Employees terminated for good cause before the issuance of any of the two payments are not eligible for any retention payments. If termination occurs after the first payment is issued, the employee has no repayment penalty.
- If separation occurs after July 31, 2024, but before October 31, 2024, the employee has no repayment penalty for the first payment. However, the employee forfeits the second payment of \$500.
- The two equal payments of \$500 are **not** TRS eligible and are subject to all applicable deductions.

**Stipend information:**

- Adjustments were made to stipends below 90% of the market value as reported by TASB.
- An increase of \$1,500 to the bilingual and dual language stipends.
- A new stipend was added for the High School Speech and Debate Sponsor for \$1,500 (The amount is comparable to other districts in Region 19 as reported by TASB).
- The stipend quantities needed for each sport will be reviewed and approved by the superintendent. Quantities are subject to student enrollment numbers.

*Please note: Changes to the stipend amounts have been highlighted in the applicable schedule for easy reference.*

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the 2024-2025 compensation plan as presented.

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

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# Proposed Teacher Pay Schedule

## \$1,000 Pay Increase



\$1,000 flat Increase per year

## 2024-2025 Proposed Hire Guide Classroom Teachers, Librarians, and Nurses

Payment will be made for all years of creditable service as prescribed by the Texas Education Agency. It is the employee's responsibility to provide Service Records from previous education institutions to verify creditable years of service. (These salaries do not include consideration of other stipends and/or payment for extra duty assignments). The schedule assumes 155 days of work. Daily amounts are calculated based off of 155 days of work for positions that fall under a different calendar.

Years of Experience	Salary
0	<b>\$59,000.00</b>
1	\$59,049.05
2	\$59,100.20
3	\$59,231.95
4	\$59,483.05
5	\$59,731.05
6	\$59,982.15
7	\$60,281.30
8	\$61,048.55
9	\$61,250.05
10	\$61,501.15
11	\$61,901.05
12	\$62,200.20
13	\$62,362.95
14	\$62,786.10
15	\$63,207.70
16	\$63,630.85
17	\$64,055.55
18	\$64,548.45
19	\$65,053.75
20	\$65,562.15
21	\$66,078.30
22	\$66,698.30
23	\$67,140.05
24	\$67,831.35
25	\$68,442.05
Over 25	\$69,096.15

Extra Compensation & Benefits	
*Bilingual/ESL	*\$4,000/YR
*Dual Language	*\$4,500/YR
Special Education	\$2,500/YR
Visually Impaired	\$4,000/YR
**Math	**\$3,000/YR
Librarian	\$2,000/YR
Behavioral Unit	\$1,000/YR
**Science	**\$6,000/YR
**English	**\$3,000/YR
Registered Nurse	\$1,200/YR

\*Stipends will be prorated based on classes taught for which requirements are met. A pro-rated stipend will be paid if teaching part of the day in the assignment stipend area.

\*\*Math, Science, and English stipends will only be paid to secondary (7-12) teachers teaching in their certification area and be fully certified in those specialized areas.

\$1,200 stipend paid for Master's/Doctorate Degree.  
**Note:** Degree MUST be in subject area of assignment. Degree must be conferred on an official college/university transcript and will be paid in full only if received prior to beginning of school year.

Stipends are paid for a wide variety of extra/co-curricular activities and district-sponsored staff development and may be viewed at [www.seisd.net](http://www.seisd.net) under the HR tab.

NOTES: This schedule is for salary placement for the 2024-2025 school year. Some employees are paid more than the amounts shown here due to stipends or extended work years. This salary schedule applies to the 2024-2025 school year only. Future salaries cannot be predicted from this schedule. New salary schedules are developed each year.  
 Salary advancement is based on the annual pay raise budget approved by the Board of Trustees.



# Proposed Pay Schedules

## No General Pay Increase

- Administrative Professionals
- Administrative Technical
- Instructional Support
- Operations Support
- Substitute Pay Rates
- Miscellaneous Pay Rates
- Child Nutrition Pay Rates
- Support Services Mindful Monday Pay Rates



**HUMAN RESOURCES DEPARTMENT**

**2024-2025 Proposed Administrative Professional Pay Scale**

Pay Grade	Job Title	Calendars	Minimum	Midpoint	Maximum	
<b>1</b>	Manager-Student Activities	173	Daily	\$ 253.35	\$ 304.72	\$ 356.09
			<b>173 Days</b>	\$ 43,829.40	\$ 52,716.15	\$ 61,602.90
<b>2</b>	Social Worker	170	Daily	\$ 278.54	\$ 335.60	\$ 392.65
	Speech Language Pathologist-Licensed	170	<b>170 Days</b>	\$ 47,351.80	\$ 57,052.00	\$ 66,750.50
	Assistant	163	<b>163 Days</b>	\$ 45,402.02	\$ 54,702.80	\$ 64,001.95
<b>2 - A</b>	Specialist-Purchasing	190	Daily	\$ 279.81	\$ 336.81	\$ 392.81
	Supervisor - Warehouse/Grounds/Custodial Support	190	<b>190 Days</b>	\$ 53,164	\$ 63,994	\$ 74,633.90
	Certification/Data Mgmt.	190				
<b>3</b>	Accountant	190	Daily	\$304.62	\$367.01	\$429.40
	Supervisor-Support Services/Transportation	190	<b>190 Days</b>	57,878.60	69,732.30	81,586.00
<b>4</b>	Counselor-ES	168	Daily	\$345.58	\$411.40	\$477.23
	Counselor-Special Education	168	168	\$58,058.00	\$69,116.00	\$80,174.00
	Counselor-MS	184	184	\$63,587.33	\$75,698.48	\$87,809.62
	Counselor-HS	184				
<b>5</b>	Asst Principal-Elementary	184	Daily	\$361.21	\$430.02	\$498.82
		184	184	\$66,463.20	\$79,122.96	\$91,782.72
<b>5-A</b>	Administrator-Database/Systems	190	Daily	\$366.00	\$435.72	\$505.43
	Administrator-Network	190	190	\$69,540.20	\$82,786.06	\$96,031.92
	Coordinator-PEIMS	190				
	Coordinator-Risk Management	190				
	Officer-Instructional	190				



## HUMAN RESOURCES DEPARTMENT

### 2024-2025 Proposed Administrative Professional Pay Scale

Pay Grade	Job Title	Calendars	Daily	Minimum	Midpoint	Maximum
<b>6</b>			<b>Daily</b>	<b>\$392.03</b>	<b>\$466.71</b>	<b>\$541.38</b>
	Speech Language Pathologist	163, 173	<b>163 Days</b>	\$ 63,901.50	\$ 76,073.40	\$ 88,245.30
	Educational Diagnostician	168	<b>173 Days</b>	\$ 67,821.84	\$ 80,740.48	\$ 93,659.12
	Coordinator-State and Federal Programs	190	<b>168 Days</b>	\$ 65,861.67	\$ 78,406.94	\$ 90,952.21
	<b>Coordinator of ESSER Programs</b>	190	<b>190 Days</b>	\$ 74,486.41	\$ 88,674.52	\$ 102,862.62
	Asst Principal-High School	190				
	Asst Principal-Middle School	190				
<b>Coordinator-School Improvement (ESSER)</b>	190					
<b>7</b>			<b>Daily</b>	<b>\$415.13</b>	<b>\$494.20</b>	<b>\$573.28</b>
	Administrator-CTE	190	<b>190 Days</b>	78,874	93,898	108,923
	Administrator-Instructional Programs	190				
	Administrator-Research & Evaluation	190				
Principal-Elementary	190					
<b>8</b>			<b>Daily</b>	<b>\$440.03</b>	<b>\$523.86</b>	<b>\$607.68</b>
	Principal-Middle School	190	<b>190 Days</b>	83,606	99,533	115,459
Licensed School Psychology	190					
<b>9</b>			<b>Daily</b>	<b>\$472.00</b>	<b>\$555.28</b>	<b>\$638.57</b>
	Principal-High School	190	<b>190 Days</b>	89,679	105,504	121,328
Director-Special Education						
<b>10</b>			<b>Daily</b>	<b>\$497.20</b>	<b>\$584.47</b>	<b>\$670.99</b>
	Executive Director-Athletics	190	<b>190 Days</b>	94,468	111,050	127,489
	Executive Director-Food Service	190				
	Executive Director-Human Resources	190				
	Executive Director-Support Services	190				
Executive Director-Technology	190					
<b>11</b>			<b>Daily</b>	<b>\$523.90</b>	<b>\$616.36</b>	<b>\$708.82</b>
	Associate Superintendent	190	<b>190 Days</b>	99,542	117,109	134,676
Chief Financial Officer	190					

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.

Job title in red indicate closed position for 2024-2025 school year.

**HUMAN RESOURCES DEPARTMENT**

No change from current year

**2024-2025 Proposed Administrative Technical Pay Scale**



Pay Grade	Job Title	Calendars	Hourly		
			Minimum	Midpoint	Maximum
<b>1</b>			\$ 12.00	\$ 14.79	\$ 17.47
	Clerk-Bookroom	163			
	Clerk-General Office	190			
<b>2</b>			\$ 13.89	\$ 17.16	\$ 20.27
	Caseworker-Special Education	168			
	Clerk-Attendance ES	163			
	Clerk-Attendance HS	163			
	Clerk-Attendance MS	163			
	Clerk-Migrant Education Program	190			
	Clerk-Special Education	190			
	Campus Receptionist	163			
	Campus-Clerk	190			
<b>3</b>			\$ 15.00	\$ 18.53	\$ 21.89
	Clerk II- Attendance/PEIMS ES	184			
	Registrar MS	184			
	Registrar PS	184			
<b>4</b>			\$ 16.30	\$ 20.01	\$ 23.54
	Clerk-Student Services	190			
	Registrar HS	190			
	Secretary-Campus ES	184			
	Secretary-Campus MS	184			
	Secretary-Campus PS	184			
<b>5</b>			\$ 17.78	\$ 21.82	\$ 25.67
	Secretary-Department	190			
	Secretary-High School	190			
	Specialist – Accounts Payable	190			
	Specialist-Nutrition Services Support	190			
<b>6</b>			\$ 19.67	\$ 24.00	\$ 28.12
	Specialist – HR	190			
	Specialist-Payroll	190			
<b>7</b>			\$ 23.23	\$ 28.33	\$ 33.19
	Specialist-IT Field	190			
<b>8</b>			\$ 24.78	\$ 30.03	\$ 35.03
	Secretary-Superintendent	190			
	Specialist-IT Support	190			
	Specialist-IT Systems	190			

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.

Job titles in red indicate closed position for 2024-2025  
 Job title in blue indicate re-purposed position.  
 Migrant Clerk to Campus Clerk



## HUMAN RESOURCES DEPARTMENT

### 2024-2025 Proposed Instructional Support Pay Scale

Pay Grade	Job Title	Calendars	Hourly		
			Minimum	Midpoint	Maximum
<b>2</b>			<b>\$ 14.00</b>	<b>\$ 16.40</b>	<b>\$ 18.70</b>
	Aide-Classroom	155			
	Aide-Classroom-Language Development	155			
	Aide-Classroom-Math & Science	155			
	Aide-Classroom-Pre-K,ESL,PE	155			
	Aide-Computer Lab	155			
	Aide-Computer Lab (w/o teacher)	155			
	Aide-ISS	155			
	Aide-Nurse	158			
	Aide - Library	158			
	<b>Paraprofessional - LPAC (ESSER)</b>	155			
<b>3</b>			<b>\$ 15.65</b>	<b>\$ 18.25</b>	<b>\$ 20.89</b>
	Aide-Special Ed II-ASC	155			
	Aide-Special Ed II-ECSE	155			
	Aide-Special Ed II-ECSE/Collaborative	155			
	Aide-Special Ed II-Life Skills	155			
	Aide-Special Ed II-LS/ASC/Resource	155			
	Aide-Special Ed II-Resource	155			
	Aide-Special Ed II-SES/ASC	155			
	Aide-Special Ed II-SES/Resource	155			
	Aide-Special Ed II-SLC	155			
	Aide-Special Ed II-SLC/Life Skills	155			
	Parent Liaison	158			
	Special Education Job Coach	155			
<b>4</b>			<b>\$ 17.65</b>	<b>\$ 20.69</b>	<b>\$ 23.73</b>
	Officer-Truant	184			
<b>5</b>			<b>\$ 20.88</b>	<b>\$ 24.55</b>	<b>\$ 28.23</b>
	Nurse-Licensed Vocational	155,158			
	Parent Liasion - District	168			
<b>Hourly</b>			<b>\$ 31.67</b>		
	Literacy Instructor				

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.

Job title in red indicate closed position for 2024-2025 school year.



**HUMAN RESOURCES DEPARTMENT**  
**2024-2025 Proposed Operations Support Pay Scale**

Pay Grade	Job Title	Calendars	Hourly		
			Minimum	Midpoint	Maximum
<b>1</b>			\$ 12.00	\$ 14.16	\$ 16.32
	Custodian	190			
	Monitor-Bus	151			
	Monitor-Crossguard	151			
<b>2</b>			\$ 13.38	\$ 15.84	\$ 18.30
	Groundskeeper	190			
<b>3</b>			\$ 14.39	\$ 17.07	\$ 19.75
	Security-Campus	173			
	Warehouse Worker	190			
<b>3B</b>			\$ 14.89	\$ 17.57	\$ 20.25
	Security-District	210			
<b>4</b>			\$ 15.49	\$ 18.40	\$ 21.33
	Clerk-Inventory/Commodities				
	Delivery	190			
	Head Custodian ES	190			
	Head Custodian MS	190			
	Maintenance Worker	190			
<b>4B</b>			\$ 16.68	\$ 19.86	\$ 23.05
	Groundskeeper/Applicator	190			
<b>5</b>			\$ 17.99	\$ 21.46	\$ 24.92
	Head Custodian HS	190			
	Irrigator	190			
	Maintenance-Plumber Assistant	190			
<b>6</b>			\$ 19.78	\$ 23.38	\$ 26.98
	IPM Applicator/Utility Worker	190			
<b>6B</b>			\$ 20.00	\$ 23.20	\$ 26.39
	Bus Driver	155 , 184			
<b>6C</b>			\$ 21.45	\$ 25.07	\$ 28.68
	Bus Driver-Lead	190			
	Dispatcher-Transportation	184			
<b>7</b>			\$ 22.60	\$ 26.78	\$ 30.97
	Maintenance-Electrician	190			
	Maintenance-HVAC Technician	190			
	Maintenance-Plumber	190			
	Officer-Nutrition Services Compliance	190			
<b>8</b>			\$ 24.50	\$ 28.75	\$ 33.01
	Supervisor-Security	190			

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.



**HUMAN RESOURCES DEPARTMENT**

No change from current year

**2024-2025**

**Proposed Guest Teacher/Substitute Pay Rates**

<b>Guest Teacher (Daily Rate)</b>	
SEISD Guest Teacher Training	\$100.00
30+ College Hours	\$110.00
Associates Degree	\$115.00
Bachelor's Degree	\$130.00
Teacher Certified -State of Texas	\$155.00
<i>Long Term Assignment (assigned by campus &amp; HR)</i>	
Teacher Certified -State of Texas	\$160.00
Non-Certified	Additional \$10.00

Additional Pay for assignment days (Above daily rates)

- \$5.00/day after 30 assignment days
- \$10.00/day after 50 assignment days

*Note: Additional pay for assignments does not apply to long term assignments. Assignments days do not have to be consecutive days and half day assignments count as ONE assignment day. The additional pay for assignments is reset back to zero at the beginning of each school year.*

<b>Other Guest (Daily Rate)</b>	
Registered Nurse (Assigned by HR)	\$150.00
Licensed Cosmetology Teacher (Assigned by HR)	\$150.00

<b>Substitutes (Hourly Rate)</b>	
Custodian and/or Food Service Worker	\$10.00
Health Aide	\$12.00
<i>Note: All Custodian, Food Service and Health Aide Substitutes are <u>required</u> to clock-in and clock-out daily.</i>	



# HUMAN RESOURCES DEPARTMENT

No change from  
current year

## 2024 - 2025 Proposed Miscellaneous Pay Rates

Listed below are the approved miscellaneous pay rates to be used for the employees who attend or work in programs outside of their regular duty hours or contract days. Miscellaneous pay rates are not determined by funding sources or the amount of available funding. Pay rates are consistent with the duties performed, and are to be applied consistently to all employees, across all grants, programs and activities.

Professional Development	
Summer Professional Development <i>(3-hour session)</i>	\$75.00
Summer Professional Development <i>(6-hour session)</i>	\$150.00
After School Professional Development <i>(attending 2-3 hour session)</i>	\$75.00
Saturday Professional Development <i>(3-hour session)</i>	\$75.00
Saturday Professional Development <i>(6-hour session)</i>	\$150.00
Extra Duty Pay-Teachers	
Tutor-Certified <i>(per hour)</i>	\$50.00
Summer School Assignment <i>(per hour)</i>	\$50.00
After School Activities/ Intermural <i>(per hour)</i>	\$50.00
Literacy Instructor	\$40.00
Special Assignment (Professional Employees) <i>(per day)</i>	\$30.00
Hourly Pay	
Coach-COOP <i>(per hour)</i>	\$8.50
High School Student-COOP <i>(per hour)</i>	\$7.25
Student Intern <i>(per hour)</i>	\$30.00
Tutors-Non-Certified <i>(per hour)</i>	\$15.00
Professional Skilled Services <i>(per hour)</i>	\$30.00
Speech Language Pathologist <i>(per hour)</i>	\$55.00
Campus Instructional Specialist qualify to tutor as long as it is after their scheduled hours or on a Saturday.	

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

Athletics	
Ticket Sellers <i>(professional-per event)</i>	\$30.00
Clock/Timekeeper <i>(professional-per event)</i>	\$25.00
Official Books Keeper *Varsity games ONLY <i>(professional-per event)</i>	\$25.00
Announcer *Football games ONLY <i>(professional-per event)</i>	\$25.00
Pitch Counter <i>(professional-per event)</i>	\$25.00
County Sheriff's Services *Football games ONLY <i>(professional-per event)</i>	\$25.00
Non-District Employee <i>(per hour)</i>	\$10.00
Hy-Tek Computer Data Operator <i>(Depending on the size of track or Cross Country meet and how many divisions)</i>	\$150 - \$180
Finish-Lynx Camera Operator <i>(Depending on the size of track or Cross-Country meet and how many divisions)</i>	\$150 - \$180
Law Enforcement Officer <i>minimum of 4 hours</i>	\$60.00/hr
Special Education-Contracted Services	
Occupational Therapist <i>(per hour)</i>	\$68.00
Physical Therapist <i>(per hour)</i>	\$68.00
Speech Language Pathologist, CCC <i>(per hour)</i>	\$55.00
Licensed Specialist in School Psychology <i>(per evaluation)</i> NOTE: 1 <sup>st</sup> year LSSP \$375, Supervisor \$100	\$475.00
Itinerant Teacher for Auditory Impaired <i>(per hour)</i>	\$55.00
Transition Specialist <i>(per hour)</i>	\$50.00
Orientation and Mobility Specialist <i>(per hour)</i>	\$50.00
Doctor of Medicine <i>(per prescription)</i>	\$15.00
Diagnostician <i>(per hour)</i>	\$55.00
District Teacher and Employee of the Year – One-time	
District Teacher of the Year	\$1,000
District Employee of the Year	\$1,000



**HUMAN RESOURCES DEPARTMENT**  
**2024-2025 Proposed Food Service Pay Scale**

Pay Grade	Job Title	Calendars	Hourly		
			Minimum	Midpoint	Maximum
<b>1F</b>	Food Service-Worker/Custodian	154	\$ 12.11	\$ 14.44	\$ 16.60
<b>2F</b>	Food Service-Cashier	154	\$ 12.98	\$ 15.63	\$ 18.09
<b>3F</b>	Food Service-Cook	154	\$ 13.85	\$ 16.71	\$ 19.39
<b>5F</b>	Manager-Food Service ELE Manager-Food Service MS	166 166	\$ 17.29	\$ 20.98	\$ 24.45
<b>6F</b>	Manager-Food Service HS	166	\$ 19.09	\$ 22.97	\$ 26.58

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.



**HUMAN RESOURCES DEPARTMENT**

**2024-2025 Proposed Food Service Summer School/Intersession Pay Rates**

Listed below are the approved miscellaneous pay rates to be used for child nutrition employees who work during the **summer or during school breaks** outside of their regular duty hours. Miscellaneous pay rates are not determined by funding sources or the amount of available funding. Pay rates are consistent with the duties performed and are to be applied consistently to all employees

Position	Rate Per Hour
Food Service Worker/Custodian and Food Service Clerk	\$16.50 *
Food Service Cashier	\$17.50 *
Food Service Cook	\$20.00 *
Food Service Manager	\$3.00 / hour above their regular rate of pay

Note:

\*Employee's Hourly Rate Applies if Greater than Established Rate

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.



**HUMAN RESOURCES DEPARTMENT**  
**2024-2025 Proposed Mindful Mondays Support Services Pay Rates**

Listed below are the approved miscellaneous pay rates to be used for support services employees who work during a mindful monday outside of their regular duty hours due to emergencies or instructional needs. Miscellaneous pay rates are not determined by funding sources or the amount of available funding. Pay rates are consistent with the duties performed and are to be applied consistently to all eligible employees as determined by Superintendent.

Position	Rate Per Hour
Support Service Employee	\$3.00 / hour above their regular rate of pay

This salary plan is for the 2024-2025 school year only. Future salaries cannot be predicted from this schedule.



# Proposed Stipends



## HUMAN RESOURCES DEPARTMENT 2024 - 2025 Proposed Academic Stipends

	Current	Proposed
<b>Stipends Paid over 12 months</b>		
*Bilingual/ESL	\$2,500	\$4,000
*Bilingual/ESL Serving in Dual Language Setting	\$3,000	\$4,500
Librarian	\$2,000	\$2,000
Librarian-Supervising more than one campus (per supervised campus)	\$1,000	\$1,000
Master's Degree	\$1,200	\$1,200
★ Special Education	\$2,500	\$2,500
***Math	\$3,000	\$3,000
**Science	\$6,000	\$6,000
***English	\$3,000	\$3,000
<b>Yearbook</b>		
<b>CLASSROOM TEACHERS ONLY</b>		
High School	\$2,000	\$2,000
Middle School	\$600	\$600
Elementary	\$300	\$300
<b>Mentor Teachers</b>		
<b>CLASSROOM TEACHERS ONLY</b>		
HS,MS,Elem.	\$600	\$600
<b>Career &amp; Technical Student Organization</b>		
<b>CLASSROOM TEACHERS ONLY</b>		
BPA	Up to \$1,500	Up to \$1,500
HOSA	Up to \$1,500	Up to \$1,500
NTHS	Up to \$1,500	Up to \$1,500
SkillsUSA	Up to \$1,500	Up to \$1,500
TAFE	Up to \$1,500	Up to \$1,500
TSA	Up to \$1,500	Up to \$1,500
Vex Robotics (TSA Support) (x1)	Up to \$1,500	Up to \$1,500
*Stipends will be prorated based on the classes being taught for which the requirements apply.		

### Legend

Adjusted
New

	Current	Proposed
<b>Stipends paid in June-Upon completion of Assignment.</b>		
<b>*Paid each semester (December/June)</b>		
<b>CLASSROOM TEACHERS ONLY</b>		
Department Head 3-5 Teachers (HS, MS)	\$600	\$600
Department Head 6-9 Teachers (HS, MS)	\$900	\$900
Department Head 10+ Teachers (HS, MS)	\$1,200	\$1,200
Dual Credit-Per class, per semester (HS)	\$285	\$285
<b>Gifted and Talented – HS, MS, Elem.</b>		
GT Coordinator	\$1,000	\$1,000
<b>Special Education Stipends</b>		
Visually Impaired	\$4,000	\$4,000
Behavioral Unit	\$1,000	\$1,000
Registered Nurse	\$1,200	\$1,200
SLP Supervising SLPA	\$1,200	\$1,200
<b>University Interscholastic League (UIL)</b>		
<b>CLASSROOM TEACHERS ONLY</b>		
UIL Event Sponsor – HS, MS	\$500	\$500
UIL Coordinator – HS	\$1,200	\$1,200
UIL Coordinator – MS	\$750	\$750
UIL Science Coordinator – HS, MS, Elem.	\$500	\$500
<b>Other: Extra Curricular Activities</b>		
<b>CLASSROOM TEACHERS ONLY</b>		
National Honor Society – HS, MS	\$500	\$500
Science Fair Coordinator – HS, MS	\$500	\$500
One Act Play – HS	\$1,200	\$1,350
Pep Squad – Elem.	\$300	\$300
Student Council – HS	\$1,200	\$1,200
Student Council – MS	\$600	\$600
Robotics	\$1,000	\$1,350
Literary Anthology Campus Coordinator (6)	\$500	\$500
<b>Speech and Debate</b>		<b>\$1,500</b>
<p>**Math and Science stipends will only be paid to secondary teachers (7-12) teaching in the certification area. Teachers must be fully certified in the specialty area.</p> <p>★ May be combined with the Bilingual/ESL or Dual Language stipend if serving in a bilingual or dual setting.</p>		



## HUMAN RESOURCES DEPARTMENT 2024 - 2025 Proposed Non-Academic Stipends

	Current	Proposed
<b>Basketball</b>		
Varsity Coach (x2)	\$8,500	\$8,500
JR Varsity (x2)	\$3,650	\$3,650
9 <sup>th</sup> (x2)	\$3,650	\$3,650
Middle School – 7 <sup>th</sup> (x2)	\$2,000	\$2,000
Middle School – 8 <sup>th</sup> (x2)	\$2,000	\$2,000
<b>Cheerleading/Dance</b>		
Varsity Coach	\$4,500	\$4,500
JR Varsity	\$2,500	\$2,500
Dance – HS	\$4,000	\$4,000
Folklorico – HS	\$1,500	\$1,500
Middle School – 7 <sup>th</sup>	\$1,875	\$1,875
Middle School – 8 <sup>th</sup>	\$1,875	\$1,875
<b>Cross Country</b>		
Varsity Coach (Boys & Girls)	\$7,500	\$7,500
Assistant – HS	\$3,500	\$3,600
Middle School (x2)	\$1,800	\$1,800
<b>Music</b>		
Band Director – HS w/MS Assist. Duty	\$10,000	\$10,000
Band Assistant (2)	\$3,000	\$5,850
Band Director – MS	\$5,000	\$5,000
Mariachi Group Sponsor	\$2,000	\$4,500
Mariachi Group Assistant (x1)	\$1,500	\$1,500
Color Guard Sponsor – HS	\$1,500	\$2,250
Color Guard Assistant – HS	\$1,000	\$1,000
<b>Football</b>		
Head Coach – HS	\$16,000	\$16,000
Coordinator (x2)	\$9,000	\$9,000
Assistant (x5)	\$7,000	\$7,200
Assistant – 9 <sup>th</sup> (x2)	\$7,000	\$7,000
Head Coach – MS	\$3,200	\$3,200
Middle School – 7 <sup>th</sup> (x2)	\$2,700	\$2,700
Middle School – 8 <sup>th</sup> (x2)	\$2,700	\$2,700
<b>Soccer</b>		
Head Coach (Boys)	\$7,500	\$7,500
Head Coach (Girls)	\$7,500	\$7,500
Assistant (x2)	\$3,900	\$3,900
JR Varsity (x2)	\$3,500	\$3,500
Middle School – 7 <sup>th</sup> (x2)	\$1,800	\$1,800
Middle School – 8 <sup>th</sup> (x2)	\$1,800	\$1,800
<b>Special Olympics</b>		
Coach (x3)	\$750	\$750
<b>Coach Coop</b>		
Coach Coop	\$9	\$9

When Coach CO-OP's are used in place of district Employees, they will be paid at a rate of \$9.00/hour. Not to exceed the applicable established stipend amount

### Legend

Adjusted

	Current	Proposed
<b>Summer UIL Conditioning</b>		
2 Sessions	\$325	\$325
<b>Tennis</b>		
Head Coach – HS	\$7,500	\$7,500
Assistant – HS	\$3,900	\$3,900
Middle School – 7 <sup>th</sup>	\$1,800	\$1,800
Middle School – 8 <sup>th</sup>	\$1,800	\$1,800
<b>Trainer</b>		
HS, MS – Teacher Certified	\$18,000	\$18,000
Single Athletic Trainer (in-district) prorated until vacancy is filled.	\$9,000	\$9,000
<b>Volleyball</b>		
Varsity Coach	\$6,500	\$6,500
JR Varsity	\$3,500	\$3,510
9 <sup>th</sup>	\$3,500	\$3,510
Middle School – 7 <sup>th</sup>	\$1,800	\$2,160
Middle School – 8 <sup>th</sup>	\$1,800	\$2,160
Middle School – 8 <sup>th</sup> (B Team)	\$1,800	\$2,160
<b>Wrestling</b>		
Head Coach (Boys & Girls)	\$6,500	\$6,500
Wrestling Assistant – HS	\$3,500	\$3,500
Middle School	\$1,800	\$1,800
<b>*Baseball</b>		
Head Coach – HS	\$6,500	\$6,500
Assistant – HS	\$3,900	\$3,900
JR Varsity	\$3,500	\$3,500
Middle School – 7 <sup>th</sup>	\$1,800	\$1,800
Middle School – 8 <sup>th</sup>	\$1,800	\$1,800
<b>*Softball</b>		
Varsity Coach	\$6,500	\$6,500
Assistant	\$3,900	\$3,900
JR Varsity	\$3,500	\$3,500
Middle School – 7 <sup>th</sup>	\$1,800	\$1,800
Middle School – 8 <sup>th</sup>	\$1,800	\$1,800
<b>Track</b>		
Head Coach (Boys)	\$6,000	\$6,000
Head Coach (Girls)	\$6,000	\$6,000
Assistant (x3)	\$3,900	\$3,900
Middle School – 7 <sup>th</sup>	\$1,800	\$1,800
Middle School – 8 <sup>th</sup>	\$1,800	\$1,800
<b>Golf</b>		
Head Coach (Boys & Girls)	\$4,750	\$4,750
Assistant – HS	\$2,625	\$2,625
Head Coach – MS (Boys & Girls)	\$1,000	\$1,000

\*Spring Sports - First stipend payments begin with January Check

# Leadership TASB

Transform your leadership skills with TASB's annual master class for board members.

