Agenda of Regular Meeting

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

A Regular Meeting of the Board of Trustees of San Elizario ISD will be held in person on Tuesday, September 8, 2026, beginning at 5:30 PM SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849.

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

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

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

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

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agenda shall be acted upon by one vote without separate discussion, unless a Board member requests that an item be withdrawn for individual consideration.

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

Mr. Eduardo Chavez, Board President

2. **OPEN FORUM** (three-minute limit per speaker, unless otherwise noted)
3. **DISTRICT RECOGNITIONS**
   A. Teacher and Employee of the Month for San Elizario High School
      Mr. Troy Enriquez, Principal, San Elizario High School
      1. Teacher of the Month — Briana Paredes
      2. Employee of the Month — Luis Hernandez
4. **NEW BUSINESS / BOARD ACTION ITEMS**
   A. Student Outcome Goals
      1. San Elizario High School - Monitoring Student Progress 7
         Mr. Troy Enriquez, Principal, San Elizario High School
   B. Public Hearing on Proposed Tax Rate for the 2026-2027 fiscal year 28
      Ms. Elizabeth Perez, Chief Financial Officer
   C. Discussion and possible Board action to approve the no-new-revenue tax rate and voter-approval tax rate 38
      Ms. Elizabeth Perez, Chief Financial Officer
   D. Discussion and possible Board action on Adoption of Resolution Setting Tax Rate for the 2026-2027 School Year 56
      Ms. Elizabeth Perez, Chief Financial Officer
   E. Discussion and possible Board action to approve Certification to be submitted to TEA regarding District's compliance with Texas Education Code Sections 39.0089, 11.005(c), and 28.002 (h) as required by Senate Bill 12 58
      Ms. Blanca Cruz, Associate Superintendent, and Ms. Gina Ramirez, Executive Director, Human Resources
   F. Instructional Workshop
      Dr. Blanca Cruz, Associate Superintendent, and the Curriculum & Instruction Team
      1. Workshop Presentation 63
      2. Leadership and Instructional Foundations of Texas (LIFT) Updates 150
         Ms. Laura Widner and Mr. Eduardo Hinojos, ESC Region 19
      3. Principal Panel 167
5. **CONSENT AGENDA** - Consider and possible Board action on
   A. Financial Reports
      Ms. Elizabeth Perez, Chief Financial Officer
      1. Tax Report 174
      2. Financial Statements 176
      3. Investment Report 180
      4. Budget Amendment 191
   B. Consider and possible Board action to approve resolution designating the person responsible for calculating the no-new-revenue tax rate and voter-approved tax rate for the District 193
      Ms. Elizabeth Perez, Chief Financial Officer
   C. Consider and possible Board action to approve resolution to allow El Paso Central Appraisal District to act if the State Comptroller's Property Value Study places the district outside of the confidence level 195
      Ms. Elizabeth Perez, Chief Financial Officer

D. Consider and possible Board action on acceptance of certified values as Certified by the Chief Appraiser on July 24, 2026 200
Ms. Elizabeth Perez, Chief Financial Officer
E. Consider and possible Board action to approve MOU with El Paso Community College and The University of Texas at El Paso regarding College Preparatory Courses in accordance with Section 28.014(a) of the Texas Education Code 210
Dr. Blanca Cruz, Associate Superintendent
F. Consider and possible Board action to approve the Athletic Trainer Support Agreement with El Paso Children's Hospital Corporation dba El Paso Children's Hospital 238
Dr. Jeannie Meza-Chavez, Superintendent, and Mr. Cesar Morales, Executive Director, Athletics
G. Consider and possible Board action to approve the Interlocal Joint Services Agreement for Physician Standing Orders to Administer Unassigned, Non-Prescribed Medication 264
Ms. Messina Holguin, District Lead Nurse
H. Consider and possible Board action to approve the following revisions in the Compensation Plan for School Year 2026-2027
Ms. Gina Ramirez, Executive Director, Human Resources
1. Hourly Interim Pay 272
2. Position Title Revisions 275
I. Consider and possible Board action to approve retroactive pay for the Interim Support Services Supervisor position 278
Ms. Gina Ramirez, Executive Director, Human Resources
J. Consider and possible Board action to approve the Dual Credit Grade Level Conversion Chart 280
Ms. Sandra Sanchez, Career & Technical Education Administrator
K. 2026-2027 District and Campus Improvement Plans 282
Mr. Edgar Ponce, Research & Evaluation Administrator
1. San Elizario Independent School District 283
2. San Elizario High School 359
3. Ann M. Garcia-Enriquez Middle School 405
4. Alfonso Borrego, Sr. Elementary School 457
5. Josefa L. Sambrano Elementary School 522
L. Consider and possible Board action on approval of minutes for the following:
Board of Trustees
1. August 12, 2026 - Regular Board Meeting 587

6. **PRESENTATION / REPORTS / INFORMATION**
A. Presentations
1. 2025-2026 and 2026-2027 Employee Culture Surveys Executive Summary 593
Ms. Gina Ramirez, Executive Director, Human Resources
B. Reports
1. Progress Monitoring - Student Outcome Goal 3 - Overall CCMR Percentage for San Elizario High School 709
Mr. Edgar Ponce, Research and Evaluation Administrator
C. Information
1. Meal Service Update 711
Ms. Aggie Reyes, Executive Director Child Nutrition Services
2. Texas Department of Agriculture - Fresh Fruit and Vegetable Program 712

Ms. Aggie Reyes, Executive Director, Child Nutrition Services

3. Enrollment Update 713
   Dr. Jeannie Meza-Chavez, Superintendent
4. Board Training
   a. 2026 MASBA Conference — September 10 to 11, 2026 | San Antonio, TX 714
   b. TASA | TASB Convention txEDCON26 - October 8 to 11, 2026 | Houston, TX 716

7. **EXECUTIVE SESSION**
   The Board will enter into a closed meeting to discuss personnel matters, to consult with attorney, to discuss real estate matters, to consider recommendations for hiring of personnel or termination of personnel and other personnel matters under Sec. 551.071, 551.074, and 551.076, Texas Gov. Code:
8. **THE BOARD WILL RETURN TO OPEN SESSION TO TAKE POSSIBLE ACTION ON THE MATTERS DISCUSSED IN EXECUTIVE SESSION**
9. **NEXT MEETING DATE:**
   Regular Board Meeting: Wednesday, October 14, 2026, at 5:30 p.m.
10. **ADJOURNMENT**

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

Texas Government Code Section:

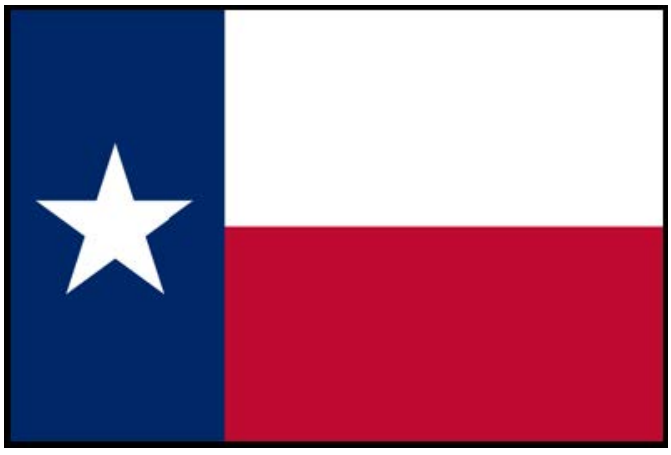
551-071	Private consultation with the board's attorney.
551-072	Discussing purchases, exchange, leases, or value of real property.
551-073	Discussing negotiated contracts for prospective gifts or donations.
551-074	Discussing personnel or to hear complaints against personnel
551-076	Deliberation regarding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

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

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

I PLEDGE ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA, AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION UNDER GOD, INDIVISIBLE, WITH LIBERTY AND JUSTICE FOR ALL.

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



San Elizario High School

2026 – 2027

Progress Monitoring

English Language Arts

English I: All Testers			
	4 Week Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	55%	45%	52%
Meets	30%	28%	33%
Masters	5%	4%	3%

English II: All Testers			
	4 Week Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	56%	52%	49%
Meets	25%	33%	35%
Masters	6%	1%	2%

#WeAreSomosSanEli

English I

English I First Time Tester			
	4 WK Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	55%	54	67
Meets	30%	28	47
Masters	5%	4	4

#WeAreSomosSanEli

English II

English II First Time Tester			
	4 Week Assessment [# 1]	STAAR 2025	STAAR 2026
Approaches	56%	56%	62%
Meets	25%	32%	47%
Masters	6%	1%	3%

#WeAreSomosSanEli

English

Data Points

FT Meets data (prior 6)- II
FT Meets data (prior 6)-I

App. Data (prior 3)- I
SP App. Data (prior 3)- I

Special Education	
English I	
[25-26]	18-5-0
[24-25]	14-4-0
[23-24]	16-10-2

Emergent Bilingual	
English II	
[25-26]	30-15-0
[24-25]	37-20-0
[23-24]	49-26-0

#WeAreSomosSanEli

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data?	5. How can the Board Help?
1. EB and Special Education students	1. Intervention must include rigorous texts and identifying students that are still unable to decode 2. Intensive writing is needed and will occur daily **3. Student Work analysis must inform instruction** **4. Embedded reading in all classes** **5. Writing in all classes.** **6. Small group reading intervention.**	1. Evident that first instruction is reaching roughly 60% of the entire student population 2. Important to review instructional impact daily sot that student gaps for EBs and SPED students do not go unaddressed for several weeks. 3. Commitment to curriculum **4. Coherent and effortful writing submissions**	1. Trained on collaboration strategies 2. Wednesday/Friday tutorial prior to assessment 3. Know students' gaps at a specific level 4. Implemented 9th grade language labs 5. Leadership meetings consist solely of student achievement (every Tuesday @7:45AM) **6. Leadership meetings consist solely of student achievement (every Tuesday @8:45AM)** **7. Building wide observations**	1. Engage in the PLC

Mathematics

Algebra I				
	4 Week Assessment [# 1]	STAAR 2024	STAAR 2025	STAAR 2026
Approaches	57.02%	59%	56%	77%
Meets	40%	5%	17%	35%
Masters	20%	0%	4%	7%

#WeAreSomosSanEli

Mathematics

9th Grade: 2026		
Approaches	Meets: On Grade Level	Masters
88%	45%	10%

8th Grade: 2025		
Approaches	Meets: On Grade Level	Masters
72%	42%	9%

9th Grade: 2025		
Approaches	Meets: On Grade Level	Masters
65%	21%	5%

8th Grade: 2024		
Approaches	Meets: On Grade Level	Masters
52%	9%	0%

#WeAreSomosSanEli

Mathematics

Data Points
SPED Data (Prior 6)
EB Data (Prior 6)
80% of all first-time testers grew

Special Education			
9th grade			**8th Grade**
63-18-5	+	[25-26]	43-7-0
46-15-3	+	[24-25]	31-3-0
50-3-0	+	[23-24]	45-3-0

Emergent Bilingual			
9th grade			**8th grade**
71-27-4		[25-26]	64-29-4
54-15-42		[24-25]	53-9-0
55-4-0		[23-24]	74-28-1

#WeAreSomosSanEli

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	5. How can the Board Help?
1. EB and SPED student (50%) of each of these populations neither approaching or meeting 2.Overall general students not performing	1. Intervention must be targeted and specific to a student's gap 2. Reviewing teacher models during PLC to ensure there is clarity 3. Performance tracking 8th grade and each 4/8-week assessment 4. Review of student work at each quarterly assessment 5. Review of student work on a weekly basis **6. Commitment to curriculum-shifting to a knowledge-based curriculum**	1.Evident that the rigor of instruction is increasing Approaches and Meets levels 2. Identify what types of supports and interventions are needed to increase our Meets and Masters percentages 3. Creating a routinized approach at the grade level to ensure class period start quickly **4. Maintain targeted intervention**	1. Review the effectiveness of First Instruction 2. Train and implement collaborative structures within each lesson 3. Ensure teachers are aware of all demographics that make up of each of their classrooms 4. Consistent implementation of the teacher coaching cycle: timely and specific feedback 5. Personnel changes 6. Teacher awareness on where the child entered their room; and evaluate students at each assessment, and standard by standard 7. Leadership meetings consist solely of student achievement (every Tuesday @7:45AM) **8. Leadership meetings consist solely of student achievement (every Tuesday @8:45 AM)** **9. Building wide observations**	1. Engage in the PLC

CCMR

Class	Total students and Percentage	Preliminary Reporting Senior Class of 2026
12th Grade	34%	**88%** [Pending an additional CTE certification and a military enlistment]
11th Grade	32%	
10th Grade	21%	
9th Grade	0.5% [Pending an October snapshot]	

CCMR

Year	CCMR
21-22	42%
22-23	50%
23-24	**74%**
24-25	**89%**
25-26 [Pre-liminary]	**88%**

#WeAreSomosSanEli

1. Who is struggling most based on the data?	2. Which circumstances surrounded struggling students and what is being done about it?	3. Why is it working for some students?	4. Which changes will happen based on the data	How can the Board help?
1. Upon reviewing final testing files determine which most recurring impediment to acquiring the CCMR point	1.Effective AP instructional coaching **2.Targeted and specified intervention that is consistently executed**	1.Advanced placement instructional coaching **2. Increased Early College Enrollment** **3. CTE coaching and monitoring**	1.Identify number of students needed to reach 95% of Senior class receiving CCMR point 2.Maintain performance tracker for all students in College Bridge and College Prep Courses (like Early College Tracking) **3.Post graduation task force: where did students land** **4.TSI heavy**	1. Consider when advocating to the TEA the importance of accountability metrics being clear and not altered mid-year 2. Consider adopting board amendment requiring CCMR point for walking at graduation; beginning with the class of 2028 **3. Provide for cord acknowledgement for CCMR status of 26-27 class**

#WeAreSomosSanEli

Attendance

First Two Weeks of School
96.7 3rd best ADA in first 2 weeks of school when compared to last 10 years

Current ADA
94.1 Last year ADA at this time was 94.99

#WeAreSomosSanEli

Attendance

2020-2021	2021-2022	2022-2023
84.67	89.5	89.29
2023-2024	**2024-2025**	**2025-2026**
90.6	91.5	92.44

Chronic Absenteeism			
21-22	22-23	23-24	2025-2026
39.5	36.3	34.5	30.2

#WeAreSomosSanEli

Attendance

Current Attendance	
Grade Level	**% of Attendance**
9th	95.46%
10th	93.57%
11th	93.71%
12th	93.76%
TOTAL	94.1

#WeAreSomosSanEli

Overall Improvements

2026-2027
#WeAreSomosSanEli

San Elizario High School
Rating History

Change Over Time	Score
25-26	79 C
24-25	69 D
23-24	64 D
22-23	64 D
21-22 [What If]	65 D

TXschools.gov

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

#WeAreSomosSanEli

San Elizario High School Rating History Domains

Year	School Progress	Closing the Gaps
25-26	82 B	75 C
24-25	76 C	59 F
23-24	69 D	53 F
22-23	71 C	49 F

TXschools.gov

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

#WeAreSomosSanEli

Closing

2026-2027
#WeAreSomosSanEli

San Elizario High School

2026 – 2027
#WeAreSomosSanEli

Questions?

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Public Hearing on Proposed Tax Rate for the 2026-2027 Fiscal Year
Date: September 8, 2026

HISTORY:

A **Notice of Public Meeting to Discuss Budget and Proposed Tax Rate** was published in the West Texas County Courier on June 4, 2026 in accordance with TEC 44.004(b) and the agenda for the special Board meeting on June 16, 2026 included the item *Public Hearing on Proposed Budget and Proposed Tax Rate for the 2026-2027 School Year.*

A second agenda item *Public Hearing on Proposed Tax Rate for the 2026-2027 Fiscal Year* is included on the September 8, 2026 board meeting agenda. The tax rate being presented for approval in September is less than the tax rate previously presented in June.

RATIONALE:

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

BUDGET:

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

ADMINSTRATIVE RECOMMENDATION:

The administrative recommendation is to allow for public comment on the proposed tax rate.

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

Public Hearing on Proposed Tax Rate for Fiscal Year 2026-2027

September 8, 2026

Types of Tax Rates

❖ What are property taxes?

- Property taxes are locally assessed taxes that provide funding for essential public services, including:
  - Public schools
  - Roads and infrastructure
  - Police and fire protection
  - Emergency Services
  - Other community and governmental services, as determined by the taxing entity

Homestead Exemptions

- Standard school homestead exemption = $140,000.
- Additional homestead exemption for elderly or disabled = $60,000
- Total exemption up to $200,000.

Types of Tax Rates

❖ What are the components of the District's tax rate?

- Maintenance & Operations (M&O) - Funds the District's day-to-day operations, including:
  - Salaries and employee-related costs
  - Contracted services
  - Supplies, materials and equipment
  - Transportation and utilities

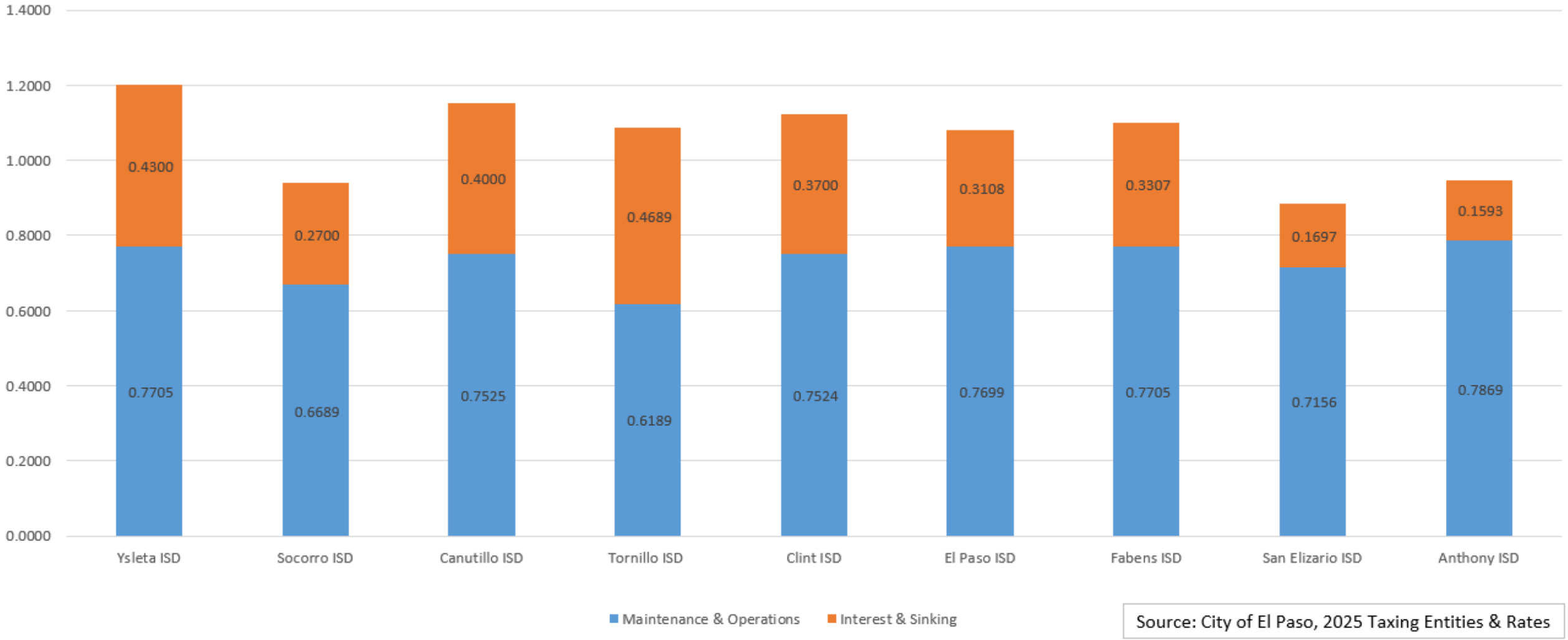
- Interest & Sinking (I&S) – Funds the District's debt obligations and capital projects including:
  - Construction and renovation projects
  - School buildings and facilities
  - Principal and interest payments on voter-approved debt

Note: I&S funds are restricted and cannot be used to fund the District's general operating expenses.

Texas Senate Bill 1453 – I&S Tax Rate (89th Legislature)

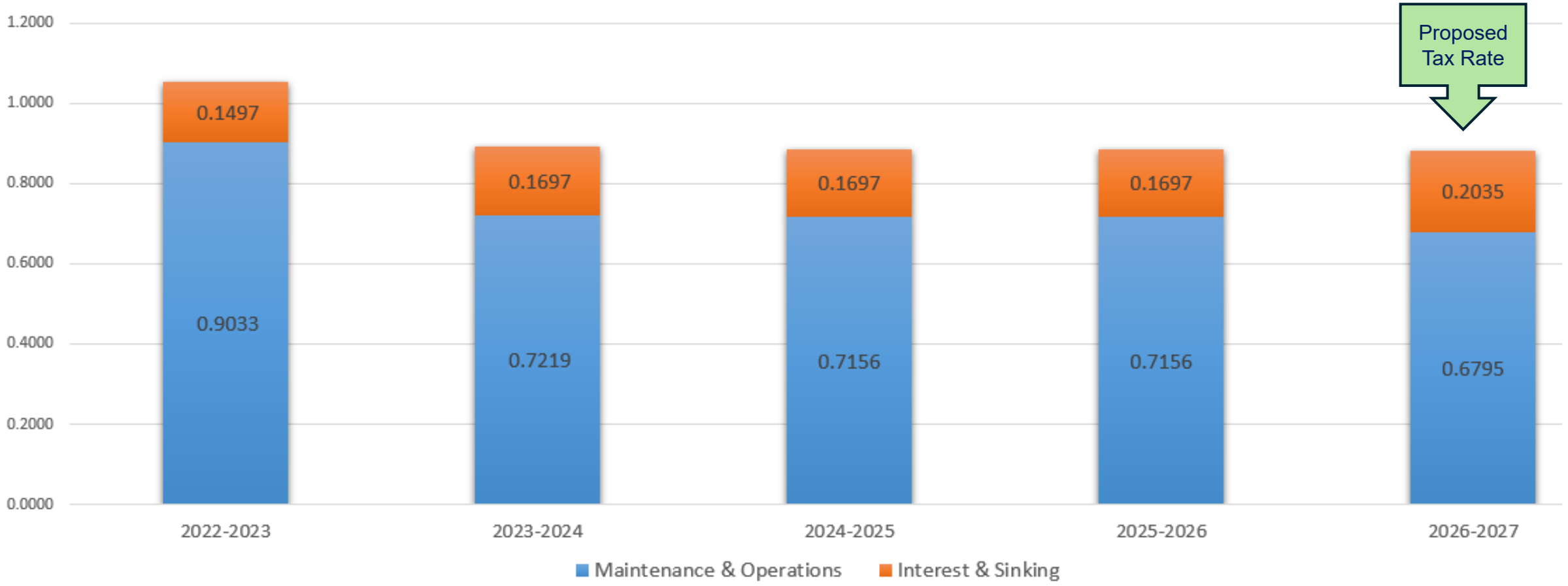
- Effective January 1, 2026.
- Redefines “current debt service” for ad valorem property tax purposes as the minimum amount necessary to service a taxing unit’s or school district’s debt.
  - Limits the Interest & Sinking (I&S) tax rate to the minimum rate necessary to meet debt service obligations.
  - A higher I&S tax rate may only be adopted with approval by a 60% majority of the governing body.
  - The higher-rate approval requires a specific public disclosure motion.

Tax Rate Comparison



Source: City of El Paso, 2025 Taxing Entities & Rates

Tax Rate History



Fiscal Year 2027 Budget and Proposed Tax Rate Notice

NOTICE OF PUBLIC MEETING TO DISCUSS BUDGET AND PROPOSED TAX RATE

The San Elizario Independent School District will hold a public meeting at 5:30 P.M. on Tuesday, June 16, 2026 in the SEISD Administrative Office, 1050 Chicken Ranch Rd., San Elizario, Texas. **The purpose of this meeting is to discuss the school district's budget that will determine the tax rate that will be adopted. Public participation in the discussion is invited.**

The tax rate that is ultimately adopted at this meeting or at a separate meeting at a later date may not exceed the proposed tax rate shown below unless the district publishes a revised notice containing the same information and comparisons set out below and holds another public meeting to discuss the revised notice.

Maintenance Tax	$0.715600/$100 (Proposed rate for maintenance and operations)
School Debt Service Tax Approved by Local Voters	$0.203500/$100 (Proposed rate to pay bonded indebtedness)

Comparison of Proposed Rates with Last Year's Rates

	Maintenance & Operations	Interest & Sinking Fund*	Total	Local Revenue Per Student	State Revenue Per Student
Last Year's Rate	$ 0.715600	$ 0.169700*	$ 0.885300	$ 1,096	$ 12,771
Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service	$ 0.695100	$ 0.203500*	$ 0.898600	$ 1,221	$ 12,731
Proposed Rate	$ 0.715600	$ 0.203500*	$ 0.919100	$ 1,202	$ 12,892

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

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

The Public Hearing on Proposed Budget and Proposed Tax Rate for 2026-2027 - Special Board Meeting on 6/16/26

- Open for Public Comment

- Questions and Discussion

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Consider and possible Board action to approve a Proposed Interest & Sinking Rate for Debt Service that Exceeds the Minimum Amount Required.
Date: September 8, 2026

HISTORY:
As part of the tax rate adoption process, the taxing entity is required to calculate the no-new-revenue tax rate and the voter-approval tax rate on the forms prescribed by the Comptroller.

RATIONALE:
Pursuant to Texas Tax Code §26.05(a-1), the Board of Trustees must first approve the proposed interest and sinking (I&S) tax rate used to pay debt service that exceeds the minimum debt service tax rate prior to adopting the tax rate. The following motion must be read aloud and must receive a 60 percent approval from the members of the board.

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

ADMINSTRATIVE RECOMMENDATION:
The administrative recommendation is to approve the Proposed Interest & Sinking Rate for Debt Service that Exceeds the Minimum Amount Required for tax year 2026 for the San Elizario Independent School District with motion:

"I move that San Elizario Independent School District approve the proposal of an interest and sinking (I&S) rate to pay debt service that exceeds the minimum debt service tax rate as defined by the Texas Tax Code and the Texas Education Code. The Board finds that the District's minimum debt service tax rate is $0.1912 per $100 valuation, and that the proposed interest and sinking tax rate of $0.20350 used to pay debt service exceeds the minimum debt service tax rate by $0.0123 per $100 valuation. Additional revenue generated by the proposed rate will be used

San Elizario ISD
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for lawful debt service purposes, including: The excess revenue collected from the proposed rate will be used to restore the Interest and Sinking fund balance to an adequate level and ensure sufficient resources are available for the timely payment of the District's outstanding debt obligations.

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

2026 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 and JETI Agreements

San Elizario Independent School District	(915) 872-3900
School District's Name	Phone *(area code and number)*
1050 Chicken Ranch Rd., San Elizario, TX, 79849	www.seisd.net
School District's Address, City, State, ZIP Code	School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest.The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only.** School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI Agreements.*

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

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

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

Taxing units must include a hyperlink to a document that evidences the accuracy of each entry in the worksheet other than an entry making a mathematical calculation. [1] Source materials must contain data for all worksheets used.

Insert hyperlink:

Source Documents — click to view index

SECTION 1: No-New-Revenue Tax Rate

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

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	**Prior year total taxable value.** Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [2]	$ 310,913,211 Source
2.	**Prior year tax ceilings.** Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [3]	$ 2,641,103 Source
3.	**Preliminary prior year adjusted taxable value.** Subtract Line 2 from Line 1.	$ 308,272,108
4.	**Prior year total adopted tax rate**.	$ 0.8853 /$100 Source
5.	**Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.**	
	A. Original prior year ARB values: ..... $ 0	Source
	B. Prior year values resulting from final court decisions: ..... – $ 0	Source
	C. Prior year value loss. Subtract B from A. [4]	$ 0

[1] Tex. Tax Code §§5.07(g)(4) and 26.04(d-1)
[2] Tex. Tax Code §26.012(14)
[3] Tex. Tax Code §26.012(14)
[4] Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
6.	**Prior year taxable value subject to an appeal under Chapter 42, as of July 25.** **A. Prior year ARB certified value:** ..... $ 2,719,260 Source **B. Prior year disputed value:** ..... – $ 2,359,850 Source **C. Prior year undisputed value.** Subtract B from A. [5]	$ 359,410
7.	**Prior year Chapter 42-related adjusted values.** Add Line 5 and 6.	$ 359,410
8.	**Prior year taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7.	$ 308,631,518
9.	**Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.** Enter the prior year value of property in deannexed territory. [6]	$ 0 Source
10.	**Prior year taxable value lost because property first qualified for an exemption in the current year.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value. **A. Absolute exemptions.** Use prior year market value: ..... $ 0 Source **B. Partial exemptions.** Current year exemption amount or current year percentage exemption times prior year value:..+ $ 11,637,716 Source **C. Value loss.** Add A and B. [7]	$ 11,637,716
11.	**Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in the current year.** Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year. **A. Prior year market value.** ..... $ 569,989 Source **B. Current year productivity or special appraised value:** ..... - $ 34,384 Source **C. Value loss.** Subtract B from A. [8]	$ 535,605
12.	**Total adjustments for lost value.** Add Lines 9, 10C and 11C.	$ 12,173,321
13.	**Adjusted prior year taxable value.** Subtract Line 12 from Line 8.	$ 296,458,197
14.	**Adjusted prior year total levy.** Multiply Line 4 by Line 13 and divide by $100.	$ 2,624,544
15.	**Taxes refunded for years preceding prior year.** Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. [9]	$ 48,099 Source
16.	**Adjusted prior year levy with refunds.** Add Line 14 and Line 15. [10] Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.	$ 2,672,643

[5] Tex. Tax Code §26.012(13)
[6] Tex. Tax Code §26.012(15)
[7] Tex. Tax Code §26.012(15)
[8] Tex. Tax Code §26.012(15)
[9] Tex. Tax Code §26.012(13)
[10] Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
17.	**Total current year taxable value on the current year certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [11] **A. Certified values.**[12] ..... $ 338,706,052 Source **B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: ..... - $ 0 Source **C. Total current year value.** Subtract B from A.	$ 338,706,052
18.	**Total value of properties under protest or not included on certified appraisal roll.** [13] **A. Current year taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [14] ..... $ 1,344,321 Source **B. Current year value of properties not under protest or included on certified appraisal roll.** The chief appraiser givesschool districts a list of those taxable properties that the chief appraiser knows about but are not included in theappraisal roll certification. These properties are also not on the list of properties that are still under protest. On thislist of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [15] ..... + $ 0 Source **C. Total value under protest or not certified.** Add A and B.	$ 1,344,321
19.	**Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled.[16]	$ 3,821,518 Source
20.	**Anticipated contested value.** Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation.[17] An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico.[18] If completing this section, the taxing unit must include supporting documentation in Section 6.[19] Taxing units that are not affected, enter 0.	$ 0 Source
21.	**Current year total taxable value.** Add Lines 17C and 18C. Subtract Lines 19 and 20.[20]	$ 336,228,855
22.	**Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	$ 0 Source
23.	**Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	$ 17,652,464 Source
24.	**Total adjustments to the current year taxable value.** Add lines 22 and 23.	$ 17,652,464
25.	**Adjusted current year taxable value.** Subtract line 24 from line 21.	$ 318,576,391
26.	**Current year NNR tax rate.** Divide line 16 by line 25 and multiply by $100.	$ 0.8389 /$100

[11] Tex. Tax Code §§26.012 and 26.04(c-2)
[12] Tex. Tax Code §26.012(6)
[13] Tex. Tax Code §26.01(c) and (d)
[14] Tex. Tax Code §26.01(c)
[15] Tex. Tax Code §26.01(d)
[16] Tex. Tax Code §26.012(6)(B)
[17] Tex Tax Code §§26.012(6)(C) and 26.012(1-b)
[18] Tex Tax Code §26.012(1-a)
[19] Tex Tax Code §26.04(d-3)
[20] Tex Tax Code §26.012(6)

Voter Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.[21]

SECTION 2: Maximum Compressed, Enrichment and Debt Tax Rate Worksheet

This section calculates three components of the voter-approval tax rate:

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment. [22]
2. **Enrichment Tax Rate:** [23] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression. [24]
3. **Debt Rate:** The debt rate includes the minimum dollar amount required to be paid toward the school district's debt service for the current year. [25] This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [26]

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

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [27] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit.* [28] Districts should review information from TEA when calculating their voter-approval tax rate.

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
27.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [29]	$ 0.5808 /$100 Source
28.	**Current year enrichment tax rate.** Enter the greater of A and B. [30] A. Enter the district's prior year enrichment tax rate ..... $ 0.0987 /$100 B. $0.05 per $100 of taxable value ..... $ 0.0500 /$100	$ 0.0987 /$100 Source
29.	**Current year maintenance and operations (M&O) tax rate.** Add Lines 27 and 28. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate.[31]	$ 0.6795 /$100
30.	**Total current year debt to be paid with property tax revenue.** Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. [32] Enter debt amount: ..... $ 1,624,399 B. Subtract **unencumbered fund amount** used to reduce total debt. ..... – $ 0 C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. ..... – $ 983,129 D. **Adjust debt:** Subtract B and C from A.	Source Source Source $ 641,270

[21] Tex. Tax Code §26.08(n)
[22] Tex. Edu. Code §48.2551(a)(3)
[23] Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
[24] Tex. Edu. Code §§48.202(a-1)(2)
[25] Tex. Tax Code §26.012(3)
[26] Tex. Edu. Code §45.0021(a)
[27] Tex. Edu. Code §11.184(b)
[28] Tex. Edu. Code §11.184(b-1)
[29] Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
[30] Tex. Tax Code §26.08(n)(2)
[31] Tex. Edu. Code §45.003(d)
[32] Tex. Tax Code §26.012(7)

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
31.	**Certified prior year excess debt collections.** Enter the amount certified by the collector. [33]	$ -3,075 Source
32.	**Adjusted current year debt.** Subtract line 31 from line 30D.	$ 644,345
33.	**Current year anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. [34] A. Enter the current year anticipated collection rate certified by the collector. [35] 100.2400 % Source B. Enter the prior year actual collection rate 100.3600% Source C. Enter the 2024 actual collection rate 100.2400 % Source D. Enter the 2023 actual collection rate 103.0500 % Source	100.2400 %
34.	**Current year debt adjusted for collections.** Divide Line 32 by Line 33. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	$ 642,802
35.	**Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.*	$ 336,228,855
36.	**Current year debt rate.** Divide Line 34 by Line 35 and multiply by $100.	$ 0.1912 /$100
37.	**Current year voter-approval tax rate.** Add Lines 29 and 36. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 29 and 36. [36]	$ 0.8707 /$100

SECTION 3: Adjustment for Pollution Control

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

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

Line	Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	**Certified expenses from the Texas Commission on Environmental Quality (TCEQ).** Enter the amount certified in the determination letter from TCEQ. [37] The school district shall provide its tax assessor with a copy of the letter. [38]	$ 0
39.	**Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.*	$ 336,228,855
40.	**Additional rate for pollution control.** Divide line 38 by line 39 and multiply by $100.	$ 0 /$100
41.	**Current year voter-approval tax rate, adjusted for pollution control.** Add line 37 and line 40.	$ 0.8707 /$100

SECTION 4: Prior Year Disaster Tax Rate Adjustment

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year. [39] As such, it must reduce its voter-approval tax rate for the current tax year.

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

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
42.	**Prior year adopted tax rate.** Enter the rate in Line 4 of the *No-New-Revenue Tax Rate Worksheet.*	$ /$100
43.	**Prior voter-approval tax rate.** If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	$ /$100 Source

[33] Tex. Tax Code §§26.012(10) and 26.04(b)
[34] Tex. Tax Code §§26.04(h), (h-1) and (h-2)
[35] Tex. Tax Code §26.04(b)
[36] Tex. Tax Code §26.08(g)
[37] Tex. Tax Code §26.045(d)
[38] Tex. Tax Code §26.045(i)
[39] Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
44.	**Increase in the prior year tax rate due to disaster (disaster pennies).** Subtract Line 43 from Line 42.	$ _____/$100
45.	**Current year voter-approval tax rate, adjusted for prior year disaster.** Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control).	$ _____/$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate ..... $ 0.8389 /$100

Enter the current year NNR tax rate from Line 26.

Voter-Approval Tax Rate ..... $ 0.8707 /$100

As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used: 37

SECTION 6: Addendum

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 20 must include the following as an addendum:

1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

SECTION 7: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code. [40]

print here

Printed Name of School District Representative

sign here

School District Representative

05/27/2026

Date

[40] Tex. Tax Code §26.04(c)

September 8, 2026

SUBJECT: Consideration of the No-New-Revenue (NNR) Tax Rate, Voter-Approval Tax Rate (VATR), and Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service and Approval of a Proposed Interest & Sinking Rate for Debt Service that Exceeds the Minimum Amount Required

Background Information

Section 26.04 of the Property Tax Code requires that the no-new-revenue tax rate and the voter-approval tax rate be submitted to the Board of Trustees by the designated officer or employee. The Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service defined Texas Education Code §44.004(c)(5)(A)(ii) also governs certain actions that must be taken during the tax rate adoption process.

This item does not represent the adoption of the district's tax rate.

SB 1453 (2025) requires supermajority board approval (60%) to increase the proposed Interest & Sinking (I&S) rate above the minimum required debt amount. Since the district is proposing an I&S rate that meets this condition, an additional motion will be required after the initial calculation is presented.

Administrative Consideration

N/A

Budget Consideration

N/A

Administrative Recommendation

The administration recommends approval of this item.

Submitted by: Elizabeth Perez

2026 Tax Rate Calculation Worksheet

Form 50-859

School Districts without Chapter 313 and JETI Agreements

San Elizario Independent School District	(915) 872-3900
School District's Name	Phone *(area code and number)*
1050 Chicken Ranch Rd., San Elizario, TX, 79849	www.seisd.net
School District's Address, City, State, ZIP Code	School District's Website Address

GENERAL INFORMATION: Tax Code Section 26.04(c) requires an officer or employee designated by the governing body to calculate the no-new-revenue tax rate and voter-approval tax rate for the taxing unit. These tax rates are expressed in dollars per $100 of taxable value calculated. The calculation process starts after the chief appraiser delivers to the taxing unit the certified appraisal roll or certified estimate of value and the estimated values of properties under protest.The designated officer or employee shall submit the rates to the governing body by August 7 or as soon thereafter as practicable. Tax Code Section 26.04(e-1) does not require school districts to certify tax rate calculations or comply with certain Tax Code notice requirements. School districts are required to provide notice regarding tax rate calculations pursuant to Education Code Chapter 44.

This worksheet is for **school districts without Tax Code Chapter 313 or Government Code Chapter 403, Subchapter T, Texas Jobs, Energy, Technology, and Innovation Act (JETI) agreements only.** School districts that have a Chapter 313 or JETI agreement should use Comptroller Form 50-884 *Tax Rate Calculation Worksheet, School Districts with Chapter 313 and JETI Agreements.*

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

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

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

Taxing units must include a hyperlink to a document that evidences the accuracy of each entry in the worksheet other than an entry making a mathematical calculation. [1] Source materials must contain data for all worksheets used.

Insert hyperlink:

Source Documents — click to view index

SECTION 1: No-New-Revenue Tax Rate

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

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
1.	**Prior year total taxable value.** Enter the amount of the prior year taxable value on the prior year tax roll today. Include any adjustments since last year's certification; exclude one-fourth and one-third over-appraisal corrections made under Tax Code Section 25.25(d) from these adjustments. Exclude any property value subject to an appeal under Chapter 42 as of July 25 (will add undisputed value in Line 6). This total includes the taxable value of homesteads with tax ceilings (will deduct in Line 2). [2]	$ 310,913,211 Source
2.	**Prior year tax ceilings.** Enter the prior year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled. [3]	$ 2,641,103 Source
3.	**Preliminary prior year adjusted taxable value.** Subtract Line 2 from Line 1.	$ 308,272,108
4.	**Prior year total adopted tax rate**.	$ 0.8853 /$100 Source
5.	**Prior year taxable value lost because court appeals of ARB decisions reduced prior year appraised value.**	
	A. Original prior year ARB values: ..... $ 0	Source
	B. Prior year values resulting from final court decisions: ..... – $ 0	Source
	C. Prior year value loss. Subtract B from A. [4]	$ 0

[1] Tex. Tax Code §§5.07(g)(4) and 26.04(d-1)
[2] Tex. Tax Code §26.012(14)
[3] Tex. Tax Code §26.012(14)
[4] Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
6.	**Prior year taxable value subject to an appeal under Chapter 42, as of July 25.** **A. Prior year ARB certified value:** ..... $ 2,719,260 Source **B. Prior year disputed value:** ..... – $ 2,359,850 Source **C. Prior year undisputed value.** Subtract B from A. [5]	$ 359,410
7.	**Prior year Chapter 42-related adjusted values.** Add Line 5 and 6.	$ 359,410
8.	**Prior year taxable value, adjusted for actual and potential court-ordered adjustments.** Add Line 3 and Line 7.	$ 308,631,518
9.	**Prior year taxable value of property in territory the school deannexed after Jan. 1, of the prior year.** Enter the prior year value of property in deannexed territory. [6]	$ 0 Source
10.	**Prior year taxable value lost because property first qualified for an exemption in the current year.** If the school district increased an original exemption, use the difference between the original exempted amount and the increased exempted amount. Do not include value lost due to freeport goods-in-transit, or temporary disaster exemptions. Note that lowering the amount or percentage of an existing exemption in the current year does not create a new exemption or reduce taxable value. **A. Absolute exemptions.** Use prior year market value: ..... $ 0 Source **B. Partial exemptions.** Current year exemption amount or current year percentage exemption times prior year value:..+ $ 11,637,716 Source **C. Value loss.** Add A and B. [7]	$ 11,637,716
11.	**Prior year taxable value lost because property first qualified for agricultural appraisal (1-d or 1-d-1), timber appraisal, recreational/ scenic appraisal or public access airport special appraisal in the current year.** Use only properties that qualified in the current year for the first time; do not use properties that qualified in the prior year. **A. Prior year market value.** ..... $ 569,989 Source **B. Current year productivity or special appraised value:**..... - $ 34,384 Source **C. Value loss.** Subtract B from A. [8]	$ 535,605
12.	**Total adjustments for lost value.** Add Lines 9, 10C and 11C.	$ 12,173,321
13.	**Adjusted prior year taxable value.** Subtract Line 12 from Line 8.	$ 296,458,197
14.	**Adjusted prior year total levy.** Multiply Line 4 by Line 13 and divide by $100.	$ 2,624,544
15.	**Taxes refunded for years preceding prior year.** Enter the amount of taxes refunded by the district for tax years preceding the prior year. Types of refunds include court decisions, Tax Code Section 25.25(b) and (c) corrections and Tax Code Section 31.11 payment errors. Do not include refunds for the prior tax year. This line applies only to tax years preceding the prior tax year. [9]	$ 48,099 Source
16.	**Adjusted prior year levy with refunds.** Add Line 14 and Line 15. [10] Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, subtract the amount of taxes the governing body dedicated to the junior college district in the prior year from the result.	$ 2,672,643

[5] Tex. Tax Code §26.012(13)
[6] Tex. Tax Code §26.012(15)
[7] Tex. Tax Code §26.012(15)
[8] Tex. Tax Code §26.012(15)
[9] Tex. Tax Code §26.012(13)
[10] Tex. Tax Code §26.012(13)

Line	No-New-Revenue Tax Rate Worksheet	Amount/Rate
17.	**Total current year taxable value on the current year certified appraisal roll today.** This value includes only certified values and includes the total taxable value of homesteads with tax ceilings (will deduct in line 19). These homesteads include homeowners age 65 or older or disabled. [11] **A. Certified values.**[12] ..... $ 338,706,052 Source **B. Pollution control and energy storage system exemption:** Deduct the value of property exempted for the current tax year for the first time as pollution control or energy storage system property: ..... - $ 0 Source **C. Total current year value.** Subtract B from A.	$ 338,706,052
18.	**Total value of properties under protest or not included on certified appraisal roll.** [13] **A. Current year taxable value of properties under protest.** The chief appraiser certifies a list of properties still under ARB protest. The list shows the appraisal district's value and the taxpayer's claimed value, if any, or an estimate of the value if the taxpayer wins. For each of the properties under protest, use the lowest of these values. Enter the total value under protest. [14] ..... $ 1,344,321 Source **B. Current year value of properties not under protest or included on certified appraisal roll.** The chief appraiser givesschool districts a list of those taxable properties that the chief appraiser knows about but are not included in theappraisal roll certification. These properties are also not on the list of properties that are still under protest. On thislist of properties, the chief appraiser includes the market value, appraised value and exemptions for the preceding year and a reasonable estimate of the market value, appraised value and exemptions for the current year. Use the lower market, appraised or taxable value (as appropriate). Enter the total value not on the roll. [15] ..... + $ 0 Source **C. Total value under protest or not certified.** Add A and B.	$ 1,344,321
19.	**Current year tax ceilings.** Enter current year total taxable value of homesteads with tax ceilings. These include the homesteads of homeowners age 65 or older or disabled.[16]	$ 3,821,518 Source
20.	**Anticipated contested value.** Affected taxing units enter the contested taxable value for all property that is subject to anticipated substantial litigation.[17] An affected taxing unit is wholly or partly located in a county that has a population of less than 500,000 and is located on the Gulf of Mexico.[18] If completing this section, the taxing unit must include supporting documentation in Section 6.[19] Taxing units that are not affected, enter 0.	$ 0 Source
21.	**Current year total taxable value.** Add Lines 17C and 18C. Subtract Lines 19 and 20.[20]	$ 336,228,855
22.	**Total current year taxable value of properties in territory annexed after Jan. 1, of the prior year.** Include both real and personal property. Enter the current year value of property in territory annexed by the school district.	$ 0 Source
23.	**Total current year taxable value of new improvements and new personal property located in new improvements.** New means the item was not on the appraisal roll in the prior year. An improvement is a building, structure, fixture or fence erected on or affixed to land. New additions to existing improvements may be included if the appraised value can be determined. New personal property in a new improvement must have been brought into the school district after Jan. 1, of the prior year, and be located in a new improvement.	$ 17,652,464 Source
24.	**Total adjustments to the current year taxable value.** Add lines 22 and 23.	$ 17,652,464
25.	**Adjusted current year taxable value.** Subtract line 24 from line 21.	$ 318,576,391
26.	**Current year NNR tax rate.** Divide line 16 by line 25 and multiply by $100.	$ 0.8389 /$100

[11] Tex. Tax Code §§26.012 and 26.04(c-2)
[12] Tex. Tax Code §26.012(6)
[13] Tex. Tax Code §26.01(c) and (d)
[14] Tex. Tax Code §26.01(c)
[15] Tex. Tax Code §26.01(d)
[16] Tex. Tax Code §26.012(6)(B)
[17] Tex Tax Code §§26.012(6)(C) and 26.012(1-b)
[18] Tex Tax Code §26.012(1-a)
[19] Tex Tax Code §26.04(d-3)
[20] Tex Tax Code §26.012(6)

Voter Approval Tax Rate

The voter-approval tax rate is the highest tax rate that a taxing unit may adopt without holding an election to seek voter approval of the rate. Most school districts calculate a voter-approval tax rate that is split into three separate rates.[21]

SECTION 2: Maximum Compressed, Enrichment and Debt Tax Rate Worksheet

This section calculates three components of the voter-approval tax rate:

1. **Maximum Compressed Tax Rate (MCR):** A district's maximum compressed tax rate is defined as the tax rate for the current tax year per $100 of valuation of taxable property at which the district must levy a maintenance and operations tax to receive the full amount of the tier one allotment. [22]
2. **Enrichment Tax Rate:** [23] A district's enrichment tax rate is defined as any tax effort in excess of the district's MCR and less than $0.17. The enrichment tax rate is divided into golden pennies and copper pennies. School districts can claim up to 8 golden pennies, not subject to compression, and 9 copper pennies which are subject to compression. [24]
3. **Debt Rate:** The debt rate includes the minimum dollar amount required to be paid toward the school district's debt service for the current year. [25] This rate accounts for principal and interest on bonds and other debt secured by property tax revenue.

The MCR and Enrichment Tax Rate added together make up the school district's maintenance and operations (M&O) tax rate. Districts cannot increase the district's M&O tax rate to create a surplus in M&O tax revenue for the purpose of paying the district's debt service. [26]

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

A district must complete an efficiency audit before seeking voter approval to adopt a M&O tax rate higher than the calculated M&O tax rate, hold an open meeting to discuss the results of the audit, and post the results of the audit on the district's website 30 days prior to the election. [27] Additionally, a school district located in an area declared a disaster by the governor may adopt a M&O tax rate higher than the calculated M&O tax rate during the two-year period following the date of the *declaration without conducting an efficiency audit.* [28] Districts should review information from TEA when calculating their voter-approval tax rate.

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
27.	**Current year maximum compressed tax rate (MCR).** TEA will publish compression rates based on district and statewide property value growth. Enter the school districts' maximum compressed rate based on guidance from TEA. [29]	$ 0.5808 /$100 Source
28.	**Current year enrichment tax rate.** Enter the greater of A and B. [30] A. Enter the district's prior year enrichment tax rate ..... $ 0.0987 /$100 B. $0.05 per $100 of taxable value ..... $ 0.0500 /$100	$ 0.0987 /$100 Source
29.	**Current year maintenance and operations (M&O) tax rate.** Add Lines 27 and 28. Note: M&O tax rate may not exceed the sum of $0.17 and the district's maximum compressed rate.[31]	$ 0.6795 /$100
30.	**Total current year debt to be paid with property tax revenue.** Debt means the interest and principal that will be paid on debts that: (1) Are paid by property taxes; (2) Are secured by property taxes; (3) Are scheduled for payment over a period longer than one year; and (4) Are not classified in the school district's budget as M&O expenses. A. **Debt** includes contractual payments to other school districts that have incurred debt on behalf of this school district, if those debts meet the four conditions above. Include only amounts that will be paid from property tax revenue. Do not include appraisal district budget payments. If the governing body of a taxing unit authorized or agreed to authorize a bond, warrant, certificate of obligation, or other evidence of indebtedness on or after Sept. 1, 2021, verify if it meets the amended definition of debt before including it here. [32] Enter debt amount: ..... $ 1,664,699 B. Subtract **unencumbered fund amount** used to reduce total debt. ..... – $ 0 C. Subtract **state aid** received for paying principal and interest on debt for facilities through the existing debt allotment program and/or instructional facilities allotment program. ..... – $ 981,906 D. **Adjust debt:** Subtract B and C from A.	Source Source Source $ 682,793

[21] Tex. Tax Code §26.08(n)
[22] Tex. Edu. Code §48.2551(a)(3)
[23] Tex. Tax Code §26.08(i) and Tex. Edu. Code §45.0032
[24] Tex. Edu. Code §§48.202(a-1)(2)
[25] Tex. Tax Code §26.012(3)
[26] Tex. Edu. Code §45.0021(a)
[27] Tex. Edu. Code §11.184(b)
[28] Tex. Edu. Code §11.184(b-1)
[29] Tex. Edu. Code §§48.255, 48.2551(b)(1) and (b)(2)
[30] Tex. Tax Code §26.08(n)(2)
[31] Tex. Edu. Code §45.003(d)
[32] Tex. Tax Code §26.012(7)

Line	MCR, Enrichment and Debt Tax Rate Worksheet	Amount/Rate
31.	**Certified prior year excess debt collections.** Enter the amount certified by the collector. [33]	$ -3,075 Source
32.	**Adjusted current year debt.** Subtract line 31 from line 30D.	$ 685,868
33.	**Current year anticipated collection rate.** If the anticipated rate in A is lower than actual rates in B, C and D, enter the lowest rate from B, C and D. If the anticipated rate in A is higher than at least one of the rates in the prior three years, enter the rate from A. Note that the rate can be greater than 100%. [34] A. Enter the current year anticipated collection rate certified by the collector. [35] 100.2400 % Source B. Enter the prior year actual collection rate 100.3600% Source C. Enter the 2024 actual collection rate 100.2400 % Source D. Enter the 2023 actual collection rate 103.0500 % Source	100.2400 %
34.	**Current year debt adjusted for collections.** Divide Line 32 by Line 33. Note: If the governing body of the school district governs a junior college district in a county with a population of more than two million, add the amount of taxes the governing body proposes to dedicate to the junior college district in the current year to the result.	$ 684,226
35.	**Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.*	$ 336,228,855
36.	**Current year debt rate.** Divide Line 34 by Line 35 and multiply by $100.	$ 0.2035 /$100
37.	**Current year voter-approval tax rate.** Add Lines 29 and 36. If the school district received distributions from an equalization tax imposed under former Chapter 18, Education Code, add the NNR tax rate as of the date of the county unit system's abolition to the sum of Lines 29 and 36. [36]	$ 0.8830 /$100

SECTION 3: Adjustment for Pollution Control

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

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

Line	Adjustment for Pollution Control Requirements Worksheet	Amount/Rate
38.	**Certified expenses from the Texas Commission on Environmental Quality (TCEQ).** Enter the amount certified in the determination letter from TCEQ. [37] The school district shall provide its tax assessor with a copy of the letter. [38]	$ 0
39.	**Current year total taxable value.** Enter the amount on Line 21 of the *No-New-Revenue Tax Rate Worksheet.*	$ 336,228,855
40.	**Additional rate for pollution control.** Divide line 38 by line 39 and multiply by $100.	$ 0 /$100
41.	**Current year voter-approval tax rate, adjusted for pollution control.** Add line 37 and line 40.	$ 0.8830 /$100

SECTION 4: Prior Year Disaster Tax Rate Adjustment

If a school district adopted a tax rate that exceeded its voter-approval tax rate without holding an election to respond to a disaster in the prior year, as allowed by Tax Code Section 26.042(e), the school district may not consider the amount by which it exceeded its voter-approval tax rate in the calculation this year. [39] As such, it must reduce its voter-approval tax rate for the current tax year.

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

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
42.	**Prior year adopted tax rate.** Enter the rate in Line 4 of the *No-New-Revenue Tax Rate Worksheet.*	$ /$100
43.	**Prior voter-approval tax rate.** If the school district adopted a tax rate above the prior year voter-approval tax rate without holding an election due to a disaster, enter the voter-approval tax rate from the prior year's worksheet.	$ /$100 Source

[33] Tex. Tax Code §§26.012(10) and 26.04(b)
[34] Tex. Tax Code §§26.04(h), (h-1) and (h-2)
[35] Tex. Tax Code §26.04(b)
[36] Tex. Tax Code §26.08(g)
[37] Tex. Tax Code §26.045(d)
[38] Tex. Tax Code §26.045(i)
[39] Tex. Tax Code §26.042(f) and Tex. Edu. Code §45.0032(d)

Line	Prior Year Disaster Adjustment Worksheet	Amount/Rate
44.	**Increase in the prior year tax rate due to disaster (disaster pennies).** Subtract Line 43 from Line 42.	$ _____/$100
45.	**Current year voter-approval tax rate, adjusted for prior year disaster.** Subtract Line 44 from one of the following lines (as applicable): Line 37 or Line 41 (school districts with pollution control).	$ _____/$100

SECTION 5: Total Tax Rate

Indicate the applicable total tax rates as calculated above.

No-New-Revenue Tax Rate . . . . . $ 0.8389 /$100

Enter the current year NNR tax rate from Line 26.

Voter-Approval Tax Rate . . . . . $ 0.8830 /$100

As applicable, enter the current year voter-approval tax rate from Line 37, Line 41 or Line 45. Indicate the line number used: 37

SECTION 6: Addendum

An affected taxing unit that enters an amount described by Tax Code Section 26.012(6)(C) in Line 20 must include the following as an addendum:

1. Documentation that supports the exclusion of value under Tax Code Section 26.012(6)(C); and
2. Each statement submitted to the designated officer or employee by the property owner or entity as required by Tax Code Section 41.48(c)(2) for that tax year.

Insert hyperlinks to supporting documentation:

SECTION 7: School District Representative Name and Signature

Enter the name of the person preparing the tax rate as authorized by the governing body of the school district. By signing below, you certify that you are the designated officer or employee of the school district and have calculated the tax rates in accordance with requirements in Tax Code and Education Code. [40]

print here

Printed Name of School District Representative

sign here

School District Representative

05/27/2026

Date

[40] Tex. Tax Code §26.04(c)

September 8, 2026

No-New-Revenue (NNR) Tax Rate, Voter-Approval Tax Rate (VATR), and Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service

Background Information

The following tax rates are defined under Chapter 26 of the Property Tax Code. Statute requires that the designated officer or employee calculate both rates using forms prescribed by the Texas Comptroller.

This year's no-new-revenue tax rate (formerly referred to as the effective tax rate) would impose the same total taxes as last year if applied to properties taxed in both years, less improvements made to those properties. It does not account for impacts in state aid or recapture that would occur if the rate was adopted.

This year's voter-approval tax rate (formerly referred to as the rollback tax rate) is the highest tax rate the school district can set before it must hold a voter-approval tax rate election (VATRE) or exercise its authority under Sec. 26.042(e).

The Rate to Maintain Same Level of Maintenance & Operations Revenue & Pay Debt Service is defined by Texas Education Code §44.004(c)(5)(A)(ii). There is no specific worksheet or methodology prescribed by the state regarding the calculation for these rates. The rates presented here were calculated using a free Summary of Finance template maintained by MoakCasey, LLC.

Rate to Maintain Same Level of M&O Revenue and Pay Debt Service — The M&O component reflects the rate needed to generate the same level of per-student funding as the prior year under the Texas Education Code Chapter 48/49 equalization formulas. The I&S component reflects the minimum rate required to meet all outstanding debt service obligations for the current year.

Pursuant to Texas Tax Code §26.05(a-2), the officer or employee designated by the governing body to calculate the voter-approval tax rate of the taxing unit under this chapter has recalculated that rate to account for the new current debt rate, and that recalculated voter-approval tax rate is reported below. This will serve as the voter-approval tax rate for San Elizario ISD for the 2026 tax year.

The rates below are given per $100 of property value.

This year's no-new-revenue tax rate:	**$0.8389/$100**
This year's voter-approval tax rate (using supermajority-approved debt service amount):	**$0.8830/$100**
For maintenance and operations (M&O):	*$0.6795/$100*
For interest and sinking (I&S):	*$0.2035/$100*
Rate to Maintain Same Level of M&O Revenue & Pay Debt Service:	**$0.8899/$100**
For maintenance and operations (M&O):	*$0.6784/$100*
For interest and sinking (I&S):	*$0.2115/$100*

Source: NNR and VATR calculated from the Tax Rate Worksheet pursuant to Texas Tax Code Chapter 26. Rate to Maintain calculated using MoakCasey Summary of Finance template.

Submitted by: Elizabeth Perez

New Requirement from SB 1453 (2025)

Motion Language to Approve a Proposed Interest & Sinking Rate for Debt Service that Exceeds the Minimum Amount Required

Pursuant to Texas Tax Code §26.05(a-1), the Board of Trustees must first approve the proposed interest and sinking (I&S) tax rate used to pay debt service that exceeds the minimum debt service tax rate prior to adopting the tax rate. The following motion must be read aloud and must receive a 60 percent approval from the members of the board.

*I move that San Elizario Independent School District approve the proposal of an interest and sinking (I&S) rate to pay debt service that exceeds the minimum debt service tax rate as defined by the Texas Tax Code and the Texas Education Code. The Board finds that the District's minimum debt service tax rate is **$0.1912** per $100 valuation, and that the proposed interest and sinking tax rate of **$0.20350** used to pay debt service exceeds the minimum debt service tax rate by **$0.0123** per $100 valuation. Additional revenue generated by the proposed rate will be used for lawful debt service purposes, including:*

The excess revenue collected from the proposed rate will be used to restore the Interest and Sinking Fund balance to an adequate level and ensure sufficient resources are available for the timely payment of the District's outstanding debt obligations.

Example uses of excess revenues for motion language

- early defeasance or retirement of outstanding bonded indebtedness;
- establishment or maintenance of prudent debt service reserves;
- reduction of future interest costs to District taxpayers;
- mitigation of future tax rate volatility;
- payment of scheduled or anticipated debt obligations.

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Consider and possible Board action on Adoption of Resolution Setting Tax Rate for the 2026-2027 School Year
Date: September 8, 2026

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

Fiscal Year	Maintenance & Operations	Interest & Sinking	Total
2022-2023	$0.9033	$0.1497	$1.0530
2023-2024	$0.7219	$0.1697	$0.8916
2024-2025	$0.7156	$0.1697	$0.8853
2025-2026	$0.7156	$0.1697	$0.8853
2026-2027 (proposed)	$0.6795	$0.2035	$0.8830

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

- $0.8830 – Proposed Rate
- $0.6795 – Maintenance & Operations Rate
- $0.2035 – Debt Rate
- $0.8830 – Voter-Approval Tax Rate
- $0.8389 – No-New-Revenue Tax Rate
- $0.6784 – No-New-Revenue Maintenance & Operations Rate

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

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the enclosed resolution based on the proposed rate of $0.8830. CCG (LEGAL) is specifying this motion:
Motion: "I move that the property tax rate be increased by the adoption of a tax rate of $0.8830, which is effectively a 5.26% percent increase in the tax rate."

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

RESOLUTION OF THE BOARD OF TRUSTEES OF THE

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

On this date, we, the Board of Trustees of the San Elizario Independent School District hereby levy or set the tax rate on $100 valuation for the District for the tax year 2026 at a total tax rate of **$0.88300/$100**, to be assessed and collected by the duly specified assessor and collector as follows:

$0.67950/$100 for the purpose of maintenance and operations, and

$0.20350/$100 for the purpose of payment of principal and interest on debts.

Such taxes are to be assessed and collected by the tax officials designated by the District.

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

THE TAX RATE WILL EFFECTIVELY BE RAISED BY 0.16 PERCENT AND WILL RAISE TAXES FOR MAINTENANCE AND OPERATIONS ON A $100,000 HOME BY APPROXIMATELY –$36.10.

PASSED AND ADOPTED this *8* day of *September*, 2026 by the Board of Trustees for the San Elizario Independent School District.

Board President:

Signature

Eduardo Chavez, Board President

Printed Name / Title

Board Secretary:

Signature

Sandra Licon, Secretary

Printed Name / Title

Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

1701 North Congress Avenue • Austin, Texas 78701-1494 • 512 463-9734 • 512 463-9838 FAX • tea.texas.gov

DATE:	**May 14, 2026**
SUBJECT:	**Senate Bill 12: Annual Certification of Compliance with Certain Laws**
CATEGORY:	**Certification Submission Compliance**
NEXT STEPS:	**Review guidance and initiate local action to prepare and submit the required certification**

Overview

This communication provides guidance on the new requirement for school districts and open-enrollment charter schools to annually certify compliance with specified laws under Texas Education Code (TEC), §39.008, as established by Senate Bill (SB) 12, 89th Texas Legislature.

School systems should take the following actions to ensure timely compliance with this new requirement:

- review local policies and procedures to ensure alignment with TEC, §§11.005 (Prohibition on Diversity, Equity, and Inclusion Duties) and 28.0022 (Certain Instructional Requirements and Prohibitions);
- document how district or school employees and contractors were notified of these policies and procedures;
- compile descriptions of any changes made to existing policies, programs, procedures, or trainings that were altered to comply with these statutes, as well as any cost savings the district gained based on these actions;
- prepare a certification of compliance that includes all required statutory components for board approval; and
- beginning in July, submit the board-approved certification electronically through AskTED no later than September 30.

Certification Requirements

Beginning with the 2026-27 school year, each school system must submit a board-approved certification of compliance to the Texas Education Agency (TEA) no later than September 30 of each school year. Pursuant to TEC, §39.008, the annual certification must:

- be approved by a majority vote of the board of trustees or governing body at a public meeting that includes an opportunity for public testimony and for which notice was posted on the school system's website at least seven days before the meeting;
- be submitted electronically to TEA; and
- include the required information outlined in TEC, §39.008(b)(2).

To assist school systems in preparing a certification of compliance, TEA is providing a Compliance Certification Template. School systems may complete this template electronically as a fillable PDF. If additional space is needed, additional pages may be attached, as appropriate, or a Word version of the template is also available. Use of the template is optional; however, it is designed to help ensure that submitted certifications include all required components outlined in statute.

Submission Through AskTED

To support this process, TEA will collect these certifications from school systems through the AskTED application. From July to September 2026, school systems may access the file upload portal by selecting the "Local Policy Certification" tab in AskTED. Each school system will be expected to answer three yes/no questions and upload a board-approved certification document in PDF format that addresses all applicable statutory requirements. If multiple documents are required, they must be consolidated into a single PDF for the submission.

TEA will post each certification received on the agency's website, as required by statute.

Contact Information

If you have questions regarding this letter, please email generalinquiry@tea.texas.gov.

If you need assistance with the AskTED submission process, please contact your district's AskTED administrator. If you need assistance identifying your AskTED administrator or accessing AskTED, email AskTED@tea.texas.gov.

Charter schools needing assistance with AskTED may contact the TEA Charter School Authorizing Division at CharterAskTED@tea.texas.gov.

Compliance Certification Template

TEC §39.008: Certification of Compliance with Certain Laws Required

The template on the following pages is provided to assist Texas school systems in complying with the certification requirements under Texas Education Code [TEC] §39.008, as enacted by Senate Bill 12 (89th Texas Legislative Session). The completed certification must be approved by the governing body in a public meeting and submitted electronically through the AskTED application no later than September 30 of each school year to the Texas Education Agency (TEA).

This page is provided for informational purposes only and may be removed prior to submission.

TEC §39.008: Certification of Compliance with Certain Laws Required

Section 1: School System Information

Name of School District or Charter School: San Elizario Independent School District

County-District Number (CDN): 071904

Superintendent/CEO Name: Jeannie Meza-Chavez

Certification School Year: 2026-2027

Section 2: Description of Required Policies and Procedures

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

The policies and procedures required under TEC §§11.005(c) and 28.0022(h) were updated and approved by the Board of Trustees during a public meeting. The updated policies are available electronically through the District's online Board Policy Manual and are accessible to employees, contractors, and the public.

The requirements of TEC §28.0022(h) are addressed in Board Policy BT, available through the District's online Board Policy Manual:

https://pol.tasb.org/PolicyOnline/PolicyDetails?key=439&code=BT#legalTabContent

The requirements of TEC §§11.005(c) and 28.0022(h) are also reinforced on page 79 of the 2026–2027 Employee Handbook, which directs employees to the applicable District policies, including Policies DF and DH. Employees acknowledge electronically, through the district's employee portal, that they have reviewed the 2026–2027 Employee Handbook.

Contractors were notified of the applicable policies and procedures through electronic mail.

Section 3: Policy or Program Changes

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

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

The employee handbook and applicable policies were updated to reflect the requirements of TEC, §§39.008, 11.005, and 28.0022.

Section 4: Cost Savings

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

Total cost savings: $ _____

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

Section 5: Board Approval

Date of Board/Governing Body Meeting: September 8, 2026

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

Public testimony opportunity provided during meeting: X Yes ☐ No

Certification approved by majority vote: ☐ Yes ☐ No

Section 6: Certification Statement

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

Superintendent/CEO Signature: _____

Date: _____

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

_____

Notary Public, State of Texas

Instructional Workshop

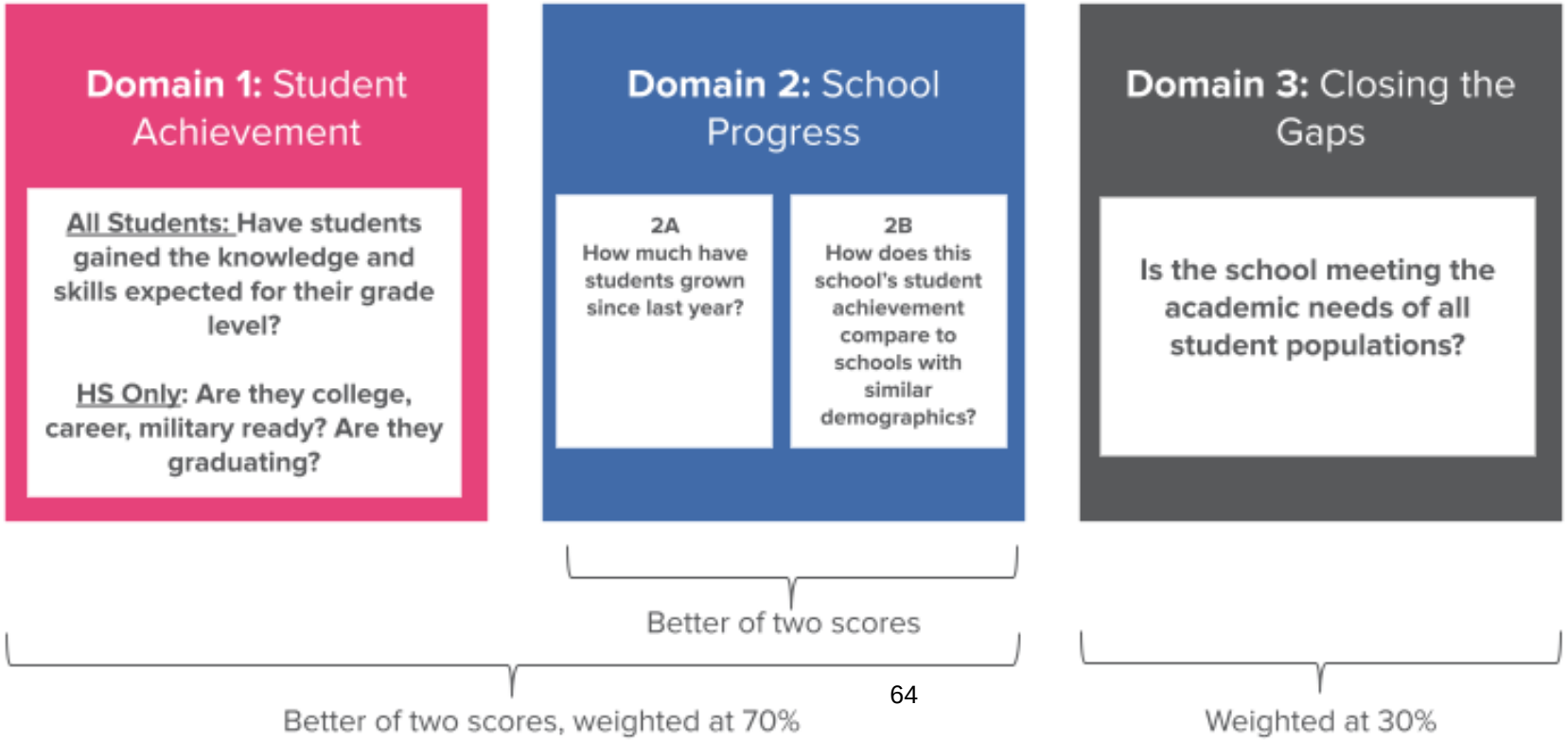
2026 – 2027
#WeAreSomosSanEli

September 8, 2026

Accountability Briefing

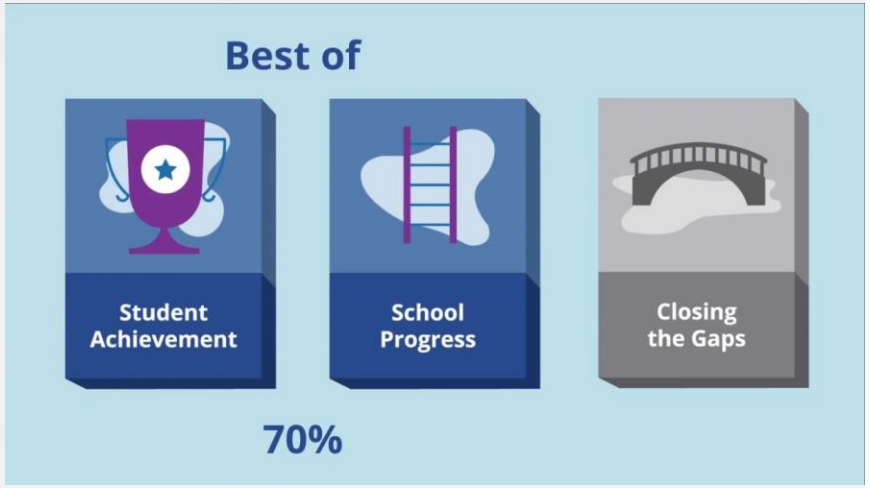
Calculating TEA Accountability Ratings - Campus

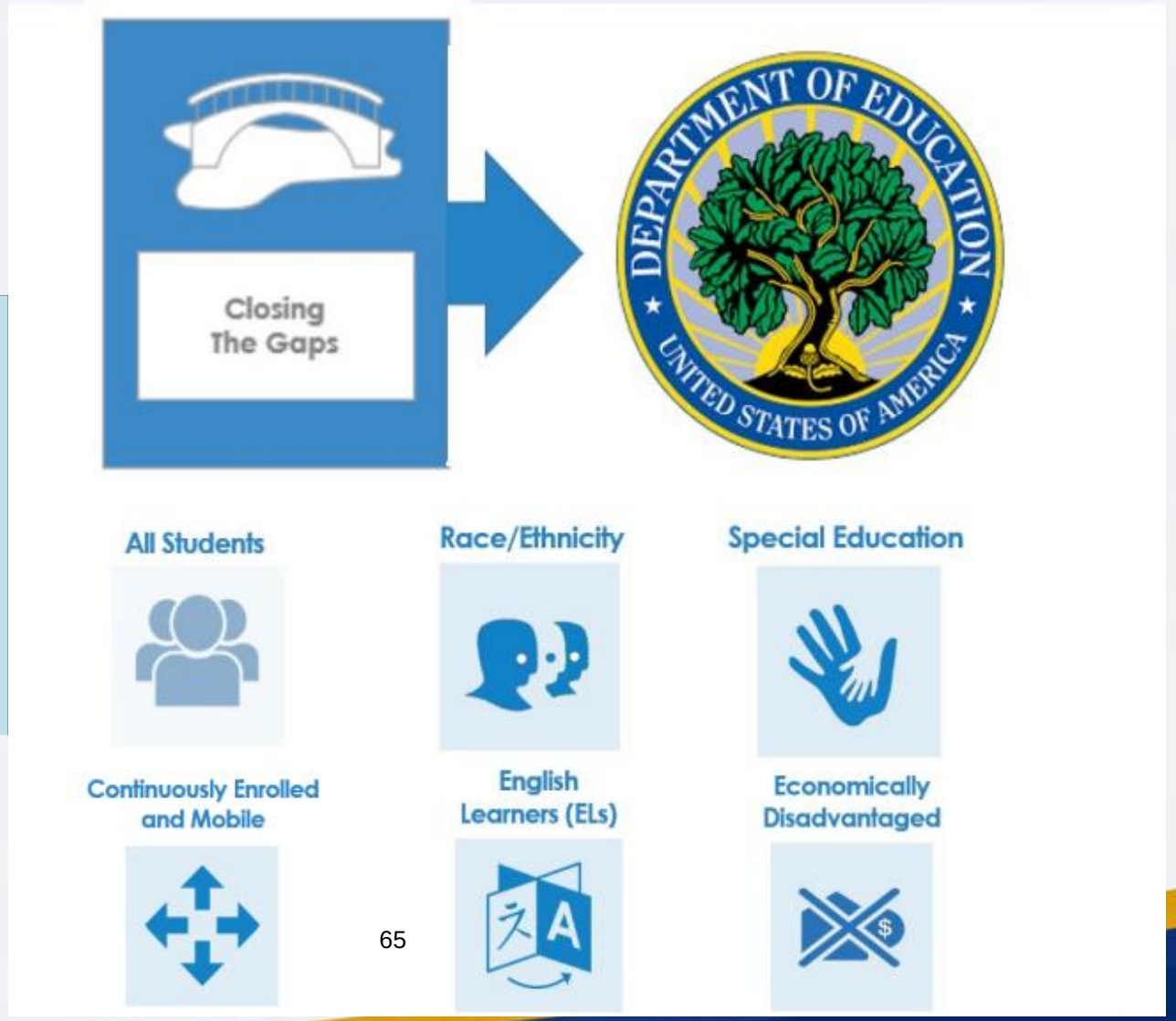
The TEA Accountability Rating System gives each campus an A-F Rating. This takes into account three domains, and by design, allows ratings to be computed using the highest subscores.