## Mission Statement

*Leadership TASB inspires school board trustees to be proactive, visionary leaders who promote educational excellence for all children in Texas public schools.*

In today's environment of high academic expectations and high-stakes accountability, Texas school boards must have the knowledge, skills, and resources to address multiple, urgent challenges. School boards are on the front line of this work, and research points to the critical role they play in creating conditions for improving student achievement outcomes.

Leadership TASB, a program of the Board Development Services, examines best practices, and research-based techniques for leading school improvement efforts through policy, collaboration, and community engagement. This program provides participants with an in-depth exploration of leadership skills through immersive experiences designed to inform and engage education leaders as they continue setting and achieving high expectations, thereby leading to better educational outcomes for all Texas public school students.

## Goals

- Serve as a catalyst for mentoring and networking among school board trustees.
- Develop a sustained professional network by engaging with your class through peer coaching and learning.
- Cultivate the skills and habits that improve team effectiveness and foster a supportive culture of improvement.
- Practice using a series of inquiry protocols to bring back to your district.
- Gain insight into working more effectively as a board member of a Texas public school district while balancing internal and external leadership roles.
- Heighten knowledge of and influence policy on state and national education issues.
- Acquire strategies for communicating and engaging with the community.
- Examine the beliefs, cultural shifts, and policy development strategies needed to promote high student achievement.

## Program Outcomes

- Expand awareness of the educational successes and concerns of the changing and complex educational landscape in Texas for the benefit of all public schoolchildren.
- Become constructive, informed, and articulate agents of change including, but not limited to, advocating at all levels of government where public policy decisions are made.
- Develop the skills required to be an effective member of a team and to ensure strategic goal planning and policy implementation, utilizing and collaborating with a network of colleagues from around the state.
- Model the ideal of ethical leadership by encouraging, empowering, and mentoring others to support the ongoing programs of LTASB.

Experience and explore alternative learning methodologies because true leaders are also lifelong learners.

Increase personal involvement in state and local activities that contribute to the growth and enhancement of school board trusteeship.

Those selected to participate in an LTASB cohort commit to the traditionally yearlong program, which consists of five sessions over the course of the year, each lasting two to three days and typically being held Thursday, Friday, and a half-day on Saturday. The program begins in the fall at the TASA | TASB Convention and concludes in June at the [Summer Leadership Institute](#) (SLI). Sessions are held around the state.

## Eligibility

Leadership TASB is a highly selective program with cohorts limited to a maximum of 36 trustees each year. To be eligible for participation in Leadership TASB, applicants must:

1. Be currently serving on an Active Member school board for the preceding 18 months.
2. Have proof of completing the minimum required training at the last statutorily required reporting period.
3. Have demonstrated leadership ability on their board and in their community.

## Selection Process

The TASB president will appoint an ad hoc Selection Committee each year from Leadership TASB graduates. Identities of the committee members will remain confidential. All applications will be processed and reviewed by the Selection Committee at a meeting in July.

At its meeting, the Committee will select a maximum of 36 class members and up to four alternates from the group of applicants. When more than one person from a school board applies, applicants from other school boards should be given priority consideration before the Committee considers selecting two individuals from the same school board. Selection will be based on the following criteria:

Commitment to the goals of the program

Commitment to personal growth

Commitment to board service as a means of improving student performance

Leadership contributions to the local board

Levels and types of participation in school board-related activities outside the local district (TASB activities, area association activities, etc.)

Levels and types of participation in other organizations within the local community

Levels and types of participation in other organizations within the local community

## 2024 Class Schedule

Sept. 28-30, 2023, Dallas, Annual TASA | TASB Convention

Nov. 9-11, 2023, El Paso

Feb. 15-17, 2024, Corpus Christi

April 11-13, 2024, Houston

June 19-22, 2024, Annual TASB Summer Leadership Institute, Fort Worth — Graduation



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

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports - Tax Report  
**Date:** March 6, 2024

**HISTORY:** The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive “substantially equal access to similar revenue per student at similar tax effort.” The District’s current tax rate was approved at the August 23, 2023 special Board meeting for a total rate of \$0.8916. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was \$0.7219 while the Interest & Sinking (I&S) rate which pays for bonded debt was \$0.1697.

**RATIONALE:** The purpose of this agenda item is to report collections made for the current 2023 tax year which is based on the levy billed on October 1, 2023.

**BUDGET IMPACT:** Collections as of January 31, 2024 are summarized below.

	<b>M&amp;O</b>	<b>I&amp;S</b>	<b>Total</b>	<b>Collections</b>
Current Year Levy	\$2,076,940	\$488,235	\$2,565,175	
Current Year Collections	\$1,580,433	\$371,519	\$1,951,952	\$1,951,952
Current Year Levy Outstanding	\$496,507	\$116,716	\$613,223	
Prior Year Collections				\$86,913
Penalty & Interest Collections				\$29,435
Total Collections				<u>\$2,068,301</u>

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

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

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

EL PASO CONSOLIDATED TAX OFFICE  
PROPERTY TAX COLLECTION ANALYSIS  
9/1/2023 through 1/31/2024

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

PERIOD	CURRENT TAX YEAR (\$)		PRIOR YEARS (\$)		ALL YEARS (\$)			COLLECTION FEE (\$)	
	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2023	-	-	38,562.46	38,562.46	38,562.46	38,562.46	1.50%	4,114.61	4,114.61
Oct 2023	51,932.45	51,932.45	18,864.25	57,426.71	70,796.70	109,359.16	4.26%	3,266.02	7,380.63
Nov 2023	142,363.37	194,295.82	19,474.87	76,901.58	161,838.24	271,197.40	10.57%	3,492.51	10,873.14
Dec 2023	888,013.01	1,082,308.83	16,248.17	93,149.75	904,261.18	1,175,458.58	45.82%	3,123.77	13,996.91
Jan 2024	869,642.97	1,951,951.80	23,199.14	116,348.89	892,842.11	2,068,300.69	80.63%	4,685.07	18,681.98
Feb 2024									
Mar 2024									
Apr 2024									
May 2024									
Jun 2024									
Jul 2024									
Aug 2024									

LEVY	CURRENT	PRIOR	ALL YEARS	REVENUE	CURRENT	PRIOR	ALL YEARS
Levy-Cert 7/25/2023	2,606,839.10	N/A	N/A	Total Levy Collected	1,951,951.80	86,913.48	2,038,865.28
Levy-Billed 10/1/2023	2,589,559.24	601,116.53	3,190,675.77	Total Penalty & Interest	-	29,435.41	29,435.41
Adjusted Levy YTD	2,565,174.69	563,157.20	3,128,331.89	Total Levy + P&I	1,951,951.80	116,348.89	2,068,300.69
Increase/Decrease	(24,384.55)	(37,959.33)	(62,343.88)	Taxes as percent of levy	76.09%	3.39%	79.48%
Levy Outstanding	613,222.89	476,243.72	1,089,466.61	P&I as percent of levy	0.00%	1.15%	1.15%
				Total as percent of levy	76.09%	4.54%	80.63%
				Collection Fee	-	18,681.98	18,681.98
				Total Collected YTD	1,951,951.80	135,030.87	2,086,982.67



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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Financial Statements  
**Date:** March 6, 2024

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

**RATIONALE:** The purpose of this agenda item is to present unaudited interim financial statements as of January 31, 2024 which are attached to this memo. Included are:

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

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

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

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

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SAN ELIZARIO ISD  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED  
FOR THE SEVEN MONTHS ENDING JANUARY 31, 2024

Data Control Codes		Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
		Original	Final		
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 4,020,927	\$ 3,120,927	\$ 2,234,876	\$ (886,051)
5800	State Program Revenues	31,261,292	32,161,292	16,837,979	(15,323,313)
5900	Federal Program Revenues	6,295,000	6,295,000	2,079,121	(4,215,879)
5020	Total Revenues	<u>41,577,219</u>	<u>41,577,219</u>	<u>21,151,976</u>	<u>(20,425,243)</u>
EXPENDITURES:					
Current:					
0011	Instruction	18,108,055	18,008,055	10,361,515	7,646,540
0012	Instructional Resources and Media Services	138,227	138,227	120,101	18,126
0013	Curriculum and Instructional Staff Development	212,323	312,323	114,343	197,980
0021	Instructional Leadership	795,327	820,327	458,674	361,653
0023	School Leadership	1,659,864	1,584,864	778,366	806,498
0031	Guidance, Counseling and Evaluation Services	1,238,095	1,238,095	697,684	540,411
0032	Social Work Services	62,375	62,375	34,600	27,775
0033	Health Services	378,076	388,076	217,256	170,820
0034	Student (Pupil) Transportation	1,941,006	1,861,006	1,336,416	524,590
0035	Food Services	4,060,000	4,060,000	2,149,677	1,910,323
0036	Extracurricular Activities	1,327,471	1,357,471	612,414	745,057
0041	General Administration	1,813,788	1,813,788	1,031,489	782,299
0051	Facilities Maintenance and Operations	6,347,081	6,347,081	3,278,940	3,068,141
0052	Security and Monitoring Services	1,259,021	1,467,421	733,154	734,267
0053	Data Processing Services	1,304,130	1,204,130	802,741	401,389
0061	Community Services	36,845	36,845	20,051	16,794
Debt Service:					
0071	Debt Service	795,738	895,738	142,470	753,268
Capital Outlay:					
0081	Facilities Acquisition and Construction	2,154,297	2,274,297	1,404,962	869,335
Intergovernmental:					
0099	Other Intergovernmental Charges	52,500	52,500	18,680	33,820
6030	Total Expenditures	<u>43,684,219</u>	<u>43,922,619</u>	<u>24,313,533</u>	<u>19,609,086</u>
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(2,107,000)</u>	<u>(2,345,400)</u>	<u>(3,161,557)</u>	<u>(816,157)</u>
OTHER FINANCING SOURCES (USES):					
7912	Sale of Real and Personal Property	25,000	25,000	6,401	(18,599)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	<u>25,000</u>	<u>25,000</u>	<u>6,401</u>	<u>(18,599)</u>
1200	Net Changes in Fund Balances	<u>(2,082,000)</u>	<u>(2,320,400)</u>	<u>(3,155,156)</u>	<u>(834,756)</u>
0100	Fund Balance - July 1 (Beginning)	-	17,601,593	17,601,593	-
3000	Fund Balance - June 30 (Ending)	<u>\$ (2,082,000)</u>	<u>\$ 15,281,193</u>	<u>\$ 14,446,437</u>	<u>\$ (834,756)</u>

SAN ELIZARIO ISD  
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED  
FOR THE SEVEN MONTHS ENDING JANUARY 31, 2024

Data Control Codes	Budgeted Amounts		Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)	
	Original	Final			
REVENUES:					
5700	Total Local and Intermediate Sources	\$ 627,898	\$ 627,898	\$ 412,110	\$ (215,788)
5800	State Program Revenues	1,063,966	1,063,966	987,710	(76,256)
5020	Total Revenues	1,691,864	1,691,864	1,399,820	(292,044)
EXPENDITURES:					
Debt Service:					
0071	Debt Service	1,624,413	1,624,413	442,706	1,181,707
6030	Total Expenditures	1,624,413	1,624,413	442,706	1,181,707
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	67,451	67,451	957,114	889,663
OTHER FINANCING SOURCES (USES):					
7915	Transfers In	-	-	-	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	67,451	67,451	957,114	889,663
0100	Fund Balance - July 1 (Beginning)	-	349,327	349,327	-
3000	Fund Balance - June 30 (Ending)	\$ 67,451	\$ 416,778	\$ 1,306,441	\$ 889,663

SAN ELIZARIO ISD  
BALANCE SHEET  
GOVERNMENTAL FUNDS - UNAUDITED  
AS OF JANUARY 31, 2024

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
<b>ASSETS</b>			
1110 Cash and Cash Equivalents	\$ 14,410,386	\$ 1,210,022	\$ 15,620,408
1220 Property Taxes - Delinquent	604,519	77,019	681,538
1230 Allowance for Uncollectible Taxes (Credit)	(54,948)	(6,829)	(61,777)
1240 Receivables from Other Governments	309,246	3,594,815	3,904,061
1250 Accrued Interest	-	-	-
1260 Due from Other Funds	4,070,059	869,201	4,939,260
1290 Other Receivables	-	-	-
1300 Inventories	239,518	-	239,518
1410 Prepayments	-	-	-
1000 Total Assets	<u>19,578,780</u>	<u>5,744,228</u>	<u>25,323,008</u>
<b>LIABILITIES</b>			
2110 Accounts Payable	1,261,775	177,228	1,439,004
2150 Payroll Deductions and Withholdings Payable	344,124	-	344,124
2160 Accrued Wages Payable	1,350,496	329,692	1,680,188
2170 Due to Other Funds	1,476,909	3,091,745	4,568,654
2180 Due to Other Governments	-	44,474	44,474
2200 Accrued Expenditures	82,406	-	82,406
2300 Unearned Revenues	67,061	6,310	73,371
2000 Total Liabilities	<u>4,582,771</u>	<u>3,649,449</u>	<u>8,232,221</u>
<b>DEFERRED INFLOWS OF RESOURCES</b>			
2601 Unavailable Revenue - Property Taxes	549,571	70,191	619,762
2600 Total Deferred Inflows of Resources	<u>549,571</u>	<u>70,191</u>	<u>619,762</u>
<b>FUND BALANCES</b>			
Nonspendable Fund Balance:			
3410 Inventories	199,361	-	199,361
Restricted Fund Balance:			
3450 Federal or State Funds Grant Restriction	737,680	147,311	884,991
3470 Capital Acquisition and Contractual Obligation	-	385,761	385,761
3480 Retirement of Long-Term Debt	-	1,306,442	1,306,442
3490 Other Restricted Fund Balance	-	185,073	185,073
3510 Committed Fund Balance - Construction	305,196	-	305,196
3545 Committed Fund Balance - Other	2,800,000	-	2,800,000
3600 Unassigned Fund Balance	10,404,201	-	10,404,201
3000 Total Fund Balances	<u>14,446,438</u>	<u>2,024,588</u>	<u>16,471,026</u>
4000 Total Liabilities, Deferred Inflows & Fund Balances	<u>\$ 19,578,780</u>	<u>\$ 5,744,228</u>	<u>\$ 25,323,008</u>

SAN ELIZARIO ISD  
STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE  
GOVERNMENTAL FUNDS - UNAUDITED  
FOR THE SEVEN MONTHS ENDING JANUARY 31, 2024

Data Control Codes	General Fund	Other Funds	Total Governmental Funds
REVENUES:			
5700 Total Local and Intermediate Sources	\$ 2,234,876	\$ 523,396	\$ 2,758,272
5800 State Program Revenues	16,837,979	1,152,516	17,990,495
5900 Federal Program Revenues	2,079,121	5,254,672	7,333,793
5020 Total Revenues	<u>21,151,976</u>	<u>6,930,584</u>	<u>28,082,560</u>
EXPENDITURES:			
Current:			
0011 Instruction	10,361,515	2,739,467	13,100,982
0012 Instructional Resources and Media Services	120,101	227,614	347,715
0013 Curriculum Instructional Staff Development	114,343	746,673	861,016
0021 Instructional Leadership	458,674	79,561	538,235
0023 School Leadership	778,366	558,045	1,336,411
0031 Guidance, Counseling and Evaluation Services	697,684	227,761	925,445
0032 Social Work Services	34,600	92,553	127,153
0033 Health Services	217,256	89,515	306,771
0034 Student (Pupil) Transportation	1,336,416	21,167	1,357,583
0035 Food Services	2,149,677	27,401	2,177,078
0036 Extracurricular Activities	612,414	102,136	714,550
0041 General Administration	1,031,489	15,293	1,046,782
0051 Facilities Maintenance and Operations	3,278,940	275,188	3,554,128
0052 Security and Monitoring Services	733,154	41,506	774,660
0053 Data Processing Services	802,741	119,791	922,532
0061 Community Services	20,051	125,490	145,541
Debt Service:			
0071 Debt Service	142,470	444,772	587,242
Capital Outlay:			
0081 Facilities Acquisition and Construction	1,404,962	-	1,404,962
Intergovernmental:			
0099 Other Intergovernmental Charges	18,680	-	18,680
6030 Total Expenditures	<u>24,313,533</u>	<u>5,933,933</u>	<u>30,247,466</u>
1100 Excess (Deficiency) of Revenues Over(Under) Expenditures	<u>(3,161,557)</u>	<u>996,651</u>	<u>(2,164,906)</u>
OTHER FINANCING SOURCES (USES)			
7912 Sale of Real and Personal Property	6,401	-	6,401
7915 Transfers In	-	-	-
8911 Transfers Out (Use)	-	-	-
7080 Total Other Financing Sources (Uses)	<u>6,401</u>	<u>-</u>	<u>6,401</u>
1200 Net Change in Fund Balances	<u>(3,155,156)</u>	<u>996,651</u>	<u>(2,158,505)</u>
0100 Fund Balance - July 1 (Beginning)	17,601,593	1,027,937	18,629,530
1300 Prior Period Adjustment	-	-	-
3000 Fund Balance - June 30 (Ending)	<u>\$ 14,446,437</u>	<u>\$ 2,024,588</u>	<u>\$ 16,471,025</u>

SAN ELIZARIO ISD  
 COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION  
 INTERNAL SERVICE FUNDS - UNAUDITED  
 FOR THE SEVEN MONTHS ENDING JANUARY 31, 2024

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
<b>OPERATING REVENUES:</b>			
Local and Intermediate Sources	\$ 2,533,559	\$ 85,180	\$ 2,618,739
Total Operating Revenues	<u>2,533,559</u>	<u>85,180</u>	<u>2,618,739</u>
<b>OPERATING EXPENSES:</b>			
Professional and Contracted Services	2,283,476	178,545	2,462,021
Other Operating Costs	660,067	-	660,067
Total Operating Expenses	<u>2,943,543</u>	<u>178,545</u>	<u>3,122,088</u>
Operating Income (Loss)	<u>(409,984)</u>	<u>(93,365)</u>	<u>(503,349)</u>
<b>NONOPERATING REVENUES (EXPENSES):</b>			
Earnings from Temporary Deposits & Investments	612	39,951	40,563
Total Nonoperating Revenues (Expenses)	<u>612</u>	<u>39,951</u>	<u>40,563</u>
Income (Loss) Before Transfers	(409,372)	(53,414)	(462,786)
Transfer In	-	-	-
Change in Net Position	<u>(409,372)</u>	<u>(53,414)</u>	<u>(462,786)</u>
Total Net Position - July 1 (Beginning)	<u>(240,359)</u>	<u>1,033,273</u>	<u>792,914</u>
Total Net Position - June 30 (Ending)	<u>\$ (649,731)</u>	<u>\$ 979,859</u>	<u>\$ 330,128</u>



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

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Financial Reports – Investment Report  
**Date:** March 6, 2024

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

**RATIONALE:** The purpose of this agenda item is to present that investment report for the month of January 2024.

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

**ADMINISTRATIVE RECOMMENDATION:** This report is for information only.

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

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

San Elizario I.S.D.  
 Statement of Interest Earned  
 For The Seven Months Ending January 31, 2024

General Fund	\$	365,239.94
Interest & Sinking (Debt Service) Fund	\$	14,946.58
Capital Projects Fund	\$	11,826.80
Health Insurance Fund	\$	612.27
Workers Compensation Fund	\$	39,950.83
<b>Total</b>	<b>\$</b>	<b><u>432,576.42</u></b>

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

*Norberto Rivas*

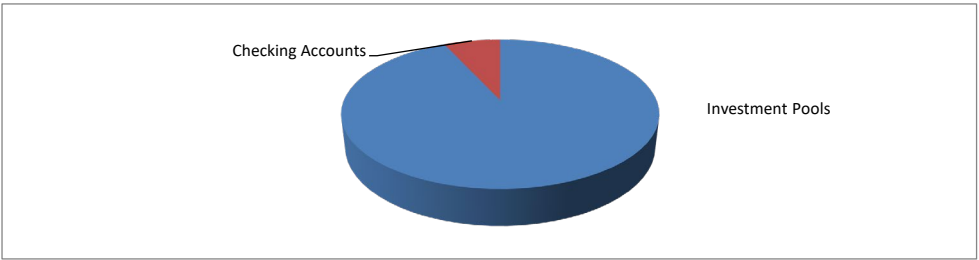
Chief Financial Officer

February 27, 2024

Date

**Portfolio Diversification**

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	\$ 16,234,461	93.12%	Overnight
Checking Accounts	\$ 1,199,323	6.88%	Overnight
	<u>\$ 17,433,784</u>		



**General Fund**

**Wells Fargo- General Operating Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-23	31-Jul-23	Overnight	\$ 649,456.02	1.65%	\$ 933.11
01-Aug-23	31-Aug-23	Overnight	\$ 1,345,105.79	1.65%	\$ 1,663.34
01-Sep-23	30-Sep-23	Overnight	\$ 522,659.56	1.65%	\$ 1,151.62
01-Oct-23	31-Oct-23	Overnight	\$ 488,872.61	1.65%	\$ 989.77
01-Nov-23	30-Nov-23	Overnight	\$ 969,576.22	1.65%	\$ 966.59
01-Dec-23	31-Dec-23	Overnight	\$ 635,441.64	1.65%	\$ 1,185.76
01-Jan-24	31-Jan-24	Overnight	\$ 965,391.56	1.65%	\$ 1,419.77
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					<b>\$ 8,309.96</b>

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

**Wells Fargo- Food Service Checking Account**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Earnings Allowance</i>	<i>Net Earnings Allowance</i>
01-Jul-23	31-Jul-23	Overnight	\$ 26,501.35	0.00%	\$ -
01-Aug-23	31-Aug-23	Overnight	\$ 35,566.24	0.00%	\$ -
01-Sep-23	30-Sep-23	Overnight	\$ 48,921.34	0.00%	\$ -
01-Oct-23	31-Oct-23	Overnight	\$ 59,428.54	0.00%	\$ -
01-Nov-23	30-Nov-23	Overnight	\$ 81,122.54	0.00%	\$ -
01-Dec-23	31-Dec-23	Overnight	\$ 88,807.42	0.00%	\$ -
01-Jan-24	31-Jan-24	Overnight	\$ 102,611.32	0.00%	\$ -
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Net Earnings Allowance:					<b>\$ -</b>

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

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 4,189,259.96	5.37%	\$ 21,019.72
01-Aug-23	31-Aug-23	Overnight	\$ 652,739.69	5.53%	\$ 15,037.66
01-Sep-23	30-Sep-23	Overnight	\$ 7,288,438.93	5.59%	\$ 12,272.15
01-Oct-23	31-Oct-23	Overnight	\$ 6,102,258.19	5.61%	\$ 29,650.88
01-Nov-23	30-Nov-23	Overnight	\$ 7,938,276.94	5.65%	\$ 28,477.29
01-Dec-23	31-Dec-23	Overnight	\$ 8,293,429.07	5.65%	\$ 37,134.66
01-Jan-24	31-Jan-24	Overnight	\$ 7,872,306.00	5.60%	\$ 37,202.92
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 180,795.28</b>

**Lone Star Investment Pool- Corporate Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 494,622.42	5.31%	\$ 2,220.52
01-Aug-23	31-Aug-23	Overnight	\$ 496,926.76	5.49%	\$ 2,304.34
01-Sep-23	30-Sep-23	Overnight	\$ 198,456.32	5.53%	\$ 1,529.56
01-Oct-23	31-Oct-23	Overnight	\$ 199,394.19	5.57%	\$ 937.87
01-Nov-23	30-Nov-23	Overnight	\$ 200,314.42	5.62%	\$ 920.23
01-Dec-23	31-Dec-23	Overnight	\$ 201,267.02	5.60%	\$ 952.60
01-Jan-24	31-Jan-24	Overnight	\$ 202,214.35	5.56%	\$ 947.33
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 9,812.45</b>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 3,719,012.57	5.12%	\$ 16,018.37
01-Aug-23	31-Aug-23	Overnight	\$ 3,772,036.61	5.30%	\$ 16,841.76
01-Sep-23	30-Sep-23	Overnight	\$ 811,493.50	5.32%	\$ 9,107.19
01-Oct-23	31-Oct-23	Overnight	\$ 846,034.89	5.32%	\$ 3,747.15
01-Nov-23	30-Nov-23	Overnight	\$ 990,011.73	5.35%	\$ 4,081.29
01-Dec-23	31-Dec-23	Overnight	\$ 1,625,961.60	5.35%	\$ 5,671.98
01-Jan-24	31-Jan-24	Overnight	\$ 2,336,958.63	5.34%	\$ 9,004.87
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 64,472.61</b>

**Texas CLASS Investment Pool- General Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 3,339,233.84	5.32%	\$ 15,064.21
01-Aug-23	31-Aug-23	Overnight	\$ 3,354,796.04	5.48%	\$ 15,562.20
01-Sep-23	30-Sep-23	Overnight	\$ 3,370,052.51	5.52%	\$ 15,256.47
01-Oct-23	31-Oct-23	Overnight	\$ 3,385,987.26	5.55%	\$ 15,934.75
01-Nov-23	30-Nov-23	Overnight	\$ 3,401,566.98	5.86%	\$ 15,579.72
01-Dec-23	31-Dec-23	Overnight	\$ 3,417,709.14	5.57%	\$ 16,142.16
01-Jan-24	31-Jan-24	Overnight	\$ 3,433,781.29	5.54%	\$ 16,072.15
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 109,611.66</b>

**GECU- Certificate of Deposit (Date Opened: 4/21/2021 Maturity Date: account closed )**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 250,000.00	0.80%	\$ 169.86
01-Aug-23	31-Aug-23	Overnight	\$ 250,000.00	0.80%	\$ 169.86
01-Sep-23	30-Sep-23	Overnight	\$ 250,000.00	0.80%	\$ 164.38
01-Oct-23	31-Oct-23	Overnight	\$ -	0.80%	\$ 43.84
Interest Earned:					<b>\$ 547.94</b>

Total General Fund Interest Earned **\$ 365,239.94**

**Interest & Sinking Fund (Debt Service)**

**Lone Star Investment Pool- Corporate Overnight Plus Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 259,349.66	5.37%	\$ 1,176.33
01-Aug-23	31-Aug-23	Overnight	\$ 260,566.79	5.53%	\$ 1,217.13
01-Sep-23	30-Sep-23	Overnight	\$ 261,761.22	5.58%	\$ 1,194.43
01-Oct-23	31-Oct-23	Overnight	\$ 263,008.00	5.61%	\$ 1,246.78
01-Nov-23	30-Nov-23	Overnight	\$ 264,230.18	5.65%	\$ 1,222.18
01-Dec-23	31-Dec-23	Overnight	\$ 265,497.97	5.65%	\$ 1,267.79
01-Jan-24	31-Jan-24	Overnight	\$ 266,757.55	5.60%	\$ 1,259.58
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 8,584.22</b>

**Lone Star Investment Pool- Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 138,613.06	5.12%	\$ 587.35
01-Aug-23	31-Aug-23	Overnight	\$ 144,759.38	5.30%	\$ 639.92
01-Sep-23	30-Sep-23	Overnight	\$ 149,912.51	5.32%	\$ 640.91
01-Oct-23	31-Oct-23	Overnight	\$ 156,118.98	5.32%	\$ 691.58
01-Nov-23	30-Nov-23	Overnight	\$ 188,443.13	5.35%	\$ 767.34
01-Dec-23	31-Dec-23	Overnight	\$ 336,227.61	5.35%	\$ 1,128.51
01-Jan-24	31-Jan-24	Overnight	\$ 501,707.42	5.34%	\$ 1,906.75
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 6,362.36</b>

Total Debt Service Fund Interest Earned **\$ 14,946.58**

**Capital Projects Fund**

**2015 Bond Construction Fund - Government Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>
01-Jul-23	31-Jul-23	Overnight	\$ 375,560.02	5.12%	\$ 1,625.42
01-Aug-23	31-Aug-23	Overnight	\$ 377,250.04	5.30%	\$ 1,690.02
01-Sep-23	30-Sep-23	Overnight	\$ 378,898.46	5.32%	\$ 1,648.42
01-Oct-23	31-Oct-23	Overnight	\$ 380,611.45	5.32%	\$ 1,712.99
01-Nov-23	30-Nov-23	Overnight	\$ 382,285.29	5.35%	\$ 1,673.84
01-Dec-23	31-Dec-23	Overnight	\$ 384,023.56	5.35%	\$ 1,738.27
01-Jan-24	31-Jan-24	Overnight	\$ 385,761.40	5.34%	\$ 1,737.84
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$ -
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$ -
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$ -
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$ -
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$ -
Interest Earned:					<b>\$ 11,826.80</b>

Total Capital Projects Fund Interest Earned **\$ 11,826.80**

**Health Insurance Fund**

<b>Wells Fargo- Health Insurance</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 9,511.35	1.01%	\$	72.65
01-Aug-23	31-Aug-23	Overnight	\$ 71,472.99	1.09%	\$	99.59
01-Sep-23	30-Sep-23	Overnight	\$ 211,011.65	1.09%	\$	84.92
01-Oct-23	31-Oct-23	Overnight	\$ 115,018.64	1.09%	\$	73.87
01-Nov-23	30-Nov-23	Overnight	\$ 41,656.04	1.09%	\$	43.19
01-Dec-23	31-Dec-23	Overnight	\$ 145,386.33	1.09%	\$	150.52
01-Jan-24	31-Jan-24	Overnight	\$ 107,065.31	1.09%	\$	87.53
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 612.27</b>
Total Health Insurance Fund Interest Earned						<b>\$ 612.27</b>

**Workers Compensation Fund**

<b>Wells Fargo- Worker's Compensation</b>						
<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 75,307.93	1.02%	\$	67.96
01-Aug-23	31-Aug-23	Overnight	\$ 67,882.22	1.09%	\$	65.26
01-Sep-23	30-Sep-23	Overnight	\$ 102,225.44	1.09%	\$	79.42
01-Oct-23	31-Oct-23	Overnight	\$ 102,168.73	1.09%	\$	88.90
01-Nov-23	30-Nov-23	Overnight	\$ 90,700.70	1.09%	\$	86.29
01-Dec-23	31-Dec-23	Overnight	\$ 75,924.22	1.09%	\$	83.22
01-Jan-24	31-Jan-24	Overnight	\$ 24,254.93	1.09%	\$	59.27
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 530.32</b>

**Lone Star Investment Pool- Corporate Overnight Fund**

<i>Beginning Date</i>	<i>Ending Date</i>	<i>Maturity</i>	<i>Bank Balance</i>	<i>Interest Rate</i>	<i>Interest Earned</i>	
01-Jul-23	31-Jul-23	Overnight	\$ 1,200,945.31	5.31%	\$	5,391.44
01-Aug-23	31-Aug-23	Overnight	\$ 1,206,540.26	5.49%	\$	5,594.95
01-Sep-23	30-Sep-23	Overnight	\$ 1,212,022.62	5.53%	\$	5,482.36
01-Oct-23	31-Oct-23	Overnight	\$ 1,217,750.99	5.57%	\$	5,728.37
01-Nov-23	30-Nov-23	Overnight	\$ 1,223,371.07	5.62%	\$	5,620.08
01-Dec-23	31-Dec-23	Overnight	\$ 1,229,188.82	5.60%	\$	5,817.75
01-Jan-24	31-Jan-24	Overnight	\$ 1,234,974.38	5.56%	\$	5,785.56
01-Feb-24	28-Feb-24	Overnight	\$ -	0.00%	\$	-
01-Mar-24	31-Mar-24	Overnight	\$ -	0.00%	\$	-
01-Apr-24	30-Apr-24	Overnight	\$ -	0.00%	\$	-
01-May-24	31-May-24	Overnight	\$ -	0.00%	\$	-
01-Jun-24	30-Jun-24	Overnight	\$ -	0.00%	\$	-
					Interest Earned:	<b>\$ 39,420.51</b>
Total Worker's Compensation Fund Interest Earned						<b>\$ 39,950.83</b>



**First Public**  
12007 Research Blvd.  
Austin, Texas 78759  
800-558-8875 • [firstpublic.com](http://firstpublic.com)

## Fund Performance Update

### January 31, 2024

*Comments by Mellon, Investment Manager*

*Custodian Bank: State Street Bank*  
*Investment Managers:*  
*American Beacon Advisors and*  
*Mellon Investments Corp (Dreyfus)*

The Lone Star Investment Pool Information Statement should be read carefully before investing. Investors should consider the investment objectives, risks, changes, and expenses associated with this or any security prior to investing. Investment in Lone Star Investment Pool is not insured or guaranteed by the Federal Deposit Insurance Corporation (FDIC) or any other government agency, and although Lone Star seeks to preserve the value of the investment at a fixed share price, it is possible to lose money by investing in Lone Star. For further information or for an Information Statement contact First Public at 800-558-8875. The return information is net of all current operating expenses. The return represents past performance and is no indication of future results.

US Treasury bond yields were relatively stable in the first month of 2024, at least compared to the last few months of 2023. The curve became slightly less inverted as shorter bond yields fell as much as 10 basis points, and the yield of the 30-year bond rose by 15 basis points. The 2-year note was yielding 22 basis points higher than the 30-year bond at the end of January. The equity markets continued the upward trend of 2023 as the S&P 500 Index gained nearly 2% during the month. The labor market continued to show strength as 317,000 jobs were added, and the prior two months were revised higher by 126,000. The January 31 Federal Open Market Committee (FOMC) meeting clearly had a hawkish tone. The policy rate was left unchanged at 5.25-5.50%, but the language of the statement took out the reference to regional bank stress. At the press conference, Fed Chair Jerome Powell mentioned conviction regarding inflation and future cuts would likely not be reached by March, in his view. At the end of January, the market was pricing in a rate cut in May as the most likely scenario.

### Active Participants This Month

Schools and Colleges	588
Other Governmental Entities	90
<i>Total</i>	<i>678</i>

68

## Government Overnight Fund

### Return Information

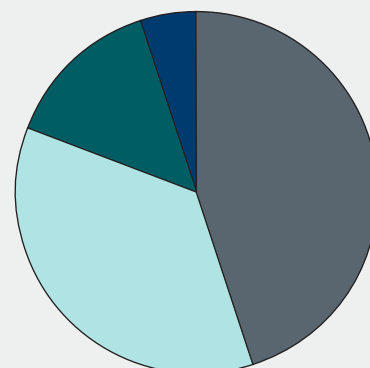
January 31, 2024

Average Monthly Return (a)	5.34%
SEC 7-day Fund Yield (b)	5.35%
Weighted Average Maturity One (c)	34 days
Weighted Average Maturity Two (c)	92 days
Portfolio Maturing beyond One Year	6%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

### Inventory Position

	Book Value	Market Value
Cash/Repo	2,565,784,339.67	2,565,784,339.67
US Treasuries	991,912,524.19	992,115,544.93
Agencies	3,182,867,398.88	3,183,686,988.48
Money Market Funds	313,254,315.20	313,254,315.20
<b>Total Assets</b>	<b>7,053,818,577.94</b>	<b>7,054,841,188.28</b>

### Investment Distribution



Agencies	45%
Cash Repo	36%
Treasuries	14%
Money Market	5%

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

# Corporate Overnight Fund

## Return Information

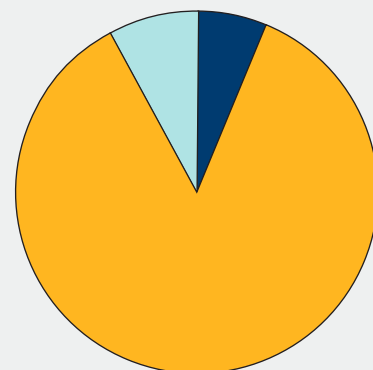
January 31, 2024

Average Monthly Return (a)	5.56%
SEC 7-day Fund Yield (b)	5.54%
Weighted Average Maturity One (c)	51 days
Weighted Average Maturity Two (c)	72 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

## Inventory Position

	Book Value	Market Value
Cash/Repo	318,923,287.13	318,923,287.13
US Treasuries	-	-
Agencies	-	-
Commercial Paper	3,514,458,501.34	3,515,015,918.28
Money Market Funds	234,705,175.98	234,722,681.81
<b>Total Assets</b>	<b>4,068,086,964.45</b>	<b>4,068,661,887.22</b>

## Investment Distribution



Commercial Paper	86%
Cash/Repo	8%
Money Market	6%

(b)

**SEC 7-Day Yield Calculation**

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

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

## Corporate Overnight Plus Fund

### Return Information

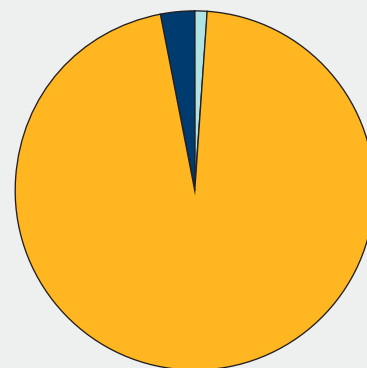
January 31, 2024

Average Monthly Return (a)	5.60%
SEC 7-day Fund Yield (b)	5.58%
Weighted Average Maturity One (c)	63 days
Weighted Average Maturity Two (c)	84 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	\$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

### Inventory Position

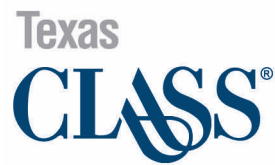
	Book Value	Market Value
Cash/Repo	180,638,116.09	180,638,116.09
US Treasuries	-	-
Agencies	-	-
Commercial Paper	12,079,561,620.40	12,081,731,676.13
Money Market Funds	333,985,831.86	333,987,367.06
<b>Total Assets</b>	<b>12,594,185,568.35</b>	<b>12,596,357,159.28</b>

### Investment Distribution



Commercial Paper	96%
Money Market	3%
Cash/Repo	1%

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



Texas CLASS

Texas CLASS

Date	Dividend Rate	Daily Yield
01/01/2024	0.00000000	5.5841%
01/02/2024	0.000152448	5.5796%
01/03/2024	0.000152281	5.5735%
01/04/2024	0.000152103	5.5666%
01/05/2024	0.000454941	5.5503%
01/06/2024	0.00000000	5.5503%
01/07/2024	0.00000000	5.5503%
01/08/2024	0.000151466	5.5436%
01/09/2024	0.000151296	5.5374%
01/10/2024	0.000151814	5.5564%
01/11/2024	0.000151747	5.5539%
01/12/2024	0.000605876	5.5438%
01/13/2024	0.00000000	5.5438%
01/14/2024	0.00000000	5.5438%
01/15/2024	0.00000000	5.5438%
01/16/2024	0.000151497	5.5441%
01/17/2024	0.000151473	5.5439%
01/18/2024	0.000151375	5.5403%
01/19/2024	0.000453714	5.5353%
01/20/2024	0.00000000	5.5353%
01/21/2024	0.00000000	5.5353%
01/22/2024	0.000151171	5.5340%
01/23/2024	0.000150897	5.5230%
01/24/2024	0.000150921	5.5237%
01/25/2024	0.000150861	5.5215%
01/26/2024	0.000451860	5.5155%
01/27/2024	0.00000000	5.5155%
01/28/2024	0.00000000	5.5155%
01/29/2024	0.000150907	5.5232%
01/30/2024	0.000150737	5.5170%
01/31/2024	0.000150400	5.5046%

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



San Elizario ISD  
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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Budget Amendment  
**Date:** March 6, 2024

---

**HISTORY:** The District's 2023-2024 budget was officially approved at the June 21, 2023 special Board meeting.

**RATIONALE:** In accordance with CE(LOCAL), the Board shall approve amendments to the budget when a change is made increasing any one of the functional spending categories or increasing revenue object accounts and other resources.

The purpose of this agenda item is to amend revenues and expenditures in the following areas:

- Revenues
  - **SHARS Revenues:** To decrease object 5900 (federal program) revenues by \$250,000 due to a lower SHARS cost report reimbursement rate as per notice from the Texas Health and Human Services Commission.
  - **Indirect Costs:** To decrease object 5900 (federal program) revenues by \$750,000 due to lower anticipated indirect costs to be claimed through the ESSER grants during the fiscal year.
  - **Insurance Recovery:** To increase 5700 (local and intermediate source) revenues by \$115,627 due to the anticipated insurance recovery for the water damage incurred at central office.
- Expenditures
  - **Supplanted Costs:** To decrease function 11 (instruction) expenditures by \$456,000 and function 53 (data processing services) expenditures by \$30,000 due to revised estimates of costs supplanted with ESSER grants during the fiscal year.
  - **One-Time Projects:** To decrease function 51 (facilities maintenance and operations) expenditures by \$150,000 and function 81 (facilities acquisition and construction) expenditures by \$125,000 for funds not used on one-time projects during the fiscal year.

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



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- **Health Insurance:** To decrease the following functions by a total of \$94,000 for health insurance costs not incurred due to employee turnover and/or employees waiving health coverage:
  - Function 23 (school leadership) expenditures by \$18,000
  - Function 33 (health services) expenditures by \$18,000
  - Function 51 (facilities maintenance and operations) expenditures by \$36,000
  - Function 52 (security and monitoring services) expenditures by \$12,000
  - Function 53( data processing services) expenditures by \$10,000
  
- **Budget Alignment:** To increase and decrease several function codes with a \$0 net effect to align the budget for SBITAs and TRS based on current projections.
  - Function 11 (instruction) expenditures increase by \$562,000
  - Function 12 (instructional resources and media services) expenditures increase by \$55,000
  - Function 13 (curriculum and instructional staff development) expenditures increase by \$77,000
  - Function 21 (instructional leadership) expenditures decrease by \$4,000
  - Function 23 (school leadership) expenditures decrease by \$23,000
  - Function 31 (guidance, counseling and evaluation services) expenditures increase by \$3,500
  - Function 36 (cocurricular/extracurricular activities) expenditures increase by \$13,000
  - Function 41 (general administration) expenditures decrease by \$1,000
  - Function 51 (facilities maintenance and operations) expenditures decrease by \$2,000
  - Function 52 (security and monitoring services) expenditures decrease by \$2,000
  - Function 53 (data processing services) expenditures increase by \$15,000
  - Function 61 (community services) expenditures increase by \$6,500
  - Function 71 (debt service) expenditures decrease by \$700,000

**BUDGET IMPACT:** The budget impact for this amendment can be seen on the attachment.

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

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

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SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT		2023-2024	2023-2024	2023-2024	2023-2024	Proposed	Proposed	Proposed	Proposed	Proposed	Proposed	Proposed	2023-2024
GENERAL FUND		Fund 101	Fund 199	Adopted	Amended	SHARS	Indirect	Insurance	Supplanted	One Time	Health	Budget	Proposed
						Revenues	Costs	Recovery	Costs	Projects	Insurance	Alignment	
REVENUES		REVENUES				REVENUES							REVENUES
5700	Local and Intermediate Sources	\$ 150,000	\$ 3,870,927	\$ 4,020,927	\$ 3,120,927			\$ 115,627					\$ 3,236,554
5800	State Sources	\$ 15,000	\$ 31,246,292	\$ 31,261,292	\$ 32,161,292								\$ 32,161,292
5900	Federal Programs	\$ 3,835,000	\$ 2,460,000	\$ 6,295,000	\$ 6,295,000	\$ (250,000)	\$ (750,000)						\$ 5,295,000
<i>Total Revenues</i>		\$ 4,000,000	\$ 37,577,219	\$ 41,577,219	\$ 41,577,219								\$ 40,692,846
EXPENDITURES		EXPENDITURES				EXPENDITURES							EXPENDITURES
11	Instruction	\$ -	\$ 18,108,055	\$ 18,108,055	\$ 18,008,055				\$ (456,000)			\$ 562,000	\$ 18,114,055
12	Instructional Resources and Media Services	\$ -	\$ 138,227	\$ 138,227	\$ 138,227							\$ 55,000	\$ 193,227
13	Curriculum and Instructional Staff Development	\$ -	\$ 212,323	\$ 212,323	\$ 312,323							\$ 77,000	\$ 389,323
21	Instructional Leadership	\$ -	\$ 795,327	\$ 795,327	\$ 820,327							\$ (4,000)	\$ 816,327
23	School Leadership	\$ -	\$ 1,659,864	\$ 1,659,864	\$ 1,584,864						\$ (18,000)	\$ (23,000)	\$ 1,543,864
31	Guidance, Counseling and Evaluation Services	\$ -	\$ 1,238,095	\$ 1,238,095	\$ 1,238,095							\$ 3,500	\$ 1,241,595
32	Social Work Services	\$ -	\$ 62,375	\$ 62,375	\$ 62,375								\$ 62,375
33	Health Services	\$ -	\$ 378,076	\$ 378,076	\$ 388,076						\$ (18,000)		\$ 370,076
34	Student (Pupil) Transportation	\$ -	\$ 1,941,006	\$ 1,941,006	\$ 1,861,006								\$ 1,861,006
35	Food Services	\$ 4,000,000	\$ 60,000	\$ 4,060,000	\$ 4,060,000								\$ 4,060,000
36	Cocurricular/Extracurricular Activities	\$ -	\$ 1,327,471	\$ 1,327,471	\$ 1,357,471							\$ 13,000	\$ 1,370,471
41	General Administration	\$ -	\$ 1,813,788	\$ 1,813,788	\$ 1,813,788							\$ (1,000)	\$ 1,812,788
51	Facilities Maintenance and Operations	\$ -	\$ 6,347,081	\$ 6,347,081	\$ 6,347,081					\$ (150,000)	\$ (36,000)	\$ (2,000)	\$ 6,159,081
52	Security and Monitoring Services	\$ -	\$ 1,259,021	\$ 1,259,021	\$ 1,467,421						\$ (12,000)	\$ (2,000)	\$ 1,453,421
53	Data Processing Services	\$ -	\$ 1,304,130	\$ 1,304,130	\$ 1,204,130				\$ (30,000)		\$ (10,000)	\$ 15,000	\$ 1,179,130
61	Community Services	\$ -	\$ 36,845	\$ 36,845	\$ 36,845							\$ 6,500	\$ 43,345
71	Debt Service	\$ -	\$ 795,738	\$ 795,738	\$ 895,738							\$ (700,000)	\$ 195,738
81	Facilities Acquisition and Construction	\$ -	\$ 2,154,297	\$ 2,154,297	\$ 2,274,297					\$ (125,000)			\$ 2,149,297
99	Other Intergovernmental Charges	\$ -	\$ 52,500	\$ 52,500	\$ 52,500								\$ 52,500
<i>Total Expenditures</i>		\$ 4,000,000	\$ 39,684,219	\$ 43,684,219	\$ 43,922,619	\$ -	\$ -	\$ -	\$ (486,000)	\$ (275,000)	\$ (94,000)	\$ -	\$ 43,067,619
<b>REVENUES OVER(UNDER) EXPENDITURES</b>		\$ -	\$ (2,107,000)	\$ (2,107,000)	\$ (2,345,401)								\$ (2,374,774)
OTHER FINANCING SOURCES (USES)													
7912	Sale of Real and Personal Property	\$ -	\$ 25,000	\$ 25,000	\$ 25,000								\$ 25,000
7915	Operating Transfer In	\$ -	\$ -	\$ -	\$ -								\$ -
8911	Operating Transfer Out	\$ -	\$ -	\$ -	\$ -								\$ -
<i>Total Other Financing Sources(Uses)</i>		\$ -	\$ 25,000	\$ 25,000	\$ 25,000								\$ 25,000
FUND BALANCE													
Net Change in Fund Balance		\$ -	\$ (2,082,000)	\$ (2,082,000)	\$ (2,320,401)								\$ (2,349,774)
3000	Total Fund Balance - July 1 (Beginning)	\$ 1,258,789	\$ 16,342,805	\$ 17,601,594	\$ 17,601,594								\$ 17,601,594
3000	Total Fund Balance - June 30 (Ending)	\$ 1,258,789	\$ 14,260,805	\$ 15,519,594	\$ 15,281,193								\$ 15,251,820



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

**To:** Members of the Board of Trustees  
**From:** Ms. Aggie Reyes, Executive Director Child Nutrition Services  
**Subject:** PO# 50790 - Trejo Refrigeration - \$50,000.00  
**Date:** March 6, 2024

---

**HISTORY:** The Texas Department of Agriculture approved a depletion plan for reducing the excess operating fund balance. The excess is the result of enhanced funding received from the Texas Department of Agriculture in the form of higher reimbursement rates, pandemic assistance, grants, and supply chain assistance. The excess operating fund balance was used to replace/add new equipment that will improve the quality of the meals served.

**RATIONALE:** Create a separate purchase order to track the installation/relocation/disposal of equipment by Trejo Refrigeration. New equipment includes a three-compartment sink, range, rotating ovens, pass through warmers, garbage disposal, dishwasher, tilt skillet, ice machine, plus the removal of old equipment, and relocation of existing equipment.

**BUDGET:** 50,000

**ADMINISTRATIVE RECOMMENDATION:** Consideration of opening a new purchase order for the installation of new equipment.

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

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**San Elizario Independent School  
District**

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

**BLANKET/PROJECT PURCHASE**

**50790**

**Date: 03/01/2024**

**Page 1 of 1**

**VENDOR: 1408**

**TO: Trejo Commercial Refrigeration  
840 Hawkins Blvd.  
Suite# A-16  
El Paso, TX 79915**

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

ATTN:

VENDOR PHONE: 915-771-8206

REC. LOC: CNS - V. Ibarra

VENDOR FAX: 915-771-8440

REC. GRP: CNS - V. Ibarra

VENDOR EMAIL:

LINE	ITEM	QUANTITY	UOM	ITEM NO.	UNIT PRICE	UNIT DISC.	TOTAL
1		1.00000			50000.00		50000.00
	To provide new equipment install services for High School, Alarcon, Loya, Sambrano, Borrego for school year 2023-2024.						
	R19 21-7387						
<b>TOTAL</b>							<b>50000.00</b>

P.O. Source	Account Number	Amount
Project Requisition	101.35.6249.00.999.99	50,000

**PO NOT VALID UNLESS APPROVED BY THE SAN ELIZARIO ISD BOARD**

**INSTRUCTIONS TO VENDORS**

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

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

*Herberto Rivas*



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

## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Norberto Rivas, Chief Financial Officer  
**Subject:** Consider and possible Board action to approve Engagement Letter with Gibson, Ruddock, Patterson LLC for Financial Audit for Fiscal Year Ending June 30, 2024  
**Date:** March 6, 2024

---

**HISTORY:** As in previous years, an engagement letter must be approved before audit work can commence.

**RATIONALE:** Policy CFC(LEGAL) requires that the District's fiscal accounts be audited annually at District expense by a Texas certified or public accountant holding a permit from the State Board of Public Accountancy.

**BUDGET IMPACT:** The budget impact has increased from the prior year cost of \$69,000 to \$71,500. This will be budgeted for in the general fund.

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the engagement letter for the district's financial audit.

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

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February 20, 2024

Board of Trustees and Management  
San Elizario Independent School District  
P.O. Box 920  
El Paso, Texas 79849

We are pleased to confirm our understanding of the services we are to provide for San Elizario Independent School District for the year ended June 30, 2024.

### **Audit Scope and Objectives**

We will audit the financial statements of the governmental activities, each major fund, and the aggregate remaining fund information, including the disclosures, which collectively comprise the basic financial statements, of San Elizario Independent School District as of and for the year ended June 30, 2024. Accounting standards generally accepted in the United States of America (GAAP) provide for certain required supplementary information (RSI), such as management's discussion and analysis (MD&A), to supplement San Elizario Independent School District's basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to San Elizario's RSI in accordance with auditing standards generally accepted in the United States of America (GAAS). These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient appropriate evidence to express an opinion or provide any assurance. The following RSI is required by GAAP and will be subjected to certain limited procedures, but will not be audited:

1. Management's Discussion and Analysis
2. Schedule of Revenues, Expenditures and Changes in Fund Balance Budget and Actual – General Fund, along with the related notes;
3. Schedule of the District's Proportionate Share of the Net Pension Liability (Teacher Retirement System of Texas) and the related notes;

4. Schedule of District Contributions for Pensions (Teacher Retirement System of Texas) and related notes;
5. Schedule of the District's Proportionate Share of the Net OPEB Liability (Teacher Retirement System of Texas) and related notes; and
6. Schedule of District Contributions for Other Post-Employment Benefits (OPEB) (Teacher Retirement System of Texas) and related notes.

We have also been engaged to report on supplementary information other than RSI that accompanies San Elizario Independent School District's financial statements. We will subject the following supplementary information to the auditing procedures applied in our audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with GAAS, and we will provide an opinion on it in relation to the financial statements as a whole in a report combined with our auditor's report on the financial statements:

1. Schedule of expenditures of federal awards and related notes; and
2. Combining fund statements.
3. Required TEA schedules, except Schedule L

In connection with our audit of the basic financial statements, we will read the following other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report. We expect that we will be provided the final version of all documents comprising the annual report, including other information, prior to the date of the auditor's report so that required audit procedures can be completed prior to the issuance of the auditor's report.

1. Required TEA Schedule L

The objectives of our audit are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and issue an auditor's report that includes our opinions about whether your financial statements are fairly presented, in all material respects, in conformity with GAAP, and report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it

exists. Misstatements, including omissions, can arise from fraud or error and are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment of a reasonable user made based on the financial statements. The objectives also include reporting on:

- Internal control over financial reporting and compliance with provisions of laws, regulations, contracts, and award agreements, noncompliance with which could have a material effect on the financial statements in accordance with *Government Auditing Standards*.
- Internal control over compliance related to major programs and an opinion (or disclaimer of opinion) on compliance with federal statutes, regulations, and the terms and conditions of federal awards that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Title 2 U.S. *Code of Federal Regulations* (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance)*.

### **Auditor's Responsibilities for the Audit of the Financial Statement and Single Audit**

We will conduct our audit in accordance with GAAS; the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of the Uniform Guidance, and will include tests of accounting records, a determination of major program(s) in accordance with Uniform Guidance, and other procedures we consider necessary to enable us to express such opinions. As part of an audit in accordance with GAAS and *Government Auditing Standards*, we exercise professional judgment and maintain professional skepticism throughout the audit.

We will evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management. We will also evaluate the overall presentation of the financial statements, including the disclosures, and determine whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation. We will plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the government or to acts by management or employees acting on behalf of the government. Because the determination of waste and abuse is subjective, *Government Auditing Standards* do not expect auditors to perform specific procedures to detect waste or abuse in financial audits nor do they expect auditors to provide reasonable assurance of detecting waste or abuse.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is an unavoidable risk that some material misstatements or noncompliance may not be detected by us, even though the audit is properly planned and performed in accordance with GAAS and *Government Auditing Standards*. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements or on major programs. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential. We will include such matters in the reports required for a Single Audit. Our responsibility as auditors is limited to the period covered by our audit and does not extend to any later periods for which we are not engaged as auditors.