WeAreSomosSanEl

Accountability Notes





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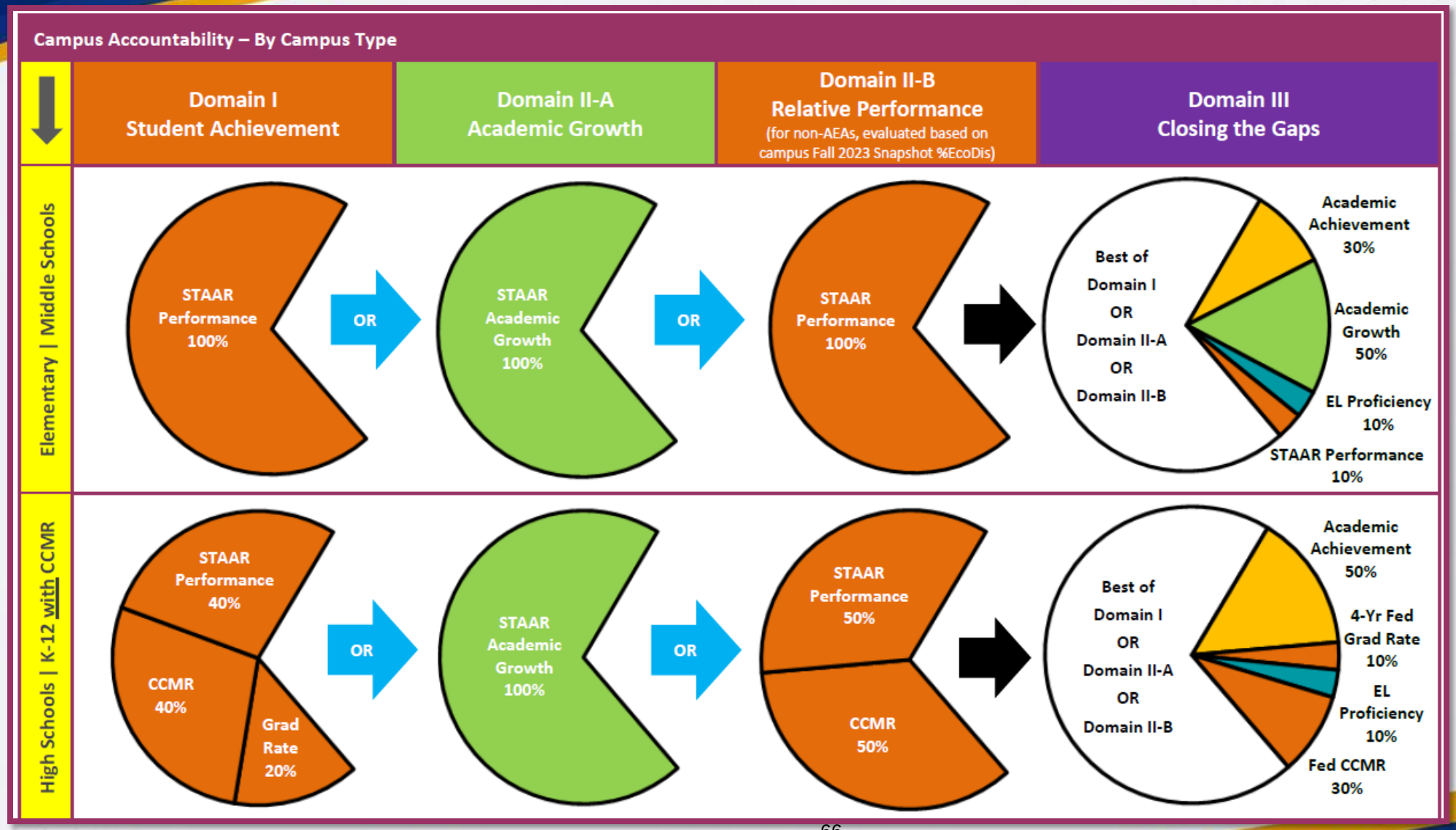
Breakdown



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San Elizario ISD District Rating

2025 Accountability Rating Overall Summary
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025** | 2026

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	**69**	**D**	
Student Achievement	66	D	0%
School Progress	73	C	70%
Academic Growth	68	D	
Relative Performance (Eco Dis: 90.8%)	73	C	
Closing the Gaps	69	D	30%

Texas Education Agency

2026 Accountability Rating Overall Summary
SAN ELIZARIO ISD (071904) - EL PASO COUNTY

Summary

	Scaled Score	Rating	Proportion of Overall Rating
Overall	**71**	**C**	
Student Achievement	68	D	0%
School Progress	76	C	70%
Academic Growth	70	C	
Relative Performance (Eco Dis: 92.1%)	76	C	
Closing the Gaps	58	F	30%

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L. G Alarcon Elementary School

2025 Accountability Rating Overall Summary
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025** | 2026

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**67**	**D**	
Student Achievement		**60**	**D**	**0%**
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**69**	**D**	**70%**
Academic Growth	62	69	D	✓
Relative Performance (Eco Dis: 87.2%)		66	D	
Closing the Gaps	**19**	**63**	**D**	**30%**

Texas Education Agency

2026 Accountability Rating Overall Summary
L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**55**	**F**	
Student Achievement		**59**	**F**	**0%**
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**65**	**D**	**70%**
Academic Growth	55	59	F	
Relative Performance (Eco Dis: 91.9%)		65	D	✓
Closing the Gaps	**0**	**30**	**F**	**30%**

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Alfonso Borrego Sr. Elementary School

2025 Accountability Rating Overall Summary
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025** | 2026

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**74**	**C**	
Student Achievement		**60**	**D**	**0%**
STAAR Performance	35	60		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**75**	**C**	**70%**
Academic Growth	67	75	C	✓
Relative Performance (Eco Dis: 88.4%)		66	D	
Closing the Gaps	**39**	**72**	**C**	**30%**

Identification of Schools for Improvement

This campus is identified for targeted support and improvement.

Texas Education Agency

2026 Accountability Rating Overall Summary
ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**58**	**F**	
Student Achievement		**59**	**F**	**0%**
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**70**	**C**	**70%**
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 89.8%)		63	D	
Closing the Gaps	**0**	**30**	**F**	**30%**

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

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Ann M. Garcia-Enriquez Middle School

2025 Accountability Rating Overall Summary

ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025** | 2026

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	**B**	
Student Achievement		**71**	**C**	**0%**
STAAR Performance	39	71		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**82**	**B**	**70%**
Academic Growth	67	79	C	
Relative Performance (Eco Dis: 92.9%)		82	B	✓
Closing the Gaps	**73**	**91**	**A**	**30%**

Texas Education Agency

2026 Accountability Rating Overall Summary

ANN M GARCIA-ENRIQUEZ MIDDLE (071904041) - SAN ELIZARIO ISD - EL PASO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	**B**	
Student Achievement		**73**	**C**	**0%**
STAAR Performance	41	73		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**85**	**B**	**70%**
Academic Growth	69	81	B	
Relative Performance (Eco Dis: 94.9%)		85	B	✓
Closing the Gaps	**63**	**84**	**B**	**30%**

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San Elizario High School

2025 Accountability Rating Overall Summary
SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

2019 | 2020 | 2021 | 2022 | 2023 | 2024 | **2025** | 2026

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**69**	**D**	
Student Achievement		**68**	**D**	**0%**
STAAR Performance	36	62		
College, Career and Military Readiness	77	79		
Graduation Rate	90.8	60		
School Progress		**76**	**C**	**70%**
Academic Growth	61	59	F	
Relative Performance (Eco Dis: 95.1%)		76	C	✓
Closing the Gaps	**36**	**59**	**F**	**30%**

Texas Education Agency
2026 Accountability Rating Overall Summary
SAN ELIZARIO H S (071904001) - SAN ELIZARIO ISD - EL PASO COUNTY

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**79**	**C**	
Student Achievement		**75**	**C**	**0%**
STAAR Performance	38	65		
College, Career and Military Readiness	89	91		
Graduation Rate	92.9	65		
School Progress		**82**	**B**	**70%**
Academic Growth	67	69	D	
Relative Performance (Eco Dis: 94.8%)		82	B	✓
Closing the Gaps	**51**	**72**	**C**	**30%**

Identification of Schools for Improvement

This campus is not identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

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Apples to Apples

SEISD Reading Apples to Apples Comparison					
	23-24 App %		24-25 App %		25-26 App %
		3rd Gr.	64%	4th Gr.	66%
3rd Gr.	64%	4th Gr.	69%	5th Gr.	67%
4th Gr.	71%	5th Gr.	65%	6th Gr.	63%
5th Gr.	69%	6th Gr.	68%	7th Gr.	69%
6th Gr.	72%	7th Gr.	71%	8th Gr.	81%
7th Gr.	58%	8th Gr.	79%	Eng. I	69%
8th Gr.	77%	Eng. I	54%	Eng. II	57%

SEISD Reading Apples to Apples Comparison					
	23-24 Meets %		24-25 Meets %		25-26 Meets %
		3rd Gr.	31%	4th Gr.	33%
3rd Gr.	37%	4th Gr.	35%	5th Gr.	36%
4th Gr.	43%	5th Gr.	46%	6th Gr.	44%
5th Gr.	34%	6th Gr.	40%	7th Gr.	39%
6th Gr.	47%	7th Gr.	38%	8th Gr.	50%
7th Gr.	30%	8th Gr.	45%	Eng. I	46%
8th Gr.	42%	Eng. I	28%	Eng. II	39%

SEISD Reading Apples to Apples Comparison					
	23-24 Mast %		24-25 Mast %		25-26 Mast %
		3rd Gr.	6%	4th Gr.	8%
3rd Gr.	10%	4th Gr.	8%	5th Gr.	13%
4th Gr.	15%	5th Gr.	16%	6th Gr.	16%
5th Gr.	11%	6th Gr.	16%	7th Gr.	17%
6th Gr.	15%	7th Gr.	9%	8th Gr.	19%
7th Gr.	9%	8th Gr.	18%	Eng. I	4%
8th Gr.	9%	Eng. I	4%	Eng. II	2%

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Apples to Apples

SEISD MATH Apples to Apples Comparison					
	23-24 App %		24-25 App %		25-26 App %
		3rd Gr.	55%	4th Gr.	49%
3rd Gr.	51%	4th Gr.	55%	5th Gr.	61%
4th Gr.	62%	5th Gr.	61%	6th Gr.	77%
5th Gr.	78%	6th Gr.	83%	7th Gr.	41%
6th Gr.	81%	7th Gr.	44%	8th Gr.	83%
7th Gr.	46%	8th Gr.	76%	9th Gr.	91%

SEISD MATH Apples to Apples Comparison					
	23-24 Meets %		24-25 Meets %		25-26 Meets %
		3rd Gr.	25%	4th Gr.	28%
3rd Gr.	22%	4th Gr.	30%	5th Gr.	23%
4th Gr.	33%	5th Gr.	28%	6th Gr.	37%
5th Gr.	42%	6th Gr.	49%	7th Gr.	15%
6th Gr.	41%	7th Gr.	15%	8th Gr.	59%
7th Gr.	23%	8th Gr.	46%	9th Gr.	42%

SEISD MATH Apples to Apples Comparison					
	23-24 Mast %		24-25 Mast %		25-26 Mast %
		3rd Gr.	3%	4th Gr.	6%
3rd Gr.	6%	4th Gr.	9%	5th Gr.	4%
4th Gr.	8%	5th Gr.	6%	6th Gr.	13%
5th Gr.	7%	6th Gr.	16%	7th Gr.	2%
6th Gr.	10%	7th Gr.	2%	8th Gr.	31%
7th Gr.	3%	8th Gr.	11%	9th Gr.	9%

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Texas English Language Proficiency Assessment System TELPAS

TELPAS

GRADE	TOTAL STUDENTS	BEGINNING COMPOSITE RATING	INTERMEDIATE COMPOSITE RATING	ADVANCED COMPOSITE RATING	ADVANCED HIGH COMPOSITE RATING	STUDENTS WHO PROGRESSED AT LEAST ONE PROFICIENCY LEVEL
Kinder	99	72	28	0	0	N/A
1st	102	48	39	8	5	33%
2nd	107	25	64	9	2	22%
3rd	118	15	47	29	9	35%
4th	132	18	42	37	2	18%
5th	135	12	41	39	9	33%
6th	112	6	51	38	5	26%
7th	105	9	49	37	6	20%
8th	118	3	30	56	11	28%
9th	108	7	52	35	6	10%
10th	116	14	39	40	8	18%
11th	128	9	47	34	10	20%
12th	121	10	54	26	11	18%

Teacher Data K-2 mClass English

Population	Measures type	Measure	Year	Perio	2526 # Below Grade Level	2526 % Below Grade Level	2526 # At Grade level or Above	2526 % At Grade level or Above	2425 # Below Grade Level	2425 % Below Grade Level	2425 # At Grade level or Above	2425 % At Grade level or Above
Teacher 1	Dibels 8th measures	Composite Score	25–26	EOY	13	54%	11	46%	#N/A	#N/A	#N/A	#N/A
Teacher 2	Dibels 8th measures	Composite Score	25–26	EOY	14	58%	10	42%	#N/A	#N/A	#N/A	#N/A
Teacher 3	Dibels 8th measures	Composite Score	25–26	EOY	14	61%	9	39%	41	57%	31	43%
Teacher 4	Dibels 8th measures	Composite Score	25–26	EOY	15	63%	9	38%	15	63%	9	38%
Teacher 5	Dibels 8th measures	Composite Score	25–26	EOY	15	63%	9	38%	#N/A	#N/A	#N/A	#N/A
Teacher 6	Dibels 8th measures	Composite Score	25–26	EOY	15	65%	8	35%	16	67%	8	33%
Teacher 7	Dibels 8th measures	Composite Score	25–26	EOY	135	70%	59	30%	317	60%	208	40%
Teacher 8	Dibels 8th measures	Composite Score	25–26	EOY	12	71%	5	29%	#N/A	#N/A	#N/A	#N/A
Teacher 9	Dibels 8th measures	Composite Score	25–26	EOY	18	86%	3	14%	11	55%	9	45%
Teacher 10	Dibels 8th measures	Composite Score	25–26	EOY	7	88%	1	13%	#N/A	#N/A	#N/A	#N/A
Teacher 11	Dibels 8th measures	Composite Score	25–26	EOY	22	96%	1	4%	32	55%	26	45%
Teacher 12	Dibels 8th measures	Composite Score	25–26	EOY	1	100%	0	0%	13	57%	10	43%
Teacher 13	Dibels 8th measures	Composite Score	25–26	EOY	6	100%	0	0%	#N/A	#N/A	#N/A	#N/A

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Teacher Data K-2 mClass Lectura

Population	Measures type	Measure	Year	Perio	# Below Grade Level	% Below Grade Level	# At Grade Level or Above	% At Grade Level or Above	2425 # Below Grade Level	2425 % Below Grade Level	2425 # At Grade level or Above	2425 % At Grade level or Above
Teacher 1	mCLASS Lectura measures	Composite Score	25–26	EOY	2	8%	22	92%	8	36%	14	64%
Teacher 2	mCLASS Lectura measures	Composite Score	25–26	EOY	4	20%	16	80%	24	39%	38	61%
Teacher 3	mCLASS Lectura measures	Composite Score	25–26	EOY	5	26%	14	74%	24	39%	38	61%
Teacher 4	mCLASS Lectura measures	Composite Score	25–26	EOY	6	30%	14	70%	24	39%	38	61%
Teacher 5	mCLASS Lectura measures	Composite Score	25–26	EOY	7	39%	11	61%	21	36%	37	64%
Teacher 6	mCLASS Lectura measures	Composite Score	25–26	EOY	10	43%	13	57%	7	32%	15	68%
Teacher 7	mCLASS Lectura measures	Composite Score	25–26	EOY	129	45%	160	55%	132	41%	190	59%
Teacher 8	mCLASS Lectura measures	Composite Score	25–26	EOY	9	47%	10	53%	16	70%	7	30%
Teacher 9	mCLASS Lectura measures	Composite Score	25–26	EOY	11	52%	10	48%	21	36%	37	64%
Teacher 10	mCLASS Lectura measures	Composite Score	25–26	EOY	13	57%	10	43%	4	18%	18	82%
Teacher 11	mCLASS Lectura measures	Composite Score	25–26	EOY	12	60%	8	40%	14	61%	9	39%
Teacher 12	mCLASS Lectura measures	Composite Score	25–26	EOY	15	63%	9	38%	12	57%	9	43%
Teacher 13	mCLASS Lectura measures	Composite Score	25–26	EOY	13	68%	6	32%	20	87%	3	13%
Teacher 14	mCLASS Lectura measures	Composite Score	25–26	EOY	13	68%	6	32%	14	64%	8	36%
Teacher 15	mCLASS Lectura measures	Composite Score	25–26	EOY	18	90%	2	10%	12	52%	11	48%

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i-Ready Teacher Data

Class Teacher(s) EOY iReady	Mid or Above Grade Level	Early on Grade Level	One Grade Level Below	Two Grade Levels Below	Total	At Grade level or Highe	Below Grade Level
Teacher 1	0	0	2	7	9	0%	100%
Teacher 2	0	0	3	5	8	0%	100%
Teacher 3	2	0	15	1	18	11%	89%
Teacher 4	1	2	15	1	19	16%	84%
Teacher 5	1	3	18	1	23	17%	83%
Teacher 6	0	5	15	4	24	21%	79%
Teacher 7	3	1	10	5	19	21%	79%
Teacher 8	3	2	13	5	23	22%	78%
Teacher 9	3	2	10	6	21	24%	76%
Teacher 10	3	3	16	1	23	26%	74%
Teacher 11	4	1	14	0	19	26%	74%
Teacher 12	2	5	17	0	24	29%	71%
Teacher 13	3	2	12	0	17	29%	71%
Teacher 14	3	3	10	4	20	30%	70%
Teacher 15	2	4	11	2	19	32%	68%
Teacher 16	3	5	15	1	24	33%	67%
Teacher 17	3	5	12	3	23	35%	65%
Teacher 18	2	5	12	1	20	35%	65%
Teacher 19	0	7	11	2	20	35%	65%
Teacher 20	2	4	8	3	17	35%	65%
Teacher 21	4	6	13	0	23	43%	57%
Teacher 22	6	5	13	0	24	46%	54%
Teacher 23	3	7	7	3	20	50%	50%
Teacher 24	5	10	9	0	24	63%	38%

2025-2026 was the first year this program was used

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STAAR Teacher Data

	Mathematics				
	Total Students	# Did not Meet	Approaches Grade Level (TX)	**Meets Grade Level (TX)**	Masters Grade Level (TX)
Teacher 1	4	0	100%	100%	50%
Teacher 2	2	0	100%	100%	0%
Teacher 3	68	0	100%	94.12%	70.59%
Teacher 4	36	2	94.44%	66.67%	16.67%
Teacher 5	14	2	85.71%	57.14%	7.14%
Teacher 6	47	9	80.85%	46.81%	19.15%
Teacher 7	24	7	70.83%	45.83%	0%
Teacher 8	63	8	87.30%	42.86%	11.11%
Teacher 9	22	5	77.27%	40.91%	4.55%
Teacher 10	43	19	55.81%	39.53%	11.63%
Teacher 11	64	13	79.69%	37.50%	12.50%
Teacher 12	19	6	68.42%	36.84%	0%
Teacher 13	35	12	65.71%	34.29%	5.71%
Teacher 14	34	6	82.35%	32.35%	8.82%
Teacher 15	28	6	78.57%	32.14%	3.57%
Teacher 16	37	4	89.19%	29.73%	0%
Teacher 17	52	23	55.77%	26.92%	5.77%
Teacher 18	80	24	70%	26.25%	6.25%
Teacher 19	42	14	66.67%	26.19%	7.14%

	Total Students	# Did not Meet	Approaches Grade Level (TX)	**Meets Grade Level (TX)**	Masters Grade Level (TX)
Teacher 20	20	9	55%	25%	10%
Teacher 21	37	21	43.24%	24.32%	2.70%
Teacher 22	70	39	44.29%	21.43%	7.14%
Teacher 23	60	28	53.33%	20%	5%
Teacher 24	82	26	68.29%	18.29%	0%
Teacher 25	127	76	40.16%	14.17%	0.79%
Teacher 26	43	30	30.23%	13.95%	2.33%
Teacher 27	15	11	26.67%	13.33%	13.33%
Teacher 28	42	23	45.24%	11.90%	0%
Teacher 29	34	19	44.12%	11.76%	0%
Teacher 30	14	6	57.14%	7.14%	0%
Teacher 31	1	1	0%	0%	0%
Teacher 32	6	3	50%	0%	0%
Teacher 33	3	2	33.33%	0%	0%
Teacher 34	2	2	0%	0%	0%
Teacher 35	6	4	33.33%	0%	0%
Teacher 36	8	8	0%	0%	0%
Teacher 37	3	3	0%	0%	0%
Teacher 38	5	5	0%	0%	0%
Teacher 39	3	3	0%	0%	0%

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STAAR Teacher Data

	Reading/ELA				
	Total Students	# Did not Meet	Approaches Grade Level (TX)	**Meets Grade Level (TX)**	Masters Grade Level (TX)
Teacher 1	1	0	100%	100%	0%
Teacher 2	4	0	100%	100%	25%
Teacher 3	2	0	100%	100%	0%
Teacher 4	2	0	100%	100%	0%
Teacher 5	97	8	91.75%	63.92%	23.71%
Teacher 6	55	4	92.73%	61.82%	25.45%
Teacher 7	47	9	80.85%	59.57%	27.66%
Teacher 8	92	15	83.70%	57.61%	30.43%
Teacher 9	14	2	85.71%	57.14%	35.71%
Teacher 10	34	10	70.59%	52.94%	20.59%
Teacher 11	2	1	50%	50%	0%
Teacher 12	109	36	66.97%	48.62%	3.67%
Teacher 13	98	40	59.18%	47.96%	3.06%
Teacher 14	125	38	69.60%	47.20%	3.20%
Teacher 15	28	4	85.71%	46.43%	17.86%
Teacher 16	82	27	67.07%	46.34%	4.88%
Teacher 17	22	6	72.73%	40.91%	22.73%
Teacher 18	15	7	53.33%	40%	13.33%
Teacher 19	60	22	63.33%	40%	10%
Teacher 20	43	15	65.12%	39.53%	11.63%
Teacher 21	42	16	61.90%	38.10%	2.38%
Teacher 22	35	10	71.43%	37.14%	2.86%
Teacher 23	80	25	68.75%	36.25%	17.50%
Teacher 24	64	25	60.94%	35.94%	10.94%

	Reading/ELA				
	Total Students	# Did not Meet	Approaches Grade Level (TX)	**Meets Grade Level (TX)**	Masters Grade Level (TX)
Teacher 25	51	12	76.47%	33.33%	7.84%
Teacher 26	43	21	51.16%	32.56%	11.63%
Teacher 27	42	24	42.86%	28.57%	7.14%
Teacher 28	70	34	51.43%	27.14%	12.86%
Teacher 29	37	10	72.97%	27.03%	5.41%
Teacher 30	64	21	67.19%	25%	6.25%
Teacher 31	20	8	60%	20%	5%
Teacher 32	36	14	61.11%	19.44%	5.56%
Teacher 33	18	15	16.67%	11.11%	0%
Teacher 34	37	16	56.76%	10.81%	0%
Teacher 35	10	7	30%	10%	0%
Teacher 36	12	11	8.33%	8.33%	0%
Teacher 37	18	14	22.22%	5.56%	0%
Teacher 38	20	19	5%	5%	0%
Teacher 39	29	21	27.59%	3.45%	0%
Teacher 40	2	1	50%	0%	0%
Teacher 41	2	2	0%	0%	0%
Teacher 42	11	11	0%	0%	0%
Teacher 43	3	2	33.33%	0%	0%
Teacher 44	12	11	8.33%	0%	0%
Teacher 45	23	19	17.39%	0%	0%
Teacher 46	3	3	0%	0%	0%
Teacher 47	23	20	13.04%	0%	0%

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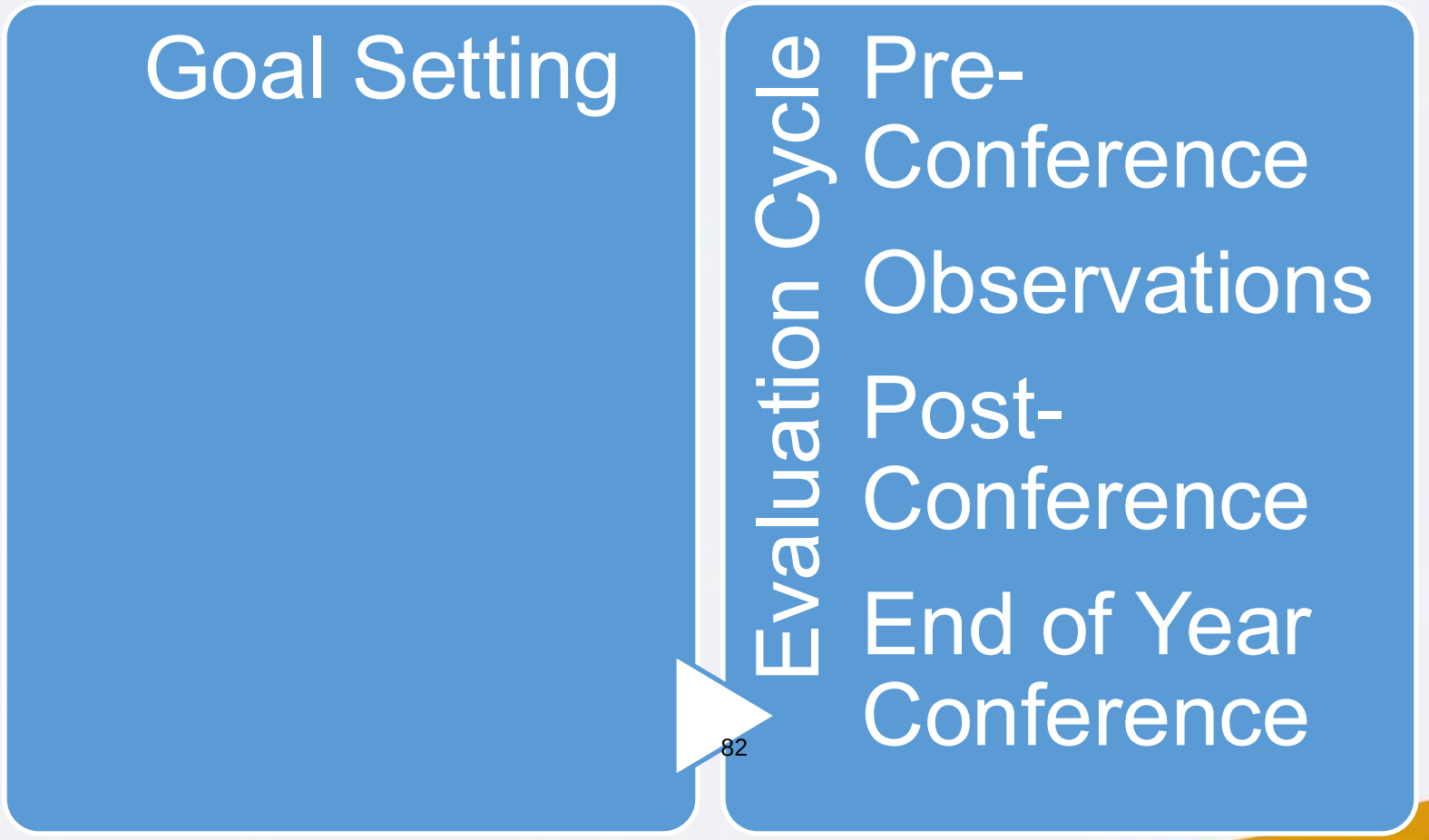
Teacher Evaluation Ratings

Update

Dr. Blanca Cruz

Texas Teacher Evaluation and Support System (T-TESS)



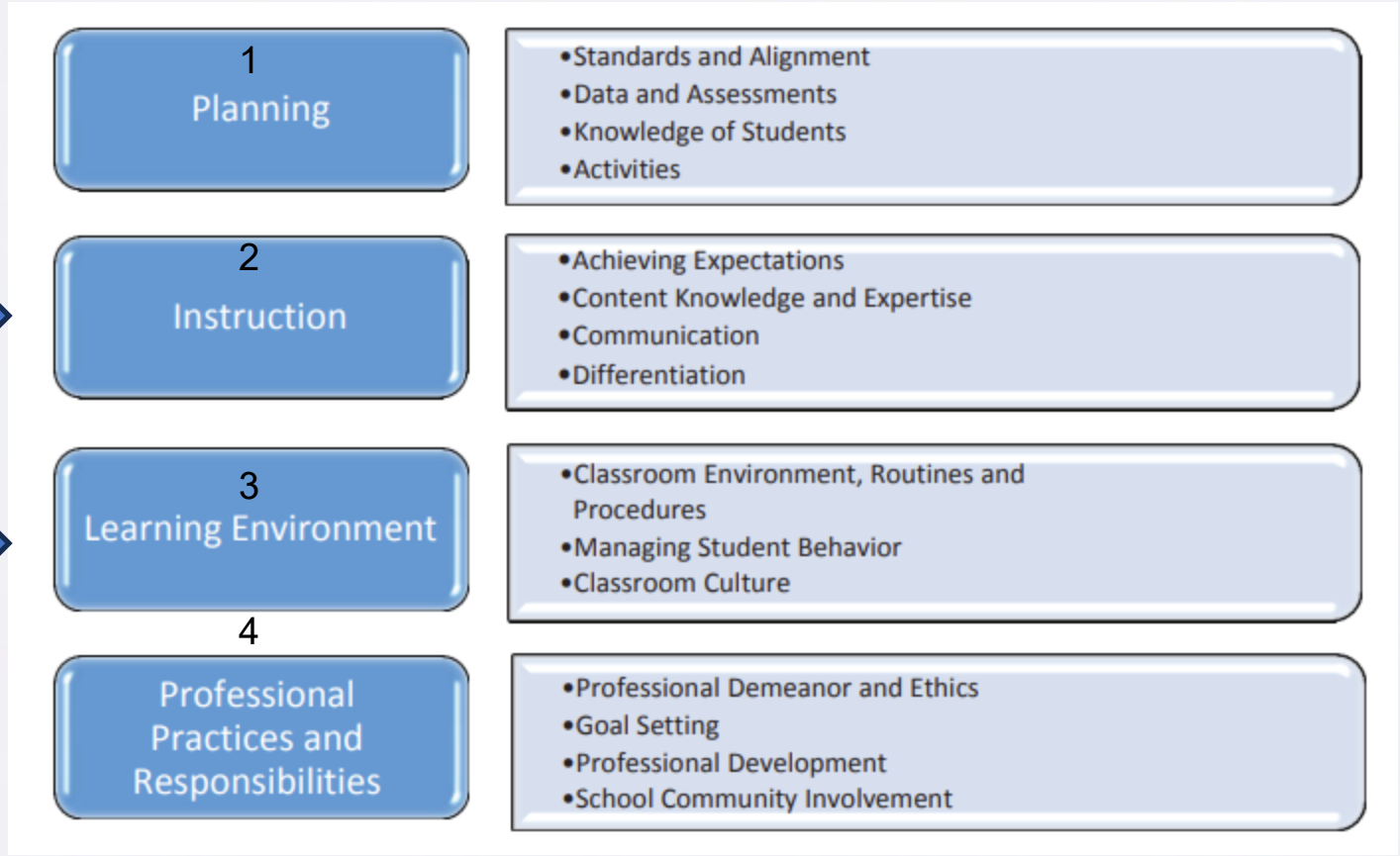
Teacher Evaluation Data

Texas Teacher Evaluation Support System (T-TESS)
Appraisal Period Timeline
2026—2027

Walkthroughs may begin immediately

Activity	Timeline
T-TESS ½ Day Orientation Training for New Teachers (During New Teacher Orientation)	July 10, 2026
T-TESS ½ Day Orientation Training for New Teachers (LATE HIRES; those hired after July 10, 2026)	Must take place within 2 weeks of hire date for those new teachers who missed Orientation. Campus Administrators will provide training for those late hires. ALL teachers new to SEISD must be T-TESS trained, even if they have received T-TESS training in another district.
T-TESS Refresher Training for All Teachers (Campus Administration)	Will take place during July 2026 professional development week; the purpose being to give all teachers timelines and procedures for the 2026-2027 school year as related to T-TESS.
T-TESS Appraisal Waiver Agreement for Eligible Teachers	No T-TESS waivers for the 2026-2027 school year due to the Teacher Incentive Allotment (TIA).
T-TESS Goal Setting Submission Deadline for Teachers (via STRIVE)	September 1, 2026
T-TESS Pre-Conference Meeting	No more than 10 business days prior to formal observation
T-TESS Formal Appraisal Period	September 8, 2026—January 8, 2027
Spring Semester New Teacher Hires	Teachers hired after March 9, 2027, will be appraised the following school year.
Non-observation Dates (for Formal Observation)	Dates before and after observed holidays and state testing dates are non-observation dates. Refer to 2026-2027 District Calendar.
T-TESS Post-Conference Meeting	No more than 10 business days after formal observation
T-TESS End-of-Year Conferences	*Must be held prior to May 14, 2027

T-TESS Domains



The data statistics will Focus on Domains 2 and 3:

- Instruction
- Learning Environment

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Teacher Evaluation Data

T-TESS Statistics for 2025-2026 Domains 2 and 3

Campus	Domain 2 Average	Domain 3 Average	Total Average
Lorenzo Loya Primary	4.06	4.16	**4.1**
Josefa Sambrano Elementary	3.28	3.54	**3.38**
Lorenzo Alarcon Elementary	3.28	3.71	**3.44**
Alfonso Borrego Elementary	3.64	4.3	**3.89**
Ann M. Garcia Enriquez MS	3.55	3.84	**3.66**
San Elizario High School	3.37	3.52	**3.51**

Distinguished - 5
Accomplished - 4
Proficient - 3
Developing - 2
Improvement Needed - 1

Teacher Evaluation Data

T-TESS Statistics for 2025-2026 Domains 2 and 3

Number of Teachers Evaluated	Domain 2 Score Average	Domain 3 Score Average	Total Average
186	3.47	3.77	3.59

Distinguished - 5
Accomplished – 4

Here is where we landed

Proficient - 3
Developing - 2
Improvement Needed - 1

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Career and Technology Updates

Ms. Sandra Sanchez, CTE Administrator

IBC Implementation and CCMR Credit by Graduating Class

★ We are here

SY 2021-2022	SY 2022-2023	SY 2023-2024	SY 2024-2025	SY 2025-2026	SY 2026-2027	SY 2027-2028	SY 2028-2029	SY 2029-2030
For students graduating in **class of 2022**	For students graduating in **class of 2023**	For students graduating in **class of 2024**	For students graduating in **class of 2025**	For students graduating in **class of 2026**	For students graduating in **class of 2027**	For students graduating in **class of 2028**	For students graduating in **class of 2029**	For students graduating in **class of 2030**
Use IBC list v2 (2019-2022) w/sunset limit	Use IBC list v2 (2019-2022) w/sunset limit + IBC list v3 (2022-2025)	Use IBC list v2 (2019-2022) w/sunset limit + IBC list v3 (2022-2025)	Use IBC list v3 (2022-2025)	Use IBC list v3 (2022-2025) w/sunset limit + IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)	Use IBC list v4 (2025-2030)
		1 course in an aligned program of study	Concentrator in aligned program of study	Completer in aligned program of study	Completer in aligned program of study	Completer in aligned program of study	Completer in aligned program of study	Completer in aligned program of study
Aug 2023 Ratings	Aug 2024 Ratings	Aug 2025 Ratings	Aug 2026 Ratings	Aug 2027 Ratings	Aug 2028 Ratings Refresh Year	Aug 2029 Ratings	Aug 2030 Ratings	Aug 2031 Ratings

For grade 9 students in 2025-2026 who graduate in **2029**
Use IBC list v4 (2025-2030) +
Completer in aligned program of study

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TEA Newly Submitted IBCs for Consideration

*Suitability Criteria	#	Definition
Child Labor Laws	13	Violates state or federal child labor laws
Hazardous Materials	17	Requires contact with hazardous materials (e.g. mold or asbestos)
Physical Contact	3	Requires physical therapeutic contact in a non-medical setting (e.g. massage therapist)
Adult Content	125	Exposure to work environment containing adult content (e.g. hemp growing, gambling, alcohol, illicit drugs, or firearms)
Not Attainable by a HS Student	313	Not attainable by a HS student

IBC Status	#of IBCs
TOTAL Reviewed	285
Did Not Qualify	198
Meets All Criteria	89 **87**

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What is in Place for SEHS CTE

SAN ELIZARIO ISD PROGRAMS OF STUDY

Business and Industry Endorsement — August 2026

Career Cluster: Career Pathway	Level 1	Level 2	Level 3	Level 4	Additional Advanced Level 4 Courses	Industry Based Certification & CTSO
Transportation, Dist. & Logistics: Automotive & Collision Repair **(20)**		Automotive Basics (1 Cr-13039550)	Automotive Tech I: Maintenance & Light Repair (2 Cr-13039600)	Automotive Tech II: Automotive Service (2 Cr-13039700) **Pre-req: Automotive Tech I	Practicum in Transportation Systems (2 Cr-13040450)	ASE Entry Level Certifications **CTSO:** SkillsUSA
Business, Marketing & Finance: Business Management **(25)**	Foundations of Business Communications and Technologies (1 Cr-13011400)	Business Communication & Technologies (1 Cr-13011500) **Pre-Req: Foundations of Bus Comm & Tech or Entrepreneurship I (Cr1-13011101)	Business Management (1 Cr-13012100)	Career Preparation Programs of Study (2 Cr-12701121) or Practicum in Business Mgmt. (2 Cr.-1312200) **SRSU		NOCTI - General Management **CTSO:** BPA
Hospitality & Tourism: Culinary Arts **(20)**	Introduction to Culinary Arts (1 Cr-13022550)	Culinary Arts (2 Cr-13022600)	Adv Culinary Arts (2 Cr-13022650) **Pre-req: Culinary Arts	Pract. Culinary Arts (2 Cr-13022700) **Pre-req: Culinary Arts		ServSafe Manager **CTSO:** SkillsUSA
Arts, A/V Tech & Communications: Digital Communications **(25)**	Principles of AAVTC - **GEMS & SEHS** (1 Cr-13008200) & **GEMS** Digital Communications in the 21st Century (1 Cr-03580610)	Audio/Video Production I (1 Cr-13008500)	Audio/Video Production II/Lab (2 Cr-13008610) **Pre-req: A/V Prod I	Practicum in Audio/Video Production (2 Cr-13008700) **Pre-req: A/V Prod II/Lab		Adobe Certified Professional - Premiere Pro **CTSO:** SkillsUSA
Arts, A/V Tech & Communications: Graphic Design & Interactive Media **(25)**	Principles of AAVTC - **GEMS & SEHS** (1 Cr-13008200)	Graphic Design & Illustration I/Lab (2 Cr-13008810)	Graphic Design & Illustration III/Lab (2 Cr-13008910) **Pre-req: Graphic Design & Illustration I/Lab	Practicum in Graphic Design & Illustration (2 Cr-13009000) **Pre-Req : Graphic Design & Illustration II/Lab		Adobe Certified Professional - Illustrator - Photoshop **CTSO:** SkillsUSA
STEM Endorsement						
Engineering Foundations Engineering **(25)**	**LEVEL 1** Principles of Applied Engineering (1 Cr-13036200)	**LEVEL 2** Robotics I (1Cr-13037000)	**LEVEL 3** Robotics II (1 Cr-13037050) **Pre-Req: Robotics I	****LEVEL 4** Engineering Dsgn & Presentation II (2 Cr-3036600) **Pre-Req: Engineer Design & Present I, Alg. I & Geometry		Autodesk Associate (Certified User) - Fusion 360 **CTSO:** TSA/SkillsUSA
Science STEM Endorsement	Biology (1 Cr-03010207)	Chemistry (1 Cr-0304000)	Physics (1 Cr-0305000)	4th Advance Science	5th Advance Science	Advance Science Available: - Aquatic Science - Forensic Science - Pathophysiology

SAN ELIZARIO ISD PROGRAMS OF STUDY

Public Services Endorsement — August 2026

Pathway & Career Cluster	Level 1	Level 2	Level 3	Level 4	Additional Adv. Level 4 Courses	Industry Based Certification & CTSO
Cosmetology & Personal Care Services (25) Human Services	Principles of Cosmetology Design & Hair Color (1 Cr-13025050) ****Taken with Cosmetology II**		Cosmetology I with Lab (3 Cr-13025210)	Cosmetology II with Lab (3 Cr-13025310) **Pre-req: Cosmetology II/Lab ****Taken with Prin. Design & Hair Color**		Cosmetologist License **CTSO:** SkillsUSA
Diagnostic & Therapeutic Services Health Science **(25 - Prin of HS & Medical Term.)** **10 - PCT (TSIA Required)**	Principles of Health Science (1 Cr-13020200)	Medical Terminology (1 Cr-3020300)	Health Science Theory (1 Cr-13020400) **Pre-Req: Biology	**THUMMEL:** Practicum in Health Science (3 Cr-13020505) **Pre-Req: Health Science Theory & Biology **OR** **Biomedical/DC students** into Career Preparation of Programs of Study + Extended (First time taken 3 cr-12701141) **Pre-req: At least one Level 2 or higher CTE course	**ALL Students Must Take** Pathophysiology (1 Cr-13020800) ***Science Credit**	**PCT PROGRAM** El Paso Community College: - Certified Nursing Assistant (CNA) - Certified EKG Technician - Phlebotomy Technician - Patient Care Technician **CTSO:** HOSA
15 - EMT (TSIA Not Required)	Principles of Health Science (1 Cr-13020200)	Medical Terminology (1 Cr-13020300)	Health Science Theory (1 Cr-13020400) **Pre-Req: Biology		**ALL Students Must Take** Pathophysiology (1 Cr-13020800) ***Science Credit**	**EMT PROGRAM** El Paso Community College: - Emergency Medical Technician - Basic **CTSO:** HOSA
Biomedical Health Science **(25)**	Principles of Biomedical Science - PLTW (1 Cr-N1302092)	Human Body Systems PLTW (1 Cr-N1302093)	Medical Interventions - PLTW (1 Cr-N1302094)	Pathophysiology (1 Cr-13020800) ***Science Credit** **Pre-Req: Biology & Chemistry		BACE Certification - Biotechnician Assistant - PLTW EOC Exams **CTSO:** HOSA
Law Enforcement Law & Public Svc **(25-no prior DAEP Misdemeanor or Felony)**		Law Enforcement I (1 Cr-13029300)	Law Enforcement II (1 Cr-13029400) **Recommended Pre-Req: Law Enforcement I **and/or** Correctional Services (1 Cr-13029700)	Practicum in Law, Public Safety, Corrections, and Security (First time Taken – 2 Cr-13030100)	Forensic Science (1 Cr-13029500) ***Science Credit** **Pre-req: Biology & Chemistry	Non-Commissioned Security Officer Level II License **CTSO:** SkillsUSA

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Criteria for IBC Tier Placement

- The evaluation of IBCs involves several key criteria.
  - **Certification** — The certification must be recognized and valued in the industry.
  - **Attainability** — It should be achievable by high school students, ensuring accessibility.
  - **Portability** — The certification should be transferable across different states or regions, enhancing its value.
  - **Capstone Requirement** — It must serve as a capstone or end-of-program assessment, demonstrating comprehensive knowledge or skills.
  - **Market Demand** — IBCs are evaluated based on data from the Department of Labor and Texas Workforce Commission regarding high-skill, high-wage occupations

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IBC Tiers

TAC 19, PT 2,
Ch 74, Sub Ch AA
– Rule 74.1003

523 IBCs
Tier 1 – 38
Tier 2 – 386
Tier 3 – 99

- Tier 1 IBCs — These certifications are defined as being (A) An in-demand certification aligned to a high-wage occupation. (B) Does not require curriculum unless required by a Texas or federal government agency, or a registered apprenticeship.

- Tier 2 IBCs — These certifications are defined as being (2)(A)(i) An in-demand certification and aligned to a high-wage occupation **or (ii) high skill.** (B) Does not require curriculum unless required by a Texas or federal government agency, or a registered apprenticeship.

- Tier 3 IBCs — Certification meets criteria in subsection (d)(1)-(5): Certification, Industry Recognized and valued, attainable by a high school student, Portable, and is a Capstone or end-of-program level 3 or 4. (A) Does not meet indicators for tier I or 2. (B) requires curriculum.

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SEHS POS Certification Tier Levels

IBC ID	IBC Name	Certifying Entity ID	Certifying Entity Name	License	May Req. Fingerprinting/ Criminal Background Check	Tier
18	Adobe Certified Professional in Digital Video Using Adobe	110	Adobe	No	N/A	Tier 2
15	Adobe Certified Professional in Graphic Design and Illustration Using Adobe Illustrator	110	Adobe	No	N/A	Tier 2
191	ASE Entry Level Automobile Maintenance and Light Repair (MR)	240	National Institute for Automotive Service Excellence (ASE)	No	N/A	Tier 2
141	ASE Entry-Level Automobile Brakes (BR)	240	National Institute for Automotive Service Excellence (ASE)	No	N/A	Tier 2
940	Autodesk Certified User Fusion 360	720	Autodesk	No	N/A	Tier 2
952	Biotechnology Aptitude and Competency Exam (BACE)	750	Biotility Applied	No	N/A	Tier 2
510	Cosmetology Operator	1140	Texas Department of Licensing and Regulation (TDLR)	Yes	Yes	Tier 2
985	ECG Technician	390	National Center for Competency Testing (NCCT)	No	N/A	Tier 2
530	Emergency Medical Technician - Basic	1150	Texas Department of State Health -	Yes	Yes	Tier 2
995	General Management	440	National Occupational Competency Testing Institute (NOCTI)	No	N/A	Tier 2
761	Non-Commissioned Security Officer Level II License	580	Texas Department of Public Safety (DPS)	Yes	Yes	Tier 3
1270	Nursing Assistant Certification (NAC)	170	American Medical Certification Association (AMCA)	No	N/A	Tier 2
786	Patient Care Technician (Nationally Registered Certified Patient Care Technician - NRCPCT)	370	National Association for Health Professionals (NAHP)	No	N/A	Tier 2
800	Phlebotomy Technician (Certified Phlebotomy Technician (CPT)	400	National Healthcareer Association (NHA)	No	N/A	Tier 2
811	ServSafe Manager	410	National Restaurant Association	No	N/A	Tier 2

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Each indicator is valued based on correlative value to positive postsecondary outcomes

Foundational Postsecondary Readiness

- Met TSI using an approved College Prep Course

  OR
- Potential college credit (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

  OR
- CTE Completer with aligned Tier 3 IBC

  OR
- JROTC Completion and 31-49 (Category IIIB AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If either Math or Reading TSI criteria is met using a CPC, CCMR is Foundational.

*A student has the potential to earn college credit from any of these pathways; credit awarded is dependent on IHE, degree, score, etc

Demonstrated Postsecondary Readiness

- **Met TSI** using SAT or ACT or TSIA

  OR
- CTE Completer with aligned Tier 2 IBC

  OR
- SPED Advanced Diploma

  OR
- Workforce Ready IEP Diploma

  OR
- JROTC Completion and 50-64 (Category IIIA AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with no potential college credit) CCMR is Demonstrated

Advanced Postsecondary Readiness

- Associate Degree

  OR
- **Met TSI** using SAT/ACT/TSIA **and potential college credit** (any subject)*
  - 1 AP/IB passed exam, or
  - 3 hours On Ramps, or
  - 3 hours Dual Credit

  OR
- Earn Level I or Level II Certificate

  OR
- CTE Completer with aligned Tier 1 IBC

  OR
- Military Enlistment

  OR
- JROTC Completion and 65+ (Category II AFQT)

Note:
- TSI criteria must be met in <u>both</u> Math and RLA for CCMR
- If TSI criteria is met using a combination of SAT, ACT, or TSIA scores, (with potential college credit) CCMR is Advanced.

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CTE Certifications 2025-2026

Certifications/Actual Students Enrolled in Tested Course

Updated Aug 2026

No.	CTE Career Pathway	SY 2021- 2022	Cert/Act Students	SY 2022-2023	Cert/Act Students	SY 2023-2024	Cert/Act Students	SY 2024-2025	Cert/Act Students	SY 2025-2026	Cert/Act Students
1	Automotive (16)			16.7%	2/12	0.0%	0/6	41.7%	5/12	50.00%	6/12
2	A/V Production (25)	VACANT		NEW Teacher Mid Year		Implementation		66.7%	6/9	8.33%	3/36
3	Biomedical Science - Prin Biomedical (25)	90.0%	27/30	94.9%	56/59	80.6%	50/62	96.0%	24/25	96.00%	24/25
	Biomedical Science - Human Systems (25)	100.0%	25/25	96.0%	24/25	90.5%	38/42	87.8%	43/49	95.00%	19/20
	Biomedical Science - Med Interventions (25)	95.5%	21/22	90.5%	19/21	79.2%	19/24	93.3%	28/30	100.00%	23/23
4	Business Management (25)	12.0%	14/117	86.3%	82/95	42.6%	26/61	4.2%	1/24	31.25%	5/16
6	Cosmetology (25)	66.7%	10/15	90.9%	10/11	81.3%	13/16	75.0%	15/21	68.42%	13/19
7	Culinary Arts (15)	VACANT		28.6%	2/7	64.3%	9/14	68.4%	13/19	78.95%	15/19
8	Engineering (25)	VACANT		VACANT		Teacher transferred from GEMS to SEHS		Implementation		53.33%	8/15
9	Graphic Design (18)	76.9%	10/13	75.0%	12/16	100.0%	16/16	72.7%	8/11	90.91%	10/11
10	Health Science - EPCC EMT (12)			100.0%	7/7	88.9%	8/9	71.4%	5/7	100.00%	7/7
	Health Science - EPCC CNA (10)							100.0%	7/7	100.00%	9/9
	Health Science - EPCC EKG (10)							100.0%	7/7	100.00%	9/9
	Health Science - EPCC Phlebotomy (10)							85.0%	6/7	100.00%	9/9
	Health Science - EPCC Patient Care Tech (10)							100.0%	7/7	88.89%	8/9
11	Law Enforcement (25)	100.00%	9/9	53.85%	7/13	100.00%	15/15	100.00%	23/23	100.00%	16/16

CLOSED PROGRAMS OF STUDY

1	Teaching and Learning	SY22-23 Closed	VACANT		CLOSED		CLOSED		CLOSED		
2	IT - Networking	SY 23-24 Closed	66.67%	2/3	0.00%	0/2	CLOSED		CLOSED		
3	Construction	SY 25-26 Closed	30.0%	6/20	100.0%	8/8	57.1%	4/7	CLOSED		

LEGEND:

100% - 90%

89% - 75%

74% - 60%

59% - 0%

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CTE Updates for 2025-2026

- **A/V Production**
  - 3/36 students have received their certification
  - 6 students - Internship with Western Tech Marketing Team
  - Support and training with Certiport. Campus support.
- **Automotive**
  - 3/12 students have received their certification
    - 1 student non-traditional
  - Support in study guides and ASE aligned textbooks. Campus support.
- **Biomedical Science**
  - PLTW Principles of Biomedical Science: 25 students - 4 distinguished/21 accomplished
  - PLTW Human Body Systems: 20 students – 19 accomplished
  - PLTW Medical Interventions: 23 students - 23 accomplished
  - 2026-2027 Implementation of Biotility curriculum & 2 exams. Student will receive a Biotechnician Assistant Certification through the Biotechnician Assistant Credentialing Exam.

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CTE Updates for 2025-2026

- **Business Management**
  - 5/16 students have received their certification
  - Internship in collaboration with Workforce Solutions to provide 7 paid internships. 220 hours.
  - Internships with local industry: District Office, Alon Service Station, McDonalds, and Subway. Also, District Campuses: SEHS, Sambrano, and Borrego,
- **Cosmetology**
  - 13/19 students have received their certification
  - Licensed Cosmetologist
- **Culinary Arts**
  - 15/19 certified for Serve Safe Manager
  - New Culinary Teacher – Chef Briana Paredes – worked in Café Central and Paso Del Norte Hotel as executive Pastry Chef. Also, experience in catering for 500 – 1,700 groups and setting menus for all restaurants and support to Sous Chef.

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CTE Updates for 2025-2026

- **Engineering**
  - 8/15 Certified students in Fusion 360. First time certifying.
- **Graphic Design**
  - 10/11 Certified students in Adobe Illustrator
- **Health Science**
  - 9/9 Certifications received in CNA, EKG Technician
  - 8/9 Certifications received in Phlebotomy Technician and PCT.
  - 9/9 ALL students received a Level 1certification from EPCC.
  - 7/7 Students certified as an Emergency Medical Technician
- **Law Enforcement**
  - 16/16 Certified in Level 2 Non-Commission Security Officer

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CTSO Updates for 2025-2026

- **Business Professionals of America**
  - 7 - students participated in State competition in Dallas, TX.
  - **1- student received 1st place in Advance Desktop Publishing and advanced to National competition in Nashville, TN**
- **SkillsUSA**
  - A/V Production - 2 students advanced to State in Photography
  - Cosmetology - 2 students advanced to State in Barbering
    - **1 student advanced to National competition in Atlanta, GA**
  - Culinary - 1 student advanced to State in Culinary Quiz Bowl
  - Graphic Design – 11 students advanced to State
    - **3 Students advanced to National competition in Atlanta, GA and received silver.**
- **HOSA**
  - Health Science/Biomedical – 1 student advanced to State.

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SkillsUSA at Nationals – Atlanta, GA Barbering

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SkillsUSA at Nationals – Atlanta, GA

Career Pathway Showcase-Arts & Communication

"Drive Alive – Don't Miss the Signs"

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CTE Career EXPOs 2025-2026

- CTE Career Expo
  - Counselor and SEHS collaboration
- Alarcon Elementary
  - April 30, 2026
- Borrego Elementary
  - May 13, 2026
- GEMS
  - September 17, 2026

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Supporting Students by closing the gaps between CTE and SPED

- JobCon for Small Districts – May 14, 2026
- “Building Bridges to Employment” (Reverse Job Fair) integration at SEHS with the support of Workforce Solutions career exposure for all students. Supports SPED students in real-world job readiness. 21 Students were interviewed. Support from Ms. Torres.
  - Development of standardized interview rubrics and development of portfolios.
  - Develop student employability skills, build confidence and strengthen transition planning with employers and post-secondary institutions.

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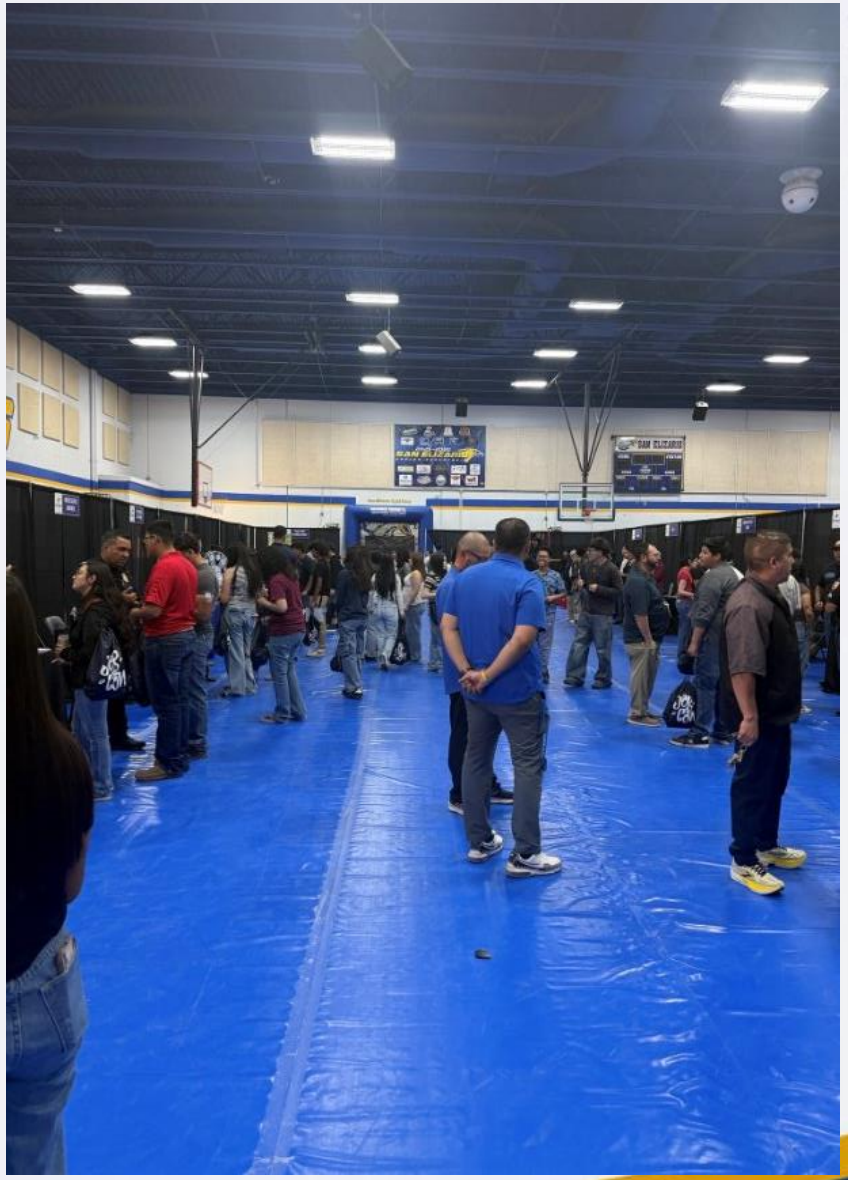

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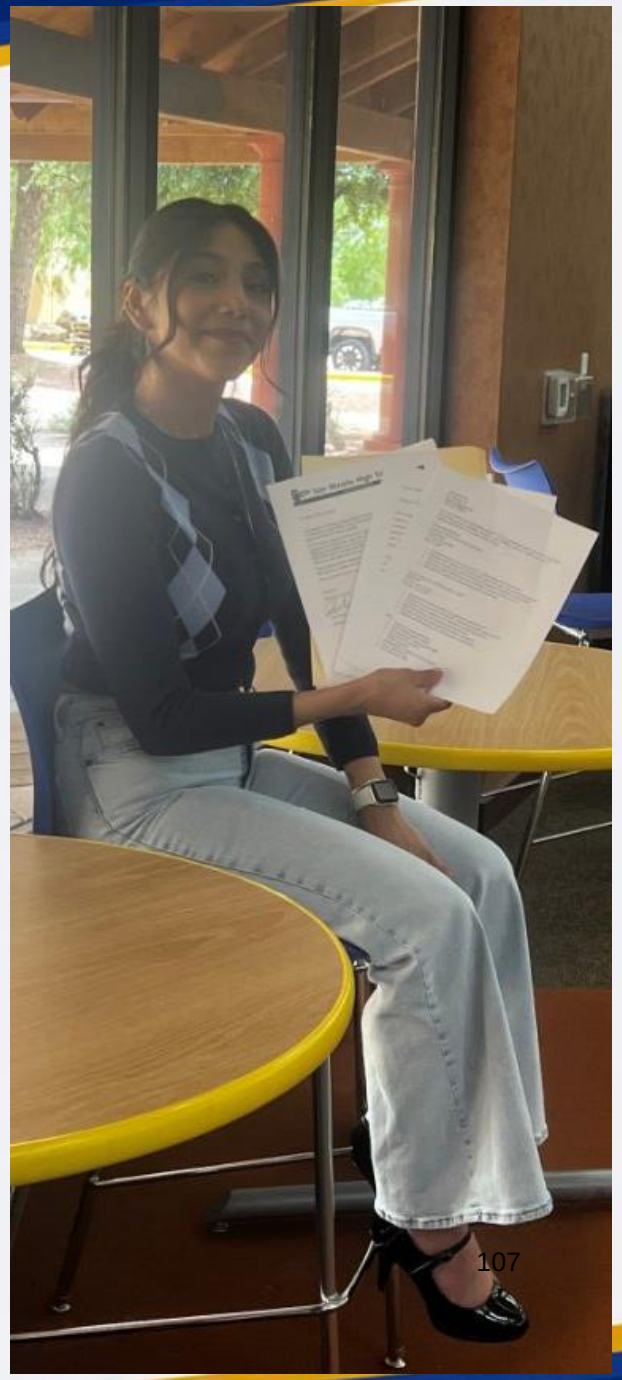

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Parent Engagement

- Working with Parent liaisons on CTE Programs of Study Tour for General & Special Education
  - Additional targeted tour for Special Education families
- Increased training with Parents on CTE programs, endorsements, credits, certifications and CLNA

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SPED Support in Work-Based Learning

- Partnership with Texas Workforce Solutions Vocational Rehabilitation Services
- Placement: Peter Piper Pizza
  - Focus: Intellectual and Developmental Disabilities students (18+)
- Transportation coordination with (9 AM start)

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Peter Piper Internship

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Advisory Board Support – Project Vida

- Pre-Apprenticeship Training for Health (P.A.T.H.) Program
  - Training and Development
  - Explore both traditional and non-traditional career pathways
  - Promote education on wellbeing, leadership, and supporting workforce development in the San Elizario area.
  - $2,000 stipend will be received
  - 10 students finished the program

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CTE IN ACTION

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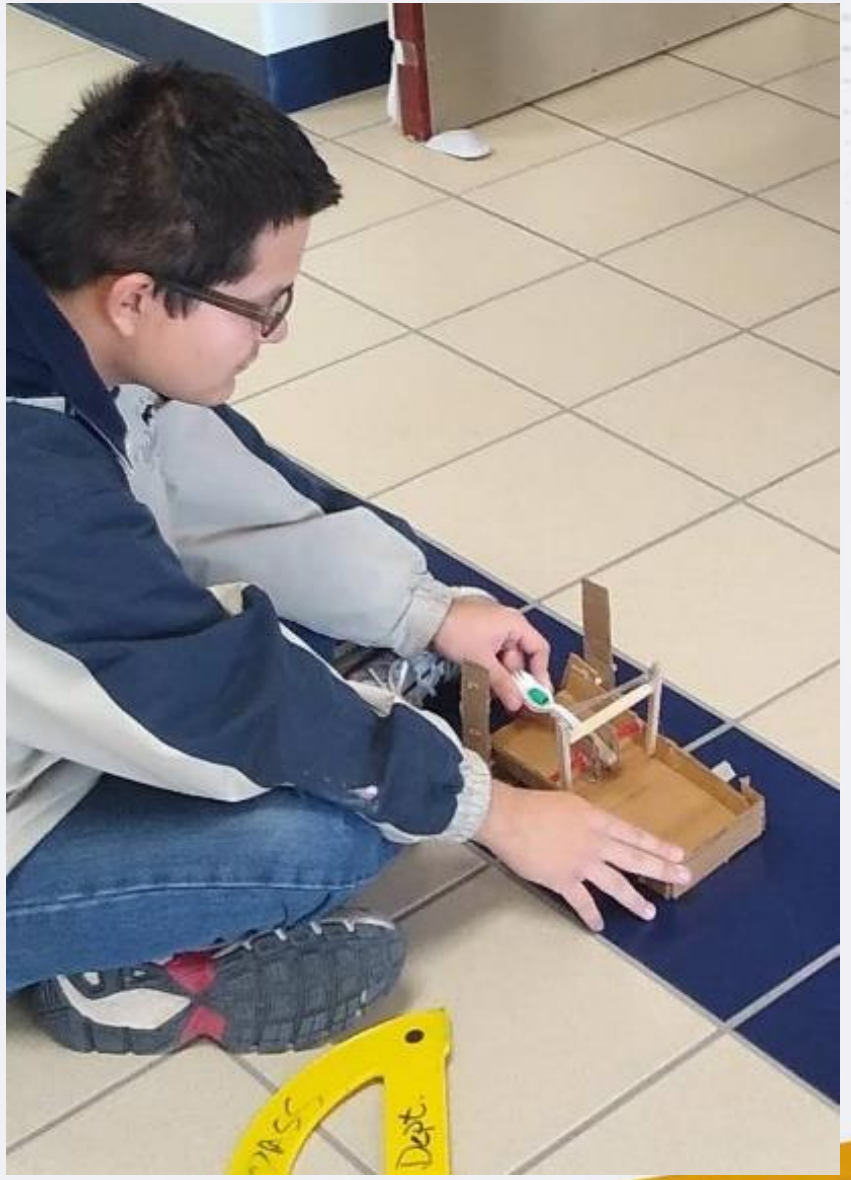

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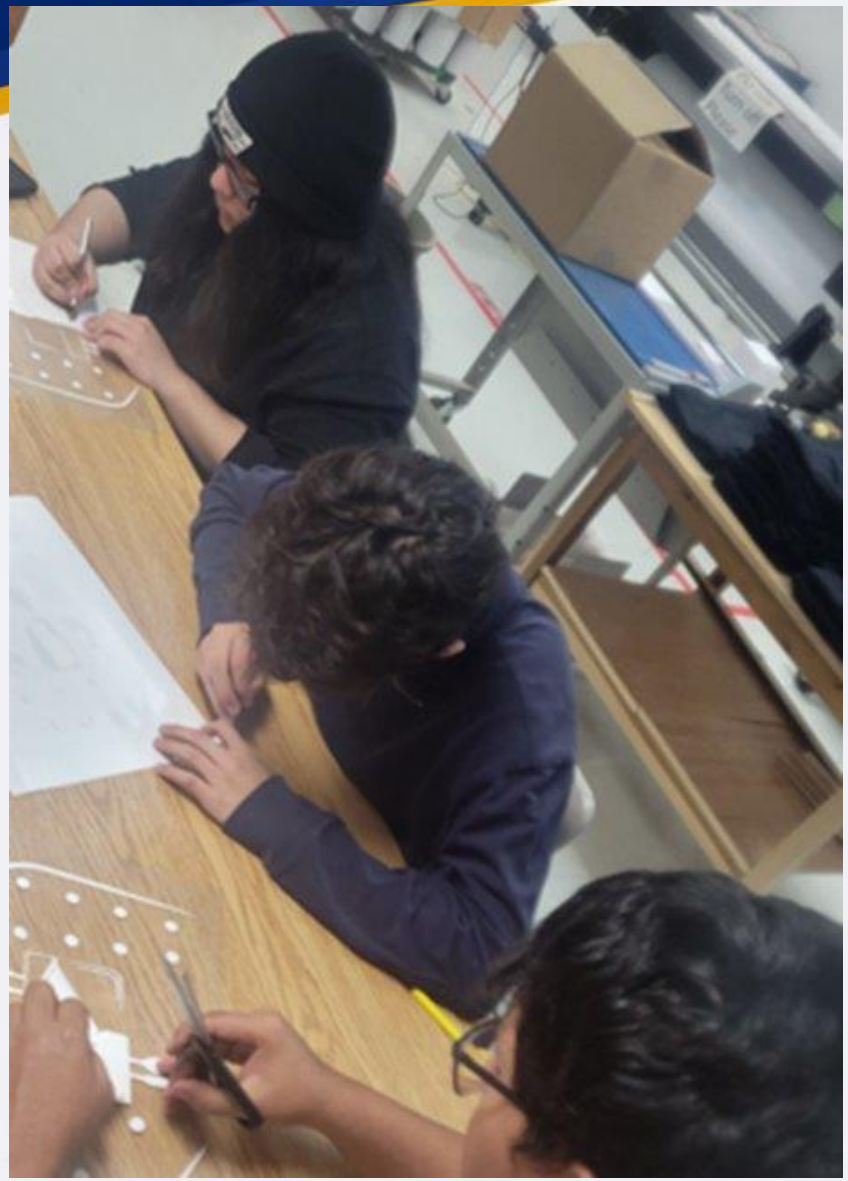

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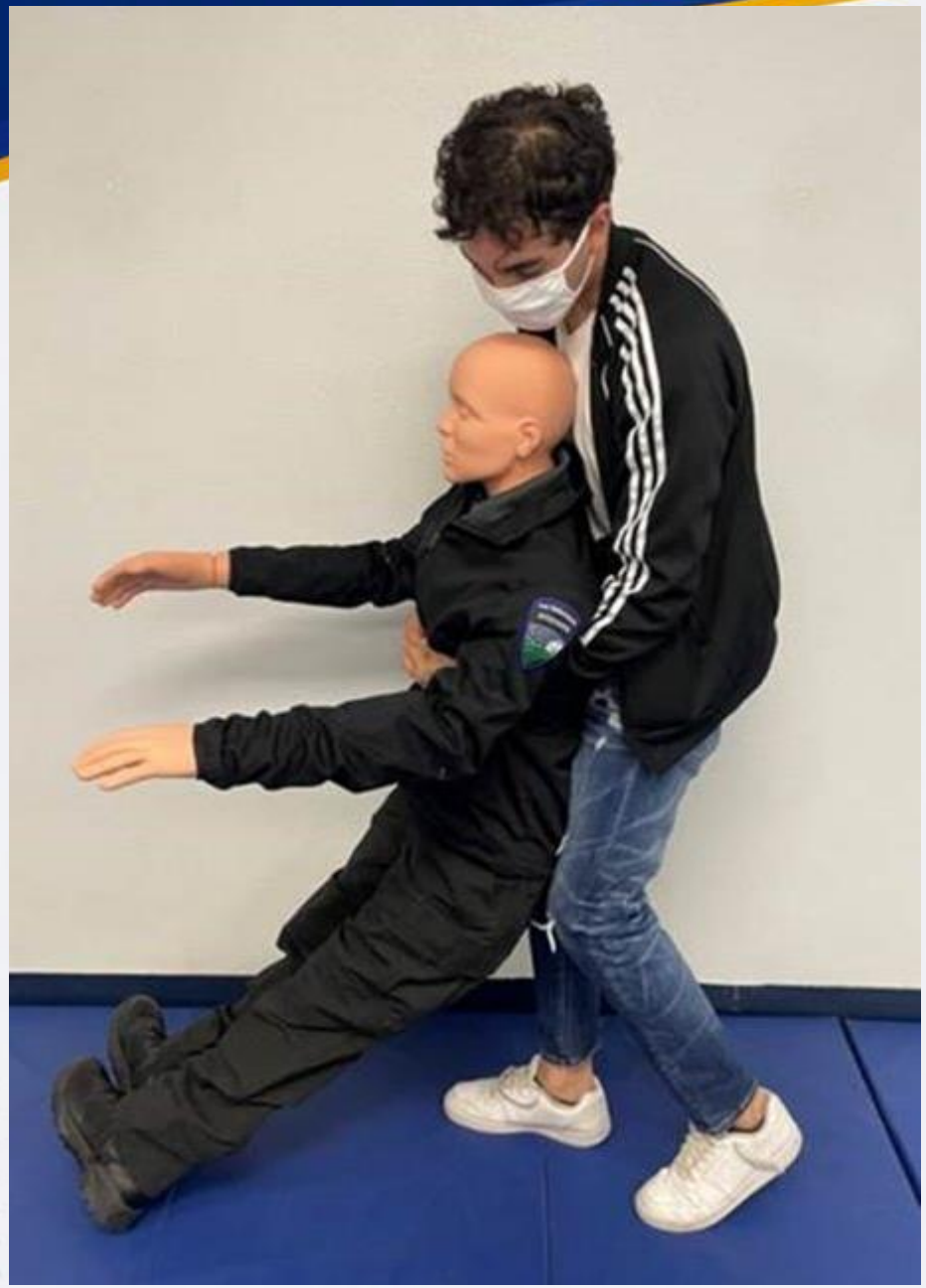

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Next Steps 2026-2027

- **CTE Awareness**
  - **Career Expo –** GEMS, 9/17/26 and Borrego Elementary, 5/27
  - Parental Engagements, CTE POS tours and camps.
- **Expand our partnership to Sull Ross State University and EPCC – Law Enforcement**
  - Business Mgmt. Prog. -Level 1 Certification (15-45 cr. hrs.)
    - Increase student enrollment in Business Management POS and career prep for paid and non-paid internships (3).
  - Law Enforcement Program – Level 1 Certification
- **SPED Collaboration**
  - Review transcripts in December 2026 and finalize in Early January 2027 with all counselors. Focus: on alignment, compliance and post-secondary outcomes.
  - Compare student schedules to student IEP goals, career choices and endorsement for alignment.
  - Code students accordingly to receive CCMR point:
    - 54 – Has employment (CCMR)
    - 55 – Has mastered specific employability skills (CCMR)
  - Implement special education courses into master schedule by late January 2027.
- **"Building Bridges to Employment" (Reverse Job Fair)** continue integration at SEHS with the support of Workforce Solutions. 21 Students were interviewed in May 2026 with support from Ms. Torres.
- **Expand our partnership with Texas Workforce Solutions Vocational Rehabilitation Services for paid internships**.
  - Summer Earn and Learn
    - 5 weeks X 20 hrs./wk. at $12.00/hr.
  - Year-Round Vocational Rehabilitation
    - 8 week, cannot exceed 20 hrs./wk. at $12.00/hr. 160 hours
- **New SPED Program Courses – Autism Support**
  - Making Connections 1-4 – Self assessments, building positive relationships, disability awareness, conflict resolution, advocacy, problem solving, etc.
  - Methodology for Academic for Personal Success (MAPS) – Short-term and Long-term goals
- **Training**
  - Special needs students training with the City of El Paso to receive a Food Handler Card in September 2026.

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Sul Ross State University

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Special Education Updates

Mr. Richard Salcido, Special Education Director

SPED Updates

MISSION STATEMENT

THE SAN ELIZARIO ISD SPECIAL EDUCATION DEPARTMENT PROVIDES SERVICES TO STUDENTS WHO HAVE QUALIFIED FOR SPECIALLY DESIGNED INSTRUCTION AND/OR RELATED SERVICES. ALL STUDENTS RECEIVE A FREE AND APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT THROUGH A CONTINUUM OF SERVICES OFFERED TO MAXIMIZE EACH STUDENT'S ACADEMIC AND FUNCTIONAL ABILITIES.

VISION STATEMENT

TO FOSTER AN INCLUSIVE ENVIRONMENT FOR EXCEPTIONAL STUDENTS TO THRIVE IN SCHOOL AND BEYOND.

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SPED Updates

WELCOME - MS. LUGO
INSTRUCTIONAL OFFICER

#WeAreSomosSanEli

SPED Updates

Special Education – Staff Reflection & Input Form

Purpose: To gather feedback from Special Education faculty and staff regarding this school year's successes, professional development needs, staffing preferences, and ideas to strengthen our department and student outcomes.

SPED Updates

Survey Results

PRIORITY CHALLENGES (HIGH FREQUENCY)

1. Time & Workload

- Lack of protected SPED planning time
- Paperwork encroaching on instruction and personal time
- Inconsistent PLC alignment to SPED needs

2. Compliance & Consistency

- Inconsistencies in ARD documentation, PLAAFPs, goals, BIPs, progress monitoring
- Need for clear expectations and “what right looks like”
- New staff needing step-by-step procedural training

3. Behavior Supports

- Need for practical, implementable behavior strategies
- Support for AU, emotional disturbance, ADHD, and post-hospital reentry
- Limited sensory resources and environmental supports

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Survey Results

🔴 **PRIORITY CHALLENGES (HIGH FREQUENCY)**

4. Instructional Skills
- Differentiation for multi-grade rooms
- Adapted curriculum (Unique, SPIRE, Equals, Bluebonnet)
- Progress monitoring and data-driven instruction

5. Collaboration & Communication
- Desire for SPED-specific PLCs
- Better communication between campuses, evaluators, therapists, and clerks
- Clear dissemination of updates and expectations

6. Transition & Secondary Supports
- Ongoing confusion around Indicator 13 requirements
- Need for earlier and coordinated transition planning
- Inclusion of job coaches, CTE, and agencies in planning

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SPED Updates

Survey Summary

✅ **SPED-Specific** (not generic PD)
✅ **Ongoing, Not One-Time**
✅ **Role-Differentiated** (teachers, paras, evaluators, therapists, clerks, admin)
✅ **Embedded in the Workday When Possible**
✅ **Balanced: Compliance + Instruction + Wellness**

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SPED Updates

Professional Development Action Plan — 2025–2026

San Elizario ISD Special Education Department

Quarter	PD Topic	Goals & Learning Objectives
Q1 Aug–Sep	New Staff & Role Onboarding	• Orient new/returning staff to SPED systems • Overview of SuccessEd, Eduphoria, Frontline • ARD calendar & compliance timelines • IEP writing expectations & templates
Q1 Aug–Sep	Standards-Based IEP Process (Part 1)	• PLAAFP writing: data-driven, standards-aligned • Goal construction (measurable, layered objectives) • Required IEP components & common errors • Hands-on practice with current student profiles
Q1 Sep	Behavior Management Framework — Foundation	• District-wide PBIS review & updates • FBA/BIP process: roles & documentation • De-escalation techniques • Proactive classroom strategies
Q2 Oct–Nov	Compliance & ARD Procedures (Deep Dive)	• ARD scheduling, notice requirements, timelines • Parent communication best practices • MDR process & documentation • Compliance monitoring & self-audit tools
Q2 Oct	Accommodations & Modifications in Practice	• Distinguishing accommodations vs. modifications • Aligning supports to IEP goals • Communicating with gen ed teachers • Shared tracking system (Eduphoria + shared folder)
Q2 Nov	Autism Spectrum: Strategies & Supports	• Current research on ASD instructional strategies • Sensory regulation & environmental supports • Communication systems (AAC, low-tech) • Unit classroom structuring & visual supports
Q3 Jan–Feb	Transition Planning (Secondary) — Comprehensive	• Indicator 13 requirements & TEA updates • Transition assessment tools & documentation • Agency coordination: TWC, EPCC, community • ITP goal writing & post-secondary pathways • Job coaching & work-based learning
Q3 Jan	Dyslexia Instruction & SPIRE Curriculum	• Dyslexia characteristics & impact on learning • Structured literacy framework • SPIRE program: materials, data, pacing • IEP goal writing for dyslexia • Paperwork requirements (dyslexia as SPED)
Q3 Feb	Inclusion, Co-Teaching & Collaborative Models	• Co-teaching structures (team, parallel, station) • Roles & responsibilities in co-taught settings • Scheduling considerations • Communication protocols with gen ed • Modifying assignments vs. lowering standards
Q4 Mar–Apr	Evaluation & Eligibility (FIE/REE)	• FIE components & timelines • REE triggers & procedures • Eligibility categories: criteria & decision-making • Report writing quality • Coordination between diags, SLPs, OTs
Q4 Apr	Assistive Technology & AAC Devices	• AT continuum: low-tech to high-tech • AAC device exploration & trial process • Matching AT tools to IEP goals • Integration into daily instruction • Documentation & progress monitoring for AT
Q4 May	End-of-Year Data Review & Planning	• Review student outcome data vs. IEP goals • Compliance audit findings & response • Staff needs assessment for 2026–27 • Celebrate wins & recognize growth

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SPED Updates

AGENDA - JULY 17

- Welcome/Updates
- Appropriate Use of AI and Communication
- Survey Results
- Calendar / PD Structure
- Progress Report
- ARD Process
- Dissemenation of Mods/Acc
- Service Logs
- Special Education Resource Center

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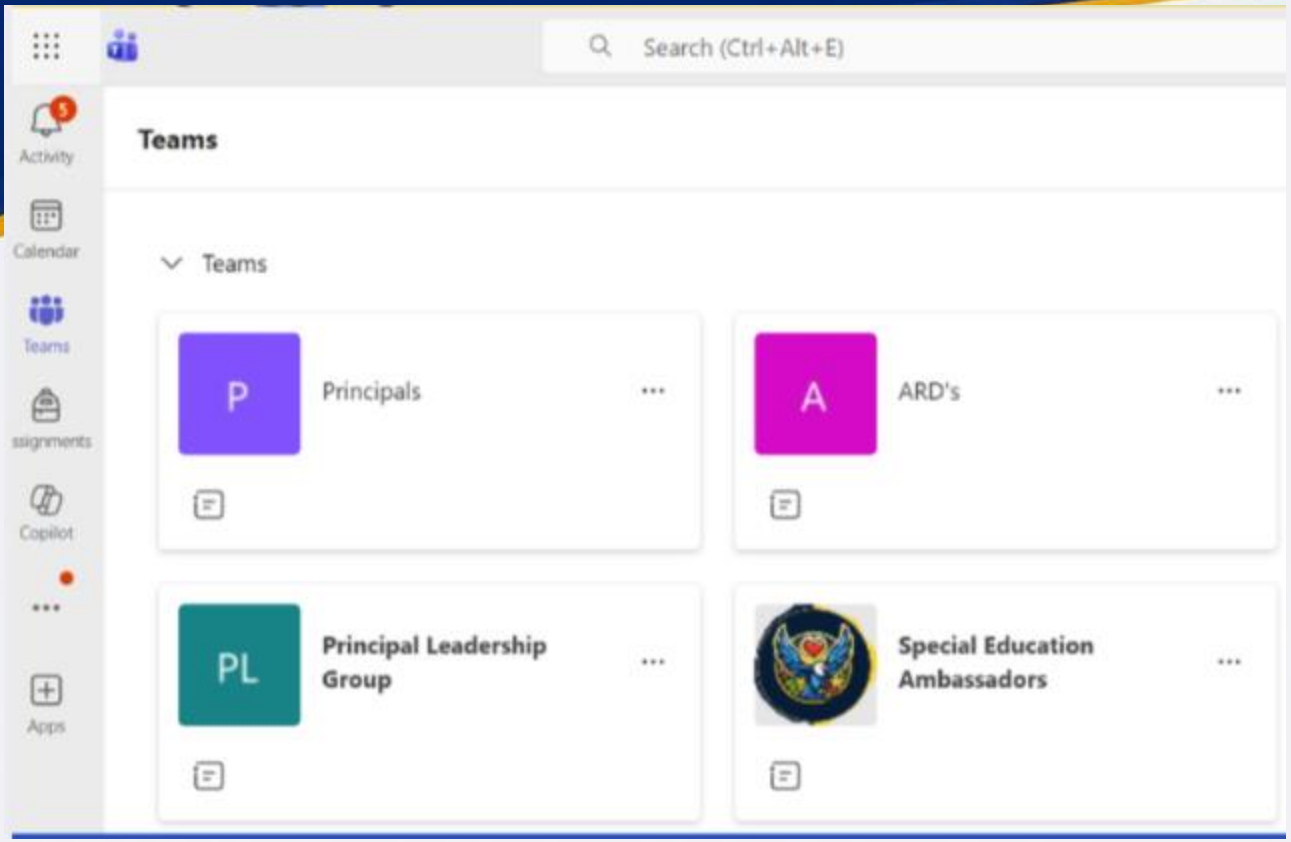
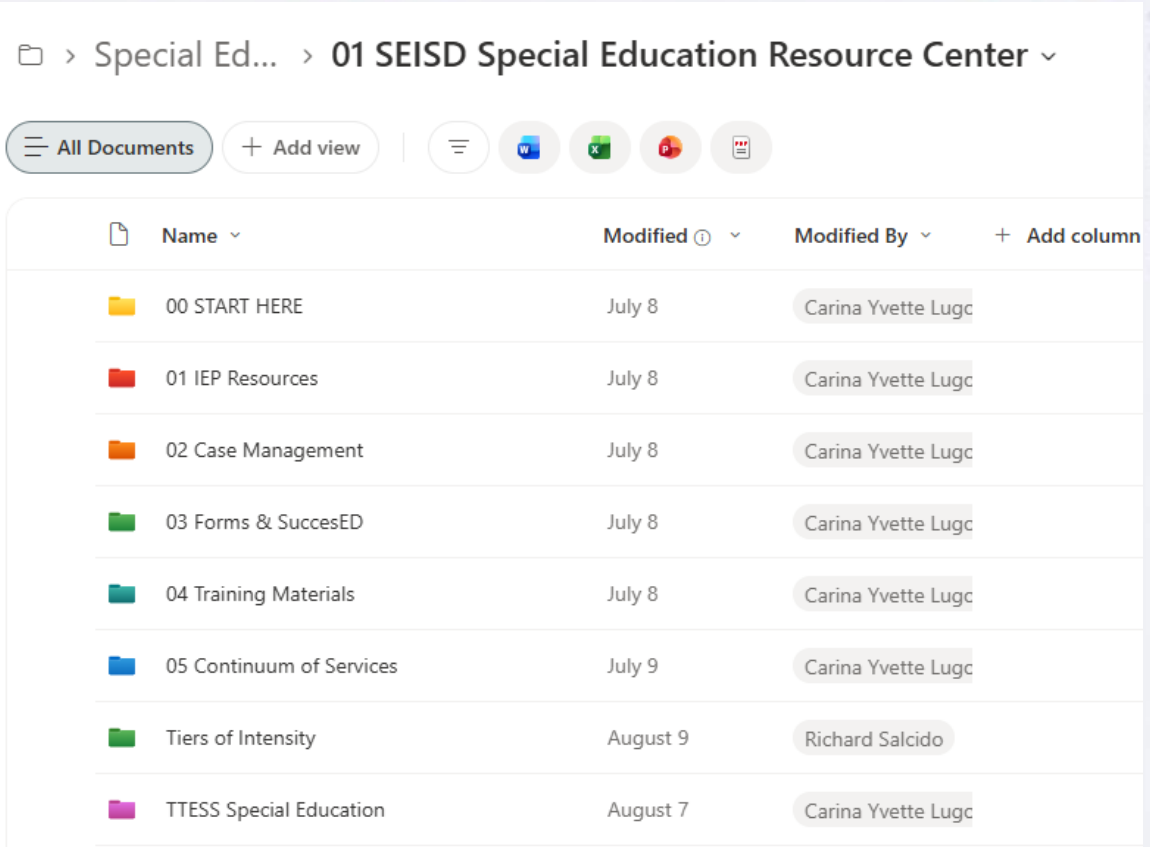
SPED Updates





Name	Modified	Modified By
01 SEISD Special Education Resource Center	August 7	Carina Yvette Lugc
02 Admin SPED Resource Center	August 7	Carina Yvette Lugc

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SPED Updates

https://kfoxtv.com/news/local/sportsmanship-shines-at-el-paso-middle-school-game-as-rivals-help-teammate-score

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Texas Incentive Allotment Information

Ms. Leticia De Santos, Instructional Programs Administrator

TIA Updates

What are the TIA Designation Levels?