In connection with this engagement, we may communicate with you or others via email transmission. As emails can be intercepted and read, disclosed, or otherwise used or communicated by an unintended third party, or may not be delivered to each of the parties to whom they are directed and only to such parties, we cannot guarantee or warrant that emails from us will be properly delivered and read only by the addressee. Therefore, we specifically disclaim and waive any liability or responsibility whatsoever for interception or unintentional disclosure of emails transmitted by us in connection with the performance of this engagement. In that regard, you agree that we shall have no liability for any loss or damage to any person or entity resulting from the use of email transmissions, including any consequential, incidental, direct, indirect, or special damages, such as loss of revenues or anticipated profits, or disclosure or communication of confidential or proprietary information.

We will also conclude, based on the audit evidence obtained, whether there are conditions or events, considered in the aggregate, that raise substantial doubt about the government's ability to continue as a going concern for a reasonable period of time.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, tests of the physical existence of inventories, and direct confirmation of receivables and certain assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will also request written representations from your attorneys as part of the engagement.

We have identified the following significant risk(s) of material misstatement as part of our audit planning:

- Improper revenue recognition due to fraud
- Management override of controls

However, planning has not concluded, and modifications may be made to our risk assessment. Those modifications will be communicated to those charged with governance in a timely manner in writing.

Our audit of the financial statements does not relieve you of your responsibilities.

### **Audit Procedures— Internal Control**

We will obtain an understanding of the government and its environment, including internal control relevant to the audit, sufficient to identify and assess the risks of material misstatement of the financial statements, whether due to error or fraud, and to design and perform audit procedures responsive to those risks and obtain evidence that is sufficient and appropriate to provide a basis for our opinions. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentation, or the override of internal control. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to *Government Auditing Standards*.

As required by the Uniform Guidance, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to the Uniform Guidance.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. Accordingly, we will express no such opinion. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, *Government Auditing Standards*, and the Uniform Guidance.

### **Audit Procedures – Compliance**

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of San Elizario Independent School District's compliance with provisions of applicable laws, regulations, contracts, and agreements, including grant agreements. However, the objective of those procedures will not be to provide an opinion on overall compliance, and we will not express such an opinion in our report on compliance issued pursuant to *Government Auditing Standards*.

The Uniform Guidance requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with federal statutes, regulations, and the terms and conditions of federal awards applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the *OMB Compliance Supplement* for the types of compliance requirements that could have a direct and material effect on each of San Elizario Independent School District's major programs. For federal programs that are included in the Compliance Supplement, our compliance and internal control procedures will relate to the compliance requirements that the Compliance Supplement identifies as being subject to audit. The purpose of these procedures will be to express an opinion on San Elizario Independent School District's compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to the Uniform Guidance.

### **Other Services**

We will also assist in preparing the financial statements, schedule of expenditures of federal awards, and related notes of San Elizario Independent School District in conformity with accounting principles generally accepted in the United States of America and the Uniform Guidance based on information provided by you. We will also assist with the submission of the data collection form and required TEA Annual Financial Report submission. These nonaudit services do not constitute an audit under *Government Auditing Standards* and such services will not be conducted in accordance with *Government Auditing Standards*. We will perform the services in accordance with applicable professional standards. The other services are limited to the financial statements, schedule of expenditures of federal awards, and related notes services previously defined. We, in our sole professional judgment, reserve the right to refuse to perform any procedure or take any action that could be construed as assuming management responsibilities.

You agree to assume all management responsibilities for the financial statements, schedule of expenditures of federal awards, and related notes, and any other nonaudit services we provide. You will be required to acknowledge in the management representation letter our assistance with preparation of the financial statements, the schedule of expenditures of federal awards, and related notes and that you have reviewed and approved the financial statements, the schedule of expenditures of federal awards, and related notes prior to their issuance and have accepted responsibility for them. Further, you agree to oversee the nonaudit services by designating an individual, preferably from senior management, with suitable skill, knowledge, or experience; evaluate the adequacy and results of those services; and accept responsibility for them.

### **Responsibilities of Management for the Financial Statements and Single Audit**

Our audit will be conducted on the basis that you acknowledge and understand your responsibility for (1) designing, implementing, establishing, and maintaining effective internal controls relevant to the preparation and fair presentation of financial statements

that are free from material misstatement, whether due to fraud or error, including internal controls over federal awards, and for evaluating and monitoring ongoing activities, to help ensure that appropriate goals and objectives are met; (2) following laws and regulations; (3) ensuring that there is reasonable assurance that government programs are administered in compliance with compliance requirements; and (4) ensuring that management and financial information is reliable and properly reported. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements, schedule of expenditures of federal awards, and all accompanying information in conformity with accounting principles generally accepted in the United States of America; and for compliance with applicable laws and regulations (including federal statutes), rules, and the provisions of contracts and grant agreements (including award agreements). Your responsibilities also include identifying significant contractor relationships in which the contractor has responsibility for program compliance and for the accuracy and completeness of that information.

You are also responsible for making drafts of financial statements, schedule of expenditures of federal awards, and all financial records, and related information available to us and for the accuracy and completeness of that information (including information from outside of the general and subsidiary ledgers). You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, such as records, documentation, identification of all related parties and all related-party relationships and transactions, and other matters; (2) access to personnel, accounts, books, records, supporting documentation, and other information as needed to perform an audit under the Uniform Guidance, (3) additional information that we may request for the purpose of the audit, and (4) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence. At the conclusion of our audit, we will require certain written representations from you about the financial statements; schedule of expenditures of federal awards; federal award programs; compliance with laws, regulations, contracts, and grant agreements; and related matters.

Your responsibilities include adjusting the financial statements to correct material misstatements and confirming to us in the management representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements of each opinion unit taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant

roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants. You are also responsible for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, contracts, and grant agreements that we report. Additionally, as required by the Uniform Guidance, it is management's responsibility to evaluate and monitor noncompliance with federal statutes, regulations, and the terms and conditions of federal awards; take prompt action when instances of noncompliance are identified including noncompliance identified in audit findings; promptly follow up and take corrective action on reported audit findings; and prepare a summary schedule of prior audit findings and a separate corrective action plan.

You are responsible for identifying all federal awards received and understanding and complying with the compliance requirements and for the preparation of the schedule of expenditures of federal awards (including notes and noncash assistance received, and COVID-19 related concepts, such as lost revenues, if applicable) in conformity with the Uniform Guidance. You agree to include our report on the schedule of expenditures of federal awards in any document that contains, and indicates that we have reported on, the schedule of expenditures of federal awards. You also agree to include the audited financial statements with any presentation of the schedule of expenditures of federal awards that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the schedule of expenditures of federal awards in accordance with the Uniform Guidance; (2) you believe the schedule of expenditures of federal awards, including its form and content, is stated fairly in accordance with the Uniform Guidance; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the schedule of expenditures of federal awards.

You are also responsible for the preparation of the other supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles (GAAP). You agree to include our report on the supplementary information in any document that contains, and indicates that we have reported on, the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for presentation of the supplementary information in accordance with GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period (or, if they have changed, the reasons for such changes); and (4) you have disclosed to us any

significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Scope and Objectives section of this letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions for the report, and for the timing and format for providing that information.

With regard to publishing the financial statements on your website, you understand that websites are a means of distributing information and, therefore, we are not required to read the information contained in those sites or to consider the consistency of other information on the website with the original document.

### **Engagement Administration, Fees, and Other**

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

At the conclusion of the engagement, we will complete the appropriate sections of the Data Collection Form that summarizes our audit findings. It is management's responsibility to electronically submit the reporting package (including financial statements, schedule of expenditures of federal awards, summary schedule of prior audit findings, auditor's reports, and corrective action plan) along with the Data Collection Form to the Federal Audit Clearinghouse. We will coordinate with you the electronic submission and certification. The Data Collection Form and the reporting package must be submitted within the earlier of 30 calendar days after receipt of the auditor's reports or nine months after the end of the audit period.

We will provide copies of our reports to San Elizario Independent School District; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of Gibson Ruddock Patterson LLC and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the Texas Education Agency or its designee, a federal agency providing direct or indirect funding, or the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision

of Gibson Ruddock Patterson LLC personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release date or for any additional period requested by the Texas Education Agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

Shelly J. Ruddock is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them. We expect to begin our audit in July 2024 and to issue our reports no later than November 2024.

Our audit engagement ends on delivery of our audit report. Any follow-up services that might be required will be a separate, new engagement. The terms and conditions of that new engagement will be governed by a new, specific engagement letter for that service.

Our fee for these services will be at our standard hourly rates except that we agree that our gross fee will not exceed \$71,500. Our standard hourly rates vary according to the degree of responsibility involved and the experience level of the personnel assigned to your audit. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. The above fee is based on anticipated cooperation from your personnel and the assumption unexpected circumstances will not be encountered during the engagement. If significant additional time is necessary, we will keep you informed of any problems we encounter and our fees will be adjusted accordingly.

You may request that we perform additional services not addressed in this engagement letter. If this occurs, we will communicate with you regarding the scope of the additional services and the estimated fees. We also may issue a separate engagement letter covering the additional services. In the absence of any other written communication from us documenting such additional services, our services will continue to be governed by the terms of this engagement letter.

As part of this engagement, and for no additional fee, we will prepare and submit the electronic submissions of the annual financial and compliance report and the related data feed file. This is an additional service we will provide to assist district personnel in satisfying the audit submission requirements dictated by the Division of Financial Compliance of the Texas Education Agency. However, District personnel will be required to review and perform the necessary finalization procedures required by the submission process.

## Reporting

We will issue written reports upon completion of our Single Audit. Our reports will be addressed to the Board of Trustees of San Elizario Independent School District. Circumstances may arise in which our report may differ from its expected form and content based on the results of our audit. Depending on the nature of these circumstances, it may be necessary for us to modify our opinions, add a separate section, or add an emphasis-of-matter or other-matter paragraph to our auditor's report, or if necessary, withdraw from this engagement. If our opinions are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or we may withdraw from this engagement.

The *Government Auditing Standards* report on internal control over financial reporting and on compliance and other matters will state that (1) the purpose of the report is solely to describe the scope of testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance, and (2) the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. The Uniform Guidance report on internal control over compliance will state that the purpose of the report on internal control over compliance is solely to describe the scope of testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Both reports will state that the report is not suitable for any other purpose.

You have requested that we provide you with a copy of our most recent external peer review report and any subsequent reports received during the contract period. Accordingly, our 2022 peer review report accompanies this letter.

We appreciate the opportunity to be of service to San Elizario Independent School District and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,



Gibson Ruddock Patterson LLC

RESPONSE:

This letter correctly sets forth the understanding of San Elizario Independent School District.

Management signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_

Governance signature: \_\_\_\_\_

Title: \_\_\_\_\_

Date: \_\_\_\_\_



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## Report on the Firm’s System of Quality Control

September 16, 2022

To the Owners of Gibson, Ruddock, Patterson, LLP  
and the Peer Review Committee of the TXCPA

We have reviewed the system of quality control for the accounting and auditing practice of Gibson, Ruddock, Patterson, LLP (the firm) in effect for the year ended June 30, 2022. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a system review as described in the Standards may be found at [www.aicpa.org/prsummary](http://www.aicpa.org/prsummary). The summary also includes an explanation of how engagements identified as not performed or reported on in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

### Firm’s Responsibility

The firm is responsible for designing and complying with a system of quality control to provide the firm with reasonable assurance of performing and reporting in conformity with the requirements of applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported on in conformity with the requirements of applicable professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

### Peer Reviewer’s Responsibility

Our responsibility is to express an opinion on the design of and compliance with the firm’s system of quality control based on our review.

### Required Selections and Considerations

Engagements selected for review included engagements performed under *Government Auditing Standards*, including compliance audits under the Single Audit Act and an audit of an employee benefit plan.

As a part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

## Opinion

In our opinion, the system of quality control for the accounting and auditing practice of Gibson, Ruddock, Patterson, LLC in effect for the year ended June 30, 2022, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)*, or *fail*. Gibson, Ruddock, Patterson, LLC has received a peer review rating of *pass*.

*Crowe LLP*  
Crowe LLP  
Austin, Texas



## BOARD RESOLUTION IN SUPPORT OF A FAIR AND TRANSPARENT ACCOUNTABILITY SYSTEM

**WHEREAS** the San Elizario Independent School District Board of Trustees believes in a fairly and consistently applied Accountability Rating System from year-to-year;

**WHEREAS** the San Elizario Independent School District Board of Trustees acknowledges that the Rating System should provide transparency to parents and the public with simple, accessible, and understandable information;

**WHEREAS** the transparency objective is also furthered by requiring the Commissioner to provide the measures, methods, and procedures to school districts that *will be* applied to school districts from year-to-year and without mid-year change;

**WHEREAS** year-to-year consistency allows timely notice to school districts and their campuses to plan school improvement efforts based on the measures, methods, and procedures adopted by the Commissioner;

**WHEREAS** the Texas legislature requires the Commissioner to provide the measures, methods, and procedures on a year-to-year basis and without mid-year change. Without annual consistency, school districts and campuses cannot effectively plan to achieve high-performance ratings unless the Commissioner complies with the legislature's mandate;

**NOW, THEREFORE, BE IT RESOLVED THAT** the San Elizario Independent School District Board of Trustees joins in collective efforts with other Texas School Boards to:

- Commit our support in pursuing action to ensure the Rating System provides a *fair, transparent, and effective system* for assigning performance ratings to school districts based on consistent measures, methods, and procedures.
- Oppose the Commissioner's retroactive and drastic mid-year change to the measures, methods, and procedures used for the 2022-2023 school year performance ratings.
- Stand in support of the Rating System adhering to Texas state law as passed by the Texas legislature.
- Stand in support of efforts to reform the Accountability Rating System to one that uses multiple effective school measures for all grade levels and a more holistic approach to assign the ratings of a campus and the performance of each student in lieu of relying heavily on one standardized test.

**PASSED & APPROVED** on the 6thth day of March 2024.

\_\_\_\_\_  
President

\_\_\_\_\_  
Vice President

\_\_\_\_\_  
Secretary



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

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Jesus Martinez, Executive Director- Support Services  
 Norberto Rivas, Chief Financial Officer  
**Subject:** Consider and possible Board action to cancel existing interlocal agreement for school resource officers with the County of El Paso, Texas, with an ending date of September 30, 2024, and approval of a new interlocal agreement for school resource officers with the County of El Paso, Texas, commencing on February 1, 2024, and ending on December 30, 2029  
**Date:** March 6, 2024

**HISTORY:**

On August 9, 2023 (regular Board meeting), the Board of trustees met in executive session with legal counsel to discuss House Bill 3 requirements, to determine the number of armed security officers for each campus, and to authorize legal counsel to draft a Board Resolution claiming good cause exception and establishing an alternative standard for compliance with House Bill 3.

Back then, due to the shortage of SROs, the district contracted/off-duty officers as armed security to comply with H.B. 3 by September 1, 2023. We acquired three off-duty officers as directed by the Board: one for Loya/Sambrano, one for Borrego, and one for Alarcon.

**RATIONALE:** The Sherriff’s Department contacted us regarding the availability of SRO officers. They are now able to provide three additional SROs. The three additional SROs would be assigned to Loya/Sambrano, Borrego, and Alarcon and replace the off-duty officers.

The purpose of this agenda item is to cancel the existing interlocal agreement and approve the new one for a total of five SROs.

**BUDGET:** The term fee comparison between the agreements is seen below:

*Existing Interlocal Agreement Fees for 2 School Resource Officers (years 1-3 were mostly covered with grant funding that the County of El Paso, Texas, received from the U.S. Department of Justice)*

<b>Term</b>	<b>Amount</b>	<b>Note</b>
October 1, 2020 – September 30, 2021	\$28,697.43	25% match of total cost
October 1, 2021 – September 30, 2022	\$28,697.43	25% match of total cost
October 1, 2022 – September 30, 2023	\$28,697.43	25% match of total cost
October 1, 2023 – September 30, 2024	\$157,269.16	100% match of total cost

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



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The estimated cost for the 3 off-duty officers is \$262,140 calculated as follows:

- 149 student learning days x 3 officers x 9 hours per day x \$60 per hour (\$241,380)
- 25 days of summer school x 2 officers x 5 hours per day x \$60 per hour (\$15,000)
- 8 days of intersession x 2 officers x 6 hours per day x \$60 per hour (\$5760)

Total estimated cost for 2 SROs in current year of interlocal agreement plus 3 off-duty SROs for regular school days is \$398,649 (\$157,269 + \$241,380), plus 2 off-duty officers for summer and intersessions \$419,409 (\$157,269 + \$262,140)

*New Interlocal Agreement Fees for 5 School Resource Officers*

<b>Term</b>	<b>SRO's/Services</b>	<b>Vehicles</b>	<b>Total Amount</b>
February 1, 2024 – December 30, 2024	\$380,116.10	\$8,332.50	\$388,448.60
January 1, 2025 – December 31, 2025	\$399,121.91	\$8,482.50	\$407,604.41
January 1, 2026 – December 31, 2026	\$419,078.00	\$8,535.00	\$427,613.00
January 1, 2027 – December 31, 2027	\$440,031.90	\$8,585.00	\$448,616.90
January 1, 2028 – December 31, 2028	\$462,033.50	\$8,740.00	\$470,773.50

Based on the final dollar amounts provided by the latest five-year Interlocal agreement, the average yearly cost of five years for five SROs and vehicles would be comparable to the projected yearly cost of off-duty officers. However, this assumes the off-duty officer hourly rate remains unchanged for five years.

Funding for this is paid from the general fund and available fund balance as the school safety allotment only provides approximately \$117,756 in annual funding.

- School Safety Allotment 42.168 Calculation
  - \$15,000 per school plus \$10 per ADA
  - \$90,000 (\$15,000 x 6 schools) + \$27,756 (3,017 students x 92% average daily attendance x \$10) = \$117,756

**ADMINISTRATIVE RECOMMENDATION:** The administrative recommendation is to approve the interlocal agreement with the County of El Paso, Texas, for a total of five SROs. This includes the two existing SROs for SEHS and GEMS and three additional SRO's for Loya/Sambrano (1), Alarcon (1) and Borrego (1).

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

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

**INTERLOCAL AGREEMENT FOR SCHOOL RESOURCE OFFICERS**

This Agreement is entered into between EL PASO COUNTY, TEXAS (“County”) and the SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT (“SEISD”) by and through their duly authorized officials, pursuant to the Interlocal Cooperation Act.

**RECITALS**

WHEREAS, El Paso County and the San Elizario Independent School District are authorized to enter into this Agreement pursuant to the Interlocal Cooperation Act, Chapter 791, Texas Government Code; and

WHEREAS, the San Elizario Independent School District is within El Paso County’s primary law enforcement jurisdiction; and

WHEREAS, El Paso County and the San Elizario Independent School District desire to join forces to conduct a program of School Based Policing through School Resource Officers; and

WHEREAS, each Party specifies that it will pay for the performance of these functions of government from current revenues available to the paying Party; and

WHEREAS, this Agreement for interlocal cooperation for El Paso County to provide school resource officers to the San Elizario Independent School District benefits the citizens and constituents of all jurisdictions concerned; and

FOR THESE REASONS, and in consideration of the mutual promises contained in this Agreement, El Paso County and the San Elizario Independent School District mutually agree as follows:

**I. SCOPE OF SERVICES**

A. Officers Provided. El Paso County Sheriff’s Office will provide Five (5) School Resource Officer to SEISD. Each School Resource Officer will work a 40-hour week, except during vacations, sick leave, and any other time off officers are allowed or required to have in accordance with the contracts between the El Paso County Sheriff’s Office, County, and the El Paso County Sheriff’s Officers Association, as well as any training the School Resource Officers may be required to attend. School Resource Officers shall be entitled to a one-half (1/2) hour paid lunch period and will be subject to emergency calls during lunch. County is not obligated to replace any School Resource Officers who have been granted any leave time, including any extended leave. School Resource Officers may be assigned primary duties at secondary schools within SEISD. School Resource Officers will perform duties at feeder schools when required. School Resource

Officers will at all relevant times be employees of the El Paso County Sheriff's Office and will be subject to the rules and regulations of the El Paso County Sheriff's Office.

B. Communications. School Resource Officers will carry County issued portable radios, or another portable communications equipment. Arrangements may also be made for school officials to contact School Resource Officers via such portable equipment or equipment provided by SEISD.

C. School Resource Officers Duty & Training. School Resource Officers shall operate according to El Paso County Sheriff's Office policies and procedures. School Resource Officers shall at no time act as substitute teachers, nor shall School Resource Officers be utilized to provide sole supervision of a class of students. School Resource Officers will be scheduled to attend and participate in mandatory training as set out by law, policy, or grant requirements. Training includes completion of the National Association of School Resource Officers 40 hour basic training course by each School Resource Officer. School Resource Officers may also participate in reasonable training programs that directly affect the School Resource Officers' ability and skills as School Resource Officers or that enhance School Resource Officers' law enforcement careers. During training, School Resource Officers will be absent from assigned schools.

D. Response to Law Enforcement Incidents. School Resource Officers may be contacted by SEISD to deal with law enforcement situations that exceed SEISD's ability to handle special situations that require a rapid police response or the special knowledge or expertise that a School Resource Officer offers.

- a. The School Resource Officer will take permissible enforcement action when appropriate and within the School Resource Officer's discretion; however, nothing in this Agreement shall create any legal duties to provide additional police protection, which may already exist as to the public.
- b. Nothing in this Agreement shall prohibit SEISD personnel from utilizing the 9-1-1 reporting system, nor shall it prohibit or limit the use of SEISD security guards to handle or supplement calls for service. Use of 9-1-1 is encouraged for emergency and/or priority calls, even if a School Resource Officer is also called.
- c. School Resource Officers shall not be responsible for handling administrative or minor, non-priority incidents typically handled by SEISD security guards.
- d. School Resource Officers will maintain a close working relationship with SEISD security guards. School Resource Officers and security guards may exchange information regarding suspects, incidents, and/or potential problems.
- e. Except in extreme emergencies, School Resource Officers should not be called away from class to handle incidents.

E. Reassignment for Emergency Response. The El Paso County Sheriff's Office reserves the right to assign a School Resource Officer to other police functions in the event of an emergency at the direction of the Sheriff or his designee or according to Sheriff's Office policy. If a School

Resource Officer is assigned to such an emergency response, SEISD will not be billed for the time that the School Resource Officer is assigned to a location outside of the SEISD. For purposes of this paragraph, “emergency response” means a coordinated law enforcement response to an unpredictable event that does not occur during a typical Sheriff’s Office workday. Such events include, but are not limited to, natural disasters, riots, acts of terrorism, or other acts of violence or nature that require a large law enforcement mobilization.

F. Off-Duty Assignments. School Resource Officers may work part time, off duty jobs at approved school functions, subject to El Paso County Sheriff’s Office guidelines and approval. Such off-duty employment will be pursuant to individual agreement and will be considered outside employment as defined by the Sheriff and the contract between County and the El Paso County Sheriff’s Officers Association.

G. Office & Supplies. SEISD will provide School Resource Officers with office space that is equipped with a computer and telephone available for the use by the School Resource Officers. Such office space may be shared with SEISD security guards, will function as a general workstation, and will be provided at no cost to County. SEISD will also provide office supplies and equipment required by School Resource Officers for performance of their duties, at no cost to County.

H. Employee of County. School Resource Officers shall remain employees of County and shall not be considered employees of SEISD. County shall be solely responsible for all salary, benefits, and other rights to which School Resource Officers may be entitled. SEISD’s obligation shall be to reimburse County as provided in this Agreement.

I. Supervision. Assigned El Paso County Sheriff’s Office personnel shall supervise School Resource Officers. While on SEISD campuses or facilities, School Resource Officers shall communicate with the principal or facility administrator on a daily basis and take reasonable steps to address security concerns raised by these officials. School Resource Officers shall provide a verbal briefing to school administrators upon request and to the extent reasonable, given the School Resource Officer’s schedule and any emergency that may arise.

J. Information Sharing. Communication and information sharing are essential to the success of the School Based Policing program. Sharing of information will be governed by the Texas Constitution and Statutes, the Texas Administrative Code, El Paso County Sheriff’s Office policies and procedures, and SEISD policies and procedures, as well as federal privacy laws.

- a. School Resource Officers shall inform SEISD school officials of arrests and detentions when required by state law. Upon request by SEISD school officials, School Resource Officers shall also provide information regarding other arrests, detentions, and investigations if such disclosure would not violate state law or El Paso County Sheriff’s Office policies and procedures and would not otherwise interfere with the detection, investigation, or prosecution of crime. Furthermore, if

a School Resource Officer is aware of information of a student which reflects that the student is in violation of school policies, the School Resource Officer may forward that information to SEISD school officials.

- b. School Resource Officers shall have access to any public records maintained by SEISD to the extent allowed by law. School Resource Officers may need confidential information in emergency situations based on the seriousness of the threat to someone's health or safety, time sensitivity, and the direct relationship of the information to the emergency.

## **II. TERM OF AGREEMENT**

This Agreement shall commence on the 1st day of February 2024 and shall terminate on the 30th day of December 2029, regardless of the date of execution of this Agreement.

## **III. COMPENSATION**

A. The figures provided in this section reflect a step 12 sheriff deputy base salary pursuant to the articles of agreement between the County of El Paso, Texas and the El Paso County Sheriff's Officers' Association. If there is ever a change in salary under the articles of agreement between the County of El Paso, Texas and the El Paso County Sheriff's Officers' Association, the parties in this agreement agree to amend the salaries in this agreement to properly reflect the changes under the articles of agreement between the County of El Paso, Texas and the El Paso County Sheriff's Officers' Association.

B. For services provided from the 1st day of February 2024 through the 30th day of December 2024, SEISD shall pay the County the base salary of Three Hundred Eighty Thousand One Hundred Sixteen Dollars and 10/100 (\$380,116.10) for the Services and School Resource Officers and Eight Thousand Three Hundred Thirty-Two and 50/100 Dollars (\$8,332.50) for the vehicles assigned to SEISD.

C. For services provided from the 1st day of January 2025 through the 31st day of December 2025, SEISD shall pay the County the base salary of Three Hundred Ninety-Nine Thousand One Hundred Twenty One Dollars and 91/100 (\$399,121.91) for the Services and School Resource Officers and Eight Thousand Four Hundred Eighty-Two Dollars and 50/100 (\$8,482.50) for the vehicles assigned to SEISD.

D. For services provided from the 1st day of January 2026 through the 31st day of December 2026, SEISD shall pay the County the base salary of Four Hundred Nineteen Thousand Seventy-Eight Dollars and 00/100 (\$419,078.00) for the Services and School Resource Officers and Eight Thousand Five Hundred Thirty-Five Dollars and 00/100 (\$8,535.00) for the vehicles assigned to SEISD.

E. For services provided from the 1st day of January 2027 through the 31st day of December 2027, SEISD shall pay the County the base salary of Four Hundred Forty Thousand Thirty-One Dollars and 90/100 (\$440,031.90) for the Services and School Resource Officers and Eight Thousand Five Hundred Eighty-Five Dollars and 00/100 (\$8,585.00) for the vehicles assigned to SEISD.

F. For services provided from the 1st day of January 2028 through the 31st day of December 2028, SEISD shall pay the County the base salary of Four Hundred Sixty-Two Thousand Thirty Three Dollars and 50/100 (\$462,033.50) for the Services and School Resource Officers and Eight Thousand Seven Hundred Forty Dollars and 00/100 (\$8,740.00) for the vehicles assigned to SEISD.

G. After the School Resource Officers' assigned working hours, SEISD shall pay associated overtime costs at a rate mandated by the contract between County and the El Paso County Sheriff's Officers Association. Such overtime will be billed to SEISD on a quarterly basis. Any overtime to be paid by SEISD must be authorized, in advance, by SEISD.

H. When a School Resource Officer is absent from an assigned school for more than ten (10) consecutive work days, SEISD will cease being billed for that School Resource Officer's salary and benefits beginning on Eleventh (11<sup>th</sup>) day of the School Resource Officer's absence, unless the Sheriff, at his discretion, assigns another Sheriff's Office deputy to fulfill the duties of the School Resource Officer during the School Resource Officer's absence. Billing will not resume until the School Resource Officer returns to regular duty at the School Resource Officer's assigned school.

I. This Agreement is based on a 365-day calendar year and payments shall be due, payable, and owing regardless of whether school is in session. School Resource Officers may be made available to patrol areas within SEISD boundaries during summer break and school holidays, except during holidays designated under the contract between County and the El Paso County Sheriff's Officers Association.