There are no quotas or limits on TIA Designations for a teaching assignment, campus or a district. BUT data must pass TEA/Texas Tech Data Validation.

Master: Top 5% of teachers across the state
Exemplary: Top 20% of teacher across the state
Recognized: Top 33% of teachers across the state
Acknowledged: Top 50% of teachers across the state

TEA reviewed state-wide student growth data and observation data to set anticipated performance standards for each level of TIA designation. *San Elizario ISD anticipates using these performance standards as our guide for determining TIA designations. The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.*

TIA Updates

San Elizario ISD's TIA System for 2022-2023

Grade-Level Course Eligibility

PRE-KINDERGARTEN

Reading

KINDERGARTEN – 2ND GRADE

Reading

3RD – 6TH GRADE

Reading & Math

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TIA Updates

San Elizario ISD's TIA System for 2023-2024

CURRENT ELIGIBLE COURSES

PRE-K

Reading

KINDER – 2ND

Reading

3RD – 6TH GRADE

Reading & Math

EXPANSION COURSES (ADDED)

7TH – 8TH GRADE

Math & Reading

ALGEBRA 1

ENGLISH 1

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TIA Updates

San Elizario ISD's TIA System for 2024-2025

CURRENT ELIGIBLE COURSES

PRE-KINDERGARTEN
Reading

KINDERGARTEN – 2ND
Reading

3RD – 6TH GRADE
Reading & Math

7TH – 8TH GRADE
Math & Reading

ALGEBRA 1

ENGLISH 1

EXPANSION COURSES (ADDED)

5TH & 8TH GRADE
Science

SPED
Co-Teach
Resource

BIOLOGY

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TIA Updates

San Elizario ISD's TIA System for 2025-2026

CURRENT ELIGIBLE COURSES

PRE-KINDERGARTEN
Reading

KINDERGARTEN – 2ND
Reading

3RD – 6TH GRADE
Reading & Math

7TH – 8TH GRADE
Math & Reading

5TH & 8TH GRADE
Science

ENGLISH 1

BIOLOGY

SPED
Co-Teach
Resource

ALGEBRA 1

EXPANSION COURSES (ADDED)

PRE-K 3
Reading & Math

KINDERGARTEN – 2ND GRADE
Math

8TH GRADE
Social Studies

ENGLISH II

US History

COSMETOLOGY I

GRAPHIC DESIGN

BUSINESS INFORMATION MANAGEMENT II

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San Elizario ISD's TIA System for 2026-2027

CURRENT ELIGIBLE COURSES

PRE-KINDERGARTEN
Reading & Math

KINDERGARTEN – 2ND
Reading & Math

PRE-K 3
Reading & Math

3RD – 6TH GRADE
Reading & Math

7TH – 8TH GRADE
Math & Reading

8TH GRADE
Social Studies

5TH & 8TH GRADE
Science

ENGLISH 1

ENGLISH II

BIOLOGY

US History

ALGEBRA 1

COSMETOLOGY I

GRAPHIC DESIGN

SPED
Co-Teach
Resource

BUSINESS INFORMATION MANAGEMENT I

TIA Updates

San Elizario ISD's TIA System for 2026-2027

EXPANSION COURSES (ADDED)

- 6th & 7th Grade
  - Science
- 7th Grade
  - Social Studies
- Geometry
- Chemistry
- World Geography
- Spanish II
- SPED
  - Specialized Units
  - Life Skills
  - Structured Learning Classrooms
  - SES Classrooms
  - Academic Self Contained

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TIA Updates

Eligible Courses: 2022–2023 vs. 2026–2027

2022–2023

- Pre-kindergarten — Reading
- Kindergarten–2nd Grade — Reading
- 3rd–6th Grade — Reading & Math

2026–2027

- Pre-kindergarten 3/4 — Reading & Math
- Kindergarten–2nd Grade — Reading & Math
- 3rd–6th Grade — Reading & Math
- 5th–8th Grade — Science
- Biology
- Chemistry
- 7th–8th Grade — Social Studies
- U.S. History
- World Geography
- English I
- English II
- Spanish II
- SPED — Co-Teach, Resource & Specialized Units
- Cosmetology
- Graphic Design
- Business Management

TIA Updates

San Elizario ISD's TIA System for 2026-2027

Student Growth

- CIRCLE is used for Pre-kindergarten
- MCLASS is used for Kindergarten - 2nd Reading
- Iready is used for Kindergarten - 2nd Math
- District Created Pre-Test/EOY STAAR is used for 3rd Reading & Math, 5th & 8th Science, Biology, 8th Social Studies & US History
- Prior year STAAR/EOY STAAR is used for 4th - 8th Reading & Math, Algebra I, English I, English II
- Region 10 TEKSReady is used for 6th Science, 7th Science, 7th Social Studies, World Geography, Chemistry, Spanish II, Geometry, Graphic Design & Illustration I, Foundations of Business Communication & Technology I, Cosmetology I
- ULS is used for Life Skills teachers and structured learning teachers Pre-kindergarten - 12th grade

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

San Elizario ISD's TIA System for 2026-2027

Teacher Observation

Instruction (Domain 2)

- Dimension 2.1 Achieving Expectations
- Dimension 2.2 Content Knowledge and Expertise
- Dimension 2.3 Communication
- Dimension 2.4 Differentiation
- Dimension 2.5 Monitor and Adjust

Learning Environment (Domain 3

- Dimension 3.1 Classroom Environment, Routines, and Procedures
- Dimension 3.2 Managing Student Behavior
- Dimension 3.3 Classroom Culture

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

How will we Designate

Teacher must meet performance level in BOTH Observation & Student Growth to earn an overall TIA Designation

TEA Performance Standards

TIA Level	Observation	Student Growth
Master	4.5	70%
Exemplary	3.9	60%
Recognized	3.7	55%
Acknowledged	3.5	50%

Final District Standards subject to change.

The District's Teacher appraisal and student growth outcomes are reviewed alongside the State's Performance Standards as well as available State and National Data to determine the district's final TIA decisions for Observation and Growth, as well as the inclusion of minimum performance requirements. Once analysis is complete, information is made publicly available.

TIA Updates

TIA Timeline - two year process

June 2026
Application Approval from TEA

School Year 2026-2027
Teacher observation & student growth data collected

October 2027
Submit data to TEA/Texas Tech for validation
**Must remain a teacher in district to be submitted*

February 2028
Receive notice from TEA
**Approved or denied as a district*

August 2028
Teacher receives TIA payout
**Must remain an employee to receive payout*

September 2028
District receives TIA reimbursement

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TIA Updates

Number of Teachers Designated by Category

Year	Number of Teachers Designated	Recognized	Exemplary	Masters
2023-2024	6	4	2	0
2024-2025	10	2	4	4
2025-2026	16	5	9	2
Total Amount	**32**	**11**	**15**	**6**

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TIA Updates

TIA Committee Development

2024-2024

- A survey was sent to all teachers in November 2024.
- 44 teachers responded
- Each campus had representation

Loya	Sambrano	Alarcon	Borrego	GEMS	SEHS
1	2	2	2	2	5

2025–2026

- Campus TIA presentations took place in September and October.
- Teachers were invited to volunteer for the TIA Committee by scanning a QR code.
- 5 teachers responded and served on the committee.

Loya	Sambrano	Alarcon	Borrego	GEMS	SEHS
0	2	2	2	0	0

Teacher voice has remained central to the TIA expansion process

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Questions/Comments

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Strengthening Systems for Student Success

Instructional update: moving identified needs to strategic action, implementation, and continuous improvement

IDENTIFY → PRIORITIZE → BUILD CAPACITY → MONITOR → ADJUST

A Soaring District

PROACTIVE RESPONSE

Declining enrollment prompted the District to proactively consolidate campuses and create a more sustainable four-campus structure.

PRESERVING CAPACITY

Loya Elementary was absorbed into Sambrano Elementary, and Alarcon Elementary was absorbed into Borrego Elementary, supporting the District's goal of avoiding personnel reductions.

STRENGTHENING SYSTEMS

The District is using needs-assessment findings, LIFT, professional learning, coaching, and monitoring to strengthen instructional systems across the new structure.

Key message: Strategic change, supports, and instructional improvement are connected.

From Six Campuses to Four

SPRING 2026 NEEDS ASSESSMENT

6

campuses assessed

- Loya
- Sambrano
- Alarcon
- Borrego
- GEMS
- SEHS

A PROACTIVE APPROACH

2026–27 STRUCTURE

4

campuses

SAMBRANO
PK–2 • Loya absorbed

BORREGO
3–6 • Alarcon absorbed

GEMS
7–8

SEHS
9–12

The Needs Assessment remains the baseline; improvement work is now being applied across the four-campus system.

What the Needs Assessment Told Us

The assessment showed strong foundations in some areas—and a need for greater consistency in key improvement systems.

5 of 6

campuses had Math RBIS training for leaders/staff

6 of 6

campuses had schedules aligned to HQIM requirements

2 of 6

campuses had fully established observation & feedback systems with action-step tracking

1 of 6

campuses had School-Wide Routines training at the time of the assessment

Board takeaway: The work is moving from isolated practices toward districtwide systems and consistency.

Source: SEISD Needs Assessment Tool – LASO 4, March 2026

RBIS: WHAT IS IT AND WHY IT MATTERS

The Instructional Foundation That Powers HQIM Implementation

WHAT IS RBIS?

Research-Based Instructional Strategies (RBIS) are **high-impact teaching practices** grounded in research that promote conceptual understanding, procedural fluency, and mathematical reasoning for all students.

WHY IT MATTERS

RBIS is the "how" behind effective instruction. It ensures that the curriculum is delivered in ways that lead to deep understanding and long-term student learning.

CORE RBIS PRACTICES

BALANCE	DEPTH	COHERENCE	RIGOR	ACADEMIC LANGUAGE
Balance conceptual understanding and procedural fluency.	Prioritize depth of understanding over breadth of coverage.	Build coherence throughout the grade level and across grade levels.	Provide opportunities for productive struggle and rigorous thinking.	Develop academic language through rich mathematical discourse.

OUR GOAL: Move from training in RBIS to consistently seeing RBIS-aligned practices in every classroom, strengthening HQIM implementation and improving student outcomes.

SAN ELIZARIO ISD

INSTRUCTION. SUPPORT. IMPACT.

THE NOW WHAT?

1. UNDERSTAND

Leaders and teachers understand the research behind RBIS and what it looks like in practice.

2. LOOK FOR

Leaders use RBIS to identify strengths and opportunities during observation and feedback.

3. SUPPORT

Coaches provide targeted support that connects RBIS to daily instruction and HQIM lessons.

4. SEE IT CONSISTENTLY

RBIS-aligned practices become consistent classroom practices that drive student learning.

RBIS IS ESSENTIAL TO HQIM IMPLEMENTATION

- **RBIS brings the curriculum to life** — HQIM provides the "what" and "when"; RBIS ensures the "how" leads to student understanding.
- **RBIS ensures fidelity with purpose** — It keeps the focus on high-quality instruction, not just completing lessons.
- **RBIS supports all learners** — High-impact practices benefit every student, including those who need the most support.
- **RBIS drives improvement** — When observed, coached, and refined, RBIS leads to stronger instruction and better outcomes.

BLUEBONNET LEARNING MATH:
WHAT IT IS AND WHY IT MATTERS

High-Quality Curriculum. High-Impact Instruction. Every Student, Every Day.

WHAT IS BLUEBONNET LEARNING MATH?

Bluebonnet Learning Math is the state-adopted, TEKS-aligned curriculum for grades K–8 that provides a coherent, rigorous, and engaging sequence of math instruction.

- Aligned to the TEKS and built for Texas classrooms.
- Designed to build deep conceptual understanding and procedural fluency.
- Includes strong support for teachers and students through tools, tasks, and assessments.

WHY IT MATTERS

Strong curriculum is the foundation for strong instruction.
Bluebonnet Learning Math provides:

- A clear roadmap for what to teach and when.
- High-quality lessons that save planning time and elevate instruction.
- Consistent expectations across classrooms and campuses.
- The tools to build student confidence and lifelong math understanding.

OUR GOAL: Implement Bluebonnet Learning Math with fidelity and instructional excellence so every student achieves at high levels.

SAN ELIZARIO ISD
INSTRUCTION. SUPPORT. IMPACT.

BLUEBONNET LEARNING MATH:
KEY FEATURES AND WHAT NOW?

KEY FEATURES OF BLUEBONNET LEARNING MATH

TEKS ALIGNED

100% aligned to the Texas Essential Knowledge and Skills for Math.

COHERENT & SEQUENTIAL

Lessons build on each other so students make meaningful connections.

CONCEPTUAL UNDERSTANDING

Students develop deeper understanding before moving to procedures and application.

BUILT-IN SUPPORTS

Lesson slides, scaffolds, practice sets, and assessments support teachers and promote student success.

DATA-INFORMED INSTRUCTION

Frequent checks for understanding help teachers respond and adjust in real time.

VERTICAL ARTICULATION BETWEEN AND AMONG GRADE LEVELS

Built to ensure coherence and progression of key concepts from one grade level to the next.

WHAT NOW? HOW WE IMPLEMENT IT WELL

1. IMPLEMENT WITH FIDELITY

Teach the full lesson as written—every day, every student.

2. FOCUS ON DEEP UNDERSTANDING

Use visuals, discourse, and student work to build conceptual understanding.

3. MONITOR & RESPOND

Use data from daily practice and assessments to inform instruction and provide support.

4. GROW TOGETHER

Engage in PLCs, coaching, and professional learning to strengthen our practice.

OUR GOAL: Implement Bluebonnet Learning Math with fidelity and instructional excellence so every student achieves at high levels.

SAN ELIZARIO ISD
INSTRUCTION. SUPPORT. IMPACT.

Observation to Instructional Improvement

A consistent cycle turns classroom evidence into focused support, practice, and follow-through.

1

OBSERVE

Collect evidence of instruction and student learning.

→

2

IDENTIFY

Name a high-leverage strength or opportunity.

→

3

FEEDBACK

Provide clear, actionable feedback and an agreed-upon action step.

→

4

FOLLOW UP

Revisit the action step through coaching, practice, and another observation.

SEISD Focus: Move from trained leaders to a consistent districtwide O&F system with actionable feedback and follow-through.

Source: SEISD LIFT Needs Assessment • Observation & Feedback indicators and campus comprehensive analysis

WHO DOES WHAT?

A coordinated partnership clarifies ownership, aligns support, and builds capacity so observation, feedback, and coaching strengthen instruction and student learning.

DISTRICT-LED IMPLEMENTATION
San Elizario ISD

DR. BLANCA CRUZ
Associate Superintendent

- Provides vision and direction.
- Establishes priorities.
- Aligns resources.
- Owns district implementation.

CAMPUS LEADERS
Principals & Assistant Principals

- Observe instruction and collect evidence.
- Identify strengths and areas for growth.
- Provide specific, actionable feedback.
- Create the conditions for coaching and PLCs.

INSTRUCTIONAL COACH
Coaching & Capacity Building

- Partner with teachers to model, rehearse, and co-plan instruction.
- Provide targeted coaching and resources.
- Support teachers in implementing action steps.
- Monitor implementtion and follow up with teachers.

TEACHERS
Classroom Instruction

- Implement high-quality instruction aligned to district priorities and HQIM.
- Engage in the observation and feedback process.
- Apply feedback and implement action steps.
- Collaborate in PLCs and use data to improve student learning.

ESC REGION 19 PARTNERSHIP & SUPPORT
LIFT

LIFT LEAD / DISTRICT COACH
Partners with district leadership

- Build capacity.
- Provide coaching, tools, protocols, and resources.
- Support calibration.
- Monitor progress with district leaders.

LIFT CAMPUS COACH
Partners with campus leaders & ILTs

- Coach campus leaders and ILTs.
- Build capacity to lead observation, feedback, and PLC systems.
- Support calibration and high-leverage action steps.
- Monitor progress with campus leaders and ILTs.

OUR SHARED GOAL: A consistent observation and feedback system that builds capacity, strengthens instruction, and improves outcomes for all students.

The Need Is Systemic — The Response Must Be, Too

The specific needs differ by grade span, but the underlying system needs are connected.

PK–2

Instructional consistency
PLC refinement
Student work/data use

3–6

Coaching consistency
Lesson internalization
Intervention systems

7–8

Coaching systems
PLC structures
Feedback cycles

9–12

Observation & feedback
Schoolwide routines
Instructional leadership

LIFT Campus Coach
Erica Garcia

LIFT Campus Coach
Luis Loera

The opportunity is to leverage strong practices that already exist and build consistent district routines that travel across campuses.

Findings and the LIFT Action Plan

The needs assessment became a focused Year 1 improvement roadmap.

1

MTSS & Intervention

Comprehensive framework, data system, intervention schedules, progress monitoring, and CIT routines.

2

Instructional Coaching

Define the coaching model, documentation, cycles, monitoring, and sustainability.

3

Special Education / Co-Teaching

Strengthen co-teaching structures, teacher training, and progress monitoring.

4

Lesson Internalization

Deepen pre-work, collaborative planning, engagement, differentiation, CFUs, and rehearsal.

5

Rapid-Cycle Data Response

Analyze results, plan reteaching, implement response, reassess, and adjust.

6

PLCs

Establish structures that build teacher capacity, strengthen instructional practice, and create a cycle of collaboration, evidence, and improvement.

The Region 19 Partnership

LIFT
Leadership and Instructional Foundations for Texas

Professional Learning

RBIS • **Bluebonnet Learning Math** + Other HQIMs • UDL • MTSS • Co-teaching • RLA/Math • Schoolwide Routines • **Performance Management** • **Observation and Feedback** • **PLCs** (Internalization, Rehearsal, Student Work Analysis Protocol)

Coaching & Technical Assistance

Campus coaching • District Coaching • Leadership support • Lesson internalization • **Observation Feedback cycles** • **PLCs** (Internalization, Rehearsal, Student Work Analysis Protocol)

Data & Monitoring

Needs Assessment • Learning walks • Campus Observations • Walkthroughs • Implementation evidence

School Improvement

LIFT • Action Planning • **Performance Management** • Continuous Improvement

The partnership is designed to build District and campus capacity—not simply increase the number of professional learning sessions delivered.

Training and Implementation

The most compelling evidence is what changed in practice—not how many trainings occurred.

EVIDENCE OF PROGRESS

- Stronger alignment to adopted instructional materials
- Protected PLC/planning structures
- Growing use of lesson internalization
- Increased attention to observation and feedback
- Existing campus practices that can be leveraged

WHAT WE ARE LEARNING

- Implementation quality varies
- Student productive grappling/rigor remains an area for attention
- Coaching consistency matters
- Data routines need tighter instructional follow-through

NEXT LEVEL OF WORK

- Increase instructional precision
- Strengthen student work analysis
- Tighten data → response cycles
- Build consistent coaching systems
- Monitor implementation across the four-campus structure

Board message: We are using evidence to refine the work as we go.

LIFT Connects the Work

LIFT
Leadership and Instructional Foundations for Texas

IDENTIFY →	PRIORITIZE →	BUILD CAPACITY →	IMPLEMENT →	MONITOR →	ADJUST
Needs assessment Data	District priorities Action plan	PD + coaching Tools + routines	Classroom practice Campus systems	Walkthroughs Student evidence	Refine support Scale what works
April-May 2026		June-August 2026		July 2026 – June 2027	

LIFT is not a separate initiative. It provides a structure for turning identified needs into focused action, monitoring implementation, and continuously refining support.

2026–27: From Implementation to Impact

1. Strengthen Tier 1 instruction
2. Deepen HQIM implementation
3. Strengthen PLCs & lesson internalization
4. Build consistent coaching systems
5. Strengthen MTSS & data response
6. Improve support for diverse learners
7. Monitor implementation and adjust

Our goal is not simply to implement initiatives. Our goal is to build and support the instructional and leadership systems that result in improved outcomes for students.

A PARTNERSHIP FOCUSED ON SUSTAINABLE IMPROVEMENT

DISTRICT

Vision, leadership, resources, ownership

CAMPUSES

Implementation, learning, refinement

REGION 19 / LIFT

Structure for continuous improvement
Expertise, coaching, professional learning, data support

Identify the need. Align the response. Build capacity. Monitor implementation. Adjust the work. Improve outcomes.

Principal Panel Discussion

Ms. Frescas, Principal – Josefa L. Sambrano Elementary School

Ms. Esquivel, Principal – Alfonso Borrego Sr. Elementary School

Mr. Corona, Principal, Ann Garcia Enriquez Middle School

Mr. Enriquez, Principal, San Elizario High School

1. When you think about the recently released campus academic rating for your campus, how will you help students and staff improve student outcomes?

2. Every campus has opportunities and challenges. What do you see as the biggest opportunity or challenge to make academic gains?

3. We are in this work together.

What support from your staff, district leadership, or other departments will make the biggest difference in helping your campus reach improved academic goals?

4. What are the expectations for teachers and staff this year?

5. How can the School Board/District administration best support you?

Closing/Additional Comments

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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Tax Report
Date: September 8, 2026

HISTORY: The primary source of state funding for Texas school districts is the Foundation School Program (FSP). This program ensures that all school districts, regardless of property wealth, receive "substantially equal access to similar revenue per student at similar tax effort." The District's current tax rate was approved at the September 16, 2025 Board meeting for a total rate of $0.8853. The Maintenance & Operations (M&O) rate which pays for items such as staff salaries, supplies, materials, transportation and utilities was $0.7156 while the Interest & Sinking (I&S) rate which pays for bonded debt was $0.1697.

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

BUDGET: Collections as of June 30, 2026 are summarized below.

	M&O	I&S	Total	Collections
Current Year Levy	$2,240,151	$531,238	$2,771,388	
Current Year Collections	$2,020,432	$479,133	$2,499,566	$2,499,566
Current Year Levy Outstanding	$219,718	$52,104	$271,823	
Prior Year Collections				$128,174
Penalty & Interest Collections				$68,405
Total Collections				$2,696,145

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

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

EL PASO CONSOLIDATED TAX OFFICE
PROPERTY TAX COLLECTION ANALYSIS
9/1/2025 through 6/30/2026

JURISDICTION: 19 SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

	CURRENT TAX YEAR ($)		PRIOR YEARS ($)		ALL YEARS ($)			COLLECTION FEE ($)	
PERIOD	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	COLLECTED	CUMULATIVE	%	COLLECTED	CUMULATIVE
Sep 2025	-	-	51,076.15	51,076.15	51,076.15	51,076.15	1.84%	9,028.77	9,028.77
Oct 2025	28,774.29	28,774.29	8,712.45	59,788.60	37,486.74	88,562.89	3.20%	1,764.61	10,793.38
Nov 2025	135,401.54	164,175.83	13,113.12	72,901.72	148,514.66	237,077.55	8.55%	1,901.28	12,694.66
Dec 2025	855,586.24	1,019,762.07	17,065.33	89,967.05	872,651.57	1,109,729.12	40.04%	3,006.28	15,700.94
Jan 2026	975,567.45	1,995,329.52	17,666.72	107,633.77	993,234.17	2,102,963.29	75.88%	2,836.55	18,537.49
Feb 2026	317,514.31	2,312,843.83	9,730.40	117,364.17	327,244.71	2,430,208.00	87.69%	3,749.59	22,287.08
Mar 2026	107,441.96	2,420,285.79	17,395.49	134,759.66	124,837.45	2,555,045.45	92.19%	3,641.30	25,928.38
Apr 2026	58,335.73	2,478,621.52	9,994.45	144,754.11	68,330.18	2,623,375.63	94.66%	3,198.25	29,126.63
May 2026	22,776.18	2,501,397.70	8,930.78	153,684.89	31,706.96	2,655,082.59	95.80%	3,501.31	32,627.94
Jun 2026	25,122.93	2,526,520.63	15,939.25	169,624.14	41,062.18	2,696,144.77	97.28%	2,130.42	34,758.36
Jul 2026									
Aug 2026									

LEVY		CURRENT	PRIOR	ALL YEARS
Levy-Cert	7/25/2025	2,756,631.77	N/A	N/A
Levy-Billed	10/1/2025	2,817,941.38	635,963.53	3,453,904.91
Adjusted Levy YTD		2,771,388.20	616,198.30	3,387,586.50
Increase/Decrease		(46,553.18)	(19,765.23)	(66,318.41)
Levy Outstanding		271,822.61	488,024.45	759,847.06

REVENUE	CURRENT	PRIOR	ALL YEARS
Total Levy Collected	2,499,565.59	128,173.85	2,627,739.44
Total Penalty & Interest	26,955.04	41,450.29	68,405.33
Total Levy + P&I	2,526,520.63	169,624.14	2,696,144.77
Taxes as percent of levy	90.19%	4.62%	94.81%
P&I as percent of levy	0.97%	1.50%	2.47%
Total as percent of levy	91.16%	6.12%	97.28%
Collection Fee	3,864.47	30,893.89	34,758.36
Total Collected YTD	2,530,385.10	200,518.03	2,730,903.13

printed 7/2/2026

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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Financial Statements
Date: September 8, 2026

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

RATIONALE: The purpose of this agenda item is to present unaudited interim financial statements as of June 30, 2026, which are attached to this memo. Included are:

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

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

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

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

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - GENERAL FUND - UNAUDITED
FOR THE ONE MONTH ENDING JUNE 30, 2026

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 3,093,147	$ 3,093,147	2,821,964	$ (271,183)
5800	State Program Revenues	31,231,757	31,440,069	31,046,183	(393,886)
5900	Federal Program Revenues	4,305,000	4,305,000	3,326,350	(978,650)
5020	Total Revenues	38,629,904	38,838,216	37,194,497	(1,643,719)
	EXPENDITURES:				
	Current:				
0011	Instruction	19,734,074	19,947,780	19,524,846	422,934
0012	Instructional Resources and Media Services	67,426	67,426	50,864	16,562
0013	Curriculum and Instructional Staff Development	859,460	859,460	744,350	115,110
0021	Instructional Leadership	744,080	774,432	730,632	43,801
0023	School Leadership	2,102,639	2,113,090	1,960,710	152,381
0031	Guidance, Counseling and Evaluation Services	1,503,569	1,502,069	1,218,530	283,539
0032	Social Work Services	50,039	100,039	96,672	3,367
0033	Health Services	427,494	427,494	459,169	(31,674)
0034	Student (Pupil) Transportation	1,421,379	1,421,379	1,313,310	108,069
0035	Food Services	3,310,425	3,310,425	3,156,602	153,823
0036	Extracurricular Activities	909,279	1,024,279	1,120,981	(96,702)
0041	General Administration	1,707,954	1,857,954	1,777,442	80,512
0051	Facilities Maintenance and Operations	5,317,942	5,314,942	3,936,421	1,378,521
0052	Security and Monitoring Services	608,150	1,111,663	1,408,427	(296,765)
0053	Data Processing Services	1,170,851	1,170,851	1,089,818	81,033
0061	Community Services	15,030	15,030	10,530	4,500
	Debt Service:				
0071	Debt Service	319,725	283,815	254,173	29,642
	Capital Outlay:				
0081	Facilities Acquisition and Construction	-	-	-	-
	Intergovernmental:				
0099	Other Intergovernmental Charges	51,700	51,700	40,820	10,880
6030	Total Expenditures	40,321,216	41,353,829	38,894,298	2,459,531
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	(1,691,312)	(2,515,613)	(1,699,801)	815,812
	OTHER FINANCING SOURCES (USES):				
7912	Sale of Real and Personal Property	25,000	25,000	13,407	(11,593)
7915	Transfers In	-	-	-	-
8911	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	25,000	25,000	13,407	(11,593)
1200	Net Changes in Fund Balances	(1,666,312)	(2,490,613)	(1,686,394)	804,219
0100	Fund Balance - July 1 (Beginning)	-	14,185,974	14,185,974	-
3000	Fund Balance - June 30 (Ending)	$ (1,666,312)	$ 11,695,361	$ 12,499,580	$ 804,219

SAN ELIZARIO ISD
SCHEDULE OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCE
BUDGET AND ACTUAL - DEBT SERVICE FUND - UNAUDITED
FOR THE ONE MONTH ENDING JUNE 30, 2026

Data Control Codes		Budgeted Amounts Original	Budgeted Amounts Final	Actual Amounts (GAAP BASIS)	Variance With Final Budget Positive or (Negative)
	REVENUES:				
5700	Total Local and Intermediate Sources	$ 527,252	$ 527,252	$ 545,155	$ 17,903
5800	State Program Revenues	1,245,681	1,245,681	1,150,870	(94,811)
5020	Total Revenues	1,772,933	1,772,933	1,696,025	(76,908)
	EXPENDITURES:				
	Debt Service:				
0071	Debt Service	1,727,225	1,727,225	1,623,828	103,397
6030	Total Expenditures	1,727,225	1,727,225	1,623,828	103,397
1100	Excess (Deficiency) of Revenues Over(Under) Expenditures	45,708	45,708	72,197	26,489
	OTHER FINANCING SOURCES (USES):				
7915	Transfers In	-	-	$ -	-
7916	Premium or Discount on Issuance of Bonds	-	-	-	-
8949	Transfers Out (Use)	-	-	-	-
7080	Total Other Financing Sources (Uses)	-	-	-	-
1200	Net Changes in Fund Balances	45,708	45,708	72,197	26,489
0100	Fund Balance - July 1 (Beginning)	-	341,499	341,499	-
3000	Fund Balance - June 30 (Ending)	$ 45,708	$ 387,207	$ 413,696	$ 26,489

EXHIBIT H-4

SAN ELIZARIO ISD
COMBINING STATEMENT OF REVENUES, EXPENSES AND CHANGES IN FUND NET POSITION
INTERNAL SERVICE FUNDS - UNAUDITED
FOR THE ONE MONTH ENDING JUNE 30, 2026

	753 Self Insurance Health Fund	770 Self Insurance W/ Comp Fund	Total Internal Service Funds
OPERATING REVENUES:			
Local and Intermediate Sources	$ 664,251	$ 71,081	$ 735,331
Total Operating Revenues	664,251	71,081	735,331
OPERATING EXPENSES:			
Professional and Contracted Services	1,271,849	142,791	1,414,640
Other Operating Costs	217,916	-	217,916
Total Operating Expenses	1,489,765	142,791	1,632,556
Operating Income (Loss)	(825,514)	(71,711)	(897,225)
NONOPERATING REVENUES (EXPENSES):			
Earnings from Temporary Deposits & Investments	153	54,404	54,556
Total Nonoperating Revenues (Expenses)	153	54,404	54,556
Income (Loss) Before Transfers	(825,361)	(17,307)	(842,669)
Transfer In	-	-	-
Change in Net Position	(825,361)	(17,307)	(842,669)
Total Net Position - July 1 (Beginning)	(558,907)	909,946	351,039
Total Net Position - June 30 (Ending)	$ (1,384,268)	$ 892,639	$ (491,630)

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MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Investment Report
Date: September 8, 2026

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

RATIONALE: The purpose of this agenda item is to present the investment report for the month of June 30, 2026.

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

ADMINSTRATIVE RECOMMENDATION: This report is for information only.

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

San Elizario I.S.D.
Statement of Interest Earned
For The One Month Ending June 30, 2026

General Fund	**$**	**428,614.81**
Interest & Sinking (Debt Service) Fund	**$**	**21,061.45**
Capital Projects Fund	**$**	**16,375.77**
Health Insurance Fund	**$**	**152.80**
Workers Compensation Fund	**$**	**54,403.67**
Total	**$**	**520,608.50**

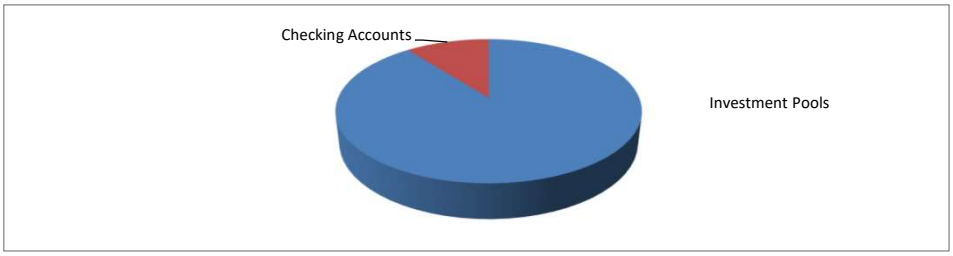
We, the undersigned Investment Officers, do hereby certify that the above investment information, is in compliance with Board Policy (CDA Local) and requirements stated in Sec. 2256.023 of the PFIA.

Elizabeth Perez

Chief Financial Officer — **August 26, 2026** **Date**

Portfolio Diversification

By Investment Type	Current Market Value	Portfolio %	Investment Maturity
Investment Pools	$ 12,071,334	89.43%	Overnight
Checking Accounts	$ 1,427,181	10.57%	Overnight
	$ 13,498,515		



General Fund

Wells Fargo- General Operating Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 838,994.15	1.20%	$ 886.16
01-Aug-25	31-Aug-25	Overnight	$ 607,050.05	1.20%	$ 842.36
01-Sep-25	30-Sep-25	Overnight	$ 239,186.25	1.00%	$ 689.70
01-Oct-25	31-Oct-25	Overnight	$ 813,294.44	1.00%	$ 743.11
01-Nov-25	30-Nov-25	Overnight	$ 1,143,751.69	0.80%	$ 790.98
01-Dec-25	31-Dec-25	Overnight	$ 1,244,437.27	0.60%	$ 682.71
01-Jan-26	31-Jan-26	Overnight	$ 1,260,446.55	0.60%	$ 732.85
01-Feb-26	28-Feb-26	Overnight	$ 1,032,820.60	0.60%	$ 637.74
01-Mar-26	31-Mar-26	Overnight	$ 1,040,716.10	0.60%	$ 659.31
01-Apr-26	30-Apr-26	Overnight	$ 2,013,383.07	0.60%	$ 664.75
01-May-26	31-May-26	Overnight	$ 749,311.70	0.60%	$ 527.56
01-Jun-26	30-Jun-26	Overnight	$ 1,143,080.09	0.60%	$ 494.91
				Net Earnings Allowance:	**$ 8,352.14**

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

Wells Fargo- Food Service Checking Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 132,847.70	0.00%	$ -
01-Aug-25	31-Aug-25	Overnight	$ 143,984.60	0.00%	$ -
01-Sep-25	30-Sep-25	Overnight	$ 156,125.25	0.00%	$ -
01-Oct-25	31-Oct-25	Overnight	$ 170,901.90	0.00%	$ -
01-Nov-25	30-Nov-25	Overnight	$ 190,086.11	0.00%	$ -
01-Dec-25	31-Dec-25	Overnight	$ 199,193.51	0.00%	$ -
01-Jan-26	31-Jan-26	Overnight	$ 208,789.29	0.00%	$ -
01-Feb-26	28-Feb-26	Overnight	$ 219,912.12	0.00%	$ -
01-Mar-26	31-Mar-26	Overnight	$ 226,413.52	0.00%	$ -
01-Apr-26	30-Apr-26	Overnight	$ 237,106.08	0.00%	$ -
01-May-26	31-May-26	Overnight	$ 247,872.03	0.00%	$ -
01-Jun-26	30-Jun-26	Overnight	$ 229,909.08	0.00%	$ -
				Net Earnings Allowance:	**$ -**

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

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 1,922,931.48	4.44%	$ 5,819.01
01-Aug-25	31-Aug-25	Overnight	$ 716,792.31	4.43%	$ 4,460.75
01-Sep-25	30-Sep-25	Overnight	$ 4,426,993.63	4.39%	$ 3,748.94
01-Oct-25	31-Oct-25	Overnight	$ 3,306,062.05	4.28%	$ 13,746.31
01-Nov-25	30-Nov-25	Overnight	$ 2,741,365.93	4.14%	$ 9,131.80
01-Dec-25	31-Dec-25	Overnight	$ 5,345,560.39	4.03%	$ 12,179.74
01-Jan-26	31-Jan-26	Overnight	$ 5,593,957.40	3.91%	$ 17,984.60
01-Feb-26	28-Feb-26	Overnight	$ 4,616,935.06	3.83%	$ 14,774.83
01-Mar-26	31-Mar-26	Overnight	$ 4,846,741.47	3.80%	$ 14,586.01
01-Apr-26	30-Apr-26	Overnight	$ 1,049,797.12	3.82%	$ 12,729.33
01-May-26	31-May-26	Overnight	$ 931,078.21	3.81%	$ 3,651.87
01-Jun-26	30-Jun-26	Overnight	$ 520,715.84	3.82%	$ 2,471.20
				Interest Earned:	**$ 115,284.39**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 217,776.80	4.42%	$ 813.98
01-Aug-25	31-Aug-25	Overnight	$ 218,598.17	4.42%	$ 817.23
01-Sep-25	30-Sep-25	Overnight	$ 219,382.50	4.37%	$ 784.33
01-Oct-25	31-Oct-25	Overnight	$ 220,177.10	4.26%	$ 794.60
01-Nov-25	30-Nov-25	Overnight	$ 220,916.97	4.09%	$ 739.87
01-Dec-25	31-Dec-25	Overnight	$ 221,659.83	3.96%	$ 742.86
01-Jan-26	31-Jan-26	Overnight	$ 222,385.37	3.85%	$ 725.54
01-Feb-26	28-Feb-26	Overnight	$ 223,033.68	3.80%	$ 648.31
01-Mar-26	31-Mar-26	Overnight	$ 223,749.22	3.78%	$ 715.54
01-Apr-26	30-Apr-26	Overnight	$ 224,443.41	3.77%	$ 694.19
01-May-26	31-May-26	Overnight	$ 225,159.82	3.76%	$ 716.41
01-Jun-26	30-Jun-26	Overnight	$ 225,858.65	3.78%	$ 698.83
				Interest Earned:	**$ 8,891.69**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 4,761,132.40	4.31%	$ 17,348.31
01-Aug-25	31-Aug-25	Overnight	$ 3,100,267.40	4.31%	$ 16,865.29
01-Sep-25	30-Sep-25	Overnight	$ 2,597,252.22	4.25%	$ 9,705.71
01-Oct-25	31-Oct-25	Overnight	$ 2,640,827.00	4.14%	$ 9,218.52
01-Nov-25	30-Nov-25	Overnight	$ 2,763,254.65	3.97%	$ 8,798.82
01-Dec-25	31-Dec-25	Overnight	$ 3,290,804.87	3.81%	$ 9,541.79
01-Jan-26	31-Jan-26	Overnight	$ 4,016,687.16	3.70%	$ 11,602.38
01-Feb-26	28-Feb-26	Overnight	$ 4,560,788.20	3.67%	$ 12,509.17
01-Mar-26	31-Mar-26	Overnight	$ 4,688,611.22	3.66%	$ 14,387.52
01-Apr-26	30-Apr-26	Overnight	$ 4,766,341.40	3.64%	$ 14,174.84
01-May-26	31-May-26	Overnight	$ 4,809,252.95	3.61%	$ 14,664.64
01-Jun-26	30-Jun-26	Overnight	$ 4,838,882.56	3.64%	$ 14,407.08
				Interest Earned:	**$ 153,224.07**

Texas CLASS Investment Pool- General Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 3,698,009.69	4.41%	$ 13,812.13
01-Aug-25	31-Aug-25	Overnight	$ 3,711,822.53	4.39%	$ 13,812.84
01-Sep-25	30-Sep-25	Overnight	$ 3,725,114.46	4.35%	$ 13,291.93
01-Oct-25	31-Oct-25	Overnight	$ 3,738,663.74	4.28%	$ 13,549.28
01-Nov-25	30-Nov-25	Overnight	$ 3,751,303.72	4.11%	$ 12,639.98
01-Dec-25	31-Dec-25	Overnight	$ 3,763,968.94	3.97%	$ 12,665.22
01-Jan-26	31-Jan-26	Overnight	$ 3,776,309.85	3.85%	$ 12,340.91
01-Feb-26	28-Feb-26	Overnight	$ 3,787,336.69	3.80%	$ 11,026.84
01-Mar-26	31-Mar-26	Overnight	$ 3,799,501.72	3.78%	$ 12,165.03
01-Apr-26	30-Apr-26	Overnight	$ 3,811,306.68	3.77%	$ 11,804.96
01-May-26	31-May-26	Overnight	$ 3,823,455.96	3.75%	$ 12,149.28
01-Jun-26	30-Jun-26	Overnight	$ 3,835,309.87	3.77%	$ 11,853.91
				Interest Earned:	**$ 151,112.31**

Wells Fargo- San Elizario High School Account

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Earnings Allowance*	*Net Earnings Allowance*
01-Jul-25	31-Jul-25	Overnight	$ 14,782.53	0.68%	$ 8.55
01-Aug-25	31-Aug-25	Overnight	$ 15,560.42	0.68%	$ 8.73
01-Sep-25	30-Sep-25	Overnight	$ 17,899.36	0.64%	$ 8.78
01-Oct-25	31-Oct-25	Overnight	$ 18,729.30	0.58%	$ 8.95
01-Nov-25	30-Nov-25	Overnight	$ 19,385.43	0.48%	$ 7.55
01-Dec-25	31-Dec-25	Overnight	$ 20,237.33	0.48%	$ 8.10
01-Jan-26	31-Jan-26	Overnight	$ 20,833.91	0.48%	$ 8.37
01-Feb-26	28-Feb-26	Overnight	$ 21,131.01	0.48%	$ 7.72
01-Mar-26	31-Mar-26	Overnight	$ 22,071.85	0.48%	$ 8.90
01-Apr-26	30-Apr-26	Overnight	$ 22,481.22	0.48%	$ 8.70
01-May-26	31-May-26	Overnight	$ 22,429.38	0.48%	$ 9.15
01-Jun-26	30-Jun-26	Overnight	$ 22,424.10	0.48%	$ 8.85
				Interest Earned:	**$ 102.35**

Total General Fund Interest Earned	**$ 428,614.81**

Interest & Sinking Fund (Debt Service)

Lone Star Investment Pool- Corporate Overnight Plus Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 141,771.92	4.44%	$ 532.47
01-Aug-25	31-Aug-25	Overnight	$ 142,305.81	4.43%	$ 533.89
01-Sep-25	30-Sep-25	Overnight	$ 142,818.86	4.39%	$ 513.05
01-Oct-25	31-Oct-25	Overnight	$ 143,338.42	4.28%	$ 519.56
01-Nov-25	30-Nov-25	Overnight	$ 143,825.62	4.14%	$ 487.20
01-Dec-25	31-Dec-25	Overnight	$ 144,317.40	4.03%	$ 491.78
01-Jan-26	31-Jan-26	Overnight	$ 144,796.85	3.91%	$ 479.45
01-Feb-26	28-Feb-26	Overnight	$ 145,221.82	3.83%	$ 424.97
01-Mar-26	31-Mar-26	Overnight	$ 145,690.70	3.80%	$ 468.88
01-Apr-26	30-Apr-26	Overnight	$ 146,147.82	3.82%	$ 457.12
01-May-26	31-May-26	Overnight	$ 146,620.93	3.81%	$ 473.11
01-Jun-26	30-Jun-26	Overnight	$ 147,081.59	3.82%	$ 460.66
				Interest Earned:	**$ 5,842.14**

Lone Star Investment Pool- Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 163,823.95	4.31%	$ 592.59
01-Aug-25	31-Aug-25	Overnight	$ 169,462.90	4.31%	$ 608.66
01-Sep-25	30-Sep-25	Overnight	$ 177,880.42	4.25%	$ 608.36
01-Oct-25	31-Oct-25	Overnight	$ 186,226.39	4.14%	$ 644.13
01-Nov-25	30-Nov-25	Overnight	$ 213,529.07	3.97%	$ 651.18
01-Dec-25	31-Dec-25	Overnight	$ 337,067.14	3.81%	$ 834.38
01-Jan-26	31-Jan-26	Overnight	$ 507,484.28	3.70%	$ 1,359.14
01-Feb-26	28-Feb-26	Overnight	$ 635,066.75	3.67%	$ 1,712.43
01-Mar-26	31-Mar-26	Overnight	$ 663,598.44	3.67%	$ 2,024.97
01-Apr-26	30-Apr-26	Overnight	$ 680,489.40	3.64%	$ 2,018.06
01-May-26	31-May-26	Overnight	$ 689,111.51	3.61%	$ 2,098.30
01-Jun-26	30-Jun-26	Overnight	$ 694,731.09	3.64%	$ 2,067.11
				Interest Earned:	**$ 15,219.31**

Total Debt Service Fund Interest Earned **$ 21,061.45**

Capital Projects Fund

2015 Bond Construction Fund - Government Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 414,582.28	4.31%	$ 1,513.14
01-Aug-25	31-Aug-25	Overnight	$ 416,099.83	4.31%	$ 1,517.55
01-Sep-25	30-Sep-25	Overnight	$ 417,553.80	4.25%	$ 1,453.97
01-Oct-25	31-Oct-25	Overnight	$ 419,022.50	4.14%	$ 1,468.70
01-Nov-25	30-Nov-25	Overnight	$ 420,388.83	3.97%	$ 1,366.33
01-Dec-25	31-Dec-25	Overnight	$ 421,747.87	3.81%	$ 1,359.04
01-Jan-26	31-Jan-26	Overnight	$ 423,071.88	3.70%	$ 1,324.01
01-Feb-26	28-Feb-26	Overnight	$ 424,264.18	3.67%	$ 1,192.30
01-Mar-26	31-Mar-26	Overnight	$ 425,581.33	3.66%	$ 1,317.15
01-Apr-26	30-Apr-26	Overnight	$ 426,856.28	3.64%	$ 1,274.95
01-May-26	31-May-26	Overnight	$ 428,164.96	3.61%	$ 1,308.68
01-Jun-26	30-Jun-26	Overnight	$ 429,444.91	3.64%	$ 1,279.95
				Interest Earned:	**$ 16,375.77**

Total Capital Projects Fund Interest Earned **$ 16,375.77**

Health Insurance Fund

Wells Fargo- Health Insurance

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 75,186.24	0.68%	$ 20.16
01-Aug-25	31-Aug-25	Overnight	$ 46,781.69	0.68%	$ 22.23
01-Sep-25	30-Sep-25	Overnight	$ 30,805.10	0.64%	$ 20.44
01-Oct-25	31-Oct-25	Overnight	$ 14,884.65	0.57%	$ 7.42
01-Nov-25	30-Nov-25	Overnight	$ 18,432.76	0.48%	$ 22.64
01-Dec-25	31-Dec-25	Overnight	$ 27,712.09	0.48%	$ 6.19
01-Jan-26	31-Jan-26	Overnight	$ 4,249.79	0.48%	$ 9.03
01-Feb-26	28-Feb-26	Overnight	$ 8,511.31	0.48%	$ 11.63
01-Mar-26	31-Mar-26	Overnight	$ 24,551.85	0.48%	$ 10.00
01-Apr-26	30-Apr-26	Overnight	$ 20,878.75	0.48%	$ 8.97
01-May-26	31-May-26	Overnight	$ 21,275.65	0.48%	$ 8.77
01-Jun-26	30-Jun-26	Overnight	$ 12,483.05	0.48%	$ 5.32
				Interest Earned:	**$ 152.80**

Total Health Insurance Fund Interest Earned **$ 152.80**

Workers Compensation Fund

Wells Fargo- Worker's Compensation

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 19,529.14	0.68%	$ 11.76
01-Aug-25	31-Aug-25	Overnight	$ 18,657.22	0.68%	$ 11.08
01-Sep-25	30-Sep-25	Overnight	$ 17,909.80	0.64%	$ 9.58
01-Oct-25	31-Oct-25	Overnight	$ 11,620.08	0.58%	$ 7.32
01-Nov-25	30-Nov-25	Overnight	$ 10,052.10	0.48%	$ 4.27
01-Dec-25	31-Dec-25	Overnight	$ 6,196.47	0.48%	$ 3.45
01-Jan-26	31-Jan-26	Overnight	$ 20,566.82	0.48%	$ 4.34
01-Feb-26	28-Feb-26	Overnight	$ 28,699.21	0.48%	$ 7.72
01-Mar-26	31-Mar-26	Overnight	$ 30,332.05	0.48%	$ 11.45
01-Apr-26	30-Apr-26	Overnight	$ 29,079.15	0.48%	$ 11.70
01-May-26	31-May-26	Overnight	$ 24,483.86	0.48%	$ 11.00
01-Jun-26	30-Jun-26	Overnight	$ 19,285.12	0.48%	$ 8.74
				Interest Earned:	**$ 102.41**

Lone Star Investment Pool- Corporate Overnight Fund

Beginning Date	*Ending Date*	*Maturity*	*Bank Balance*	*Interest Rate*	*Interest Earned*
01-Jul-25	31-Jul-25	Overnight	$ 1,329,979.23	4.42%	$ 4,971.01
01-Aug-25	31-Aug-25	Overnight	$ 1,334,970.11	4.42%	$ 4,990.88
01-Sep-25	30-Sep-25	Overnight	$ 1,339,759.96	4.37%	$ 4,789.85
01-Oct-25	31-Oct-25	Overnight	$ 1,344,612.54	4.26%	$ 4,852.58
01-Nov-25	30-Nov-25	Overnight	$ 1,349,130.89	4.09%	$ 4,518.35
01-Dec-25	31-Dec-25	Overnight	$ 1,353,667.52	3.96%	$ 4,536.63
01-Jan-26	31-Jan-26	Overnight	$ 1,358,098.34	3.85%	$ 4,430.82
01-Feb-26	28-Feb-26	Overnight	$ 1,362,057.53	3.80%	$ 3,959.19
01-Mar-26	31-Mar-26	Overnight	$ 1,366,427.29	3.78%	$ 4,369.76
01-Apr-26	30-Apr-26	Overnight	$ 1,370,666.67	3.77%	$ 4,239.38
01-May-26	31-May-26	Overnight	$ 1,375,041.73	3.76%	$ 4,375.06
01-Jun-26	30-Jun-26	Overnight	$ 1,379,309.48	3.78%	$ 4,267.75
				Interest Earned:	**$ 54,301.26**

Total Worker's Compensation Fund Interest Earned : **$ 54,403.67**

Lone★Star™ Investment Pool

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Austin, Texas 78759
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Lone Star Monthly Performance Update

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

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

Fund Performance Update

June 30, 2026

Comments by Mellon, Investment Manager

While the conflict in the Middle East continues to be a focus for financial markets, Federal Reserve (Fed) Chair Kevin Warsh's first Federal Open Market Committee (FOMC) meeting received a lot of attention. The Fed left rates unchanged at 3.5% to 3.75% in a unanimous vote with a hawkish tilt. The statement was cut significantly shorter with little, if any, forward guidance and Chair Warsh reiterated that the Fed's 2% inflation target will remain. The statement removed the easing bias that had drawn dissents at the previous meeting. Chair Warsh did not submit a forecast for the Summary of Economic Projections (SEP), but the median unemployment rate was revised lower for 2026, while inflation was revised higher. Notably, nine of the 18 participants penned a 2026 rate hike. Members now see the balance of risks as more clearly skewed toward higher inflation. Chair Warsh announced a wide-ranging reform agenda for the Fed consisting of five task forces: communications policy, balance sheet policy, improvements to the data sources the Fed uses, implications of artificial intelligence (AI) for productivity and jobs, and the Fed's inflation framework. As of the end of June, the fed funds futures market was pricing one to two rate hikes by the end of 2026.

Active Participants This Month

Schools and Colleges	608
Other Governmental Entities	93
Total	*701*

Thank you for celebrating 30+ years with us!

Throughout the coming year, the following list will be updated as we recognize all ongoing accounts that have been with Lone Star for 30 years or more.

Terrell ISD
Queen City ISD
Cotton Center ISD
Flour Bluff ISD
Ingram IS
Houston ISD
Columbus ISD
Birdville ISD

San Jacinto College Dist.
Brownfield ISD
Corrigan-Camden ISD
West Orange Cove CISD
Corpus Christi ISD
Coldspring-Oakhurst CISD
Motley County ISD
Klein ISD

Austin ISD
Dayton ISD
Rusk ISD
Pampa ISD
Alice ISD
Azle ISD
Pittsburg ISD

Lone★Star™
Investment Pool

Government Overnight Fund

Return Information

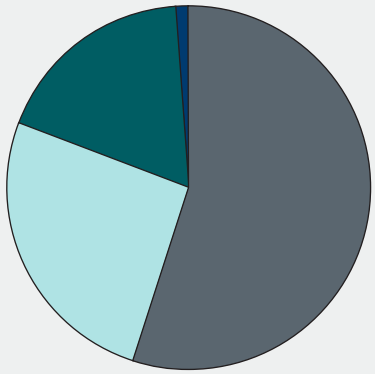
June 30, 2026

Average Monthly Return (a)	3.64%
SEC 7-day Fund Yield (b)	3.65%
Weighted Average Maturity One (c)	45 days
Weighted Average Maturity Two (c)	105 days
Portfolio Maturing beyond One Year	4%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAm

Inventory Position

	Book Value	Market Value
Cash/Repo	1,676,901,158.44	1,676,901,158.44
US Treasuries	1,137,098,841.97	1,135,900,839.69
Agencies	3,579,850,844.73	3,579,574,877.93
Money Market Funds	81,982,561.16	81,982,561.16
Total Assets	*6,475,833,406.30*	*6,474,359,437.22*

Investment Distribution



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

Lone★Star™
Investment Pool

Corporate Overnight Fund

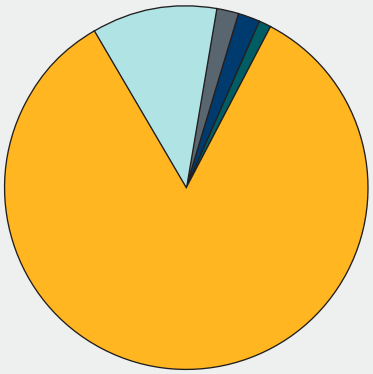
Return Information
June 30, 2026

Average Monthly Return (a)	3.78%
SEC 7-day Fund Yield (b)	3.79%
Weighted Average Maturity One (c)	49 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	503,132,633.57	503,132,633.57
US Treasuries	29,664,958.89	29,653,430.70
Agencies	103,640,486.68	103,620,293.44
Commercial Paper	3,636,797,403.09	3,635,653,956.65
Money Market Funds	72,333,409.70	72,333,409.70
Total Assets	*4,345,568,891.93*	*4,344,393,724.06*

Investment Distribution



Commercial Paper	84%
Cash/Repo	11%
Agencies	2%
Money Market	2%
Treasuries	1%

(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

Lone★Star™
Investment Pool

Corporate Overnight Plus Fund

Return Information

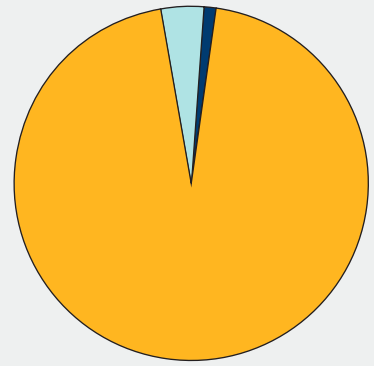
June 30, 2026

Average Monthly Return (a)	3.82%
SEC 7-day Fund Yield (b)	3.83%
Weighted Average Maturity One (c)	62 days
Weighted Average Maturity Two (c)	91 days
Portfolio Maturing beyond One Year	0%
Net Asset Value (NAV)	$1.00
Annualized Expense Ratio	0.06%
Standard & Poor's Rating	AAAf/S1+

Inventory Position

	Book Value	Market Value
Cash/Repo	454,342,222.70	454,342,222.70
US Treasuries	-	-
Agencies	-	-
Commercial Paper	10,037,021,291.03	10,033,751,281.69
Money Market Funds	110,895,971.60	110,895,971.60
Total Assets	*10,602,259,485.33*	*10,598,989,475.99*

Investment Distribution



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

Texas CLASS

	Texas CLASS	
Date	Dividend Rate	Daily Yield
06/01/2026	0.000103386	3.7736%
06/02/2026	0.000103338	3.7718%
06/03/2026	0.000103149	3.7649%
06/04/2026	0.000102923	3.7567%
06/05/2026	0.000308916	3.7585%
06/06/2026	0.000000000	3.7585%
06/07/2026	0.000000000	3.7585%
06/08/2026	0.000103078	3.7623%
06/09/2026	0.000103033	3.7607%
06/10/2026	0.000102793	3.7519%
06/11/2026	0.000102811	3.7526%
06/12/2026	0.000309210	3.7621%
06/13/2026	0.000000000	3.7621%
06/14/2026	0.000000000	3.7621%
06/15/2026	0.000103563	3.7800%
06/16/2026	0.000103502	3.7781%
06/17/2026	0.000103247	3.7685%
06/18/2026	0.000413172	3.7702%
06/19/2026	0.000000000	3.7702%
06/20/2026	0.000000000	3.7702%
06/21/2026	0.000000000	3.7702%
06/22/2026	0.000103081	3.7625%
06/23/2026	0.000103092	3.7627%
06/24/2026	0.000103185	3.7663%
06/25/2026	0.000103273	3.7695%
06/26/2026	0.000310134	3.7733%
06/27/2026	0.000000000	3.7733%
06/28/2026	0.000000000	3.7733%
06/29/2026	0.000103384	3.7736%
06/30/2026	0.000103565	3.7800%

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: Elizabeth Perez, Chief Financial Officer
Subject: Financial Reports – Budget Amendment
Date: September 8, 2026

HISTORY: The District's 2026-2027 budget was officially approved at the June 16, 2026, 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 align the budget with the correct function code in the following areas:

- **Josefa L. Sambrano Elementary School**
  - **Function 23 (School Leadership):** To decrease function 23 by $3,015 to install door access keypad to door #8-Gym and account for costs in the correct function code.
  - **Function 52 (Security):** To increase function 52 by $3,015 to install door access keypad to door #8-Gym and account for costs in the correct function code.

BUDGET IMPACT: The proposed budget amendment is detailed in the attached documentation. This amendment has no net impact on the overall budget, as it solely reallocates funds from one function to another**.**

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

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

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT GENERAL FUND	2026-2027 Adopted	9/8/2026 (a) Sambrano - Access Key Pad, Door#8 (Gym)	2026-2027 Proposed
REVENUES	**REVENUES**		**REVENUES**
5700 Local and Intermediate Sources	$ 2,841,251		$ 2,841,251
5800 State Sources	31,368,328		$ 31,368,328
5900 Federal Programs	3,265,400		$ 3,265,400
Total Revenues	37,474,979		37,474,979
EXPENDITURES	**EXPENDITURES**		**EXPENDITURES**
11 Instruction	20,014,958		20,014,958
12 Instructional Resources and Media Services	68,527		68,527
13 Curriculum and Instructional Staff Development	806,915		806,915
21 Instructional Leadership	742,096		742,096
23 School Leadership	1,895,275	(3,015)	1,892,260
31 Guidance, Counseling and Evaluation Services	1,420,988		1,420,988
32 Social Work Services	111,171		111,171
33 Health Services	458,330		458,330
34 Student (Pupil) Transportation	1,340,311		1,340,311
35 Food Services	3,567,806		3,567,806
36 Cocurricular/Extracurricular Activities	975,845		975,845
41 General Administration	1,858,998		1,858,998
51 Facilities Maintenance and Operations	4,616,751		4,616,751
52 Security and Monitoring Services	1,528,231	3,015	1,531,246
53 Data Processing Services	1,006,369		1,006,369
61 Community Services	15,881		15,881
71 Debt Service	358,882		358,882
81 Facilities Acquisition and Construction	0		0
99 Other Intergovernmental Charges	52,000		52,000
Total Expenditures	$ 40,839,335	$ -	$ 40,839,335
REVENUES OVER(UNDER) EXPENDITURES	$ (3,364,356)		$ (3,364,356)

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Consider and possible Board action to approve resolution designating the person responsible for calculating the no-new-revenue tax rate and voter-approval tax rate for the District
Date: September 8, 2026

HISTORY:
As part of the tax rate adoption process, the taxing entity is required to calculate the no-new-revenue tax rate and the voter-approval tax rate on the forms prescribed by the Comptroller.

RATIONALE:
Texas Tax Code Section 26.04(c) requires the governing body of a taxing unit to designate an officer or employee to calculate the no-new-revenue tax rate and the voter-approval tax rate after the assessor for the taxing unit submits the appraisal roll for the taxing unit to the governing body of the taxing unit as required by Subsection (b).

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

ADMINSTRATIVE RECOMMENDATION:
The administrative recommendation is to approve the attached resolution as presented.

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

RESOLUTION OF THE BOARD OF TRUSTEES OF THE

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

WHEREAS, the Board of Trustees ("Board") of the San Elizario Independent School District ("District") is authorized by Texas Education Code § 11.151 to govern and oversee the management of the public schools in the District; and

WHEREAS, the Board, as authorized by Texas Education Code § 45.002, .003(a) may levy, assess, and collect annual ad valorem taxes for the maintenance of the district's schools; and

WHEREAS, after the District's assessor submits the appraisal roll to the board, an officer or employee designated by the board shall calculate the no-new-revenue tax rate and the voter-approval tax rate for the district; and

WHEREAS, the designated officer or employee shall use the tax rate calculation forms prescribed by the comptroller under Tax Code 5.07 in calculating the no-new-revenue tax rate and the voter-approval tax rate; and

WHEREAS, pursuant to Texas Tax Code § 26.04(c), (d-1), (d-3), as soon as practicable after the designated officer or employee calculates the no-new-revenue tax rate and the voter-approval tax rate of the district, the designated officer or employee shall submit the tax rate calculation forms used in calculating the rates to the county assessor-collector for each county in which all or part of the territory of the district is located.

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT:

RESOLVED, the Board of Trustees hereby appoints the District's *Chief Financial Officer*

as the designated officer responsible for calculating and reporting the no-new-revenue tax rate and the voter-approval tax rate as determined by state law.

RESOLVED, the authority granted by this resolution is effective henceforth unless the Board takes action to change the title of the appointee.

PASSED AND APPROVED this *8* day of *September*, 2026 by the Board of Trustees for the San Elizario Independent School District.

Board President:

Signature

Eduardo Chavez, Board President

Printed Name / Title

Board Secretary:

Signature

Sandra Licon, Board Secretary

Printed Name / Title

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabethe Perez, Chief Financial Officer
Subject: Consider and possible Board action to approve resolution to allow EPCAD to act if the State Comptroller's Property Value Study (PVS) places the school district outside of the confidence level
Date: September 8, 2026

HISTORY: On September 25th, the district received the attached notice from the El Paso Central Appraisal District (EPCAD).

RATIONALE The purpose of this agenda item is to present the attached resolution for approval which grants EPCAD the authority to only act if necessary to defend EPCAD's values in our district.

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

ADMINSTRATIVE RECOMMENDATION: The administrative recommendation is to approve the sample resolution as presented.

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

August 5, 2026

Subject: Action Requested: Resolution Authorizing EPCAD Representation in the Property Value Study Process

Dear Superintendent and Board Chair:

The El Paso Central Appraisal District (EPCAD) requests that your school board pass a resolution to allow EPCAD to act if the State Comptroller's Property Value Study (PVS) places the school district outside of the confidence level.

This resolution will grant EPCAD the authority to act only if necessary to defend EPCAD's values in your district. Please submit the resolution no later than **October 1, 2026**. Your resolution will then be included on the EPCAD Board's **November 19, 2026**, meeting agenda.

Attached is a copy of Rule 9.4302 and a sample resolution.

If you have any questions, please contact Mr. Rick Medina, Director of Administrative Services, at 915-780-2083, or you may contact me at 915-780-2088.

Thank you,

Dinah L. Kilgore

Dinah L. Kilgore
Executive Director/Chief Appraiser

5801 TROWBRIDGE DR.
EL PASO, TEXAS 79925-3346
O: 915.780-2000

DINAH L. KILGORE, RPA
EXECUTIVE DIRECTOR
CHIEF APPRAISER

BOARD OF DIRECTORS

TANNY BERG
SERGIO CORONADO
ALFRED GONZALEZ
RUBEN P. GONZALEZ
SHANE HAGGERTY
JACK LOVERIDGE
EDUARDO M
LAURE SEAF
JACKIE YOR

Texas Administrative code Title 34, Part 1, Chapter 9, Subchapter L.

Rule 9.4302

Paragraph (e) (2) A chief appraiser or other employee of an appraisal district that appraises property for a school district protesting the comptroller's property value study findings may not be designated as the agent for the protesting school district unless:

(A) the governing body of the appraisal district authorizes the chief appraiser or other employee of the appraisal district to act as agent for the protesting school district;

(B) the governing body of the protesting school district authorizes the chief appraiser or other employee of the appraisal district to act as agent for the school district; and

(C) the superintendent of the protesting school district signs the petition representing that the chief appraiser or other employee of the appraisal district has been properly authorized pursuant to this subchapter and the laws of the State of Texas to act as agent for the school district

Example

WHEREAS, the Texas Comptroller's Office has published preliminary findings of taxable value for _____ ISD for tax year _____; and

WHEREAS, _____ ISD desires to protest such preliminary value findings pursuant to Texas Government Code §§ 403.303 and 34 Texas Administrative Code §§ 9.4301-9.4317; and

NOW, THEREFORE, BE IT RESOLVED BY THE BOARD OF TRUSTEES OF _____ ISD THAT:

1. The El Paso Central Appraisal District is hereby designated as _____ ISD's agent for all property tax matters related to protesting the Texas Comptroller's preliminary findings of taxable value for tax year _____.
2. The Superintendent of _____ ISD is authorized to submit all documents and forms necessary to evidence such designation, as required by law.

This Resolution was adopted upon a motion made by Trustee _____, seconded by Trustee _____, and approved by a vote of _____ in favor and _____ opposed on this _____ day of _____, 202__.

_____
Board President/Chairperson

_____
Board Secretary

Board Resolution

Whereas, the Texas Comptroller's office published preliminary findings of taxable value for San Elizario ISD for the tax year 2026.

Whereas, San Elizario ISD desires to protest such preliminary value findings pursuant to Government Code §§403.303 and 34 Texas Administrative Code §§9.4301 – 9.4317.

Now Therefore, Be It Resolved by the Board of Trustees of San Elizario ISD:

That the El Paso Central Appraisal District is designated as San Elizario ISD's agent in for all property tax matters related to protesting the Comptroller's Preliminary value findings of taxable value for tax year 2026.

That the Superintendent of San Elizario ISD is authorized to submit all necessary forms evidencing such designation as required by law.

This resolution has been PASSED upon Motion made by member _____, seconded by member _____ by a vote of ____ to ____, and is effective this 8th day of September of 2026.

_____
Board Chairperson

_____
Board Secretary

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

MEMORANDUM

To: Members of the Board of Trustees
From: Elizabeth Perez, Chief Financial Officer
Subject: Acceptance of certified values as certified by the Chief Appraiser on July 24, 2026
Date: September 8, 2026

HISTORY: On July 24, 2026, the Chief Appraiser certified the 2026 current year values.

RATIONALE: In accordance with section 44.004(i) of the Texas Education Code, a district may not adopt a tax rate before the district receives the certified appraisal roll for the district. The purpose of this agenda item is to accept the certified values as approved by the 2026 Appraisal Review Board and certified by the Chief Appraiser as follows:

Total current year taxable value on the current year certified appraisal roll today	$338,706,052
Plus total value of properties under protest or not included on certified appraisal roll	$1,344,321
Less current year tax ceilings	$3,821,518
Equals current year total taxable value	$336,228,855

This information is derived from lines 17-21 of the attached Form 50-859, 2026 Tax Rate Calculation Worksheets – School Districts.

BUDGET: None.

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

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

September 8, 2026

SUBJECT: REVIEW OF EL PASO COUNTY APPRAISAL DISTRICT TAX YEAR 2026 CERTIFIED VALUES FOR THE SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Background Information

The Chief Appraiser of the El Paso County Appraisal District has certified and submitted Tax Year 2026 certified values, and has delivered to Maria Pasillas, Tax Assessor-Collector for the San Elizario Independent School District, a statement of the total amount of appraised, assessed, and taxable value of property as of January 1, 2026.

Also included is the value for properties under protest at the time of submission for the assessment rolls lying within the San Elizario Independent School District.

Administrative Consideration

N/A

Budget Consideration

N/A

Administrative Recommendation

This is an informational item only. No board action is required.

Submitted by: Elizabeth Perez

Land	Value
Homesite:	80,270,158
Non Homesite:	95,254,331
Ag Market:	22,516,172
Timber Market:	0

Improvement	Value
Homesite:	295,291,432
Non Homesite:	264,927,328

Non Real	Count	Value
Personal Property:	267	47,302,433
Mineral Property:	0	0
Autos:	0	0

Ag	Non Exempt	Exempt
Total Productivity Market:	22,514,215	1,957
Ag Use:	2,923,013	1,957
Timber Use:	0	0
Productivity Loss:	19,591,202	0

Total Land	(+)	198,040,661
Total Improvements	(+)	560,218,760
Total Non Real	(+)	47,302,433
Market Value	=	805,561,854
Productivity Loss	(-)	19,591,202
Appraised Value	=	785,970,652
Homestead Cap	(-)	65,900,566
23.231 Cap	(-)	24,751,118
Assessed Value	=	695,318,968
Total Exemptions Amount (Breakdown on Next Page)	(-)	356,612,916
Net Taxable	=	338,706,052

Freeze	Assessed	Taxable	Actual Tax	Ceiling	Count
DP	28,066,606	770,083	1,138.55	1,370.99	250
DPS	260,514	0	0.00	0.00	2
OV65	81,393,348	3,051,435	6,800.85	6,934.10	781
Total	109,720,468	3,821,518	7,939.40	8,305.09	1,033
Tax Rate	0.8853000				

Freeze Taxable	(-)	3,821,518
Freeze Adjusted Taxable	=	334,884,534

APPROXIMATE LEVY = (FREEZE ADJUSTED TAXABLE * (TAX RATE / 100)) + ACTUAL TAX
2,972,672.18 = 334,884,534 * (0.8853000 / 100) + 7,939.40

Certified Estimate of Market Value:	805,561,854
Certified Estimate of Taxable Value:	338,706,052
Tax Increment Finance Value:	0
Tax Increment Finance Levy:	0.00

Exemption Breakdown

Exemption	Count	Local	State	Total
145B	168	0	5,273,731	5,273,731
145D	74	0	872,844	872,844
145D1	1	0	7,887	7,887
145F	24	0	1,297,383	1,297,383
CCF	1	0	0	0
CH	1	392,823	0	392,823
DP	253	0	2,813,126	2,813,126
DPS	2	0	26,359	26,359
DV1	5	0	10,000	10,000
DV2	3	0	15,000	15,000
DV3	2	0	22,000	22,000
DV3S	1	0	0	0
DV4	46	0	132,000	132,000
DV4S	4	0	0	0
DVHS	36	0	1,677,594	1,677,594
DVHSS	4	0	33,777	33,777
EX	1	0	0	0
EX-XV	195	0	79,646,073	79,646,073
HS	2,533	0	254,617,616	254,617,616
OV65	822	0	8,496,613	8,496,613
OV65S	1	0	54,031	54,031
PC	2	1,224,059	0	1,224,059
SO	2	0	0	0
	Totals	**1,616,882**	**354,996,034**	**356,612,916**

Land	Value
Homesite:	464,387
Non Homesite:	271,582
Ag Market:	44,092
Timber Market:	0

Improvement	Value
Homesite:	2,029,997
Non Homesite:	1,002,099

Non Real	Count	Value
Personal Property:	12	448,861
Mineral Property:	0	0
Autos:	0	0

Ag	Non Exempt	Exempt
Total Productivity Market:	44,092	0
Ag Use:	5,959	0
Timber Use:	0	0
Productivity Loss:	38,133	0

Total Land	(+)	780,061
Total Improvements	(+)	3,032,096
Total Non Real	(+)	448,861
Market Value	=	4,261,018
Productivity Loss	(-)	38,133
Appraised Value	=	4,222,885
Homestead Cap	(-)	0
23.231 Cap	(-)	0
Assessed Value	=	4,222,885
Total Exemptions Amount (Breakdown on Next Page)	(-)	2,878,564
Net Taxable	=	1,344,321

Freeze	Assessed	Taxable	Actual Tax	Ceiling	Count
OV65	586,052	0	0.00	0.00	9
Total	586,052	0	0.00	0.00	9
Tax Rate	0.8853000				

Freeze Taxable	(-)	0
Freeze Adjusted Taxable	=	1,344,321

APPROXIMATE LEVY = (FREEZE ADJUSTED TAXABLE * (TAX RATE / 100)) + ACTUAL TAX
11,901.27 = 1,344,321 * (0.8853000 / 100) + 0.00

Certified Estimate of Market Value:	4,083,868
Certified Estimate of Taxable Value:	1,268,978
Tax Increment Finance Value:	0
Tax Increment Finance Levy:	0.00

Exemption Breakdown

Exemption	Count	Local	State	Total
145B	3	0	258,624	258,624
145D	8	0	56,522	56,522
145F	1	0	57,034	57,034
DV4	1	0	12,000	12,000
HS	37	0	2,494,384	2,494,384
OV65	9	0	0	0
	Totals	**0**	**2,878,564**	**2,878,564**

Land	Value
Homesite:	80,734,545
Non Homesite:	95,525,913
Ag Market:	22,560,264
Timber Market:	0

Improvement	Value
Homesite:	297,321,429
Non Homesite:	265,929,427

Non Real	Count	Value
Personal Property:	279	47,751,294
Mineral Property:	0	0
Autos:	0	0

Ag	Non Exempt	Exempt
Total Productivity Market:	22,558,307	1,957
Ag Use:	2,928,972	1,957
Timber Use:	0	0
Productivity Loss:	19,629,335	0

Total Land	(+)	198,820,722
Total Improvements	(+)	563,250,856
Total Non Real	(+)	47,751,294
Market Value	=	809,822,872
Productivity Loss	(-)	19,629,335
Appraised Value	=	790,193,537
Homestead Cap	(-)	65,900,566
23.231 Cap	(-)	24,751,118
Assessed Value	=	699,541,853
Total Exemptions Amount (Breakdown on Next Page)	(-)	359,491,480
Net Taxable	=	340,050,373

Freeze	Assessed	Taxable	Actual Tax	Ceiling	Count
DP	28,066,606	770,083	1,138.55	1,370.99	250
DPS	260,514	0	0.00	0.00	2
OV65	81,979,400	3,051,435	6,800.85	6,934.10	790
Total	110,306,520	3,821,518	7,939.40	8,305.09	1,042
Tax Rate	0.8853000				

Freeze Taxable	(-)	3,821,518
Freeze Adjusted Taxable	=	336,228,855

APPROXIMATE LEVY = (FREEZE ADJUSTED TAXABLE * (TAX RATE / 100)) + ACTUAL TAX
2,984,573.45 = 336,228,855 * (0.8853000 / 100) + 7,939.40

Certified Estimate of Market Value:	809,645,722
Certified Estimate of Taxable Value:	339,975,030
Tax Increment Finance Value:	0
Tax Increment Finance Levy:	0.00

Exemption Breakdown

Exemption	Count	Local	State	Total
145B	171	0	5,532,355	5,532,355
145D	82	0	929,366	929,366
145D1	1	0	7,887	7,887
145F	25	0	1,354,417	1,354,417
CCF	1	0	0	0
CH	1	392,823	0	392,823
DP	253	0	2,813,126	2,813,126
DPS	2	0	26,359	26,359
DV1	5	0	10,000	10,000
DV2	3	0	15,000	15,000
DV3	2	0	22,000	22,000
DV3S	1	0	0	0
DV4	47	0	144,000	144,000
DV4S	4	0	0	0
DVHS	36	0	1,677,594	1,677,594
DVHSS	4	0	33,777	33,777
EX	1	0	0	0
EX-XV	195	0	79,646,073	79,646,073
HS	2,570	0	257,112,000	257,112,000
OV65	831	0	8,496,613	8,496,613
OV65S	1	0	54,031	54,031
PC	2	1,224,059	0	1,224,059
SO	2	0	0	0
	Totals	**1,616,882**	**357,874,598**	**359,491,480**

New Value

TOTAL NEW VALUE MARKET:	**$18,767,008**
TOTAL NEW VALUE TAXABLE:	**$17,652,464**

New Exemptions

Exemption	Description	Count		
EX	Exempt	1	2025 Market Value	$0
	ABSOLUTE EXEMPTIONS VALUE LOSS			**$0**

Exemption	Description	Count	Exemption Amount
145B	11.145 (b) Single Situs, Single Owner	171	$5,532,355
145D	11.145 (d) Multiple Situs, Leases	82	$929,366
145D1	11.145 (d-1) Multiple Situs, Consignment	1	$7,887
145F	11.145 (f) Single Situs, Related Business Entity	25	$1,354,417
DP	Disability	2	$120,000
DV1	Disabled Veterans 10% - 29%	1	$0
DV4	Disabled Veterans 70% - 100%	9	$36,000
DVHS	Disabled Veteran Homestead	1	$143,061
HS	Homestead	27	$2,764,166
OV65	Over 65	41	$750,464
	PARTIAL EXEMPTIONS VALUE LOSS	**360**	**$11,637,716**
		NEW EXEMPTIONS VALUE LOSS	**$11,637,716**

Increased Exemptions

Exemption	Description	Count	Increased Exemption Amount
	INCREASED EXEMPTIONS VALUE LOSS		
		TOTAL EXEMPTIONS VALUE LOSS	**$11,637,716**

New Ag / Timber Exemptions

2025 Market Value	$569,989	Count: 7
2026 Ag/Timber Use	$34,384	
NEW AG / TIMBER VALUE LOSS	**$535,605**	

New Annexations

New Deannexations

Average Homestead Value

Category A and E

Count of HS Residences	Average Market	Average HS Exemption	Average Taxable
2,259	$163,847	$139,509	$24,338

Category A Only

Count of HS Residences	Average Market	Average HS Exemption	Average Taxable
2,186	$162,710	$139,317	$23,393

Median Homestead Value

Category A and E

Count of HS Residences	Median Market	Median HS Exemption	Median Taxable
2,259	$156,597	$140,000	$16,597

Category A Only

Count of HS Residences	Median Market	Median HS Exemption	Median Taxable
2,186	$156,164	$140,000	$16,164

Lower Value Used

Count of Protested Properties	Total Market Value	Total Value Used
73	$4,261,018	$1,268,978

Uncontested Value

Count of Uncontested Properties	Total Market Value	Total Uncontested Value

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

MEMORANDUM

To: Members of the Board of Trustees
From: Mrs. Blanca Cruz, Associate Superintendent
Subject: San Elizario ISD, El Paso Community College & University of Texas at El Paso Memorandum of Understanding
Date: September 8, 2026

HISTORY:

In accordance with Section 28.014(a) of the Education Code, each school district shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts (MOU, 2020).