J. Payment shall be made to County on a quarterly basis and shall be due on the tenth (10<sup>th</sup>) day after receipt of an invoice for services under this Agreement.

K. Payments submitted under this Agreement shall be made payable to El Paso County, Attn: El Paso County Auditor, 800 E. Overland, Room 406, El Paso, Texas 79901.

#### **IV. TERMINATION**

This Agreement may be terminated by either Party, if the Party does not have sufficient funding available or otherwise allocated to cover the terminating Party's obligations under this Agreement,

by written notice received via certified mail at least sixty (60) days in advance of the effective date of termination; provided, however, that in the event a party needs to terminate due to lack of anticipated appropriated funding in a succeeding fiscal year, notice may be given with as little as thirty (30) days' advance notice. Upon termination, any amounts accrued and due under this Agreement shall be paid as otherwise scheduled herein.

## V. MISCELLANEOUS

A. Notice. Unless otherwise provided herein, all notices or other communications required or permitted to be given under this Agreement shall be in writing and shall be deemed to have been duly given if delivered personally in hand or sent by certified mail, return receipt requested, postage prepaid and addressed to the appropriate party at the following address or to any other person at any other address as may be designated in writing by the Parties. Notices are effective upon receipt. Parties may change their notice information in the same manner.

COUNTY: Richard D. Wiles  
El Paso County Sheriff  
3850 Justice Dr.  
El Paso, Texas 79938

SEISD: Dr. Jeannie Meza-Chavez  
Superintendent, San Elizario Independent School District  
1050 Chicken Ranch Rd. PO Box 920  
San Elizario, Texas 79849

B. Governing Law. This Agreement and the rights and obligations of the Parties hereto shall be governed by, and construed according to, the laws of the State of Texas, except as specifically noted. Venue shall lie in El Paso County, Texas.

C. Entire Agreement; Amendment. This Agreement constitutes the entire agreement of the Parties. This Agreement shall not be modified or changed unless the same is in writing and signed by the respective Parties hereto or as permitted by Subsection D, below. All prior negotiations, agreements, and understandings with respect to the subject matter of this Agreement are superseded hereby.

D. Addendums; Memorandums of Understanding. SEISD and the El Paso County Sheriff's Office may add addendums or memorandums of understanding ("clarifying documents") to this Agreement to further clarify this Agreement without further approval of each Party's governing board; provided, however, that such clarifying documents must be consistent with this Agreement and may not have any fiscal impact or cost beyond the scope of this Agreement. In the event of any discrepancy between any such clarifying documents and this Agreement, this Agreement shall govern. An official with general authority to approve policies or procedures of that entity shall execute any such clarifying documents.

E. Waiver of Breach. The waiver by either party of a breach or violation of any provision of this Agreement shall not operate as, or be construed to be, a waiver of any subsequent breach of the same or other provision hereof.

F. Severability. In the event any provision of this Agreement is held to be unenforceable for any reason, the unenforceability thereof shall not affect the remainder of the Agreement, which shall remain in full force and effect and enforceable in accordance with its terms.

G. Force Majeure. Neither party shall be held responsible for any delay or failure in performance to the extent that such delay or failure is caused by fire, flood, explosion, war, strike, embargo, government regulation, civil or military authority, acts of God, acts or omissions of carriers, or other similar causes beyond their control.

*Signatures on following two pages*

**IN WITNESS WHEREOF**, the Parties have executed this Agreement in their official capacities, with legal authority to do so.

**EL PASO COUNTY**

\_\_\_\_\_  
Ricardo A. Samaniego  
County Judge, El Paso County

Date: \_\_\_\_\_

AGREED:

\_\_\_\_\_  
Richard D. Wiles  
El Paso County Sheriff

**SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**

\_\_\_\_\_  
Dr. Jeannie Meza-Chavez  
Superintendent, San Elizario Independent School District

Date: \_\_\_\_\_



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

**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Dr. Jeannie Meza-Chavez, Superintendent  
Mr. Jesus Martinez, Executive Director-Support Services  
Mr. Horacio Hernandez, Executive Director-Technology  
**Subject:** El Paso Electric-Easement Request  
**Date:** March 6, 2024

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**HISTORY:** During the Regular Board meeting held on February 13, 2024, the Board tabled the item for discussion with legal counsel and asked that the item be brought back to the March regular Board meeting.

**RATIONALE:** As per Ms. Joann Blair, EPE Land Management Rep., EPE will be constructing a 10-megawatt solar facility within the approximately 70 acres leased from the City of San Elizario, located at 13661 Chicken Ranch Road. The capacity of this solar facility will be allocated to the expansion of EPE’s Texas Community Solar Program which will expand the total capacity to 15 megawatts. With this expansion EPE will be able to offer a portion to low-income customers by subscription to the program at a reduced subscription price to assist low-income residences. The power date to the solar site is projected to be before the end of 2024.

The proposed installation of the overhead line would be on SEISD property, outside of LVWD (Lower Valley Water District) fence and then parallel to Chicken Ranch Road, as shown, red dashed line, on the attached map. EPE is proposing to connect the solar farm to the Clint substation. EPE is requesting to acquire an overhead easement, 12 feet, from SEISD within the area shown on the attached map and Exhibit “A” of the easement document.

**Update:** Legal counsel worked with El Paso Electric on the Board’s request for changes to the easement agreement and the changes have been made to the attached agreement.

**BUDGET:** No Budget impact

**ADMINISTRATIVE RECOMMENDATION:** Administration recommends the approval of the easement agreement.

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

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

OVERHEAD EASEMENT

**EASEMENT**

STATE OF TEXAS  
COUNTY OF EL PASO

Work Request: DT066328

For one dollar (\$1.00) and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, **SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT**, hereinafter called Grantor, grants unto El Paso Electric Company, hereinafter called Grantee, its successors and assigns, whose address is P.O. Box 982, El Paso, Texas 79960, for a term of twenty-five (25) years commencing on the Effective Date, the right, privilege, authority and easement to enter and erect, construct, operate, remove, inspect, access, and maintain a line of poles at any time with any and all necessary cables, lines, wires, crossarms, guys, and anchors for an above ground electric distribution and/or transmission system with any other usual appurtenances, pertaining thereto, together with the overhang of service wires, with the right of access, ingress, and egress thereto for the installation, construction, operation, inspection, repair, maintenance, replacement, renewal or removal thereof, for the distribution and/or transmission of electricity, for any and all purposes, including communications, for which same is or may hereafter be used, over, upon and along the following described premises and the adjoining roads, streets and highways, in the county named above, to wit:

A portion of **TRACT 8, BLOCK 13, SAN ELIZARIO GRANT, EL PASO COUNTY, TEXAS, AS MORE FULLY DESCRIBED IN THE REAL PROPERTY RECORDS OF THE CLERK OF EL PASO COUNTY IN THE STATE OF TEXAS IN DOCUMENT NO. 20010055871,** as shown on the attached Exhibit A and made a part hereof,

with the right to trim any trees and flora along and around said lines and electrical equipment so as to keep the lines and electrical equipment cleared, the right to erect and set the necessary brace poles, anchors and guy wires, and to do anything proper and necessary to operate and maintain same. Grantee shall keep the easement area clean and maintained and at the end of the easement term shall restore the property to its original condition.

The authority granted herein includes the right to permit the attachment of the cables of any other company.

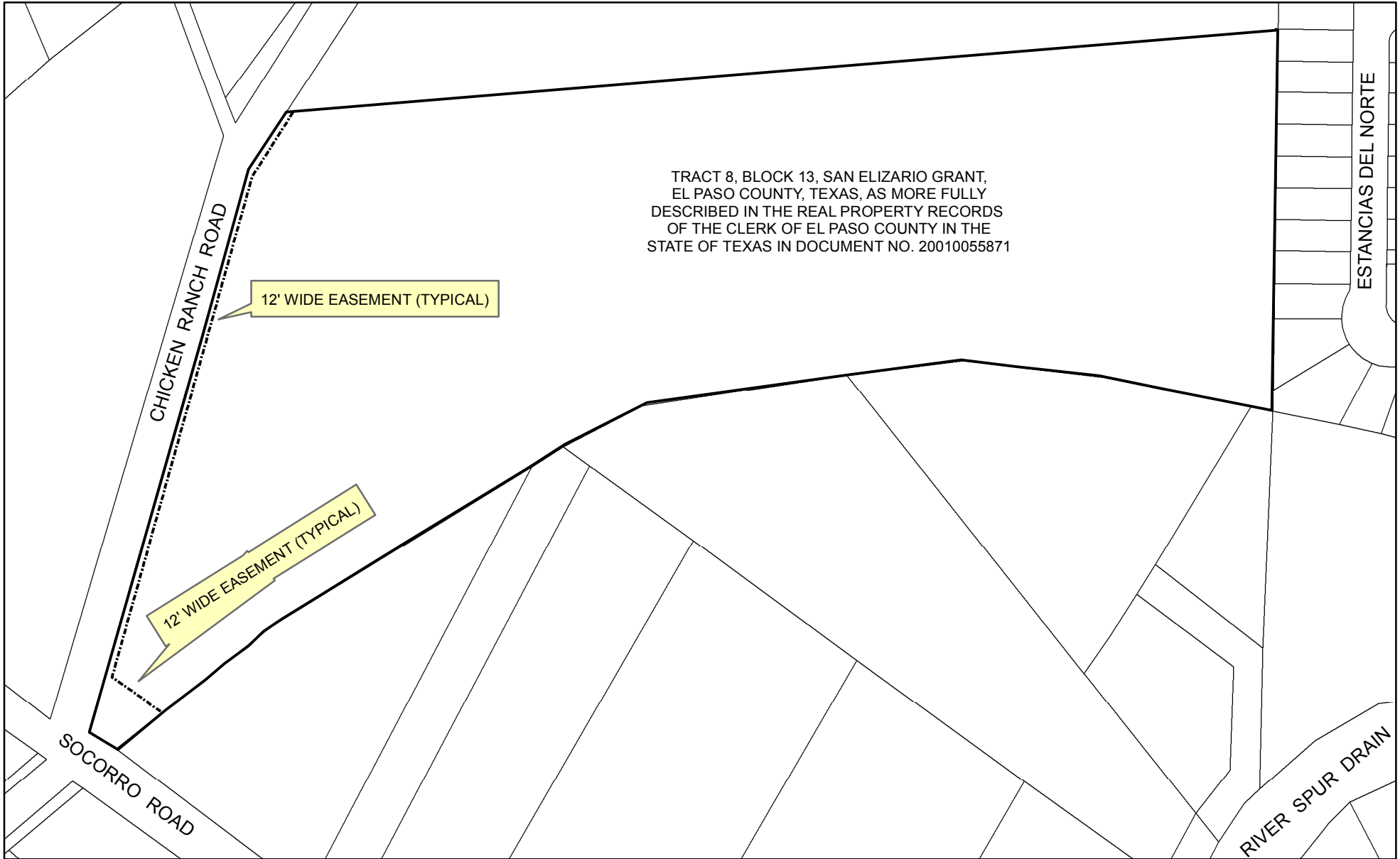
Buildings and structures of a permanent nature except fences, boundary walls, walkways and landscaping will not be built on or over the easement, or under any overhead electric lines, except with the prior written consent of the Grantee.

This Easement is effective upon the date it is executed by Grantor as stated in the Acknowledgement of Grantor's execution (the "Effective date").

[Signatures on following page.]



# EXHIBIT "A"



TRACT 8, BLOCK 13, SAN ELIZARIO GRANT,  
EL PASO COUNTY, TEXAS, AS MORE FULLY  
DESCRIBED IN THE REAL PROPERTY RECORDS  
OF THE CLERK OF EL PASO COUNTY IN THE  
STATE OF TEXAS IN DOCUMENT NO. 20010055871

12' WIDE EASEMENT (TYPICAL)

12' WIDE EASEMENT (TYPICAL)

CHICKEN RANCH ROAD

SOCORRO ROAD


ESTANCIAS DEL NORTE

RIVER SPUR DRAIN



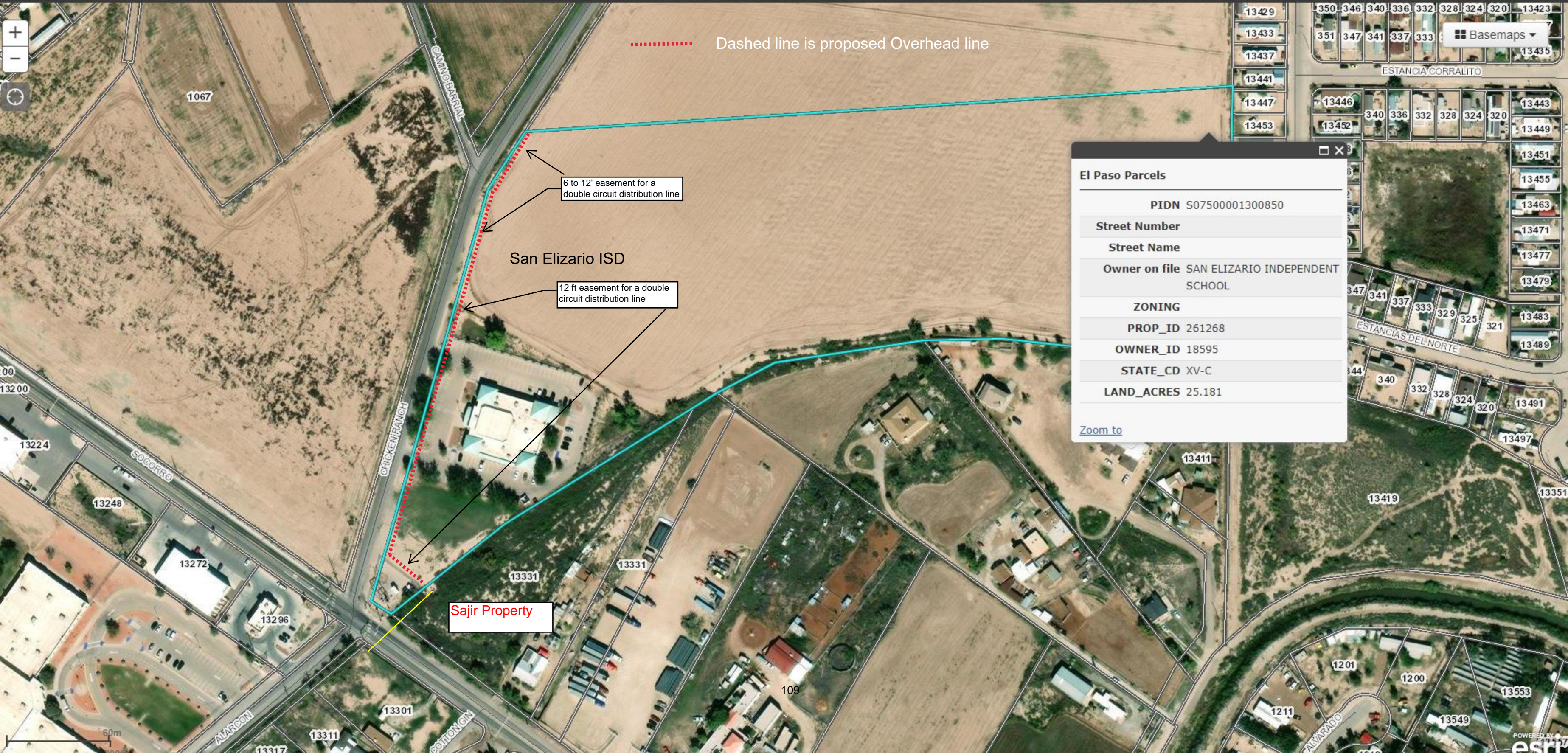
NOT TO SCALE

### LEGEND (NOT ALL SYMBOLS APPLY)

	PADMOUNT TRANSFORMER		UNDERGROUND EASEMENT
	ANCHOR EASEMENT		OVERHEAD EASEMENT
	SWITCH GEAR		OVERHEAD/UNDERGROUND EASEMENT
			108 EXISTING POWERLINE



EL PASO ELECTRIC



..... Dashed line is proposed Overhead line

6 to 12' easement for a double circuit distribution line

San Elizario ISD

12 ft easement for a double circuit distribution line

Sajir Property

**El Paso Parcels**

PIDN S07500001300850

Street Number

Street Name

Owner on file SAN ELIZARIO INDEPENDENT SCHOOL

ZONING

PROP\_ID 261268

OWNER\_ID 18595

STATE\_CD XV-C

LAND\_ACRES 25.181

[Zoom to](#)

Basemaps

ESTANCIA CORRALITO

ESTANCIAS DEL NORTE

ALVARADO

13429, 13433, 13437, 13441, 13447, 13453, 13446, 13452, 13443, 13449, 13451, 13455, 13463, 13471, 13477, 13479, 13483, 13489, 13491, 13497, 13411, 13419, 13351, 1201, 1200, 13553, 1211, 13549



13200

1067

13224

13248

13272

13296

13317

13301

13331

13331

109

13411

13419

13351

1201

1200

13553

1211

13549

60m

POWERED BY esri

## Regular Meeting

Tuesday, February 13, 2024 5:30 PM

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

### 1. GENERAL FUNCTIONS

#### 1.A. Call Meeting to Order

Meeting was called to order at 5:30 p.m.

#### 1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President  
Ms. Myrna Hernandez, Board Vice-President  
Ms. Sandra Licon, Board Secretary  
Mr. Lorenzo Luevano, Board Trustee  
Ms. Guadalupe Caro, Board Trustee  
Ms. Monica Chavez, Board Trustee

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

The following Board of Trustees were absent:

Mr. Axel Lopez, Board Trustee

#### 1.C. Pledge of Allegiance

#### 1.D. San Elizario ISD Mission Statement

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

### 2. OPEN FORUM (five-minute limit)

No items.

### 3. DISTRICT RECOGNITIONS

#### 3.A. Proclamation of National School Breakfast Week

Ms. Aggie Reyes, Executive Director of Child Nutrition Services, presented the Proclamation of National School Breakfast week to take place from March 19 to March 22, 2024

3.B. San Elizario High School Band - Solo & Ensemble State Competitors

Dr. Jeannie Meza-Chavez, Superintendent, Dr. Rogelio Segovia, Associate Superintendent, and Mr. Kevin Elizalde, San Elizario High School Band Director, recognized the Solo & Ensemble State Competitors

3.C. Career & Technical Education Recognitions

Item 3.C. was tabled and will be brought back until April 2024.

3.C.1. Business Professionals of America

3.C.2. Skills USA

3.D. San Elizario High School Cheerleading Squad - 1st Place in 4A Game Day Division

Mr. Cesar Morales, Executive Director of Athletics, recognized San Elizario High School Cheerleading Squad for placing 1st Place in the 4A Game Day Division during the Ultimate City Cheerleading Competition Championship.

3.E. San Elizario High School Wrestling

Mr. Cesar Morales, Executive Director of Athletics, recognized the San Elizario High School Wrestling Team and the Bordertown Brawlers Community Team.

3.F. San Elizario High School Employee Recognition

3.F.1. Como el Grinch Robo La Navidad Play Production Team - Ms. Cynthia Villarreal and Team

Mr. Troy Enriquez, Principal at San Elizario High School, recognized the Como el Grinch Robo La Navidad Play Production Team

3.F.2. Speech and Debate Team - Mr. Justin Del Valle

Mr. Troy Enriquez, Principal at San Elizario High School, recognized the Speech and Debate Team

3.F.3. Bio EOC Scores - Mr. James McClain and Mr. Christian Solis

Mr. Troy Enriquez, Principal at San Elizario High School, recognized Mr. James McClain and Mr. Christian Solis for the Bio EOC Scores.

3.F.4. Dance Recital - Ms. Cenia Palomo

Mr. Troy Enriquez, Principal at San Elizario High School, recognized the Dance Recital Team

3.G. 4th Annual Masked Reader: Dreamer Edition - Ms. Anna Alvarez and Ms. Georgina Diaz

Dr. Jeannie Meza-Chavez, Superintendent, and Dr. Rogelio Segovia, Associate Superintendent, recognized Ms. Anna Alvarez and Ms. Georgina Diaz for the 4<sup>th</sup> Annual Masked Reader: Dreamer Edition Event.

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

4.A. No Items

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

Mr. Eduardo Chavez made a motion to table item 5.C.

Ms. Myrna Hernandez seconded the motion.

Motion Passed.

Ms. Sandra Licon made a motion to accept the consent agenda with the exception of item 5.C.

Ms. Monica Chavez seconded the motion.

Motion Passed.

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

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

- PO# 50363 - El Paso Office Products LLC - \$56,274.40

- PO# 50365 - El Paso Office Products LLC - \$26,379.00
- PO# 50406 - Dell Marketing L.P. - \$41,650.72
- PO# 48433 - Trejo Commercial Refrigeration - revising amount to \$65,000.00
- PO# 48435 - Labatt Food Service LLC - revising amount to \$1,460,000.00

5.B. Consider and possible Board action to approve PO# 50362 to Dell Marketing L.P. to purchase computers for Alarcon Elementary School and to be reimbursed by the U.S. Soccer Federation and AT&T

5.C. Consider and possible board action on El Paso Electric Easement Request

5.D. Board Monitoring Calendar

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

5.E.1. January 10, 2024 - Health Insurance/Budget Workshop

5.E.2. January 17, 2024 - Regular Board Meeting

5.E.3. February 7, 2024 - Health Insurance Workshop

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

5.F.1. Technology Department

**6. PRESENTATION / REPORTS / INFORMATION**

6.A. 2024-2025 Regular Board Meeting Dates (Information)

6.B. Report on grants applied for during the first semester of the 2023-2024 fiscal year (Information)

6.C. Child Nutrition Services - Meal Service Update (Information)

6.D. HB 3834 - Cybersecurity Awareness Training Compliance (Information)

6.E. Board Training (Information)

6.E.1. Far West Texas School Board Association Meeting  
Saturday, February 17, 2024  
8:30 a.m. - 12:30 p.m.  
Starlight Event Center - Sunset Room

6.E.2. Far West Texas School Board Association Spring Workshop  
Thursday, May 23, 2024

5:00 p.m. - 9:00 p.m.

Starlight Event Center - Sunset Room

6.F. Timeline for Revision of District Mission Statement (Information)

6.G. Goal Progress Monitoring (Information)

6.G.1. (HB 3) GPM 1.1 Progress Monitoring  
- Math Growth for PK4

6.G.2. (HB 3) GPM 1.2 Progress Monitoring  
- Grades K - 2nd Math Growth

6.H. 2022 - 2023 School Report Cards (Information)

6.I. 2022-2023 Texas Academic Performance Reports (TAPR) (Information)

7. **EXECUTIVE SESSION**

The Board entered a closed meeting at 6:14 p.m. to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.072 and 551.074, Texas Gov. Code:

7.A. Discussion on Employee / Board / Superintendent Communication

8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**

The Board returned to open at session at 8:21 p.m. to take possible action on the matters discussed in Executive Session.

No items requiring action were discussed.

9. **NEXT MEETING DATE:**

Special Board Meeting: Wednesday, February 21, 2024 at 5:30 p.m.

Regular Board Meeting: Wednesday, March 6, 2024 at 5:30 p.m.

10. **ADJOURNMENT**

Ms. Myrna Hernandez made a motion to adjourn the meeting at 8:22 p.m.

Ms. Monica Chavez seconded the motion.

Motion Passed.

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Board President

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Board Secretary

## Budget Workshop #2

Wednesday, February 21, 2024 5:30 PM

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

### 1. GENERAL FUNCTIONS

#### 1.A. Call Meeting to Order

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

#### 1.B. Roll Call

The following Board of Trustees were present:

Mr. Eduardo Chavez, Board President  
Ms. Myrna Hernandez, Board Vice-President  
Ms. Sandra Licon, Board Secretary  
Mr. Axel Lopez, Board Trustee  
Mr. Lorenzo Luevano, Board Trustee  
Ms. Monica Chavez, Board Trustee

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

The following Board of Trustees were absent:

Ms. Lupe Caro, Board Trustee

#### 1.C. Pledge of Allegiance

#### 1.D. San Elizario ISD Mission Statement

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

### 2. NEW BUSINESS / BOARD ACTION ITEMS

#### 2.A. Budget Workshop #2 for the 2024-2025 Fiscal Year

Mr. Norberto Rivas, Chief Financial Officer, presented the Budget Workshop #2 for the 2024-2025 Fiscal Year.

Mr. Eduardo Chavez asked what options the district has to increase the tax rate.

Mr. Norberto Rivas stated the district has 7 to 8 copper pennies that can be levied. That will require the district to complete an efficiency audit. After the audit, then the tax rate will fall back to voters. The copper pennies will only generate some funds.

Mr. Eduardo Chavez wanted to confirm the district budget includes retention of the current ESSER-funded campus Licensed Vocational Nurse with the SRO funding pending.

Mr. Norberto Rivas confirmed the campus Licensed Vocational Nurse is included in the district budget. The SROs would be funded out of the district general fund balance.

Mr. Eduardo Chavez asked if the extra nurse is needed and if the Board Member's budget can be reduced. During his visits to the elementary schools, he has seen worn-out soccer balls used by students.

Mr. Norberto Rivas stated department budget meetings have not been held but will also be reduced.

Mr. Norberto Rivas stated Mr. Cesar Morales had asked him if the Athletic department could buy PE equipment through part of his budget. Mr. Norberto Rivas advised Mr. Cesar Morales that he could.

Mr. Norberto Rivas stated campuses are encouraged to budget at least \$500 under the basic allotment budget for PE Equipment. He is not aware of what kind of equipment campuses are buying.

Mr. Norberto Rivas presented each campus's balances in their general supplies budget.

Dr. Jeannie Meza-Chavez stated campus needs should be communicated to campus principals so they can be addressed.

Mr. Eduardo Chavez stated he was advised the purchase of the equipment was denied.

Mr. Norberto Rivas stated the purchase process starts with the person responsible for that department submitting a Request to Spend Funds form and the appropriate quote to the campus secretary. If the principal

approves, the campus secretary submits the requisition into the system for finance approval. Mr. Norberto Rivas stated he is unaware if campus PE Equipment requisitions have been entered.

Dr. Jeannie Meza-Chavez asked Mr. Norberto Rivas to give examples of denied requisitions.

Mr. Norberto Rivas presented some of the reasons why requisitions are denied. Denied does not mean the requisition has been voided. Denied means the requisition was entered incorrectly or essential information is missing. If the purchase was entered, there should be a record.

Dr. Rogelio Segovia stated he made a note advising Principals to talk to their PE department to ensure students have the proper and well-maintained equipment.

Mr. Eduardo Chavez asked why the Board Member's budget has increased yearly.

Mr. Norberto Rivas stated he can set up a meeting to give more details on the Board Member's budget. This school year, the budget increased due to the boardroom chairs being replaced.

Mr. Eduardo Chavez stated he understands why the budget went up this school year. He wanted to make sure the board was not traveling excessively. He agrees with replacing the boardroom chairs.

Mr. Norberto Rivas explained the boardroom chairs are a one-time cost project.

Ms. Myrna Hernandez asked what the department donations are.

Mr. Norberto Rivas explained department donations received are used for district events.

Ms. Myrna Hernandez asked what the Communication's budget covers.

Mr. Norberto Rivas explained it covers software, awards, flyers, billboards, commercials, and district membership entry fees.

Ms. Myrna Hernandez asked what the Superintendent's budget covers.

Mr. Noberto Rivas explained the budget covers legal fees, supplies, travel, membership entry fees, and board book software. The most significant expense is the legal fees.

Dr. Jeannie Meza-Chavez explained the legal fees cover all the district's legal advice.

Mr. Norberto Rivas stated that the legal fees budget could be reduced next school year.

Mr. Eduardo Chavez stated legal counsel might not be needed during every board meeting.

Dr. Jeannie Meza-Chavez stated that this can be done if board members send questions they have before the board meeting. This will allow the district to attain legal counsel, if needed, before the meeting and prevent the increase of items being tabled.

No more questions.

## 2.B. Personnel & Compensation Workshop

Ms. Blanca Cruz, Executive Director of Human Resources, presented the Personnel & Compensation plan.

Ms. Sandra Licon stated she agrees with the recommended compensation plan.

Mr. Lorenzo Luevano stated he agrees with the recommended compensation plan.

Mr. Eduardo Chavez stated he agrees with the recommended compensation plan.

Ms. Monica Chavez stated she agrees with the recommended compensation plan.

Ms. Myrna Hernandez stated she agrees with the recommended compensation plan.

Ms. Myrna Hernandez asked the current class ratio for 5<sup>th</sup> to 12<sup>th</sup> grade.