RATIONALE:

San Elizario ISD, EPCC and UTEP will collaborate to serve students at San Elizario ISD who are not deemed to be college ready. If eligible students (Seniors) pass the courses (college prep math and/or college prep ELA), then this joint agreement would allow these students to enter into college level courses in mathematics and English language arts without further remediation once admitted to EPCC or UTEP.

BUDGET: There is no budget impact to the district's budget for this item.

ADMINSTRATIVE RECOMMENDATION:

The Administration's recommendation is that the Board of Trustees approve the memorandum of understanding among San Elizario ISD, EPCC and UTEP to continue to provide college prep courses in mathematics and English language arts for eligible high school Seniors.

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

Docusign Envelope ID: 4194C015-C2C9-84F5-83CC-C34087E49894

ISD/CHARTER/PRIVATE,
EL PASO COMMUNITY COLLEGE, and
THE UNIVERSITY OF TEXAS AT EL PASO

This Memorandum of Understanding ("MOU") is entered into and made effective as of the 1st day of July, 2026, by and among The El Paso County Community College District ("EPCC"), an institution of higher education located at 9050 Viscount Blvd., El Paso, Texas, 79925, The University of Texas at El Paso ("UTEP"), a Texas State Institution of Higher Education and component institution of The University of Texas System, addressed at 500 West University Avenue, El Paso, Texas, 79968, Education Service Center – Region 19 ("ESCR19"), an educational service center that supports teachers and administrators in the El Paso area, located at 6611 Boeing Dr., El Paso, Texas, 79925, and those Texas independent school districts, open-enrollment charter schools, and accredited private schools identified on the signature pages to this MOU (collectively, the "Participating School Systems"). Additional school systems located within the Region 19 service area may become Participating School Systems by executing a Joinder to this MOU in the form attached as Exhibit A, at no cost, as provided in Section 4. School systems located outside the Region 19 service area may likewise become Participating School Systems by executing a Joinder and agreeing to the applicable fee schedule and other terms set forth in Section 4. EPCC, UTEP, ESCR19, and each Participating School System are individually referred to as a "Party" and collectively as the "Parties."

WHEREAS, in accordance with Section 28.014(a) of the Education Code, each school system shall partner with at least one institution of higher education to develop and provide courses in college preparatory mathematics and English language arts;

WHEREAS the Parties have agreed to enter into a collaborative MOU to serve students at each Participating School System who are deemed to not be college ready per applicable regulation;

WHEREAS, the Participating School Systems, EPCC, UTEP, and ESCR19 jointly recognize an opportunity to create seamless pathways for students to enter into college level work in mathematics and English language arts without further remediation;

NOW, THEREFORE, in consideration of the mutual covenants and conditions contained in this MOU and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Participating School Systems, EPCC, UTEP, and ESCR19, intending to be legally bound, agree as follows:

1. Scope of Services. Each Participating School System and EPCC agree to collaborate to develop and maintain developmental mathematics and English language arts courses that meet the terms of this MOU as outlined below in the Support and Services section of this MOU. Each Participating School System and EPCC will meet regularly with stakeholders to maintain the integrity and evaluate the effectiveness of the program.

UTEP agrees to provide advice and support as requested by EPCC, as EPCC has sole responsibility to develop and maintain developmental mathematics and English language arts College Ready Courses for the students of Region 19. UTEP will meet with EPCC upon their request to provide consult and guidance to assist in maintaining the integrity and evaluate the effectiveness of the program.

ESCR19 agrees to administer this MOU on behalf of the Region 19 program, including maintaining the list of Participating School Systems, processing Joinders, and administering the fee schedule set forth in Section 4.

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2. Term. The initial term of this MOU shall begin on **July 1, 2026** and continue for a period of three years. Thereafter, parties may review, revise, and renew this MOU for a subsequent term as agreed upon by the parties. The initial term and any renewal term(s) are collectively referred to in this MOU as "Term." Any party may terminate this MOU, without cause, upon at least thirty (30) calendar days prior written notice to the other parties, with termination effective upon the expiration of the thirty (30) days or as mutually agreed to by the parties.

3. Changes and Amendments. This MOU may be amended, modified, and/or supplemented only by the mutual agreement of the parties, in writing signed by a duly authorized representative of each of the parties, to be attached to and incorporated in this MOU.

4. Cost to Enter into Agreement. Participation under this Memorandum of Understanding (MOU) is limited to school districts, charter school systems, or private school systems as the contracting entity. Individual campuses are not eligible to enter into this MOU independently, regardless of whether participation is limited to one or more campuses. The district or school system must execute the MOU on behalf of all participating campuses.

School districts, charter school systems, and private school systems located and/or managed within Region 19 may enter into this MOU at no cost.

School districts, charter school systems, and private school systems located outside of Region 19 that wish to enter into this MOU shall be subject to the following annual fee schedule. Fee tiers will be determined based on the total high school (Grades 9–12) student enrollment for the entire district or school system, regardless of the number of participating campuses.

High School Student Enrollment (District/Charter/Private School Total)	**Annual Cost**
School systems located within Region 19	No Cost
0 – 500 students	$2,500
501 – 2,000 students	$10,000
2,001 – 5,000 students	$20,000
5,001 – 15,000 students	$50,000
15,001 – 30,000 students	$80,000
30,001 – 60,000 students	$100,000
60,001 students and up	$120,000

**Note:* *Annual fees are based on the total high school (Grades 9–12) student enrollment for the entire district or school system, not the enrollment of individual participating campuses. If only one or a subset of campuses participates under this MOU, the applicable fee tier will still be determined using the total district-wide (or school system-wide) high school enrollment.*

The fees outlined above include access to the course curriculum, MOUs, course frameworks, electronic resources region and final examinations developed by EPCC staff in collaboration with Education Service Center Region 19 (ESCR19), UTEP, and the school systems of Region 19.

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ESCR19 reserves the right to offer, at its discretion, professional development opportunities at no cost to participating school systems located within the Region 19 service area. Any additional training or professional development related to the course curriculum that is requested by a participating school system may be provided for an additional fee. Such training shall require a separate professional development agreement, which must be executed by the parties prior to the delivery of any services.

Regardless of location, all participating school districts, charter school systems, and private school systems (school systems) are solely responsible for compensating personnel, scheduling courses, providing tutoring or other student support services, and purchasing any required instructional materials in accordance with their local policies and procedures.

5. CCMR Accountability Status and TSI Exemption. Pursuant to TEC §28.014 and the Texas Education Agency's College Preparatory Courses for CCMR Accountability review process, ESCR19 has been approved as a College Preparatory Course Provider for **English Language Arts and Reading** (approved under both version 1.0 and version 1.1 of the TEA application process), and is included on the TEA list of College Preparatory Courses for CCMR valid for the 2026–2031 school years. As of the most recent TEA review (version 1.1), **no college preparatory course provider, including EPCC, has been approved for Mathematics** for purposes of CCMR accountability. Accordingly, at this time, only the **English Language Arts (Integrated Reading and Writing) course** satisfies the State's CCMR college-preparatory-course accountability indicator. The Texas Education Agency has indicated it will continue to add newly approved providers, including for Mathematics, as additional evaluation data becomes available, and the parties agree to update this MOU accordingly should that occur.

Notwithstanding the CCMR accountability status described above, **both the English Language Arts and Mathematics courses** described in this MOU continue to satisfy the Texas Success Initiative (TSI) exemption requirements for students at the partnering institutions of higher education (EPCC and UTEP), consistent with the terms of this MOU and the course frameworks attached as Addendum I, Addendum II, and Addendum III

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Support and Services.

ISD/Charter/Private and EPCC agree to the following conditions:

A. ISD/CHARTER/PRIVATE and EPCC agree to the following for both the mathematics and English language arts courses:

   i. To share data and provide feedback regarding student success on entry-level college mathematics and English language arts courses;

   ii. To train advisors to recognize and honor course(s) on school system transcripts;

   iii. To ensure that students are counseled directly into college level mathematics, English language arts, and all other courses that require mathematics and English language arts college readiness;

B. ISD/CHARTER/PRIVATE and EPCC agree to the following for the college preparatory mathematics course:

   i. To contribute in the development of the Student Learning Outcomes agreed upon at the regional level;

   ii. To provide guidance and participate in developing the syllabi for the courses being offered;

   iii. To provide guidance and participate in developing the final exams for the courses;

C. ISD/CHARTER/PRIVATE and EPCC agree to the following for the college preparatory English language arts course:

   i. To provide guidance and participate in developing the final exam for Integrated Reading and Writing course;

   ii. To provide the types of essays required and participate in developing the rubrics for grading those essays;

   iii. To contribute in the development of the Student Learning Outcomes agreed upon at the regional level;

   iv. To provide guidance and participate in developing the syllabus for the course;

D. ISD/CHARTER/PRIVATE agrees to the following for both the mathematics and English language arts courses:

   i. To provide highly qualified instructors for the courses being taught;

   ii. To identify students who are not college ready via TSIA, SAT, ACT or EOC college readiness benchmarks as stated in HB5;

   iii. To provide professional development and resources agreed upon at the regional level required to teach the mathematics and English language arts courses;

   iv. To identify successful completion of the course(s) on the student transcripts as determined by the State of Texas PEIMS/TSDS number;

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v. To provide curriculum for the courses that is consistent with Student Learning Outcomes agreed upon between all parties outlined in this MOU;

vi. To follow grading expectations agreed upon between all parties outlined in this MOU;

vii. To deny students enrolled in these courses exemptions from final exams;

viii. To provide assistance with college enrollment and financial aid applications;

ix. To follow the agreed-upon course frameworks referenced as Addendum I, Addendum II, and Addendum III, to include objectives, recommended resources, final exam, and grading policies;

E. ISD/CHARTER/PRIVATE agrees to the following for the college preparatory mathematics course:

i. To administer the final exam and award credit for the course based on grading expectations agreed upon between all parties outlined in this MOU;

ii. To provide and utilize technology for each student enrolled in the course;

iii. To ensure transferability of the course grade, the student's grade for the course must meet the expectations agreed upon between all parties outlined in this MOU;

iv. Completion of the fall and spring semester courses with satisfactory performance as outlined above will ensure that the student is prepared for college level mathematics without further assessment or remediation;

F. ISD/CHARTER/PRIVATE agrees to the following for the college preparatory English language arts course:

i. To administer the final exam and award credit for the course based on grading expectations agreed upon between all parties outlined in this MOU;

ii. To teach and grade the required essays according to the rubrics developed in collaboration between all parties outlined in this MOU;

iii. To provide and utilize technology for each student enrolled in the course;

iv. To ensure transferability of the course grade, the student's grade for the course must meet the expectations agreed upon between all parties outlined in this MOU.

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EPCC and UTEP agree to the following conditions:

G. EPCC and UTEP agree to the following for both the mathematics and English language arts courses:

i. To, subject to applicable law and limitation, share data and provide feedback regarding student success on entry-level college mathematics and English language arts courses;

ii. To train advisors to recognize and honor course(s) on school system transcripts;

iii. To ensure that students are advised and counseled directly into college level mathematics, English language arts, and all other courses that require mathematics and English language arts college readiness;

H. UTEP agrees to support EPCC as the final decision maker of the following for the college preparatory mathematics and English language arts course and will contribute in the course development upon request of EPCC as follows:

i. To provide input in the development of the Student Learning Outcomes agreed upon at the regional level;

ii. To provide input in the development of the syllabi for the courses being offered; and

iii. To provide input in the development the final exams for the courses.

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THE EL PASO COUNTY COMMUNITY COLLEGE DISTRICT

William Serrata, PhD., President

Date:

THE UNIVERSITY OF TEXAS AT EL PASO

Heather Wilson, PhD., President

Date:

EDUCATION SERVICE CENTER REGION 19

DocuSigned by:
Dr. Armando Aguirre
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Armando Aguirre, Ed.D., Executive Director

Date: Aug-11-2026

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ANTHONY INDEPENDENT SCHOOL DISTRICT

DocuSigned by:
Dr. Oscar Troncoso
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Oscar Troncoso, PhD., Superintendent

Date: Aug-11-2026

CANUTILLO INDEPENDENT SCHOOL DISTRICT

Josue Borrego, Ed.D., Superintendent

Date:

CLINT INDEPENDENT SCHOOL DISTRICT

Juan I Martinez, Ed.D., Superintendent

Date:

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DELL CITY INDEPENDENT SCHOOL DISTRICT

Michael Steck, Superintendent

Date:

EL PASO INDEPENDENT SCHOOL DISTRICT

Brian Lusk, Ed.D., Superintendent

Date:

FABENS INDEPENDENT SCHOOL DISTRICT

Rogelio Segovia, PhD., Superintendent

Date:

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FT HANCOCK INDEPENDENT SCHOOL DISTRICT

Jose G. Franco, Superintendent

Date:

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

Jeannie Meza-Chavez, PhD., Superintendent

Date:

SIERRA BLANCA INDEPENDENT SCHOOL DISTRICT

Signed by:
Ms. Debbie Engle
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Debbie Engle, Superintendent

Date: Aug-11-2026

Docusign Envelope ID: 4194C015-C2C9-84F5-83CC-C34087E49894

SOCORRO INDEPENDENT SCHOOL DISTRICT

James P Vasquez, Superintendent

Date:

TORNILLO INDEPENDENT SCHOOL DISTRICT

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Rosa Vega-Barrio, Ed.D., Superintendent

Date: Aug-11-2026

YSLETA INDEPENDENT SCHOOL DISTRICT

Xavier De La Torre, Ed.D., Superintendent

Date:

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EL PASO EDUCATION INITIATIVE
BURNHAM WOOD CHARTER SCHOOL DISTRICT
VISTA DEL FUTURO CHARTER SCHOOL DISTRICT

DocuSigned by:
Dr. Joe E Gonzales
E46E3E0083474E4...

Joe E. Gonzales, Ed.D, Superintendent

Date: Aug-13-2026

EL PASO ACADEMY

Sarahi Gross, Executive Director

Date:

EL PASO LEADERSHIP ACADEMY

V Omar Yanar, Superintendent

Date:

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HARMONDY PUBLIC SCHOOLS-WEST TEXAS (EL PASO)

Kamil Yilmaz, , Ed.D, West Texas Area Superintendent

Date:

IDEA PUBLIC SCHOOLS (EL PASO)

Jeffrey Cottrill, Executive Director

Date:

LA FE PREPARATORY SCHOOL PK-8

Signed by:
Mr. Roberto Gonzales
5097591C558E443...

Robert Gonzales, Superintendent

Date: Aug-11-2026

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PREMEIR HIGH SCHOOLS – RESPONSIVE ED

Kalese Whitehurst, Superintendent

Date:

TRIUMPH PUBLIC HIGH SCHOOLS (EL PASO)

Frances Berrones-Johnson, Superintendent

Date:

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EL PASO CATHOLIC SCHOOLS
DIOCESE OF EL PASO

Blanca Garcia, Ed.D, Superintendent

Date:

LYDIA PATTERSON INSTITUTE (EL PASO)

Carla Cardoza, Ed.D, Superintendent

Date:

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Addendum I: Frameworks– College Preparatory Integrated Reading and Writing I and II

ESC Region 19 in partnership with EPCC and UTEP
Transition to College English – 2 Semester Course

Target Students: This course is recommended for any 12th grade student whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not on track to perform entry-level college coursework in English Language Arts. This course is designed to advance college and career readiness.

Recommended Prerequisites: Satisfactory performance on the English I & II STAAR/EOC examinations and successful course completion of English III.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

Students will learn to investigate academic texts, construct supported interpretations and arguments for an authentic audience, and acquire academic habits of thought. Reading instruction will focus on developing critical reading skills for comprehension, interpretation, and analysis. In writing, students will develop skills through composing with specific purpose, situation, genre, and audience in mind. Students will write a variety of effective formal and informal texts. To learn to integrate reading and writing, students will use an inquiry approach to analyze, synthesize, and make value judgments regarding text and writing. The focus of the course will be on applying critical reading skills for organizing, analyzing, and retaining material and developing written work appropriate to the audience, purpose, situation, and length of the assignment. This course is designed to prepare students for college-level reading and writing intensive courses. Successful completion of this course, as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for reading and writing at the partnering institution(s). Students will learn to write effective, logical essays, utilizing textual support to develop reading comprehension strategies, and to analyze, synthesize and make value judgments using critical thinking. **An overall grade for semester I of 70 or higher and an overall grade for semester II of 70 indicates that the student has met the college readiness standards established by the School Systems of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student has fulfilled TSI requirements for reading and writing.**

Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

The goal of Integrated Reading and Writing I and II is to develop students as critical readers, critical writers and thinkers prepared for college success in introductory courses across disciplines.

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Student Learning Outcomes & Learning Objectives as defined by El Paso Community College and The University of Texas at El Paso:

Upon successful completion of this course, students will be able to:

1. Locate explicit textual information, draw complex inferences, and describe, analyze, and evaluate the information within and across multiple texts of varying lengths.
2. Set individual learning goals, and self-monitor during the learning process by articulating difficulties, identifying solutions, and asking for assistance when appropriate.
3. Determine the meaning of unfamiliar vocabulary within text by analyzing context and using appropriate resources; incorporate expanded vocabulary into oral and written communication.
4. Describe, communicate, and apply insights gained from reading and writing a variety of texts through reflection.
5. Interact with text to discover evidence of author's purpose, intended audience, tone/voice, and message across a variety of texts.
6. Compose a variety of texts that demonstrate reading comprehension, clear focus, logical development of ideas, and use of appropriate language that advance the writer's purpose.
7. Determine and use effective approaches and rhetorical strategies for given reading and writing situations.
8. Discuss ideas in a variety of formal and informal contexts, contribute to group dialogue, and incorporate others' ideas into individual work and learning approach when appropriate.
9. Generate ideas and collect credible information relevant to the topic and purpose, incorporating the ideas and words of other writers in college-level writing using established strategies.
10. Evaluate relevance and quality of ideas and information in recognizing, formulating, and developing a claim.
11. Recognize and apply the conventions of Standard English in reading and writing.
12. Collaborate with peers throughout the reading and writing process to build upon ideas, investigate a problem, explore complexities of issues, and improve writing.
13. Revise writing to increase continuity of ideas, academic tone, accuracy of communication, and clarity of purpose.
14. **Optional Course Instructional Materials approved by El Paso Community College and The University of Texas at El Paso:** Current Textbook: Hoeffner and Hoeffner, 2019. *Common Places,* McGraw-Hill. ISBN: 9781259795640

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Previous Textbooks:

Hoeffner and Hoeffner, 2017. *Common Places,* McGraw-Hill. ISBN: 9781259962899

Rosa, Alfred and Escholz, 2012. *Models for Writers: Short Essays for Composition,* Bedford/St. Martin's. ISBN: 978-0-312-55201-5

Online Technology Resources:

Course Online Resource: *Connect* (McGraw-Hill Education) is a robust toolkit of learning resources designed with the flexibility instructors need, to unlock the potential of a diverse student population. Connect provides opportunities for both formative and summative assessment. Adaptive technology provides students with a safe place to make mistakes encouraging deliberate practice and enabling them to move one step closer to mastery.

Any software and/or online resource that enhances student learning, i.e. Grammarly, MI Write, Edgenuity, etc.

Instructor Course Resources:

Education Service Center Region 19 College and Career Readiness, 2023. HB5 English College Prep Course, Education Service Center– Region 19, https://www.esc19.net/Page/198. Web. 01 September 2023.

Texas College Bridge, 2023. Texas Education Agency's Texas Home Learning Program, https://texascollegebridge.org/. Web. 01 September 2023.

Additional Public Education Goals:

- Students are prepared to enter post-secondary workforce certificate programs with no additional remediation in reading and writing.
- Students will learn and practice note-taking, test-taking, and reading and writing strategies for post-secondary success.

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Final Exam & Grading Policy approved by El Paso Community College and The University of Texas at El Paso:

The students' **overall** grade will be calculated using the following:

- A comprehensive Final Exam developed in partnership between EPCC, ISDs, and ESCR19.
- Students must take the Final Exam with no exemptions.
- Individual benchmark assessments as per ISD policy.
- Final exam weight will be determined by the ISD.
- Special education accommodations are to be determined by ISD ARD Committee.
- It is recommended that the EPCC Common Essay Rubric be used to score the essays; however, this rubric is only required to score the final exam (the Common Essay). Teachers may use other rubrics if preferred for the other course essays.
- An overall grade for each semester (I and II) of 70 is required for course credit. Students who receive course credit will receive a 12-month TSIA waiver in reading and writing at EPCC and UTEP.

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Addendum II: Frameworks– College Preparatory Integrated Mathematics Course I

ESC Region 19 in partnership with EPCC and UTEP
Transition to College Math Course I – 1 Semester

Target Students: This course is recommended for 12th grade students whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not ready to perform entry-level college coursework in mathematics. This course is designed to advance college and career readiness.

Recommended Pre-requisites: Satisfactory completion of Algebra I, Geometry, and Algebra II. Completion of the Algebra I EOC exam.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: real numbers, basic geometry, polynomials, factoring, linear equations, inequalities, rational expressions, and mathematical models with applications. Successful completion of this course (Course I and Course II), as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s). **An overall grade for the semester of 70 or higher indicates that the student has met the college readiness standards established by the School Systems of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student is prepared for Integrated Mathematics Course II.**

Course Student Learning Outcomes & Learning Objectives:

STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
THE STUDENT WILL:		
1. Identify and apply properties of real numbers and perform accurate arithmetic operations with numbers in various formats and number systems. Apply basic geometric theorems and formulas.	1.1 Add, subtract, multiply and divide, using order of operations, real numbers and manipulate certain expressions including exponential operations.	Algebra I & Geometry
	1.2 Find square roots of perfect square numbers.	
	1.3 Solve problems involving calculations with percentages and interpret the results.	

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STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
	1.4 Use estimation skills, and know why, and when to estimate results.	
	1.5 Find the perimeter and area of rectangles, squares, parallelograms, triangles, trapezoids and circles; volume and surface area, relations between angle measures, congruent and similar triangles, and properties of parallelograms.	
2. Demonstrate the ability to graph and solve linear equations and inequalities.	2.1 Solve problems using equations and inequalities, absolute value equalities and inequalities.	Algebra I & Algebra II
	2.2 Solving linear equations.	
	2.3 Plot ordered pairs on a rectangular coordinate system and graph linear equations.	
	2.4 Graph linear equations & linear inequalities in two variables.	
	2.5 Finding intercepts graphically and algebraically.	
	2.6 Find the slope of a line & write its equation.	
3. Solve systems of equations using a variety of techniques.	3.1 Solve systems of linear equations in two variables by graphing.	Algebra I & Algebra II
	3.2 Solve systems of linear equations in two variables by substitution.	
	3.3 Solve systems of linear equations in two variables by addition.	
4. Understand operations of polynomial functions and solve problems using scientific notation.	4.1 Exponents.	Algebra I & Algebra II
	4.2 Operations of polynomial functions to include addition, subtraction, multiplication, and division.	
	4.3 Solving problems using scientific notation.	
5. Understand, interpret, and make decisions based on financial information commonly presented to consumers.	5.1 Demonstrate understanding of common types of consumer debt and explain how different factors affect the amount that the consumer pays.	Mathematical Models with Applications; Algebra I & Algebra II
	5.2 Demonstrate understanding of compound interest and how it relates to saving money.	
	5.3 Use quantitative information to explore the impact of policies or behaviors on a population.	
	5.4 Factor polynomials using the techniques of the greatest common factor and grouping.	

NOTE: An individual student learning outcome assessment is suggested at the end of each unit. A comprehensive Final Exam is required.

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Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

- The first course of two is intended for students who require state mandated remediation.
- In particular, this course is intended to prepare students for Integrated Mathematics Course II.

Additional Public Ed Goals:

- Students are prepared to enter post-secondary programs with no additional remediation in mathematics.
- Students experience a combination of class and student-directed lab time to simulate the EPCC and UTEP course structure.
- Students manage their own learning through effective self-scheduling, self-monitoring, and effective peer study groups.

Course Resources approved by El Paso Community College and The University of Texas at El Paso:

Current Textbook: Martin-Gay, Elayn, 2017. Beginning & Intermediate Algebra, Pearson Education 6th Edition. ISBN: 978-0134-19309-0

Previous Textbook: Martin-Gay, Elayn, 2012. Beginning & Intermediate Algebra, Pearson Education 5th Edition. ISBN: 978-0321-78512-1

Online Technology Resources: Any software and/or online resource that enhances student learning, i.e. Edgenuity, *MyLab Math,* etc.

Instructor Course Resources:

Education Service Center- Region 19, https://www.esc19.net/Page/197. Web. 15 Jan 2016. Course materials such as suggested calendar and workbook may be found at the Region 19 website.

Kahn Academy, 2017. *Math by Subject,* Kahn Academy. https://www.khanacademy.org/. Web. 02 February 2017.

MyLab Math (Pearson Education) is a powerful online homework, tutorial, and assessment system that accompanies Pearson Education's textbooks in mathematics. Since 2001, *MyLab Math,* along with MathXL and MyStatLab, have helped over 5 million students succeed at more than 1,850 colleges and universities.

Texas College Bridge, 2023. Texas Education Agency's Texas Home Learning Program, https://texascollegebridge.org/. Web. 01 September 2023.

UT Austin Dana Center, 2017. *The Charles A. Dana Center,* University of Texas at Austin. http://www.utdanacenter.org/. Web. 02 February 2017.

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Final Exam & Grading Policy approved by El Paso Community College and The University of Texas at El Paso:

The students' **overall** grade will be calculated using the following:

- A comprehensive Final Exam developed in partnership between EPCC, ISDs, and ESCR19.
- Students must take the Final Exam with no exemptions.
- Individual benchmark assessments as per ISD policy.
- Daily grades, homework, projects, etc. as per ISD policy.
- Weights and grading policy are to be determined by the ISD.
- Calculator use protocols and special education accommodations are to be determined by ISD ARD Committee.
- An overall grade for the semester of 70 or higher indicates that the student has met the criteria, and the student is prepared for Integrated Mathematics Course II without further remediation.

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Addendum III: Frameworks– College Preparatory Integrated Mathematics Course II

ESC Region 19 in partnership with EPCC and UTEP
Transition to College Math Course II – 2 Semester

Target Students: This course is recommended for 12th grade students whose performance on measures outlined in TEC §28.014 and the memorandum of understanding (MOU) with the partnering institution(s), indicates that the student is not ready to perform entry-level college coursework in mathematics. This course is designed to advance college and career readiness.

Recommended Pre-requisites: Satisfactory completion of Algebra I, Geometry, and Algebra II. Completion of the Algebra I EOC exam.

Course Description as defined by El Paso Community College and The University of Texas at El Paso:

This course addresses a variety of mathematical topics needed to prepare students for success in college-level mathematics. In addition, the course supports students in developing skills and strategies needed to succeed in college. Mathematics topics include: factoring techniques, radicals, algebraic fractions, complex numbers, graphing linear equations and inequalities, quadratic equations, systems of equations, graphing quadratic equations, an introduction to functions, and probability. Successful completion of this course (Course I and Course II), as defined by the memorandum of understanding (MOU) with the partnering institution(s), grants the student an exemption to TSI requirements for mathematics at the partnering institution(s). **An overall grade for the semester of 70 or higher indicates that the student has met the college readiness standards established by the School Systems of Region 19, El Paso Community College (EPCC), and The University of Texas at El Paso (UTEP) indicating that the student is prepared for college-level mathematics.**

Course Student Learning Outcomes & Learning Objectives:

STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
THE STUDENT WILL:		
1. Use and interpret function notation in both algebraic and graphical contexts.	1.1 Recognize functional notation and evaluate functions.	Algebra I & Algebra II
2. Solve algebraic equations and inequalities involving rational expressions, radicals, quadratics, or linear expressions.	2.1 Factoring polynomials using the greatest common factor, grouping, trinomials of the form $x^2 + bx + c$ and $ax^2 + bx + c$, difference of two squares, and special trinomials.	Algebra I, Geometry, Algebra II, & Pre-Calculus
	2.2 Solve quadratic equations by factoring.	
	2.3 Add, subtract, multiply and divide rational expressions.	

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STUDENT LEARNING OUTCOMES	LEARNING OBJECTIVES	HIGH SCHOOL EQUIVALENT
	2.4 Simplify complex fractions.	
	2.5 Solving equations involving rational expressions.	
	2.6 Simplify equations involving rational exponents and simplify radicals.	
	2.7 Add, subtract, multiply, divide expressions involving radicals and solve radical equations.	
	2.8 Add, subtract, multiply and divide complex numbers.	
	2.9 Solve quadratic equations by completing the square, quadratic formula, and square root property.	
	2.10 Graph quadratic functions and inequalities.	
3. Examine, solve, and interpret the quadratic graphs of equations and inequalities.	3.1 Add, subtract, multiply, and divide complex numbers.	Algebra I & Algebra II
	3.2 Solve quadratic equations by completing the square, quadratic formula, and square root property.	
	3.3 Graph quadratic functions and inequalities.	
4. Solve application problems.	4.1 Applications of functions.	All Courses
5. Use counting principles and probability to quantify uncertainty in a variety of real-world contexts.	5.1 Build a finite sample space and interpret statements about probability (including terms like unlikely, rare, and impossible).	Advanced Quantitative Reasoning & Statistics
	5.2 Compute and interpret the probability of an event and its complement.	
	5.3 Compute and interpret the probability of compound and conditional events.	
	5.4 Interpret two-way tables.	

NOTE: An individual student learning outcome assessment is suggested at the end of each unit. A comprehensive Final Exam is required and needs to be part of the student's overall grade.

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Course Goal as defined by El Paso Community College and The University of Texas at El Paso:

- This is the second course of two, intended as the final course in the developmental mathematics sequence, and its purpose is to prepare students for college-level mathematics.
- Its purpose is to prepare students for college-level mathematics.

Additional Public Ed Goals:

- Students are prepared to enter post-secondary programs with no additional remediation in mathematics.
- Students experience a combination of class and student-directed lab time to simulate the EPCC and UTEP course structure.
- Students manage their own learning through effective self-scheduling, self-monitoring, and effective peer study groups.

Course Resources approved by El Paso Community College and The University of Texas at El Paso:

Current Textbook: Martin-Gay, Elayn, 2017. Beginning & Intermediate Algebra, Pearson Education 6th Edition. ISBN: 978-0134-19309-0

Previous Textbook: Martin-Gay, Elayn, 2012. Beginning & Intermediate Algebra, Pearson Education 5th Edition. ISBN: 978-0321-78512-1

Online Technology Resources: Any software and/or online resource that enhances student learning, i.e. Edgenuity, *MyLab Math,* etc.

Instructor Course Resources:

Education Service Center- Region 19, https://www.esc19.net/Page/197. Web. 15 Jan 2016. Course materials such as suggested calendar and workbook may be found at the Region 19 website.

MyLab Math (Pearson Education) is a powerful online homework, tutorial, and assessment system that accompanies Pearson Education's textbooks in mathematics. Since 2001, *MyLab Math,* along with MathXL and MyStatLab, have helped over 5 million students succeed at more than 1,850 colleges and universities.

Kahn Academy, 2017. *Math by Subject,* Kahn Academy. https://www.khanacademy.org/. Web. 02 February 2017.

Texas College Bridge, 2023. Texas Education Agency's Texas Home Learning Program, https://texascollegebridge.org/. Web. 01 September 2023.

UT Austin Dana Center, 2017. *The Charles A. Dana Center,* University of Texas at Austin. http://www.utdanacenter.org/. Web. 02 February 2017.

Docusign Envelope ID: 4194C015-C2C9-84F5-83CC-C34087E49894

Final Exam & Grading Policy approved by El Paso Community College and The University of Texas at El Paso:

The students' **overall** grade will be calculated using the following:

- A comprehensive Final Exam developed in partnership between EPCC, ISDs, and ESCR19.
- Students must take the Final Exam with no exemptions.
- Individual benchmark assessments as per ISD policy.
- Daily grades, homework, projects, etc. as per ISD.
- Weights and grading policy is to be determined by the ISD.
- Calculator use protocols and special education accommodations are to be determined by ISD ARD Committee.
- An overall grade for the semester of 70 or higher is required for course credit. Students who receive course credit as outlined in the frameworks for both College Preparatory Integrated Mathematics Course I and College Preparatory Integrated Mathematics Course II will receive a 12-month TSI waiver in mathematics at EPCC and UTEP.

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, and Mr. Cesar Morales, Executive Director, Athletics

Subject: Consider and possible Board action to approve the Athletic Trainer Support Agreement with El Paso Children's Hospital Corporation dba El Paso Children's Hospital

Date: September 8, 2026

HISTORY: El Paso Children's Hospital (EPCH) will provide the District with $86,000 annually to support its athletic training program, including salaries, benefits, and related expenses. EPCH will also provide training, continuing education, care coordination, and athletic polo shirts for Athletic Trainers and nurses. Healthcare services remain the choice of students and their families, with no required referrals to EPCH.

The District must properly account for and appropriately use the sponsorship of funds, which may not be used for overhead, political activities, conflicts of interest, or unlawful purposes. EPCH may review financial records and withhold future payments for material noncompliance after notice and an opportunity to cure. Improperly used or unspent funds may be subject to repayment. Student information and images require appropriate authorization for marketing. The sponsorship is a contractual payment for agreed-upon program and marketing commitments and does not guarantee renewal.

RATIONALE: To create a formal partnership between the Hospital and District that supports student-athlete health while providing clear financial, educational, and operational expectations for both parties.

BUDGET IMPACT: There is no budget impact on the district.

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

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

ATHLETIC TRAINER SUPPORT AND SPONSORSHIP AGREEMENT
BETWEEN
EL PASO CHILDREN'S HOSPITAL CORPORATION D/B/A
EL PASO CHILDREN'S HOSPITAL
AND
SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

This Athletic Trainer Support and Sponsorship Agreement ("Agreement") is entered into as of September 1, 2026 ("Effective Date") by and between El Paso Children's Hospital Corporation d/b/a El Paso Children's Hospital, a nonprofit health care organization organized under the laws of the State of Texas, with its principal office located at 4845 Alameda Ave., El Paso, Texas 79905 ("Hospital"); and San Elizario Independent School District, a political subdivision of the State of Texas and an independent school district as defined by the Texas Education Code, with its principal offices at ("District").

RECITALS

WHEREAS, Hospital is a Hospital District Management Contractor, as that term is defined in Texas Health & Safety Code Section 285.072, operating pediatric specialty hospital and provider-based clinics in El Paso, Texas; and

WHEREAS, Hospital's primary purpose is to provide pediatric specialty health care services to patients requiring comprehensive pediatric care; and

WHEREAS, Hospital is committed to improving the health and safety of youth and student-athletes in its community and recognizes the critical role of licensed athletic trainers in ensuring student well-being; and

WHEREAS, District employs athletic trainer(s) licensed pursuant to Texas Occupations Code Chapter 451 ("Athletic Trainers");

WHEREAS, District desires to expand and enhance the level of medical and athletic care available to its student-athletes; and

WHEREAS, District desires to create formal pathways for continuing education credits for its Athletic Trainers, emergency response coordination, and clinical partnerships; and

WHEREAS, Hospital desires to provide financial support and professional development opportunities for the District's Athletic Trainers, and clinical coordination to District to strengthen the athletic training staff.

NOW, THEREFORE, in consideration of the mutual promises herein, and intending to be legally bound, the Parties agree as follows:

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ARTICLE I
PURPOSE AND OVERVIEW

This Agreement sets forth the terms under which Hospital will provide financial support, professional development opportunities, and clinical coordination to enhance the quality and availability of athletic trainers and training services within District schools ("Sponsored Initiative").

ARTICLE II
SPONSORSHIP

A. Hospital will pay District ~~an annual contribution equal to half of the annual base salary District pays its Athletic Trainer(s). Specifically, Hospital will pay District~~ an annual Sponsorship Contribution of eighty-six thousand dollars ($86,000.00) annually (the "Sponsorship Contribution"). The Sponsorship Contribution will be paid to District in twelve (12) equal, monthly installments of seven thousand, one hundred and sixty-six dollars and sixty-seven cents ($7,166.67) in each year of the Agreement. The amount of the Sponsorship Contribution may be modified only by mutual written agreement of the Parties.

B. In addition to the Sponsorship Contribution, Hospital will provide training and education opportunities for the Athletic Trainers at no additional cost to District.

C. District will use each annual Sponsorship Contribution ~~exclusively~~ primarily for costs directly related to the salary and benefits for Athletic Trainers and other reasonable costs directly related to the District's athletic training program and the purposes of this Agreement;

D. District will not use any portion of the Sponsorship Contribution on:

1. Overhead, administrative, or unrelated District organizational expenses;

2. Political, lobbying, or advocacy-related activities;

3. Payments or reimbursements to individuals or entities with a conflict of interest related to the Hospital, Hospital's board or executive leadership, unless fully disclosed and expressly approved in writing by Hospital and handled in accordance with applicable law and District policy;

4. Any activity that would risk noncompliance with applicable federal, state, or local laws, regulations, or tax-exempt status requirements applicable to either Party.

E. District will:

1. To the extent approved by District and permitted by applicable law and the District's compensation plan, District may utilize a portion of the Sponsorship Contribution to provide Athletic Trainers with an annual participation incentive of up to one thousand dollars ($1,000.00) per Athletic Trainer. ~~Utilize a portion of the Sponsorship Contribution~~

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~~to provide all athletic trainers at each District campus with an annual lump sum one thousand dollar ($1,000.00) participation incentive~~.

2. Maintain separate accounting records tracking all Sponsorship Contributions received and expended;

3. Retain original receipts, invoices, and substantiating documentation;

4. Make such records available for inspection, audit, or reasonable review by Hospital or its authorized representatives ~~as requested by Hospital.~~ upon reasonable advance written notice and solely to the extent such records directly relate to the Sponsorship Contribution, subject at all times to applicable law, including laws protecting student and employee information.

F. Hospital may withhold or condition any future year's Sponsorship Contribution if District fails to comply with any material provision of this Agreement, including failure to deliver timely reports or expend funds appropriately or timely, provided Hospital first gives District written notice describing the alleged material noncompliance and at least thirty (30) days to cure the noncompliance, or such longer period as reasonably necessary if the matter cannot reasonably be cured within thirty (30) days and District is diligently pursuing a cure.~~.~~

G. If this Agreement is terminated, or if District fails to expend funds in accordance with this Agreement, District will, within thirty (30) days of written notice, return to Hospital any unexpended or improperly used funds from the most recent Sponsorship Contribution remaining after payment of expenses and obligations properly incurred by District in reliance upon this Agreement. District will not be required to reimburse Hospital for funds properly expended or irrevocably committed in accordance with this Agreement.

H. Hospital may also request a final accounting and reconciliation at the conclusion of each Agreement year, and may withhold future payment until District satisfactorily completes such reconciliation following written notice and a reasonable opportunity for District to address any identified deficiency. Hospital's approval of any reconciliation will not be unreasonably withheld, conditioned, or delayed.~~.~~

I. Nothing in this Agreement should be construed as obligating Hospital to renew or continue the Sponsorship Contribution beyond the Term. Renewal of contributions will be governed exclusively by this Agreement and will be subject to mutual agreement of the Parties, Hospital's budgetary capacity, and satisfactory performance by District.

J. District will provide Hospital with an annual program budget or expenditure summary reasonably sufficient to demonstrate use of the Sponsorship Contribution in accordance with this Agreement. Hospital's obligation to make the Sponsorship Contribution during the Term will not otherwise be subject to annual discretionary approval, except in the event of an uncured material breach of this Agreement.~~Each annual Sponsorship Contribution will be contingent on:~~

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1. ~~Receipt of an updated project budget and implementation plan from District;~~

2. ~~Certification by District that all prior Sponsorship Contributions were spent in accordance with this Agreement; and~~

3. ~~Hospital's prior written approval of any proposed branding, signage, or promotional materials not previously approved.~~

K. No part of the Sponsorship Contribution will be considered a donation or charitable grant. The Sponsorship Contribution reflects a contractual payment made in exchange for defined performance, branding rights, and programmatic commitments outlined in this Agreement.

ARTICLE III
HOSPITAL OBLIGATIONS

A. Provide funding support to the District as outlined above in Article II.

B. Offer continuing education, certifications, and training seminars for District's Athletic Trainers, nurses, coaches, and other relevant team members as follows:

1. One (1) half-day training (4 hour minimum) prior to the beginning of every school year, on a date and at a time mutually agreed upon by the Parties;

2. In-person quarterly meetings with parents and student athletes as mutually agreed upon by the Parties and coordinated through District. Any such meetings will comply with District policies regarding campus access, communications with students and parents, advertising, and solicitation.

C. Facilitate ~~preferred~~ access, when requested by a student-athlete or the student's parent or guardian, to Hospital's clinical care pathways for student-athletes, students, or their families needing evaluation, emergency services, or follow-up care.

~~C.~~ Nothing in this Agreement requires or encourages District, its employees, Athletic Trainers, students, or families to refer patients to Hospital or to use Hospital or any Hospital-affiliated provider for healthcare services. All healthcare decisions remain with the student and the student's parent or guardian, as applicable.

D. Designate a liaison to coordinate care plans and communication between Athletic Trainers and Hospital clinicians when requested or authorized by the student-athlete or the student's parent or guardian and as permitted by FERPA, HIPAA, and other applicable privacy laws. Nothing in this provision independently authorizes the disclosure of education records, medical records, or personally identifiable student information.

E. Hospital will ensure that use of all images used by Hospital, or proposed by Hospital for use, in joint marketing, promotional, and public-facing materials are properly authorized in writing by District and, when required by law or District policy, by the student's parent or guardian or

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the eligible student. Hospital will not use a student's name, image, likeness, voice, education record, or other personally identifiable information without all required authorization.

F. Hospital will provide each trainer at each school ten (10) athletic polo shirts, and one (1) athletic polo shirt to each nurse at each school in the District. Such athletic polo shirts will be branded in a manner consistent with this Agreement.

ARTICLE IV
DISTRICT OBLIGATIONS

A. Retain sole responsibility for hiring, credentialing, and supervising all Athletic Trainers.

B. Ensure that Athletic Trainers comply with all Texas state licensing requirements and professional standards.

C. Maintain, at District's sole expense, memberships in THSCA for each of its coaches and athletic trainers.

D. Use reasonable efforts to permit~~Ensure that~~ Athletic Trainers to attend continuing education and training seminars organized for the benefit of the Athletic Trainerssubject to employee schedules, District operational needs, applicable continuing-education requirements, and District approval.~~.~~

E. District agrees that pursuant to Hospital's sponsorship, Hospital will be recognized as a key sponsor and healthcare partner of the District's athletic ~~programs~~trainer support program, and receive ~~various~~ co-branding and promotional benefits pursuant to the terms of this Agreement.

F. Permit Hospital to co-brand in accordance with this Agreement, consistent with applicable UIL and District guidelines.

G. District will ensure that use of images by District, or proposed for use by District, in joint marketing, promotional, and public-facing materials are properly authorized.

H. District will use reasonable efforts, when appropriate, to facilitate introductions or communications between Hospital and~~assist Hospital in facilitating communication and coordination with~~ each District school's Parent-Teacher Association, Parent Teacher Student Organization, and/or Athletic Booster Club as applicable (collectively referred to as "School-Based Organizations"). Such assistance will include, but not be limited to:

1. Supporting the provision of Hospital's sponsorship-related materials, announcements, notifications, and other relevant communications to the appropriate School-Based Organization.

~~2.~~ Where a School-Based Organization elects to participate in the Sponsored Initiative, District may reasonably assist the Parties in coordinating sponsorship-related communications, subject to District policy and the independent organization's

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discretion.~~Collaborating with Hospital to ensure consistent branding and messaging across School-Based Organization media channels, including but not limited to such organizations' newsletters, emails, group chats, websites, social media, and any electronic or other platforms on which Student-Based Organizations communicate.~~

~~3.~~2. Providing reasonable coordination assistance for mutually agreed sponsorship activities involving School-Based Organizations~~Providing guidance and support to ensure implementation of the Hospital's sponsorship and sponsorship activities that involve or impact individual School-Based Organizations~~.

3. ~~F~~Facilitating meetings between Hospital personnel and School-Based Organizations when mutually agreed upon and reasonably practicable.~~acilitating regular and ad hoc meetings between Hospital staff and School-Based Organizations~~.

~~4.~~ District does not control independent School-Based Organizations and does not represent or warrant that any such organization will participate in Hospital-sponsored programming, distribute Hospital materials, use Hospital branding, or provide Hospital access to its communication channels.

I. Participate in data collection and feedback activities reasonably required to measure impact and performance of the support arrangement, including but not limited to providing Hospital with demographic information such as the number of athletes by sport and by school, provided that any information provided under this Section will be aggregated or de-identified and will not include personally identifiable student information, education records, protected health information, or other confidential information unless disclosure is expressly authorized by applicable law and any required consent has been obtained.

ARTICLE V
MARKETING AND BRANDING RIGHTS

A. District will acknowledge Hospital's financial contribution and strategic partnership in ~~all~~ mutually agreed marketing, promotional, and public-facing materials created specifically related to the Sponsored Initiative. Such acknowledgment will include prominent placement of Hospital's approved name and logo to the extent mutually agreed upon and permitted by applicable law, UIL rules, and District policy, and will appear on:

1. Any branded uniforms, shirts, tents, signage, and other physical materials purchased with Sponsorship Contributions to the extent mutually agreed upon and permitted by applicable law, UIL rules, and District policy;

2. Printed and digital outreach materials, including brochures, flyers, websites, videos, social media posts, and event materials related to the Sponsored Initiative;

3. Press releases, media communications, and public statements referencing the program or the Athletic Trainers, where appropriate and consistent with Hospital's branding guidelines when mutually agreed upon by the Parties.

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B. District agrees that in all printed and digital outreach materials, including but not limited to brochures, flyers, websites, videos, social media posts, and event materials related to the Sponsored Initiative, District will refer to Hospital as a "Sponsor of the San Elizario ISD Athletic Trainer Program" or such other mutually agreed designation. Nothing in this Agreement authorizes either Party to represent that Hospital is the exclusive healthcare provider for District, its students, employees, or families. ~~the "Official Healthcare Partner of the District"~~.

C. District will submit all promotional materials that include or reference Hospital's name, logo, marks, or likeness, whether in print, digital, audiovisual, or social media form to Hospital for written approval solely as to the proper use and presentation of Hospital's Marks. Hospital will provide approval within ten (10) business days of receipt. No such material will be released publicly until Hospital's approval is received in writing. District will not alter or distort Hospital's approved branding in any way.

D. All uses of Hospital's name, logo, and other brand elements must comply with Hospital's then-current branding standards and guidelines, which Hospital will provide in writing. District will take all reasonable steps to ensure accurate and professional use of Hospital's marks and to preserve the goodwill associated with such marks.

~~D.~~ Hospital's approval right does not extend to the substance of District governmental communications, board materials, public-information responses, legally required notices, emergency communications, or other communications that merely identify Hospital factually.

E. Hospital reserves the right to revoke permission for use of its name, logo, or branding in any material or context that:

1. Is inaccurate, misleading, or inconsistent with the spirit or terms of this Agreement;

2. Reflects poorly on Hospital's public image or is otherwise likely to expose Hospital to reputational or legal risk; or

3. Occurs after termination or expiration of this Agreement, unless otherwise authorized in writing.

Upon such revocation, District will within a commercially reasonable period ~~immediately~~ cease the specified use and will not produce, distribute, or display any new materials incorporating the revoked content. District will not be required to recall, destroy, or replace materials previously produced or distributed in compliance with this Agreement unless the Parties mutually agree otherwise.

F. Neither Party will state or imply that the other endorses any commercial product, service, political position, or unrelated initiative without the prior written consent of the other Party. The Parties acknowledge that Hospital's support reflects a strategic partnership and not a blanket endorsement of District's full range of activities.

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G. Each Party retains all right, title, and interest in and to its own name, logo, trademarks, service marks, and other brand identifiers ("Marks"). Nothing in this Agreement should be interpreted to confer, by implication or otherwise, any ownership interest in the Marks of the other Party.

1. Each Party grants to the other a limited, revocable, non-exclusive, non-transferable, royalty-free license to use its Marks solely in accordance with this Agreement and solely for the purpose of acknowledging or promoting the sponsorship. This license shall expire automatically upon the expiration or termination of this Agreement, unless extended in writing by the Parties.

2. Any use of the other Party's Marks will be subject to prior written approval and ongoing compliance with any brand usage guidelines provided. Each Party will maintain the quality and integrity of the other's Marks and will not use them in any way that disparages, misrepresents, or dilutes their value.

3. Upon written notice of unauthorized or inappropriate use of a Party's Marks, the offending Party shall immediately cease all such use and take reasonable steps to retrieve or halt the distribution of such materials.

4. All goodwill associated with such use will inure to the benefit of the Mark's owner.

H. The Parties will not sublicense, assign, or otherwise permit any third party to use the others Marks or branding without the express written consent of the Mark's or branding's owner. Any unauthorized use by a third party will constitute a material breach of this Agreement.

I. The Parties agree to collaborate in good faith to plan, coordinate, and execute promotional and community visibility strategies related to the Sponsored Initiative. At Hospital's request, District will participate in co-branded press events, photograph sessions, or community programming where feasible and with reasonable notice.

ARTICLE VI
PUBLIC STATEMENTS AND MEDIA COORDINATION

~~A.~~ The Parties agree that all press releases, media advisories, public statements, or public-facing descriptions created primarily for the joint promotion of the Sponsored Initiative ~~of the Sponsored Initiative or this Agreement~~ will be jointly prepared and mutually approved in writing ~~to by~~ each Party prior to distribution. Nothing in this Article restricts either Party from making truthful factual statements concerning the existence or terms of this Agreement or from making disclosures required or authorized by law, including board agendas, meeting materials, minutes, public-information responses, legal filings, regulatory communications, emergency communications, or other communications made in the ordinary course of governmental or healthcare operations. ~~Neither Party will issue any public communication naming or referencing the other Party without the other Party's prior written consent, except where disclosure is required by law as specified in Article XV. The non-disclosing Party will be provided a reasonable opportunity to review and propose revisions to any such communication before its release.~~

A.

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B. The Parties will use reasonable efforts to coordinate participation in all ~~include the each other in all~~ public ceremonies, media engagements, and community events related to the Sponsored Initiative. This includes, but is not limited to, ribbon cuttings, awards presentations, sporting events, and news interviews. Hospital and District will be entitled to designate a spokesperson or representative to speak or appear on their behalf in such forums.

C. Any social media content, website postings, or digital promotional materials created specifically to jointly promote the Sponsored Initiative and using the other Party's Marks referencing the Hospital, District, or the Sponsored Initiative will be subject to the same approval process described in section A, above. Neither Party will tag, reference, or otherwise link to the other Party in online platforms without prior written consent. A Party may revoke such consent at any time for future uses.

D. The Parties will have no less than five (5) business days to review any proposed public communications or materials requiring its approval. If a Party reasonably withholds approval based on concerns of accuracy, branding inconsistency, reputational harm, or regulatory conflict, the requesting Party will revise such materials in good faith to address the concerns or refrain from publication, and resubmit to the other Party for approval. Approval will not be unreasonably withheld, conditioned, or delayed. If the reviewing Party does not respond within five (5) business days, the proposed material will be deemed approved

E. The Parties agree, to the extent permitted by law, to use ~~all commercially~~ reasonable efforts to protect from disclosure any non-public, proprietary, or brand-sensitive information provided by the other Party under this Agreement, subject to Article XV and all applicable public-information, records-retention, student-privacy, and healthcare-privacy laws. This includes documents bearing a party's internal strategies, marketing plans, or proprietary assets such as Marks and branding.

~~F.~~ If either Party publishes, distributes, or otherwise releases public-facing materials or statements referencing the other Party in violation of this Agreement, the non-breaching Party will provide the breaching Party written notice and a reasonable opportunity to correct or remove the material. The Parties will cooperate in good faith regarding any appropriate correction or clarification. Nothing in this Section creates liability or remedies against District beyond those available under applicable Texas law, and nothing waives District's governmental immunity.~~shall be entitled to the following remedies, in addition to any others available under law or equity:~~

~~G.~~

~~H. Immediate written retraction or clarification in a format and forum mutually agreed upon;~~

~~I.~~

~~J. Removal or correction of the unauthorized material from all digital and physical media immediately. For the purposes of this section (Article VI, Section (F), immediately mean as soon as possible, but in no case more than four (4) hours, once notified by the non-disclosing Party of the unauthorized material;~~

~~K.~~

~~L. Reimbursement of reasonable out-of-pocket costs incurred to mitigate reputational harm or regulatory risk directly resulting from the unauthorized disclosure;~~

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~~M.~~

~~N.~~F. ~~Temporary suspension of any branding or publicity rights granted under this Agreement until corrective action is completed~~.

~~O.~~G. The provisions of this Article relating to previously published materials and unauthorized post-termination use of a Party's Marks will survive expiration or termination only to the extent reasonably necessary to protect the Parties' respective intellectual-property rights~~The obligations in this article (Article VI) shall survive the termination or expiration of this Agreement~~.

ARTICLE VII
EXCLUSIVITY

A. District agrees that during the Term of this Agreement, it will not accept another entity's financial sponsorship specifically for the District's Athletic Trainer program where such sponsorship would require the District to identify the other entity as the exclusive or official sponsor of the Athletic Trainer program during the Term of this Agreement.

For avoidance of doubt, this provision does not prohibit District, its employees, students, or families from using, referring to, contracting with, receiving services from, or otherwise maintaining relationships with any hospital, physician, physician group, urgent care facility, telehealth provider, physical therapist, healthcare professional, governmental entity, nonprofit organization, or other healthcare provider. It also does not prohibit District from accepting grants, donations, in-kind contributions, educational services, medical services, equipment, event-specific support, or other assistance from such entities that does not conflict with Hospital's expressly granted sponsorship rights under this Agreement.

~~A. funding, in-kind support, or sponsorship of any kind from any entity that offers services materially similar to those provided by Hospital, including adult and pediatric hospitals and services, health systems, urgent care networks, telehealth providers, physicians, physician groups, nurse practitioners, physical therapists, or other medical service providers (each a "Competitor"), without the express written consent of Hospital~~.

B. District will not display, distribute, or permit the use of any materials, logos, uniforms, signage, or messaging associated with a Hospital competitor in a manner that identifies another entity as the exclusive sponsor of the Athletic Trainer program during the Term. This restriction does not apply to ordinary advertising, event sponsorships, acknowledgments, healthcare information, student or family healthcare choices, or materials unrelated to the Sponsored Initiative~~at any event, program, or public activity related to the Sponsored Initiative or District student athletics~~.

~~C. If District intends to expand the Sponsored Initiative or launch a substantially similar initiative during the Term, or within six (6) months after its expiration or termination, Hospital will have the right of first refusal to match any written, bona fide offer made by a third party for exclusive sponsorship. District will provide Hospital with written notice of such opportunity, including the name of the third party, material terms, and Hospital will have thirty (30) days to accept or decline in writing.~~

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~~D.~~C. Nothing in this Agreement restricts District from disclosing this Agreement or its terms as required or permitted under the Texas Public Information Act or other applicable law~~District will not disclose the financial terms or other terms of this Agreement to any potential sponsor or funding entity that may be considered a competitor of Hospital. This restriction shall survive the expiration or termination of this Agreement for a period of one (1) year~~.

~~E.~~D. A breach of this Section will be considered a material breach of this Agreement only if the breach materially interferes with the specific sponsorship rights granted to Hospital and remains uncured for thirty (30) days after District receives written notice describing the alleged breach. In the event of ~~such~~ an uncured material breach, Hospital may terminate the Agreement in accordance with Article VIII. Hospital will not be entitled to recover Sponsorship Contributions properly expended or committed before termination.~~:~~

~~1. Require District to immediately cease all co-branding and remove Hospital's Marks from all public-facing materials and events;~~

~~2. Terminate this Agreement for cause upon ten (10) business days' written notice and withhold any unpaid Sponsorship Contributions;~~

~~3. Require a public statement clarifying the status of the sponsorship and disassociating Hospital from the competing sponsorship;~~

~~4. Seek reimbursement of any portion of the Sponsorship Contribution that, in Hospital's reasonable determination, was rendered ineffective or devalued due to the breach of exclusivity~~.

~~F. For a period of six (6) months following the termination or expiration of this Agreement, District will not enter into a sponsorship or funding agreement with a Competitor of Hospital for the Sponsored Initiative, or a substantially similar program, unless Hospital has declined its right of first refusal in accordance with subsection (C) above.~~

ARTICLE VIII
TERM AND TERMINATION

A. The initial term of this Agreement will commence on the Effective Date and will continue for a period of five (5) years (the "Initial Term"), unless terminated earlier in accordance with the provisions of this Agreement. ~~The Initial Term reflects the Parties' mutual understanding that a multi-year duration is reasonably necessary to realize the intended programmatic and branding value of the Hospital's financial contribution, including but not limited to investments in personnel, branded materials, and community engagement infrastructure.~~

B. No later than eighteen (18) months following the Effective Date, the Parties will confer in good faith to evaluate the effectiveness of the sponsorship, including the achievement of implementation plan performance objectives, branding visibility, and alignment with each Party's strategic goals.

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C. Upon expiration of the Initial Term, this Agreement may be renewed for successive one (1) year terms (each, a "Renewal Term") upon mutual written agreement of the Parties at least ninety (90) days prior to the expiration of the then-current term. Any renewal will be on such terms as the Parties may mutually agree.

D. Either Party may terminate this Agreement without cause after the first anniversary of the Effective Date by providing ninety (90) days advance written notice to the other Party. Notwithstanding the foregoing, if Hospital terminates this Agreement without cause after District has entered into employment or compensation commitments for Athletic Trainers in reasonable reliance upon Hospital's Sponsorship Contribution for the then-current school year, Hospital will remain responsible for Sponsorship Contributions attributable to the remainder of that school year, unless otherwise mutually agreed by the Parties. In the event of such early termination, District shall return to Hospital any unexpended sponsorship funds after payment of expenditures and obligations properly incurred before the effective date of termination ~~on a pro rata basis~~, along with a final accounting of expenditures and programs goals achieved.

~~D.~~E. Either Party may terminate this Agreement for a material breach by the other Party if the breaching Party fails to cure such breach within thirty (30) days after written notice. If the breach cannot reasonably be cured within thirty (30) days, termination will not occur so long as the breaching Party timely begins corrective action and diligently pursues completion of the cure

ARTICLE IX
INDEPENDENT STATUS OF DISTRICT

A. District acknowledges that it retains full and independent control over the hiring, supervision, and deployment of Athletic Trainers.

B. Hospital assumes no responsibility for employment-related decisions or liabilities, and nothing in this Agreement should be interpreted to create a joint venture, partnership, fiduciary, or agency relationship between the Parties.

C. Nothing contained herein will be construed as creating the relationship of employer and employee between District and Hospital, insofar as Hospital will not direct District in its management of its employees, or in any manner interfere with the professional clinical judgment of its Athletic Trainers, nurses, coaches, administrators, or other District employees ~~its athletics department providers and staff~~.

D. No District employee, to specifically include the Athletic Trainers, will be included in any employee retirement or fringe benefit plan of Hospital, and will not be covered by Hospital's Worker's Compensation Coverage.

E. Hospital will not withhold monies for state or federal income tax or Social Security payments, and the fees stipulated herein will be paid in full to District without deductions of any kind. District will be responsible for payment of Social Security and state and federal income taxes for its employees.

~~E.~~F. Nothing in this Agreement gives Hospital authority to direct, supervise, evaluate,

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discipline, or control any District employee or to make or influence employment decisions concerning any Athletic Trainer or other District employee.

ARTICLE X
COMPLIANCE WITH LAW AND UIL GUIDELINES

A. ~~District~~ Each Party will ensure that all activities, expenditures, and representations for which that Party is responsible ~~carried out~~ under this Agreement, including those involving the Athletic Trainers and any marketing, educational, or athletic programming, comply fully with all applicable laws, regulations, and institutional policies, including but not limited to:

1. Compliance with all applicable provisions of federal, Texas state, and local law, including but not limited to:

   a) Education law and public school governance regulations;
   b) Employment and wage laws governing District and its employees; and
   c) Procurement and conflict-of-interest laws applicable to public entities;

2. Strict compliance with all rules, regulations, and guidance issued by the University Interscholastic League (UIL), including but not limited to those governing:

   a) Advertising and commercial sponsorships;
   b) Use of school branding and athlete likeness;
   c) Permitted and prohibited external relationships affecting student-athlete eligibility or competition rules;
   d) Staffing and credentialing of Athletic Trainers.

B. Where applicable, District will comply with the Family Educational Rights and Privacy Act (FERPA) and any comparable state student privacy laws in connection with program activities, branding, communications, or data sharing.

~~B.~~ Hospital will comply with HIPAA and all other federal and state laws applicable to medical records, protected health information, healthcare marketing, and patient communications. Neither Party will require the other Party to disclose information prohibited from disclosure by applicable law.

C. Upon Hospital's written request, District will reasonably cooperate in addressing specific, documented compliance concerns directly related to the Sponsored Initiative. Nothing in this Section requires District to disclose privileged, confidential, student, personnel, or other legally protected information~~promptly provide written certification of compliance with applicable legal requirements and UIL standards, and may be required to provide documentation reasonably sufficient to demonstrate such compliance~~.

D. A material failure to comply with applicable law or this Section will constitute a material breach of this Agreement. If such failure occurs, exercise its rights under Article VIII after providing the notice and opportunity to cure required by that Article, except where immediate

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action is required by lawHospital may in its sole reasonable discretion suspend funding, require a corrective action plan, or terminate this Agreement.

E. Each Party represents that, to the extent applicable to its performance under this Agreement, it will comply with applicable federal exclusion and debarment requirements. Each Party will notify the other within seven (7) business days of the time the Party receives such notice, if it becomes aware that an individual materially involved in performing that Party's obligations under this Agreement has become excluded or debarred in a manner that legally prohibits continued performanceDistrict represents and warrants that it will not contract with any individual(s) or entity that is excluded from participation under the Office of Inspector General ("OIG") or any other governmental program. District will notify Hospital immediately in the event that District, or any individual(s) District contracts with to provide services under this Agreement, is excluded from participating under the OIG or any other governmental program. For the purposes of this section (Article X, Section E), "immediately" means within twenty-four (24) hours.

F. District personnel participating in activities occurring on Hospital premises will comply with reasonable Hospital safety and security requirements communicated in advance, provided such requirements do not conflict with applicable law, District policy, or the Texas ConstitutionDistrict represents and warrants that neither it nor its employees have been (a) convicted of a criminal offense related to healthcare (unless such person or entity has implemented a compliance program as part of an agreement with the federal government); or (b) listed by a federal agency as debarred, excluded or otherwise ineligible for federal program participation under 42 U.S.C. 1320a-7, the OIG List of Excluded Individuals/Entities and/or the General Services Administration list of debarred contractors.

G. District will notify Hospital within seven (7) business days of the time District receives notice of any final action being taken against District or its employees providing services under this Agreement which results in its exclusion from participating in the Federal health care programs. District acknowledges that Hospital may terminate this Agreement without penalty or further payment upon the resolution of a pending criminal charge or proposed disbarment or exclusion which results in a conviction, disbarment or exclusion of District or its employees.

H. District hereby acknowledges that Hospital has adopted a Code of Conduct for the purpose of identifying and rectifying compliance issues as they may arise. District hereby represents and warrants that it and its employees providing services under this Agreement will comply with the Code of Conduct and will meet all applicable Hospital compliance guidelines only insofar as there is no conflict with the policies, rules, and regulations of District or the laws and Constitution of the State of Texas.

I. District represents and warrants that neither it nor its employees are listed by federal or state agency as debarred, excluded or otherwise negligible for participation in federally funded programs, and will notify the Hospital immediately of any allegations that would affect this status. For the purposes of this section (Article X, Section I), "immediately" means within twenty-four (24) hours.

ARTICLE XI

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DATA AND RECORDS

A. District will maintain accurate, complete, and segregated records relating to all activities funded or supported by this Agreement, including:

1. Receipt and use of all Sponsorship Contributions;

2. Employment, deployment, and compensation of Athletic Trainers;
3. Procurement and use of branded materials and other sponsorship-related expenditures;

4. Public communications and media activities referencing Hospital or the Sponsored Initiative.

Records will be maintained in accordance with applicable law and the District's adopted records-retention schedules. Nothing in this Agreement requires District to retain records beyond the period required by applicable law and District policy. ~~in accordance with sound accounting principles and applicable legal requirements, and shall be retained for a minimum of five (5) years following the termination or expiration of this Agreement~~.

B. District will provide Hospital with a comprehensive written report no later than thirty (30) days following each anniversary of the Effective Date. Each report will include:

1. A detailed financial accounting of how the Sponsorship Contribution was used;

2. A narrative summary of program implementation, outcomes, and any changes to scope or delivery; and

3. Metrics of impact or reach, including relevant student, family, or community engagement statistics, if available provided such information will be aggregated or de-identified and will not include personally identifiable student information, education records, protected health information, or other legally protected information.

C. Hospital will have the right to request interim updates or clarifications relating to the use of funds, compliance with obligations, or public representation of the Sponsored Initiative. District agrees to provide such updates within a reasonable time following request, not to exceed ~~five~~ ten (10~~5~~) business days, unless otherwise agreed to in writing.

D. Hospital or its designated representative will have the right, upon at least ~~two~~ ten (10~~2~~) business days written notice and during normal business hours, to inspect and audit District's records directly related to the receipt and expenditure of Sponsorship Contributions. ~~relevant to this Agreement.~~ District may satisfy an audit request by providing copies, summaries, or other documentation reasonably sufficient to demonstrate compliance. Hospital will have no right to inspect student education records, student health records, confidential personnel records, attorney-client privileged information, or information otherwise protected from disclosure by law. Any audit will be conducted in a manner that does not unreasonably interfere with District operations and at Hospital's expense~~This includes, without limitation, access to financial~~

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~~ledgers, employee rosters, procurement files, and other supporting documentation demonstrating compliance with the terms of this Agreement~~.

E. Any data collected, generated, or received through the Sponsored Initiative that specifically relates to Hospital's branding, funding outcomes, or engagement may be used by District for internal evaluation and public reporting, subject to applicable laws protecting student or individual privacy. District will not sell or commercialize any data derived from Hospital-funded activities without Hospital's prior written consent.

~~E.~~ Nothing in this Agreement grants Hospital ownership of, or independent access to, District student records, employee records, health information, or other District data.

F. Failure to timely submit required reports, maintain accurate records, or respond to reasonable information requests will constitute a material breach of this Agreement. In such event, Hospital may withhold future contributions, suspend branding rights, or take such other action as provided under this Agreement.

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ARTICLE XII
INTELLECTUAL PROPERTY

A. Each Party will retain all right, title, and interest in and to any intellectual property, materials, designs, trademarks, logos, copyrights, proprietary methods, and other protected works developed or acquired independently of this Agreement ("Preexisting IP"). Nothing in this Agreement should be construed to transfer or license such rights except as explicitly stated herein.

B. Any materials, content, curricula, designs, videos, photographs, or written work product developed jointly by the Parties in connection with the Sponsored Initiative ("Joint IP") will be used by the Parties only as mutually agreed in writing. Each Party retains ownership of materials created solely by that Party~~is, unless otherwise agreed in writing, deemed jointly owned~~. However:

1. No Party may commercially exploit or publicly distribute Joint IP after the termination or expiration of this Agreement without the other Party's written consent;

2. Either Party may require cessation of future public use of its Marks following termination, provided that nothing in this Agreement requires District to destroy or alter governmental records that must be retained under applicable law~~Hospital maintains the right to require that Joint IP containing Hospital's name, branding, proprietary concepts, or strategy be withdrawn, de-branded, or destroyed within thirty (30) days of termination or upon written demand~~;

3. Where Joint IP incorporates any Preexisting IP of Hospital, such Preexisting IP will remain the sole property of Hospital, and District will have no continuing right to use it outside of the term of this Agreement.

C. To the extent necessary to fulfill the obligations of this Agreement, each Party grants to the other a non-exclusive, non-transferable, royalty-free license to use the other's Preexisting IP solely for the execution of the Sponsored Initiative and solely during the Term. Such license shall automatically expire upon termination or expiration of this Agreement unless renewed in writing.

D. Upon expiration or termination of this Agreement:

1. Each Party will retain archival copies of Joint IP, subject to confidentiality and non-disparagement obligations and applicable records-retention requirements;

2. Either Party may, at its discretion, request certification that all Joint IP containing its Preexisting IP has been deleted, destroyed, or permanently de-branded from public-facing use, except to the extent retention is required by law or District records-retention requirements;

3. Any materials incorporating Hospital's trade dress, slogans, or visual identity will not be used, adapted, or reformatted by District without express written consent of Hospital.

E. Each Party will promptly notify the other of any known or suspected infringement, misuse, or unauthorized use of any Joint IP or licensed Preexisting IP. Each Party retains the right to enforce its own intellectual-property rights. Any enforcement relating solely to Joint IP will be undertaken only as mutually agreed by the Parties.~~Hospital retains the exclusive right, but not the obligation, to enforce its intellectual property rights, including seeking injunctive relief or damages for unauthorized use of its assets or misappropriation of jointly developed materials~~.

F. The provisions of this article (Article XII) shall survive the expiration or earlier termination of this Agreement for so long as either Party retains access to or control over Joint IP or the other's Preexisting IP.

ARTICLE XIII
INDEMNIFICATION AND INSURANCE

A. Each Party will be responsible for its own acts and omissions and those of its officers, employees, agents, and representatives to the extent liability is imposed by applicable law. Nothing in this Agreement will be construed as creating or expanding any liability of District, waiving any governmental or official immunity, creating a cause of action against District that does not otherwise exist, or waiving any defense, limitation of liability, or other protection available to District or its officers or employees under Texas law. ~~To the extent permitted by the laws and Constitution of the State of Texas, District agrees to defend, indemnify, and hold harmless Hospital, its governing board, officers, employees, and agents from and against any~~

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~~and all third-party claims, demands, damages, losses, liabilities, costs, or expenses (including reasonable attorneys' fees) arising out of or resulting from~~:

~~1. The negligent, unlawful, or intentionally wrongful acts or omissions of District, its employees, subcontractors, or representatives in connection with this Agreement;~~

~~2. Alleged or actual violations of UIL regulations, student privacy laws, or other applicable law related to the Sponsored Initiative;~~

~~3. Any claims brought by or on behalf of District employees arising from their employment, supervision, or conduct while under District's control.~~

~~Nothing in this section should be construed as a waiver of District's governmental immunity or as creating any obligation beyond that which is permitted under applicable law. This provision shall be enforceable only to the extent not prohibited by the Texas Constitution, Article III, Sections 49 and 52~~.

B. District will maintain, at its own expense and throughout the Term of this Agreement, insurance or self-insurance coverage in such types and amounts as District determines appropriate and as required by applicable law ~~customary and sufficient for a Texas public educational institution of similar size and scope~~, including:

1. General liability coverage;
2. Educators' legal liability or public officials' liability;
3. Workers' compensation coverage for District employees, as required by applicable law~~Sponsored Employees~~;
4. Automobile liability coverage, as maintained by District in the ordinary course of its operations~~(if transporting students or Hospital representatives as part of the Sponsored Initiative)~~.

C. Upon Hospital's written request, the District must provide a certificate of coverage or self-insurance letter verifying such protection.

D. Hospital will maintain, at its own expense, general liability and professional liability insurance customary for a Texas healthcare provider engaged in community and educational ~~partnerships~~ and workers' compensation and automobile liability coverage as applicable to Hospital's performance under this Agreement. Hospital will provide evidence of such coverage upon Hospital's reasonable request. To the extent commercially available, Hospital will name District, its trustees, officers, and employees as additional insureds on Hospital's commercial general liability policy solely with respect to Hospital's activities under this Agreement.

E. Nothing in this Section or Agreement is intended to create, and will not be deemed to create, any rights in or benefits for any person or entity not a Party to this Agreement, including any student, employee, or third-party participant.

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F. The indemnification and insurance obligations set forth in this Section shall survive the expiration or earlier termination of this Agreement for a period of four (4) years or for so long as a claim arising from this Agreement may lawfully be brought under Texas law.

~~**ARTICLE XIV**~~
~~**NON-SOLICITATION OF PERSONNEL**~~

~~A. District recognizes the special relationship that exists between Hospital and its personnel in that recruiting and training of such personnel by Hospital is costly, time consuming, and District will not, during the term of this Agreement or thereafter directly or indirectly through any means or manner impair or initiate any attempt to impair the relationship which exist between Hospital and the personnel it employs or retains and shall not employ or contract with such personnel. District will not directly or indirectly solicit, employ or retain in any capacity, or directly or indirectly offer to employ or retain in any capacity, any employee of Hospital. Should District violate this article (Article XIV), District will reimburse Hospital for its reasonable costs in recruiting and training a replacement employee.~~

~~B. Hospital recognizes the special relationship that exists between District and its personnel in that recruiting and training of such personnel by District is costly, time consuming, and Hospital will not, during the term of this Agreement or thereafter directly or indirectly through any means or manner impair or initiate any attempt to impair the relationship which exist between District and the personnel it employs or retains and shall not employ or contract with such personnel. Hospital will not directly or indirectly solicit, employ or retain in any capacity, or directly or indirectly offer to employ or retain in any capacity, any employee of District. Should Hospital violate this article (Article XIV), Hospital will reimburse District for its reasonable costs in recruiting and training a replacement employee.~~

ARTICLE XIV
CONFIDENTIALITY

A. As used in this Agreement, the term "Confidential Information" means any and all confidential, proprietary, or trade secret information, whether disclosed, directly or indirectly, verbally, in writing, or by any other means in tangible or intangible form, including that which is disclosed by or on behalf of Hospital, or developed specifically from Hospital's Confidential Information~~conceived or developed by the Parties collectively or individually~~, applicable to or in any way related to: (i) patients with whom Hospital has, through the members of its Medical Staff, a physician/patient relationship; (ii) the present or future business or financial performance of Hospital or any affiliate of Hospital; (iii) the research and development of Hospital or any affiliate of Hospital; (iv) information regarding the physicians of Hospital or any affiliate of Hospital; (v) information relating to Hospital's sources and practices of referring physicians; or (vi) information relating to Hospital's relationships with third party payors and other health care facilities. By way of further definition, and without limiting the generality of the foregoing, Confidential Information includes (a) the development and operation of Hospital's program to provide services, including information relating to budgeting, staffing needs, marketing, research, equipment capabilities, and other information concerning such facilities and operations; (b) billing practices and contractual arrangements

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between Hospital and insurers or managed care associations or other payors; (c) the databases of Hospital; (d) the clinical and research protocols of Hospital; (e) coding guidelines and algorithms developed by Hospital; (f) the referral sources of Hospital; (g) Hospital's practice management methods~~; (h) the terms of this Agreement~~; and (h~~i~~) other confidential information of Hospital that is not generally known to the public, including~~ the terms of this Agreement,~~ donors~~,~~ and fundraising efforts. The Parties agree that, as between them, Confidential Information may include important proprietary or trade secret information of Hospital to the extent such information qualifies for protection under applicable law. ~~this Confidential Information constitutes important, material, and confidential trade secrets that affect the successful conduct of Hospital's business and its goodwill.~~ District acknowledges that the Confidential Information specifically enumerated above, is special and unique information and is not information that would be considered a part of the general knowledge and skill District has or might otherwise obtain and that District did not possess any of it prior to this Agreement. District further acknowledges that this Confidential Information is constantly changing and being developed so that over time, District will be exposed to, and provided, new Confidential Information in addition to that provided at the Effective Date. Notwithstanding the foregoing, Confidential Information shall not include any information that (i) was known by District from a third party source before disclosure by or on behalf of Hospital; (ii) becomes available to District from a source other than Hospital that is not bound by a duty of confidentiality to Hospital; (iii) becomes generally available or known in the industry other than as a result of its disclosure by District; or (iv) has been independently developed by the District and may be disclosed by District without breach of this Agreement, provided, in each case, that District shall bear the burden of demonstrating that the information falls under one of the above-described exceptions; or (v) is required to be disclosed pursuant to applicable law, including the Texas Public Information Act, subject to Section F below.

B. Hospital and District acknowledge and agree that (i) District has been or will be given the Hospital's Confidential Information, and District is hereby granted new and further access and rights to continue to possess such Confidential Information, subject to certain restrictions on disclosure as set forth herein; (ii) Hospital has or will disclose new Confidential Information contemporaneously with the execution of this Agreement that District had not previously received and will disclose additional Confidential Information to District which District needs in order to perform hereunder and which District desires to obtain the benefit of in connection with his Agreement with Hospital; (iii) Confidential Information developed by Hospital, or developed by District specifically from and incorporating Hospital's Confidential Information, will remain subject to the confidentiality protections of this Article~~during the term of this Agreement, District will, with the assistance of and investment by Hospital, develop new Confidential Information, which Confidential Information shall be owned by Hospital~~; and (iv) such Confidential Information is of significant value to Hospital.

C. District acknowledges the proprietary interest of Hospital in Hospital's Confidential Information disclosed to District under this Agreement~~ all Confidential Information learned by District during the term of this Agreement, including Confidential Information developed by District, and that such Confidential Information is and shall remain the exclusive property of Hospital~~. District acknowledges and agrees that the unauthorized disclosure of any Confidential Information may cause material harm to Hospital and may constitute a material

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breach of this Agreement if such disclosure is material and is not cured to the extent reasonably capable of cure, subject to applicable law and the provisions of Section F below~~will result in irreparable injury and damage to Hospital and a material breach of this Agreement~~.

D. District specifically agrees that District will not at any time, whether during the term of this Agreement or at any time thereafter—regardless of whether such Agreement is terminated with or without cause—in any fashion, form, or manner, unless specifically consented to in writing by Hospital, either directly or indirectly, use, divulge, disclose, or communicate to any person, firm, or hospital, in any manner whatsoever, any Confidential Information of any kind, nature, or description concerning any matters affecting or relating to the business of Hospital, except as necessary to provide patient care to perform District's obligations under this Agreement, or as permitted or required by applicable law, including the Texas Public Information Act~~and subject to applicable law, or as required by applicable law~~.

E. All notes, data, forms, reference materials, diagrams, formulae, memoranda, computer printouts, or other documentation and records provided by Hospital and containing Hospital Confidential Information will remain the property of Hospital, except for District records created or maintained in the ordinary course of District operations, and District agrees to deliver any such Hospital-owned~~which incorporate or reflect in any way the Confidential Information described above, shall belong exclusively to Hospital,~~ and District agrees to deliver any such property in its possession or under its control, and any copies thereof, including all electronic copies, to Hospital upon termination of this Agreement for any reason. District shall not take or retain any documents or other information, or any reproduction or excerpt thereof, containing or pertaining to any Confidential Information except to the extent retention is required by applicable law, District records-retention requirements, litigation hold, audit requirements, or the ordinary maintenance of District governmental records. Any Confidential Information retained for such purposes will remain subject to the protections of this Article for so long as it is retained.

F. Notwithstanding the foregoing, Hospital understands and acknowledges that District is a political subdivision of the State of Texas and is governed by the Texas Public Information Act, Chapter 552, Texas Government Code. The parties acknowledge and agree that the District will only be obligated to perform its duties under this section and this Agreement in compliance with the Public Information Act. To the extent to which some duties hereunder are not in conformity with the requirements of the Public Information Act, District will be relieved of said duties without penalty or further liability. In the event either party receives a request under the Public Information Act for Confidential Information, it will ~~immediately~~ promptly notify the other party and confer on whether disclosure should be opposed. It is expressly agreed that District may request a determination from the Attorney General of the State of Texas in regard to the application of the Public Information Act to the requested information and whether the information is to be made available to the public. It is further agreed that the District, its officers and employees will have the right to rely on the determinations of the Texas Attorney General, and that District, its officers and employees will have no liability to Hospital for disclosure to the public in reliance on a decision by the Attorney General. Further, in the event that Texas Government Code Section 552.371 applies to the contract, the parties agree to the following statement: "The requirements of Subchapter J, Chapter 552,

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Government Code, may apply to this contract [Agreement] and the contractor or vendor agrees that the contract [Agreement] can be terminated if the contractor or vendor knowingly or intentionally fails to comply with a requirement of that subchapter." Nothing in this agreement will require Hospital or District to violate the terms of the Public Information Act.

ARTICLE XVI
MISCELLANEOUS

A. If any provision of this Agreement is construed to be illegal or invalid, it will not affect the legality or validity of any other provisions hereof provided that any invalid provision is not material to the overall purpose and operation of this Agreement, and the illegal or invalid provision will be deemed stricken and deleted herefrom to the same extent and effect as if never incorporated herein, but all other provisions will continue to the extent that they substantially reflect the Agreement contemplated by the parties.

B. All signatories to this Agreement warrant their authority to execute this document.

C. This Agreement constitutes and expresses the entire Agreement between the parties regarding the subject matter addressed and will not be amended or modified except by written instrument signed by all parties.

D. For the purpose of determining the place of Agreement and the law governing same, this Agreement is entered into in the County of El Paso, State of Texas and will be governed by the laws of the State of Texas. Venue for all causes of action arising from or in connection with this Agreement will be in El Paso County, Texas.

E. Neither party will have the right to assign or otherwise transfer any rights, interests, or obligations under this Agreement without prior written consent of the other party.

F. Neither party will be responsible for any delay, damage, failure, or inability to perform resulting from causes not within the control of the party and which the party is unable to prevent through reasonable diligence, provided that this Section will not excuse payment obligations for amounts accrued or committed before the force majeure event.

G. The terms and provisions contained in this Agreement will inure to the benefit of and be binding upon the parties hereto and their ~~heirs, respective~~ successors in interest, legal representatives and permitted assigns, except as otherwise herein expressly provided. No person or entity other than the parties, except governmental entities to the extent required by law, will be entitled to bring any action to enforce this Agreement, and the terms of this Agreement are intended solely for the benefit of, and to be enforceable only by, the parties or their respective successors in interest or assigns as permitted under this Agreement.

H. Except as otherwise provided, no term or condition of this Agreement will be waived except by written waiver of the waiving party. The forbearance or indulgence by a party in any regard whatsoever will not constitute a waiver of the term or condition to be performed by the other party, and until complete performance by the other party of such term or condition, the forbearing party

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will be entitled to invoke any remedy available under this Agreement or by law despite such forbearance or indulgence. The waiver by a party of any breach of any term or condition of this Agreement will apply to and be limited to the specific instance involved and will not be deemed to apply to any other instance or to any subsequent breach of the same or any other term or condition of the Agreement.

~~J. Pursuant to Public Law 96-499, sec. 952 (Sec. 1861 (v)(1) of the Social Security Act), the parties agree that: each party will, until the expiration of four (4) years after the furnishing of the services under this Agreement, retain and make available, under written request by the secretary of the U.S. Department of Health and Human Services, or upon written request, by the U.S. Comptroller General, or any of their duly authorized representatives, the contract and books, documents and records of either party that are necessary to verify the nature and extent of the cost of the services under this Agreement.~~

~~K.~~J. All notices under this Agreement will be sent to the following addresses:

If to Hospital:

President & Chief Executive Officer
4845 Alameda Avenue
El Paso, Texas 79905

If to District:

Superintendent
1050 Chicken Ranch Road
San Elizario, Texas 79849

Any notice required or permitted under this Agreement will be mailed by certified mail, return receipt requested, to the addresses above. A party may change its address by giving notice in compliance with this section.

~~L.~~K. HOSPITAL ACKNOWLEDGES THAT DISTRICT IS A POLITICAL SUBDIVISION OF THE STATE OF TEXAS, IS REQUIRED TO COMPLY WITH THE LAWS OF THE STATE OF TEXAS, AND HOSPITAL ACKNOWLEDGES AND AGREES TO THE FOLLOWING:

1. Nothing in this Agreement waives or modifies District's governmental immunity or any limitation on liability available under Texas law. To the extent the Texas Tort Claims Act applies to District, District's liability will be governed solely by the applicable provisions and limitations of Chapter 101, Texas Civil Practice and Remedies Code, including Section 101.051.~~District is governed by the Texas Tort Claims Act, Chapter 101, Civil Practice and Remedies Code. District is limited to money damages in a maximum amount of one hundred thousand dollars ($100,000.00) for each person and three hundred thousand dollars ($300,000.00) for each single occurrence for bodily injury or death~~.

Commented [MD1]: [DELETE UNLESS HOSPITAL CAN IDENTIFY THE SPECIFIC SERVICES OR FEDERAL REIMBURSEMENT ARRANGEMENT THAT MAKES THIS PROVISION APPLICABLE.] This reads like Medicare cost-reporting boilerplate imported from a healthcare-services agreement. The District is not furnishing healthcare services to the Hospital under this sponsorship agreement.

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2. To the extent applicable to this Agreement, p~~P~~ursuant to Chapter 2271, Texas Government Code, Hospital represents that Hospital does not boycott Israel and will not boycott Israel during the term of the Agreement.

3. To the extent applicable to this Agreement, Hospital represents that it is not a company engaged in business with Iran, Sudan or a foreign terrorist organization as defined under Chapter 2252, Texas Government Code, and that it is not on a list prepared and maintained by the Comptroller of Public Accounts of the State of Texas under Texas Government Code Sections 2252.153 or 2270.0201.

4. To the extent applicable to this Agreement, Hospital provides any verification required by Chapter 2274, Texas Government Code, concerning discrimination against firearm entities or firearm trade associations, and any verification required by Chapter 2276, Texas Government Code, concerning the boycott of energy companies~~Pursuant to Chapter 2274, Texas Government Code, Hospital represents and warrants that Hospital: (1) does not have a practice, policy, guidance, or directive that discriminates against a firearm entity or firearm trade association; (2) will not discriminate during the term of the contract against a firearm entity or firearm trade association; (3) does not boycott energy companies; and (4) will not boycott energy companies during the term of the contract~~.

L. Nothing in this Agreement will limit or influence the right of a student, parent, guardian, employee, Athletic Trainer, or other healthcare provider to select an independent healthcare provider or facility. District makes no representation or guarantee concerning referrals, patient volume, use of Hospital services, or healthcare decisions by students or families. No Sponsorship Contribution or other benefit under this Agreement is conditioned upon the referral of patients to Hospital or any Hospital-affiliated provider.

M. Nothing in this Agreement grants Hospital authority over District policy, curriculum, student discipline, employment decisions, athletic operations, healthcare protocols adopted by District, procurement decisions, governmental communications, or the exercise of any statutory or constitutional authority of District or its Board of Trustees.

~~4.~~

(The remainder of this page intentionally left blank)
(Signatures on following page)

IN WITNESS WHEREOF, the parties have hereunto set their hands.

EL PASO CHILDREN'S HOSPITAL CORPORATION D/B/A
EL PASO CHILDREN'S HOSPITAL

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_____ Date_____
CINDY A. STOUT, DNP, RN, NEA, BC
President and Chief Executive Officer

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

_____ Date _____
DR. JEANNIE MEZA-CHAVEZ
Superintendent

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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: Messina Holguin, District Lead Nurse
Subject: Memorandum of Understanding – Interlocal Joint Services Agreement with Hector Ocaranza, MD
Date: September 8, 2026

HISTORY:
San Elizario is seeking to enter into an interlocal agreement with Dr. Ocaranza, M.D to establish joint health services and authorize necessary standing orders for unassigned, non-prescribed medications, pulse oximeter (Pulse O2) monitoring and automated external defibrillator (AED) usage, and assist with updates to district protocols.

RATIONALE:
This agreement establishes formal physician delegation under Dr. Ocaranza. It gives SEISD school nurses the legal authority to administer specific emergency treatments (such as an epipen for anaphylaxis, AED for cardiac emergencies, Narcan for opioid overdose, and pulse oximeter monitoring for respiratory distress without waiting for student-specific prescriptions during an acute crisis. Texas Medical Board rules and Texas Nurse Practice Act require physician-signed standing orders for prescription medication administration in public schools. Standing orders eliminate dangerous treatment delays. Partnering with Dr. Ocaranza ensures SEISD health protocols align directly with regional public health standards, emergency guidelines, and disease mitigation strategies. A formal interlocal agreement pursuant to Chapter 791 of the Texas Government Code properly defines the scope of responsibility and protects both the medical provider and the school district.

BUDGET IMPACT:
There is no budget impact for this item.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that San Elizario ISD enter into an interlocal agreement with Hector Ocaranza, MD, to provide clinical standing orders.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☐ Attachment Included

IN THE STATE OF TEXAS
COUNTY OF EL PASO

INTERLOCAL JOINT SERVICES AGREEMENT FOR PHYSICIAN STANDING ORDERS TO ADMINISTER UNASSIGNED, NON-PRESCRIBED MEDICATION (EPINEPHRINE DELIVERY SYSTEMS, MEDICATION FOR RESPIRATORY DISTRESS, AND OPIOID ANTAGONISTS)

Pursuant to the lnterlocal Cooperation Act, Chapter 791, of the Texas Government Code, this Interlocal Agreement (the or this "Agreement") is made by and between Dr. Hector I. Ocaranza, M.D. (the "Physician") and the Ysleta Independent School District ("YISD") together with the Region 19 Education Service Center ("Region 19") and the following local independent school districts: El Paso Independent School District ("EPISD"), Anthony Independent School District ("AISD"), Canutillo Independent School District ("CISD"), Socorro Independent School District ("SISD"), Fabens Independent School District ("FISD"), San Elizario Independent School District ("SEISD"), Tornillo Independent School District ("TISD"), and Clint Independent School District ("CISD"), hereinafter collectively referred to as the "School Districts" and individually as a "Participating District" or its respective name or acronym as defined herein, and are joined for purposes of establishing joint services to facilitate for the benefit of School Districts and Region 19 all necessary standing orders for unassigned, non-prescribed medication by the Physician. Nothing herein shall be construed to create a direct contractual relationship between or among any of the Participating Districts, Region 19 and YISD.

I. PURPOSE OF INTERLOCAL AGREEMENT

This Agreement constitutes an "interlocal contract" within the meaning of, and authorized by, the Texas Interlocal Cooperation Act, Section 791.001 et. seq. of the Texas Government Code (the "Act"), and, among other things, the purpose of this Agreement is to provide "governmental functions or services", within the meaning of the Act as follows.

The purpose of this Agreement is to provide for the establishment and provision of physician standing orders required of the parties prior to the administration of unassigned, non-prescribed medication in conformance with applicable state law, regulations and related school district policy. This Agreement shall be authorized by the governing body of each party.

II. TERM

A. The primary term of this Agreement shall begin on May 20, 2026, and continue through June 30, 2031. The Agreement may be renewed for a maximum of two (2) additional one (1) year term options upon written agreement by all renewing parties.
B. Either party may at any time, without penalty, terminate this Agreement on its behalf by providing at minimum 30 days written notice to all parties then under contract by email and certified mail, return receipt requested, to those individuals identified in the attached contact listing, which is incorporated herein.

C. Notice of termination by any party or Participating District shall apply solely to that party/district and shall take effect upon receipt of said notice by all indicated parties.

III. POWERS, RESPONSIBILITIES AND DUTIES OF PHYSICIAN

A. The Physician reserves his right to exercise all lawful powers afforded by law, regulation or policy, and furthermore agrees to fulfill requirements pursuant to this Agreement as follows.
   1. Physician shall maintain at his personal expense any required medical licenses and certifications required to fulfill his responsibilities under this Agreement.
   2. Physician acknowledges and certifies that he is "a physician or person who has been delegated prescriptive authority under Occupations Code Chapter 157" and that, accordingly, he is authorized to prescribe unassigned, non-prescribed medication for the use of and in the name of a school district.
   3. Physician shall maintain at his personal expense current and adequate personal medical malpractice liability insurance which coverage shall not exclude Physician's duties under this Agreement.
   4. Issue, review and renew for any requesting party any necessary written medical authorizations or standing orders as follows:
      a. Automated External Defibrillator (AED);
      b. Epinephrine (for auto-injector and nasal spray);
      c. Naloxone;
      d. Pulse Oximetry; and
      e. Medication for Respiratory Distress (subject to availability and in conformance with existing board policy).
   5. Review and evaluate any data recorded or generated by a party's AED.
   6. Review and assist with any necessary updates to a party's AED protocol.

IV. POWERS, RESPONSIBILITIES AND DUTIES OF PARTICIPATING SCHOOL DISTRICTS AND REGION 19

A. Each Participating District, including YISD, reserves its right to exercise all lawful powers to which it is entitled by law, regulation or policy, and furthermore agrees to fulfill requirements pursuant to those authorities and this Agreement as follows.
   1. Each Participating District's applicable campus shall have at least one individual who is authorized and trained to administer an unassigned medication present during regular school hours.
   2. Each Participating District's applicable campus shall have at least two unused, unexpired unassigned medication doses available.
   3. All unassigned medication shall be stored in a secure location and shall be easily accessible by individuals who are authorized and trained to administer.
   4. Each Participating District remains solely responsible for complying with their respective administrative regulations addressing acquisition, maintenance, expiration,

and disposal of unassigned medication in their district, as well as reporting, employee training, and emergency notification requirements.

V. SEVERABILITY

If any part provision of this Agreement is found held to be illegal or unenforceable, such provision part shall be deemed severable, and the remainder of the Agreement shall remain in full force and effect, and nevertheless be binding.

VI. ENTIRE AGREEMENT

This Agreement constitutes the entire understanding between the parties. Any prior oral understandings or written or oral agreements are hereby superseded.

Nothing in this Agreement shall supersede, modify or waive any statutory, policy or administrative requirements applicable to any given Participating District.

VII. EXECUTION

This Agreement may be executed jointly or in counterparts. The authorized signature of an authorized representative of any party or Participating District, whether or not named above herein, shall constitute a binding commitment.

VIII. IMMUNITY

Nothing herein shall waive or reduce the sovereign immunity of the parties hereto or broaden the limited waiver of immunity provided by the Texas Tort Claims Act (TTCA) and the Texas Education Code (TEC) §§ 38.215, 38.227; 25 Texas Administrative Code (TAC) 40.49; 25 TAC 40.71; and 25 TAC 40.89. Sections 38.215 and 38.227 of the Texas Education Code provides a person with immunity from civil or criminal liability or disciplinary action to a person who in good faith acts or fails to act in issuing an order for or prescribing unassigned medication to include epinephrine delivery systems, medication for respiratory distress, and opioid antagonists.

SO AGREED as of the date of approval of the YISD and each other party, respectively.

ACCEPTED AND AGREED TO:

YSLETA INDEPENDENT SCHOOL DISTRICT

By:

Title: Board President

Date: May 20, 2026

LICENSED PHYSICIAN

By:

Title:

Date:

EL PASO INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

ANTHONY INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

TORNILLO INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

SOCORRO INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

CLINT INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

FABENS INDEPENDENT SCHOOL DISTRICT

By:

Title:

Date:

REGION 19 EDUCATION SERVICE CENTER

By:

Title:

Date:

INTERLOCAL CONTACTS AND ADDRESS INFORMATION

Individual/Entity/School District	**Email & Physical Work Address**
Dr. Hector I. Ocaranza, M.D.	
Ysleta Independent School District _____(name), _____(title)	
Clint Independent School District _____(name), _____(title)	
Fabens Independent School District _____(name), _____(title)	
San Elizario Independent School District _____(name), _____(title)	
Socorro Independent School District _____(name), _____(title)	
Tornillo Independent School District _____(name), _____(title)	
El Paso Independent School District _____(name), _____(title)	
Anthony Independent School District _____(name), _____(title)	
Canutillo Independent School District _____(name), _____(title)	
Region 19 Education Service Center _____(name), _____(title)	

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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director-Human Resources
Subject: 2026-2027 Compensation Plan Hourly Interim Pay
Date: September 8, 2026

HISTORY: The Board of Trustees approved the 2026-2027 SEISD Compensation Plan on June 16, 2026, which included provisions governing compensation for employees serving in interim assignments. Following the plan's approval, the district identified a compensation scenario that was not addressed by the existing interim pay guidelines. Specifically, a paraprofessional employee was assigned to serve in the interim role of Supervisor of Support Services/Transportation. Under the current compensation plan, the interim pay calculation for a paraprofessional employee temporarily assigned to a higher-level position resulted in compensation below the minimum salary of the interim position's pay grade.

Special Assignment	
Professional employees (p/day)	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade	
Hourly employees	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade **No less than the minimum daily rate of the Interim position.*	
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.	

RATIONALE: The revisions to the interim pay are administratively recommended to address the compensation gap for assigned duties, prevent future related scenarios, and ensure equitable compensation.

BUDGET IMPACT: The interim pay will impact the budget according to the reassignment roles of salary and the salary of the employee being reassigned.

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ADMINISTRATIVE RECOMMENDATION:
Administration recommends approval of the proposed hourly interim pay as reflected in the Districts 2026-2027 Compensation Plan.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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Human Resources Department

2026-2027 Miscellaneous Pay Rates

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

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

Hourly Pay	
Coach-COOP *(per hour)*	$8.50
High School Student-COOP *(per hour)*	$7.25
Student Intern *(per hour)*	$30.00
Tutors-Non-Certified *(per hour)*	$15.00
Professional Skills Services *(per hour)*	$30.00
Speech Language Pathologist *(per hour)*	$55.00

Campus Instructional Specialist qualify to tutor as long as it is after their scheduled hours or on a Saturday.

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

Special Assignment

Professional employees (p/day) — Midpoint of Special Assignment Position

10% dual role within same or lower pay grade
15% dual role in higher pay grade

Hourly employees — Midpoint of Special Assignment Position

10% dual role within same or lower pay grade
15% dual role in higher pay grade
**No less than the minimum daily rate of the Interim position.*

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

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

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

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

San Elizario Independent School District does not discriminate on the basis of race, color, religion, sex, national origin age, or disability in its programs, activities, or employment.
El Distrito escolar de San Elizario no discrimina en base a raza, color, religion, sexo, nacionalidad, edad, y/o discapacidad en sus programas, actividades, o empleo.

Board Approval
06/16/2026

San Elizario ISD
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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director-Human Resources
Subject: Compensation Plan Position Title Revisions
Date: September 8, 2026

HISTORY: The District's Administrative Technical Compensation Plan has historically identified certain clerical and secretarial positions by campus level designation, including Elementary School (ES), Middle School (MS), and Primary School (PS). Over time, it has been determined that job responsibilities, qualifications, and compensation associated with these positions remain substantially the same regardless of campus assignment.

The selected position titles are recommended to be to be updated to the following:

2	
Caseworker-Special Education	168
Clerk-Attendance ~~ES~~	163
~~Clerk-Attendance MS~~	~~163~~
Clerk-Attendance HS	167
Clerk-Campus Clerk	190
Clerk-Special Education Campus	190
3	
Clerk II-Attendance/PEIMS ES	184
Registrar ~~MS~~	184
~~Registrar PS~~	~~184~~
4	
Clerk-Student Services	190
Registrar HS	190
Secretary-Campus ~~ES~~	~~184~~
~~Secretary-Campus MS~~	~~184~~
~~Secretary-Campus PS~~	~~184~~

RATIONALE: These revisions to titles are administrative in nature and are intended to standardize position titles across campuses while maintaining the same job duties, pay grade assignments, and compensation structure.

BUDGET IMPACT:
No salary adjustments or changes to employee responsibilities are associated with these title revisions.

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ADMINISTRATIVE RECOMMENDATION:
Administration recommends approval of the proposed title revisions to the Administrative Technical Pay Scale as reflected in the Districts 2026-2027 Compensation Plan.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

SAN ELIZARIO INDEPENDENT SCHOOL DISTRICT

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Human Resources Department

2026-2027 Administrative Technical Pay Scale

Pay Grade	Job Title	Calendar	HOURLY Minimum	Midpoint	Maximum
1			$12.00	$14.79	$17.47
	Clerk-General Office	190			
2			$13.89	$17.16	$20.27
	Caseworker-Special Education	168			
	Clerk-Attendance ~~ES~~	163			
	~~Clerk-Attendance MS~~	~~163~~			
	Clerk-Attendance HS	167			
	Clerk-Campus Clerk	190			
	Clerk-Special Education Campus	190			
3			$15.00	$18.53	$21.89
	Clerk II-Attendance/PEIMS ES	184			
	Registrar ~~MS~~	184			
	~~Registrar PS~~	~~184~~			
4			$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~~			
5			$17.78	$21.82	$25.67
	Secretary-Department	190			
	Secretary-High School	190			
6			$19.67	$24.00	$28.12
	Specialist-HR	190			
	Specialist-Payroll	190			
	Specialist-Nutrition Services Support	190			
7			$23.23	$28.33	$33.19
	Specialist-IT Field	190			
8			$24.78	$30.03	$35.03
	Secretary-Superintendent	190			
	Specialist-IT Support	190			
	Specialist-IT Systems	190			

This salary plan is for the 2026-2027 school year only. Future salaries cannot be predicted from this schedule.

San Elizario Independent School District does not discriminate on the basis of race, color, religion, sex, national origin age, or disability in its programs, activities, or employment.
El Distrito escolar de San Elizario no discrimina en base a raza, color, religion, sexo, nacionalidad, edad, y/o discapacidad en sus programas, actividades, o empleo.

Board Approved
06/16/2026

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MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez, Executive Director of Human Resources
Subject: Retroactive Pay for Interim _ Supervisor Support Services/Transportation
Date: September 8, 2026

HISTORY: The Board of Trustees approved the 2026-2027 SEISD Compensation Plan on June 16, 2026. Included in the approved plan were provisions governing compensation for employees serving in interim assignments.

Special Assignment	
Professional employees only (p/day)	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade	

After the approval of the compensation plan, the District identified a situation that was not addressed by the existing interim pay provisions. Specifically, a paraprofessional employee was reassigned to serve in the interim role of Supervisor of Support Services/Transportation. The current compensation plan did not provide a method for calculating interim compensation when a paraprofessional employee is assigned to an interim position with a higher pay grade where the calculation does not meet the interim position's minimum pay grade. As a result, the compensation plan was revised to address the situation.

Special Assignment	
Professional employees (p/day)	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade	
Hourly employees	Midpoint of Special Assignment Position
10% dual role within same or lower pay grade 15% dual role in higher pay grade **No less than the minimum daily rate of the Interim position.*	

RATIONALE: On August 18, 2026, Superintendent Dr. Jeannie Meza-Chavez assigned paraprofessional employee Gabriela Castro to serve as the interim Supervisor of Support

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Services/Transportation. When compensation was calculated under the originally approved compensation plan, the resulting daily rate did not meet the minimum rate of pay established for the position in Administrative Professional Pay Scale 3.
To ensure equitable compensation for employees serving in interim assignments, the 2026-2027 Compensation Plan was revised to include provisions for hourly employees who are assigned to interim positions in higher pay grades where the minimum pay grade is not met. Approval of the revised compensation plan supports the appropriate compensation of Ms. Castro for her interim assignment and authorizes the corresponding retroactive pay of adjustment effective August 18, 2026, to September 8, 2026, for a total of $544.83.

It must be noted that the interim assignment has not ended and will continue based on district needs.

BUDGET IMPACT: The additional cost associated with the retroactive interim pay adjustment will be funded through the payroll budget for Support Services/Transportation.

Total Days for Retroactive pay are 13, August 18, 2026, to September 8, 2026.
Total Retro Active Pay is $544.83.

ADMINISTRATIVE RECOMMENDATION:
Administration recommends approval of the revised 2026-2027 Compensation Plan and the retroactive interim pay adjustment of $544.83 for Gabriela Castro effective August 18, 2026, to September 8, 2026.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☐ Attachment Included

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MEMORANDUM

To: Members of the Board of Trustees
From: Sandra Sanchez, CTE Administrator
Subject: Dual Credit Grade Level Conversion Chart
Date: September 8, 2026

HISTORY: San Elizario Early College High School (SEECHS) was established in 2021 through a partnership between San Elizario ISD and El Paso Community College (EPCC) in accordance with Texas Education Agency (TEA) Early College High School requirements. Under the Memorandum of Understanding (MOU), San Elizario ISD is responsible for converting and transcribing final EPCC grades to the district's high school transcript.

EPCC uses a letter grading scale (A–F) and San Elizario ISD uses a numerical grading scale, Board approval of a standardized grade conversion scale is necessary to ensure consistent and equitable application for all Early College High School students and dual credit students. The same approved conversion scale will also apply to future grades with Sul Ross State University (SRSU) and the University of Texas at El Paso (UTEP), providing consistency across all dual credit partnerships.

RATIONALE: Approval of a standardized grade conversion scale is necessary to ensure the consistent and equitable transcription of college/university grades to San Elizario ISD transcripts for Early College and dual credit students. A Board-approved conversion scale will provide a uniform method for calculating GPA, class rank, graduation requirements, and academic honors while ensuring consistency and maintaining compliance with the EPCC MOU and future dual credit partnerships.

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

ADMINISTRATIVE RECOMMENDATION: Administration recommends Board approval of the proposed standardized grade conversion scale for use in transcribing college/university grades to San Elizario ISD transcripts as presented.

For Approval ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☐ Report ☐ Information
Please check if applicable: ☒ Attachment Included

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San Elizario Independent School District
Proposed Dual Credit Grade Level Conversion Chart

EPCC Grade	Report Card Grade
A	**100**
B	**89**
C	**79**
D	**74**
F	**69**

Grade Level Conversion comparison with Neighboring Districts

Clint ISD	Socorro ISD	Ysleta ISD	Recommended SEISD
A- 100	A- 95	A- 95	A-100
B- 89	B- 85	B-85	B-89
C- 79	C- 77	C-78	C-79
D- 74	D- 72	D- 72	D-74
F-69	F- 65	F- 69	F-69

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MEMORANDUM

To: Members of the Board of Trustees
From: Edgar Ponce, Research and Evaluation Administrator
Subject: 2026-2027 District and Campus Improvement Plans
Date: September 8, 2026

HISTORY:
Every year, each of our campus Principals and district leadership participate in re-writing the campus and district improvement plans via the online program called "Plan4Learning." This agenda item is to approve the four Campus Improvement Plans and the District Improvement Plan, for 2026-2027, as presented in the electronic versions and/or hard copies each Trustee and the Superintendent received.

RATIONALE:
These improvement plans have two parts: 1) Comprehensive Needs Assessment 2) Campus or District Improvement Plan with Goals, Performance Objectives, and Strategies. The Comprehensive Needs Assessment is a written narrative focusing on 8 different areas from demographics to technology. Each of the 8 areas identifies one or more problem statements that will become strategies in their respective improvement plans. The goal of each strategy is to offer solutions to the problem statements identified. Campus and District Improvement Plans are "living documents" and continually evolve during the year. Funding is also tied to these improvement plans and outlines how monies will be allocated to address each strategy.

BUDGET IMPACT:
Approval of these improvement plans has no direct budgetary impact.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that the Board approve the Campus and District Improvement Plans as presented.

For Approval? ☒ Yes ☐ No
If not, please check one: ☐ Presentation ☒ Report ☒ Information
Please check if applicable: ☒ Attachment Included

San Elizario Independent School District

2026-2027 District Improvement Plan

Generated by Plan4Learning.com
September 01, 2026 at 04:42 PM

Mission Statement

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

Vision

“San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!”

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Comprehensive Needs Assessment

Demographics

Summary

(Data Source: 2025-2026 Fall)

San Elizario ISD is located in East El Paso County in the city of San Elizario, Texas. The district is led by Superintendent Dr. Jeannie Meza-Chavez and Associate Superintendent Blanca Cruz.

San Elizario ISD is comprised of 6 campuses which serve 278127 total students in grades PPK-12.

- Lorenzo G. Loya Primary School serves 187 total students in grades PPK-PK.
- Josefa L. Sambrano Elementary School serves 484 total students in grades K-2.
- Lorenzo G. Alarcon Elementary School serves 297 total students in grades 3-6.
- Alfonso Borrego Sr. Elementary School serves 521 total students in grades 3-6.
- Ann M. Garcia-Enriquez Middle School serves 394 total students in grades 7-8.
- San Elizario High School serves 898 total students in grades 9-12.

Below are the counts representing the total number of students served by grade level:

- Pre-Kindergarten--187
- Kindergarten--132
- 1st Grade--175
- 2nd Grade--177
- 3rd Grade--195
- 4th Grade--215
- 5th Grade--211
- 6th Grade--197
- 7th Grade--196
- 8th Grade--198
- 9th Grade--206
- 10th Grade--229
- 11th Grade--247
- 12th Grade--216

San Elizario ISD serves 1345 female students (48%) and 1436 male students (52%). The student population is 99.1% Hispanic, with 2756 total Hispanic students. There are 21 white students (0.8%) and 1 African-American students (0.04%). One student (0.04%) is classified as American Indian.

Below are the student programs and related counts for San Elizario ISD.

The table below describes the student counts by instructional setting for Special Education students.

Special Education Services	Count	Percent
Instructional Settings		
Speech Therapy	96	19.63%
Homebound	2	.41%
Resource Room	153	31.29%

VAC	0	0%
Self Contained	78	15.95%
Full-Time Early Childhood	13	2.66%
Mainstream	147	30.06%

The table below describes the varying student indicators that comprise our student population.

Student Indicators	Count	Percent
At-Risk	2,131	76.63%
Immigrant	51	1.83%
Intervention Indicator	295	10.61%
Migrant	22	0.79%
Military Connected	95	3.42%
Economic Disadvantage		
Economic Disadvantage Total	2562	92.13%
Free Meals	1789	64.33%
Reduced-Price Meals	80	2.88%
Other Economic Disadvantage	693	24.92%
Homeless Statuses		
Homeless Status Total	76	2.73%
Doubled Up	52	1.87%
Unsheltered	20	0.72%
Shelter	1	0.04%
Is Unaccompanied Youth	14	0.50%
Not Unaccompanied Youth	62	2.23%

Strengths

The student population of San Elizario ISD is 100% Title I schoolwide, which enables a funding source to serve the needs of all students. With a 61.36% Emergent Bilingual population, bilingual funds are used to target EB students' academic needs related to language proficiency. State compensatory funds are also available to assist our 76.63% At-Risk population.

San Elizario ISD is continuing with Year 6 of the Attendance Boundary Changes (grade level re-alignment plan) which better balances student loads and focuses on the needs of our K-2 students in terms of creating early readers. In addition to the balancing of enrollment numbers, these realignments allowed for better collaboration among elementary teachers in terms of planning quality lessons, as they are spread out over fewer campuses. Sambrano Elementary continues to be a childhood center focused on "learning to read," while the other 2 elementaries are focused on "reading to learn." For the 2026-2027 school year the board approved moving Loya primary students over to Sambrano Elementary, making it an EE-2nd grade campus. With this shift, Alarcon students have also been moved and are now at Borrego Elementary. Borrego elementary is now the only campus housing 3rd to 6th grade students.

Based on SEISD's remote location, it has been challenging to remain fully staffed with the most highly qualified teachers. The 2026-2027 school year calendar continues to be on a 4-day school week, which was approved by the Board of Trustees. SEISD will continue to be in session from Tuesday-Friday each week, with "Mindful Eagle Mondays" off for students and staff. The 4-day school week has already been successful in attracting experienced teachers and filling 100% of our vacancies, which has helped start the 2026-2027 school year. As approved by the board, additional Mondays have been added to the calendar to help support the district's instructional practices by allocating this time for teacher professional development opportunities along with planning time. This will help minimize teachers getting pulled out of the classroom when students are present.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	The enrollment in the district has been gradually declining	The birth rate in El Paso County has been dropping, contributing to the lower student enrollment.

★ = Priority

Student Achievement

Summary

The A-F Accountability System is a 3-domain system used to rate districts and campuses annually. Domain I is Student Achievement, Domain II is School Progress, and Domain II is Closing the Gaps. Below are the numerical and letter-grade ratings for 2026. Ratings were published August 14, 2026

San Elizario ISD--2026 Ratings

	Scaled Score	Rating	Proportion of Overall Rating
Overall	**71**	**C**	
Student Achievement	**68**	**D**	**0%**
School Progress	**76**	**C**	**70%**
Academic Growth	70	C	
Relative Performance (Eco Dis: 92.1%)	76	C	
Closing the Gaps	**58**	**F**	**30%**

Alarcon Elementary School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**55**	**F**	
Student Achievement		**59**	**F**	**0%**
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**65**	**D**	**70%**
Academic Growth	55	59	F	
Relative Performance (Eco Dis: 91.9%)		65	D	✓
Closing the Gaps	**0**	**30**	**F**	**30%**

Borrego Elementary School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**58**	**F**	
Student Achievement		**59**	**F**	**0%**
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**70**	**C**	**70%**
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 89.8%)		63	D	
Closing the Gaps	**0**	**30**	**F**	**30%**

Ann M. Garcia-Enriquez Middle School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**85**	**B**	
Student Achievement		**73**	**C**	**0%**
STAAR Performance	41	73		

College, Career and Military Readiness				
Graduation Rate				
School Progress		**85**	**B**	**70%**
Academic Growth	69	81	B	
Relative Performance (Eco Dis: 94.9%)		85	B	✓
Closing the Gaps	**63**	**84**	**B**	**30%**

San Elizario High School--2026 Ratings

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**79**	**C**	
Student Achievement		**75**	**C**	**0%**
STAAR Performance	38	65		
College, Career and Military Readiness	89	91		
Graduation Rate	92.9	65		
School Progress		**82**	**B**	**70%**
Academic Growth	67	69	D	
Relative Performance (Eco Dis: 94.8%)		82	B	✓
Closing the Gaps	**51**	**72**	**C**	**30%**

San Elizario High School earned a Distinction Designation in Academic Achievement in Science in 2026

The Results-Driven Accountability (RDA) report for 2025 shows a need for improvement with the Special Education population and Other Special Populations. There are several initiatives at work to improve SPED scores in these areas.

The “Backwards Design” model has been implemented in SEISD beginning in 2022-2023. Although this is not a new instructional practice, SEISD is focused on a back-to-basics approach to lesson planning, lesson delivery and for 2026-2027 campuses are continuing lesson internalization focusing in RLA and math. Backwards design begins with the objectives of the unit, detailing what students are expected to learn and be able to do, then proceeds “backward” to create TEKS-aligned lessons that achieve those desired goals. The lessons that are created in a team setting focus on the “first-teach,” which is the first time new content is presented to students. Lessons should be engaging, relevant, and differentiated to meet the needs of subgroups such as EL, SPED, and GT. Making sure that all our students use HIgh quality instructional materials. In order to keep supporting our special programs the district has added an instructional officer who specializes in special education to help align systems and support the instructional gap that is in place.

Lesson Planning has also been an area of focus. Teachers will write weekly lesson plans as a team all year which includes lesson internalization. Campus and district instructional staff will visit classrooms all year during learning walks, instructional rounds, and T-TESS observations. The expectation is to see the Backwards Design framework and lesson internalization in action.

SEISD is driving a successful initiative for Professional Learning Communities. The purpose of the PLC initiative is to return to the basics with a common understanding of the structure and function of the PLC. The elementary campuses have a 60-minute PLC that is guided and well-planned. The PLC focuses on planning and data analysis. At the middle and high school campus, there is a PLC period during each school day. The focus of the PLC shifts each day, and includes components such as training, data analysis, and planning.

STAAR Scores for 2025-2026

In addition to A-F ratings, STAAR and EOC scores are also an area of importance for study and improvement. The STAAR and EOC scores for 2026 are listed below. These are based on all tested students averaged together for each grade level and tested subject. The columns on the right represent the change from 2025. The cells are green if there was an increase, pink if there was a decrease.

Preliminary Data 25-26 RLA Alarcon

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	72%	31%	3%	68%	38%	13%	-4%	7%	10%
4th Grade	75%	34%	9%	71%	29%	4%	-4%	-5%	-5%
5th Grade	60%	39%	14%	71%	31%	11%	11%	-8%	-3%
6th Grade	73%	39%	16%	53%	38%	13%	-20%	-1%	-3%

Preliminary Data 25-26 RLA Borrego

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	60%	31%	7%	55%	28%	8%	-5%	-3%	1%
4th Grade	66%	34%	8%	63%	33%	10%	-3%	-1%	2%
5th Grade	69%	51%	17%	62%	37%	13%	-7%	-14%	-4%
6th Grade	65%	41%	16%	69%	45%	16%	4%	4%	0%

Preliminary Data 25-26 RLA ALL 3-6

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	64%	31%	6%	60%	32%	10%	-4%	1%	4%
4th Grade	69%	35%	8%	66%	32%	8%	-3%	-3%	0%
5th Grade	65%	46%	16%	65%	35%	13%	0%	-11%	-3%
6th Grade	68%	40%	16%	62%	42%	14%	-6%	2%	-2%

Reading master's performance is showing gains but did show a decline in the meets and approaches from 2025 to 2026.

Preliminary Data 25-26 Math Alarcon

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	63%	30%	2%	62%	34%	8%	-1%	4%	6%
4th Grade	56%	28%	5%	53%	29%	4%	-3%	1%	-1%
5th Grade	68%	30%	4%	60%	21%	2%	-8%	-9%	-2%
6th Grade	84%	43%	12%	72%	28%	8%	-12%	-15%	-4%

Preliminary Data 25-26 Math Borrego

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	51%	23%	4%	43%	19%	4%	-8%	-4%	0%
4th Grade	54%	31%	11%	47%	27%	7%	-7%	-4%	-4%
5th Grade	58%	28%	8%	61%	23%	6%	3%	-5%	-2%
6th Grade	81%	52%	20%	80%	41%	16%	-1%	-11%	-4%

Preliminary Data 25-26 Math ALL 3-6

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
3rd Grade	55%	25%	3%	51%	24%	6%	-4%	-1%	3%
4th Grade	55%	30%	9%	49%	28%	6%	-6%	-2%	-3%
5th Grade	61%	28%	6%	60%	23%	4%	-1%	-5%	-2%
6th Grade	83%	49%	16%	76%	36%	12%	-7%	-13%	-4%

Math scores in grades 3-6 are a continuing area of focus, there was a change of curriculum, adding an additional learning curve to teachers.

Preliminary Data 25-26 Science Alarcon

	2024-2025 TAPR	2025-2026	2026 vs 2025 TAPR

	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
5th Grade	42%	8%	4%	51%	17%	6%	9%	9%	2%

Preliminary Data 25-26 Science Borrego

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
5th Grade	50%	14%	3%	42%	22%	8%	-8%	8%	5%

Preliminary Data 25-26 Science ALL 5th

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
5th Grade	47%	12%	4%	45%	20%	7%	-2%	8%	3%

Science experienced an increase across the board, showing that the focus and support in these areas that got adjusted worked.

Preliminary Data 25-26 RLA

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
7th Grade	71%	38%	9%	67%	35%	16%	-4%	-3%	7%
8th Grade	79%	45%	18%	82%	50%	18%	3%	5%	0%

Preliminary Data 25-26 Math

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
7th Grade	44%	15%	2%	38%	14%	1%	-6%	-1%	-1%
8th Grade	76%	46%	11%	77%	46%	16%	1%	0%	5%

Preliminary Data 25-26 Science

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
8th Grade	67%	34%	11%	72%	44%	16%	5%	10%	5%

Preliminary Data 25-26 Social Studies

	2024-2025 TAPR			2025-2026			2026 vs 2025 TAPR		
	Approaches %	Meets %	Masters %	Approaches %	Meets %	Masters %	App. Diff	Meets Diff	Master Diff
8th Grade	52%	15%	5%	44%	14%	4%	-8%	-1%	-1%

Grade 8 showed growth in the scores comparing 205 to 2026. 7th grade Math and 8th grade social studies will be an intense area of focus in 2026-2027.

	2024-2025 TAPR			2025-2026			Diff.		
Preliminary Data 25-26 ALL	Approaches%	Meets%	Masters%	Approaches%	Meets%	Masters%	App. Diff	Meets Diff	Master Diff
Algebra 1 GEMS	98%	91%	73%	100%	94%	71%	2%	3%	-2%
Algebra 1 SEHS	66%	14%	5%	76%	35%	7%	10%	21%	2%
Biology	88%	44%	7%	91%	51%	13%	3%	7%	6%
English 1	54%	28%	4%	52%	33%	3%	-2%	5%	-1%
English 2	56%	32%	1%	49%	35%	2%	-7%	3%	1%
US History	93%	50%	16%	83%	44%	13%	-10%	-6%	-3%

High school EOC's showed both increases and declines. Biology, and Algebra 1 had increases across the board, while English I, II and US History struggled to make gains across the board.

Strengths

Foster Care

Intent and Purpose

The re-authorization of the Elementary and Secondary Education Act of 1965 (ESEA) as amended by the Every Student Succeeds Act (ESSA) instituted new protections for children in foster care. These foster care provisions under Title I, Part A (Title I) under ESEA emphasizes the importance of SEAs and LEAs to work with child welfare agencies to ensure the educational stability (*School of Origin, Best Interest Determination, Dispute Resolution, Transportation and Immediate Enrollment and Records Transfer*) of and improve educational

outcomes for children in foster care.

Strengths

The San Elizario ISD District Foster Care Liaisons (District Social Workers) have maintained a strong ongoing partnership with state agencies and the Texas Department of Family and Protective Services by serving on the inter-district Foster Care Committee with the purpose of networking, sharing resources, and identifying best practices to improving the educational outcomes of foster care students, including provisions to support and facilitate a successful transition from elementary and secondary education to college and careers.

Homeless

Intent and Purpose

The McKinney-Vento Homeless Education Assistance Program is designed to assist and support students' stability through “School of Origin” immediate enrollment and continued attendance to succeed in school. Homeless Children and Youth have full and equal opportunities to succeed academically just like any other student. Title I, Part A and the Texas Education Homeless Children and Youth (TECHY) grant provides supplemental support to homeless students.

2026-2027 TEHCY

The purpose of the McKinney-Vento Homeless Assistance Act is to identify and remove barriers for homeless children and unaccompanied youth and ensure that students in these circumstances have equitable access to all available supports and resources to meet the same challenging state academic standards established for all students. The identified need is to continue supporting reading and providing reading materials to the students in our district.

Strengths

San Elizario ISD continues to meet compliance requirements under the McKinney-Vento Homeless Education Assistance Program Act of 2001. The transition program in our district ensures immediate enrollment, provides educational materials and resources as well as school supplies and uniforms. Our district ensures academic support through supplemental instruction, transportation on an as-needed basis with the collaboration of other districts. Medical support through referrals for vision, dental and/or immunizations is also provided. Opportunities for higher education by assisting students with the Free Application for Federal Student Aid (FAFSA) are also available.

Migrant Education Program

Intent and Purpose

The purpose of the Migrant Education Program is to design and support programs that help migrant students overcome the challenges of mobility, cultural and language barriers, social isolation, and other difficulties associated with a migratory lifestyle. These efforts are aimed at helping migrant students succeed in school and successfully transition to post-secondary education or employment.

Strengths

The Migrant Education Program (MEP) serves all identified migrant families and students. All qualifying students are eligible to receive supplemental services provided by the MEP program in our district. Students identified in need of school uniforms, school supplies, and basic vision and dental care received the services according to funding availability. Students who are struggling academically are identified and provided the academic support by each individual campus through the after-school tutoring program. The migrant education program also provides enrichment opportunities for our students. The students are invited to attend the educational enrichment summer program. Middle school students are invited to attend the Migrant Student Education Network for Tradition of Excellence (MENTE) Program. Seniors

are invited to attend the Migrant Graduation Summit in partnership with ESC-Region19. All of these opportunities help our students envision academic success and opportunities for a post-secondary education. Working with a partnership with Region 19 in ensuring more opportunities are given to our Migrant students.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Learning loss is still evident in mathematics across the board, as evidenced when comparing 2019 (pre-pandemic) STAAR scores to the most recent (2026) STAAR scores	Pandemic learning loss was caused by home-based learning and will take several years to rebound from

★ = Priority

District Culture and Climate

Summary

Background

District culture is central to everything we do in the San Elizario Independent School District. We want to ensure we provide the best work environment possible. Superintednedt sent out a survey to employees at the end of the fiscal school year of 2025-2026. Information will be shared or updated in the DIP at a later time.

All San Elizario Independent School District employees received an email with a link to the survey.

Strengths

Survey information will be reflected below as soon as the District receives it from the third party partnership.

Problem Statements Identifying District Culture and Climate Needs

	Problem Statement	Root Cause
1	Building changes have taken place due to lower student enrollment and staff has had to adjust.	There was a closure of two buildings which has merged the staff to other buildings, making it difficult for some to adjust accordingly.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

San Elizario Independent School District (SEISD) has clearly made substantial efforts to address equity and staff retention, especially within a context of demographic homogeneity. Here's a summary and reflection on our district's approach and achievements:

Key Achievements and Strategies

1. Equity in Staffing and Retention:

- 4-Day Work Week Implementation: Starting in 2023-2024, SEISD adopted a 4-day work week, which has played a crucial role in staffing all positions with experienced teachers. This innovative approach has positioned SEISD as a desirable district for prospective teachers.
- Competitive Attraction and Retention: SEISD has become the district of choice, attracting prospective teachers who are now waiting for opportunities to join the team, a testament to the successful implementation of the 4-day work week and other initiatives.
- District participates in the Teacher Incentive Allotment program offering opportunities for teachers to earn more

2. Support and Professional Growth:

- New Teacher Orientation: The district provides a targeted New Teacher Orientation program before the start of the school year, ensuring new teachers are well-prepared and aligned with district initiatives. Teachers hired in 2026-2027 have years of experience, the new teacher orientation had to be different from past years.
- Professional Development: Ongoing professional development is integrated into the district calendar, with dedicated days for training and support. One-on-one classroom visits and surveys further tailor support to individual needs. With 2026-2027 school year being the year of growth the district has intentionally added training to support the implementation of approved instructional materials.

3. Employee Appreciation:

- Celebration of Successes: SEISD values employee recognition and has institutionalized it through an Employee Appreciation Resolution. This demonstrates a commitment to creating a positive work environment and acknowledges the crucial role employees play in student outcomes.

Reflections and Future Directions

- Sustaining Innovation: The adoption of a 4-day work week and competitive compensation plans are forward-thinking approaches that have clearly paid off. Continuing to innovate and adapt will be key to maintaining this competitive edge.
- Expanding Professional Development: Ongoing professional development and mentorship are critical. It might be beneficial to explore further opportunities for advanced training or specialization to support career growth and teacher satisfaction.
- Community and Stakeholder Engagement: Ensuring that the community and other stakeholders understand and support these initiatives can bolster their success and foster a stronger connection between the district and its broader community.
- Long-Term Impact Assessment:** Continuously assessing the impact of these strategies on student outcomes, staff satisfaction, and overall district performance will be crucial for refining and improving these initiatives.

SEISD's approach exemplifies a thoughtful and strategic response to the challenges of staffing and retention, with a clear focus on creating a supportive and rewarding environment for educators.

Strengths

San Elizario Independent School District (SEISD) has clearly made significant strides in enhancing its staffing profile and recruitment strategies. Here is an overview of our district's strengths and ongoing initiatives, along with reflections on potential future directions:

Strengths and Achievements

1. **Teacher Experience:**
   - **Average Years of Experience:** SEISD teachers have an average of 12.5 years of experience (2025 TAPR), surpassing the state average of 11.2 years. This reflects a strong level of commitment from the teaching staff.
   - **Experience Distribution:** With 37.7% (2025 TAPR) of teachers having 11-20 years of experience, SEISD is ahead of the state average by 10%, indicating a stable and experienced teaching force.
2. **4-Day Instructional Week:**
   - **Innovative Scheduling:** The adoption of a 4-day instructional week starting in 2023-2024 has positioned SEISD as a "District of Choice" in Region 19. This innovative approach enhances recruitment and retention by offering a more attractive work schedule.
3. **Competitive Compensation:**
   - **Competitive Salaries:** SEISD remains competitive with neighboring districts in terms of compensation, including salary stipends for teaching in high-need areas. This helps attract and retain skilled educators.
4. **Diverse Recruitment Strategies:**
   - **Effective Job Fairs:** Highly successful, the district's recruitment strategies are generating a strong applicant pool.
   - **User-Friendly Application Process:** SEISD's updated website facilitates an easy application process for candidates, broadening the pool of potential hires.
5. **Guest Teacher Program:**
   - **Improved Substitute Program:** The Guest Teacher program has seen significant improvements, with more substitutes holding college credit hours or full teacher certification. This enhances the quality of temporary instruction and helps bridge staffing gaps.
6. **RTAP Program:**
   - **Apprenticeship Program:** Starting in 2024-2025 continue in 2026-2027, SEISD will implement the RTAP program in collaboration with ESC-Region 19. This apprenticeship program aims to support teacher aides in becoming certified teachers, creating a pathway for career advancement and addressing staffing needs.

Reflections and Future Directions

1. **Addressing Recruitment Barriers:**
   - **Retention of Experienced Teachers:** Considering that experienced teachers are less likely to move unless dissatisfied, ongoing efforts to maintain job satisfaction and address concerns proactively will be crucial.
2. **Enhancing Recruitment Efforts:**
   - **Broader Recruitment Channels:** Expanding recruitment efforts to include national job fairs or partnerships with universities could help attract a broader range of experienced candidates.
   - **Targeted Recruitment Campaigns:** Tailoring recruitment campaigns to highlight SEISD's strengths, such as the 4-day work week and competitive compensation, could further enhance attractiveness to prospective teachers.
3. **Strengthening the RTAP Program:**
   - **Program Evaluation:** Continuously evaluating the RTAP program's effectiveness in producing certified teachers and adjusting the program based on feedback and outcomes will be important for its success. The RTAP apprenticeship program provides structured opportunities for professional growth and improvement to build capacity through this program.
4. **Fostering a Positive Work Environment:**
   - **Continued Professional Development:** Offering ongoing professional development and career advancement opportunities can contribute to higher job satisfaction and retention.
   - **Support Systems:** Enhancing support systems for both new and experienced teachers, including mentoring and professional growth opportunities, will further strengthen SEISD's teaching staff.

5. **Community and Stakeholder Engagement:**

- **Building Partnerships:** Engaging with community organizations and stakeholders to support recruitment and retention efforts can provide additional resources and support.

SEISD's proactive and innovative approaches in recruitment, retention, and support reflect a strong commitment to creating a positive and effective educational environment. Continuing to adapt and refine these strategies will help sustain and build on these achievements

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	It has been historically challenging to fill all teacher vacancies and keep them in the classroom	SEISD is located far from the city center, preventing prospective teachers from applying or find new opportunities closer to home.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

San Elizario Independent School District (SEISD) has developed a comprehensive and strategic approach to implementing and supporting its 4-day instructional week. The district's planning and instructional strategies reflect a deep commitment to enhancing both academic outcomes and the overall well-being of its students and staff. Here's a detailed overview and reflection on SEISD's approach:

Strategic Objectives of the 4-Day Instructional Week

1. **Recruitment and Retention:**
   - **Three-Day Weekends:** By adopting a 4-day instructional week, SEISD aims to create a more attractive work-life balance for teachers, helping to address long-term vacancies and ensuring high-quality instruction. This scheduling innovation is designed to make SEISD a more appealing place for educators.
2. **Academic Improvement:**
   - **Focused Learning:** The 4-day model is intended to improve academic performance by allowing more concentrated and effective learning time during the school week. This approach aligns with the district's goals for enhancing student achievement.
3. **Mental Health and Stability:**
   - **Mindful Eagle Mondays:** The introduction of "Mindful Eagle Mondays" as a day for self-care reflects SEISD's proactive approach to supporting mental health. This initiative aligns with the district's holistic educational philosophy, promoting well-being for both students and staff.

Co-Support Model for the 4-Day Instructional Week

The Curriculum and Instruction Department (C & I) has developed a Co-Support Model to ensure the effective implementation of the 4-day instructional week. Here's how SEISD is providing support:

1. **Instructional Leadership Planning Meetings:**
   - **Collaboration and Strategic Planning:** Key stakeholders, including district leaders and instructional staff, participate in meetings to address various aspects of curriculum, instruction, and assessment. This collaborative approach ensures comprehensive planning and problem-solving.
2. **Key Topics and Outcomes for 2026 Leadership Academy:**
   - **Effective Documentation Practices:** Focused on improving documentation procedures for administrators, which is crucial for maintaining organized and compliant records.
   - **Tutoring and Intervention Effectiveness:** Analysis of tutoring and intervention strategies aims to optimize these programs for better student outcomes, with a focus on refining methods and allocation of resources.
   - **Professional Learning Communities (PLCs):** Planning and discussions will focus on enhancing PLCs, including alignment across the district and empowering teachers to take on leadership roles.
   - **Transgender Students:** Training on legalities and procedures related to transgender students ensures that campus administrators are informed and prepared to handle these issues sensitively and effectively.
   - **Campus Emergency Operational Plans:** Updates and refinements to emergency plans will ensure the safety and preparedness of students and staff.
   - **Rational Dialogue of Leadership:** Training on conducting critical conversations will enhance leadership skills in managing challenging dialogues with employees.
   - **Data Analysis and Accountability:** Reviewing data from the previous year and preparing for upcoming accountability measures will guide the district's efforts in improving performance and meeting goals.
   - **Coaching:** Provide constant feedback to help all improve their craft to ensure students have the best experience in our classrooms.
3. **Co-Support Plan:**
   - **Daily Assistance:** The Co-Support Plan includes daily in-person support through classroom learning walks and PLCs. This continuous support aims to address immediate needs, align educational processes with curriculum standards, and enhance the overall teaching and learning experience.

Transitions

- As students transition from Elementary to middle school, there is constant communication regarding student needs and areas of concern. This takes place as well when transitioning from Middle school to High School.

Language Acquisition

- LEA has a structured plan for EB's in place to help align with Title III expectations and needs.

Reflections and Future Directions

1. **Implementation and Adjustment:**

- **Ongoing Evaluation:** Continual assessment of the 4-day week's impact on recruitment, retention, and academic performance is essential. Adjustments based on student outcomes and feedback will ensure that the model remains effective and responsive to needs.
- **Mondays:** Added additional Mondays so that those days can be used for professional development and teacher-guided planning time

2. **Strengthening Support Systems:**

- **Targeted Assistance:** Providing targeted support to both teachers and students, particularly in areas identified as needing improvement, will enhance the effectiveness of the Co-Support Plan which will also include coaching conversations during the 2026-2027 school year
- **Enhanced Communication:** Maintaining clear and open communication with all stakeholders will facilitate successful implementation and adaptation to the new schedule.

3. **Expanding Professional Development:**

- **Continuous Learning:** Ongoing professional development opportunities for staff will support their growth and effectiveness within the 4-day model. Ensuring that training is aligned with district goals and responsive to emerging needs will be critical. Help all understand the focus of lesson internalization and incorporating the new adopted materials. Professional Development aligned to Comprehensive Needs Assessment and challenging state academic standards for student achievement.

4. **Community and Stakeholder Engagement:**

- **Involvement and Feedback:** Engaging with the community and gathering feedback will provide valuable insights and support for the district's initiatives. Building strong partnerships will contribute to the overall success of the 4-day instructional week.

SEISD's proactive and strategic approach to adopting a 4-day instructional week, supported by a robust Co-Support Model and comprehensive planning, reflects a strong commitment to improving educational outcomes and supporting the well-being of students and staff. Continued focus on evaluation, support, and engagement will be key to sustaining and building on these successes.

Strengths

San Elizario Independent School District's (SEISD) District Initiatives for 2026-2027 are comprehensive and thoughtfully designed to enhance curriculum, instruction, and assessment across the district. These initiatives reflect a strong commitment to ensuring high-quality education and support for both teachers and students. Here's an in-depth look at SEISD's key initiatives and expectations:

Professional Learning Communities (PLCs)

1. **Structure and Scheduling:**
    - **Meeting Days:**
- **Elementary:**
- Thursday: Sambrano
- Friday: Borrego
    - **Focus Areas:**
- Each PLC session will focus on one of the following: planning, data, interventions, lesson rehearsal or campus-based needs.
    - **Leadership and Participation:**
- PLCs will be led by teachers (department chair or PLC lead) and overseen by Instructional Specialists and/or an administrator.
- An administrator is expected to attend each PLC meeting.
    - **Preparation and Expectations:**
- Teachers must be prepared in advance, engaging in meaningful discussions about lesson design and data analysis.
- **Meeting Days**
    - **Increased and Extended Learning Time**

- After-school tutoring for targeted academic support
- Structured intervention blocks built into the school day
- Enrichment opportunities during intersession and summer programs

Eduphoria / Assessments / Content and Language Objectives

1. **Assessment Models:**
   - **Elementary Grades 3-6:**
   - Follow a 4- and 8-week assessment model, with autonomy for Social Studies content area.
   - **Secondary Grades 7-12:**
   - Assess student performance every 4- and 8-weeks using Eduphoria Aware assessments.
   - **Assessment Creation:**
   - Secondary assessments are created by IOs.
   - Elementary assessments are created/formatted by IOs.
   - **Data Analysis:**
   - All assessments are scored on Eduphoria within 48 hours and analyzed to generate interventions or re-teaching opportunities for struggling learners. Making sure that the week of final day is used to analyze data and adjust instruction and intervention time.
   - Teachers will use the data analysis tool form and ensure each student's progress is being tracked by each teacher.

Lesson Plans

1. **Submission and Content:**
   - **Deadlines:** Lesson plans are due according to campus administrator deadlines.
   - **Details Required:**
   - Specific per day/week
   - Gradual release of responsibility model
   - Guided question development
   - Use of TRS documents and adherence to district-created pacing calendars
   - Inclusion of TEKS, ELPS, and CCRS standards
   - Differentiated instruction for GT, EB, and SPED/504 learners
   - Use of graphic organizers, cooperative learning structures (e.g., Kagan, L4W HYIS)
   - Integration of instructional technology
   - Support for EB students (L, S, R, W, GLAD, Seidlitz strategies)
   - Inclusion of the WICOR model as part of AVID
   - Formative assessments

Reading Instruction

1. **Curriculum:**
   - **Grades K-5:** HMH Into Reading/Arriba la lectura
   - **Grades 6-12:** SAVVAS My Perspectives
2. **Cross-Disciplinary Integration:**
   - Embed reading and writing across all subject areas.
3. **Baseline Guidelines:**
   - SEISD's Text Level Correlation Guide for grade-level reading goals (K-12).
4. **TELPAS Monitoring:**
   - Quarterly progress monitoring for listening, speaking, reading, and writing using the Summit K-12 program.
5. **Language Acquisition Strategies:**
   - Implement GLAD and Seidlitz training for EBs.
   - Follow the SEISD time and treatment model for bilingual/dual language education with emphasis on El Puente and translanguaging strategies.

Mathematics Instruction

1. **Curriculum and Framework:**
   - **Grades K-12:** Bluebonnet Math
2. **CPA Approach:**
   - Implement the Concrete, Pictorial, Abstract (CPA) approach in elementary math.

Summary and Reflection

SEISD’s initiatives for 2026-2027 highlight a commitment to structured and effective teaching practices:

- **Professional Learning Communities:** Well-organized PLCs with a clear schedule and focus areas will facilitate collaborative planning and data analysis, ensuring that instructional practices are continuously refined.
- **Eduphoria and Assessments:** Rigorous assessment processes and timely data analysis will help in identifying student needs and

tailoring interventions.

- **Lesson Planning/Lesson Internalization:** Detailed and structured lesson plans that incorporate best practices and district expectations will support high-quality instruction and student engagement.
- **Reading and Math Instruction:** Use of evidence-based curricula and frameworks will drive achievement in core subjects, with particular attention to language acquisition and differentiated support.

These initiatives are designed to create a cohesive and effective educational environment, with a strong focus on student achievement, teacher preparation, and continuous improvement. By maintaining rigorous standards and providing targeted support, SEISD aims to enhance educational outcomes across the district.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Adopting and implementing highly quality Instructional Materials	Teachers tend to use resources that are not high-quality resources as designed by the sate.

★ = Priority

Family and Community Engagement

Summary

San Elizario ISD’s commitment to family and community involvement is central to its mission of enhancing student success and fostering a supportive educational environment. Here's a comprehensive overview of the district’s approach to engaging parents and the community:

Family and Community Involvement Plan

Framework and Objectives:

- **Collaborative Effort:** The plan is designed to create a collaborative framework where families, educators, and communities work together to enhance teaching and learning.
- **Title I, Part A Compliance:** Adheres to the parental involvement provisions in Title I, Part A of the Every Student Succeeds Act (ESSA), ensuring shared accountability between schools and families.
- **Local Needs and Capacity Building:** Focuses on addressing local needs and building parents' capacity to support their children’s academic achievements.
- **Parent & Family Engagement Policy:** All campuses maintain a written Parent & Family Engagement Policy, reviewed with stakeholders and distributed annually to all parents and families to clarify expectations and opportunities for involvement.
- **School-Parent Compact:** All campuses implement a School-Parent-Student Compact, reviewed with stakeholders and distributed annually to support shared responsibility for student success.
- **Title I, Annual Meeting:** All campuses conduct an Annual Title I Meeting with parents and families to include program requirements, reservation of funds for parental engagement, parents' role in deciding the use of funds, parents' right to involved, outreach to all parents and families and inform them how they can be involved in the education of their children, notify parents of their right to request and receive information regarding the professional qualifications of classroom teachers, provide parent teacher conference dates, provide the Schoolwide Plan/Campus Improvement Plan website, and collect annual evaluation surveys to improve planning and programs.
- **Staff Utility Trainings:** All campuses provide annual staff development on the value of parent involvement to strengthen family engagement and communication.

Survey and Feedback:

- **Annual Surveys:** Parents are surveyed at least once a year to assess the effectiveness of parent and community engagement efforts and to gather feedback for continuous improvement. If parents of participating students find the LEA Program Plan unsatisfactory, parent liaisons will forward comments to the LEA to be submitted.

Personnel and Resources:

- **Dedicated Staff:** SEISD employs a district-level parent liaison and campus-based parent liaisons at each school to facilitate communication and engagement.
- **Resource Allocation:** Resources are allocated to support and implement the family and community involvement plan effectively.

Engagement in Planning:

- **Involvement in Planning Committees:** Parents and community members are actively involved in the development of district and campus improvement plans, the District Advisory Team (DAT), the Student Health Advisory Committee (SHAC), and other planning committees.
- **Networking Opportunities:** The district provides opportunities for parents to connect and network with other parents interested in supporting the district.

“Mission: Progressing Together” Meetings

Purpose and Format:

- **Monthly Meetings:** Held monthly, these meetings serve as a platform for the Superintendent to update parents and community members on district initiatives, assessment information, and upcoming activities.
- **Q&A Sessions:** The Superintendent is available for direct questions and answers, addressing concerns and providing clarity on district matters.
- **Meeting Times and Accessibility:** Meetings are scheduled in the morning and afternoon to accommodate various schedules. Recordings are distributed via the district's SMORE newsletter for those unable to attend.

- **Parent communication:** Documentation, and information are provided in home language, to the extent practical, to support meaningful parent engagement. Language translations may be requested by contacting the campus or district parent liaison associated with the student or event.

Collaboration with City Officials:

- **City Component:** Each meeting features a "city" component led by San Elizario's Mayor, alongside the district component. This dual focus promotes synergy between the school district and the local government, fostering a unified approach to community and educational development.

Benefits of Parent and Community Involvement:

1. **Improved School Climate:** Positive parental and community engagement contributes to a better school environment and enhances the campus's educational mission.
2. **Increased Academic Achievement:** Higher levels of parental involvement are associated with improved student academic performance.
3. **Enhanced Support Services:** Active engagement allows for better identification of family needs and the provision of relevant services and resources, reducing educational barriers for students.

Summary

San Elizario ISD's Family and Community Involvement Plan underscores the district's dedication to fostering strong partnerships between families, educators, and the community. By implementing a structured approach to engagement, providing consistent communication, and involving parents and community members in key decision-making processes, SEISD aims to create an inclusive and supportive educational environment. The district's efforts reflect a commitment to not only improving student outcomes but also strengthening the overall educational experience for all stakeholders involved.

Strengths

San Elizario ISD (SEISD) emphasizes robust parental and community involvement as a core element of its educational approach. The district's comprehensive strategies and initiatives reflect its commitment to fostering meaningful engagement with families and the community to support student success. Here's an overview of SEISD's extensive efforts to involve parents and the community:

District-Level and Campus-Based Parent Liaison

- **Full-Time District-Level Parent Liaison:** This position is dedicated to coordinating district-wide parental engagement efforts, ensuring consistent communication and support across all campuses.
- **Campus Parent Liaisons:** Each campus has a designated parent liaison to facilitate local parental involvement, address campus-specific needs, and build connections with families.

Committee Participation

- **District Advisory Team (DAT):** Involves parents and community members in shaping district policies and initiatives.
- **Language Proficiency Assessment Committee (LPAC):** Engages parents in discussions regarding language proficiency and support for English Language Learners (ELLs).
- **Migrant Parent Advisory Council (MPAC):** Provides a platform for migrant families to voice concerns and participate in educational planning.
- **Student Health Advisory Council (SHAC):** Includes parents in discussions about student health and wellness.

Social Workers and Support Programs

- **Social Workers:** Employed to coordinate parent and community involvement and assist students through programs and referrals, including those for transition, foster care, and at-risk situations.

Parental Involvement and Volunteer Recognition

- **Documentation and Recognition:** All parental involvement and volunteer hours are documented across campuses. Volunteers who contribute the most hours are recognized at the annual parent volunteer luncheon.

Community Partnerships

- **Collaborations:** SEISD partners with various organizations to enhance community support and resources:
- Aliviane
- Abundant Church
- Operation School Bell
- Clint Unit
- Project Vida
- Texas A&M University Colonia Programs
- EL Paso Child Guidance Center with El Paso Children's Hospital
- Boys and girls Club

- San Elizario Marshals Office
- ESC-Region 19 Parent Involvement Network

Educational and Engagement Events

- **Health, Wellness, and Mental Health Classes:** Offered to parents to promote well-being and support their children's mental health.
- **Book-of-the-Month and Parent Literacy Sessions:** Held monthly at elementary and primary campuses to encourage reading and literacy.
- **Literacy Nights:** Hosted in the fall and spring at the middle school level to engage families in literacy activities.
- **Latino Literacy Events:** Focused on promoting literacy within the Latino community.
- **Class Dojo Communication:** Utilized to enhance communication between teachers and parents.
- **STEM Nights and Math Nights:** Organized at elementary and middle schools to promote interest in science, technology, engineering, and math.
- **GT Family Nights:** District-wide events to engage families of gifted and talented students.
- **Literacy FUNdamentals Newsletter:** A publication that provides literacy tips and resources to parents.
- **Informative Parent Meetings:** Held district-wide to update and inform parents on various educational topics.
- **Military Family Night:** A special event focused on the needs of military-connected families.
- **Parent Portal:** Provides access to student information and grades for parents.
- **Campus-Based Electronic Newsletters:** Regular updates and news shared through digital newsletters.
- **Mother/Son and Father/Daughter Dances:** Social events at primary and elementary levels to foster family engagement.
- **FAFSA Night:** Held at the high school level to assist families with college financial aid applications.
- **Coffee with the Principal:** Informal meetings providing parents with opportunities to discuss school matters with the principal.
- **Comic Con:** A unique event combining educational and entertainment elements.
- **Additional Events:** Includes Rose Ceremony, Homecoming, Thanksgiving lunches, and athletic events to strengthen community ties.

Military Connected Families

- **Purple Star Designation:** SEISD is seeking designation for military-connected families. Alarcon Elementary and Garcia-Enriquez Middle School have re-applied for this recognition for the 2025-2026 school year, highlighting the district’s commitment to supporting military families.

Summary

San Elizario ISD’s approach to family and community involvement is multifaceted and designed to create a supportive, engaged, and informed community around its schools. Through dedicated personnel, active participation in various committees, extensive community partnerships, and a wide array of engagement activities, SEISD is committed to enhancing student success and fostering a positive educational environment.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Parent engagement at district-wide events is lower than expected.	Parents may have conflicting work schedules that preclude attendance.

★ = Priority

District Organization

Summary

San Elizario ISD (SEISD) operates with a strategic focus on delivering quality education and ensuring effective management across its six campuses and central operations. Here's a detailed overview of SEISD's structure, operations, and key initiatives:

District Overview

- **Campuses and Student Enrollment: (**Snapshot Fall 2025-2026**)**

- **Lorenzo G. Loya Primary School:** Serves 187 students in grades PPK-PK.
- **Josefa L. Sambrano Elementary School:** Serves 484 students in grades K-2.
- **Lorenzo G. Alarcon Elementary School:** Serves 297 students in grades 3-6.
- **Alfonso Borrego Sr. Elementary School:** Serves 521 students in grades 3-6.
- **Ann M. Garcia-Enriquez Middle School:** Serves 394 students in grades 7-8.
- **San Elizario High School:** Serves 898 students in grades 9-12.
- **District Operations:**

- **Central Office:** Houses the Superintendent’s office, Planning & Instruction, Finance, Child Nutrition Services, and Human Resources.
- **Excell Building:** Contains the Special Education and Technology Departments.
- **Support Services Operations Center (SSOC):** Located adjacent to Josefa L. Sambrano Elementary, SSOC houses Warehouse, Security, Custodial Services, Maintenance, Grounds, and Transportation teams.

Superintendent's Cabinet

The Cabinet oversees key district operations and initiatives:

- **Superintendent:** Leads the district.
- **Associate Superintendent:** Assists with overall district management.
- **Executive Director of Finance:** Manages financial operations.
- **Executive Director of Technology:** Oversees technology initiatives.
- **Executive Director of Athletics:** Manages athletics programs.
- **Executive Director of Support Services:** Oversees support services to include security and maintenance.
- **Executive Director of Child Nutrition Services:** Manages food services.
- **Executive Director of Human Resources:** Oversees HR functions.

Curriculum & Instruction Department

This department is responsible for curriculum, instruction, and assessment:

- **Instructional Officers:**
- **Elementary Math and Science**
- **Secondary Math and Science**
- **Elementary RLA and Social Studies**
- **Secondary RLA and Social Studies**
- **Bilingual Education and Dual Language**
- **Special Education**
- **Administrator of Instructional Programs:** Oversees bilingual education and curriculum, Gifted and Talented programs
- **Administrator of Research and Evaluation:** Manages state and district assessments, At-Risk, and A-F accountability.
- **Administrator of Career and Technical Education:** Oversees CTE and counseling programs.

Social Workers and Health Services

- **Social Workers:** assisting with student needs and community involvement.
- **District-Level Nurse:** Supervises campus-based nursing staff.
- **Special Education Department:** Located at the Excell building, providing comprehensive services for Special Education students.

Family and Community Involvement

- **Parent Liaison:** District-level parent liaison and campus-based liaisons work to enhance family and community engagement.
- **Involvement Programs:** Includes various committees, community partnerships, and events designed to increase parental and community engagement.

Website and Transparency

SEISD's website provides extensive information for stakeholders:

- District Calendars
- District Goals
- Student Code of Conduct
- Grade Reporting Schedules
- Transportation Schedules
- TAPR Reports
- School Report Cards
- Federal Report Cards
- District and Campus Improvement Plans
- Annual District Performance Report
- Annual Financial Reports
- F.I.R.S.T. Ratings
- Proposed and Adopted Budgets
- Accountability Ratings
- District Accreditation Status
- School Menus
- Student-to-Graduate Profile
- Parent Profile
- Employee Profile

Operational Schedule

- **Year-Round Schedule:** SEISD operates on a year-round calendar.
- **4-Day Instructional Week:** Implemented starting the 2023-2024 school year to enhance teacher retention, improve health, and optimize learning experiences. SEISD is the first district in Region 19 to adopt this schedule.

Key Goals of the 4-Day Week

- **Recruitment and Retention:** Attract and retain high-quality teachers and staff.
- **Health and Well-being:** Improve physical and mental health for all stakeholders.
- **Educational Impact:** Enhance student achievement through more focused instructional time.

Summary

San Elizario ISD is dedicated to creating a supportive and effective educational environment through strategic planning, robust community involvement, and innovative scheduling. With a comprehensive approach to curriculum, instruction, and student support, SEISD aims to foster student success and community engagement while adapting to evolving educational needs.

Strengths

San Elizario ISD's 4-day instructional week, introduced in the 2023-2024 school year, stands out as a pivotal strength for the district, particularly in terms of recruitment and retention of high-quality educators. Here's a closer look at how this schedule has positively impacted SEISD:

Strengths of the 4-Day Instructional Week

1. **Attraction of Experienced Educators:**
   - **High Demand:** The shift to a 4-day week has made SEISD highly attractive to prospective teachers. The district has experienced such significant interest that a waiting list has formed for employment opportunities. This influx of applicants indicates a strong preference for SEISD's innovative schedule among educators.
   - **Experienced Hires:** New hires under this schedule are typically seasoned professionals rather than new teachers. This brings a wealth of experience into the classroom, contributing to a higher caliber of instruction.
2. **Enhanced Classroom Instruction:**
   - **Quality Teaching:** The presence of experienced educators translates to richer and more effective teaching practices. These teachers bring proven strategies and a deep understanding of pedagogical methods, which enhances the overall learning environment.
   - **Focused Learning:** With a condensed week, teachers and students benefit from more focused and intensive instruction during the four-day schedule. This can lead to improved academic outcomes and a more engaging learning experience for students.
3. **Improved Teacher Retention:**
   - **Work-Life Balance:** The 4-day week provides teachers with a three-day weekend every week, significantly improving their work-life balance. This aspect of the schedule helps in retaining experienced teachers who might otherwise be attracted to other districts or jobs that offer better personal time management.

- **Reduced Burnout:** The extended weekend helps reduce teacher burnout by allowing for more time to recharge, prepare for classes, and manage personal commitments. This can contribute to higher job satisfaction and longevity within the district. Providing some Mondays to plan and hold professional development time so that it does not take place when students are on campus.

4. **Positive Impact on Student Learning:**

- **Rich Learning Environment:** With more experienced teachers and a structured instructional time, students benefit from a more enriching educational environment. Experienced educators are often better equipped to tailor instruction to meet diverse student needs, potentially leading to better academic performance.

Strategic Outcomes

- **Recruitment Success:** The district's reputation for offering a desirable work schedule has positioned SEISD as a leading choice for educators, thereby attracting high-quality candidates.
- **Quality Instruction:** Experienced teachers provide a depth of knowledge and instructional expertise that enhances the educational experience for students.
- **Retention and Satisfaction:** The 4-day week supports teacher retention through improved work-life balance, leading to a more stable and effective teaching staff.