Ms. Blanca Cruz stated the current ratio for 5<sup>th</sup> and 6<sup>th</sup> grade is 24 to 1. 7<sup>th</sup>-grade to 12<sup>th</sup>-grade classes have no ratio but are currently being capped at 30 students.

Mr. Eduardo Chavez asked why the teacher raise was changed from \$2000 to \$1000.

Mr. Norberto Rivas stated that adding the 4 new positions was the reason for the change: Licensed Specialist in School Psychology, Speech Language Pathologist, LVN, and Counselor.

Ms. Myrna Hernandez asked if the football head coach stipend would be revised.

Ms. Blanca Cruz stated all stipends are included in the presentation packet for board review. All recommendations will be approved during the March Board Meeting.

Ms. Myrna Hernandez will review the packet.

Ms. Blanca Cruz stated the current football head coach stipend is \$16,000.00 compared to the TASB recommendation of \$15,000.00

No more questions.

2.C. Discussion regarding the administrative recommendations on health insurance plan

Ms. Blanca Cruz, Executive Director of Human Resources, presented the administrative recommendations on the health insurance plan.

Dr. Jeannie Meza-Chavez asked what options will be given to newly hired teachers for the upcoming school year.

Ms. Blanca Cruz stated they will be advised of current benefits.

Mr. Roberto Gallegos, Risk Management Coordinator, stated the changes, if any, will be presented to all district employees until August 31, 2024.

Mr. Roberto Gallegos, Risk Management Coordinator, presented an update on the health insurance carriers.

Mr. Eduardo Chavez asked which insurance would cover employees from September 2024 to December 2024 if, hypothetically, the district chooses to start with TRS but doesn't want to use TRS transitional rates.

Mr. Blanca Cruz stated TRS doesn't allow two contracts to be run simultaneously, but with proper notice, the district can cut the non-TRS health insurance carrier as soon as the TRS health plan starts on September 2025.

Mr. Norberto Rivas stated that the non-TRS health insurance plan would run until August 31, 2025, and the TRS health plan will begin on September 1, 2025.

Dr. Jeannie Meza-Chavez thanked all staff and board members for their continued efforts.

Mr. Eduardo Chavez also thanked staff and board members.

**3. NEXT MEETING DATE:**

Regular Board Meeting: Wednesday, March 6, 2024 at 5:30 p.m.

**4. ADJOURNMENT**

Ms. Myrna Hernandez made a motion to adjourn the meeting at **8:46 p.m.**

Mr. Axel Lopez seconded the motion.

Motion Passed.

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Board President

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Board Secretary



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## MEMORANDUM

To: Members of the Board of Trustees  
From: Horacio Hernandez, Technology Director  
Subject: February 2024 Technology Fixed Asset Discard  
Date: March 6, 2024

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### HISTORY:

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

### RATIONALE:

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

### BUDGET IMPACT:

No budget impacts.

### ADMINISTRATIVE RECOMMENDATION:

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

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

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# Child Nutrition Services

Technology Department

### Fixed Asset Discard List



Other: \_\_\_\_\_

Excell

Loya

**Campus** (Please Check Appropriate Campus)

SE High School

Middle School

Alarcon

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	A166	Dell Monitor	SN# E7719	1	Obsolete
2	A166	PC	1302192652	1	Obsolete
3	A166	Dell Computer	2600002222	1	Obsoltee
4	A166	Keyboard & Mouse	No Tag	1	Obsolete
5	A166	Laptop Computer	0205024340	1	Compaq Armada
6	A166	Dell PC	0308191608	1	Obsolete
7	A166	APC Surge Protector	091053450	1	Obsolete
8	A166	APC Surge Protector	0911053806	1	Obsolete
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Authorized Campus

Signature: \_\_\_\_\_

2-21-24  
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Page \_\_\_\_\_ of \_\_\_\_\_

# Human Resources



**Fixed Asset Discard List**

Other (Technology, Maintenance, etc.)

Excell

Loya

**Campus**

(Please Check Appropriate Campus)

SE High School

GE Middle School

Alarcon

Borrego

Sambrano

#	Room #	Description	Tag #	Qty.	Comments / Reason
1	H102	Dell Computer	260000984	1	obsolete
2	H102	Dell Computer	260000780	1	obsolete
3	H102	Dell Computer	1605130002	1	obsolete
4	H102	Dell Computer	1204120911	1	obsolete
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Date: 1/31/2024 12:02

Signature Blanca L. Cruz  
Page: 1 of 1

TECHNOLOGY DEPARTMENT



San Elizario ISD  
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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Jesus Martinez, Executive Director-Support Services  
**Subject:** February 2024, Non-Technology Fixed Asset Discards  
**Date:** March 6, 2024

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**HISTORY:** Campuses and departments periodically replace obsolete, broken or non-repairable items. We assist campuses and departments in removing these items to maximize space and minimize unnecessary item accumulation.

**RATIONALE:** To prevent unnecessary accumulation of obsolete, broken, or non-repairable fixed assets at all our campuses and departments, discard requests are now submitted monthly until further notice.

**BUDGET:** No budget impact

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

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

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Warehouse Department



**Fixed Asset Discard List**

**Campus** (Please Check Appropriate Campus)

SE High School  
(CNS DEPT)

Middle School

Alarcon

Borrego

Sambrano

Other: \_\_\_\_\_

Excell

Loya

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	A166	STEAMER/ACCUTEMP	SN# 32245	1	OBSOLETE
2	A166	MICROWAVE	0608022729	1	OBSOLETE
3	A166	MICROWAVE	11506042840	1	OBSOLETE
4	A166	MISC POTS/PAN	NO TAG	1 BOX	OBSOLETE
5	A166	MISC KITCHEN SUPPLIES	NO TAGS	1 BOX	OBSOLETE
6	A166	TEAMAKER	NO TAG	2	OBSOLETE
7	A166	SCALE	NO TAG	1	OBSOLETE
8	A166	EDLUND SCALE	SN# 357211	1	OBSOLETE
9	A166	SLICER	101010219	1	OBSOLETE
10	A166	GLASS CANTER	NO TAG	4	OBSOLETE
11	A166	MISC LIDS	NO TAG	19	OBSOLETE
12	A166	MISC KITCHEN SUPPLIES	NO TAG	1 BOX	OBSOLETE
13	A166	MISC KITCHEN SUPPLIES	NO TAG	1 BOX	OBSOLETE
14	A166	MISC UTENSILS	NO TAG	1 BOX	OBSOLETE
15	A166	COFFEE MAKER	0101011194	1	OBSOLETE
16	A166	COFFEE/TEA MAKER	SN#94591	1	OBSOLETE
17	A166	LABEL HOLDERS	NO TAG	1 BOX	OBSOLETE
18	A166	MISC KITCHEN SUPPLIES	NO TAG	1 BOX	OBSOLETE
19	A166	ELECTRIC CAN OPENER	1702	1	OBSOLETE
20	A166	MISC SUPPLIES	NO TAG	1	OBSOLETE
21	A166	BLENDER	0611295810	1	OBSOLETE
22	A166	MIXER	207184221	1	OBSOLETE
23	A166	ELECTRIC CAN OPENER	1207243449	1	OBSOLETE
24	A166	MISC ITEMS	NO TAG	1 BOX	OBSOLETE
25	A166	BEVERAGE CONTAINER	NO TAG	2	OBSOLETE
26	A166	BLUE OFFICE CHAIRS	NO TAG	3	OBSOLETE
27	A166	COFFEE MAKER	NO TAG	1	OBSOLETE
28	A166	WARMER METRO SERIES	1405190507	1	OBSOLETE
29	A166	BEVERAGE AIR	1102242752	1	OBSOLETE
30	A166	TRUE DISPLAY FRIDGE	SN#773992	1	OBSOLETE

Date: 2/21/24

Authorized Campus

Signature \_\_\_\_\_

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2-21-24

WAREHOUSE DEPT.



### Fixed Asset Discard List

Campus (Please Check Appropriate Campus)

SE High School  
(CNS DEPT.)

Middle School

Alarcon

Other: \_\_\_\_\_

Excell

Loya

Borrego

Sambrano

	Room#	Description	Tag Number/Serial	Qty	Comments/Reasons
1	A166	BLENDER WARING	0611295810	1	OBSOLETE
2	A166	BLENDER CUP	NO TAG	1	OBSOLETE
3	A166	ELECTRIC HOT WELL	0901090	1	OBSOLETE
4	A166	COFFEE MAKER	NO TAG	1	OBSOLETE
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Date: 2/21/24

Authorized Campus

Signature [Handwritten Signature]

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2-22-24



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## MEMORANDUM

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar, Research & Evaluation Administrator  
**Subject:** Mid-Year Pulse Check on Academic Growth  
**Date:** March 6, 2024

---

### HISTORY:

San Elizario ISD conducts testing three times yearly for all students in grades PK-12. This testing measures academic growth and achievement in math and reading. In the 2023-2024 school year, two rounds of testing have already occurred (BOY—September 2023) and MOY (January 2024). BOY stands for beginning-of-year, and MOY stands for middle-of-year. MAP (Measures of Academic Progress) in grades 3-12 and CIRCLE (Pre-K) are the two testing instruments used. Teachers conduct the CIRCLE test, which involves primarily observational assessments since the students are four. The MAP assessment is online and computer-adaptive, changing course for each student as they take the test and exhibit mastery and/or learning gaps in particular standards.

### RATIONALE:

The mid-year pulse check is focused on grades PK-10 in the following grades and subjects:

- Grade PK Math and Reading (CIRCLE)
- Grades K-8 Math and Reading (MAP)
- Grade 9 Algebra I and English I (MAP)
- Grade 10 English II (MAP)

This report examines three types of data:

- **Growth**—Shows a growth percentile and the percentage of students who met their MAP-predicted growth projection. This data also shows whether students are regressing or moving up and closing their learning gaps. The table below shows an example of this growth data. The table shows color coding. Pink indicates a regression, orange shows no change, and green indicates a gain. Green is what we are hoping for across the board.

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	191	22nd	33%	63% (120 students)	15%	22%

This example demonstrates that 22% of our students grew and closed their learning gaps.

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- **Achievement**—Shows the BOY and MOY “scores” for the MAP assessments, in which the desired result is a gain from BOY to MOY. The difference is then calculated. Below is an example of this achievement data.

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	191	43rd	33rd	-10%

This example shows that math scores declined by 10% from BOY to MOY, color-coded in pink to indicate a decline.

Beyond growth and achievement, this report will show “overall takeaways” for each grade level. Bright spots indicate the most profound area of gain. Work zones show the most crucial area in which intervention is needed. An example of this is seen below.

Overall Takeaways		
7th Grade	44% of 7th graders met their growth projection in reading!	Work towards decreasing the percentage regressing in math.

The last type of data that will be shown is subgroup data. This breaks down the data from an “all students” view to data three subgroups--English Learners (EL), Gifted and Talented (GT), and Special Education (SPED) students. The data demonstrate how these subgroups performed on math and reading assessments from BOY to MOY. An example of this subgroup data is shown on the following page.

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### Subgroup Data—8<sup>th</sup> Grade Math

Eighth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	142	29%	34%	+5%
EL	112	25%	27%	+2%
GT	2	63%	53%	-10%
SPED	26	73%	69%	-4%

The table above shows that the EL subgroup grew (green), while the GT and SPED subgroups performed lower at MOY (pink). This would lead to possible interventions to address why these two subgroups regressed overall.

Following these data tables, each campus Principal also shares their MAP intervention plan. This is a plan that has strategies and initiatives that are in direct response to MAP data.

The attachment shows a detailed data packet for grades PK-10. This packet includes growth and achievement data, subgroup data, the bright spot and work zone for each grade level and campus, and the campus MAP intervention plan.

#### BUDGET:

There is no budget for this item.

#### ADMINISTRATIVE RECOMMENDATION:

It is recommended that the Board review the mid-year growth and achievement data as presented.

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

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# Mid-Year Pulse Check on Academic Growth

San Elizario ISD

March 6, 2024



# **Sambrano Elementary Grades K-2**

## Campus MAP Data Information Sheet--Sambrano Elementary Kindergarten Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	173	57th	55%	41% (71 students)	11%	48%
Reading (English)	77	38th	44%	50% (39 students)	19%	31%
Reading (Spanish)	97	30th	34%	59% (57 students)	16%	25%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	77	48th	48th	No overall change BOY to MOY
Reading Achievement Percentile (Spanish)	97	68th	61st	-7%

### Overall Takeaways--Kindergarten

Overall Takeaways		
Kindergarten	Growth and achievement are well above average in math!	Work towards decreasing the regression in Spanish reading.

Subgroup Comparisons; BOY to MOY MAP--Kindergarten--Sambrano

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Kindergarten Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	173	48%	53%	+5%
EL	100	48%	55%	+7%
GT (N/A in Kinder)				
SPED	27	38%	28%	-10%

Kindergarten Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	77	48%	49%	+1%
EL	12	61%	51%	-10%
GT (N/A in Kinder)				
SPED	14	36%	39%	+3%

Kindergarten Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	97	68%	61%	-7%
EL	87	68%	61%	-7%
GT (N/A in Kinder)				
SPED	13	63%	53%	-10%

## Campus MAP Data Information Sheet--Sambrano Elementary

### First Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	188	24th	27%	68% (128 students)	16%	16%
Reading (English)	91	19th	27%	72% (66 students)	14%	14%
Reading (Spanish)	96	23rd	21%	70% (67 students)	16%	14%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	188	43rd	31st	-12%
Reading Achievement Percentile (English)	91	38th	25th	-13%
Reading Achievement Percentile (Spanish)	96	56th	41st	-15%

### Overall Takeaways--First Grade

Overall Takeaways		
First Grade	Spanish readers started BOY with great potential at the 56th percentile!	Work towards decreasing the regression in reading overall.

Subgroup Comparisons; BOY to MOY MAP--First Grade--Sambrano

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

First Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	188	43%	31%	-12%
EL	116	37%	29%	-8%
GT	4	75%	67%	-8%
SPED	28	21%	20%	-1%
First Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	91	38%	25%	-13%
EL	24	49%	25%	-24%
GT	1	78%	73%	-5%
SPED	13	26%	13%	-13%
First Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	91	56%	41%	-15%
EL	24	58%	41%	-17%
GT	1	97%	91%	-6%
SPED	13	36%	23%	-13%

## Campus MAP Data Information Sheet--Sambrano Elementary

### Second Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	204	29th	35%	60% (122 students)	16%	24%
Reading (English)	100	23rd	28%	66% (66 students)	19%	15%
Reading (Spanish)	105	29th	30%	67% (70 students)	18%	15%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	204	40th	29th	-11%
Reading Achievement Percentile (English)	100	35th	23rd	-12%
Reading Achievement Percentile (Spanish)	105	43rd	35th	-8%

### Overall Takeaways--Second Grade

Overall Takeaways		
Second Grade	40% of the 2nd graders met or exceeded their math growth goals!	Work towards increasing the percentage meeting their growth projection in English reading.

Subgroup Comparisons; BOY to MOY MAP--2nd Grade--Sambrano

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Second Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	204	40%	29%	-11%
EL	134	35%	29%	-6%
GT	3	91%	80%	-9%
SPED	35	18%	14%	-4%

Second Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	100	35%	23%	-12%
EL	36	22%	22%	No change
GT	3	85%	84%	-1%
SPED	19	11%	11%	No change

Second Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	105	43%	35%	-8%
EL	99	46%	35%	-11%
GT (None)				
SPED	16	31%	18%	-13%

## Sambrano MAP Data Interventions

- Reviewed MAP BOY data as a campus
- Using the student profile report the teachers identified the students' instructional strengths and areas of concern that need developing
- Teachers focused on approximately 6 students per class
- Teachers provided targeted intervention in the areas of concern
- Teachers are using mCLASS intervention activities
- Teachers worked with students during intervention time and after school tutoring
- Progress monitoring of Rtl students in 1<sup>st</sup> grade is being done
- Reviewed MOY data at PLCs
- Teachers identified a new plan after reviewing MOY data
- Students were invited to March intersession based on MAP data
- BOY, MOY, and EOY lists will be used to compare the data in May



# **Alarcon Elementary**

## **Grades 3-6**

## Campus MAP Data Information Sheet--Alarcon Elementary

### Third Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	64	46th	48%	47% (73 students)	16%	37%
Reading (English)	47	50th	53%	40% (19 students)	17%	43%
Reading (Spanish)	17	20th	24%	76% (13 students)	12%	12%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	64	44th	40th	-4%
Reading Achievement Percentile (English)	47	47th	43rd	-4%
Reading Achievement Percentile (Spanish)	17	38th	18th	-20%

### Overall Takeaways--3rd Grade Alarcon

Overall Takeaways		
Third Grade@ Alarcon	Reading in English had 53% of the 3rd graders meeting their growth projection!	Work towards decreasing the growth regression in Spanish reading.

Subgroup Comparisons; BOY to MOY MAP--3rd Grade Alarcon

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Third Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	64	44%	40%	-4%
EL	49	44%	35%	-9%
GT (None)				
SPED	13	21%	27%	+6%
Third Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	47	47%	43%	-4%
EL	32	47%	43%	-4%
GT (None)				
SPED	8	46%	33%	-22%
Third Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	17	38%	18%	-20%
EL	17	38%	18%	-20%
GT (None)				
SPED	5	28%	11%	-17%

## Campus MAP Data Information Sheet--Alarcon Elementary Fourth Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	74	42nd	46%	49% (36 students)	20%	31%
Reading (English)	52	33rd	40%	54% (28 students)	11%	35%
Reading (Spanish)	20	25th	30%	65% (13 students)	30%	5%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	74	47th	41st	-6%
Reading Achievement Percentile (English)	52	54th	49th	-5%
Reading Achievement Percentile (Spanish)	20	61st	50th	-11%

### Overall Takeaways--4th Grade Alarcon

Overall Takeaways		
Fourth Grade@ Alarcon	*Reading in Spanish has great potential with scoring at the 61st percentile at BOY!	Work towards decreasing the growth regression in Spanish reading.

\*Higher initial achievement might result in lower growth overall because there is less room to grow!

Subgroup Comparisons; BOY to MOY MAP--4th Grade Alarcon

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Fourth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	74	47%	41%	-6%
EL	52	48%	41%	-7%
GT	4	92%	91%	-1%
SPED	16	33%	38%	+5%
Fourth Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	52	54%	49%	-5%
EL	31	45%	44%	-1%
GT	4	90%	89%	-1%
SPED	10	19%	29%	+10%
Fourth Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	20	61%	50%	-11%
EL	20	61%	50%	-11%
GT (None)				
SPED	6	54%	37%	-17%

## Campus MAP Data Information Sheet--Alarcon Elementary

### Fifth Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	71	55th	56%	44% (31 students)	8%	48%
Reading (English)	57	58th	58%	37% (33 students)	14%	49%
Reading (Spanish)	15	52nd	53%	40% (6 students)	20%	40%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	71	42nd	48th	+6%
Reading Achievement Percentile (English)	57	44th	42nd	-2%
Reading Achievement Percentile (Spanish)	15	53rd	50th	-3%

### Overall Takeaways--5th Grade Alarcon

Overall Takeaways		
<b>Fifth Grade@ Alarcon</b>	Math is performing very well with an increase in achievement and strong growth percentile!	Work towards increasing the percentage closing their learning gaps in Spanish reading.

Subgroup Comparisons; BOY to MOY MAP--5th Grade Alarcon

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Fifth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	71	42%	48%	+6%
EL	49	39%	43%	+4%
GT	3	85%	76%	-9%
SPED	7	42%	68%	+26%
Fifth Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	57	44%	42%	-2%
EL	35	39%	40%	+1%
GT	3	74%	79%	+5%
SPED	7	32%	42%	+10%
Fifth Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	15	53%	50%	-3%
EL	15	53%	50%	-3%
GT (None)				
SPED (None)				

**Campus MAP Data Information Sheet--Alarcon Elementary**  
***Sixth Grade Math and Reading***

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth


**Growth BOY to MOY**

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	80	43rd	48%	46% (37 students)	20%	34%
Reading	80	50th	53%	44% (35 students)	19%	37%

**Achievement BOY to MOY**

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	80	48th	48th	No overall change BOY to MOY
Reading Achievement Percentile	80	42nd	38th	-4%

**Overall Takeaways--6th Grade Alarcon**

Overall Takeaways		
<b>Sixth Grade@ Alarcon</b>	Reading scored at a growth percentile of 50%, which can easily move to the right!	Work towards decreasing the average growth and move the kids into the "green zone" for both subjects.

Subgroup Comparisons; BOY to MOY MAP--6th Grade Alarcon

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Sixth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
<b>All Students</b>	80	48%	48%	No overall change BOY to MOY
<b>EL</b>	57	34%	30%	-4%
<b>GT</b>	4	68%	63%	-5%
<b>SPED</b>	13	17%	16%	-1%
Sixth Grade Reading Achievement Percentile	Number of Students	BOY	MOY	% Change
<b>All Students</b>	80	44%	42%	-2%
<b>EL</b>	35	39%	40%	+1%
<b>GT</b>	3	74%	79%	+5%
<b>SPED</b>	7	32%	42%	+10%



## LORENZO G. ALARCON ELEMENTARY SCHOOL

*Soaring to Excellence*

[alarcon@seisd.net](mailto:alarcon@seisd.net)

*A Proud Community of Champions – Soaring to Excellence*

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### MAP Data Interventions—Alarcon Elementary

- Reviewed MAP BOY data as a campus;
- Using the student profile report the teachers identified the students' instructional strengths and areas of concern;
- Teachers focused on 5 to 6 students per class period;
- Teachers provided targeted intervention in the areas of concern;
- Teachers filled out a campus MAP Growth Data Analyzation Form (which contains student name and concepts to be taught);
- Teachers worked with students during intervention time, after school tutoring and Saturday School;
- Teachers filled out a campus intervention form indicating how the students were progressing with the concepts;
- On February 14<sup>th</sup>, reviewed MOY data as a campus;
- As a campus we reflected on the students who were identified at BOY to see if there was growth or regression;
- Teachers identified a new plan for MOY;
- Teachers needed to answer the following questions:
  - \*Yes, there is growth--If so, do we still need to work the student?
  - \*No, there was no change--What is happening with the student?
  - \*Did any students regress--Do we need to add them to our targeted intervention list? Or RTI?
  - If students have Special Education services, do we need to revisit the schedule of services?
  - If the students are under Section 504, do they need to be referred for an evaluation under Special Education services?
- Teachers then created an updated list for students that have not made progress or have regressed on MAP;
- Teachers identified students' area of need
  - Leadership team met with teachers during PLC (2/28) to discuss targeted interventions with more specificities on activities and outcomes
- Both lists will be used to compare the EOY data in May 2024.



# **Borrego Elementary**

## **Grades 3-6**

## Campus MAP Data Information Sheet--Borrego Elementary Third Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	124	34th	36%	59% (73 students)	19%	22%
Reading (English)	82	33rd	41%	54% (44 students)	12%	34%
Reading (Spanish)	32	35th	38%	58% (19 students)	15%	27%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	124	40th	34th	-6%
Reading Achievement Percentile (English)	82	45th	39th	-6%
Reading Achievement Percentile (Spanish)	32	56th	54th	-2%

### Overall Takeaways--3rd Grade Borrego

Overall Takeaways		
Third Grade @ Borrego	Reading in Spanish has high achievement with percentiles in the 50s! There is great potential here.	Work towards an increase in the percentage closing their learning gaps in math.

Subgroup Comparisons; BOY to MOY MAP--3rd Grade Borrego

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Third Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	124	40%	34%	-6%
EL	82	41%	31%	-10%
GT	6	82%	83%	+1%
SPED	27	13%	9%	-4%
Third Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	82	45%	39%	-6%
EL	40	52%	31%	-21%
GT	5	88%	87%	-1%
SPED	20	17%	17%	No change
Third Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	32	56%	54%	-2%
EL	32	56%	54%	-2%
GT	1	99%	97%	-2%
SPED	5	21%	5%	-16%

## Campus MAP Data Information Sheet--Borrego Elementary Fourth Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	106	58th	57%	40% (42 students)	11%	49%
Reading (English)	75	55th	57%	39% (29 students)	18%	43%
Reading (Spanish)	24	46th	40%	46% (11 students)	25%	29%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	106	45th	49th	+4%
Reading Achievement Percentile (English)	75	50th	51st	+1%
Reading Achievement Percentile (Spanish)	24	65th	61st	-4%

### Overall Takeaways--4th Grade Borrego

Overall Takeaways		
<b>Fourth Grade @ Borrego</b>	Math has a very high growth percentile and a high percentage closing their learning gaps!	Work towards an increase in the percentage closing their learning gaps in Spanish reading.

Subgroup Comparisons; BOY to MOY MAP--4th Grade Borrego

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Fourth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	106	45%	49%	+4%
EL	70	42%	47%	+5%
GT	12	80%	82%	+2%
SPED	12	16%	14%	-2%
Fourth Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	75	50%	51%	+1%
EL	37	45%	51%	+6%
GT	11	64%	76%	+12%
SPED	9	17%	8%	-9%
Fourth Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	24	65%	61%	-4%
EL	24	65%	61%	-4%
GT	1	99%	97%	-2%
SPED	1	77%	69%	-8%

## Campus MAP Data Information Sheet--Borrego Elementary Fifth Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	106	37th	43%	56% (59 students)	16%	28%
Reading (English)	97	49%	53%	43% (42 students)	18%	39%
Reading (Spanish)	10	48th	50%	40% (4 students)	40%	20%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	97	34th	35th	+1%
Reading Achievement Percentile (Spanish)	10	60th	57th	-3%

### Overall Takeaways--5th Grade Borrego

Overall Takeaways		
Fifth Grade @ Borrego	Reading in English had 53% of the students meeting their growth projection!	Work towards increasing the percentage closing their learning gaps in Spanish reading.

Subgroup Comparisons; BOY to MOY MAP--5th Grade Borrego

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

<b>Fifth Grade Math Achievement Percentile</b>	<b>Number of Students</b>	<b>BOY</b>	<b>MOY</b>	<b>% Change</b>
<b>All Students</b>	106	36%	33%	-3%
<b>EL</b>	73	30%	21%	-9%
<b>GT</b>	8	75%	77%	+2%
<b>SPED</b>	21	18%	13%	-5%
<b>Fifth Grade Reading (English) Achievement Percentile</b>	<b>Number of Students</b>	<b>BOY</b>	<b>MOY</b>	<b>% Change</b>
<b>All Students</b>	97	34%	35%	+1%
<b>EL</b>	64	27%	28%	+1%
<b>GT</b>	8	71%	70%	-1%
<b>SPED</b>	20	13%	20%	+7%
<b>Fifth Grade Reading (Spanish) Achievement Percentile</b>	<b>Number of Students</b>	<b>BOY</b>	<b>MOY</b>	<b>% Change</b>
<b>All Students</b>	10	60%	57%	-3%
<b>EL</b>	10	60%	57%	-3%
<b>GT (None)</b>				
<b>SPED</b>	1	68%	66%	-2%

**Campus MAP Data Information Sheet--Borrego Elementary**  
***Sixth Grade Math and Reading***

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



**Growth BOY to MOY**

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	109	67th	62%	34% (37 students)	11%	55%
Reading	110	65th	58%	40% (44 students)	7%	53%

**Achievement BOY to MOY**

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	109	36th	46th	+10%
Reading Achievement Percentile	110	27th	34th	+7%

**Overall Takeaways--6th Grade Borrego**

Overall Takeaways		
<b>Sixth Grade @ Borrego</b>	The percentage meeting their growth projections in math is outstanding at 62%!	Work towards decreasing the percentage of growth regression in reading.

Subgroup Comparisons; BOY to MOY MAP--6th Grade Borrego

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Sixth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	109	36%	46%	+10%
EL	73	34%	39%	+5%
GT	10	77%	68%	+9%
SPED	23	22%	19%	-3%
Sixth Grade Reading Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	110	27%	34%	+7%
EL	74	25%	22%	-3%
GT	10	52%	59%	+7%
SPED	23	8%	7%	-1%

## Alfonso Borrego Sr. Elementary MAP Intervention Plan

### Process:

1. Identify students in need of intervention by content area.
2. Identify specific areas of opportunity/areas of strength (and alignment to TEKS).
3. Consider if the skill is a Tier 1, Tier 2, and/or Tier 3 concern by looking at percentiles.
4. Identify interventionist by Tier/percentile.

Ex.