Conclusion

The implementation of the 4-day instructional week has proven to be a strategic advantage for San Elizario ISD. By attracting experienced educators and improving teacher satisfaction, SEISD has created a robust and dynamic learning environment that benefits both teachers and students. This innovative approach not only strengthens the district's educational offerings but also positions SEISD as a desirable place to work within the region.

Problem Statements Identifying District Organization Needs

	Problem Statement	Root Cause
1	Communication between the different departments and knowing who is responsible of what roles.	Being a small district, many individuals wear many hats, ensuring all are aware of their responsibilities.

★ = Priority

Technology

Summary

San Elizario ISD's Technology Plan for 2026-2027 is a strategic framework designed to advance the district's technological capabilities and ensure all stakeholders are equipped for 21st-century learning and operations. This plan aligns with the Texas Education Agency's Revised and Extended Long-Range Plan for Technology (2018-2025) and is built around six key areas that support the district's educational and operational goals.

Key Areas of Focus

- **Personalized, Flexible, and Empowered Learning**
  - **Adaptive Learning Tools:** Implement and enhance tools that cater to individual learning styles and needs, providing personalized learning experiences.
  - **Flexible Learning Environments:** Develop and maintain virtual and hybrid learning environments to accommodate diverse educational needs and preferences.
  - **Empowered Students and Educators:** Equip students and teachers with technology that supports self-directed learning and instructional effectiveness.
- **Equitable Access**
  - **Technology for All:** Ensure that all students have access to necessary technological resources and tools, regardless of socio-economic status.
  - **Access to Devices and Connectivity:** Provide devices and reliable internet access to students and staff, particularly in underserved areas, to increase student access to instructional resources, resulting in improved academic performance.
  - **Support Structures:** Develop programs and support systems to assist students and families in using technology effectively.
- **Digital Citizenship**
  - **Responsible Use:** Educate students and staff on responsible, ethical, and legal use of technology.
  - **Digital Literacy:** Integrate digital citizenship into the curriculum to foster safe and respectful online behavior.
  - **Awareness Programs:** Implement ongoing training and resources on topics such as online safety, privacy, and digital footprint management.
- **Safety and Security**
  - **Cybersecurity Measures:** Establish robust cybersecurity protocols to protect district data and systems from breaches and attacks.
  - **Safe Learning Environments:** Ensure that digital tools and platforms are secure and protect students from physical, emotional, and digital risks.
  - **Incident Response:** Develop and regularly update an incident response plan to address and manage potential technology-related security incidents.
- **Collaborative Leadership**
  - **Consensus Building:** Foster a collaborative approach to technology decision-making involving key stakeholders, including administrators, teachers, students, and parents.
  - **Professional Development:** Offer continuous professional development for staff to enhance their technological skills and integration strategies.

Goal Alignment: Ensure technology initiatives align with the district's overall goals and improvement plans, facilitating effective implementation and assessment.

Reliable Infrastructure

Infrastructure Upgrades: Invest in and maintain reliable technology infrastructure, including networks, servers, and hardware.

Support Systems: Ensure that technical support is available to resolve issues promptly and minimize downtime.

Scalability: Plan for future technology needs and scalability to accommodate growth and changes in educational technology requirements.

Goals and Objectives

The Technology Plan's goals are aligned with the District Improvement Plan and are focused on:

Enhancing Learning Experiences: Leveraging technology to support innovative teaching methods and improve student outcomes.

Ensuring Equity: Bridging the digital divide to provide all students with equal access to technological resources and opportunities.

Promoting Safety: Implementing robust measures to safeguard students, staff, and data in a digital environment.

Supporting Collaboration: Building a collaborative approach to technology integration and decision-making.

Maintaining Infrastructure: Ensuring that the district's technology infrastructure is reliable, secure, and capable of supporting current and future needs.

Comprehensive Needs Assessment

The needs assessment involves:

Evaluation of Current Technology: Assessing hardware, software, and technical support to determine current status and areas for improvement.

Staff Development: Identifying professional development needs related to technology use and integration.

Annual Reviews: Conducting regular reviews by the Executive Director of Technology and campus administrators to guide budgeting and technology objectives.

Implementation and Monitoring

Progress Evaluation: Continuously monitor the implementation of technology initiatives and make necessary adjustments based on ongoing evaluations.

Budget Planning: Use assessment findings to inform technology budget allocations and ensure resources are effectively utilized.

Feedback Mechanisms: Collect feedback from stakeholders to evaluate the effectiveness of technology programs and make improvements as needed.

This plan ensures that San Elizario ISD is positioned to meet the evolving technological needs of its students and staff, fostering an environment of innovation, safety, and equity in education.

Strengths

San Elizario ISD's Technology Plan for 2026-2027 reflects a strong commitment to leveraging technology to enhance educational and operational excellence. The district's technology strengths,

including its infrastructure, instructional software and hardware, telecommunications, information systems, and early AI integration, provide a solid foundation for advancing its goals. Here's a closer look at these strengths:

Technology Strengths

Infrastructure

High-Speed Connectivity: The district boasts a robust 20Gbps connection for data, voice, and video, supported by a centralized 10Gbps internet connection for all district entities. This ensures high-speed, reliable connectivity across the district.
Classroom Technology: Every classroom is equipped with essential infrastructure, including data connections, wireless access points, and telecommunication services, providing comprehensive connectivity and support for various technological needs.

Instructional Software

Microsoft 365 for Education: Utilizes tools like Outlook, SharePoint, Forms, OneDrive, Classroom , and Office applications for effective communication, collaboration, facilitating collaboration and educational management.
Cloud Management: Management of Windows devices is handled through Microsoft Intune, Chro mebook devices via Google Admin, and iPads via JAMF management software, ensuring up-to-date and secure device management.
Google Workspace: Faculty, staff, and students have access to Google Workspace applications, including Little SIS for Classroom, facilitating collaboration and educational management.

Instructional Hardware

Interactive Smart Panels: Equipped with either Chromebox or Windows OPS, providing interactive and engaging learning experiences.
Document Cameras and Printers: Networked document cameras and laser printers support diverse instructional and administrative needs.
Mobile Devices: The district maintains over 3000 mobile devices with management and charging stations, ensuring accessibility and convenience for both students and staff.

Telecommunications

Voice Services: Cisco Unified Communications Manager and Cisco Unity Connection are used for reliable voice services.
Fax and Paging: XMedius software provides fax services, while IP telephony supports paging and call alert services.
Video Conferencing: Microsoft Teams is used for video conferencing, enhancing virtual collaboration and communication.

Information Systems

ERP/SIS System: Manages student, human resources, warehouse, asset tracking, and finance/ accounting functions, integrating various administrative and operational processes.
Parent Portal: Provides a platform for parents to monitor academic progress and engage with their child's education.

POS System: Ensures compliance and reporting for Child Nutrition Services, facilitating efficient management of meal services.

Early AI Integration for Instruction and Business

Instructional AI: The district will integrate AI-driven tools such as adaptive learning platforms, AI tutoring, and personalized feedback mechanisms to enhance student learning. Using the Copilot too l available in Office 365

Business AI: AI applications will be implemented for automating administrative tasks, predictive analytics for resource management, and improving data-driven decision-making using the Office 365 suite.

Conclusion

San Elizario ISD's technology strengths highlight a forward-thinking approach to integrating and managing technology within the district. The commitment to high-speed infrastructure, cutting-edge instructional software and hardware, advanced telecommunications, and comprehensive information systems sets a strong foundation for achieving educational and operational excellence. The early integration of AI promises to further enhance these capabilities, positioning the district at the forefront of technological advancements.

By continuing to invest in and evaluate these technological resources and innovations, San Elizario ISD aims to maintain a dynamic and effective learning environment, ensuring that students and staff are well-prepared for future challenges and opportunities.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	The current phone system is outdated and does not support modern communication needs, whether cloud-hosted or on-premises with new handsets.	The existing infrastructure has not been updated to leverage newer technologies that offer better integration, scalability, and reliability. The legacy system is limited in functionality and is becoming increasingly complex and expensive to maintain.

★ = Priority

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1

Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity

Funding Sources: Supplemental Student and teacher workbooks for Math 211: Title I, Part A Improving Basic Programs, 211.11.6399.21.802.30, $1,214.88

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 2

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Funding Sources: Borrego Elementary HMH Anchor Charts 211: Title I, Part A Improving Basic Programs, 211.11.6399.21.802.30, $1,039.5, Sambrano Into Reading Teacher Guides 255 Title II, Part A Supporting Effective Instruct, 255.13.6399.00.802.24, $3,602.17

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

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Formative Reviews

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Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit

K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1

High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

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September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Formative Reviews

September	November	January	March

Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Formative Reviews

September	November	January	March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

September	November	January	March

Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Formative Reviews

September	November	January	March

Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Formative Reviews

September	November	January	March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Funding Sources: Software/License 263: Title III, Part A English Language Acq., 263.11.6268.01.805.25, $45,421, Training 263: Title III, Part A English Language Acq., 263.11.6411.01.805.25, $3,470

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Formative Reviews

September	November	January	March

Strategy 5

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Staff Responsible for Monitoring: GT Administrator

Funding Sources: GT Testing 199: General, Gifted & Talented, 199.31.6339.00.806.21, $4,552.7, GT Tests Scoring 199: General, Gifted & Talented, 199.31.6339.00.806.21, $1,328.5, GT District Coordinator Office Supplies 199: General, Gifted & Talented, 199.21.6399.53.806.99, $101.48

Formative Reviews

September	November	January	March

Performance Objective 6

Provide a safe and supportive environment for all

Strategy 1

Continue with activities that promote students to attend school every day

Funding Sources: MKV General Supplies 211: Title I, Part A Improving Basic Programs, 211.11.6399.12.814.24, $7,200, MKV Reading Materials-Supports for Attendance 206 Texas Education Homeless Children and Youth Pr, 206.11.6329.12.814.24, $3,500, MKV Professional Services 211: Title I, Part A Improving Basic Programs, 211.33.6219.12.814.24, $300

Formative Reviews

September	November	January	March

Strategy 2

Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support like tutoring, mentoring, and accelerated instruction to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Communities in Schools - SEHS 199: General, State Compensatory Education, 199.32.6299.84.001.24, $30,000, Communities in Schools - Borrego 199: General, State Compensatory Education, 199.32.6299.84.104.24, $30,000

Formative Reviews

September	November	January	March

Performance Objective 8

Career and Technical Education will provide students with high quality in demand work based learning skills for all students

Strategy 1

Develop and improve CTE training/conferences for teachers, faculty, counselors and administration.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: CTE Training/Conferences 244: Career/Technical-Basic Grant, 244.13.6239.00.804.22, $2,308

Formative Reviews

September	November	January	March

Strategy 2

Provide opportunities for CTE students to earn Local and industry certifications and /or licensures, which will include career and technical student organization conferences. Providing real world experiences with internships incorporating work base learning in areas of in demand occupations. To include student curriculum, instructional materials and other program needs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: Instructional Materials 244: Career/Technical-Basic Grant, 244.11.6321.00.804.22, $6,755, Testing Materials 244: Career/Technical-Basic Grant, 244.11.6339.00.804.22, $3,910

Formative Reviews

September	November	January	March

Strategy 3

CTE programs of studies; annual evaluation, licensing (software), State license for programs, technology upgrades, and maintenance, program renewals and curriculum. Purchase and maintenance of furniture and equipment to improve, expand and modernize CTE programs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: Technology Equipment 244: Career/Technical-Basic Grant, 244.11.6395.00.804.22, $1,894, Furniture and Equipment 244: Career/Technical-Basic Grant, 244.11.6398.00.804.22, $13,500, CTE Annual Program Evaluation 244: Career/Technical-Basic Grant, 244.21.6239.00.804.22, $9,100, Contract Maintenance & Repair 244: Career/Technical-Basic Grant, 244.11.6249.00.804.22, $4,091, Short Term SBITAs Software Licenses 244: Career/Technical-Basic Grant, 244.11.6268.00.804.22, $1,050

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Autism Specialist, Instructional Officers and an additional Speech Language Pathologist.

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: District Administration, Human Resources Dept.

Funding Sources: MKV Tutor 206 Texas Education Homeless Children and Youth Pr, 206.11.6127.12.814.24, $4,868, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.01.814.24, $51,800, Autism Specialist 211: Title I, Part A Improving Basic Programs, 211.11.6119.XX.803.24, $95,000, Officer-Instructional - Software 211: Title I, Part A Improving Basic Programs, 211.11.6268.21.802.30, $609, Speech Language Pathologist 211: Title I, Part A Improving Basic Programs, 211.11.6119.XX.803.24, $69,000, Officer-Instructional - Professional Development 211: Title I, Part A Improving Basic Programs, 211.13.6411.06.802.30, $991, Officer-Instructional 211: Title I, Part A Improving Basic Programs, 211.13.6119.XX.802.24, $282,000, Officer-Instructional - Professional Development 255 Title II, Part A Supporting Effective Instruct, 255.13.6411.03.802.24, $991, Officer-Instructional - Technology 211: Title I, Part A Improving Basic Programs, 211.13.6395.21.802.30, $4,000

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Strategy's Expected Result/Impact: Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment.

Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education, Career & Technology Education, & SPED Professional Development/Training

Funding Sources: GT Professional Development 199: General, Gifted & Talented, 199.21.6239.00.806.21, $50, SPED Professional Development 255 Title II, Part A Supporting Effective Instruct, 255.13.6299.03.802.24, $2,700, Professional Development - Region XIX 255 Title II, Part A Supporting Effective Instruct, 255.13.6239.00.802.24, $35,146, Bilingual Professional Development - IO 199: General, Bilingual Education, 199.13.6239.00.805.25, $75, CTE Professional Development 199: General, Career & Technology, 199.21.6411.12.804.22, $780, MKV Professional Development - MKV Liason 206 Texas Education Homeless Children and Youth Pr, 206.32.6411.12.814.24, $3,242, Bilingual Professional Development - Admin 199: General, Bilingual Education, 199.21.6239.00.805.25, $75

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s), main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, software, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Funding Sources: Bilingual Software 199: General, Bilingual Education, 199.11.6268.00.805.25, $25,357.86, CTE Admin Technology 199: General, Career & Technology, 199.21.6395.00.804.22, $99.99

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary Technology/supplies/Furniture to carry day to day instructional activities, which may also include software and licenses needed in the classrooms.

Funding Sources: Google Workspace 211: Title I, Part A Improving Basic Programs, 211.11.6268.11.802.24, $15,000, Lowman Education 211: Title I, Part A Improving Basic Programs, 211.11.6268.21.802.24, $12,150

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Strategy 1

Design & standardize learning opportunities for parents/guardians at each school. Continue monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (i.e., health fairs, movie nights, Mission Progressing Together, District-wide meetings, Literacy sessions, collaboration with influential community/city/state representatives, etc) Parent committees (i.e. SBDM, SHAC, LPAC). Provide post-secondary information for parents

Funding Sources: Food Purchases 263: Title III, Part A English Language Acq., 263.61.6497.04.805.25, $250, PFE General Supplies 211: Title I, Part A Improving Basic Programs, 211.61.6399.11.814.24, $50, PFE Region 19 ESC 211: Title I, Part A Improving Basic Programs, 211.61.6239.11.814.24, $100, PFE Food Purchases 211: Title I, Part A Improving Basic Programs, 211.61.6497.11.814.24, $645, Reading Materials 263: Title III, Part A English Language Acq., 263.61.6329.04.805.25, $1,250, PFE Employee Travel 211: Title I, Part A Improving Basic Programs, 211.61.6411.11.814.24, $1,100

Formative Reviews

September	November	January	March

Strategy 2

Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school

connection

Strategy 1

Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Funding Sources: MEP R19 SSA Coordinated Service Transportation 211: Title I, Part A Improving Basic Programs, 211.11.6494.21.814.24, $1,200, MKV Mentor Program Transportation 206 Texas Education Homeless Children and Youth Pr, 206.11.6494.12.814.24, $1,200, MKV Region 19 Contracted Services 206 Texas Education Homeless Children and Youth Pr, 206.11.6239.12.814.24, $6,000, MKV Mentor Program Transportation 211: Title I, Part A Improving Basic Programs, 211.11.64XX.12.814.24, $2,500

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1

Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use

Funding Sources: Technology Devices for one to one 199: General, Basic,

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Strategy 1

Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Formative Reviews

September	November	January	March

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alvarez, Anna	Officer-Instructional	Title I, Part A	1
Angerstein, Jeanette	Autism Specialist	Title I, Part A	1
Holguin, Arlene	Speech Language Pathologist	Title I, Part A	1
Montes-Magallanes, Debra	Officer-Instructional*	Title I, Part A	1
Quezada, Eva	Officer-Instructional	Title I, Part A	1
Sanchez, Flor	Parent Liaison	Title I, Part A	1

Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

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

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance

Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
4	1	1	Technology Devices for one to one	--	$0.00
				Sub-Total	$0.00

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	GT Testing	199.31.6339.00.806.21	$4,552.70
1	5	5	GT Tests Scoring	199.31.6339.00.806.21	$1,328.50
1	5	5	GT District Coordinator Office Supplies	199.21.6399.53.806.99	$101.48
2	2	3	GT Professional Development	199.21.6239.00.806.21	$50.00
				Sub-Total	$6,032.68

199: General, Career & Technology

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	CTE Professional Development	199.21.6411.12.804.22	$780.00
2	2	5	CTE Admin Technology	199.21.6395.00.804.22	$99.99
				Sub-Total	$879.99

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Bilingual Professional Development - IO	199.13.6239.00.805.25	$75.00
2	2	3	Bilingual Professional Development - Admin	199.21.6239.00.805.25	$75.00
2	2	5	Bilingual Software	199.11.6268.00.805.25	$25,357.86
				Sub-Total	$25,507.86

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Communities in Schools - SEHS	199.32.6299.84.001.24	$30,000.00
1	7	1	Communities in Schools - Borrego	199.32.6299.84.104.24	$30,000.00
				Sub-Total	$60,000.00

206 Texas Education Homeless Children and Youth Pr

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	6	1	MKV Reading Materials-Supports for Attendance	206.11.6329.12.814.24	$3,500.00
2	2	1	MKV Tutor	206.11.6127.12.814.24	$4,868.00
2	2	3	MKV Professional Development - MKV Liason	206.32.6411.12.814.24	$3,242.00
3	2	2	MKV Mentor Program Transportation	206.11.6494.12.814.24	$1,200.00
3	2	2	MKV Region 19 Contracted Services	206.11.6239.12.814.24	$6,000.00
				Sub-Total	$18,810.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Student and teacher workbooks for Math	211.11.6399.21.802.30	$1,214.88
1	2	1	Borrego Elementary HMH Anchor Charts	211.11.6399.21.802.30	$1,039.50
1	6	1	MKV General Supplies	211.11.6399.12.814.24	$7,200.00
1	6	1	MKV Professional Services	211.33.6219.12.814.24	$300.00
2	2	1	Parent Liaison	211.61.6129.01.814.24	$51,800.00
2	2	1	Autism Specialist	211.11.6119.XX.803.24	$95,000.00
2	2	1	Officer-Instructional - Software	211.11.6268.21.80	

				2.30	
2	2	1	Speech Language Pathologist	211.11.6119.XX.803.24	$69,000.00
2	2	1	Officer-Instructional - Professional Development	211.13.6411.06.802.30	$991.00
2	2	1	Officer-Instructional	211.13.6119.XX.802.24	$282,000.00
2	2	1	Officer-Instructional - Technology	211.13.6395.21.802.30	$4,000.00
2	2	6	Google Workspace	211.11.6268.11.802.24	$15,000.00
2	2	6	Lowman Education	211.11.6268.21.802.24	$12,150.00
3	1	1	PFE General Supplies	211.61.6399.11.814.24	$50.00
3	1	1	PFE Region 19 ESC	211.61.6239.11.814.24	$100.00
3	1	1	PFE Food Purchases	211.61.6497.11.814.24	$645.00
3	1	1	PFE Employee Travel	211.61.6411.11.814.24	$1,100.00
3	2	2	MEP R19 SSA Coordinated Service Transportation	211.11.6494.21.814.24	$1,200.00
3	2	2	MKV Mentor Program Transportation	211.11.64XX.12.814.24	$2,500.00
				Sub-Total	$545,899.38

244: Career/Technical-Basic Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	8	1	CTE Training/Conferences	244.13.6 239.00. 804.22	$2,308.00
1	8	2	Instructional Materials	244.11.63 21.00.80 4.22	$6,755.00
1	8	2	Testing Materials	244.11.63 39.00.8 04.22	$3,910.00
1	8	3	Technology Equipment	244.11.63 95.00.8 04.22	$1,894.00
1	8	3	Furniture and Equipment	244.11.63 98.00.8 04.22	$13,500.00
1	8	3	CTE Annual Program Evaluation	244.21.6 239.00. 804.22	$9,100.00
1	8	3	Contract Maintenance & Repair	244.11.62 49.00.8 04.22	$4,091.00
1	8	3	Short Term SBITAs Software Licenses	244.11.62 68.00.8 04.22	$1,050.00
				Sub-Total	$42,608.00

255 Title II, Part A Supporting Effective Instruct

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Sambrano Into Reading Teacher Guides	255.13.6399.00.802.24	$3,602.17
2	2	1	Officer-Instructional - Professional Development	255.13.6411.03.802.24	$991.00
2	2	3	SPED Professional Development	255.13.6299.03.802.24	$2,700.00
2	2	3	Professional Development - Region XIX	255.13.6239.00.802.24	$35,146.00
				Sub-Total	$42,439.17

263: Title III, Part A English Language Acq.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software/License	263.11.6268.01.805.25	$45,421.00
1	5	2	Training	263.11.6411.01.805.25	$3,470.00
3	1	1	Food Purchases	263.61.6497.04.805.25	$250.00
3	1	1	Reading Materials	263.61.6329.04.805.25	$1,250.00
				Sub-Total	$50,391.00

Plan4Learning

Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]
1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
Curriculum & Instruction Department	1. Instruction is guided by the TEKS Resource System curriculum which provides teachers with information on what to teach and when to teach in the areas of RLA, math, science, and social studies. The specific needs of EB, GT, and SPED students are met via differentiated instruction. The Backwards Design Model is used for instructional lesson planning, which begins with the assessment and plans lessons that culminate in the learning needed to be successful on that assessment. 2. Students who may be at-risk are identified via the 15 criteria as outlined by TEA. Students are originally identified at-risk predominantly based on EB identification in early elementary. As testing takes place beginning in grade 3, additional at-risk designations may be assigned based on test performance. At-risk folders are created for each student with documentation accumulated as the year progresses and evaluations on student performance take place which may exit the student from at-risk status. 3. Students who are underperforming may receive Tier II or Tier III assistance during the school day via the intervention block, or outside the day with tutoring after school, on Saturdays, or during intersessions. 4. With a high SPED and EB population in the district, differentiated instruction promotes ideal conditions for student learning. Within the school environment, new furniture and clean, comfortable, and uncluttered spaces provide an ideal physical environment.

Description 2	
How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.	
Staff/Department	**Procedures, Systems, and Policies**
Curriculum & Instruction Department	The district has implemented a 4-day instructional week beginning with the 23-24 school year. This calendar model has attracted highly qualified and experienced teachers to apply for work in SEISD. Most of our current vacancies going into 2025-2026 have already been filled by teachers with years of experience who do not need mentoring or extensive support. This 4-day calendar model, which is an attractive work schedule, will ensure that SEISD is the District of Choice for the Region's experienced teachers. That will eliminate any disparity that might exist related to low-income and minority students being taught at higher rates by inexperienced or ineffective teachers.
Description 3	
How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)	
Staff/Department	**Procedures, Systems, and Policies**
Curriculum & Instruction Department	Alarcon Elementary was identified for Targeted Support and Improvement (TSI) in 2022. This was based on underperformance in SPED for reading and mathematics for 3 consecutive years. As a result, Alarcon Elementary is require to participate in the yearlong Effective Schools Framework activities. As a best practice, SEISD requires all 6 campuses to participate in the ESF process. This process ensures that each campus has planned instructional initiatives and supports to raise academic achievement for all students.
Description 4	
The poverty criteria that will be used to select **school attendance areas** under Section 1113 *(Within-LEA AllocationProcedures)*	
Staff/Department	**Procedures, Systems, and Policies**
PEIMS Coordinator, Child Nutrition Service Coordinator, Federal & Special	*Our district selects total economic disadvantage students. Free or Reduced Price Lunch*

Description 5	
The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for **children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**.	
Staff/Department	**Procedures, Systems, and Policies**
District and Campus Administration	Our district doesn't have any children living in local institutions for neglect of delinquent children, nor neglected delinquent children in community day school programs this school year.
Description 6	
The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act *(Homeless LEA Reservation)*	
Staff/Department	**Procedures, Systems, and Policies**
Coordinator of Federal Programs, District Homeless Liaison, Social Worker, Counselors,	Homeless students are supported socially, emotionally, physically, and academically with various programs, services, and interventions.
Description 7	
The strategy the LEA will use to implement **effective parent and family engagement** (PFE) under Section 1116 (*LEA Written Parent and Family Engagement Policy)*	
Staff/Department	**Procedures, Systems, and Policies**
District Parent Liaison, Campus Parent Liaisons, Federal & Special Programs	San Elizario ISD reaches out to parents via class dojo, Smores announcements, and district website advertisements for meetings, conferences, and workshops. Our district continues encouraging parents' participation and parental engagement. All district parents are invited to campus and district meetings, including the "Progressing Together "monthly meeting—parent Policy on our website and in the language the parents understand.
Description 8	
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with **early childhood education programs** at the LEA or individual school level, including **plans for the transition of participants** in such programs to local elementary school programs. *(LEA Reservation for Preschool*)	

Staff/Department	Procedures, Systems, and Policies
District and campus administrators, Federal & Special Programs	The district supports the early childhood education program and provides Title I, Part A funding at Loya Primary. The PK3 Dual Language classroom is staffed with certified teachers to provide direct classroom instruction to PK3 students.

Description 9
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A

Staff/Department	Procedures, Systems, and Policies
	All campuses in our district are Schoolwide.

Description 10
How the LEA will implement strategies to facilitate effective **transitions for students from middle grades to high school and from high school to postsecondary education** including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Staff/Department	Procedures, Systems, and Policies
Middle School and High School Administration	**Middle School to High School** • Personal Graduation Plans (PGP's) for the high school • Career Days includes high school students sharing programs for the high school • AVID strategies for students' campus wide to incorporate Writing, Inquiry, Collaboration, Organizing, and Reading for high school preparedness • High school provides bridge camp for Early College students in summer • Counselor presentations to 8th grade students

	• Presentations for both parents and students by Sandra Sanchez (CTE Director) on courses and pathways for the high school • High school counselors assist students with registration and course selection questions **High School to Post-Secondary Education:** • Summer Bridge Program for ECHS students in Early June • Class Meeting at the beginning of the school year • Videos by counselors/principals for entering 9th grade students

Description 11	
How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	**Procedures, Systems, and Policies**
District Administration, Campus Administration	The SEISD has provided Positive Behavior Intervention and Supports (PBIS) to proactively discourage potential misbehavior that may lead to a discipline referral and ultimately a student removal from the classroom. All campuses have used the PBIS training to implement a tiered support for students to prevent student behaviors from reaching the discipline referral level that could possibly remove the student from the classroom.

Description 12	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Staff/Department	**Procedures, Systems, and Policies**
District CTE Administration	The district supports the CTE teachers through professional development that provides instructional strategies and the latest CTE updates through Region-19 and TEA. They are provided the opportunity to participate in regional meetings with industry personnel and Workforce Solutions Borderplex for updates on Hot Jobs that are in-demand, industry-based certifications, and internship opportunities.

	Meetings are facilitated for the CTE teachers to be able to shadow and work with teachers in the region within the same program of study to integrate work-based projects that provide in-depth interactions to expand their industry knowledge and skills.

Description 13	
Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
Staff/Department	**Procedures, Systems, and Policies**
Campus Administrators, Librarians, Teachers, Federal & Special Programs	Campuses provide library resources to students at their respective campuses based on identified needs. Gifted and talented students get the support needed as part of the campus schoolwide program.

San Elizario Independent School District

San Elizario High School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 01, 2026 at 04:37 PM

Mission Statement

At San Elizario High School, our mission is to motivate students by supporting their academic, emotional, and social growth to ensure they reach their maximum potential and attain their post-secondary goals.

Vision

San Elizario High School:

Preparing Students for Post-Secondary Success

Value Statement

All Students Deserve High Quality Education

All Students May Participate in Extra-Curricular Activity

All Students will be Provided a Safe & Supportive Learning Environment

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Comprehensive Needs Assessment

Demographics

Summary

Economically Disadvantaged: 94.8%

Special Education: 14.5%

Emergent Bilingual: 53.2%

MAT: 77.35.7

RLA: 67.47.4

CCMR: 88%

Graduation Rate: 92%

Strengths

Improved sustained progress for EB and SPED students.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Campus is not A rated	Effective and sustained programming that address student gaps

★ = Priority

Student Learning

Summary

MAT: 77.35.7

RLA: 67.47.4

CCMR: 88%

Graduation Rate: 92%

Strengths

Increased performance in EB/SPED for algebra I

Increased CCMR performance

Increased overall ALG 1, E1 and E-2 over a 3 year period

Mathematics

Special Education			
9th grade			8th Grade
63-18-5	+	[25-26]	43-7-0
46-15-3	+	[24-25]	31-3-0
50-3-0	+	[23-24]	45-3-0
Emergent Bilingual			
9th grade			8th grade
71-27-4		[25-26]	64-29-4
54-15-42		[24-25]	53-9-0
55-4-0		[23-24]	74-28-1

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1	Campus is not A rated	Effective and sustained campus leadership

★ = Priority

School Processes & Programs

Summary

Campus leadership huddles every morning to discuss the business of the day, potential coverages issues, instructional look fors, PLC focuses, and student work to be reported.

Campus designs intervention through coordination of principal, instructional officers, and instructional specialists which is then shared in directives to assistant principals and personnel.

Strengths

Campus administration has shifted 80% of calendar to instructional priorities and this has been document in increased in rating progress.

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1	Campus is not A rated.	Effective and sustained leadership.

★ = Priority

Perceptions

Summary

Campus overall must shift from a performance focused mindset to acknowledging improvements. In addition, campus must increase its community profile to explain these improvements.

Strengths

As a large-single high school district we have made the case that EB/SPED students can have effective experiences. The improvement in CTE certifications, CCMR readiness, and reading/math proficiency show that we can be an effective building that improves ALL students.

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1	Campus is not A rated rated.	Requiring effective and sustainable leadership.

★ = Priority

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1 ☑ High Priority ☑ HB3 Goal

Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Evaluation Data Source: Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity

Strategy's Expected Result/Impact: Increased RLA and MAT scores at the state assessed 9th and 10th grade level.

Staff Responsible for Monitoring: Instructional Leadership Team:

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Addressing SPED performance

Staff Responsible for Monitoring: Co-teacher and instructional leadership team.

Formative Reviews

September **November** **January** **March**

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September **November** **January** **March**

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September **November** **January** **March**

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September **November** **January** **March**

Performance Objective 2

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Evaluation Data Source: Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Evaluation Data Source: Student Work Analysis meetings, 4&8 WK Assessment data, and interim assessment data.

Strategy 1

High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson

planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Evaluation Data Source: CCMR Certification and scholarship access

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Funding Sources: 211: Title I, Part A Improving Basic Programs, 211.11.6399.01.001.30, $13,158

Formative Reviews

September	November	January	March

Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Formative Reviews

September	November	January	March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

September	November	January	March

Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Formative Reviews

September	November	January	March

Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Formative Reviews

September	November	January	March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Evaluation Data Source: CCMR final percentages

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Funding Sources: Reading Materials 211: Title I, Part A Improving Basic Programs, 211.12.6329.01.001.30, $13,751, Technology Equipment 289:Title IV, Part A Subpart 1, 289.11.6395.02.001.30, $61,318

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Formative Reviews

September	November	January	March

Strategy 5

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Staff Responsible for Monitoring: Principal
GT Coordinator

Formative Reviews

September	November	January	March

Performance Objective 6

Provide a safe and supportive environment for all

Evaluation Data Source: Safety Audits

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

Formative Reviews

September	November	January	March

Strategy 2

Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged or of a special population such as special education or bilingual.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support like tutoring, mentoring, and accelerated instruction to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Communities in School 199: General, State Compensatory Education, 199.32.6299.84.001.30, $25,000

Formative Reviews

September	November	January	March

Performance Objective 8

Career and Technical Education will provide students with high quality in demand work based learning skills for all students

Strategy 1

Develop and improve CTE training/conferences for teachers, faculty, counselors and administration.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Formative Reviews

September	November	January	March

Strategy 2

Provide opportunities for CTE students to earn Local and industry certifications and /or licensures, which will include career and technical student organization conferences. Providing real world experiences with internships incorporating work base learning in areas of in demand occupations. To include student curriculum, instructional materials and other program needs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Formative Reviews

September	November	January	March

Strategy 3

CTE programs of studies; annual evaluation, licensing (software), State license for program, technology upgrades, and maintenance, program renewals and curriculum. Purchase and maintenance of furniture and equipment to improve, expand and modernize CTE programs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Evaluation Data Source: Turnover percentages at end of each year

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Evaluation Data Source: Number of formal complaints

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Title I Aide, Career and College Readiness Specialist, Librarian, Parent Liaison, District Social Worker and Supplemental Teacher.

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: Campus Administration, Human Resources Dept.

Funding Sources: Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.001.24, $21,000, Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.001.24, $24,338 , Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.001.24, $24,100, Supplemental Teacher-High School 211: Title I, Part A Improving Basic Programs, 211.11.6119.00.001.24, $74,100, Campus Career and College Readiness Specialist 211: Title I, Part A Improving Basic Programs, 211.11.6119.00.001.24, $80,600, Librarian-High School 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.001.24, $86,500

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training

Funding Sources: Professional Development - Region XIX 211: Title I, Part A Improving Basic Programs, 211.13.6239.00.001.30, $2,250

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

Strategy's Expected Result/Impact: Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment.

Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Strategy 1

Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents

Funding Sources: 211: Title I, Part A Improving Basic Programs, 211.61.6411.04.001.30, $1,200, 211: Title I, Part A Improving Basic Programs, 211.61.6395.04.001.30, $300, 211: Title I, Part A Improving Basic Programs, 211.61.6329.04.001.30, $305, 211: Title I, Part A Improving Basic Programs, 211.61.6329.04.001.30, $1,000, 211: Title I, Part A Improving Basic Programs, 211.61.6497.04.001.30, $1,244, 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.001.30, $2,108

Formative Reviews

September	November	January	March

Strategy 2

Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1

Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1

Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use

Funding Sources: Student & Teacher Devices 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.001.30, $137,662, Student & Teacher Devices 289:Title IV, Part A Subpart 1, 289.11.6395.02.001.30, $142,345

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Strategy 1

Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Formative Reviews

September	November	January	March

State Compensatory Education

State Compensatory

Budget for San Elizario High School

Total SCE Funds: $572,631.00

Total FTEs Funded by SCE: 7.645

Brief Description of SCE Services and/or Programs

Personnel for San Elizario High School

Name	Position	FTE
Aldavaz, Rogelio	Teacher-High School Science	0.09
Archuleta, Vanesa	Aide-Computer Lab	1
Avila, Andrew	Teacher-High School Math	0.2
Carrizales, Hugo	Teacher-High School	0.16
Contreras, Federico	Teacher-High School	0.11
Crews, Maria	Teacher-At Risk Services	1
Estrada, Denisse	Teacher-High School	0.11
Estrada, Jasmine	Teacher-High School	0.16
Estrada, Lori	Teacher-High School	0.11
Gonzalez, Patricia	Teacher-High School	0.16
Harding, Carmen	Teacher-High School Math	0.2
Hernandez, Jonathan	Teacher-High School Math	0.2
Hernandez, Ramona	Teacher-High School Math	0.325
Lerma, Gloria	Teacher-High School	0.11
Leyva, Melissa	Teacher-High School	0.16
Mack- Rodriguez, Angelica	Teacher-High School English/ESL	0.16
Maese, Jorge	Teacher-High School Math	0.2
Manjarrez, Jessica	Teacher-High School	0.16
Martinez, Christina	Teacher-High School	0.16
Mitchell, Stephen	Teacher-High School Science	0.09

Molina, Monica	Teacher-High School Science	0.09
Pearson, Roderick	Teacher-High School Science	0.09
Pulido, Veronica	Campus Instructional Specialist	1
Reveles, Manuel	Teacher-High School	0.11
Rosales, Elia	Teacher-High School Math	0.2
Sanchez, Alberto	Teacher-High School Science	0.09
Solis, Christian	Teacher-High School Science	0.09
Soto, Teresa	Aide-DAEP	1
Zamora, Gustavo	Teacher-High School	0.11

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Armendariz, Xiomara	Teacher-High School	Title I, Part A	1
Avila, Alejandra	Career and College Readiness Specialist	Title I, Part A	1
Cortez Hernandez, Cesar	Aide-Title I	Title I, Part A	1
Graves, Sylvia	Social Worker	Title I, Part A	0.33
Jacquez, Nancy	Librarian-High School	Title I, Part A	1
Portillo, Jesusa	Parent Liaison	Title I, Part A	1

Funding Summary

Funding Summary

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	7	1	Communities in School	199.32.6299.84.001.30	$25,000.00
				Sub-Total	$25,000.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1		211.11.6399.01.001.30	$13,158.00
1	5	2	Reading Materials	211.12.6329.01.001.30	$13,751.00
2	2	1	Aide-Title I	211.11.6129.00.001.24	$21,000.00
2	2	1	Social Worker	211.32.6119.00.001.24	$24,338.00
2	2	1	Parent Liaison	211.61.6129.00.001.24	$24,100.00
2	2	1	Supplemental Teacher-High School	211.11.6119.00.001.24	$74,100.00
2	2	1	Campus Career and College Readiness Specialist	211.11.6119.00.001.24	$80,600.00
2	2	1	Librarian-High School	211.12.6119.00.001.24	$86,500.00
2	2	3	Professional Development - Region XIX	211.13.6239.00.001.30	$2,250.00
3	1	1		211.61.6411.04.001.30	$1,200.00

3	1	1		211.61.63 95.04.0 01.30	$300.00
3	1	1		211.61.63 29.04.0 01.30	$305.00
3	1	1		211.61.63 29.04.0 01.30	$1,000.00
3	1	1		211.61.64 97.04.0 01.30	$1,244.00
3	1	1		211.61.63 99.04.0 01.30	$2,108.00
4	1	1	Student & Teacher Devices	211.11.63 95.02.0 01.30	$137,662.00
				Sub-Total	$483,616.00

289:Title IV, Part A Subpart 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Technology Equipment	289.11.63 95.02.0 01.30	$61,318.00
4	1	1	Student & Teacher Devices	289.11.63 95.02.0 01.30	$142,345.00
				Sub-Total	$203,663.00

Plan4Learning

Title I, Part A LEA Program Plan - 13 Statutory Required Descriptions

Description 1

How the LEA will **monitor students' progress in meeting the challenging State academic standards** by [Section 1112(b)(1)]
1. Developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
2. Identifying students who may be at risk for academic failure;
3. Providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
4. Identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Staff/Department	Procedures, Systems, and Policies
Curriculum & Instruction Department	1. Instruction is guided by the TEKS Resource System curriculum which provides teachers with information on what to teach and when to teach in the areas of RLA, math, science, and social studies. The specific needs of EB, GT, and SPED students are met via differentiated instruction. The Backwards Design Model is used for instructional lesson planning, which begins with the assessment and plans lessons that culminate in the learning needed to be successful on that assessment. 2. Students who may be at-risk are identified via the 15 criteria as outlined by TEA. Students are originally identified at-risk predominantly based on EB identification in early elementary. As testing takes place beginning in grade 3, additional at-risk designations may be assigned based on test performance. At-risk folders are created for each student with documentation accumulated as the year progresses and evaluations on student performance take place which may exit the student from at-risk status. 3. Students who are underperforming may receive Tier II or Tier III assistance during the school day via the intervention block, or outside the day with tutoring after school, on Saturdays, or during intersessions. 4. With a high SPED and EB population in the district, differentiated instruction promotes ideal conditions for student learning. Within the school environment, new furniture and clean, comfortable, and uncluttered spaces provide an ideal physical environment.

Description 2	
How the LEA will **identify and address any disparities** that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers strengthen academic programs and improve school conditions for student learning.	
Staff/Department	**Procedures, Systems, and Policies**
Curriculum & Instruction Department	The district has implemented a 4-day instructional week beginning with the 23-24 school year. This calendar model has attracted highly qualified and experienced teachers to apply for work in SEISD. Most of our current vacancies going into 2025-2026 have already been filled by teachers with years of experience who do not need mentoring or extensive support. This 4-day calendar model, which is an attractive work schedule, will ensure that SEISD is the District of Choice for the Region's experienced teachers. That will eliminate any disparity that might exist related to low-income and minority students being taught at higher rates by inexperienced or ineffective teachers.
Description 3	
How the LEA will carry out its **School Support and Improvement activities** responsibilities under Section 1111(d)(1) and (2)	
Staff/Department	**Procedures, Systems, and Policies**
Curriculum & Instruction Department	Alarcon Elementary was identified for Targeted Support and Improvement (TSI) in 2022. This was based on underperformance in SPED for reading and mathematics for 3 consecutive years. As a result, Alarcon Elementary is require to participate in the yearlong Effective Schools Framework activities. As a best practice, SEISD requires all 6 campuses to participate in the ESF process. This process ensures that each campus has planned instructional initiatives and supports to raise academic achievement for all students.
Description 4	
The poverty criteria that will be used to select **school attendance areas** under Section 1113 *(Within-LEA AllocationProcedures)*	
Staff/Department	**Procedures, Systems, and Policies**
PEIMS Coordinator, Child Nutrition Service Coordinator, Federal & Special	*Our district selects total economic disadvantage students. Free or Reduced Price Lunch*

Description 5	
The **nature of the programs to be conducted** under Schoolwide (Section 1114) and Targeted Assistance (Section 1115) programs and, where appropriate, educational services outside such schools for **children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs**.	
Staff/Department	**Procedures, Systems, and Policies**
District and Campus Administration	Our district doesn't have any children living in local institutions for neglect of delinquent children, nor neglected delinquent children in community day school programs this school year.

Description 6	
The **services** the LEA will provide **homeless children and youth** to support the enrollment, attendance, and success of homeless children and youth in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act *(Homeless LEA Reservation)*	
Staff/Department	**Procedures, Systems, and Policies**
Coordinator of Federal Programs, District Homeless Liaison, Social Worker, Counselors,	Homeless students are supported socially, emotionally, physically, and academically with various programs, services, and interventions.

Description 7	
The strategy the LEA will use to implement **effective parent and family engagement** (PFE) under Section 1116 (*LEA Written Parent and Family Engagement Policy)*	
Staff/Department	**Procedures, Systems, and Policies**
District Parent Liaison, Campus Parent Liaisons, Federal & Special Programs	San Elizario ISD reaches out to parents via class dojo, Smores announcements, and district website advertisements for meetings, conferences, and workshops. Our district continues encouraging parents' participation and parental engagement. All district parents are invited to campus and district meetings, including the "Progressing Together "monthly meeting—parent Policy on our website and in the language the parents understand.

Description 8
If applicable, how the LEA will support, coordinate, and integrate services provided with Title I, Part A, with **early childhood education programs** at the LEA or individual school level, including **plans for the transition of participants** in such programs to local elementary school programs. *(LEA Reservation for Preschool*)

Staff/Department	Procedures, Systems, and Policies
District and campus administrators, Federal & Special Programs	The district supports the early childhood education program and provides Title I, Part A funding at Loya Primary. The PK3 Dual Language classroom is staffed with certified teachers to provide direct classroom instruction to PK3 students.

Description 9
How teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a **Targeted Assistance program** under Section 1115, will **identify the eligible children most in need of services** under Title I, Part A

Staff/Department	Procedures, Systems, and Policies
	All campuses in our district are Schoolwide.

Description 10
How the LEA will implement strategies to facilitate effective **transitions for students from middle grades to high school and from high school to postsecondary education** including, if applicable [Section 1112(b)(10)] 1. Coordination with institutions of higher education, employers, and other local partners; and 2. Increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills

Staff/Department	Procedures, Systems, and Policies
Middle School and High School Administration	**Middle School to High School** • Personal Graduation Plans (PGP's) for the high school • Career Days includes high school students sharing programs for the high school • AVID strategies for students' campus wide to incorporate Writing, Inquiry, Collaboration, Organizing, and Reading for high school preparedness • High school provides bridge camp for Early College students in summer • Counselor presentations to 8th grade students

	• Presentations for both parents and students by Sandra Sanchez (CTE Director) on courses and pathways for the high school • High school counselors assist students with registration and course selection questions **High School to Post-Secondary Education:** • Summer Bridge Program for ECHS students in Early June • Class Meeting at the beginning of the school year • Videos by counselors/principals for entering 9th grade students

Description 11	
How the LEA will **support efforts to reduce the overuse of discipline practice that remove students from the classroom**, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the subgroups of students	
Staff/Department	**Procedures, Systems, and Policies**
District Administration, Campus Administration	The SEISD has provided Positive Behavior Intervention and Supports (PBIS) to proactively discourage potential misbehavior that may lead to a discipline referral and ultimately a student removal from the classroom. All campuses have used the PBIS training to implement a tiered support for students to prevent student behaviors from reaching the discipline referral level that could possibly remove the student from the classroom.

Description 12	
If applicable, how the LEA will support programs that coordinate and integrate [Section 1112(b)(12)] 1. Academic and **career and technical education** content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and 2. **Work-based learning opportunities** that provide students in-depth interaction with industry professionals and, if appropriate, academic credit	
Staff/Department	**Procedures, Systems, and Policies**
District CTE Administration	The district supports the CTE teachers through professional development that provides instructional strategies and the latest CTE updates through Region-19 and TEA. They are provided the opportunity to participate in regional meetings with industry personnel and Workforce Solutions Borderplex for updates on Hot Jobs that are in-demand, industry-based certifications, and internship opportunities.

	Meetings are facilitated for the CTE teachers to be able to shadow and work with teachers in the region within the same program of study to integrate work-based projects that provide in-depth interactions to expand their industry knowledge and skills.

Description 13	
Any **other information on how the LEA proposes to use funds to meet the purposes of this grant** and that the LEA determines appropriate to provide, which may include how the LEA will [Section 1112(b)(13)] 1. Assist schools in identifying and serving gifted and talented students; and 2. Assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.	
Staff/Department	**Procedures, Systems, and Policies**
Campus Administrators, Librarians, Teachers, Federal & Special Programs	Campuses provide library resources to students at their respective campuses based on identified needs. Gifted and talented students get the support needed as part of the campus schoolwide program.

San Elizario Independent School District

Ann M. Garcia-Enriquez Middle School

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 01, 2026 at 04:38 PM

Mission Statement

At Garcia-Enriquez Middle School, our purpose is to ensure that all students master academic standards, experience social and emotional growth, and embody the campus' core values. We commit to serve as positive role models, provide a safe and supportive environment, facilitate learning and remediation, and offer extracurricular activities that meet individual student needs.

Vision

Our vision at Garcia-Enriquez Middle School is to cultivate an environment that empowers the 21st century student to be future ready and aspire to reach their dreams.

Value Statement

The final draft of the plan will be disseminated to all staff members on the middle school campus. The plan will be reviewed at SBDM team meetings.

In addition to dissemination of the plan to the entire staff, the plan will also be forwarded to the following individuals:

Superintendent
Associate Superintendent
Administrator of Research and Evaluation
Coordinator of Instructional Programs
Director of Special Education
Chief Financial Officer
Board of Trustees

The plan will also be placed in the following prominent places:

Campus Library, Main Office, and campus website

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Comprehensive Needs Assessment

Demographics

Summary

Ann M. Garcia-Enriquez Middle School (GEMS) is the sole middle school in the San Elizario Independent School District, which consists of six campuses. Serving 395 students— 192 in 7th grade and 203 in 8th grade—Garcia-Enriquez Middle School has a demographic split of 49.11% female and 50.88% male students, with an attendance rate of 95.1%.

The school employs a dedicated team of 32 teachers, two administrators, one counselors, and two instructional specialists, supported by a full custodial and cafeteria staff as well as ten educational aides. Notably, 98% of the teaching staff are Hispanic, and 25% hold a Master's Degree.

As a middle school for grades 7 and 8, Garcia-Enriquez Middle School fosters a close-knit community among its 395 students. The demographic distribution is as follows:

Hispanic: 99%

Economically Disadvantaged: 94%

Emergent Bilingual (EB): 72%

English as a Second Language (ESL): 58.37%

At-Risk: 84%

Special Education: 14.35%

Section 504: 6.7%

Gifted & Talented: 8.16%

Strengths

A significant number of our students are eager to pursue higher education, especially with the opportunities provided by the San Elizario High School Early College, which began its first cohort in the 2021-2022 school year. Many families connected to Garcia-Enriquez Middle School have deep, multi-generational ties to the San Elizario community. The San Elizario Community of Champions initiative fosters a strong sense of pride within our area. As a close-knit, multicultural school with a smaller student body, we cultivate a family orientated atmosphere that promotes belonging, inclusion, safety and unity among all stakeholders.

In the 2022-2023 academic year, Garcia-Enriquez Middle School introduced the AVID (Advancement via Individual Determination) program to promote a growth mindset among students. AVID's mission is to bridge the achievement gap by providing students with the skills necessary for college readiness and success in a globalized world. The program focuses on four key areas: Systems, Leadership, Instruction, and Culture, with a particular emphasis on WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) to support its goals. In the 2023-2024 school year, 104 students enrolled in the AVID elective class, all of whom were accepted into the San Elizario High School Early College, underscoring the program's success in preparing students for higher education. Each year we continue to build AVID elective classes with the goal of having 100% continue in the SEHS Early College program.

Problem Statements Identifying Demographics Needs

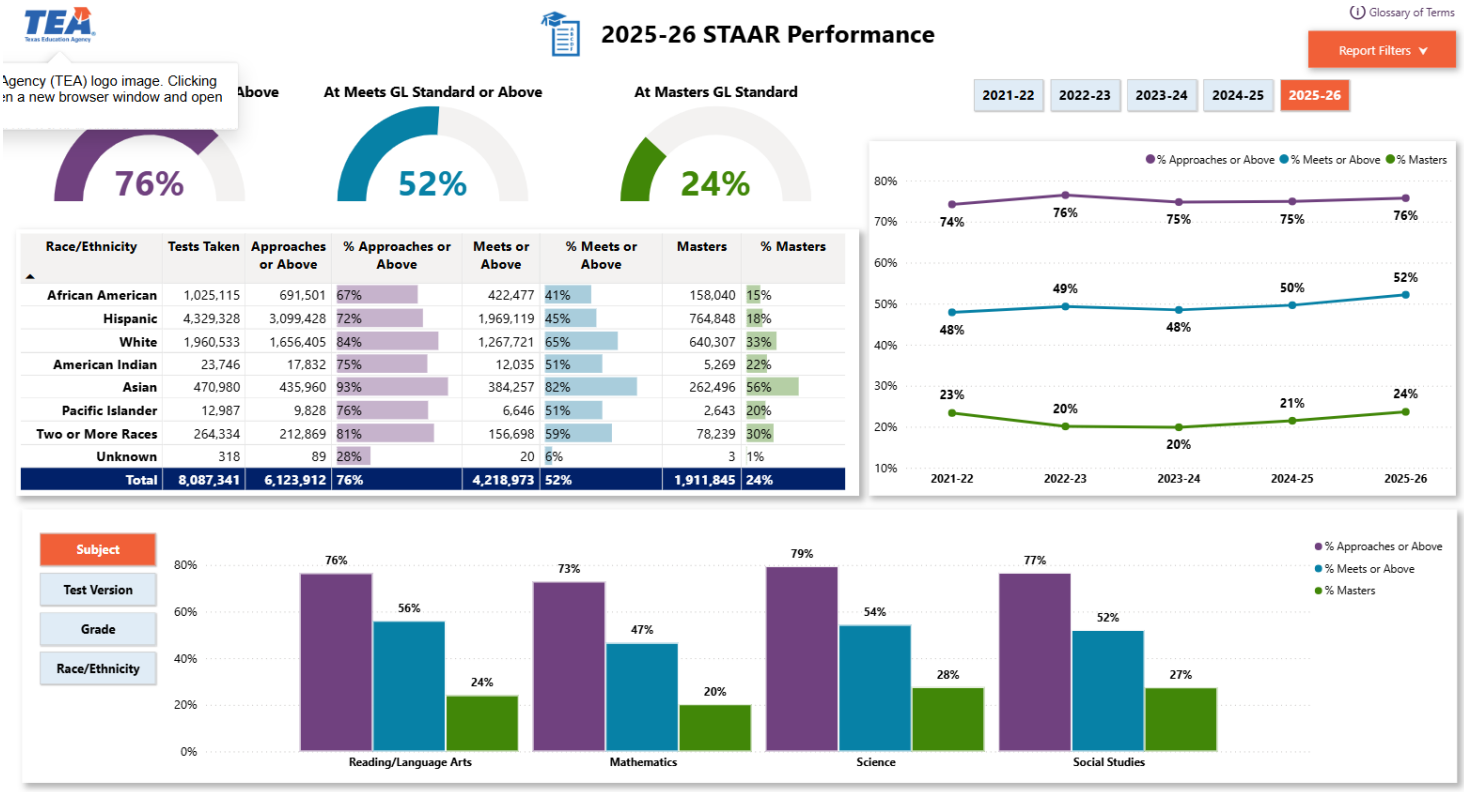
	Problem Statement	Root Cause
1	Our community continues to experience a decline in enrollment as we are landlocked.	Our vicinity to neighboring districts with open enrollment policies, along with the presence of charter schools like IDEA actively recruiting within our community, poses challenges for Garcia-Enriquez Middle School. The high mobility rate in our area, particularly due to our proximity to the border, results in a constant influx/ outflow of students and inconsistent attendance.

★ = Priority

Student Achievement

Summary

Garcia-Enriquez Middle School STAAR scores for the 2025-2026 school year are as follows:



Race/Ethnicity	Tests Taken	Approaches or Above	% Approaches or Above	Meets or Above	% Meets or Above	Masters	% Masters
African American	1,025,115	691,501	67%	422,477	41%	158,040	15%
Hispanic	4,329,328	3,099,428	72%	1,969,119	45%	764,848	18%
White	1,960,533	1,656,405	84%	1,267,721	65%	640,307	33%
American Indian	23,746	17,832	75%	12,035	51%	5,269	22%
Asian	470,980	435,960	93%	384,257	82%	262,496	56%
Pacific Islander	12,987	9,828	76%	6,646	51%	2,643	20%
Two or More Races	264,334	212,869	81%	156,698	59%	78,239	30%
Unknown	318	89	28%	20	6%	3	1%
Total	**8,087,341**	**6,123,912**	**76%**	**4,218,973**	**52%**	**1,911,845**	**24%**

Strengths

The students at Ann M. Garcia-Enriquez Middle School are provided with a variety of classes to achieve high school credit in the areas of Algebra I, Spanish I, and Career and Technology courses. There are many non-traditional courses offered to prepare students to be successful in high school and college such as STEM, STEAM, Honors/PBL courses, Fine Arts, sports, clubs, and organizations. Our Eagles have been successful winning Football, Basketball, Soccer, Track, Cross Country, District, Band UIL competitions, Dance, Do the Write Thing winners in the city and Literary Anthology winners. Students who are struggling are provided support and interventions through STAAR labs, Saturday Camps, Intersession Interventions, and Summer School. Our focus in Intervention provided many opportunities for students to demonstrate academic growth in their learning and noted in various progress measures throughout the year.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Due to language barriers and inconsistent use of English in our border community, students do not develop a strong native english language.	Our school community works with a significant influx of newcomers to the United States, many of whom possess limited to no English language proficiency upon arrival. It is noteworthy that 92% of our Emergent Bilingual students have been enrolled in U.S. schools for six years or more without achieving English language proficiency. Also to note, our at-risk population remains well above 95%.

★ = Priority

School Culture and Climate

Summary

Overall, most faculty and staff members would report to be satisfied working at GEMS and genuinely concerned with student growth. We are a close-knit school family that works as a team to support and encourage each other. All stakeholders show a genuine concern for the safety and success of all students. The campus makes attempts to keep high morale and a positive campus climate with several efforts: the Sunshine Committee celebrates birthdays monthly; luncheons are hosted for various occasions e.g. Veterans Day. The campus leaders includes team-building activities in faculty meetings, Professional Development sessions, monthly snacks and Friday morning music before the school day begins.

Strengths

Schoolwide recognition is provided intermittently (both individually and publicly) for outstanding achievements. The campus promotes positivity through our marquee and social media platforms, includin weekly smores updates. Our clubs and organizations are recognized at Board Meetings for their academic accomplishments as well as other milestones.

The campus embraces the PBIS Core Values of Safety, Respect, and Responsibility. Students of the week, teachers and employees of the month are recognized through the marquee and all social media. There are a variety of clubs, sports, organizations, and fine arts available for students to join to embrace their individuality and self growth. Students are recognized for their academic, attendance, and behavioral achievements through quarterly celebrations. Students are also provided and rewarded with a variety of field trips to provide experiences they may not have experienced through the PBIS program and GT program.

Counselors conduct restorative circles, mediations, individual counseling sessions for students as well as large group guidance lessons for electives. Counselors provide techniques and strategies for all stakeholders to take care of their social and emotional needs. Counselors are provide a Character Strong weekly lesson to be implemented during the GOLDEN HOUR Advisory class. While students are in DAEP for vaping, students complete the Stanford Vaping Prevention program as part of the national vape free awareness program.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Inconsistent implementation of PBIS and Student Code of Conduct.	Ensuring consistent implementation of Positive Behavioral Interventions and Supports (PBIS) and adherence to the Student Code of Conduct across all staff members is crucial for maintaining a safe and supportive learning environment. students need to adhere to being safe-keepers and learners by applying these frameworks with fidelity , including while on social media.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

For the 2026-2027 school year, we were fully staffed and will maintain this status with no vacancies for the 2026-2027 school year. Since 2023-2024, San Elizario ISD has implemented a 4-day week for students, faculty, and staff, which teachers have adapted to from the traditional 5-day model. The campus is supported by six administrative staff, 30 teachers, nine instructional aides, seven custodians, one librarian, one counselor, one assistant principal, and one principal.

12% of our teachers have 1-5 years of experience

32% of our teachers have 6-10 years of experience

26% of our teachers have 11-20 years of experience

30% of our teacher have 21-30 years of experience

Strengths

100% of faculty & staff are trained in HQIM, PBIS, AVID and Fundamental Five. GEMS teachers feel confident in managing classroom behavior; support is offered to any educator that may show need or request support. The campus promotes a positive school-family based culture that enables the faculty and staff to work as a team as evidence in PLC collaborations. Few vacancies over the years continue to be filled through a fast turnaround that allows classes to be a taught by highly qualified teachers. All faculty and staff are encouraged and empowered to use a self-growth and innovators mindset.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Age of facilities compared to neighboring schools.	The age and condition of buildings and facilities on campus, particularly the main building being 53 years old, present significant challenges for maintaining a conducive learning environment and may not be comparable to neighboring middle school buildings.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Garcia-Enriquez MS adheres to the curriculum set by the TEKS Resource System and other available guidelines. In daily PLC and planning sessions, core content teachers regularly collaborate with Instructional Specialists, District Academic Support Specialists and Administrators. Students are evaluated through aligned unit assessments every 4 and 8 weeks, along with district-wide Beginning of Year, Middle of Year, and End of Year benchmark measuring progress assessments.

This data—comprising results from the 4 and 8 week assessments, unit benchmarks, and previous STAAR scores—guides decisions on remediation and further classroom instruction. STAAR LAB classes continue to support students who need extra help, particularly those not meeting the STAAR standards or approaches. Data from the 2024-2025 school year indicate a decrease in the number of students requiring STAAR remediation in math and reading. Teachers remain focused on delivering strong initial instruction and use quintile reports from Eduphoria to provide targeted remediation for struggling students who require additional support.

Strengths

Teachers primarily focus to enhance instruction by incorporating technology, new instructional material, and strive to create engaging and relevant lessons. The Planning and Implementation (P&I) department, administrators, and the campus librarian offer continuos support and extended learning opportunities.

As an AVID (Advancement via Individual Determination) designated showcase campus in 25-26, GEMS has fostered a college-focused mindset and equipped students with instructional strategies to be future-ready. AVID emphasizes four key domains—Systems, Culture, Instruction, and Leadership—and integrates Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) to strengthen initial instruction in all student scheduled classes.

Due to reduced funding, we are limited in offering after-school/morning tutoring and Saturday camps. To address this, the campus continues to embed an Advisory class (Golden Hour) in the main master schedule, which all students are required to take. During Golden Hour, we use 4 and 8 week assessments and HB1416 data to provide targeted interventions. On a rotation basis, students will attend intervention for underperforming STAAR tested subjects.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Inconsistent student achievement for STAAR assessment in core content areas	The implementation of STAAR 2.0, with its introduction of new question types, presents a unique challenge for students who may not be accustomed to these formats.
2	Inconsistent Rigor and Relevance during instruction	The absence of high-level questioning and critical thinking opportunities hinder students' academic performance and limit their overall growth and development. Rigorous and thought-provoking instructional practices that foster critical thinking skills and encourage deep engagement with content are not at

★ = Priority

Family and Community Engagement

Summary

Garcia-Enriquez MS commits to boosting family and parental involvement opportunities in 2026-2027 during monthly community meetings, parent/teacher conferences, volunteer programs, and additional parent-involved committee school programs and activities. Our Family Literacy workshops aim to enhance parents' understanding of the importance of reading at home. Due to the continued positive reception and collaborations with community agencies, these family engagement workshops will continue monthly at the campus Parent Center as well as off campus at local areas, with a focus on promoting college readiness through literacy. Keeping families well-informed remains a priority, and we will continue to hold various monthly meetings that provide essential information for students, parents, and community members. Each year presents new challenges, which we address promptly and effectively.

Strengths

Garcia-Enriquez MS maintains a dedicated parent liaison and benefits from the support of loyal, consistent parent volunteers. The parent liaison helps families set up parent portal accounts, creates engaging parental district and campus family events, and helps parents navigate the San Elizario ISD app to stay engaged in their child's education. Campus information is shared through multiple platforms, including Blackboard (text, email, and social media). The GEMS Gazette is distributed weekly, featuring important campus and district updates, key dates and school activities and highlights a variation of positive campus events and student accomplishments.

The campus stays current with issues such as vaping, social media, and bullying/cyberbullying, providing parents with relevant information. We offer a range of presentations and activities for parents, including events like "I Painted That!" Our clubs and organizations also contribute to community projects and support local elementary schools. Additionally, we continue to see strong parent participation in Parent/Teacher Conferences and in teacher-led parent conferences.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	Inconsistent and minimal parent participation	The misconception that secondary students do not require as much parent involvement effects students' academic success and overall well-being. Also, the prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement.
2	Parent and guardian awareness in student academic progress	The prevalence of students being raised by grandparents or older relatives presents a unique challenge in terms of parental involvement and communication with the school. Caregivers are not as tech-savvy or familiar with digital tools and are unable to stay informed and engaged in their child's education and school activities.

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School Organization

Summary

For the 2026-2027 school year, the Master Schedule at Garcia-Enriquez MS will continue to provide core content teachers with one PLC (Professional Learning Community) period and one conference period each day dedicated to their subject area. An advisory period, also known as Golden Hour, will continue to allow teachers to address the whole child, with the following structure: Tuesday for Social Emotional Learning through Character Strong, Wednesday for instructional strategies, and Thursday and Friday for Intervention Rotations. All classes will be taught by certified teachers in their respective subjects. A Reading Interventionist will support students with a history of difficulties in Reading STAAR, and STAAR labs will be available for those who are close to passing and need additional help in Reading and/or Math.

In addition to core subjects, Garcia-Enriquez MS offers a range of Fine Arts classes, including Art, Band, Dance, and Mariachi. High school credit courses as Spanish I and Principles of Audio/Video Technology will also be available. The Master Schedule accommodates STEM (Science, Technology, Engineering, Math) for 7th graders and STEAM (Science, Technology, Engineering, Art, Math) for 8th graders and GT (Gifted and Talented) for both 7th and 8th grade students.

The campus will continue to provide various clubs and organizations, including the Library Club, Comic Book Club, Algebra Club, National Junior Honor Society (NJHS), Student Council, UIL competitions, and a broad range of sports: Volleyball, Football, Cross Country, Cheerleading, Boys and Girls Soccer, Boys and Girls Basketball, Baseball, Softball, Track and Field, Wrestling, and Tennis. Additionally, for the 2026-2027 school year, the campus has partnered with outside agencies such as Aliviene, Boys and Girls Club, and Project Vida to further support student and parent engagement and involvement.

Strengths

PLCs for content teachers will be held on a daily basis to provide productive collaboration among team members to make efforts to address the needs of the student academic and social emotional needs. PLC for elective teachers will be available on a monthly basis.

Weekly rehearsals with content teachers will seek to maximize and refine instructional strategies. Coaching conferences will also be a strength to empower daily instruction.

The advisory period will be structured to provide instructional strategies of organization, note taking skills, study skills and higher order thinking. The advisory period will also consist of a social and emotion day where students will learn skills to address their well-being and building capacity with school and home. The advisory period will provide students with 21st century skills to be future ready and intervention catered to the student needs. The PBIS team will enhance a multi-tiered systems of support program to ensure struggling students are afforded interventions and possibly consider academic comprehensive evaluations if needed.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Variation in time frame for tutoring, after school activities and community agencies support.	Extending the school day to accommodate a four-day week has impacted the participation of after-school tutoring, extracurricular activities, and the participation of outside agencies.

★ = Priority

Technology

Summary

Garcia-Enriquez MS offers access to utilize technology to students and staff members in various platforms. Our classroom teachers have access to Chromebooks, Elmos, iPads and/or laptops, computer labs, and ActivPanels with Chromeboxes. Teachers are encouraged to embed teaching through technology into their lesson plans, as this is how today's students expect to be engaged at school. We have accomplished our previous goal having a 1:1 ratio of students to devices. Teachers are able to continue to utilize the Google Classroom. Student use is monitored by district systems as well as student behaviors by campus cameras.

Strengths

All students are assigned a Chromebook which enables us to be a one-one campus. All teachers are utilizing the Google Classroom and Meets to post assignments, notes, and videos for students. All instructional classrooms have an Interactive White Board along with a Chromebox to provide interactive and engaging lessons. Teachers are proficient in using various digital resources to maximize student learning. Student use is monitored district wide by Linewize Monitoring systems and offer weekly feedback. Campus and office personnel have access to campus cameras to view student activity throughout the day, and especially in review of behavioral incidents during investigations..

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Problems with the maintenance of equipment and accessories	The challenges related to students' responsibility for their Chromebooks, including damage, loss of chargers, and inability to participate electronically in class, impacts their learning experiences.
2	Appropriate use of technology	Students attempt to access inappropriate websites and social media accounts present significant concerns for school safety and digital citizenship.
3	Areas not viewable by camera access	We have no cameras present in the new gym, nor outside the bathroom areas in the gym as well as in the middle 200 hallway. Therefore, posing a need for camera view in these areas.

★ = Priority

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1

Increase the percentage of all students making academic growth in Mathematics and GT using evidence based strategies and resources.

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12 and GT, meeting state standards, will be used to help students be succcessful with state academic achievements.

Funding Sources: Title IV General Supplies 289:Title IV, Part A Subpart 1, 289.11.6399.05.041.30, $6,296, Title I General Funds 211: Title I, Part A Improving Basic Programs, 211.11.6399.01.041.30, $9,936.92, General Material 199: General, Basic, 199.11.6399.00.041.11, , GT General Supplies 199: General, Gifted & Talented, 199.11.6399.00.041.21, $981.74, GT Student Travel 199: General, Gifted & Talented, 199.11.6494.00.041.21, $2,536.48

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Strategy 6

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Funding Sources: Testing Materials 199: General, Gifted & Talented, 199.11.6339.00.041.21, $84.74, Extra Duty Pay 199: General, Gifted & Talented, 199.11.6117.01.041.21, $683.93, Student Travel 199: General, Gifted & Talented, 199.11.6412.00.041.21, $2,536.48, General Supplies 199: General, Gifted & Talented, 199.11.6399.00.041.21, $981.74, GT Misc Operating Expenses 199: General, Gifted & Talented, 199.11.6499.00.041.21, $1,399.55, GT Student Field Trip 199: General, Gifted & Talented, 199.11.6494.00.041.21, $1,459.64, Technology 199: General, Gifted & Talented, 199.11.6395.00.041.21, $1,339.5

Formative Reviews

September **November** **January** **March**

Performance Objective 2

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Funding Sources: Instructional Material 199: General, Basic, 199.11.6399.00.041.11, , Technology 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.041.30, $4,242

Formative Reviews

September **November** **January** **March**

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September **November** **January** **March**

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September **November** **January** **March**

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Strategy 1

High-quality instructional materials to be used in Science, Social Studies Pre-K-12, meeting state standards, used to help students with state academic achievements.

Funding Sources: Title IV Reading Materials 289:Title IV, Part A Subpart 1, 289.11.6329.01.041.30, $455, Title IV General Material 289:Title IV, Part A Subpart 1, 289.11.6399.05.041.30, $6,296, Title IV Software/Site Licenses 289:Title IV, Part A Subpart 1, 214.11.6396.02.041.24, $4,000, Science Fair Student Lunch 199: General, Basic, 199.11.6497.00.041.11, , Title I Technology 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.041.30,

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are

developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Formative Reviews

September	November	January	March

Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Formative Reviews

September	November	January	March

Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Funding Sources: CTE General Supplies 199: General, Career & Technology, 199.11.6399.00.041.22, $2,848.74, CTE Toner 199: General, Career & Technology, 199.11.6399.52.041.11, $703.26

Formative Reviews

September	November	January	March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

September	November	January	March

Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Funding Sources: Food 199: General, Basic, 199.11.6497.00.041.11, $264.9

Formative Reviews

September	November	January	March

Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Formative Reviews

September	November	January	March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Funding Sources: Software Programs SCE 199: General, State Compensatory Education, 199.11.6268.00.041.24, $4,000, Library Literacy Luncheon Expenses 199: General, Basic, 199.12.6499.00.041.99, $400, Bilingual Classroom Libraries 199: General, Bilingual Education, 199.11.6329.00.041.25, $3,972.17, Reading Materials 199: General, Bilingual Education, 199.11.6329.00.041.25, $3,607.63, Emergent Bilingual Materials 263: Title III, Part A English Language Acq., 263.11.6399.01.041.30, $1,109, Library General Supplies 199: General, Basic, 199.12.6399.00.041.99, $400, Special Education General Supplies 199: General, Pre-Kinder Special Education, 199.11.6399.00.041.23, $1,158.62, TELPAS Testing Material 199: General, Bilingual Education, 199.31.6339.00.041.25, $727.2, Special Education SES General Supplies 199: General, Pre-Kinder Special Education, 199.11.6399.23.041.11, $31.84, Emergent Bilingual Teacher Books 211 Priority and Focus School Grant, 211.13.6329.00.041.25, $225, Short Term SBITAs - Software licenses that expire within 12 months 199: General, Pre-Kinder Special Education, 199.11.6268.00.041.25, $1,000, Reclassified Transp Exp - SPED 199: General, Pre-Kinder Special Education, 199.11.6494.00.041.23, $100, Leadership Books 199: General, Pre-Kinder Bilingual Education, 199.13.6329.00.041.25, $300

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Funding Sources: Contracted Maintenance & Repair 199: General, Basic, 199.11.6249.00.041.11, $100

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Funding Sources: Instructional Material 199: General, Basic, 199.11.6399.00.041.11, , Extra Duty Pay - Tutoring Teacher 199: General, State Compensatory Education, 199.11.6117.10.041.30, $7,448

Formative Reviews

September	November	January	March

Performance Objective 6

Provide a safe and supportive environment for all

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

Formative Reviews

September	November	January	March

Strategy 2

Services that help promote PBIS, SEL and activities in which counselors/Librarians are involved in campus wide

Funding Sources: Awards 199: General, Basic, 199.11.6499.19.041.11, $1,500, Character Strong Software 199: General, Basic, 199.11.6396.00.041.11, $4,497

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and support staff have all of the necessary supplies to keep the building healthy, clean and sanitized.

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support like tutoring, mentoring, and accelerated instruction to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Extra Duty Pay- Tutoring 199: General, State Compensatory Education, 199.11.6117.10.041.30, $10,211.84, Extra Duty Pay Tutoring 199: General, State Compensatory Education, 199.11.6127.10.041.30, $797.59, Short Term SBITAs - Software licenses that expire within 12 months 199: General, State Compensatory Education, 199.11.6268.00.041.30, $11,850, Membership Fees 199: General, State Compensatory Education, 199.11.6495.00.041.30, $4,351, General Supplies 199: General, State Compensatory Education, 199.11.6399.00.041.30, $8,316, Perpetual & Non-SBITA Licenses 199: General, State Compensatory Education, 199.11.6396.00.041.30, $2,149

Formative Reviews

September	November	January	March

Performance Objective 8

Career and Technical Education will provide students with high quality in demand work based learning skills for all students

Strategy 1

Develop and improve CTE training/conferences for teachers, faculty, counselors and administration.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: Reclassified Transp Exp - CTE 199: General, Career & Technology, 199.11.6494.00.041.22, $434.91, Short Term SBITAs - Software licenses that expire within 12 months 199: General, Career & Technology, 199.11.6268.00.041.22, $2,438.82, General Supplies 199: General, Career & Technology, 199.11.6399.00.041.22, $2,848.74, Toner - CTE 199: General, Career & Technology, 199.11.6399.52.041.11, $703.26

Formative Reviews

September	November	January	March

Strategy 2

Provide opportunities for CTE students to earn Local and industry certifications and /or licensures, which will include career and technical student organization conferences. Providing real world experiences with internships incorporating work base learning in areas of in demand

occupations. To include student curriculum, instructional materials and other program needs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Formative Reviews

September	November	January	March

Strategy 3

CTE programs of studies; annual evaluation, licensing (software), State license for program, technology upgrades and maintenance, program renewals, and curriculum. Purchase and maintenance of furniture and equipment to improve, expand and modernize CTE programs.

Staff Responsible for Monitoring: Campus Principal
CTE Administrator

Funding Sources: CTE Technology 199: General, Career & Technology, 199.11.6395.00.041.22, $2,857.2

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Title I Aide, Librarian, Parent Liaison and District Social Worker.

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: Campus Administration, Human Resources Dept.

Funding Sources: Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.041.24, $11,063, Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.041.24, $28,250, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.041.24, $24,250, Librarian 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.041.24, $75,850

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training

Funding Sources: Title I Professional Development 211: Title I, Part A Improving Basic Programs, 211.13.6239.03.041.30, $800, Title I Professional Development 211: Title I, Part A Improving Basic Programs, 211.23.6239.00.041.30, $350

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

Strategy's Expected Result/Impact: Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment.

Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s) main office, PLC rooms, PBIS room, nurses office, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Funding Sources: Nurse Furniture 199: General, Basic, 199.33.6398.00.041.99, $279.99, General Material 199: General, Basic, 199.23.6399.00.041.99, $200, Toner 199: General, Basic, 199.11.6399.53.041.11, $500, Nurse Toner 199: General, Basic, 199.33.6399.53.041.99, $300, Nurse General Supplies 199: General, Basic, 199.33.6399.00.041.99,

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success. Garcia-Enriquez will continue supporting parent and family engagement programs to increase parent participation in the following: Meetings, training, committees, Region 19 workshops, FACES conference, Parent-Teacher Conference, and Progressing Together Meetings. (Supplies & Materials, equipment, parent refreshments) (Monthly/Yearly)

Strategy 1

Design & standardize learning opportunities for parents/guardians at each school Continue monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents

Funding Sources: Parent Engagement Technology 211: Title I, Part A Improving Basic Programs, 199.61.6395.02.041.30, $2,003.21, Parent Engagement Materials 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.041.30, $178, Parent Engagement Licenses 211: Title I, Part A Improving Basic Programs, 211.6396.02.041.30, $50, Parent Engagement Food Purchases 211: Title I, Part A Improving Basic Programs, 211.61.6497.04.041.30, $662, Parent Engagement Education Service Center 211: Title I, Part A Improving Basic Programs, 211.61.6419.04.041.30, $270

Formative Reviews

September	November	January	March

Strategy 2

Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program

Formative Reviews

September	November	January	March

Strategy 3

Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie health fairs, movie nights, collaboration with influential community/city/state representatives, etc) Parent commities (i.e. SBDM, SHAC, LPAC). Provide post secondary information for parents

Funding Sources: Parent Engagement Materials 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.041.30,

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school connection

Strategy 1

Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Strategy 1

Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use

Funding Sources: Student & Teacher Devices 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.041.30, $115,799, Student & Teacher Devices 289:Title IV, Part A Subpart 1, 289.11.6395.02.041.30, $111,447

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Strategy 1

Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Formative Reviews

September	November	January	March

State Compensatory Education

State Compensatory

Budget for Ann M. Garcia-Enriquez Middle School

Total SCE Funds: $539,086.00

Total FTEs Funded by SCE: 9.36

Brief Description of SCE Services and/or Programs

Personnel for Ann M. Garcia-Enriquez Middle School

Name	Position	FTE
Bustos, Jacinto	Aide-Computer Lab	1
Castruita, Adriana	Teacher-Middle School	0.345
Espinoza, Mario	Teacher-Middle School	0.345
Garcia, Nidia	Teacher-Middle School Math	0.305
Garcia, Nivia	Teacher-Middle School Math	0.305
Gomez, Marilyn	Campus Instructional Specialist	1
Gonzalez, Rebecca	Teacher-Middle School Math	0.305
Gonzalez, Soledad	Teacher-Middle School	0.325
Gutierrez, Alejandro	Teacher-Middle School	0.22
Jara, Brenda	Campus Instructional Specialist	1
Kimmel-Hazeltine, Genoveva	Teacher-Middle School ESL	0.45
Luna, Kimberly	Teacher-Middle School Math	0.305
Mitchell, Norma	Teacher-Middle School	0.325
Nevarez, Thalia	Teacher-Middle School Science	0.285
Olvera, Gregoria	Teacher-Middle School	0.555
Rodriguez, Roman	Teacher-Middle School Science	0.16
Solano Melendez, Lydia	Teacher-Middle School Science	0.16
Soto, Lorenzo	Teacher-Middle School	0.345
Vitela, Julieta	Teacher-At Risk Services	1
Zaragoza, Stephanie	Teacher-Middle School	0.625

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Graves, Sylvia	Social Worker	Title I, Part A	0.15
Natividad, Janet	Parent Liaison	Title I, Part A	1
Perez, Andrew	Aide-Title I	Title I, Part A	1
Rodarte, Idania	Librarian	Title I, Part A	1

Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Material	199.11.6399.00.041.11	$0.00
1	2	1	Instructional Material	199.11.6399.00.041.11	$0.00
1	3	1	Science Fair Student Lunch	199.11.6497.00.041.11	$0.00
1	4	4	Food	199.11.6497.00.041.11	$264.90
1	5	2	Library Literacy Luncheon Expenses	199.12.6499.00.041.99	$400.00
1	5	2	Library General Supplies	199.12.6399.00.041.99	$400.00
1	5	3	Contracted Maintenance & Repair	199.11.6249.00.041.11	$100.00
1	5	4	Instructional Material	199.11.6399.00.041.11	$0.00
1	6	2	Awards	199.11.6499.19.041.11	$1,500.00
1	6	2	Character Strong Software	199.11.6396.00.041.11	$4,497.00
2	2	5	Nurse Furniture	199.33.6398.00.041.99	$279.99
2	2	5	General Material	199.23.6399.00.041.99	$200.00
2	2	5	Toner	199.11.6399.53.0	

				41.11	
2	2	5	Nurse Toner	199.33.6 399.53. 041.99	$300.00
2	2	5	Nurse General Supplies	199.33.6 399.00. 041.99	$0.00
				Sub-Total	$8,441.89

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GT General Supplies	199.11.63 99.00.0 41.21	$981.74
1	1	1	GT Student Travel	199.11.64 94.00.0 41.21	$2,536.48
1	1	6	Testing Materials	199.11.63 39.00.0 41.21	$84.74
1	1	6	Extra Duty Pay	199.11.61 17.01.04 1.21	$683.93
1	1	6	Student Travel	199.11.64 12.00.04 1.21	$2,536.48
1	1	6	General Supplies	199.11.63 99.00.0 41.21	$981.74
1	1	6	GT Misc Operating Expenses	199.11.64 99.00.0 41.21	$1,399.55
1	1	6	GT Student Field Trip	199.11.64 94.00.0 41.21	$1,459.64
1	1	6	Technology	199.11.63 95.00.0 41.21	$1,339.50
				Sub-Total	$12,003.80

199: General, Career & Technology

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	CTE General Supplies	199.11.63 99.00.0 41.22	$2,848.74
1	4	2	CTE Toner	199.11.63 99.52.0 41.11	$703.26
1	8	1	Reclassified Transp Exp - CTE	199.11.64 94.00.0 41.22	$434.91
1	8	1	Short Term SBITAs - Software licenses that expire within 12 months	199.11.62 68.00.0 41.22	$2,438.82
1	8	1	General Supplies	199.11.63 99.00.0 41.22	$2,848.74
1	8	1	Toner - CTE	199.11.63 99.52.0 41.11	$703.26
1	8	3	CTE Technology	199.11.63 95.00.0 41.22	$2,857.20
				Sub-Total	$12,834.93

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Bilingual Classroom Libraries	199.11.63 29.00.0 41.25	$3,972.17
1	5	2	Reading Materials	199.11.63 29.00.0 41.25	$3,607.63
1	5	2	TELPAS Testing Material	199.31.63 39.00.0 41.25	$727.20
				Sub-Total	$8,307.00

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Software Programs SCE	199.11.62 68.00.0 41.24	$4,000.00
1	5	4	Extra Duty Pay - Tutoring Teacher	199.11.61 17.10.04 1.30	$7,448.00
1	7	1	Extra Duty Pay- Tutoring	199.11.61 17.10.04 1.30	$10,211.84
1	7	1	Extra Duty Pay Tutoring	199.11.61 27.10.04 1.30	$797.59
1	7	1	Short Term SBITAs - Software licenses that expire within 12 months	199.11.62 68.00.0 41.30	$11,850.00
1	7	1	Membership Fees	199.11.64 95.00.0 41.30	$4,351.00
1	7	1	General Supplies	199.11.63 99.00.0 41.30	$8,316.00
1	7	1	Perpetual & Non-SBITA Licenses	199.11.63 96.00.0 41.30	$2,149.00
				Sub-Total	$49,123.43

199: General, Pre-Kinder Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Special Education General Supplies	199.11.6399.00.041.23	$1,158.62
1	5	2	Special Education SES General Supplies	199.11.6399.23.041.11	$31.84
1	5	2	Short Term SBITAs - Software licenses that expire within 12 months	199.11.6268.00.041.25	$1,000.00
1	5	2	Reclassified Transp Exp - SPED	199.11.6494.00.041.23	$100.00
				Sub-Total	$2,290.46

199: General, Pre-Kinder Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Leadership Books	199.13.6329.00.041.25	$300.00
				Sub-Total	$300.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title I General Funds	211.11.6399.01.041.30	$9,936.92
1	2	1	Technology	211.11.6395.02.041.30	$4,242.00
1	3	1	Title I Technology	211.11.6395.02.041.30	$0.00
2	2	1	Social Worker	211.32.6119.00.041.24	$11,063.00
2	2	1	Aide-Title I	211.11.6129.00.0	

				41.24	
2	2	1	Parent Liaison	211.61.61 29.00.0 41.24	$24,250.00
2	2	1	Librarian	211.12.61 19.00.04 1.24	$75,850.00
2	2	3	Title I Professional Development	211.13.62 39.03.0 41.30	$800.00
2	2	3	Title I Professional Development	211.23.62 39.00.0 41.30	$350.00
3	1	1	Parent Engagement Technology	199.61.63 95.02.0 41.30	$2,003.21
3	1	1	Parent Engagement Materials	211.61.63 99.04.0 41.30	$178.00
3	1	1	Parent Engagement Licenses	211.6396. 02.041.30	$50.00
3	1	1	Parent Engagement Food Purchases	211.61.64 97.04.0 41.30	$662.00
3	1	1	Parent Engagement Education Service Center	211.61.64 19.04.04 1.30	$270.00
3	1	3	Parent Engagement Materials	211.61.63 99.04.0 41.30	$0.00
4	1	1	Student & Teacher Devices	211.11.63 95.02.0 41.30	$115,799.00
				Sub-Total	$273,704.13

211 Priority and Focus School Grant

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Emergent Bilingual Teacher Books	211.13.63 29.00.0 41.25	$225.00
				Sub-Total	$225.00

263: Title III, Part A English Language Acq.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	2	Emergent Bilingual Materials	263.11.63 99.01.04 1.30	$1,109.00
				Sub-Total	$1,109.00

289:Title IV, Part A Subpart 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Title IV General Supplies	289.11.63 99.05.0 41.30	$6,296.00
1	3	1	Title IV Reading Materials	289.11.63 29.01.04 1.30	$455.00
1	3	1	Title IV General Material	289.11.63 99.05.0 41.30	$6,296.00
1	3	1	Title IV Software/Site Licenses	214.11.63 96.02.0 41.24	$4,000.00
4	1	1	Student & Teacher Devices	289.11.63 95.02.0 41.30	$111,447.00
				Sub-Total	$128,494.00

San Elizario Independent School District

Borrego Elementary School

2026-2027 Campus Improvement Plan

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Mission Statement

We, the faculty and staff at Borrego Elementary, are committed to excellence. We strive to create a secure and positive learning environment in which students are encouraged to develop intellectually, physically, socially, and emotionally.

Vision

The faculty and staff at Alfonso Borrego Sr. Elementary is committed to establishing a professional learning community that fosters trustworthy relationships while promoting high expectations; that will develop lifelong learners who are confident, competent, and contributing members of society.

Value Statement

At Borrego Elementary, where Character Counts! Where Rams are always Respectful, Responsible and Ready!

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Comprehensive Needs Assessment

Demographics

Summary

Below you will find the demographics information for both campuses that were consolidated at the in June 2026:

Alfonso Borrego Sr. Elementary is one of four campuses within the San Elizario Independent School District. Established in 2001, the campus currently serves students in grades 3 through 6 for the 2025–2026 school year. Borrego Elementary has an enrollment of approximately 521 students. The average daily attendance rate for students is 94.49%.

The breakdown by grade level is as follows:

- Grade 3--120
- Grade 4--140
- Grade 5--145
- Grade 6--116
- numbers include students in SPED units

The student body is composed of:

- 53.74% males
- 46.26% females
-
- 99.04% Hispanic students
- 0.96% White
- 0.00% Black
- 89.83% identified as economically disadvantaged
- 77.54% classified as at-risk
- 60.46% as Emergent Bilingual
- 55.85% participating in a Bilingual program
- 20.35% of students are identified SPED

*This data was retrieved from PEIMS 2025-2026.

Lorenzo G. Alarcon Elementary is one of 4 campuses in the San Elizario Independent School District and was built in 1936. Alarcon Elementary serves a population of 297 students in grades 3 through 6 in the 2025-2026 school year. Reference to the data below for breakdown:

Student Total

297

100%

3rd Grade

75

25.25%

4th Grade

75

25.25%

5th Grade

66

22.22%

6th Grade

81

27.27%

Student Population:

Student Total--297 or 100%

3rd Grade--75 or 25.25%

4th Grade--75 or 25.25%

5th Grade--66 or 22.22%

6th Grade--81 or 27.27%

The student population is 97.98% Hispanic, 2.02% White, 91.92% economically disadvantaged, and 79.8% at-risk. The students at Alarcon are 62.96% Emergent Bilingual, 54.55% female and 45.45% male. The average daily attendance rate for students is 95.47%.

Students by Program:

Student by Program (2025-2026) Fall PEIMS Count

Emergent Bilingual 187 or 62.96%

English as a Second Language (ESL) 0 or 0.00%

Career and Technical Education (CTE) 0 or 0.00%

Free Meals Participation 192 or 64.65%

Reduced Meals Participation 4 or 1.35%

Other Economically Disadvantaged 77 or 25.92%

Gifted and Talented 15 or 5.05%

Special Education (SPED) 55 or 18.52%

Title I Participation 297 or 100.00%

Dyslexia 4 or 1.34%

Alarcon Elementary School employs 22 classroom teachers, 2 Administrators, 1 Librarian Aide, 1 Counselor, 1 Campus Instructional Specialist, 1 At-risk teacher, 5 Instructional Aides, 4 custodians and a full cafeteria staff.

Strengths

Campus Demographic Strengths

Alfonso Borrego Sr. Elementary benefits from a strong and engaged student population, as reflected by its increasing average daily attendance rate of 94.49%. This demonstrates a commitment to student participation and learning. The campus maintains a balanced enrollment across grades 3 through 6, which supports effective resource allocation and program continuity throughout these critical upper elementary years.

The student body is predominantly Hispanic (99.04%), with a rich cultural and linguistic diversity. Notably, 61.96% of students are identified as Emergent Bilingual, and over half (55.85%) participate in the Bilingual program, providing a unique opportunity to leverage bilingualism as an asset in both academic achievement and cultural identity development. Students in third through fifth grade participate in dual language classes, further supporting bilingualism and bi-literacy through instruction in both English and Spanish.

Additionally, Alfonso Borrego Sr. Elementary serves a high percentage of students facing economic challenges, with 89.83% identified as economically disadvantaged, and 77.54% classified as at-risk. This highlights the campus's dedication to implementing targeted support systems and interventions tailored to meet the diverse needs of its

learners.

The campus also enjoys a balanced gender distribution, fostering an inclusive environment that promotes equitable opportunities for all students. These demographic strengths position Alfonso Borrego Sr. Elementary to continue advancing its mission of academic excellence and student success within a supportive and culturally responsive community.

Alarcon Elementary is the original campus of San Elizario ISD in which many generations of families in the area have made Alarcon their home.

A high percentage of our students speak Spanish as their first language, so we are afforded an opportunity to educate students who are becoming fluent in Spanish and English. This will in turn provide them more opportunities in the workforce.

Our student population is homogeneous in nature, and that allows for more targeted interventions.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Alfonso Borrego Sr. Elementary serves a student population in which 89.83% are economically disadvantaged and 77.54% are classified as at-risk. When combined with an average daily attendance rate of 94.49%, this data suggests that many students may not be consistently accessing high-quality instructional time, potentially hindering their academic growth and overall progress.	Many students face external challenges such as limited access to academic support at home. Additionally, some families may not prioritize daily attendance in school (all day). These factors contribute to lower attendance rates and reduced engagement in instruction, especially for students requiring bilingual or Special Education supports/ interventions, thereby limiting their academic growth.

★ = Priority

Student Achievement

Summary

Attached are the final reporting for accountability for each of the campuses:

Texas Education Agency

2026 Accountability Rating Overall Summary

ALFONSO BORREGO SR EL (071904104) - SAN ELIZARIO ISD - EL PASO COUNTY

✷ Confidential ✷

Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**58**	**F**	
Student Achievement		**59**	**F**	**0%**
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**70**	**C**	**70%**
Academic Growth	63	70	C	✓
Relative Performance (Eco Dis: 89.8%)		63	D	
Closing the Gaps	**0**	**30**	**F**	**30%**

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations

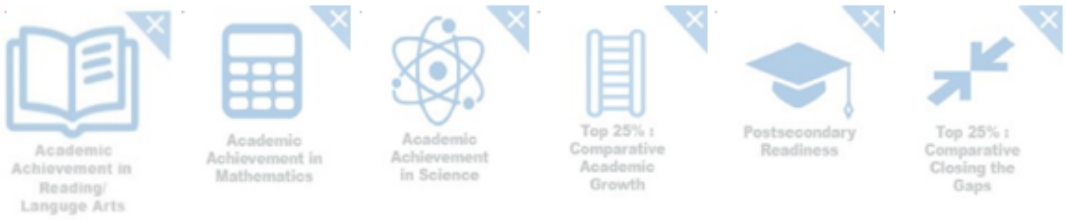


Image Caption

Texas Education Agency

2026 Accountability Rating Overall Summary

L G ALARCON EL (071904101) - SAN ELIZARIO ISD - EL PASO COUNTY

✷ Confidential ✷

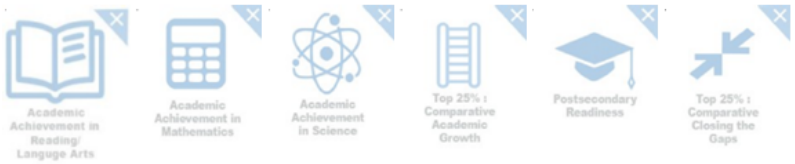
Summary

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		**55**	**F**	
Student Achievement		**59**	**F**	**0%**
STAAR Performance	34	59		
College, Career and Military Readiness				
Graduation Rate				
School Progress		**65**	**D**	**70%**
Academic Growth	55	59	F	
Relative Performance (Eco Dis: 91.9%)		65	D	✓
Closing the Gaps	**0**	**30**	**F**	**30%**

Identification of Schools for Improvement

This campus is identified for comprehensive support and improvement.

Distinction Designations



2025-2026		
Approaches %	**Meets %**	**Masters %**
55%	28%	8%
63%	33%	10%
62%	37%	13%
69%	45%	16%

The following are the 2025-2026 RLA STAAR scores in grades:

The following are the 2025-2026 Math STAAR scores in grades 3-6:

2025-2026		
Approaches %	**Meets %**	**Masters %**
43%	19%	4%
47%	27%	7%
61%	23%	6%
80%	41%	16%

Strengths

Combined assessment data reflected some student growth; however, overall achievement remained below expectations across all subject areas, indicating a continued need for targeted instructional support and intervention. Please review addendum attachment for both campuses.

Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Overall performance in each tested subject did not demonstrate consistent growth across all assessed subareas, highlighting specific areas that require continued instructional focus and targeted support.	A contributing root cause may be inconsistent mastery of prerequisite skills and gaps in grade-level foundational knowledge, which limited students' ability to demonstrate consistent growth across all tested subareas. Additionally, instructional interventions and targeted supports may not have been consistently aligned to specific student needs identified through assessment data.

★ = Priority

School Culture and Climate

Summary

Based on the consolidation, below are the school culture and climate summaries.

Alfonso Borrego Sr. Elementary

Alfonso Borrego Sr. Elementary is committed to fostering a school culture that supports both academic success and the social-emotional well-being of all students and staff. We strive to provide a safe, nurturing environment where learning thrives. Our dedicated teachers collaborate, plan, and are empowered to meet the unique needs of every student, working tirelessly to ensure academic success. As a faculty and staff, we work to ensure: inclusively, respect, academic rigor, and the safety of our learning community.

To support positive behavior, the campus is building a strong and consistent Positive Behavior Interventions and Supports (PBIS) program, emphasizing prevention and reinforcement rather than punishment. School-wide expectations are clearly taught at the start of the year and reinforced regularly, guiding students to be Responsible, Respectful, and Safe.

Under the leadership of Ms. Martha Santana-Garcia, Principal and Ms. Lorena Robles, Assistant Principal, and the entire school community—including students, families, staff, and community partners— we aim to develop students who are confident, resilient, and lifelong learners; committed to academic excellence and personal growth; responsible and respectful citizens; and empowered contributors who positively impact their communities and society as a whole.

L.G. Alarcon Elementary

The leadership team at Alarcon completed one full year together as a team. Together the faculty and staff work towards our campus vision where "Our students at Alarcon will excel in both academic and social areas to seek higher educational opportunities to become self-sufficient and productive citizens."

In previous years the focus was on literacy in every classroom in order to move our students forward and be successful in their academics. Bluebonnet Math was new this year and the focus shifted to math. In addition, we continued the focus on improving the planning process using data driven instruction in PLC. We did focus on having data meetings and utilizing the data to provide interventions as well as reteach areas of need as well as lesson internalization. We have continued with daily intervention but after school tutoring did not continue due to low teacher participation. Intersession tutoring took place at Fall, Spring, and Summer. Teachers do document the interventions provided to the students. Teachers are held accountable to progress monitor their students continually and connect their growth with the state progress monitoring of the "Student Learning Objective." This year the campus did utilize iReady in Reading and Math as a reading and math Tier II resource to improve students' foundational skills.

Our special populations are closely monitored for growth with the following: monitoring of the acquisition of English for our EB population through the use of using GLAD strategies. In addition, teachers also utilized Summit K-12 (Reading, Writing, Listening and Speaking) to help support our EB population with the TELPAS Assessment. Our EB population was closely monitored every 9 weeks through the LPAC committee to progress monitor the students who are not having success in their core subjects.

3rd-5th grade students were introduced to Bluebonnet Math this year. In order for there to be alignment between the grade levels and to support our 6th grade mathematics, we used iReady Math online resource for practice with concepts being spiraled within the state curriculum.

The faculty is committed to carrying out district initiatives that have included weekly lesson internalization, weekly PLC's, data-driven decisions that work hand-in-hand with our intervention block and implementation of programs. Our Instructional Specialist modeled lessons, co-taught with teachers, provided assistance in lesson internalization with teachers, and trained all faculty in district initiatives.

The planning and monitoring of the ESF (Effective School Framework) was carried out by the Leadership team and campus teachers. The addition of an intervention and data form has assisted teachers with targeting the needs of all student populations. 4- and 8-week assessment/Modules and Interim data were monitored and discussed regularly with all teachers by the Leadership

team.

Strengths

Based on the consolidation, below are the school culture and climate strengths.

Alfonso Borrego Sr. Elementary

Our strengths include the following:

- Our school promotes respect, kindness, responsibility, inclusively and making good choices among all members of the school community.
- Teachers and staff work together consistently and collaboratively to support student success and share best practices.
- At Borrego, we are investing in our efforts to strengthen and consistently implement programs like PBIS that encourage responsible and respectful behavior.
- We prioritize SEL (Social-Emotional Learning) and support students' mental health and interpersonal skills.
- We prioritize student, faculty and staff safety, both physically and emotionally.
- We work to build strong partnerships that enhance learning opportunities and support student needs.
- We are intentional about recognizing and providing positive experiences for students throughout the year. Whenever appropriate, we include parents, different organizations, and the community. Recognition examples are:
    - Perfect Attendance and Faithful Attendance
    - A and AB honor roll
    - Accelerated Reader Awards
    - Remarkable Ram
    - Gifted and Talented
    - PBIS incentives
    - 6th grade end of year celebrations
    - Special Person/Mothers' Day programs
    - Christmas Programs
    - Career Week

L.G. Alarcon Elementary

Keeping the lines of communication open between faculty and staff with the Leadership team is helping to shape the climate of the school into a more positive and welcoming campus. Weekly updates are emailed to all faculty and staff to keep them informed of the week at-a-glance. In addition, daily announcements are done to ensure that the students are also aware of upcoming events. A monthly calendar will be provided to for all faculty and staff to keep them updated of the campus events and meetings. Parent newsletters of campus events are distributed on a monthly basis to encourage parent involvement.

Our Parent Center is located in the Annex, making it more welcoming for our parents. It will also allow for better recruitment of parent volunteers as parents frequent the Annex for various reasons.

Walkthroughs are done on a weekly basis and feedback is given to all teachers. The Region 19 Coaching Model is implemented by administration and Instructional Specialist.

Expectations are well-defined to support campus and district initiatives.

Our district Librarian along with our campus Librarian Aide provided classes to all students. During this time a lesson is given to the students and students have the opportunity to check out their library book. All classroom teachers do encourage students to take AR assessments on a weekly basis. All of our classroom teachers are required to follow the Student Learning Objectives state monitoring process to ensure our students are leaving well-prepared for the next grade level.

College readiness is introduced at every grade level to include informing parents regarding post-secondary education and resources through the monthly newsletter/calendar. Our 6th grade students complete a mock "APPLY TEXAS" and scholarship application and are awarded with an acceptance letter from the El Paso Community College. Our students are educated in regards to the endorsements for higher education and career pathways throughout college week. As we continued to collaborate with EPPC as a college-bound campus, college mentors continue to focus on literacy and inform students and parents about future college opportunities.

PBIS core values are instilled in our students on a daily basis through morning announcements, lessons delivered by our counselor, and social worker interns from the university level. Monthly incentives are given for students. Students who show their core values of being responsible, respectful and safe were invited to attend the monthly incentives. The campus will continue to utilizing the

PBIS core values to help keep our office referrals below the district goal of 5%.

The campus is working towards re-implementing the Tier II process with PBIS, where students are provided additional support by a campus committee.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	Alfonso Borrego Sr is committed to providing a safe, inclusive, and supportive learning environment where all students can achieve academic success and develop strong social-emotional skills. While the campus has established clear behavioral expectations and is strengthening its PBIS framework, campus data and observations indicate a need to improve the consistency of implementation of supports.	The challenge is the need for greater consistency and fidelity in the implementation of schoolwide PBIS systems, behavior expectations, and social-emotional learning practices. While staff members are highly committed to student success and collaborate effectively to meet student needs, variations in the reinforcement, monitoring, and application of behavioral and social-emotion supports.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Alfonso Borrego Sr. Elementary

For the 2025-2026 school year, Alfonso Borrego Sr. Elementary had the following retirements:

One Nurse, two aides, and one principal

. At the start of the 2025-2026 school year, we lost a 4th grade dual language section and the teacher was placed in a monolingual 4th grade class. One teacher was moved from 3rd grade to 5th grade due to enrollment.

TAPR Reports for 24-25 are the latest ones available. 25-26 Not available.

Teachers by Highest Degree Held				
No Degree	0.0	0.0%	2.7%	2.4%
Bachelors	17.4	62.8%	69.7%	71.4%
Masters	10.3	37.2%	27.1%	25.4%
Doctorate	0.0	0.0%	0.5%	0.8%

	Non-Special Education Rates			Special Education Rates		
Student Information	Campus	District	State	Campus	District	State
Retention Rates by Grade						
Grade 3	0.0%	1.3%	0.6%	2.9%	6.0%	0.6%
Grade 4	0.0%	0.0%	0.4%	0.0%	0.0%	0.4%
Grade 5	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%
Grade 6	0.0%	0.0%	0.3%	0.0%	0.0%	0.4%

Teachers by Years of Experience				
Beginning Teachers	1.7	6.0%	1.5%	7.3%
1-5 Years Experience	6.3	22.9%	21.8%	28.3%
6-10 Years Experience	5.8	20.9%	22.9%	19.7%
11-20 Years Experience	10.8	38.9%	37.7%	27.6%
21-30 Years Experience	3.1	11.3%	14.5%	14.1%
Over 30 Years Experience	0.0	0.0%	1.5%	3.0%
Number of Students per Teacher	18.4	n/a	17.7	15.0

L.G. Alarcon Elementary

For the 2024-2025 school year there was one teacher who left for a district position, 1 teacher who retired, and one teacher who became our IS. At the start of the 2025-2026 school year, there were three sections in 5th grade due to low enrollment. A new

teacher was hired midyear to alleviate the other monolingual classroom.

(Information from TAPR report 2024-2025)

Teachers by Highest Degree Held:

No Degree 0.0; 0.0%

Bachelors- 16;90.8%

Masters- 2; 9.2%

Doctorate 0.0; 0.0%

Teachers by Years of Experience

Beginning Teachers: 0- 0%

1-5 Years Experience: 3-10.3%

6-10 Years Experience: 4-21.7%

11-20 Years Experience: 10-49.7%

21-30 Years Experience: 1-9.2%

Over 30 Years Experience: 1-4.6%

Teachers represented by Grade Level:

3rd grade=4

4th grade=4

5th grade=4

6th grade=4

Speciality=6

Support-1

Strengths

Alfonso Borrego Sr. Elementary

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from C & I has been critical in assisting all teachers with this endeavor. In addition, support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

L.G. Alarcon Elementary

Supporting teachers with regard to district initiatives has been consistent throughout the school year. Support from C & I has been critical in assisting all teachers with this endeavor. In addition, support from the Instructional Specialist and At-Risk teacher has been critical in supporting both our teachers and students.

Providing professional development at the campus and district levels has been key to having alignment both vertically and horizontally. To also include alignment with the other elementary campuses (Loya Primary, Sambrano and Borrego) has been helpful in supporting students' needs.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	Maintaining a strong pool of highly qualified teachers remains a challenge within a rural community.	The rural location limits the pool of qualified applicants when positions become available, while occasional staff departures are primarily due to personal circumstances.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Alfonso Borrego Sr. Elementary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Borrego teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data dis-aggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--3rd, 4th, and 5th grade Dual Language, HMH State Adopted Curriculum, Summit K-12 (Listening, Speaking, Reading and Writing)

Math: 3rd - 5th Bluebonnet

Science--McGraw Hill (3rd -5th), SAVVAS (6th), ePLC (5th), TRS, i-Ready

Assessments:

District 4- and 8- weeks common assessments in RLA, Math Modules, and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

L.G. Alarcon Elementary

The purpose of this plan is to outline and build accountability for the highest quality of instruction through research-based strategies and best practices in instruction. Alarcon teachers plan and align their instruction in an effort to meet the needs of all students.

The selected data sources were analyzed and summarized in order to target the district goals. The needs assessment is based on longitudinal and current year data dis-aggregation. Incorporated into the plan are areas for improvement of student performance documented as measurable objectives followed by strategies/activities and/or programs.

Curriculum used:

Reading Language Arts--3rd, 4th, and 5th grade Dual Language, Accelerated Reader program, Supplemental Workbooks, HMH State Adopted Curriculum, TRS, Summit K-12 (Listening, Speaking, Reading and Writing) (3rd -6th), i-Ready (3rd -6th Grade)

Science--McGraw Hill (3rd -5th), SAVVAS (6th), ePLC (5th) Maker Space, TRS, i-Ready, Rosen Leveled Readers

Math-- Bluebonnet Math in 2025-2026, TRS, STEMScopes math (5th), Supplemental Workbooks, i-Ready

Social Studies--My World (3rd-5th), My Perspectives (SAVVAS), TRS, Rosen Leveled Readers

Assessments:

District 4- and 8- weeks common assessments in RLA, Math Modules, and 5th/6th grade Science, monitoring 9-week guided reading levels, AR reading levels, MAP Testing (BOY, MOY, EOY).

Strengths

Alfonso Borrego Sr. Elementary

District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from C & I and support from Region 19 to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level. Special Education teachers are included in these planning sessions and specials will be included this coming year.

PLCs are used for teacher collaboration for lesson internalization to focus on curriculum to meet the needs of their students. The Leadership team to include the Instructional Specialist, Principal and Assistant Principal will meet with teachers during PLC to review data in the areas of math, reading and science as well as facilitate the planning process. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

L.G. Alarcon Elementary

District-wide initiatives are communicated through grade level and campus-wide PLCs; this ensures that all teachers are provided the necessary training to address their proficiency of the initiative. Teachers engage in conversations with support staff from C & I and support from Region 19 to address content specificity at each grade level. Their participation provides for shared understanding of expectations and ensures training support at the campus level. Special Education teachers are included in these planning sessions and specials will be included this coming year.

PLCs are used for teacher collaboration for lesson internalization to focus on curriculum to meet the needs of their students. The Leadership team to include the Instructional Specialist, Principal and Assistant Principal will meet with teachers during PLC to review data in the areas of math, reading and science as well as facilitate the planning process. This will be used to address needs of targeted students and overall instructional support. Teachers often identify their own strengths and weaknesses through the analysis of data which allows for them to be reflective of their teaching and seek support when needed.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Teachers' inconsistent implementation of HQIM resulted in instructional misalignment and student learning gaps.	Inconsistent planning, monitoring, and professional learning resulted in varied implementation of HQIM across classrooms.

★ = Priority

Family and Community Engagement

Summary

Below are the consolidated Family and Community Engagement summaries for both campuses.

Alfonso Borrego Sr. Elementary

Borrego Elementary recognizes the critical role that families and the community play in supporting student learning and overall school success. While current relationships are positive, there is a continued need to increase parental involvement, particularly in attendance in volunteering and participation in school events. Additionally, consistent and effective communication remains an area for growth, especially in maintaining accurate contact information to ensure families are informed and engaged.

The campus has seen a decrease in getting parents involved as volunteers, attending parent meetings and attending schoolwide events. We will continue to involve community members to be part of our Site-Based Decision-Making committee in order to have parental/community input on our CIP goals. We will also continue to have a parental presence within the LPAC committee who meets more frequently to discuss student progress regarding those being identified as limited English proficient.

Parents are invited to attend events such as Nine Week Honor Roll Assemblies as well as school wide events. They are also welcome to join special events that focus on testing anxiety, such as Yoga with your Child.

This year we also continued with our "Coffee with the Principal" which provided parents the opportunity to visit with the Administration. Some of the topics that were presented were college readiness, PBIS Expectations, TELPAS, STAAR and special education information. In addition, presentations on Title I and Title III and the GT selection process.

L.G. Alarcon Elementary

The campus needs to bridge the gap for parent involvement between home and school. The district parent liaison and the campus parent liaison will work together to involve parents to come together to be involved with their child's education and to build relationships within the faculty and staff. Together they can offer parents support with different agencies and outreach programs. The faculty would love to see an increase in parents at the campus daily, and not just on special events.

Strengths

Below are the consolidated Family and Community Strengths summaries for both campuses.

Alfonso Borrego Sr. Elementary

Alfonso Borrego Sr. Elementary is committed to maintaining strong, consistent communication with families through multiple channels, including monthly newsletters, marquee announcements, printed flyers, Dojo messages and updates on the school website. Our front office staff exemplifies exceptional customer service by creating a welcoming, friendly environment where families feel valued and supported. Additionally, we encourage teachers to maintain regular communication with parents via Class Dojo, phone calls, face-to-face meetings, fostering a positive and collaborative learning community.

To further support family engagement, Borrego Elementary offers a variety of opportunities for parents and guardians to participate in school life such as monthly meetings with our parent liaison, Coffee with the Principal, Literacy Night, Math Night, GT Family Nights, Parent/Teacher conferences, etc.

Student achievement is celebrated regularly, with recognition events held every nine weeks for **A/AB** Honor Roll, Perfect Attendance, and Remarkable Ram. These celebrations reinforce a culture of excellence, motivation, and pride among our students.

L.G. Alarcon Elementary

Parent meetings were scheduled early in the year and shared with parents as often as possible. The leadership got involved and

utilized the parent liaison for a "Drive-thru breakfast" that had a month's worth of meetings, a calendar, and a continental breakfast for the first 100 parents at our drop-off zone.

Throughout the year, parents are invited to events such as: Christmas programs, and award assemblies. We need to continue to find a path to encourage them to be present at the school throughout the day and not only participate in large campus events.

We communicate with parents through a monthly calendar of events that is sent out via Class Dojo and Smore to inform them of upcoming events, a college corner about secondary resources, and informing parents on seasonal safety precautions. The campus website is kept updated to inform parents of events, schedules, and district information.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	While the campus provides multiple avenues for communication and engagement--including newsletters, Class Dojo, family events, parent meetings, and student recognition programs--parent participation in school activities, volunteer opportunities, and campus events remains inconsistent.	The root cause of this challenge is that, despite numerous communication platforms and family engagement opportunities, barriers such as outdated contact information, varying family schedules, work commitments, transportation limitations, and differing levels of awareness about school events may prevent some families from fully participating in school activities.

★ = Priority

School Organization

Summary

Based on the consolidation, below are the school organizational summaries.

Alfonso Borrego Sr. Elementary

Borrego Elementary is structured to support student achievement. Core instructional time is protected through a dedicated (approximate) 90-minute block for all content areas, providing students with consistent, uninterrupted learning. Weekly Professional Learning Communities (PLCs) serve as the foundation for teacher collaboration, allowing teams to unpack TEKS, analyze student data, and align instructional practices across classrooms. Vertical alignment meetings are held regularly to ensure continuity and coherence across grade levels.

The campus implements Response to Intervention (RTI) and intervention blocks that are built into the master schedule to provide targeted, data-driven support for students who require academic or behavioral interventions. Progress is closely monitored, and instructional adjustments are made based on individual student needs.

Positive Behavior Interventions and Supports (PBIS) is fully integrated into campus routines to promote a safe, respectful, and positive learning environment. Expectations are clearly communicated and reinforced schoolwide, contributing to a strong campus culture.

A shared leadership model is in place, with campus leadership teams—including grade-level leads, instructional coaches, and administrative staff—collaborating on decision-making related to instruction, climate, and resource allocation. Continuous professional development supports staff in implementing best practices aligned to the full lesson cycle and the academic needs of all learners.

Borrego Elementary's organizational structure is intentionally designed to support student growth, instructional quality, and a positive school climate through aligned systems and clear expectations.

L.G. Alarcon Elementary

Campus decisions and adjustments are made with faculty input via the Site-Based Decision-Making Committee (SBDM). Decisions on professional development are taken into consideration to better serve our student population and subgroups such as Special Education and EB.

Many of the faculty serves as a member of the following committees: SBDM, Health and Advisory, LPAC, Safety (Emergency Operation Plan), District Advisory Team, Gifted and Talented, PBIS and RtI/TST committee, Attendance, Behavior Threat Assessment Team.

Daily Instructional time is maximized by including an intervention block campus-wide Tuesday-Friday, where all specialty and support staff assist classroom teachers with specific student needs. All core subjects are taught daily following state standards in order to keep alignment among grade levels. PLC time is given once a week to have teachers plan together to ensure horizontal alignment.

The campus follows the PBIS core values in order to have alignment amongst all classrooms when it comes to managing student behavior. Teachers include the core values in their daily routines to assist students in making good choices. Hand-in-hand with our core values, student safety is our number one concern in order to provide students a positive and safe culture and environment. The students are rewarded for following the PBIS core values with monthly incentives through the campus PBIS committee. The campus will continue to offer extracurricular activities for students once the new school year begins. Some of the activities that will be offered are as follows: intramural sports, safety patrol, and Principal's Advisory Committee for the students to enhance their social and leadership skills.

Strengths

Based on the consolidation, below are the school organizational strengths summaries.

Alfonso Borrego Sr. Elementary

- A dedicated 90-minute instructional block for all content areas ensures focused, uninterrupted instruction aligned to academic goals.
- Weekly PLCs provide structured time for teachers to unpack TEKS, analyze data, internalize and rehearse lessons and look at student work (SWAP).
- A clearly defined Response to Intervention (RTI) framework allows for early identification of student needs and targeted, data-informed support during scheduled intervention blocks.
- PBIS is embedded into campus routines, promoting a consistent, positive behavior framework that supports school climate and student well-being.
- The campus utilizes a collaborative leadership structure that empowers teacher leaders, instructional coaches, and administrators to make informed, student-centered decisions.
- Instructional decisions are informed by regular data analysis cycles, allowing for timely adjustments to meet student needs and drive academic growth.
- Campus systems and expectations are clearly communicated and consistently followed, promoting a safe, structured learning environment.

L.G. Alarcon Elementary

The SBDM ensures that all stakeholders have input as to the decisions for campus initiatives and instructional priorities. Involving stakeholders in the decision-making process empowers them toward not only being responsible, but also in educating themselves in the best practices.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	Alfonso Borrego Sr.has established strong systems and structures to support student achievement, including dedicated instructional blocks, collaborative PLCs, a clearly defined RTI framework, data-driven decision-making process. Despite these systems, student performance data indicate a need to accelerate academic growth and ensure all students consistently meet grade-level expectations.	The root cause of this challenge is that, while comprehensive instructional and intervention structures are in place, there are opportunities to increase the consistency and fidelity with which data-driven instructional practices, intervention supports, and PLC action plans are implemented across classrooms.

★ = Priority

Technology

Summary

Below are the consolidated technology summaries for both campuses.

Alfonso Borrego Sr. Elementary

Borrego Elementary is equipped with Chrome books for students and laptops for teachers. There are Active Panels and cameras in every classroom. There is also a computer lab that is equipped with desktops and a COW lab (Computers on Wheels). Students are provided with educational opportunities through the use of applications such as Summit K12, I-Ready, Amira Learning, and Learning A-Z to help support student intervention.

The Active Panels enhance instructional delivery by providing teachers with immediate access to digital resources for lesson presentation and interactive engagement. They also support real-time, formative assessment by allowing students to demonstrate understanding through alternative, low-risk response formats, fostering participation and reducing performance anxiety.

L. G. Alarcon Elementary

All of our classrooms are fully equipped with technology. All classrooms have Active Panel boards to enhance instruction through technology. In addition, all students have been issued their own Chromebook. All teacher laptops are replaced on a rotation schedule as funds allow.

Strengths

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Below are the consolidated technology summaries for both campuses.

Alfonso Borrego Sr. Elementary

Borrego Elementary is equipped with Chrome books for students and laptops for teachers. There are Active Panels and cameras in every classroom. There is also a computer lab that is equipped with desktops and a COW lab (Computers on Wheels). Students are provided with educational opportunities through the use of applications such as I-Ready, Amira Learning, and Learning A-Z to help support student intervention.

The Active Panels enhance instructional delivery by providing teachers with immediate access to digital resources for lesson presentation and interactive engagement. They also support real-time, formative assessment by allowing students to demonstrate understanding through alternative, low-risk response formats, fostering participation and reducing performance anxiety.

L. G. Alarcon Elementary

Having the 1 to 1 devices for the students allows them to utilize the online resources available to them while staying in their classrooms. Technology is used on a daily basis to enhance student learning. In addition, the students and teachers have become well-versed in utilizing online resources which supports math, writing, science and reading comprehension. All classrooms will continue to use online resources such as Summit K-12, STEMscopes Math, Visual Non-Glossary (5th grade), and iReady this school year.

Currently we have 3 computer labs available for teacher and student use.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	Borrego Elementary provides students and teachers with access to a variety of technology resources, including Chromebooks, laptops, Active Panels, and digital intervention programs. While teacher laptops have been updated, aging Active Panels sometimes limit the effectiveness of technology integration and interactive instruction in some classrooms.	Many Active Panels have reached the end of their useful life cycle, resulting in reduced performance, compatibility issues, and increased maintenance needs. This limits teachers' ability to fully utilize digital resources and provide consistent, technology-enhanced learning experiences. Replacing them is costly.

★ = Priority

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1

Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Evaluation Data Source: BOY & MOY for 3rd grade / 4th and 8th week assessments, interim testing and teacher observations small group intervention and aggressive monitoring.

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity

Strategy's Expected Result/Impact: Students will build on their foundational skills via the concrete, pictorial, and abstract model to solve real world problems through the use of Bluebonnet Curriculum, Magma Math and IXL.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and Campus administration team.

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, and interim testing data, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.

Campus will continue with weekly PLCs to discuss lesson planning, lesson internalization, and data to plan for intervention.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and administration team

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: Lesson internalization through annotating the lesson will be evident as copies will be readily available in the classroom for review. Walk-throughs and coaching sessions will ensure fidelity of program.

Lesson plans are turned in weekly to campus administration and instructional specialist in microsoft teams folder.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and campus administration team

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: With the coaching model teacher reflection and growth will increase resulting in student growth.

Administration team and ISS will continue to use the coaching model to support teaching and learning with immediate feedback to enhance first teach.

Staff Responsible for Monitoring: Teachers, Instructional officers and specialist and administration team

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit

K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Teacher's will have students work on Summit K-12 in class. During computer lab students will also be utilizing Summit K-12.

For students to strengthen their second language in the areas of writing, reading, listening and speaking.

Staff Responsible for Monitoring: Teachers, Instructional Specialist and Administration

Funding Sources: 199.11.6399.00.104.25 199: General, Bilingual Education,

Formative Reviews

September	November	January	March

Performance Objective 2

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Evaluation Data Source: 3rd grade BOY RLA assessment, 4 and 8 Week Assessments, Interim Assessment, STAAR growth report,

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity including but not limited to Houghton Mifflin Harcourt, HMH, a state-wide approved program.

Strategy's Expected Result/Impact: HQIM (HMH) will be used for lesson planning and delivery aligned to state standards with fidelity to support student goal outcomes in RLA.

Staff Responsible for Monitoring: Instructional Specialist, Interventionist, Campus Administration, and Teachers.

Funding Sources: Contracted Services - Training 199: General, State Compensatory Education, 199.13.6299.00.104.30, $2,400

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Interim Data, Checklist Assessment (Teacher Created). Provide practice opportunities for all students in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.

Staff Responsible for Monitoring: All teachers, Instructional Specialist, and Campus Administrators

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: Lesson internalization through a lesson plan template will be submitted weekly to administration via email. Walk-throughs, coaching sessions, and PLC planning meetings will ensure the use of HQIM.

Staff Responsible for Monitoring: Instructional Specialist, and Campus Administrators

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: With the coaching model and teacher reflection teacher growth will increase, resulting in student growth.

Staff Responsible for Monitoring: Instructional Specialist, Campus Administration and Instructional Officers

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Teachers will have students work on Summit K-12 in class and when students attend the computer lab they will also use Summit K-12.
Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.

Staff Responsible for Monitoring: Campus Administration, Instructional Specialist and teachers

Formative Reviews

September	November	January	March

Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Evaluation Data Source: 4 and 8 Week Assessments, Interim Assessment, STAAR growth report, Dynamic Science and McGraw Hill.

Strategy 1

High-quality instructional materials Dynamic Science and McGraw Hill to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity

Strategy's Expected Result/Impact: Dynamic Science and McGraw Hill will be used for lesson planning and delivery aligned to state standards with fidelity to support student goal outcomes in Science.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialists, and Instructional Officers

Funding Sources: 214.11.6268.02.104.24 211: Title I, Part A Improving Basic Programs, 214.11.6268.02.104.24, $7,404

Formative Reviews

September	November	January	March

Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Interim Data, Checklist Assessment (Teacher Created). Provide practice opportunities for all students in grades k-12 to practice STAAR content and language supports.

Strategy's Expected Result/Impact: Build a strong vertical alignment and horizontal alignment between the grade levels, purposeful lesson planning to support strong tier I instruction aligning to the TEKS. Student data results will drive the plan for intervention or enrichment support.

Formative Reviews

September	November	January	March

Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: Lesson internalization through a lesson plan template will be submitted weekly to administration via email. Walk-throughs, coaching sessions, and PLC planning meetings will ensure the use of HQIM.

Formative Reviews

September	November	January	March

Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: With the coaching model teacher reflection and growth will increase resulting in student growth.

Staff Responsible for Monitoring: Instructional Specialist, Campus Administration and Instructional Officers

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Master schedule reflects blocks of time designated for EB support by specialty and PE teachers daily.

Staff Responsible for Monitoring: Campus Administration. Instructional Specialist and teacher

Formative Reviews

September	November	January	March

Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Evaluation Data Source: Participation data in college and career awareness activities, enrichment and advanced academic programs, STEM or robotics clubs, AVID Elementary, parent and student survey feedback on future readiness activities, and documentation from college and career days or guest speaker events.

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Strategy's Expected Result/Impact: Our students will be introduced to career and college readiness with
campus presentations from EPCC, UTEP and community helpers.

Staff Responsible for Monitoring: Campus Administrators and Counselor

Formative Reviews

September	November	January	March

Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Strategy's Expected Result/Impact: Increased student awareness and interest in future college and career pathways by introducing endorsement and CTE options early. This early exposure in PK3-6th grade will help students build aspirations and better align with middle and high school programs.

Staff Responsible for Monitoring: Counselor, Campus Administrators, IS, teachers

Formative Reviews

September	November	January	March

Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Strategy's Expected Result/Impact: Campus instructional team will continue monitoring SLO data , incorporate
students progress through PLC data meetings. Principal will meet with teachers at BOY, MOY and EOY to look for
student growth according to the Student Learning Objective (SLO)

Staff Responsible for Monitoring: Classroom teachers, instructional specialist and campus administrators.

Formative Reviews

September	November	January	March

Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Strategy's Expected Result/Impact: Strengthened student understanding of career pathways through real-world learning experiences provided by local employers. This collaboration will increase student engagement, build future-ready skills, and connect classroom learning to potential careers. Career Day will include a variety of career pathways to inspire students.

Staff Responsible for Monitoring: Counselor, campus instructional specialist, all classroom teachers and campus administrators.

Formative Reviews

September	November	January	March

Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Strategy's Expected Result/Impact: For the school year 2026-2027 the ROTC program is not being offered to students.

Formative Reviews

September	November	January	March

Performance Objective 5

Ensure students are well rounded and 21st century ready

Evaluation Data Source: All campus teachers and staff and Campus administration will focus on emotional, cognitive, and social skills development by encouraging students to participate on panels, join a club/committee, and intramural sports.

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as L PAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Formative Reviews

September	November	January	March

Strategy 5

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Staff Responsible for Monitoring: Principal
GT Coordinator

Formative Reviews

September	November	January	March

Performance Objective 6

Provide a safe and supportive environment for all

Evaluation Data Source: Discipline referral data and incident reports
Campus safety audit results
Climate and culture survey results (staff, student, and parent surveys)
Attendance records (students and staff)
Counselor and mental health service logs
PBIS (Positive Behavioral Interventions and Supports) data
Emergency drill logs and evaluations
Bullying and harassment report data
Staff training completion records (e.g., safety protocols, SEL, crisis response)
Parent and community feedback (through meetings, surveys, or focus groups)

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

Strategy's Expected Result/Impact: Increasing students attendance will help students show growth in their academics due to being present during Tier 1 instruction. Incentives will be provided for classes and for individual students.

Staff Responsible for Monitoring: Campus Administrators, Teachers and Attendance Clerk

Formative Reviews

September	November	January	March

Strategy 2

Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide

Strategy's Expected Result/Impact: Campus Administrators, counselor and teachers

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.

Staff Responsible for Monitoring: Campus Administrators and custodians

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support like tutoring, mentoring, and accelerated instruction to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Communities in Schools 199: General, State Compensatory Education, 199.32.6299.84.104.30, $25,000

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Evaluation Data Source: Staff retention rates and turnover data
New hire and exit interview feedback
Staff climate and satisfaction survey results
Recruitment metrics (applicant pool data, offer acceptance rates)
Participation rates in staff recognition and support programs
Records of mentorship or induction program participation and feedback
Professional development attendance and evaluation data
Vacancy reports
Documentation of staff communication efforts (newsletters, meeting notes, feedback forms)
T-TESS, T-CESS, T-PESS and observation data (to help monitor quality and support needs)

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Strategy's Expected Result/Impact: improved staff morale and job satisfaction through meaningful appreciation efforts, contributing to higher retention rates across all job families. Maintaining competitive salaries and stipends aligned with regional 4A districts will help attract and retain high-quality employees, ensuring a stable and effective workforce that supports student success.

Staff Responsible for Monitoring: Principal, Chief Financial Officer, School Board

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Strategy's Expected Result/Impact: Improved staff safety, well-being, and morale, leading to a more supportive work environment. Stronger partnerships with IHEs will help mentor and recruit highly qualified teachers, including those specializing in Early Childhood and Special Education, strengthening the future teacher pipeline.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, SEISD Curriculum & Instruction Officers

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Strategy's Expected Result/Impact: Increased recruitment of highly qualified employees through targeted social media posts and communication efforts at strategically planned job fairs, helping ensure that all positions are filled with strong candidates to support student achievement.

Staff Responsible for Monitoring: Principal at the campus level and HR department for district wide and regionally.

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Evaluation Data Source: Evaluation of this objective will include staff performance appraisal data and staff satisfaction or climate surveys to gauge overall morale and support effectiveness. Additional data sources will include professional development attendance records and feedback, resource request and fulfillment logs, and employee input gathered through focus groups or staff meetings. Retention and turnover data, as well as documentation from staff support initiatives (including coaching and mentoring records), will help assess the impact of efforts to maintain high productivity and service quality.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as Library Aide, Title I Aide, Parent Liaison, District Social Worker and Music Teacher.

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: Campus Administration, Human Resources Dept.

Funding Sources: Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.104.24, $44,400, Aide-Library Elementary 211: Title I, Part A Improving Basic Programs, 211.12.6129.00.104.24, $40,650, Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.104.24, $21,388, Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.104.24, $42,450, Music Teacher-Elementary 211: Title I, Part A Improving Basic Programs, 211.11.6119.00.104.24, $146,650, Librarian 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.104.24, $20,675

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Strategy's Expected Result/Impact: Improved consistency and effectiveness of staff support through a clearly defined coaching manual and training processes. This refinement will ensure that coaching expectations, approaches, and documentation are aligned and understood, leading to stronger employee performance and professional growth. Campus administrators and instructional specialist will commit to implementing and modeling these practices to support staff success.

Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, C & I Department

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training

Strategy's Expected Result/Impact: Enhanced employee effectiveness, positive responsiveness, and culturally centered service through continuous coaching and targeted professional development. This will strengthen job-specific skills and support high-quality instruction and service delivery, including specialized training for Early Childhood Education and SPED (AU).

Staff Responsible for Monitoring: Campus Administrators and District C & I team

Funding Sources: Border Conference $100 each Admin 199: General, Basic, 199.23.6411.11.104.99, $200, Empowering Perceptions 199: General, Special Education, 199.13.6239.00.104.23, , FACES Conference $45 each 211: Title I, Part A Improving Basic Programs, 211.61.6419.04.104.30, , Adaptive Literature $50 each 199: General, Special Education, 199.13.6239.00.104.23, $200, Teaching Gifted Multilingual Learners with Depth & Complexity $50 Early $75 Late reg 199: General, Gifted & Talented, 199.13.6239.00.104.21, $75

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

Strategy's Expected Result/Impact: Improved knowledge, skills, and effectiveness of librarians and nurses through targeted professional development opportunities. This will enhance their ability to support student learning, health, and well-being, contributing to a stronger overall school environment.

Staff Responsible for Monitoring: District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Strategy's Expected Result/Impact: Ensured daily operational efficiency and safety across administrative and support areas by maintaining essential supplies, equipment, and technology. This will enable staff to perform transactions and provide services effectively, supporting a smooth and safe school environment for students, staff, and families. Campus budget will be utilized accordingly.

Staff Responsible for Monitoring: Campus secretary, Instructional Specialist, Campus Administration, office staff

Funding Sources: 199.52.6319.00.104.99 199: General, Basic, $123.41

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary supplies/Furniture to carry day to day instructional activities. Special Education students will be provided accommodations/modifications as per their individual education plans and supplies to ensure they are successful in the classroom.

Strategy's Expected Result/Impact: Improved instructional effectiveness and student learning experiences by ensuring classrooms are equipped with necessary supplies and furniture to support daily activities. Budget resources will be used appropriately and efficiently to maintain a well-prepared and engaging learning environment to include purchasing instructional materials.

Staff Responsible for Monitoring: Campus Secretary, Instructional Specialist, Campus Administrators

Funding Sources: 199: General, Special Education, 199.11.6399.00.104.23, , 199: General, Special Education, 199.11.6399.23.104.11,

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Evaluation Data Source: Evaluation will include parent and community survey results, participation rates in events, and feedback from meetings and focus groups. Additional sources include parent-teacher conference attendance records, volunteer logs, community partnership documentation, and communication analytics to measure outreach and engagement effectiveness.

Strategy 1

Plan on learning opportunities for parents/guardians to attend monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to guide and teach parents different methods of accessing district information. Identify different ways to engage with the community (math and literacy sessions, collaboration with influential community representatives, etc.) We will have active parent participation for committees both at the campus and district (i.e. SBDM, SHAC, LPAC). Provide post-secondary information for parents.

Strategy's Expected Result/Impact: Greater parent and community engagement, leading to stronger support for student success. Parents will gain valuable skills, improved access to district information, and increased awareness of post-secondary options, empowering them to actively participate in their children's educational journey. Parents will be invited to serve on the following committees: LPAC, SHAC, and SBDM.

Staff Responsible for Monitoring: Classroom teachers, district parent liaison, campus liaison, counselor and campus administrators.

Formative Reviews

September	November	January	March

Strategy 2

Connect with the community through digital and media marketing strategies. Which encourages a strong volunteer program

Strategy's Expected Result/Impact: Increased parent and community participation, leading to higher satisfaction and stronger partnerships that support student success. Improved communication and engagement efforts will help families feel more connected, informed, and empowered to actively contribute to their children's education.

Staff Responsible for Monitoring: Campus administrators, district and campus parent liaison

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school connection

Evaluation Data Source: Evaluation will include records of partnerships and collaborations with external organizations and businesses, documentation of joint events or initiatives, feedback from community partners, and participation data. Additional sources may include meeting notes, memorandums of understanding (MOU's), and surveys measuring the impact on home/school connections.

Strategy 1

Expand Partners in Education program to support the mission/vision of the District and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Strategy's Expected Result/Impact: Strengthened community and business partnerships that support the district's mission and vision while providing additional resources and opportunities for students and staff. Increased financial support through partnerships and grants will help reduce district expenses and enhance educational programs. Partnerships will continue with EPCC, Project Vida. Community in Schools and EPCSO.

Staff Responsible for Monitoring: CIS , Counselor, SEISD Social worker, and Campus administrators.

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Strategy's Expected Result/Impact: Increased support and positive outcomes for high-risk students through strong, community-based mentoring relationships. Students will benefit from enhanced guidance, connection, and encouragement, leading to improved academic performance, attendance, and overall well-being.

Staff Responsible for Monitoring: Counselor, SEISD Social worker, CIS and Campus administrators

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Evaluation Data Source: Financial audit reports, budget and expenditure records, fund balance data, finance committee minutes, stakeholder feedback, and availability of the CIP to stakeholders. All data sources will ensure that the campus budget is used toward improving student outcomes, while supporting sub populations, faculty, and staff.

Strategy 1

Review cash flow projections and needs for district/campus needs to include technology Devices for student and staff use

Strategy's Expected Result/Impact: Better alignment of resources with campus and departmental needs, supporting instruction and operations. Proactive equipment and facilities plans will ensure efficient resource use and safe, well-maintained learning environments.

Staff Responsible for Monitoring: Principal, IS, and Secretary

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Strategy's Expected Result/Impact: Overseeing numbers with staffing positions will ensure we have the appropriate staff for each of classroom sections.

Staff Responsible for Monitoring: Campus administrator and SEISD HR

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Evaluation Data Source: Align the campus budget to the Campus Improvement Plan (CIP) to ensure transparency of funding and expenditures.

Strategy 1

Alignment of budget sources with campus & department needs/instruction, Development of an equipment replacement plan (ERP), Development of a long-range facilities & maintenance needs plan

Strategy's Expected Result/Impact: Ensure the facilities are up to code for our students and campus.

Staff Responsible for Monitoring: SEISD budget department will work together with the support services department to assess the needs at the campus.

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Evaluation Data Source: Campus administrator will implement operational efficiencies to focus on streamlining processes, optimizing resources, and ensuring smooth daily operations with all other team members.

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Strategy's Expected Result/Impact: Improved staffing efficiency, competitive and equitable pay structures, and overall operational effectiveness. Findings from the efficiency audit will guide data-informed decisions to optimize resources and support district goals. Campus will continue to communicate staffing needs to HR department.

Staff Responsible for Monitoring: District HR department, CFO and upper management.

Formative Reviews

September	November	January	March

State Compensatory Education

State Compensatory

Budget for Borrego Elementary School

Total SCE Funds: $189,613.00

Total FTEs Funded by SCE: 6

Brief Description of SCE Services and/or Programs

Personnel for Borrego Elementary School

Name	Position	FTE
Maldonado, Jessica	Teacher-At Risk Services	1
Murphy, Claudia	Campus Instructional Specialist	1
Nakay, Claudia	Instructional Specialist	1
Padilla, Nathaly	Aide-Computer Lab	1
Ramirez, Ruth	Teacher At Risk Services	1
Vaquera, Laura	Aide-Computer Lab	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Alvarez, Nancy	Parent Liaison	Title I, Part A	1
Dominguez, Nallely	Aide-Title I	Title I, Part A	1
Estrada, Brenda	Aide-Library Elementary*	Title I, Part A	1
Graves, Sylvia	Social Worker	Title I, Part A	0.29
Gutierrez, Richard	Aide-Library Elementary	Title I, Part A	1
Hidalgo, Daniel	Aide-Title I*	Title I, Part A	1
Jasso, Mercedes	Librarian	Title I, Part A	0.25
Montano, Tawnya	Teacher-Elementary	Title I, Part A	1
Padilla, Christopher	Teacher-Elementary*	Title I, Part A	1

Plan Notes

Plan Notes

A committee has been established consisting of members of the Campus Leadership Team, classroom teachers and staff, parents of currently enrolled students, and community members. The committee will be committed to meeting regularly once the plan has been approved by the SEISD Board of Trustees.

The Campus Improvement Plan (CIP) will be aligned with the campus budget to ensure that expenditures directly support identified campus needs and priorities. Funding will be allocated appropriately to support teacher professional development, instructional materials and resources for students, and targeted services for special populations, including Emergent Bilingual (EB) and special education students.

The committee will regularly review campus needs, student performance data, and available resources to ensure that funding decisions remain aligned with the goals and strategies outlined in the CIP. Campus employees will be kept informed of decisions, updates, and budget allocations related to the CIP through the bi-weekly RAM News. This ongoing communication will promote transparency and ensure that staff remain informed of campus priorities, progress, and the use of resources.

Committees

Committees

26-27 Borrego Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Opal	Siqueiros	Teacher	Member
Aylin	Villalobos	Community/bgcelp	Member
Neftali	Torres	Parent	Member
Lilia	Almeraz	Parent	Member
Cristina	Garcia	Parent	Member
Kevin	Macias	Community/Parent	Community Member
Daniel	De La Rosa	Bilingual Teacher	Member
Clauida	Murphy	Instructional Specialist	Member
Vienna	Springer	SPED teacher	Member
Loyda	Esparza	Secretary	Member
Conce	Talamantes	Assistant Principal	Member
Lorena	Robles	Assistant Principal	Member
Julissa	Esquivel	Principal	Member

Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Border Conference $100 each Admin	199.23.6411.11.10 4.99	$200.00
2	2	5	199.52.6319.00.104.99	--	$123.41
				Sub-Total	$323.41

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Teaching Gifted Multilingual Learners with Depth & Complexity $50 Early $75 Late reg	199.13.6239.00.10 4.21	$75.00
				Sub-Total	$75.00

199: General, Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	Empowering Perceptions	199.13.6239.00.10 4.23	$0.00
2	2	3	Adaptive Literature $50 each	199.13.6239.00.10 4.23	$200.00
2	2	6		199.11.6399.00.10 4.23	$0.00
2	2	6		199.11.6399.23.10 4.11	$0.00
				Sub-Total	$200.00

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	199.11.6399.00.104.25	--	$0.00
				Sub-Total	$0.00

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Contracted Services - Training	199.13.6299.00.104.30	$2,400.00
1	7	1	Communities in Schools	199.32.6299.84.104.30	$25,000.00
				Sub-Total	$27,400.00

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	214.11.6268.02.104.24	214.11.6268.02.104.24	$7,404.00
2	2	1	Parent Liaison	211.61.6129.00.104.24	$44,400.00
2	2	1	Aide-Library Elementary	211.12.6129.00.104.24	$40,650.00
2	2	1	Social Worker	211.32.6119.00.104.24	$21,388.00
2	2	1	Aide-Title I	211.11.6129.00.104.24	$42,450.00
2	2	1	Music Teacher-Elementary	211.11.6119.00.104.24	$146,650.00
2	2	1	Librarian	211.12.6119.00.104.24	$20,675.00
2	2	3	FACES Conference $45 each	211.61.6419.04.104.30	$0.00
				Sub-Total	$323,617.00

San Elizario Independent School District

Josefa L. Sambrano Elementary

2026-2027 Campus Improvement Plan

Generated by Plan4Learning.com
September 01, 2026 at 04:39 PM

Mission Statement

Josefa L. Sambrano Elementary School will go beyond excellence by providing a nurturing learning environment that provides a solid foundation and instills a desire to be lifelong learners both academically and socially. In all that we do and all that we teach, we will provide education at an exemplary level.

Vision

Our students will be academically and socially developed citizens who are evolving in an innovative curriculum that meets the diverse needs of all students and equips them to be positive and contributing members of society.

Value Statement

At Josefa L. Sambrano students will be safe, respectful, and responsible.

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Comprehensive Needs Assessment

Demographics

Summary

Josefa L. Sambrano Student Demographics:

The information below provides a snapshot of Josefa L. Sambrano's demographic makeup for the 2025-2026 school year. The campus is one of three elementary schools in the San Elizario Independent School District.

Count Percent Gender

Female 233; 48%

Male 251; 52%

Ethnicity

Hispanic-Latino 479; 98.97%

American Indian - Alaskan Native 1; 0.21%

Asian 0; 0.00%

Black - African American 0; 0.00%

Native Hawaiian - Pacific Islander 0; 0.00%

American Indian - Alaska Native - 1; 0.18%

White 3; .62%

Two-or-More 1; 0.21%

Attendance

Average daily attendance - 93%

Students by Programs

Student Count by Program

Bilingual 307; 63.43%

English as a Second Language (ESL) 0; 0.00%

Alternative Bilingual Language Program 0; 0.00%

Alternative ESL Language Program 0; 0.00%

Gifted and Talented 9; 1.86%

Special Education (SPED) 99; 20.45%

Title I Participation 484; 100.00%

Dyslexia 3; .0.50%

Economic Disadvantage Breakdown:

Economic Disadvantage Total 437; 90.29%

Homeless Status Total 18; 3.72%

At-Risk 379; 78.31%

Strengths

Josefa L. Sambrano Elementary continues to expand opportunities for advanced learners, as evidenced by an increase in the number of students identified as Gifted and Talented (GT). Identified GT students receive 60 minutes of weekly pull-out instruction provided by the campus GT Coordinator, where they engage in rigorous, inquiry-based learning experiences that promote critical thinking, problem-solving, and creativity.

The campus has also seen an increase in the identification of students requiring special education services, reflecting the effectiveness of ongoing evaluation and referral processes. The consistent use of dyslexia screeners has strengthened early identification efforts, ensuring students receive timely and appropriate interventions and support services to address their individual learning needs.

Sambrano Elementary is staffed with 28 certified classroom teachers, 12 instructional aides, and 6 administrative support staff who work collaboratively to support student success. Additional targeted support is provided by two Reading Interventionists (At-Risk teachers), who focus on addressing reading deficits and accelerating literacy development among struggling learners.

The Dual Language Program remains a key strength of the campus, implemented through a 50/50 model that promotes bilingualism, biliteracy, and academic achievement in both English and Spanish. Teachers are supported through ongoing professional development and coaching provided by campus Instructional Specialists and district P-12 Instructional Officers, ensuring effective implementation of dual language instructional practices.

The campus continues to recognize and celebrate student achievement every nine weeks through celebrations that honor academic excellence (A and A/B Honor Roll), attendance, and character (Star Students). These events serve as a motivating factor for students and foster strong connections with families.

In partnership with the district parent liaison, librarian, counselor, and instructional specialists, the campus offers monthly family engagement sessions focused on literacy and other key topics such as Dual Language education, mental health, and academic support strategies. These sessions often include guest speakers and provide families with valuable tools to support student learning at home, further strengthening the home-school connection.

Through these combined efforts, Josefa L. Sambrano Elementary continues to build a comprehensive system of support that addresses the academic, social, and emotional needs of all students while fostering a culture of excellence and continuous growth.

Problem Statements Identifying Demographics Needs

	Problem Statement	Root Cause
1	Over 60 % of our student population is coded Limited English Proficient.	We have been implementing the 50/50 Dual Language Program. The incoming kindergarten students transitioning from Loya Primary follow a 90/10 program model. Our community is low socio-economic with a high percentage of Limited English Proficient students (emergent bilingual).

★ = Priority

Student Achievement

Summary

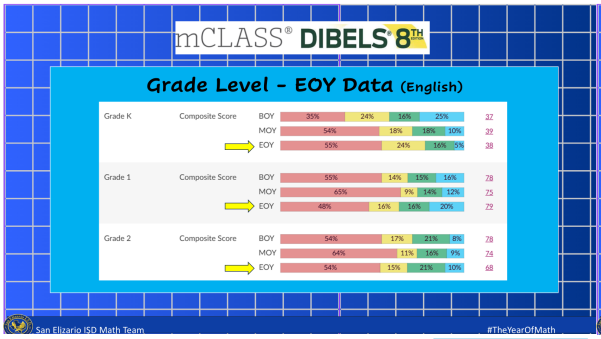
During the 2025–2026 academic year, teachers at Sambrano Elementary utilized the mCLASS assessment for Reading and the iReady diagnostic for Math to monitor student growth and identify instructional needs. Student participation remained at 100%, ensuring comprehensive data collection across all grade levels. Additionally, students were assessed using DRA/EDL to measure reading progress. Data indicate that a significant number of students are not yet meeting expected growth targets in reading, highlighting a continued need for targeted literacy support.

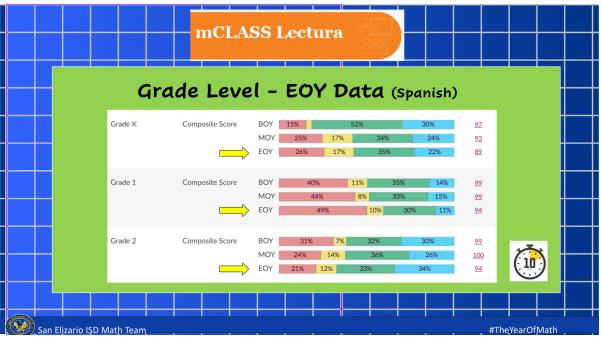
While students in Kindergarten through 2nd grade do not participate in STAAR assessments, Emergent Bilingual (EB) students were assessed using TELPAS. Kindergarten and 1st grade students were holistically rated in English language proficiency, while 2nd grade students completed the TELPAS online assessment in the domains of Listening, Speaking, Reading, and Writing. Participation for TELPAS remained at 100%, ensuring accurate measurement of language acquisition progress.

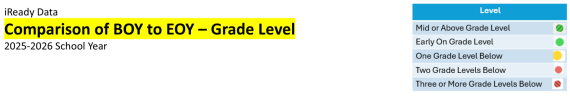
In addition to diagnostic and language proficiency assessments, all students participated in district benchmarks, unit assessments, and HQIM curriculum assessments. These multiple data points provided teachers with ongoing insight to inform instruction and interventions.

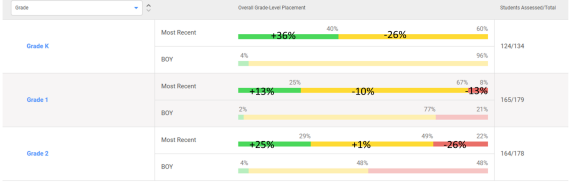
Sambrano Elementary continues to implement the Dual Language Program using a 50/50 model to support bilingual students in developing both English language proficiency and biliteracy. Instruction remains aligned to the English Language Proficiency Standards (ELPS), with a consistent focus on the use of the Summit K12 learning platform, which helps strengthen listening, speaking, reading, and writing skills. Emphasis has been placed on improving reading and listening comprehension through the implementation of research-based strategies aligned to the TEKS, ensuring students are supported in meeting grade-level expectations across all content areas.

Strengths









Problem Statements Identifying Student Achievement Needs

	Problem Statement	Root Cause
1	Students at Sambrano Elementary continue to demonstrate gaps in reading proficiency, as evidenced by assessment data across grade levels. While targeted supports are in place, there remains a need to strengthen Tier I instruction and intervention practices to accelerate student progress, increase overall reading levels, and ensure all students are performing at or above grade-level expectations in	High rates of student absenteeism have limited consistent access to core instruction, resulting in gaps in foundational literacy skills. This lack of sustained instructional continuity hinders students' ability to build and retain essential reading skills, ultimately impacting their progress toward grade-level proficiency.

★ = Priority

School Culture and Climate

Summary

During the 2026-2027 school year, as Loya Primary and Josefa L. Sambrano Elementary unite as one campus, we will intentionally cultivate a positive, inclusive, and collaborative school culture that reflects our shared commitment to student success. Building strong relationships among faculty, staff, students, families, and the community will remain a central focus as we establish a unified identity and strengthen a sense of belonging for all Wildcats.

To support this transition, we will embed opportunities for collaboration and team building throughout the year, encouraging meaningful connections across grade levels, departments, and professional roles. By fostering trust, teamwork, and shared accountability, we will create a cohesive campus culture where all staff members work collectively toward a common mission, vision, and set of expectations that prioritize student achievement and well-being.

The campus is committed to creating a high-performing learning environment where educators engage in purposeful collaboration to continuously refine instructional practices, families are valued as essential partners in the educational process, and administrators provide ongoing support, coaching, and resources to promote excellence. Weekly Professional Learning Communities (PLCs) will continue to serve as a cornerstone of our improvement efforts, utilizing data-driven decision-making, reflective practices, and shared expertise to strengthen teacher efficacy and improve student outcomes.

Faculty and staff will implement engaging, rigorous, and student-centered learning experiences designed to meet the diverse academic, social, emotional, and linguistic needs of all students. Equally important is our commitment to strengthening family partnerships through consistent communication, meaningful engagement opportunities, and resources that empower parents to support learning at home. These collective efforts will foster a culture of continuous improvement, high expectations, and shared responsibility, ensuring alignment with district goals and preparing students for long-term academic success.

Additionally, Josefa L. Sambrano Elementary will continue to implement the Multi-Tiered System of Supports (MTSS) framework, formerly known as PBIS, to promote a safe, respectful, and supportive learning environment for all students. Through clearly defined expectations, proactive interventions, positive reinforcement, and targeted behavioral supports, students will develop the skills necessary to make responsible choices, build positive relationships, and contribute to a welcoming and inclusive school community. By addressing both academic and behavioral needs through a comprehensive support system, the campus will foster a positive school climate where every student feels valued, connected, and empowered to succeed.

Strengths

Josefa L. Sambrano Elementary is committed to fostering a positive, supportive, and student-centered school culture where achievement, growth, and engagement are celebrated. A key strength of the campus is its intentional focus on recognizing student success. Every nine weeks, students are honored for their academic achievement, growth, effort, attendance, and positive character. These celebrations not only motivate students to strive for excellence but also cultivate a sense of pride, belonging, and ownership in their learning. By welcoming parents and families to participate in these events, the campus strengthens the connection between home and school while celebrating the collective

accomplishments of students.

Effective communication is another cornerstone of the campus's positive culture and climate. Faculty and staff receive a weekly newsletter that provides important information regarding campus events, instructional priorities, safety updates, district initiatives, and upcoming deadlines. This consistent communication promotes transparency, ensures alignment across all stakeholder groups, and supports a collaborative and informed professional learning environment.

Family engagement continues to be a significant strength at Josefa L. Sambrano Elementary. The campus actively creates opportunities for parents to become meaningful partners in their child's education through literacy-focused events, parent workshops, and interactive learning activities. Parent literacy sessions equip families with practical strategies and resources to support reading development at home, reinforcing classroom instruction and promoting student achievement. Additionally, family-centered projects encourage collaboration between students and caregivers, creating valuable learning experiences that extend beyond the classroom and strengthen family involvement.

The campus utilizes a variety of communication platforms to maintain strong and consistent connections with families. Through ClassDojo, phone calls, emails, monthly parent newsletters, campus and district websites, and social media channels, parents receive timely information and remain actively engaged in school activities and student learning. These multiple avenues of communication ensure that families feel informed, connected, and valued as essential partners in the educational process.

Collectively, these practices contribute to a welcoming, inclusive, and supportive school environment where students, staff, and families work together to promote academic success, positive relationships, and continuous growth. The strong sense of community and shared commitment to student achievement remain defining strengths of Josefa L. Sambrano Elementary's culture and climate.

Problem Statements Identifying School Culture and Climate Needs

	Problem Statement	Root Cause
1	During the 2026-2027 school year, Josefa L. Sambrano Elementary will transition into a unified campus following the consolidation of Loya Primary and Sambrano Elementary. This change requires intentionally building a cohesive culture, aligning expectations and practices, and fostering a strong sense of belonging among students, staff, and families to support a school climate and student success.	Declining enrollment led to the consolidation of two campuses with different cultures, systems, and traditions. Building a unified school community will require intentional efforts to align expectations, strengthen relationships, and foster collaboration among staff, students, and families.

★ = Priority

Staff Quality, Recruitment, and Retention

Summary

Josefa L. Sambrano Elementary is supported by a dedicated and experienced team that includes 28 teachers, 2 Instructional Specialists, and 12 Instructional Aides, along with essential support staff who contribute to the daily operations of the campus. A significant number of staff members have served the campus for many years, with an average tenure of approximately 10 years. Many are also members of the San Elizario community, which strengthens relationships with students and families and enhances the overall school culture.

The campus remains committed to retaining highly qualified staff by providing meaningful and relevant professional development opportunities aligned to student needs, teacher feedback, and research-based instructional practices. Professional learning is guided by district initiatives and focuses on strengthening instructional delivery, increasing student engagement, and improving academic outcomes.

Teachers consistently implement district-aligned instructional strategies that support diverse learners, including cooperative learning structures, differentiated instruction, and a balance of small-group and whole-group instruction. Ongoing formative assessments and district benchmarks (BOY, MOY, and EOY) are utilized to monitor student progress and inform instructional decisions, ensuring alignment to TEKS and grade-level expectations.

The campus leadership team includes one Principal, one Assistant Principal, and a full-time Counselor, with additional support from a shared Counselor. Instructional support is further strengthened by two Instructional Specialists and two Reading Interventionists who provide coaching, modeling, and targeted support for teachers to enhance instructional effectiveness.

A continued priority for the campus is closing achievement gaps, particularly in reading across all grade levels. Through strategic staffing, targeted professional development, and ongoing instructional support, Sambrano Elementary remains focused on building teacher capacity and improving student outcomes while maintaining a stable and committed workforce.

Strengths

Josefa L. Sambrano Elementary continues to maintain a 100% highly qualified staff, including both teachers and paraprofessionals, demonstrating a strong commitment to instructional excellence and student success.

Weekly Professional Learning Communities (PLCs) remain an integral component of campus operations, providing structured opportunities for teachers to collaborate, analyze data, and design targeted instruction to meet the diverse needs of all learners. These PLCs, supported by active administrative participation, strengthen instructional planning and ensure alignment with campus and district goals.

The campus prioritizes the development of teacher capacity and self-efficacy through ongoing, research-based professional development and intentional coaching. Student progress is consistently monitored using data tools such as graphs and fluency folders, with students actively tracking their own growth, fostering ownership and accountability for their learning.

Sambrano Elementary has also made significant progress in the integration of technology to support instruction. All

students have access to individual devices, and teachers are increasingly demonstrating proficiency in the effective use of instructional technology to enhance engagement and learning outcomes. Classrooms are equipped with interactive boards, allowing teachers to deliver dynamic, student-centered lessons that support a variety of learning styles.

These strengths reflect the campus's commitment to maintaining a highly effective staff, supporting continuous professional growth, and leveraging resources to improve instruction and student achievement.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

	Problem Statement	Root Cause
1	The campus must continue strengthening teacher capacity to address persistent achievement gaps in reading, ensuring that all staff members feel supported, valued, and committed to the success of the newly unified campus. Strategic efforts in staff retention, professional growth, and team building will be essential to maintaining a positive work environment and sustaining high achievement levels.	Due to declining enrollment, two campuses with distinct cultures, practices, and staff have been consolidated into one school community. This transition requires intentional collaboration, alignment of expectations, and professional learning to build a unified team, strengthen instructional practices, address academic needs, and support staff retention.

★ = Priority

Curriculum, Instruction, and Assessment

Summary

Josefa L. Sambrano Elementary will continue to implement the TCMPC as the primary guide for scope and sequence in all core content areas, along with the newly adopted reading and math curriculum, to ensure alignment with state standards and district expectations. Teachers utilize a variety of research-based instructional resources, including Estrellitas, Fundations, HMH curriculum, Accelerated Reader (AR), and Google Classroom, to support differentiated instruction and meet the diverse needs of all learners.

A strong emphasis is placed on continuous and intentional data analysis as a driving force for instructional decision-making. Through weekly Professional Learning Community (PLC) meetings, teachers engage in data disaggregation, progress monitoring, and lesson planning with a focus on achieving targeted student outcomes. Instruction across all classrooms is aligned to the Texas Essential Knowledge and Skills (TEKS) and is regularly monitored to ensure fidelity and rigor.

The Dual Language Program is fully implemented in grades Kindergarten through 2nd grade using a 50/50 instructional model, providing students with balanced literacy development in both English and Spanish. Teachers strategically integrate the English Language Proficiency Standards (ELPS) to support language acquisition and academic achievement for emergent bilingual students.

Guided reading and small-group instruction remain key instructional practices, allowing teachers to target reading levels, improve fluency, expand vocabulary, and strengthen comprehension skills. Through the integration of high-quality instruction, ongoing assessment, and collaborative planning, the campus continues to focus on improving student achievement and closing academic gaps.

Strengths

Josefa L. Sambrano Elementary will continue to implement a dedicated weekly 60-minute Professional Learning Community (PLC) block, providing structured time for teachers to collaborate, analyze student data, plan high-quality instruction, and engage in ongoing professional learning. PLCs will remain focused on data-driven decision-making, targeted instructional strategies, and planning with clear student outcomes in mind.

Content and language objectives will be clearly defined and consistently displayed in all classrooms to ensure students understand the purpose and expectations of daily instruction across all subject areas. Teachers will continue to implement research-based instructional practices, including the use of graphic organizers, interactive student notebooks, ELPS-aligned strategies, guided reading, HMH curriculum resources, and newly adopted science materials. These practices support student engagement and promote academic growth across all content areas.

The campus remains committed to ensuring a strong Tier I instructional foundation in every classroom through the implementation of a “powerful first teach,” emphasizing rigorous, standards-aligned instruction for all students. In addition, a designated daily intervention block is utilized to provide targeted, data-driven support for students requiring additional assistance or enrichment.