- a. 1-20<sup>th</sup> percentile, Interventionist/Instructional Specialist/Bilingual Aide (Tier 3)
  - b. 21<sup>st</sup>-40<sup>th</sup> percentile, Interventionist/Instructional Specialist/Bilingual Aide (Tier 2)
  - c. 41<sup>st</sup> -  $\geq$ 80<sup>th</sup> percentile, classroom teacher (Tier 1)
5. For students performing in the 1<sup>st</sup> to 40<sup>th</sup> percentile (Tier 2/3), determine:
    - a. Time of intervention
    - b. Duration
    - c. Resources/strategies
  6. Identify how progress will be monitored.
  7. List/select other opportunities for intervention such as tutoring, intersession, Saturday school, summer school for select students based on area(s) of need.

### READING (Sample)

#### 1-20<sup>th</sup> percentile/Tier 3 intervention

Grade:	Tier	Students	Area of need	Interventionist	Time/duration	Progress Monitor	Additional intervention time needed
3rd	3	AG AM LM NVG	Author's Purpose	Ms. Ramirez Ms. Bustillos Teachers Ms. Nakay Aides	T W Th 3:15-3:34	Student will compose text using purposeful structure for a particular topic, purpose, and audience.	<input type="checkbox"/> Tutoring <input type="checkbox"/> Saturday school <input type="checkbox"/> Intersession <input type="checkbox"/> Summer school
Resources to be used for Intervention:			Direct Instruction:			Supplemental:	



# **Garcia-Enriquez**

## **Middle**

### **Grades 7-8**

## Campus MAP Data Information Sheet--GEMS Seventh Grade Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	191	22nd	33%	63% (120 students)	15%	22%
Reading	192	41st	44%	50% (96 students)	19%	31%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	191	43rd	33rd	-10%
Reading Achievement Percentile	192	38th	33rd	-5%

### Overall Takeaways--7th Grade

Overall Takeaways		
7th Grade	44% of 7th graders met their growth projection in reading!	Work towards decreasing the percentage regressing in math.

Subgroup Comparisons; BOY to MOY MAP--7th Grade GEMS

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Seventh Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	191	43%	33%	-10%
EL	132	34%	30%	-4%
GT	22	69%	64%	-5%
SPED	25	56%	68%	+12%
Seventh Grade Reading Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	192	38%	33%	-5%
EL	133	24%	27%	+3%
GT	22	69%	69%	No change
SPED	25	13%	13%	No change

## Campus MAP Data Information Sheet--GEMS

### *Eighth Grade Math and Reading*

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	142	52nd	52%	41% (58 students)	13%	46%
Reading	200	39th	43%	52% (104 students)	15%	33%

### Achievement BOY to MOY

Subject/Category		BOY	MOY	% Change
Math Achievement Percentile	142	29th	34th	+5%
Reading Achievement Percentile	200	37th	37th	No change

### Overall Takeaways--8th Grade

Overall Takeaways		
8th Grade	Math achieved 52% of 8th grade students meeting their growth projection!	Work towards decreasing the percentage regressing in 8th grade reading.

Subgroup Comparisons; BOY to MOY MAP--8th Grade GEMS

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

<b>Eighth Grade Math Achievement Percentile</b>	<b>Number of Students</b>	<b>BOY</b>	<b>MOY</b>	<b>% Change</b>
<b>All Students</b>	142	29%	34%	+5%
<b>EL</b>	112	25%	27%	+2%
<b>GT</b>	2	63%	53%	-10%
<b>SPED</b>	26	73%	69%	-4%
<b>Eighth Grade Reading Achievement Percentile</b>	<b>Number of Students</b>	<b>BOY</b>	<b>MOY</b>	<b>% Change</b>
<b>All Students</b>	200	37%	37%	No change
<b>EL</b>	151	35%	31%	-4%
<b>GT</b>	14	78%	74%	-4%
<b>SPED</b>	27	8%	15%	+7%

## GEMS MAP Intervention Plan

### 7<sup>th</sup> Grade Math

MAP data shows that computational (basic skills) and algebraic reasoning skills are lower than desired (217; should be at 220). We have 63 students on the verge of approaching. These students are invited to spring intersession along with students who are on the verge of meeting and mastering. The focus for the 63 students is basic skills of adding, subtracting, dividing, multiplying decimals.

#### 1. Weekly for after school tutoring

#### 2. Intersession March 5 – 8, 2024

- Day 1: Multiplying decimals
- Day 2: Dividing decimals
- Day 3: Multiplying and division to calculate area in geometric shapes
- Day 4: Multiplying and division to calculate volume of geometric shapes.

#### 3. 3<sup>rd</sup> Period Advisory

- Purposeful classroom conversations addressing low scoring content foundation to engage students.
- High-Yield Instructional Strategies (HYIS) to check for understanding.
- Pullout/small group instruction with Instructional Aides to service High Scoring Students (+224).

#### 4. Saturday Camp:

- Addressing foundational vocabulary based on unit content to include mortar words. Unpacking content emphasizing stimulus with STAAR alignment. Checking for Understanding using HYIS.

#### 5. Special Populations

- EBs – Kagan strategies to increase comprehension, practice vocabulary and support their social development.
- SPED – continue in class accommodations to maintain and increase the growth accomplished
- GT – Provide differentiated lessons for Honors classes to provide opportunities for deeper probing of content.

### 8<sup>th</sup> Grade Math

MAP data shows computational (basic skills) and algebraic reasoning skills (221 should be at 228). We have 52 students on the verge of Meeting. These students are invited to spring intersession along with students who are on the verge of mastering. The focus for the 52 students is two-step equations and proportional reasoning.

#### 1. Weekly Morning tutoring

#### 2. Intersession March 5 – 8, 2024

- Day 1: Two-Step equations
- Day 2: Two –Step equations using word problems and new item types
- Day 3: Application of two-step equations to identify proportional relationships.

- Day 4: Application of two-step equations to identify proportional relationships using word problems and new item types

### **3. 3<sup>rd</sup> Period Advisory**

- Purposeful classroom conversations addressing low scoring content foundation to engage students.
- High Yield Instructional Strategies (HYIS) to check for understanding.
- Pull out/ small group instruction with Instructional Aides to service High Scoring Students (+230).

### **4. Special Populations**

- EBs – Kagan strategies to increase comprehension, practice vocabulary and support their social development.
- SPED – continue in class accommodations to maintain and increase the growth accomplished
- GT – 8<sup>th</sup> Grade Math students not taking Algebra I will attend intersession to focus on 2-dimensional geometry

## **7<sup>th</sup> Grade RLA / 8<sup>th</sup> Grade RLA**

### **1. Foundational Language Skills: Vocabulary**

Students need to target vocabulary across genres/but specifically targeting fiction and informational text

### **2. 3<sup>rd</sup> period intervention-rotations/Saturday Camp**

- Determines the meaning of domain-specific words
- Respond using newly acquired vocabulary as appropriate understanding of Author's Purpose
- Context Clues
- Use skills to support strategies for determining the meaning of unknown words while reading

### **3. Author's Purpose and Craft**

Comprehend the author's purpose and meaning in increasingly complex texts and in multiple genres; analyze the relationships among literary elements and structures and how they contribute to the overall meaning- Specifically Fiction and Informational Text (Readiness Targets)

### **4. Saturday Camp/3<sup>rd</sup> period Intervention-Rotations/After-school**

- explain the author's purpose and message within a text
- analyze the author's use of certain features in the text
- analyze how the author's use of language contributes to the mood, voice, and tone
- Understand and make inferences and use evidence to support understanding
- Analyzes how author's viewpoint or attitude is conveyed in literary nonfiction

### **5. Multiple Genres**

Apply: compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft

## **6. Saturday Camp/3<sup>rd</sup> Period Intervention**

- Write responses that demonstrate understanding of texts, including comparing sources within and across genres
- plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests

## **7. At-Risk Specialist—Reading**

- Students are struggling with finding text evidence in a passage in informational text
- Author's Purpose-text structures through Informational Text
- Fiction Genres-Elements of Fiction
- Vocabulary-developmental skills
- Emergent Bilingual Students: (embedded in all interventions)
- Seidlitz Strategies
- QSSSA
- Read aloud to model fluent reading
- Paired reading
- Echo reading is a rereading strategy designed to help students develop expressive fluent reading skills and recognize new words
- Visuals-Differentiate
- Repetitive skills
- Kagan Strategies
  - Think-Pair-Share
  - Round Robin
  - Cooperative Learning Strategies
  - Carousel Feedback

## **8. Special Education Strategies (embedded in all interventions)**

- Differentiated Instruction (visuals)
- Organization strategies
- Constant feedback
- Positive reinforcement
- Choral reading

## **9. GT Students (embedded in all interventions)**

- Infuse enrichment in all activities
- Allow creativity
- Encourage self-directing
- Creative questioning



# **San Elizario High School Grades 9-12**

## Campus MAP Data Information Sheet--High School High School Math and Reading

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



### Growth BOY to MOY

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Algebra I	166	39th	45%	51% (85 students)	20%	29%
English I	243	38th	42%	52% (126 students)	16%	32%
English II	176	53rd	53%	44% (77 students)	12%	44%

### Achievement BOY to MOY

Subject/Category	Total Number Tested	BOY	MOY	% Change
Algebra I Achievement Percentile	166	30th	25th	-5%
English I Achievement Percentile	243	43rd	38th	-5%
English II Achievement Percentile	176	37th	39th	+2%

### Overall Takeaways--High School

Overall Takeaways		
High School	English II showed a strong performance in meeting their growth projections at 53%!	Work towards decreasing the growth regression in Algebra I.

Subgroup Comparisons; BOY to MOY MAP--High School

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

High School Algebra I Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	166	30%	25%	-5%
EL	118	22%	23%	+1%
GT	12	64%	41%	-23%
SPED	20	17%	11%	-6%
High School English I Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	243	43%	38%	-5%
EL	170	36%	30%	-6%
GT	29	72%	66%	+6%
SPED	28	12%	15%	+3%
High School English II Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	176	38%	39%	+1%
EL	118	31%	35%	+4%
GT	14	71%	68%	-3%
SPED	21	11%	20%	+9%

**San Elizario High School  
Campus Intervention Plan  
MAP BOY to MOY Data; 2023-2024**

**Continuing of Plan:**

- Team collaboration in PLC, multiple views of instruction to ensure feedback and best ideas surface in our discussions;
- Understanding our data--the Superintendent has tasked us with reviewing the remaining seniors pending their CCMR point, and this concept is being applied to MAP gaps;
- The single most important step is improving first instruction; this piece has led to improvements in English II and Biology;
- To ensure a supportive coaching environment-- APs are providing feedback, Principal is reviewing planning, and Instructional Specialists are helping devise strategies.

**Long-Term Plans:**

- Build a double block for Algebra 1;
- Improve vertical alignment structures between middle and high school and within our PLCs;
- Build an effective risk infrastructure to include aides, tutors, and EPCC online assistance.

**What we Cannot do:**

- Fail to continue planning
- Expect that the practices students engage in reflect actual rigor (and not just in AP/Dual Credit classes).



# Loya Primary

## Grade Pre-K

**Campus MAP Data Information Sheet--Loya Primary**  
**Pre-K Math**

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

**Percent Change BOY to MOY (CIRCLE Assessment)**

**Math**

<b>Math-PK--(English)</b>			
	<b>Wave 1</b>	<b>Wave 2</b>	<b>Difference</b>
Overall Measure of Math Growth	55%	80%	+25%

<b>Math-PK--(Spanish)</b>			
	<b>Wave 1</b>	<b>Wave 2</b>	<b>Difference</b>
Overall Measure of Math Growth	42%	67%	+25%

**Reading (English)**

<b>Pre-K Reading (English)</b>	<b>Wave 1</b>	<b>Wave 2</b>	<b>Total Points</b>	<b>Wave 1 Percent</b>	<b>Wave 2 Percent</b>	<b>Difference</b>
Early Writing Skills	6.1	12.17	20	31%	61%	+30%
Book and Print Knowledge	4.21	8.26	11	38%	75%	+37%
Story Retell and Comprehension	2.89	4.76	6	48%	79%	+31%
Letter-Sound Correspondence	2.45	8.74	12	20%	73%	+53%
Syllabication	1.4	5.4	7	20%	77%	+57%
Onset-Rime	0.6	2.14	5	12%	43%	+31%
Alliteration	1.58	4.62	7	23%	66%	+43%
Rhyming I	1.79	5.94	9	20%	66%	+46%
Rapid Letter Naming	6.8	24.88	52	13%	48%	+35%



Campus MAP Data Information Sheet--Loya Primary

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Percent Change BOY to MOY (CIRCLE Assessment)

Reading (Spanish)

Pre-K Reading (Spanish)	Wave 1	Wave 2	Total Points	Wave 1 Percent	Wave 2 Percent	Difference
Escritura temprana	2.86	13.89	20	14%	69%	+55%
Libras y material impreso	3.88	6.7	11	35%	61%	+26%
Recontrar y comprension	3	4.37	6	50%	73%	+23%
Sonidos de letras	0.98	5.41	12	8%	45%	+37%
Division Silabica	1.79	5.3	7	26%	76%	+50%
Aliteracion	1.1	3.58	7	16%	51%	+35%
Rimas I	1.58	5.37	9	18%	60%	+42%
Letras rapidas	2.16	9.17	54	4%	17%	+13%

<b>Overall Takeaways</b>		
<b>Pre-K</b>	High percentages of gains from Wave 1 to Wave 2 indicates tight grade level alignment.	Work towards improvements in reading growth for speech therapy students.

## Loya Primary Intervention Plan

### Math:

- Teachers will continue with spiraling within the daily calendar on concepts that have been taught.
- Continue with small group intervention.
- New Instructional Specialist will do “push in intervention” to assist students in dual language classrooms.
- The students will be introduced to “order of operations” this coming 4<sup>th</sup> 9 weeks.
- Spring Intersession

### Reading:

- Continue with letters and sound daily practice, to include support from specialty classes such as computer lab, maker-space lab, library and P.E.
- The students will be introduced to “onset-rime” this coming 4<sup>th</sup> 9 weeks.
- Spring Intersession

**\*Our classrooms that are over the 22:1 student ratio, will have additional instructional aides to assist with students (4 in total).**

# **MID-YEAR PULSE CHECK ON ACADEMIC GROWTH**

Lisa Renegar and Campus Principals

March 6, 2024

# ASSESSMENTS

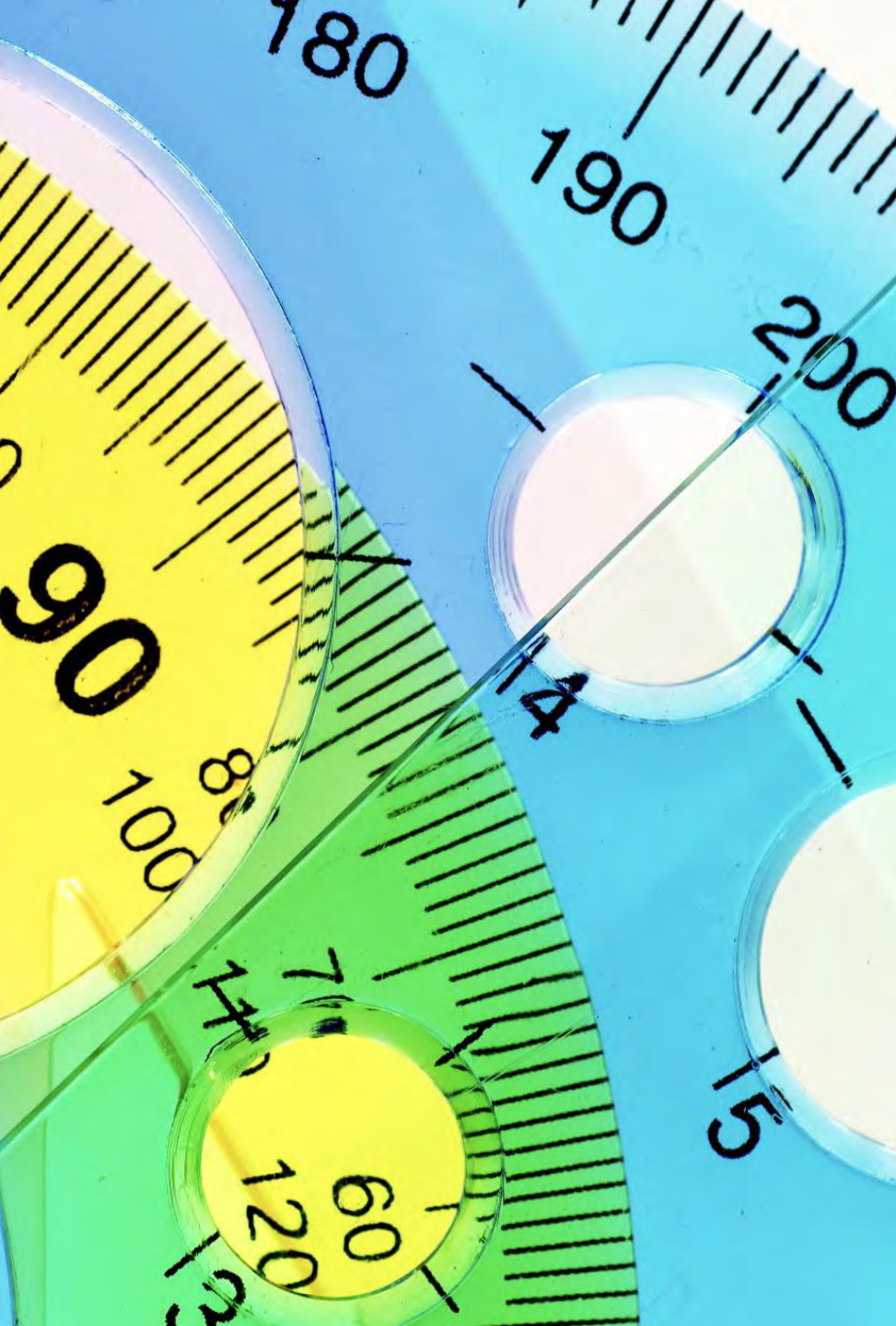
Academic Growth in math and reading

- CIRCLE assessment—Pre-K
- MAP Growth—Grades K-12

**CIRCLE**—Pre-K assessment of math/reading skills with direct and observational assessments

**MAP=Measures of Academic Progress**

- Computer-adaptive
- BOY, MOY, and EOY



## GROWTH TESTING IN 2023-2024

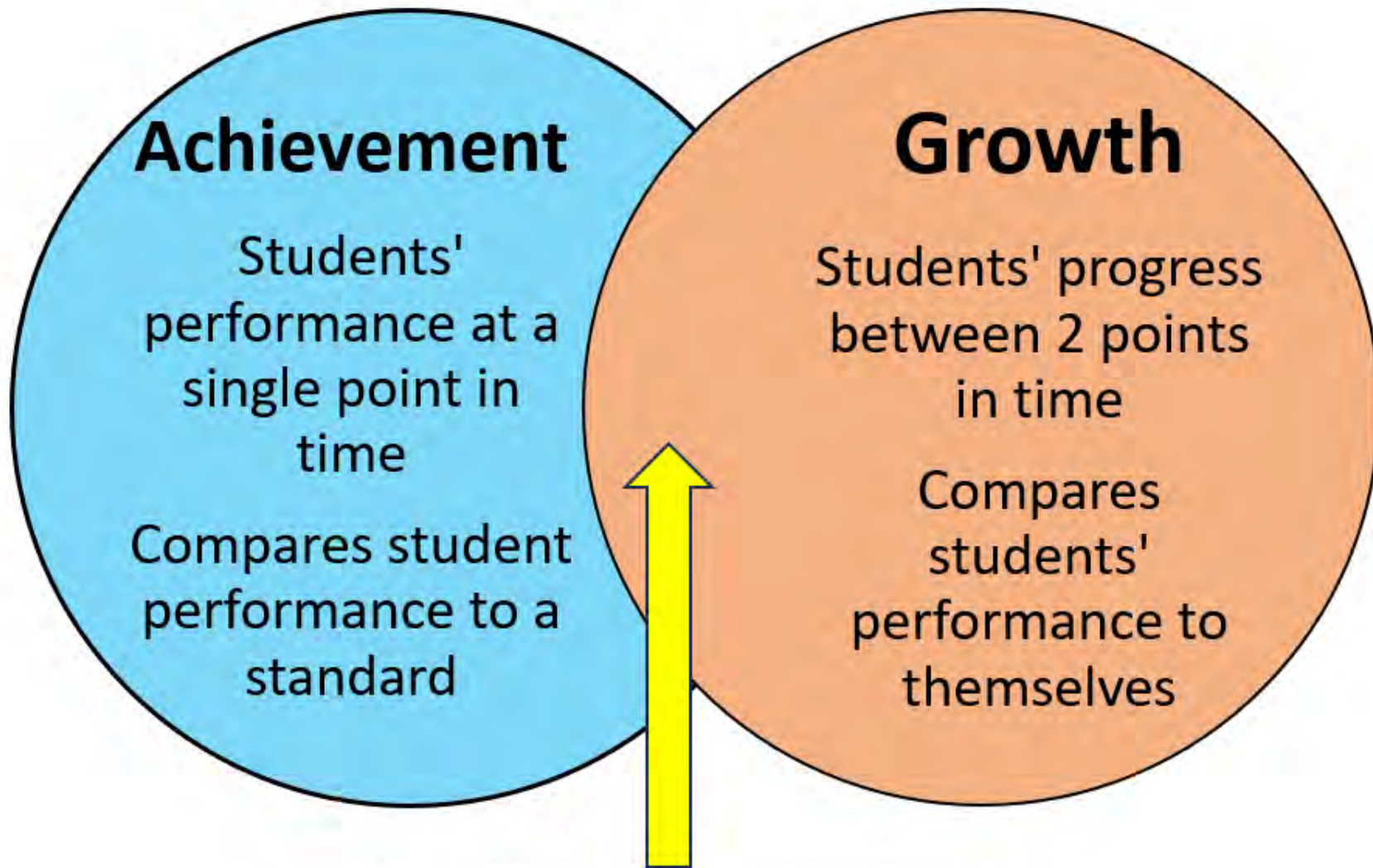
- CIRCLE and MAP both measure academic growth from the beginning to the end of the year.
- Testing occurs 3 times (September, January, May).
- We have 2 sets of data as of now from BOY and MOY.
  - Growth in reading and math since the beginning of the school year.

# WHAT HAPPENS AFTER TESTING?

- Detailed reports indicate what help each individual student needs.
- Teachers act on these findings to create small groups and tailor interventions to student needs.
- Findings help with creating interventions that are not one-size-fits-all, such as Saturday camps.

# GROWTH VS. ACHIEVEMENT

Both will be illustrated today. What's the difference?



Looking at BOTH shows a more complete picture of student learning.

# GROWTH VS. ACHIEVEMENT

“I got a 75 on my math test in September.”

(Achievement = One event)

“I got an 85 on my math test in January.”

(Achievement = One event)

“I went up 10 points on my math tests overall!” (Growth = Compares events)

It's possible to score high on a test (achievement) and have low growth. Higher score = less room to grow.

# INTERPRETING MAP RESULTS

Think of a 0-100 scale, like grades in school. In the table below, we are comparing BOY to MOY math growth for 2<sup>nd</sup> grade.

Second Grade Growth		★	★	★	★
Subject	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	We want high numbers!	We want high numbers!	We want very low numbers!	We want low numbers!	We want high numbers!

- Growth Percentile: For 35<sup>th</sup> percentiles means that our 2<sup>nd</sup> graders did better than 35% of other 2<sup>nd</sup> graders while 65% of students who grew better than average performed better than MOY.
- Percentage Meeting Growth Projection: The % of students who grew better than average performed better than MOY.
- Percentage Regressing in Growth: The % of students who grew worse than average performed better than MOY.
- Percentage with Average Growth: The % of students who grew better than average performed better than MOY.
- Percentage Closing their Gaps: The % of students who grew better than average performed better than MOY.

# INTERPRETING MAP RESULTS

Second Grade Achievement			
Subject/Category	BOY	MOY	% Change
Reading Achievement Percentile (English)	We want high numbers!	We want high numbers!	We want positive numbers!

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# SAMBRANO ELEMENTARY

MAP Growth in Reading and Mathematics

Grades K-2

# KINDERGARTEN

MAP Growth in Reading and Mathematics

# KINDERGARTEN MATH

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	173	57th	55%	41% (71 students)	11%	48%

Percentage of the first group of students who are BOY growing. No more average and 55% making up their learning gaps. No more regressing average growth. 11% percent are above average!

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# KINDERGARTEN MATH

Subject/Category	BOY	MOY	% Change
Math Achievement Percentile	48th	53rd	+5%

Math Achievement Percentile: Change from BOY to MOY.

We want a positive number!

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# KINDERGARTEN READING

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	77	38th	44%	50% (39 students)	19%	31%
Reading (Spanish)	97	30th	34%	59% (57 students)	16%	25%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	77	48th	49th	+1%
Reading Achievement Percentile (Spanish)	97	68th	61st	-7%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# KINDERGARTEN OVERALL TAKEAWAYS



**Overall Takeaways**

**Kindergarten**

Math--Growth and Achievement are High

Spanish testers in Reading need intervention to stop regression.



# GRADE 1

MAP Growth in Reading and Mathematics

# GRADE 1 MATH

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

How do you interpret 68% Regressing gaps?  
 How do you interpret 20% Average Growth?  
 How do you interpret 24<sup>th</sup> Percentile?

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	188	24th	27%	68% (128 students)	16%	16%

Subject/Category	BOY	MOY	% Change
Math Achievement Percentile	43rd	31st	-12%

Is -12% a desirable percent change?

# GRADE 1 READING



Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	91	19th	27%	72% (66 students)	14%	14%
Reading (Spanish)	96	23rd	21%	70% (67 students)	16%	14%

Subject/Category	BOY	MOY	% Change
Reading Achievement Percentile (English)	38th	25th	-13%
Reading Achievement Percentile (Spanish)	56th	41st	-15%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



# FIRST GRADE OVERALL TAKEAWAYS

Overall Takeaways		
<b>First Grade</b>	Spanish readers started BOY with potential--56th percentile!	Intervention is needed to stop the regression in growth in reading and math.

# **SUBGROUP ANALYSIS**

**Gifted and Talented, Special Education, English Learners**

# SUBGROUP OVERALL TRENDS

- When comparing subgroups to “all students,” this is the case most of the time:
  - #1=GT (Gifted and Talented)
  - #2=All Students
  - #3=EL (English Learners)
  - #4=SPED (Special Education)
- These differences get more pronounced as the grade levels increase.
- We will compare GT’s, EL’s, and SPED students to themselves and not solely to the “All Students” group.

First Grade Math Achievement Percentile	BOY	MOY	% Change
All Students	43%	31%	-12%
EL	37%	29%	-8%
GT	75%	67%	-8%
SPED	21%	20%	-1%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Subgroup Bright Spot:

The SPED group is holding steady. How can we get them to grow for EOY?

# GRADE 1—SUBGROUP ANALYSIS-- MATH

**Green** = Growth

**Orange** = BOY to MOY same

**Pink** = Regressing; No growth

First Grade Reading (English) Achievement Percentile	BOY	MOY	% Change
All Students	38%	25%	-13%
EL	49%	25%	-24%
GT	78%	73%	-5%
SPED	26%	13%	-13%

Subgroup Work Zone:

The EL 1<sup>st</sup> grade students have had a significant drop in reading growth. What can be done to intervene?

# GRADE 1—SUBGROUP ANALYSIS— READING (ENGLISH)

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

First Grade Reading (Spanish) Achievement Percentile	BOY	MOY	% Change
All Students	56%	41%	-15%
EL	58%	41%	-17%
GT	97%	91%	-6%
SPED	36%	23%	-13%



Subgroup Bright Spot:

The GT group has very high achievement. How can we ensure they continue to learn at higher levels?

# GRADE 1—SUBGROUP ANALYSIS- READING (SPANISH)



# REMAINING SUBGROUP DATA

- The Board Book contains the complete subgroup data for PK-12.
- This presentation will focus on the *biggest* takeaways as it relates to subgroup data—including both bright spots and work zones.

# GRADE 2

MAP Growth in Reading and Mathematics

# GRADE 2 MATH

Subject	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	29th	35%	60%	16%	24%



Subject/Category	BOY	MOY	% Change
Math Achievement Percentile	40th	29th	-11%



**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



# GRADE 2 READING

Subject	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	23rd	28%	66%	19%	15%
Reading (Spanish)	29th	30%	67%	18%	15%

Subject/Category	BOY	MOY	% Change
Reading Achievement Percentile (English)	35th	23rd	-12%
Reading Achievement Percentile (Spanish)	43rd	35th	-8%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 2 OVERALL TAKEAWAYS

Overall Takeaways		
Second Grade	40% of the 2nd graders met or exceeded their math growth goals.	The drop in MOY achievement for 2nd grade will be examined and addressed.

# SUBGROUP BRIGHT SPOT--SAMBRANO

Second Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	100	35%	23%	-12%
EL	36	22%	22%	No change
GT	3	85%	84%	-1%
SPED	19	11%	11%	No change

In 2<sup>nd</sup> grade, the EL group and SPED group have stopped sliding in Reading. They can easily begin to grow.

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# SUBGROUP WORK ZONE--SAMBRANO

First Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	91	38%	25%	-13%
EL	24	49%	25%	-24%
GT	1	78%	73%	-5%
SPED	13	26%	13%	-13%

In 1<sup>st</sup> grade, the EL's in Reading (English) have declined -24% from BOY to MOY. This is an area of work.

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# INTERVENTION PLAN

Sambrano Elementary

# SAMBRANO INTERVENTION PLAN

- Reviewed MAP BOY data as a campus
- Using the student profile report, the teachers identified the students' instructional strengths and areas of concern that need developing
- Teachers focused on approximately 6 students per class
- Teachers provided targeted intervention in the areas of concern
- Teachers are using mCLASS intervention activities
- Teachers worked with students during intervention time and after school tutoring
- Progress monitoring of Rtl students in 1<sup>st</sup> grade is being done
- Reviewed MOY data at PLCs
- Teachers identified a new plan after reviewing MOY data
- Students were invited to March intersession based on MAP data
- BOY, MOY, and EOY lists will be used to compare the data in May



# ALARCON ELEMENTARY

MAP Growth in Reading and Mathematics

Grades 3-6

# GRADE 3

MAP Growth in Reading and Mathematics

Alarcon Elementary

# GRADE 3 MATH--ALARCON

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	64	46th	48%	47% (73 students)	16%	37%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	64	44th	40th	-4%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 3 READING--ALARCON

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	47	50th	53%	40% (19 students)	17%	43%
Reading (Spanish)	17	20th	24%	76% (13 students)	12%	12%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	47	47th	43rd	-4%
Reading Achievement Percentile (Spanish)	17	38th	18th	-20%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 3 OVERALL TAKEAWAYS--ALARCON

Overall Takeaways		
<b>Third Grade@ Alarcon</b>	Reading in English had 53% of the 3rd graders meeting their growth projection!	Work towards decreasing the growth regression in Spanish reading.



# GRADE 4

MAP Growth in Reading and Mathematics

Alarcon Elementary

# GRADE 4 MATH--ALARCON

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	74	42nd	46%	49% (36 students)	20%	31%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	74	47th	41st	-6%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 4 READING--ALARCON



Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	52	33rd	40%	54% (28 students)	11%	35%
Reading (Spanish)	20	25th	30%	65% (13 students)	30%	5%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	52	54th	49th	-5%
Reading Achievement Percentile (Spanish)	20	61st	50th	-11%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 4 OVERALL TAKEAWAYS--ALARCON



Overall Takeaways		
<b>Fourth Grade@ Alarcon</b>	*Reading in Spanish has great potential with scoring at the 61st percentile at BOY!	Work towards decreasing the growth regression in Spanish reading.
*Higher initial achievement might result in lower growth overall because there is less room to grow!		

# GRADE 5

MAP Growth in Reading and Mathematics

Alarcon Elementary

# GRADE 5 MATH--ALARCON

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	71	55th	56%	44% (31 students)	8%	48%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	71	42nd	48th	+6%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 5 READING--ALARCON

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	57	58th	58%	37% (33 students)	14%	49%
Reading (Spanish)	15	52nd	53%	40% (6 students)	20%	40%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	57	44th	42nd	-2%
Reading Achievement Percentile (Spanish)	15	53rd	50th	-3%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 5 OVERALL TAKEAWAYS--ALARCON

Overall Takeaways	 	 
<b>Fifth Grade@ Alarcon</b>	Math is performing very well with an increase in achievement and strong growth percentile!	Work towards increasing the percentage closing their learning gaps in Spanish reading.



# GRADE 6

MAP Growth in Reading and Mathematics

Alarcon Elementary

# GRADE 6 MATH AND READING GROWTH--ALARCON

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	80	43rd	48%	46% (37 students)	20%	34%
Reading	80	50th	53%	44% (35 students)	19%	37%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 6 MATH AND READING ACHIEVEMENT--ALARCON



Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	80	48th	48th	No overall change BOY to MOY
Reading Achievement Percentile	80	42nd	38th	-4%

**Green** = Growth

**Orange** = BOY to MOY same

**Pink** = Regressing; No growth

# GRADE 6 OVERALL TAKEAWAYS--ALARCON

Overall Takeaways		
<b>Sixth Grade@ Alarcon</b>	Reading scored at a growth percentile of 50%, which can easily move to the right!	Work towards decreasing the average growth and move the kids into the "green zone" for both subjects.

# SUBGROUP BRIGHT SPOT—ALARCON

Fourth Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	74	47th	41st	-6%
EL	52	48%	41%	-7%
GT	4	92%	91%	-1%
SPED	16	33%	38%	+5%

Fourth Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	52	54%	49%	-5%
EL	31	45%	44%	-1%
GT	4	90%	89%	-1%
SPED	10	19%	29%	+10%

The SPED subgroup in 4<sup>th</sup> grade is making gains in both math and reading and are closing learning gaps.

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# SUBGROUP WORK ZONE—ALARCON

Third Grade Reading (Spanish) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	17	38%	18%	-20%
EL	17	38%	18%	-20%
GT (None)				
SPED	5	28%	11%	-17%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

The EL subgroup in 3rd grade reading (Spanish) needs intervention to move achievement in the right direction for MAP EOY testing.

# INTERVENTION PLAN

Alarcon Elementary

# ALARCON INTERVENTION PLAN

Reviewed MAP BOY data

Identify the students' instructional strengths and areas of concern

Teachers focused on 5 to 6 students per class period

Teachers provided targeted intervention in the areas of concern

Teachers filled out a campus MAP Growth Data Analyzation Form

Teachers worked with students during varying times

# ALARCON INTERVENTION PLAN

- Teachers filled out a campus intervention form
- Reviewed MOY data as a campus and identified a new plan
- BOY reflection for growth or regression
- Teachers needed to answer the following questions:
  - \*Yes, there is growth--If so, do we still need to work the student?
  - \*No, there was no change--What is happening with the student?
  - \*Did any students regress--Do we need to add them to our targeted intervention list? Or RTI?
  - If students have Special Education services, do we need to revisit the schedule of services?
  - If the students are under Section 504, do they need to be referred for an evaluation under Special Education services?

# ALARCON INTERVENTION PLAN

- Teachers then created an updated list for students that have not made progress or have regressed on MAP
- Teachers identified students' area of need
  - Leadership team met with teachers during PLC (2/28) to discuss targeted interventions with more specificities on activities and outcomes
- Both lists will be used to compare the EOY data in May 2024.



# BORREGO ELEMENTARY

MAP Growth in Reading and Mathematics

Grades 3-6

# GRADE 3

MAP Growth in Reading and Mathematics

Borrego Elementary

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 3 MATH--BORREGO

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	124	34th	36%	59% (73 students)	19%	22%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	124	40th	34th <sup>235</sup>	-6%

# GRADE 3 READING--BORREGO

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	82	33rd	41%	54% (44 students)	12%	34%
Reading (Spanish)	32	35th	38%	58% (19 students)	15%	27%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	82	45th	39th	-6%
Reading Achievement Percentile (Spanish)	32	56th	54th	-2%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 3 OVERALL TAKEAWAYS--BORREGO

Overall Takeaways		
Third Grade @ Borrego	Reading in Spanish has high achievement with percentiles in the 50s! There is great potential here.	Work towards an increase in the percentage closing their learning gaps in math.



# GRADE 4

MAP Growth in Reading and Mathematics

Borrego Elementary

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 4 MATH--BORREGO

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	106	58th	57%	40% (42 students)	11%	49%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	106	45th	49th	+4%

# GRADE 4 READING--BORREGO

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	75	55th	57%	39% (29 students)	18%	43%
Reading (Spanish)	24	46th	40%	46% (11 students)	25%	29%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	75	50th	51st	+1%
Reading Achievement Percentile (Spanish)	24	65th	61st	-4%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

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# GRADE 4 OVERALL TAKEAWAYS--BORREGO

Overall Takeaways	 	 
<b>Fourth Grade @ Borrego</b>	Math has a very high growth percentile and a high percentage closing their learning gaps!	Work towards an increase in the percentage closing their learning gaps in Spanish reading.



# GRADE 5

MAP Growth in Reading and Mathematics

Borrego Elementary

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 5 MATH--BORREGO

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	106	37th	43%	56% (59 students)	16%	28%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	106	36th	33rd <sup>243</sup>	-3%



# GRADE 5 READING--BORREGO

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Reading (English)	97	49%	53%	43% (42 students)	18%	39%
Reading (Spanish)	10	48th	50%	40% (4 students)	40%	20%

Subject/Category	Total Number Tested	BOY	MOY	% Change
Reading Achievement Percentile (English)	97	34th	35th	+1%
Reading Achievement Percentile (Spanish)	10	60th	57th	-3%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 5 OVERALL TAKEAWAYS--BORREGO

Overall Takeaways		
Fifth Grade @ Borrego	Reading in English had 53% of the students meeting their growth projection!	Work towards increasing the percentage closing their learning gaps in Spanish reading.



# GRADE 6

MAP Growth in Reading and Mathematics

Borrego Elementary

# GRADE 6 MATH AND READING GROWTH--BORREGO

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	109	67th	62%	34% (37 students)	11%	55%
Reading	110	65th	58%	40% (44 students)	7%	53%

# GRADE 6 MATH AND READING ACHIEVEMENT--BORREGO

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	109	36th	46th	+10%
Reading Achievement Percentile	110	27th	34th	+7%

# GRADE 6 OVERALL TAKEAWAYS--BORREGO

<b>Overall Takeaways</b>		
<b>Sixth Grade @ Borrego</b>	The percentage meeting their growth projections in math is outstanding at 62%!	Work towards decreasing the percentage of growth regression in reading.

# SUBGROUP BRIGHT SPOT—BORREGO

Fifth Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	97	34%	35%	+1%
EL	64	27%	28%	+1%
GT	8	71%	70%	-1%
SPED	20	13%	20%	+7%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



The SPED subgroup in 5<sup>th</sup> grade reading (English) is making strong gains and closing learning gaps.

# SUBGROUP WORK ZONE—BORREGO

Third Grade Reading (English) Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	82	45%	39%	-6%
EL	40	52%	31%	-21%
GT	5	88%	87%	-1%
SPED	20	17%	17%	No change

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

The EL subgroup in 3rd grade reading (English) needs intervention to move achievement in the right direction for MAP EOY testing.

# INTERVENTION PLAN

Borrego Elementary

# BORREGO INTERVENTION PLAN

## Process:

1. Identify students in need of intervention by content area.
2. Identify specific areas of opportunity/areas of strength (and alignment to TEKS).
3. Consider if the skill is a Tier 1, Tier 2, and/or Tier 3 concern by looking at percentiles.
4. Identify interventionist by Tier/percentile.

Ex.

- a. 1-20<sup>th</sup> percentile, Interventionist/Instructional Specialist/Bilingual Aide (Tier 3)
- b. 21<sup>st</sup>-40<sup>th</sup> percentile, Interventionist/Instructional Specialist/Bilingual Aide (Tier 2)
- c. 41<sup>st</sup> - ≥80<sup>th</sup> percentile, classroom teacher (Tier 1)

# BORREGO INTERVENTION PLAN

## Process:

5. For students performing in the 1<sup>st</sup> to 40<sup>th</sup> percentile (Tier 2/3), determine:
  - a. Time of intervention
  - b. Duration
  - c. Resources/strategies
6. Identify how progress will be monitored.
7. List/select other opportunities for intervention such as tutoring, intersession, Saturday school, summer school for select students based on area(s) of need.

# BORREGO INTERVENTION PLAN

## READING (Sample)

1-20<sup>th</sup> percentile/Tier 3 intervention

Grade:	Tier	Students	Area of need	Interventionist	Time/duration	Progress Monitor	Additional intervention time needed
3rd	3	AG AM LM NVG	Author's Purpose	Ms. Ramirez Ms. Bustillos Teachers Ms. Nakay Aides	T W Th 3:15-3:34	Student will compose text using purposeful structure for a particular topic, purpose, and audience.	<input type="checkbox"/> Tutoring <input type="checkbox"/> Saturday school <input type="checkbox"/> Intersession <input type="checkbox"/> Summer school
Resources to be used for Intervention:			Direct Instruction:		Supplemental:		



# GARCIA-ENRIQUEZ MIDDLE SCHOOL

MAP Growth in Reading and Mathematics

Grades 7-8

# GRADE 7

MAP Growth in Reading and Mathematics

# GRADE 7 MATH AND READING GROWTH

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	191	22nd	33%	63% (120 students)	15%	22%
Reading	192	41st	44%	50% (96 students)	19%	31%



**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 7 MATH AND READING ACHIEVEMENT

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	191	43rd	33rd	-10%
Reading Achievement Percentile	192	38th	33rd	-5%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 7 MATH AND READING OVERALL TAKEAWAYS

Overall Takeaways		
7th Grade	44% of 7th graders met their growth projection in reading!	Work towards decreasing the percentage regressing in math.

# GRADE 8

MAP Growth in Reading and Mathematics

# GRADE 8 MATH AND READING GROWTH

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Math	142	52nd	52%	41% (58 students)	13%	46%
Reading	200	39th	43%	52% (104 students)	15%	33%



**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 8 MATH AND READING ACHIEVEMENT

Subject/Category		BOY	MOY	% Change
Math Achievement Percentile	142	29th	34th	+5%
Reading Achievement Percentile	200	37th	37th	No change

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# GRADE 8 MATH AND READING OVERALL TAKEAWAYS

Overall Takeaways		
8th Grade	Math achieved 52% of 8th grade students meeting their growth projection!	Work towards decreasing the percentage regressing in 8th grade reading.

# SUBGROUP BRIGHT SPOT—GEMS

Seventh Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	191	43%	33%	-10%
EL	132	34%	30%	-4%
GT	22	69%	64%	-5%
SPED	25	56%	68%	+12%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



The SPED subgroup had a large increase in 7<sup>th</sup> grade math.

# SUBGROUP WORK ZONE—GEMS

Seventh Grade Reading Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	192	38%	33%	-5%
EL	133	24%	27%	+3%
GT	22	69%	69%	No change
SPED	25	13%	13%	No change

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

Both GT and SPED had no increase in 7<sup>th</sup> grade reading. Work is needed to move them forward at EOY.

# INTERVENTION PLAN

GEMS

# GEMS INTERVENTION PLAN

## Mathematics

- Weekly AM and/or PM tutoring
- Spring Intersession
- 3<sup>rd</sup> period Advisory
- Saturday Camp
- Support for Special Populations
  - EB
  - GT
  - SPED

## Reading

- Focus: Vocabulary
- 3<sup>rd</sup> period Advisory
- Saturday Camp
- Author's Purpose and Craft
- PM Tutoring
- Focus: Multiple Genres
- At-Risk Reading Specialist
- Embedded SPED and GT strategies



# SAN ELIZARIO HIGH SCHOOL

MAP Growth in Reading and Mathematics

Algebra I & English I/II

# HIGH SCHOOL ALGEBRA I

MAP Growth in Mathematics

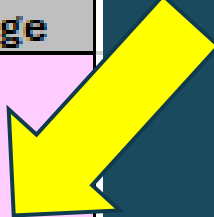
# HIGH SCHOOL ALGEBRA I GROWTH

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
Algebra I	166	39th	45%	51% (85 students)	20%	29%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# HIGH SCHOOL ALGEBRA I ACHIEVEMENT

Subject/Category	Total Number Tested	BOY	MOY	% Change
Algebra I Achievement Percentile	166	30th	25th	-5%



**Green** = Growth

**Orange** = BOY to MOY same

**Pink** = Regressing; No growth

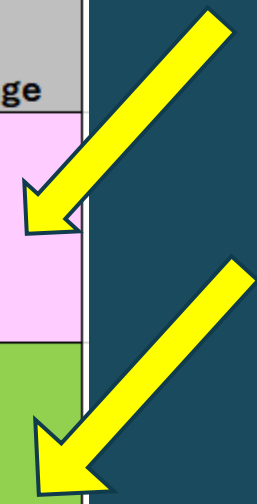
# HIGH SCHOOL ENGLISH I & II GROWTH

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection	Percentage Regressing in Growth	Percentage with Average Growth	Percentage Closing their Gaps
English I	243	38th	42%	52% (126 students)	16%	32%
English II	176	53rd	53%	44% (77 students)	12%	44%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# HIGH SCHOOL ENGLISH I/II ACHIEVEMENT

Subject/Category	Total Number Tested	BOY	MOY	% Change
English I Achievement Percentile	243	43rd	38th	-5%
English II Achievement Percentile	176	37th	39th	+2%





**Green** = Growth

**Orange** = BOY to MOY same

**Pink** = Regressing; No growth

# HIGH SCHOOL OVERALL TAKEAWAYS

Overall Takeaways		
<b>High School</b>	English II showed a strong performance in meeting their growth projections at 53%!	Work towards decreasing the growth regression in Algebra I.

# SUBGROUP BRIGHT SPOT—SEHS

High School English II Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	176	38%	39%	+1%
EL	118	31%	35%	+4%
GT	14	71%	68%	-3%
SPED	21	11%	20%	+9%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

The SPED subgroup had a large increase in English II at MOY.

# SUBGROUP WORK ZONE—SEHS

High School Algebra I Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	166	30%	25%	-5%
EL	118	22%	23%	+1%
GT	12	64%	41%	-23%
SPED	20	17%	11%	-6%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth



The GT subgroup declined by 23% at MOY in Algebra I. Are they being challenged?

# INTERVENTION PLAN

San Elizario High School

# SEHS INTERVENTION PLAN

## Continuing of Plan:

- Team collaboration in PLC
- Understanding our data—MAP and CCMR
- Improvements to instruction
- Supportive coaching environment

## Long-Term Plans:

- Build a double block for Algebra 1;
- Improve vertical alignment structures between middle and high school and within our PLCs;
- Build an effective risk infrastructure to include aides, tutors, and EPCC online assistance.

## What we Cannot do:

- Fail to continue planning
- Expect that the practices students engage in reflect actual rigor (and not just in AP/Dual Credit classes).



# LOYA PRIMARY

CIRCLE Growth in Reading and Mathematics

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# PRE-K CIRCLE MATH

Math-PK--(English)			
	Wave 1	Wave 2	Difference
Overall Measure of Math Growth	55%	80%	+25%
Math-PK--(Spanish)			
	Wave 1	Wave 2	Difference
Overall Measure of Math Growth	42%	67%	+25%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# PRE-K CIRCLE READING (ENGLISH)



Pre-K Reading (English)	Wave 1	Wave 2	Total Points	Wave 1 Percent	Wave 2 Percent	Difference
Early Writing Skills	6.1	12.17	20	31%	61%	+30%
Book and Print Knowledge	4.21	8.26	11	38%	75%	+37%
Story Retell and Comprehension	2.89	4.76	6	48%	79%	+31%
Letter-Sound Correspondence	2.45	8.74	12	20%	73%	+53%
Syllabication	1.4	5.4	7	20%	77%	+57%
Onset-Rime	0.6	2.14	5	12%	43%	+31%
Alliteration	1.58	4.62	7	23%	66%	+43%
Rhyming I	1.79	5.94 <sup>282</sup>	9	20%	66%	+46%
Rapid Letter Naming	6.8	24.88	52	13%	48%	+35%

**Green** = Growth  
**Orange** = BOY to MOY same  
**Pink** = Regressing; No growth

# PRE-K CIRCLE READING (SPANISH)

Pre-K Reading (Spanish)	Wave 1	Wave 2	Total Points	Wave 1 Percent	Wave 2 Percent	Difference
Escritura temprana	2.86	13.89	20	14%	69%	+55%
Libras y material impreso	3.88	6.7	11	35%	61%	+26%
Recontrar y comprension	3	4.37	6	50%	73%	+23%
Sonidos de letras	0.98	5.41	12	8%	45%	+37%
Division Silabica	1.79	5.3	7	26%	76%	+50%
Aliteracion	1.1	3.58	7	16%	51%	+35%
Rimas I	1.58	5.37	9	18%	60%	+42%
Letras rapidas	2.16	9.17	<sup>283</sup> 54	4%	17%	+13%

# PRE-K OVERALL TAKEAWAYS

Overall Takeaways		
Pre-K	High percentages of gains from Wave 1 to Wave 2 indicates tight grade level alignment.	Work towards improvements in reading growth for speech therapy students.



Subgroup work zone

# INTERVENTION PLAN

Loya Primary

# LOYA INTERVENTION PLAN

Math	Reading
Teachers will continue with spiraling within the daily calendar on concepts that have been taught.	Continue with letters and sound daily practice, to include support from specialty classes such as computer lab, maker-space lab, library, and P.E.
Continue with small group intervention.	The students will be introduced to “onset rime” this coming 4 <sup>th</sup> 9 weeks.
New Instructional Specialist will do “push in intervention” to assist students in dual language classrooms.	New Instructional Specialist will do “push in intervention” to assist students in dual language classrooms.
The students will be introduced to “order of operations” this coming 4 <sup>th</sup> 9 weeks.	Spring Intersession

**\*Our classrooms that are over the 22:1 student ratio, will have additional instructional aides to assist with students (4 in total).** <sup>286</sup>





**THIS CONCLUDES  
THE MID-YEAR  
PULSE CHECK.**



San Elizario ISD  
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**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Lisa D. Renegar; Planning & Instruction  
**Subject:** (HB 3) GPM 1.3 Progress Monitoring—Grade 3 Math Growth  
**Date:** March 6, 2024

---

**HISTORY:**

The Board of Trustees has approved Student Outcome Goals and Goal Progress Measures as part of HB 3 progress monitoring requirements. This report aims to provide feedback on HB 3 Goal Progress Measure (GPM) 1.3, which focuses on math growth for students in grade 3.

**RATIONALE:**

Goal Progress Measure (GPM) 1.3 (District; 1-year Goal)

Students in grade 3 will increase the percentage meeting their MOY mathematics growth projection from 60% in May 2023 to  $\geq 61\%$  by June 2024 as measured by MAP mathematics assessments.

In this report, three parameters will be examined related to grade 3 math growth:


- Meeting MOY math growth targets based on the MAP assessment;
- Examining math achievement from BOY to MOY based on the MAP assessment;
- Subgroup analysis of achievement scores.

For this report, Alarcon and Borrego’s 3rd-grade math results will be reported separately and then averaged to compare to the target.

**Meeting MOY math growth targets based on the MAP assessment**

Alarcon had 64 students in grade 3 take the MAP test in mathematics during January 2024. The table below represents the growth data for math.

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection
Math	64	46th	48%



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48% of Alarcon’s 3rd graders met their growth projection for math. The target was 61%, which leaves our results for Alarcon 13% below the target.

Borrego had 124 students in grade 3 take the MAP test in mathematics in January 2024. The table below represents the growth data for math.

Subject	Total Number Tested	Growth Percentile	Percentage Meeting Growth Projection
Math	124	34th	36%

36% of Borrego’s 3rd graders met their growth projection for math. The target was 61%, which leaves our results for Borrego 25% below the target.

To compare these results to the target, we will average the results for both campuses. That average percentage meeting their math growth projection is 42%. This is 19% below the target overall.

**Examining math achievement from BOY to MOY based on the MAP assessment**

The second way the 3rd-grade math data will be examined is by looking at the math achievement at BOY compared to MOY on the MAP test. We want the scores to increase at MOY. There is no set target; we are looking at whether the scores have increased, decreased, or stayed the same. The data below is from Alarcon’s 3<sup>rd</sup> graders. Pink represents a decline, while green shows an increase.

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	64	44th	40th	-4%

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The table shows that Alarcon's 3<sup>rd</sup> graders declined from BOY to MOY by 4%. The table below shows the math achievement for 3<sup>rd</sup> grade at Borrego, which reflects a decline of 6% at MOY.

Subject/Category	Total Number Tested	BOY	MOY	% Change
Math Achievement Percentile	124	40th	34th	-6%

### Subgroup Analysis

The data below show the BOY to MOY results for 3<sup>rd</sup> grade at Alarcon and Borrego, broken down for EL, SPED, and GT subgroups. There were no 3<sup>rd</sup> graders coded GT at Alarcon.

#### Alarcon

Third Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	64	44%	40%	-4%
EL	49	44%	35%	-9%
GT (None)				
SPED	13	21%	27%	+6%

#### Borrego

Third Grade Math Achievement Percentile	Number of Students	BOY	MOY	% Change
All Students	124	40%	34%	-6%
EL	82	41%	31%	-10%
GT	6	82%	83%	+1%
SPED	27	13%	9%	-4%

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From the results noted, it is evident that learning gaps must be overcome with our 3<sup>rd</sup> graders. We must also consider our approach to MAP testing in terms of relaying the importance of this instrument to our teachers and students.

**BUDGET:**

There is no budget for this item.

**ADMINISTRATIVE RECOMMENDATION:**

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

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

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**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Jesus Martinez, Executive Director-Support Services  
Norberto Rivas, Chief Financial Officer  
**Subject:** State Energy Conservation Office (SECO) Grant Award  
**Date:** March 6, 2024

---

**HISTORY:**

On November 21, 2023, we were made aware of a request for a grant application opportunity that opened up with SECO for LED lighting upgrades. The vendor (The Excell Energy Group) that recently retrofitted the high school and Sambrano Elementary to LED lighting made us aware and assisted us with the technical lighting data needed to apply for Loya Elementary. The maximum grant amount for a district is \$100k. The turnaround on this application was rather tight (Due date of December 18th), but thankfully, the Excell Energy Group had all the Loya room-by-room lighting data required to apply.

**RATIONALE:**

We teamed up with the Excell Energy Group to meet the deadline, completed the application, and submitted it by December 14, 2023. On February 14, 2024, we received notice from the State Energy Conservation Office (SECO) that our application had been selected to receive funding. The total funding that will be available to us is the full \$100k. Although this amount will not cover the whole campus, this amount will cover a good portion of the interior lighting. As of February 23, 2024, the draft contract is in the draft approval process with SECO. We should receive an agreement to fully execute between both parties (SECO and SEISD) in the next couple of weeks.

**BUDGET:** No budget impact

**ADMINISTRATIVE RECOMMENDATION:** This item is for information only.

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

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# SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

*Soaring to Excellence*

## MEMO

To: Members of the Board of Trustees  
From: Edgar Ponce, ESSER Coordinator  
Date: March 6, 2024  
Re: Principal Residency Grant Cycle 7

Below is the notification for the grant, not award:

- **2024-2025 Principal Residency Grant Cycle 7:**  
The 2024-2025 Principal Residency Grant Cycle 7 Application submitted on behalf of our district was not selected for award. A notification was received on February 16, 2024, by Ms. Kyla Jaramillo, Director of Teacher Perspectives and Office of Educator Support at Texas Education Agency.

---

### FINANCE DEPARTMENT



San Elizario ISD  
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**MEMORANDUM**

**To:** Members of the Board of Trustees  
**From:** Aggie Reyes – Child Nutrition Services  
**Subject:** February 2024 – Meal Service Update  
**Date:** March 6, 2024

---

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

**RATIONALE:** The Child Nutrition Services Department served 65,431 student meals in the month of February 2024. This count includes breakfast, lunch, after-school snacks, and supper.

In the Month of February 2024, we participated in the following student activities.

- Students from SEHS attended the Nutrition Expo.
- Breakfast was offered for Saturday school and testing at SEHS, Alarcon, & Borrego.
- To go meals were provided for tennis, softball, and track at San Elizario High School.
- Visiting students from Del Valle HS received lunch meals at SEHS.
- Juice was provided to students at PK to accompany their popcorn celebrating perfect attendance.
- A treat was added to the lunch tray for perfect attendance at Borrego Elementary.
- Borrego Elementary prepared samples of French toast for the SHAC meeting.
- Taste of San Eli took place at GEMS & SEHS
- Student surveys were conducted during parent/teacher conferences at GEMS & SEHS.

We continually seek ways to support student learning and recognition.

**BUDGET:** No budget impact.

**ADMINISTRATIVE RECOMMENDATION:** No recommendation.

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

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