The Dual Language Program, implemented through a 50/50 model, continues to be a key component of instruction at Sambrano Elementary. Teachers consistently follow program expectations, including language allocation protocols and

instructional schedules, to support both English language acquisition and biliteracy. Staff feedback reflects strong support for the program, as it continues to enhance student outcomes and promote bilingualism and biliteracy across grade levels.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

	Problem Statement	Root Cause
1	Although Josefa L. Sambrano Elementary has implemented high-quality instructional resources, a standards-aligned curriculum, and structured collaboration through weekly PLCs, student performance data indicate a continued need to strengthen the consistent implementation of rigorous, data-driven instruction to accelerate learning, improve reading and math achievement, and close academic gaps.	Inconsistencies in the implementation of data-driven instructional practices, targeted small-group instruction, and differentiation have limited the campus's ability to fully address individual student needs. Continued support in leveraging student data to inform planning, instruction, and intervention is necessary to improve academic outcomes and accelerate student growth.

★ = Priority

Family and Community Engagement

Summary

Josefa L. Sambrano Elementary remains committed to strengthening partnerships with parents and the community by creating meaningful opportunities for active involvement in students' education. The campus, in collaboration with the district parent liaison, continues to provide a variety of parent engagement sessions focused on relevant topics that support student success. While parent participation has increased, the campus will continue to target and expand efforts to improve engagement, particularly in promoting the importance of consistent student attendance.

Parents are encouraged to participate in numerous campus events designed to foster connection and collaboration, including Open House, fall and spring parent-teacher conferences, Coffee with the Principal, Scholastic Book Fairs, literacy distribution events, GT Night, Student of the Month celebrations, and family literacy sessions that often include guest speakers.

Moving forward, the campus will continue to seek innovative and inclusive opportunities to engage families, strengthen communication, and build capacity among parents to support both the academic success and overall well-being of their children.

Strengths

Josefa L. Sambrano Elementary maintains consistent and effective communication with families through multiple platforms, including ClassDojo, Google Classroom, automated calling systems, the campus website, Smore parent newsletters, the school marquee, and direct phone communication. These varied communication methods ensure that families remain informed, connected, and engaged in campus activities and student learning.

The campus provides numerous opportunities throughout the year for parent and family involvement, including monthly literacy-focused "Book of the Month" sessions, recognition and awards ceremonies, GT Family Night, STEM Night, Math Bee events, and parent-teacher conferences. These events are designed to strengthen the home-school connection and support student achievement across all content areas.

The campus has noted a gradual increase in parent volunteerism and participation; however, efforts will continue to expand engagement opportunities, remove barriers to participation, and encourage greater involvement from all families. Through intentional communication and inclusive events, Sambrano Elementary remains committed to fostering strong partnerships that support student success.

Problem Statements Identifying Family and Community Engagement Needs

	Problem Statement	Root Cause
1	We are experiencing high rates of student absenteeism, which significantly impacts student learning and academic progress. Frequent absences limit students' access to quality instruction, interrupt continuity of learning, and contribute to gaps in foundational skills. This pattern of inconsistent attendance is hindering the campus's ability to ensure all students achieve grade-level proficiency.	Limited parent and student awareness of the importance of consistent school attendance, including its direct impact on academic achievement, has contributed to higher rates of absenteeism. Additionally, there is a need to strengthen parent engagement and communication regarding attendance expectations and the benefits of regular school participation.

★ = Priority

School Organization

Summary

Josefa L. Sambrano Elementary is committed to ensuring academic success for all students through the implementation of a structured and purposeful master schedule designed to maximize instructional time. The instructional day, from 7:20 a.m. to 4:05 p.m., prioritizes high-quality Tier I instruction while incorporating a dedicated daily intervention block to provide targeted, small-group support for students requiring additional academic assistance.

Weekly Professional Learning Communities (PLCs) are embedded into the schedule to support collaborative planning, data analysis, and ongoing professional development. These PLCs allow teachers to monitor student progress, adjust instruction based on data, and implement effective, research-based strategies to meet the diverse needs of all learners.

Additional academic supports are provided through At-Risk Interventionists and instructional aides, who work closely with Kindergarten through 2nd-grade students to strengthen foundational literacy and math skills. The campus also provides extended learning opportunities through fall and spring intersession programs, as well as summer programming. These sessions support students in need of acceleration and ensure compliance with state requirements for Emergent Bilingual (EB) early childhood students, including 30 hours of instruction per semester and 60 hours during the summer (totaling 120 hours annually).

A key campus priority is the protection of instructional time to ensure that learning is not compromised throughout the school day. Systems and structures are in place to minimize disruptions and maximize opportunities for student engagement and achievement.

Through the Effective Schools Framework (ESF) diagnostic self-assessment, the campus leadership team identified the following priority areas for continuous improvement:

- **Essential Action 1.1:** Strengthen the development of campus instructional leaders (principal, assistant principal, counselor, and teacher leaders) by clearly defining roles, responsibilities, and leadership actions.
- **Essential Action 3.1:** Establish and sustain a compelling, aligned vision, mission, goals, and values focused on maintaining a safe environment and promoting high expectations for all students.
- **Essential Action 5.3:** Enhance data-driven instruction through consistent use of student data to inform teaching practices, interventions, and progress monitoring.

Through these focused efforts, Josefa L. Sambrano Elementary continues to build a strong instructional framework that supports student achievement, closes learning gaps, and promotes continuous improvement across the campus.

Strengths

Josefa L. Sambrano Elementary provides structured, in-school intervention throughout the instructional day to address the diverse academic needs of all students. Targeted intervention is embedded within the daily schedule, allowing students who have not yet mastered grade-level content to receive additional, focused support through small-group instruction aligned to their specific learning gaps.

To further support student success, the campus offers extended learning opportunities through fall and spring intersession programs. Students identified as at-risk of not meeting academic expectations are strongly encouraged to

attend these sessions, where they receive additional time and targeted instruction to reinforce essential skills and accelerate learning.

Through the combination of daily intervention and intersession support, the campus remains committed to providing timely, data-driven interventions to ensure all students make meaningful academic progress and move toward grade-level proficiency.

Problem Statements Identifying School Organization Needs

	Problem Statement	Root Cause
1	To accelerate student learning and close academic gaps, particularly in foundational literacy and mathematics, the campus must continue to build leadership capacity, strengthen collective accountability, and ensure that instructional decisions are consistently informed by timely student data and progress monitoring.	Growth is needed in leadership development, vision and goal alignment, and data-driven instruction. Addressing these areas will ensure a more cohesive instructional program, increased staff effectiveness, and improved academic outcomes for all students.

★ = Priority

Technology

Summary

Josefa L. Sambrano Elementary is equipped with a robust technology infrastructure that supports effective teaching and learning in all classrooms. Each classroom is outfitted with wireless connectivity and interactive panels, enabling teachers to deliver engaging, multimedia-rich instruction and quickly access digital resources to enhance lesson delivery and assess student understanding in real time.

The campus maintains a 1:1 student-to-device ratio, ensuring that all students have consistent access to technology to support their learning. Students regularly utilize Chromebooks and a variety of instructional platforms and digital resources to reinforce academic skills, promote collaboration, and extend learning beyond the classroom. Kindergarten students have transitioned to Chromebooks while still maintaining access to a limited number of iPads for targeted intervention and support.

Teachers continue to build their capacity in technology integration through ongoing professional development, moving beyond basic usage toward more purposeful and effective implementation of digital tools and applications to enhance instruction and increase student engagement.

In addition to classroom technology, the campus is supported by three fully equipped computer labs, each with 25 updated desktop computers, for a total of 75 student stations. A dedicated computer lab aide provides support to both teachers and students, assisting with technology-based lessons and ensuring the effective use of digital resources.

Josefa L. Sambrano Elementary remains committed to expanding and refining its use of technology to support high-quality instruction, promote digital literacy, and prepare students with the 21st-century skills necessary for future success.

Strengths

Josefa L. Sambrano Elementary ensures equitable access to technology by maintaining a 1:1 student-to-device ratio, allowing all students to engage in daily digital learning experiences that support and enhance instruction across content areas. Classrooms are equipped with the necessary technology tools to facilitate interactive, student-centered learning environments.

The campus remains committed to continuously updating and maintaining classroom technology to meet the evolving needs of both students and staff. These resources support effective lesson delivery, real-time assessment, and increased student engagement.

Both teachers and students have demonstrated increased proficiency and efficiency in utilizing technology as part of the teaching and learning process. Teachers have actively participated in ongoing, targeted professional development focused on technology integration, enabling them to incorporate digital tools and instructional applications more effectively into daily instruction.

Through these efforts, Josefa L. Sambrano Elementary continues to strengthen its use of technology to enhance instructional practices, promote digital literacy, and support improved student outcomes.

Problem Statements Identifying Technology Needs

	Problem Statement	Root Cause
1	With a 1:1 student-to-device ratio and access to multiple digital learning resources, opportunities exist to increase the consistent and purposeful integration of technology to enhance student engagement, personalize learning, and improve academic achievement across all grade levels.	Varying levels of proficiency and confidence in technology integration have resulted in inconsistent implementation of digital tools to support instruction. As a result, continued professional learning and instructional support are needed to maximize the effectiveness of technology as a tool for teaching, learning, and student success.

★ = Priority

Data Documentation for CNA

Data Documentation for CNA

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

Improvement Planning Data

- ☑ **Campus goals**
- ☑ **Performance Objectives with summative review (prior year)**
- ☑ **Campus/District improvement plans (current and prior years)**

Accountability Data

- ☑ **Texas Academic Performance Report (TAPR) data**

Student Data: Assessments

- ☑ **Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results**
- ☑ **Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results**
- ☑ **Local diagnostic reading assessment data**

Student Data: Student Groups

- ☑ **Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups**
- ☑ **Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group**
- ☑ **Economically disadvantaged / Non-economically disadvantaged performance and participation data**
- ☑ **Male / Female performance, progress, and participation data**

Student Data: Behavior and Other Indicators

- ☑ **Attendance data**

Goals

Goal 1 To promote student success by providing a supportive, inclusive, and empowering educational environment.

Performance Objective 1

Increase the percentage of all students making academic growth in Mathematics using evidence based strategies and resources.

Evaluation Data Source: District and program assessment results

Strategy 1

High-quality instructional Materials in Mathematics Pre-K-12, meeting state standards, will be used with fidelity

Strategy's Expected Result/Impact: Assessment results will reflect a 1% increase in mathematics assessment results per Bluebonnet Assessments.

Staff Responsible for Monitoring: Campus Instructional Specialists

Funding Sources: supplies 199: General, Bilingual Education, 199.11.6399.00.103.25, $4,500

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Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Increase in student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Campus Instructional Specialists, District Instructional Officers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: An increase in student achievement in all content areas is achieved through planning a powerful first teach, planning with the end in mind, and monitoring student achievement through data review.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

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Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: Increase student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

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Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District (bilingual) Instructional Officer

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

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Performance Objective 2 ☑ High Priority

Increase the percentage of all students making academic growth in Reading and Writing using evidence based strategies and resources

Evaluation Data Source: HMH assessment data, DRA/EDL reading assessment levels, guided reading binders,

Strategy 1

High-quality instructional materials in Reading and writing Pre-K-12, meeting state standards, should be used with fidelity

Strategy's Expected Result/Impact: Increase in student achievement through the use of high-quality instructional materials, such as HMH, that will lead to student mastery in unit and campus assessments.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District C & I staff, teachers

Funding Sources: Supplies 199: General, Basic, 199.11.6399.00.103.11, $4,000, Toner 199: General, Basic, 199.11.6399.53.103.11, $760, Reading materials 199: General, Special Education, 199.11.6329.00.103.23, $1,500, Reading Academy 199: General, State Compensatory Education, 199.13.6239.00.103.30, $3,000, Contracted Services - Training 199: General, State Compensatory Education, 199.13.6299.103.30, $2,400, AVID 199: General, State Compensatory Education, 199.23.6495.00.103.30, $3,837.5, Carpet 199: General, Special Education, 199.11.6398.00.103.23, $626

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments

Formative Reviews

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Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Increase in student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Campus Instructional Specialists, District Instructional Officers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: An increase in student achievement in all content areas is achieved through planning a powerful first teach, planning with the end in mind, and monitoring student achievement through data review.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: Increase student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District (bilingual) Instructional Officer

Funding Sources: Supplies 263: Title III, Part A English Language Acq., 263.11.6399.01.103.25, $29,387

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

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Performance Objective 3

Increase the percentage of all students making academic growth in Science and Social studies using evidence based strategies and resources

Evaluation Data Source: HQIM, such as the McGraw-Hill curriculum

Strategy 1

High-quality instructional materials to be used in Science and Social Studies classes Pre-K-12, meeting state standards, should be used with fidelity

Strategy's Expected Result/Impact: HQIM, such as the McGraw-Hill curriculum, will help increase performance in content areas on unit and campus assessments.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, teachers, District Instructional Officers

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 2

Systemically refine, monitor, and adjust the PLC process to ensure that instructional plans are developed purposefully through the use of data to address the needs of all students individually. SLO data, Benchmarks: BOY, MOY, EOY, Checklist Assessment (Teacher Created). Provide practice opportunities for students in special education in grades k-12 to practice STAAR content and language supports

Strategy's Expected Result/Impact: Increase in student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Campus Instructional Specialists, District Instructional Officers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 3

Develop and implement a system of intentional monitoring aligned with the lesson plan expectations and the use of manipulatives Google Slides/Microsoft Office programs for lesson planning.

Strategy's Expected Result/Impact: An increase in student achievement in all content areas is achieved through planning a powerful first teach, planning with the end in mind, and monitoring student achievement through data review.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, teachers

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction

Formative Reviews

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Strategy 4

Implement a coaching model (Name it, See it, Do it) to consistently provide timely and actionable feedback to teachers, instructional specialists, and administrators regarding instructional practices

Strategy's Expected Result/Impact: Increase student achievement in all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 5

Address the needs of Dual Language/EBs students by designating instructional time for Summit K-12 to target and develop students' listening and speaking skills.

Strategy's Expected Result/Impact: Increase in vocabulary development, reading levels, comprehension, and fluency across all content areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, District (bilingual) Instructional Officer

TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math

Formative Reviews

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Performance Objective 4

Increase the percentage of student participation in Post-secondary opportunities

Strategy 1

Provide college-level courses opportunities for students when applicable, Strengthen College Prep Courses, Recruit and retain students in the San Elizario Early College High School

Formative Reviews

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Strategy 2

Align endorsements, CTE between Middle School and High School, introduce these options in the PK3-6 grade levels

Strategy's Expected Result/Impact: Students will be exposed to career options that may align with CTE endorsements at GEMS or SEHS.

Staff Responsible for Monitoring: Campus counselors, teachers

TEA Priorities: Connect high school to career and college

Formative Reviews

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Strategy 3

CCMR Data Monitoring - Establish dedicated teams at each campus to track and support student progress towards meeting CCMR indicators to include SLO Check-Ins

Formative Reviews

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Strategy 4

Collaborate with local employers to provide real-world experiences that align with career pathways

Strategy's Expected Result/Impact: Students will be exposed to real-world careers.

Staff Responsible for Monitoring: Campus counselors, teachers

Formative Reviews

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Strategy 5

Continue to offer opportunities for ROTC programs, military or other services opportunities

Formative Reviews

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Performance Objective 5

Ensure students are well rounded and 21st century ready

Evaluation Data Source: Walk-through data and information, librarian input, Fitness Gram data, program participation rosters

Strategy 1

Provide students with opportunities to learn and develop new skills in the library with the support of our librarians

Strategy's Expected Result/Impact: Improvement in academic areas in reading and writing.

Staff Responsible for Monitoring: Campus librarian, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 2

Students will have access to computer technology, library resources, TexQuest digital resources, classroom libraries as it relates to reading enhancement as set by TEKS objectives, to include e-books, paper reading materials, workbooks, online diagnostic tests such as through LPAC, i-Ready, No Red Ink, Curriculum Associates programs for reading comprehension, and intervention kits needed to improve literacy and writing skill of all students to include sub-populations such as Emergent Bilingual and Special Education. (Daily)

Strategy's Expected Result/Impact: Improvement in all academic areas.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, Librarian, teachers

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

September	November	January	March

Strategy 3

Provide opportunities for students to excel in Fine Arts programs as well as educate student in the world or physical education

Strategy's Expected Result/Impact: Increase physical movement and activity.

Staff Responsible for Monitoring: Physical education campus staff

Formative Reviews

September	November	January	March

Strategy 4

Provide additional opportunities to refine their academic standing to include, AVID (Advancement via Individual Determination), after hours instructional time, intersessions and summer school

Strategy's Expected Result/Impact: Acquisition of skills, targeted interventions, and an increase in academic achievement.

Staff Responsible for Monitoring: Teachers, Instructional Specialists, Campus Administration

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

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Strategy 5

GT students will be provided with out-of-school opportunities through educational field trips, participation in Team Quest. GT students will have access to technology to enhance differentiated Instruction for GT students through content, process and products, to include the STEM Expo. Materials will include iPads, cameras, Chromebooks, etc. (Monthly through June).

Staff Responsible for Monitoring: Principal
GT Coordinator

Funding Sources: Contracted services 199: General, Gifted & Talented, 199.11.6299.00.103.21, $725, supplies 199: General, Gifted & Talented, 199.11.6399.00.103.21, $300, Region xix 199: General, Gifted & Talented, 199.13.6239.00.103.21, $75, Student travel 199: General, Gifted & Talented, 199.11.6412.00.103.21, $325, Testing 199: General, Gifted & Talented, 199.31.6339.00.103.21, $519.5, Transportation 199: General, Gifted & Talented, 199.11.6494.00.103.21, $880.5, Testing 199: General, Gifted & Talented, 199.11.633900.103.21, $550

Formative Reviews

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Performance Objective 6

Provide a safe and supportive environment for all

Evaluation Data Source: Discipline referral data, threat assessment data, and attendance data

Strategy 1

Continue with activities that promote students to attend school every day, not limited to, but to also include basic necessities for sub-populations such as migrant, homeless, foster care and transition students.

Strategy's Expected Result/Impact: Increase in attendance percentage at each grade level.

Staff Responsible for Monitoring: Campus administration, attendance clerk, teachers

Funding Sources: awards 199: General, Basic, 199.11.6499.19.103.11, $2,795, Misc 199: General, Basic, 199.31.6499.00.103.99, $700, Supplies 199: General, Basic, 199.31.6399.00.103.99, $1,250

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

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Strategy 2

Services that help promote PBIS, SEL and activities in which counselors are involved in campus wide

Strategy's Expected Result/Impact: Decrease in discipline referrals, access to student interventions and services.

Staff Responsible for Monitoring: Campus counselors, Campus Administration, teachers, PBIS committee

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 3

Ensure custodians and staff have all of the necessary supplies to keep the building clean and sanitized.

Strategy's Expected Result/Impact: Safe, clean, and healthy school atmosphere.

Staff Responsible for Monitoring: Campus custodians, Campus Administration

Funding Sources: supplies 199: General, Basic, 199.33.6399.00.103.99, $76.5

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Performance Objective 7

State Compensatory Education provides additional funding for supplemental programs and services to support students identified as being at risk of dropping out of school or who are economically disadvantaged.

Strategy 1

SCE funds must supplement, not replace, the regular education program and are used to offer focused support such as tutoring, mentoring, and accelerated instruction, to include resources and equipment, to help these students achieve grade-level proficiency, reduce the dropout rate, and ultimately close the academic gap with their peers.

Staff Responsible for Monitoring: Campus Principal

Funding Sources: Licenses (SBITA) 199: General, State Compensatory Education, 199.11.6396.00.103.30, $3,874, software licenses 199: General, State Compensatory Education, 199.11.6268.00.103.30, $7,498, Technology 199: General, State Compensatory Education, 199.11.6395.00.103.30, $14,407.6, Intersession 199: General, State Compensatory Education, 199.10.6117.00.103.30, $5,000, AVID Membership 199: General, State Compensatory Education, 199.11.6495.00.103.30, $7,462.5

Formative Reviews

September	November	January	March

Goal 2 To recruit, retain, support, and actively engage staff in fostering a positive and effective work environment

Performance Objective 1

Create systems that will help with Staff recruitment and retention. Ensure district/campus communication continues so that high quality staff are in our classrooms

Evaluation Data Source: Employee EOY climate survey, weekly employee newsletter

Strategy 1

Refine employee appreciation events in meaningful ways utilizing district approved funds, create a tracking system to review retention rates for each job family which helps Maintain a competitive salary and stipend schedule with 4A districts within the region(19).

Strategy's Expected Result/Impact: Employees will be recognized and celebrated throughout the year to help build a positive school culture.

Staff Responsible for Monitoring: Campus administration

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	November	January	March

Strategy 2

Improve employee safety and well being which also includes the support and develop effective relationships with IHE's place student teachers and to mentor and recruit highly qualified teachers which can include but is not limited to Early Childhood Ed. Training & SPED (AU) training. Highly Qualified and Certified Staff Assurance monitoring process to ensure ongoing staff certification requirements.

Strategy's Expected Result/Impact: Strong relationships will help foster safety and well-being, encouraging staff to stay, avoiding a high turnover rate while keeping staff well-informed and knowledgeable.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists

Funding Sources: Region XIX 199: General, Special Education, 199.13.6239.00.103.23,

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 3

Create district/campus marketing and communication for recruitment of highly qualified employees during strategically planned job fairs

Formative Reviews

September	November	January	March

Performance Objective 2

Maintain high levels of productivity and service quality by leveraging continued staff support to ensure team members have the resources, guidance, and encouragement needed to meet or exceed goals.

Evaluation Data Source: Increase in student achievement per state assessments and decrease in teacher turnover per yearly PEIMS employee data.

Strategy 1

Improved efficiency and effectiveness of district and campus operations by ensuring job descriptions accurately reflect current roles and responsibilities. This alignment will help maximize staff performance, clarify expectations, and optimize the use of resources across positions such as

Strategy's Expected Result/Impact: Employees will collaborate with teachers and administrators to ensure alignment in lesson delivery, resulting in employee output efficacy and student achievement.

Staff Responsible for Monitoring: Campus Administration, Human Resources Dept.

Funding Sources: Campus Instructional Specialist-Elementary 211: Title I, Part A Improving Basic Programs, 211.13.6119.00.103.24, $91,450, Short Term SBITAs - Software lic expire w/in 12 months 199: General, State Compensatory Education, 199.11.6268.00.103.24, $8,000, Library Aide 211: Title I, Part A Improving Basic Programs, 211.12.6129.00.103.24, $22,750, Librarian 211: Title I, Part A Improving Basic Programs, 211.12.6119.00.103.24, $62,025, Parent Liaison 211: Title I, Part A Improving Basic Programs, 211.61.6129.00.103.24, $24,250, Aide-Title I 211: Title I, Part A Improving Basic Programs, 211.11.6129.00.103.24, $56,750, Social Worker 211: Title I, Part A Improving Basic Programs, 211.32.6119.00.103.24, $16,963, Perpetual and Non-SBITA Licences 199: General, State Compensatory Education, 199.11.6396.00.103.24, $3,800

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

September	November	January	March

Strategy 2

Refine the current coaching for success manual and training processes to include detailed approaches to coaching, expectations, and documentation

Strategy's Expected Result/Impact: Teacher support and effectiveness, student achievement

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, Instructional Officers

TEA Priorities: Recruit, support, retain teachers and principals

Formative Reviews

September	November	January	March

Strategy 3

Provide employees with ongoing coaching and professional development to continuously improve positive responsiveness, job-aligned knowledge, and SEISD culturally-centered service which include Early Childhood Education & SPED (AU) Professional Development/Training

Strategy's Expected Result/Impact: Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, C&I staff

Funding Sources: Food 199: General, Basic, 199.13.6497.00.103.99, $1,125.64, Region XIX 199: General, Special Education, 199.13.6239.00.103.23, $650

TEA Priorities: Recruit, support, retain teachers and principals

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	November	January	March

Strategy 4

Provide professional development opportunities for librarians that can directly support instruction and student achievement. Allow for additional support systems or training for our nurses district-wide.

Strategy's Expected Result/Impact: Overall increase in student achievement in all content areas through the implementation of skills and strategies acquired through training.

Staff Responsible for Monitoring: Campus administration, Instructional Specialists, C&I staff, District Nurse, District Librarian, Administrators

Formative Reviews

September	November	January	March

Strategy 5

Administrator office(s) main office, PLC rooms, PBIS room, counselor's offices and library will maintain general supplies, computers, radios, and any other equipment, furniture, printers with ink/toner and supplies necessary to conduct safe and effective transactions on a daily basis. (Daily)

Strategy's Expected Result/Impact: All staff will receive the necessary materials to establish effective communication and remain safe at all times.

Staff Responsible for Monitoring: Campus administration, campus secretary, SRO, ISs, counselor, librarian

ESF Levers: Lever 1: Strong School Leadership and Planning

Formative Reviews

September	November	January	March

Strategy 6

Classrooms will have the necessary supplies, furniture, and technology tools to carry out day-to-day instructional activities

Strategy's Expected Result/Impact: An effective teaching setting that is conducive to learning for all students.

Staff Responsible for Monitoring: Campus administration, head custodian, campus secretary

Funding Sources: Technology 199: General, Bilingual Education, 199.11.6395.00.103.25, $16,999, Technology 289:Title IV, Part A Subpart 1, 289.11.6395.02.103.30, $22,243

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Goal 3 To create and sustain meaningful community partnerships that support shared goals and enhance student success

Performance Objective 1

Increase parent and/or legal guardian satisfaction and engagement, which also involves community engagement, as stakeholder engagement is important for student/parental success

Evaluation Data Source: Parent session sign-in sheets, survey data

Strategy 1

Design & standardize learning opportunities for parents/guardians at each school. Continue monthly family sessions & MTTS. Encourage participation and offer interactive communication methods, training, and workshops to teach parents different methods of accessing district information. Identify different ways to engage with the community (ie, health fairs, movie nights, collaboration with influential community/city/state representatives, etc), parent committees (i.e., SBDM, SHAC, LPAC). Provide post-secondary information for parents.

Strategy's Expected Result/Impact:
Increase in students' social/emotional well-being, increase home/school connection to inform parents on strategies to support students at home for academic achievement.

Staff Responsible for Monitoring: Campus administration, school counselors, campus parent liaison

Funding Sources: Region XIX 211: Title I, Part A Improving Basic Programs, 211.61.6239.04.103.24, $225, Reading Materials 211: Title I, Part A Improving Basic Programs, 211.61.6329.04.103.24, $500, snacks 211: Title I, Part A Improving Basic Programs, 211.61.6497.04.103.24, $500, Supplies 211: Title I, Part A Improving Basic Programs, 211.61.6399.04.103.24, $1,480, Training 211: Title I, Part A Improving Basic Programs, 211.61.6411.01.103.24, $300, Training 211: Title I, Part A Improving Basic Programs, 211.61.6419.04.103.24, $315

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 2

Develop and conduct a climate survey to assess effectiveness. Connect with the community through digital and media marketing strategies, which encourage a strong volunteer program.

Strategy's Expected Result/Impact: Create a positive school culture and build a strong volunteer program.

Staff Responsible for Monitoring: Campus administration, parent liaison

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Performance Objective 2

Strengthen relationships with external organizations and/or businesses to expand home/school connection

Evaluation Data Source: Meeting sign-in sheets, parent session sign-in sheets

Strategy 1

Expand Partners in Education program to support the mission/vision of the Distric and campus. Examine ways to reduce district expenses through business partnerships, grants, and financial support

Strategy's Expected Result/Impact: Meet the diverse needs of all students and empower them to become successful members of a global community.

Staff Responsible for Monitoring: District staff, campus administrators, school counselors, parent liaison

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Strategy 2

Develop and implement a community-based student mentor program for high-risk students, not limited to, but to also include services for sub-populations such as migrant, homeless, foster care and transition students.

Strategy's Expected Result/Impact: Support student mentees navigate academic, social, and personal challenges, fostering a sense of belonging and promoting success in their educational journey.

Staff Responsible for Monitoring: School counselors, campus administration, district staff

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

September	November	January	March

Goal 4 To ensure alignment of financial and operational systems that supports organizational efficiency and strategic priorities.

Performance Objective 1

Ensure solvency, sustainability, and transparency with district/campus finances

Evaluation Data Source: Budget spending recap, budget spending data

Strategy 1

Review cash flow projections and needs for district/campus needs, to include technology devices for student and staff use.

Strategy's Expected Result/Impact: Increase in performance by teachers and students through mastery across all content areas as measured by district/state assessments.

Staff Responsible for Monitoring: Campus administration, district staff

Funding Sources: Student & Teacher Devices 211: Title I, Part A Improving Basic Programs, 211.11.6395.02.103.30, $3,612, Student & Teacher Devices 289:Title IV, Part A Subpart 1, 289.11.6395.02.103.30, $22,243

Formative Reviews

September	November	January	March

Strategy 2

Review changes in enrollment, staffing, and legislative funding formulas and/or mandates. Present information and/or data and revise budget accordingly through Board action

Strategy's Expected Result/Impact: Promote fiscal responsibility.

Staff Responsible for Monitoring: District staff, campus administration

Formative Reviews

September	November	January	March

Performance Objective 2

Guarantee the optimization of financial resources

Evaluation Data Source: Budget spending recap, budget spending data

Strategy 1

Alignment of budget sources with campus & department needs/instruction, development of an equipment replacement plan (ERP), development of a long-range facilities & maintenance needs plan

Strategy's Expected Result/Impact: Promote fiscal responsibility and a safe facility

Staff Responsible for Monitoring: District staff, campus administration

Formative Reviews

September	November	January	March

Performance Objective 3

Focus on the implementation of operational efficiencies

Evaluation Data Source: HR data and campus staff information

Strategy 1

Benchmark of staffing ratios, Review of pay structures, Conduct an efficiency audit

Strategy's Expected Result/Impact: To promote long-term fiscal responsibility for the campus and district.

Staff Responsible for Monitoring: District staff, campus administration

Formative Reviews

September	November	January	March

State Compensatory Education

State Compensatory

Budget for Josefa L. Sambrano Elementary

Total SCE Funds: $190,640.00

Total FTEs Funded by SCE: 4

Brief Description of SCE Services and/or Programs

Personnel for Josefa L. Sambrano Elementary

Name	Position	FTE
Garcia, Corina	Teacher At Risk Services	1
Padilla, Alyssa	Instructional Specialist	1
Tapia, Miguel	Aide-Computer Lab	1
Vallejo, Maribel	Campus Instructional Specialist	1

Title I Summary

Title I Personnel

Name	Position	Program	FTE
Baca, Rita	Aide-Title I*	Title I, Part A	1
Cortez, Patricia	Aide-Title I	Title I, Part A	1
Duran, Cesar	Campus Instructional Specialist	Title I, Part A	1
Graves, Sylvia	Social Worker	Title I, Part A	0.23
Jasso, Mercedes	Librarian	Title I, Part A	0.75
Jauregui, Rebecca	Parent Liaison	Title I, Part A	1
Montoya, Erika	Aide-Library Elementary*	Title I, Part A	1

Committees

Committees

Site Based Decision Making Committee

Members

First Name	Last Name	Position	Committee Role
Ashley	Garcia	Liaison	Parent
Susana	Frescas	P	Member
Lydia	Sandate	AP	Member
Leticia	Rodarte	Para	Community Member
Nanette	Raulston	Teacher- SPED	Member
Alyssa	Padilla	Other School Leader	Member
Cesar	Duran	Other School Leader	Member
Samantha	Delgado	Teacher- 2	Member
Isela	Maldonado	Teacher- 2	Member
Krystle	Reyes	Teacher- 1	Member
Denise	Mendoza	Teacher- 1	Member
Maribel	Rodriguz	Teacher- K	Member
Evelyn	Castañeda	Teacher- K	Member

Funding Summary

Funding Summary

199: General, Basic

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies	199.11.6399.00.103.11	$4,000.00
1	2	1	Toner	199.11.6399.53.103.11	$760.00
1	6	1	awards	199.11.6499.19.103.11	$2,795.00
1	6	1	Misc	199.31.6499.00.103.99	$700.00
1	6	1	Supplies	199.31.6399.00.103.99	$1,250.00
1	6	3	supplies	199.33.6399.00.103.99	$76.50
2	2	3	Food	199.13.6497.00.103.99	$1,125.64
				Sub-Total	$10,707.14

199: General, Gifted & Talented

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	5	5	Contracted services	199.11.6299.00.103.21	$725.00
1	5	5	supplies	199.11.6399.00.103.21	$300.00
1	5	5	Region xix	199.13.6239.00.103.21	$75.00
1	5	5	Student travel	199.11.6412.00.103.21	$325.00
1	5	5	Testing	199.31.6339.00.103.21	$519.50
1	5	5	Transportation	199.11.6494.00.103.21	$880.50
1	5	5	Testing	199.11.633900.103.21	$550.00
				Sub-Total	$3,375.00

199: General, Special Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading materials	199.11.6329.00.103.23	$1,500.00
1	2	1	Carpet	199.11.6398.00.103.23	$626.00
2	1	2	Region XIX	199.13.6239.00.103.23	$0.00
2	2	3	Region XIX	199.13.6239.00.103.23	$650.00
				Sub-Total	$2,776.00

199: General, Bilingual Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	supplies	199.11.6399.00.103.25	$4,500.00
2	2	6	Technology	199.11.6395.00.103.25	$16,999.00
				Sub-Total	$21,499.00

199: General, State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Reading Academy	199.13.6239.00.103.30	$3,000.00
1	2	1	Contracted Services - Training	199.13.6299.103.30	$2,400.00
1	2	1	AVID	199.23.6495.00.103.30	$3,837.50
1	7	1	Licenses (SBITA)	199.11.6396.00.103.30	$3,874.00
1	7	1	software licenses	199.11.6268.00.103.30	$7,498.00
1	7	1	Technology	199.11.6395.00.103.30	$14,407.60
1	7	1	Intersession	199.10.6117.00.103.30	$5,000.00
1	7	1	AVID Membership	199.11.6495.00.103.30	$7,462.50
2	2	1	Short Term SBITAs - Software lic expire w/in 12 months	199.11.6268.00.103.24	$8,000.00
2	2	1	Perpetual and Non-SBITA Licences	199.11.6396.00.103.24	$3,800.00
				Sub-Total	$59,279.60

211: Title I, Part A Improving Basic Programs

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1	Campus Instructional Specialist-Elementary	211.13.61 19.00.10 3.24	$91,450.00
2	2	1	Library Aide	211.12.61 29.00.10 3.24	$22,750.00
2	2	1	Librarian	211.12.61 19.00.10 3.24	$62,025.00
2	2	1	Parent Liaison	211.61.61 29.00.10 3.24	$24,250.00
2	2	1	Aide-Title I	211.11.61 29.00.10 3.24	$56,750.00
2	2	1	Social Worker	211.32.61 19.00.10 3.24	$16,963.00
3	1	1	Region XIX	211.61.62 39.04.10 3.24	$225.00
3	1	1	Reading Materials	211.61.63 29.04.10 3.24	$500.00
3	1	1	snacks	211.61.64 97.04.10 3.24	$500.00
3	1	1	Supplies	211.61.63 99.04.10 3.24	$1,480.00
3	1	1	Training	211.61.64 11.01.10 3.24	$300.00
3	1	1	Training	211.61.64 19.04.10 3.24	$315.00
4	1	1	Student & Teacher Devices	211.11.63 95.02.10 3.30	$3,612.00
				Sub-Total	$281,120.00

263: Title III, Part A English Language Acq.

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5	Supplies	263.11.63 99.01.10 3.25	$29,387.00
				Sub-Total	$29,387.00

289:Title IV, Part A Subpart 1

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
2	2	6	Technology	289.11.63 95.02.10 3.30	$22,243.00
4	1	1	Student & Teacher Devices	289.11.63 95.02.10 3.30	$22,243.00
				Sub-Total	$44,486.00

Regular Meeting

Wednesday, August 12, 2026 5:30 PM
SEISD Administration Office, 1050 Chicken Ranch Road, San Elizario, TX 79849

1. **GENERAL FUNCTIONS**

1.A. Call Meeting to Order
Meeting was called to order at 5:30 p.m.

1.B. Roll Call

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

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

1.C. Establish Quorum

1.D. The Pledge of Allegiance

1.E. Pledge of Allegiance to the Texas State Flag

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

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

3. **DISTRICT RECOGNITIONS**

3.A. Introduction of New Employees

3.A.1. Curriculum & Instruction

3.A.1.a. Special Education Instructional Officer — Ms. Carina Lugo

Dr. Blanca Cruz introduced Ms. Carina Lugo as the new Special Education Instructional Officer

3.A.1.b. Elementary Instructional Officer — Ms. Debra Montes-Magallanes

Dr. Blanca Cruz introduced Ms. Debra Montes-Magallanes as the

new Elementary Instructional Officer

3.A.2. Special Education Department

3.A.2.a. Licensed Specialist in School Psychology — Mr. Christian Brito

Mr. Richard Salcido introduced Mr. Christian Brito as the new Licensed Specialist in School Psychology

3.B. Texas Department of Agriculture - Pear-fection Award

Ms. Aggie Reyes presented the Texas Department of Agriculture - Pear-fection Award

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

4.A. Discussion and possible Board approval of a Delegate and Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly

Motion to select Alexis Tellez as the Delegate and Lorenzo Luevano as the Alternate to the 2026 Texas Association of School Boards (TASB) Delegate Assembly. This motion, made by Sandra Licon and seconded by Myrna Hernandez, Passed.

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

Yea: 6, Nay: 0, Absent: 1

4.B. Discussion and possible Board action to uncommit fund balance for various projects previously approved

Mr. Eduardo Chavez asked why the Classroom sound amplification was not installed.

Ms. Elizabeth Perez stated additional infrastructure costs came up. The allocated funds would not cover the additional cost.

Mr. Vicente Rodriguez reiterated funds were insufficient due to infrastructure costs.

Mr. Eduardo Chavez asked to clarify if the four items presented will be uncommitted.

Ms. Elizabeth Perez stated that is correct.

Motion to uncommit fund balance for projects presented which are no longer moving forward for a total of $1,201,885.00. This motion, made by Myrna Hernandez and seconded by Sandra Licon, Passed.

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

Yea: 6, Nay: 0, Absent: 1

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

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

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

Yea: 6, Nay: 0, Absent: 1

5.A. Financial Reports

5.A.1. Tax Report

5.A.2. Financial Statements

5.A.3. Investment Report

5.A.4. Budget Amendment

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

5.A.5.a. Frontline Education — $25,357.86

5.B. Consider and possible Board action on approval of Resolution stating review of investment policy, investment strategies and designation of investment officer

5.C. Consider and possible Board action on approval of Resolution for selection and approval of authorized investments and financial institutions

5.D. Consider and possible Board action on approval of Resolution approving

independent sources for investment training

5.E. Consider and possible Board action on approval of Resolution authorizing the purchase of certificates of deposit

5.F. Consider and possible Board action to approve the SEISD Student Code of Conduct 2026-2027

5.F.1. English Student Code of Conduct

5.F.2. Spanish Student Code of Conduct

5.G. Consider and possible Board action on Interlocal Agreement for the Establishment & Operation of El Paso County JJAEP - Chapter 37 of the Texas Education Code

5.H. Consider and possible Board action to approve the Workers' Compensation Renewal Addendum with Claims Administrative Services (Year 2 of 5) and associated purchase over $25,000

5.I. Consider and possible Board action to approve renewal of TASB Risk Management Insurance provider and associated purchase over $25,000 (Year 3 of 3)

5.J. Consider and possible Board action on the Aliviane - Memorandum of Understanding and Agreement

5.K. Consider and possible Board action to approve the Roster of T-TESS Second Appraisers for the 2026-2027 School Year

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

5.L.1. July 29, 2026 Special Board Meeting - Quarterly Meeting #1

5.M. 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.M.1. Support Services Department

5.M.2. Technology Department

6. **PRESENTATION / REPORTS / INFORMATION**

6.A. Presentations

6.B. Reports

6.B.1. Summary of 2026 TELPAS Scores

6.C. Information

6.C.1. Board Training

6.C.1.a. McKinney-Vento Homeless Assistance Act Training Video

6.C.1.b. 2026 MASBA Conference — September 10 to 11, 2026 | San Antonio, TX

6.C.1.c. TASA | TASB Convention txEDCON26 - October 8 to 11, 2026 | Houston, TX

6.C.2. Fall Festivals and Spring Fiestas for 2026-2027

6.C.3. Mission: Progressing Together Parent Meeting Dates

6.C.4. Regular Board and Quarterly Meeting Dates

6.C.5. Meal Service Update

6.C.6. Enrollment Update

7. **EXECUTIVE SESSION**

The Board entered into a closed meeting at **5:49 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, 551.076 Texas Gov. Code:

7.A. Conduct Level Three (3) Hearing of Complaint filed by Grisel Gomez

7.B. Discussion on TEC 37.108(h) District Safety and Security Audit Results

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

The Board returned to open session at **7:06 p.m.** to take possible action on the matters discussed in Executive Session.

8.A. Discussion and possible Board action regarding Level Three (3) Hearing of Complaint filed by Grisel Gomez

Motion for the Board to grant the Level Three grievance in part and deny it in part, as follows: The Board grants the grievance request ensuring no retaliation will take place as a result of the grievance and that the reprimand be changed to a memorandum of concern clearly outlining the expectations of full-time bus drivers including but not limited to taking different routes depending on the operational needs of the district and explaining the consequences for failure to adhere to such duties. Lastly, the Board directs administration to revise the extra

hour agreement to clearly define the terms of the agreement.

This motion, made by Myrna Hernandez and seconded by Monica Chavez, Passed.

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

Yea: 6, Nay: 0, Absent: 1

9. **NEXT MEETING DATE:**
   Tuesday, September 8, 2026 - Regular Board Meeting:
10. **ADJOURNMENT**

    Motion to adjourn meeting at 7:09 p.m.

    This motion, made by Myrna Hernandez and seconded by Axel Lopez, Passed.

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

Yea: 6, Nay: 0, Absent: 1

_____
Board President

_____
Board Secretary

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

MEMORANDUM

To: Members of the Board of Trustees
From: Gina Ramirez
Subject: 2025-2026 and 2026-2027 Employee Culture Surveys Executive Summary
Date: September 8, 2026

HISTORY: SEISD utilized the SurveyMonkey online survey platform at the end of the 2025-2026 school year (May 28, 2026) and again at the beginning of the 2026-2027 school year (July 13, 2026). These surveys provided employees with an opportunity to share feedback and perspectives regarding the district's culture, leadership, and work environment. The results were collected to support the development of leadership goals and identify opportunities to strengthen organizational culture based on employee input.

Snapshot

Indicator		EOY 2025-2026	BOY 2026-2027
Total Responses		225	344
Overall Culture Rating		Highly Positive	Highly Positive
Employee Pride		96.9% Proud to Work at SEISD	Positive responses exceeded 75% on all items
Recommendation to Work at SEISD		92.9%	Strong positive sentiment maintained
Leadership Confidence		92%-97% favorable ratings	76%-95% favorable ratings
Organizational Alignment		Mission and Vision understanding above 97%	Strong agreement maintained
Opportunities for Improvement		Employee voice, morale, retention concerns	Questions 3, 4, and 6 showed highest neutral/disagreement rates

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Survey results demonstrate that SEISD maintains a highly positive organizational culture characterized by strong employee pride, confidence in leadership, and alignment with the district's mission and vision. While overall perceptions remain favorable, employee feedback identified opportunities for continued improvement related to employee voice, morale, and retention.

RATIONALE: The purpose of these surveys is to collect employee feedback to better understand staff perceptions, experiences, and perspectives regarding the district's culture and work environment. Survey results will be used to inform leadership's ongoing review and enhancement of district systems, practices, and processes. This data-driven approach supports the district's commitment to fostering a safe, effective, and positive workplace culture that promotes employee engagement, satisfaction, and organizational success.

BUDGET IMPACT: There was no direct cost; the district does pay for the Survey Monkey subscription at an annual rate of $999.00.

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is for the board to review this information.

For Approval? ☐ Yes ☒ No
If not, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☒ Attachment Included

2025-2026 AND 2026-2027 SEISD EMPLOYEE CULTURE SURVEYS EXECUTIVE SUMMARY

GOAL 4: BY JUNE 2027, CONDUCT AN ANNUAL EMPLOYEE SURVEY WITH AT LEAST 50% PARTICIPATION.

Full details by question provided in Executive Summary

SURVEY SNAPSHOT

Survey 1 –End of Year (EOY)

- **Dates:** May 28, 2026 to June 2, 2026
- **Number of Days:** 6
- **Survey Participation Goal:** 50%
- **Total Percentage Participation:** 40.8%
- **Question Type:** Single Select & Open Response
- **Number of Questions:** 32
- **Communication Type:** Email
- **Incentive:** Jeans 1st week of duty for 2027
  - Goal of 50% not reached

Survey 2- Beginning of Year (BOY)

- **Dates:** 7.13.26 to 7.15.26
- **Number of Days:** 3
- **Survey Participation Goal:** 50%
- **Total Percentage Participation:** 63%
- **Question Type:** Single Select
- **Number of Questions:** 8
- **Communication Type:** QR Code & Email
- **Incentive:** 12 Days of Jeans (Dec 2026)
  - Goal Met 63%

SURVEY 1 EOY: PURPOSE, SCOPE, AND PARTICIPATION

Survey Objectives

The survey aimed to assess employee views on culture, leadership, communication, satisfaction, and future initiatives at the end of the year..

Participant Diversity

Survey included teachers, administrators, support staff, and central office personnel for comprehensive insights

Participants: 212 employees from varied campuses, departments, and roles contributed to a broad organizational perspective.

- Majority of employees who responded have the 16 plus years of experience

Survey Feedback	
Anonymity	Size of departments & District Initiated
Length of Survey	Too Long
Accessibility	Technology apprehension by some

Survey Impact

Findings guide strategic planning, employee engagement, morale and continuous improvement across the district at the end of the year.

SURVEY 2 BOY:

PURPOSE, SCOPE, AND PARTICIPATION

Survey Objectives

The survey aimed to assess employee views on culture, leadership, communication, satisfaction, and current initiatives at the beginning of the year as it compares to the 2026 end of year.

Participant Diversity

Survey 2: 344 employees from varied campuses, departments, and roles contributed to a broad organizational perspective.

Survey Impact

Findings guide strategic planning, employee engagement, morale and continuous improvement across the district at the beginning of the year.

COMBINED SURVEY OVERVIEW

- Understanding the Mission, Vision, and Employee Profile
- Workplace Culture and Organizational Commitment
- Feedback, Trust, and Employee Voice
- Campus Leadership and Superintendent Effectiveness
- Board Awareness and Organizational Participation
- Four-Day Week Interest and Employee Wellness Priorities
- Strategic Recommendations and Continuous Improvement

Survey 1 EOY and Survey 2 BOY were reviewed to produce an overview summary of employee views on culture, leadership, communication, satisfaction, and current initiatives, in addition to the individual data points for each question on each survey.

COMBINED SURVEY OVERVIEW:

UNDERSTANDING THE MISSION, VISION, AND EMPLOYEE PROFILE

Employee Understanding

Survey shows strong employee awareness of the district's mission, vision, and expectations.

Alignment with Goals

Clear understanding supports alignment between daily work and district's broader strategic goals.

Communication Impact

Effective communication improves employee engagement and promotes shared ownership of goals.

Sustaining Culture

Consistent reinforcement of mission and vision strengthens culture and supports ongoing improvements.

Positive Workplace Culture

Employees experience supportive relationships and collaboration, fostering a positive and productive work environment.

Impacts

Strong pride in the organization boosts advocacy, retention, and discretionary effort among employees.

Healthy culture improves retention, morale, productivity, and service quality, enhancing overall organizational success.

Survey insights help leaders enhance engagement, recognize accomplishments, and support professional growth.

COMBINED SURVEY OVERVIEW:

WORKPLACE CULTURE AND ORGANIZATIONAL COMMITMENT

COMBINED SURVEY OVERVIEW:

FEEDBACK, TRUST, AND EMPLOYEE VOICE

Open Communication Channels

Employees feel comfortable sharing ideas and concerns, fostering early problem identification and innovation.

Timely Supervisor Feedback

Supervisors provide timely, performance-related guidance that supports employee growth and clarity on expectations.

Trust and Employee Voice

Trust in supervisors as accessible partners increases morale and encourages employee participation in problem-solving.

Continuous Communication Improvement

Leaders prioritize transparency, dialogue, and follow-through to sustain a culture of collaboration and engagement.

COMBINED SURVEY OVERVIEW:

CAMPUS LEADERSHIP AND SUPERINTENDENT EFFECTIVENESS

Positive Leadership Perceptions

Employees report positive views on campus and district leadership focusing on morale and support.

Superintendent Accessibility

Staff feel the superintendent is accessible, responsive, and attentive to their concerns and growth.

Support for Professional Development

District leadership encourages employee growth through professional development and positive workplace culture.

Emphasis on Workplace Safety

Leadership prioritizes safety, fostering trust and confidence in workplace conditions among employees.

COMBINED SURVEY OVERVIEW:

BOARD AWARENESS AND ORGANIZATIONAL PARTICIPATION

Employee Awareness of Governance

Many employees understand school board roles and responsibilities, reflecting effective communication of governance.

Participation in Board Meetings

Employee attendance at board meetings varies, showing different engagement levels with governance processes.

Enhancing Opportunities

Increasing communication and encouraging participation can strengthen transparency and employee connection to decisions.

Governance awareness fosters trust, alignment with goals, and a culture of transparency within the district.

COMBINED SURVEY OVERVIEW:

FOUR-DAY WEEK INTEREST AND EMPLOYEE WELLNESS PRIORITIES

Interest in Four-Day Week

Employees show strong interest in a four-day instructional week to improve work-life balance and reduce stress.

Mindful Eagle Mondays Participation

Employees engage in wellness activities including physical, emotional, spiritual, and social wellbeing during Mindful Eagle Mondays.

Impact

Wellness programs support morale, reduce burnout, and improve job satisfaction, enhancing organizational effectiveness.

Opportunities for Improvement

Open-ended responses provide valuable insights to address employee concerns and improve culture.

Specific and effective questions for measuring select topics will keep the survey at a manageable length

Create opportunities for accessibility support

Positive Organizational Culture

Survey shows strong awareness of mission, positive leadership views, and great organizational pride.

Strengthen Communication

Enhance transparent communication about governance, initiatives, and changes to build trust.

Continuous Engagement and Growth

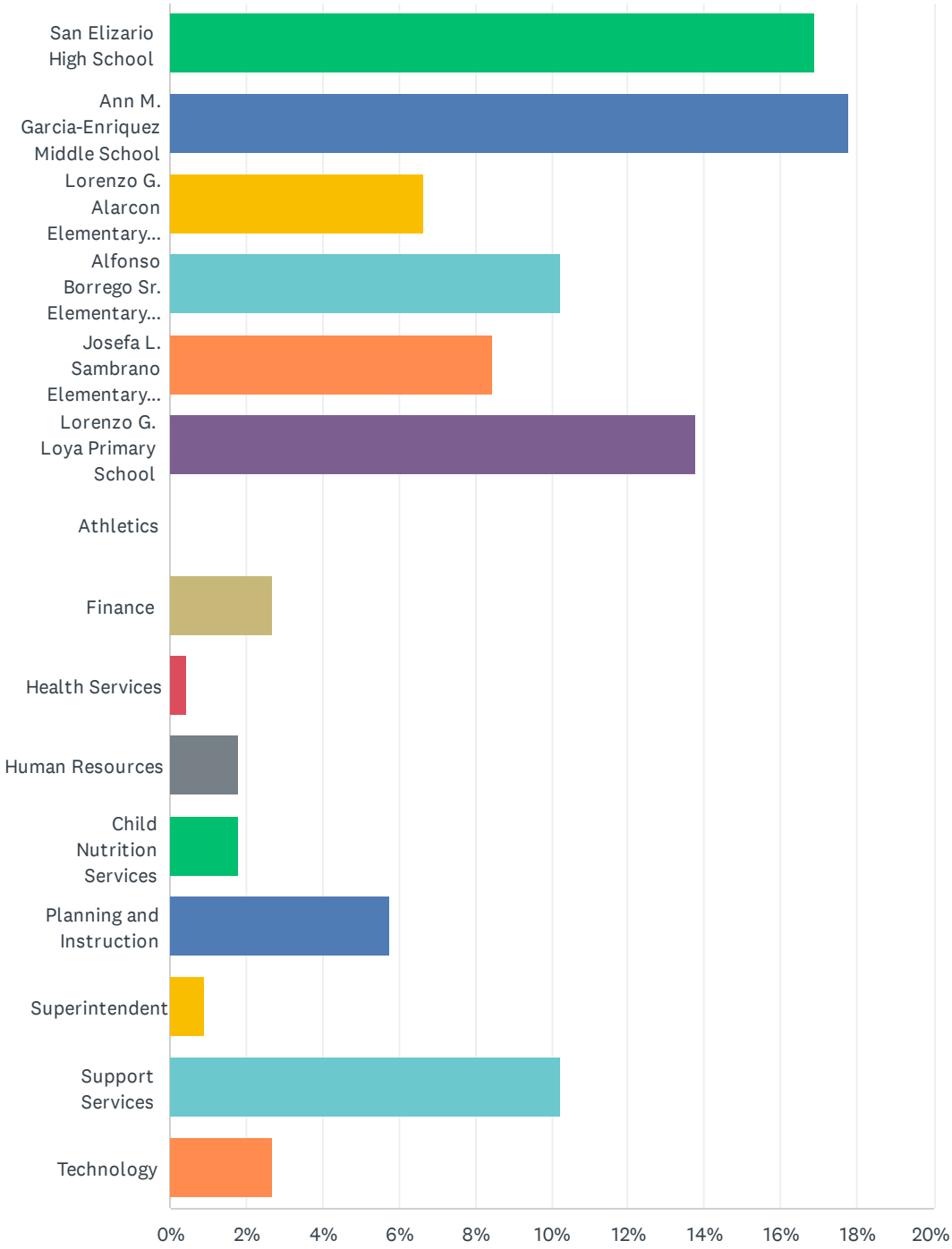
Invest in development, recognition, wellness, and use surveys to measure ongoing progress.

COMBINED SURVEY OVERVIEW:

STRATEGIC RECOMMENDATIONS AND CONTINUOUS IMPROVEMENT

Q1 Campus or Department.Escuela o Departamento.

Answered: 225 Skipped: 0

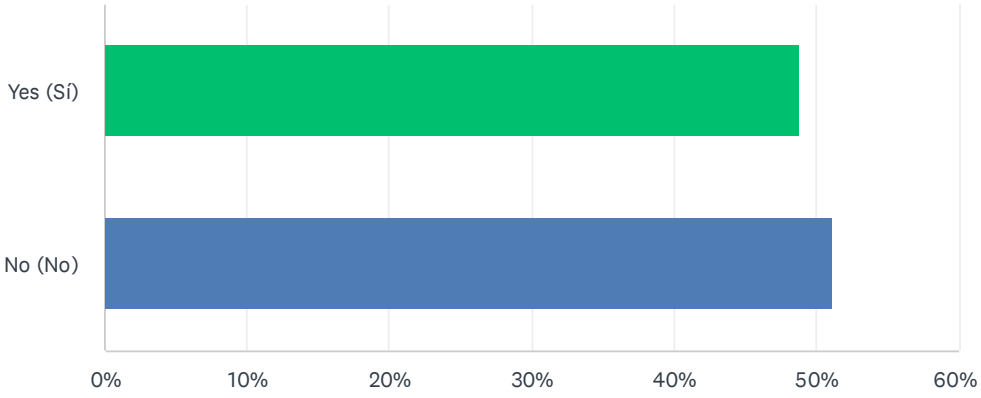


608

ANSWER CHOICES	RESPONSES	
San Elizario High School	16.89%	38
Ann M. Garcia-Enriquez Middle School	17.78%	40
Lorenzo G. Alarcon Elementary School	6.67%	15
Alfonso Borrego Sr. Elementary School	10.22%	23
Josefa L. Sambrano Elementary School	8.44%	19
Lorenzo G. Loya Primary School	13.78%	31
Athletics	0.00%	0
Finance	2.67%	6
Health Services	0.44%	1
Human Resources	1.78%	4
Child Nutrition Services	1.78%	4
Planning and Instruction	5.78%	13
Superintendent	0.89%	2
Support Services	10.22%	23
Technology	2.67%	6
TOTAL		225

Q2 If you are a Campus Employee, are you a Teacher? Si es empleado de una escuela ¿es profesor?

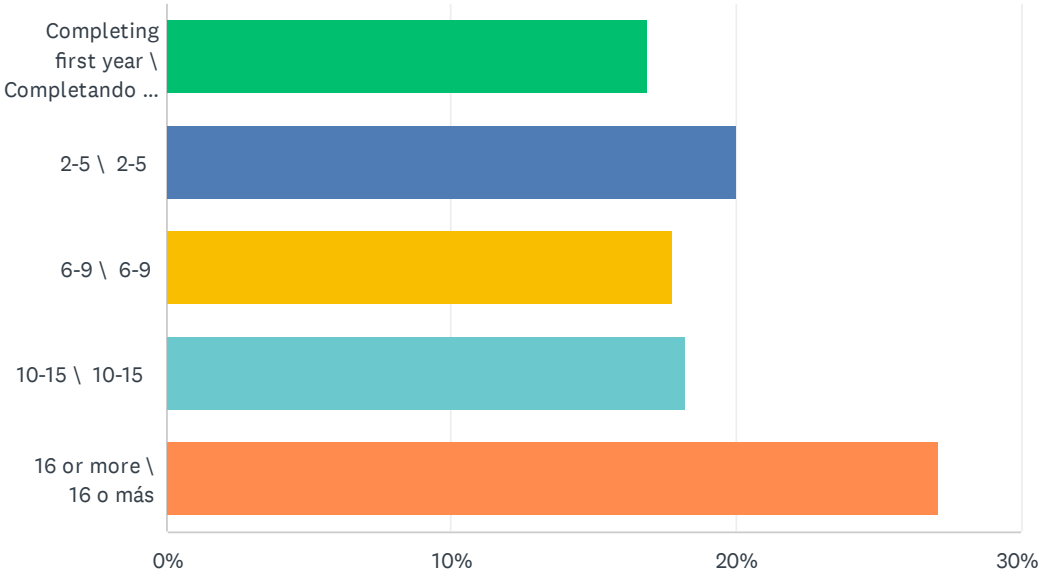
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	48.89%	110
No (No)	51.11%	115
TOTAL		225

Q3 Number of Years with SEISD.Número de años con SEISD.

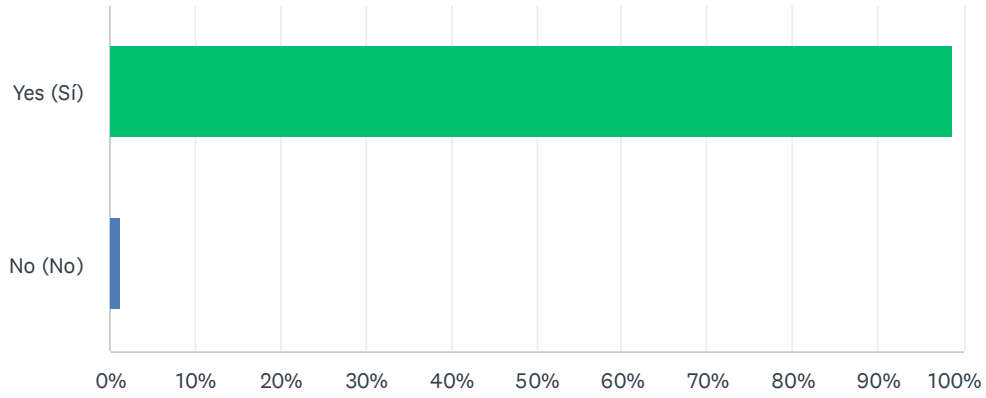
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Completing first year \ Completando mi primer año	16.89%	38
2-5 \ 2-5	20.00%	45
6-9 \ 6-9	17.78%	40
10-15 \ 10-15	18.22%	41
16 or more \ 16 o más	27.11%	61
TOTAL		225

Q4 I have a good understanding of SEISD’s Mission.Entiendo bien la misión de SEISD."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."

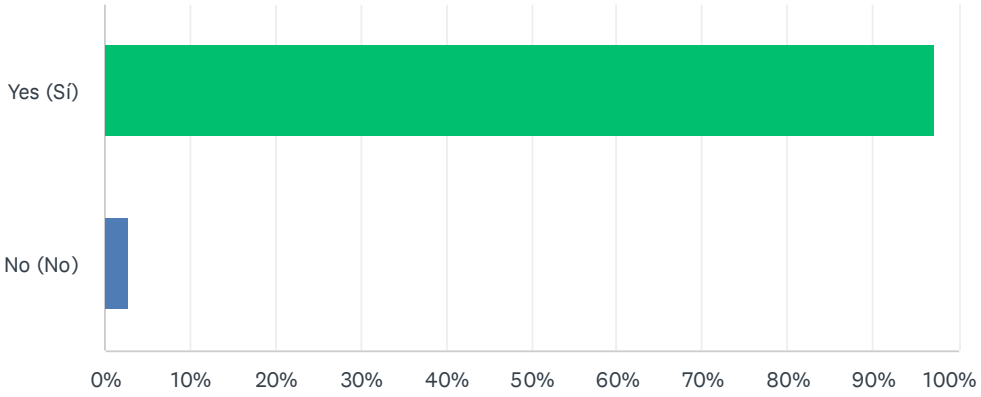
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	98.67%	222
No (No)	1.33%	3
TOTAL		225

Q5 I have a good understanding of SEISD's Vision.Entiendo bien la visión de SEISD. "San Elizario ISD: A Proud Community of Champions—Soaring to Excellence!"

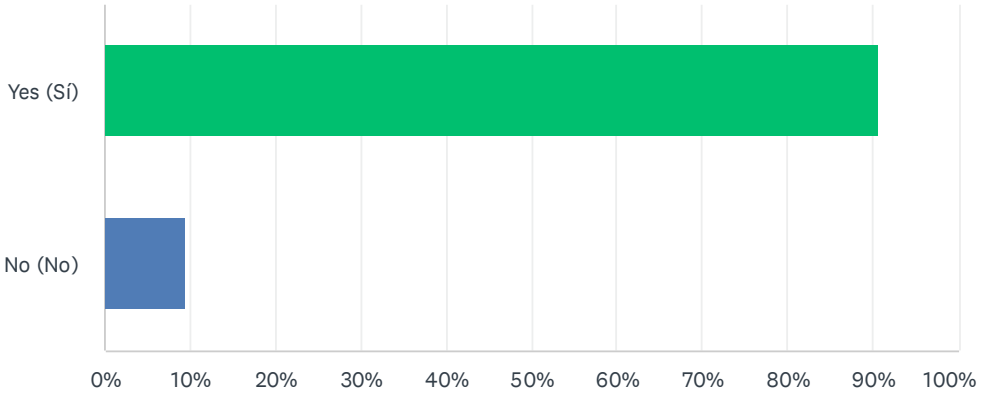
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	97.33%	219
No (No)	2.67%	6
TOTAL		225

Q6 I am familiar with the SEISD Employee profile.Estoy familiarizado (a) con el perfil de empleado de SEISD. https://www.seisd.net/Page/1094

Answered: 225 Skipped: 0

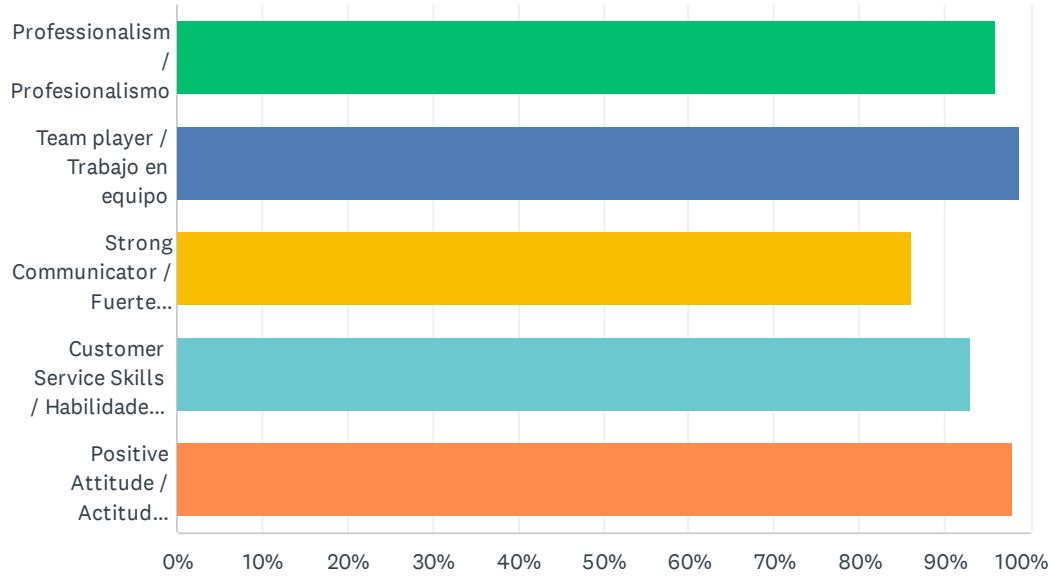


ANSWER CHOICES	RESPONSES	
Yes (Sí)	90.67%	204
No (No)	9.33%	21
TOTAL		225

614

Q7 As an employee, I display following behaviors:(Select all that apply)Como empleado, muestro los siguientes comportamientos: (Seleccione todo lo que aplique)

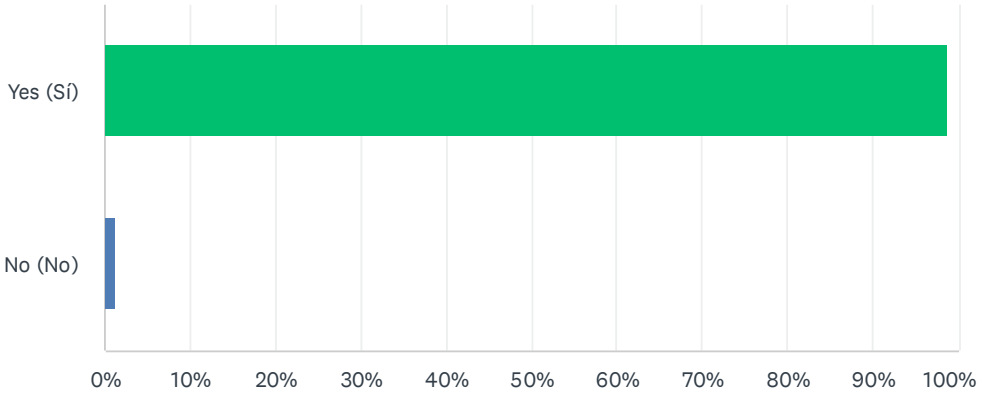
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Professionalism / Profesionalismo	96.00%	216
Team player / Trabajo en equipo	98.67%	222
Strong Communicator / Fuerte comunicador	86.22%	194
Customer Service Skills / Habilidades de servicio al cliente	92.89%	209
Positive Attitude / Actitud Positiva	97.78%	220
Total Respondents: 225		

Q8 Do you understand the critical impact that your work has on the district? ¿Entiende el impacto crítico que su trabajo tiene en el distrito?

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	98.67%	222
No (No)	1.33%	3
TOTAL		225

Q9 Why not?¿Por qué no?

Answered: 3 Skipped: 222

Q10 Describe our district/campus culture in two appropriate/professional words? ¿Describa la cultura de nuestro distrito/campus en dos palabras apropiadas/profesionales?

Answered: 225 Skipped: 0

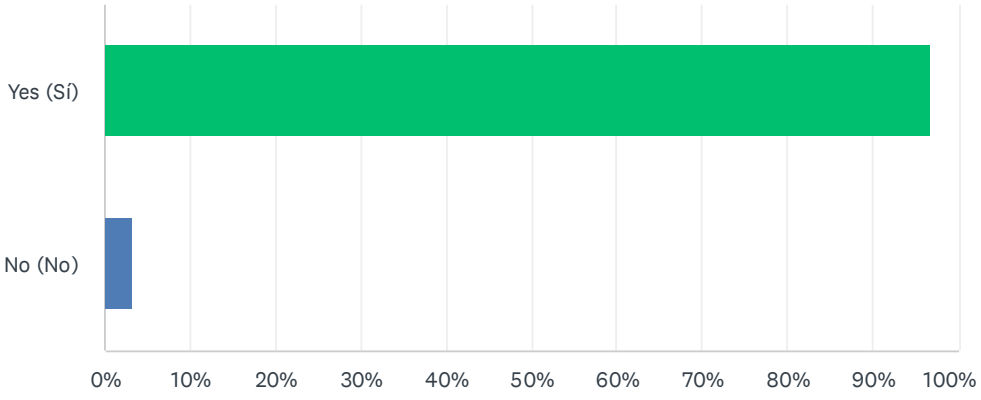
618

Q11 The leadership at the district is El liderazgo en el distrito es

Answered: 225 Skipped: 0

Q12 I am proud to work for SEISD.Estoy orgulloso(a) de trabajar para SEISD.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	96.89%	218
No (No)	3.11%	7
TOTAL		225

Q13 Please explain your answer.Por favor explique su respuesta.

Answered: 225 Skipped: 0

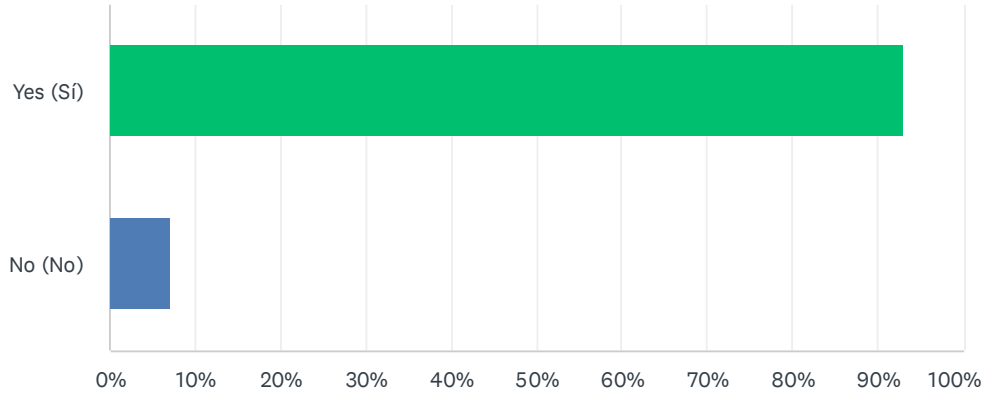
Q14 In your opinion, what two things are valued most in the district?En su opinión, ¿cuáles son las dos cosas que más se valoran en el distrito?

Answered: 225 Skipped: 0

622

Q15 I would recommend working at SEISD to friends/family.Yo recomendaría trabajar en SEISD a amigos/familiares.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	92.89%	209
No (No)	7.11%	16
TOTAL		225

Q16 Please explain your answer.Por favor explique su respuesta.

Answered: 225 Skipped: 0

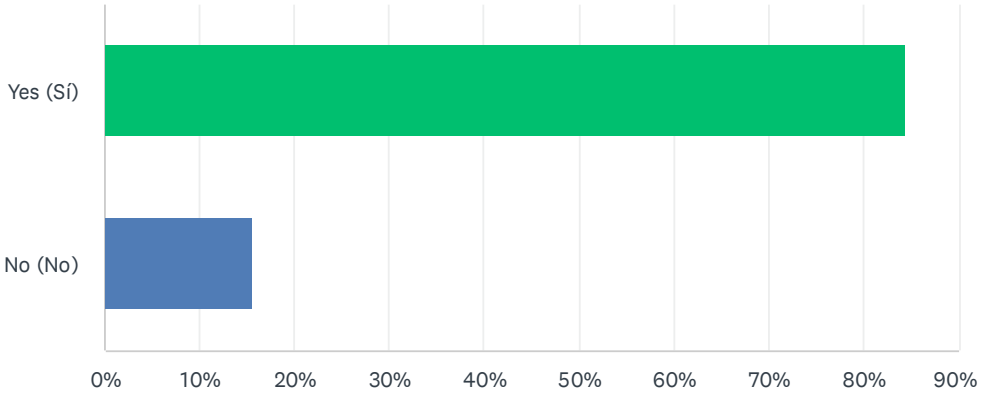
624

Q17 I recommend the following three employee recognition activities:Recomiendo las siguientes tres actividades de reconocimiento de empleado:

Answered: 225 Skipped: 0

Q18 I feel comfortable sharing my thoughts and ideas with peers and team leaders to effect change when needed.Me siento cómodo(a) compartiendo mis pensamientos e ideas con compañeros y líderes de equipo para efectuar cambios cuando sea necesario.

Answered: 225 Skipped: 0



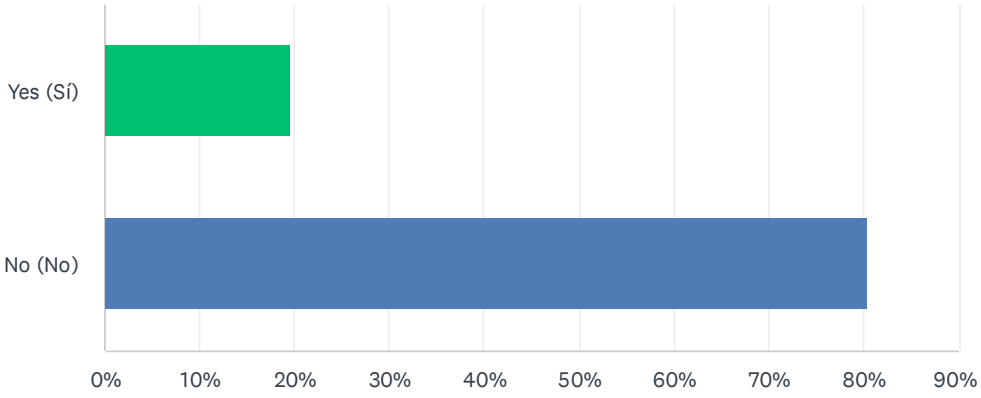
ANSWER CHOICES	RESPONSES	
Yes (Sí)	84.44%	190
No (No)	15.56%	35
TOTAL		225

Q19 Why not?¿Por qué no?

Answered: 38 Skipped: 187

Q20 I often think about looking for a job at another district. A menudo pienso en buscar trabajo en otro distrito.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	19.56%	44
No (No)	80.44%	181
TOTAL		225

Q21 Please explain.Por favor explique.

Answered: 45 Skipped: 180

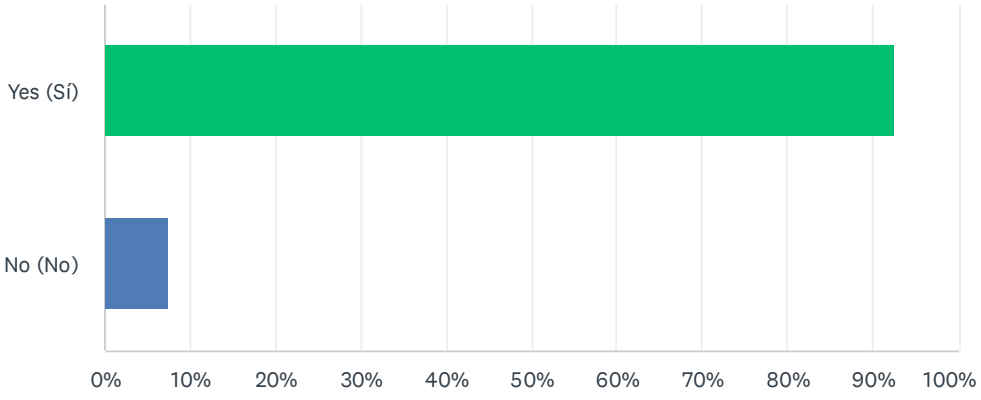
Q22 My leadership is (one word)Mi liderazgo es (una palabra)

Answered: 225 Skipped: 0

630

Q23 My supervisor is a great role model for employees. Mi supervisor es un gran modelo para seguir para los empleados.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	92.44%	208
No (No)	7.56%	17
TOTAL		225

Q24 Please explain why not.Por favor explique porque no.

Answered: 19 Skipped: 206

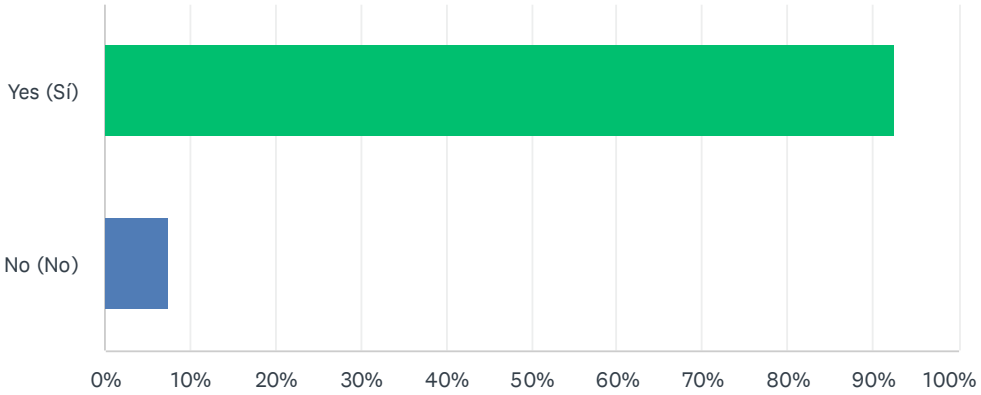
Q25 In your opinion, what do you value the most?En tu opinión, ¿qué es lo que más valoras?

Answered: 225 Skipped: 0

633

Q26 Does your supervisor provide you with timely feedback about your work? ¿Su supervisor le brinda retroalimentación oportuna sobre su trabajo?

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	92.44%	208
No (No)	7.56%	17
TOTAL		225

Q27 Please explain why not.Por favor explique porque no.

Answered: 18 Skipped: 207

635

Q28 The leadership of my campus or department is (one word)El liderazgo de mi campus o departamento es (una palabra)

Answered: 225 Skipped: 0

636

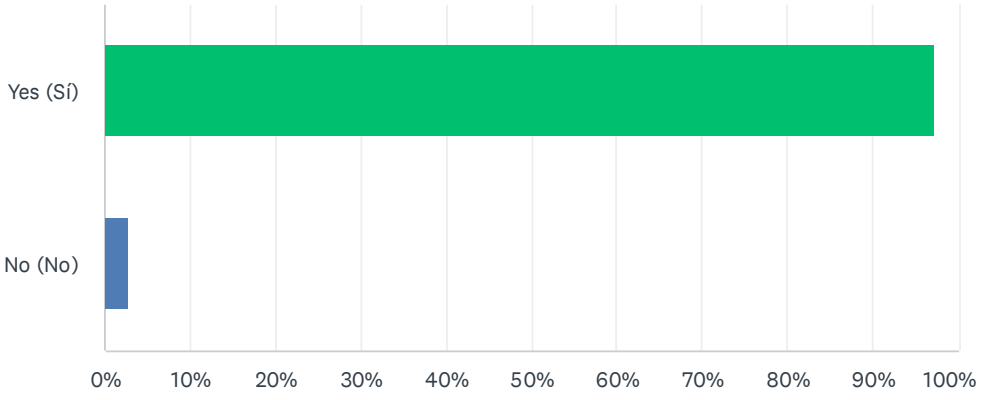
Q29 In your opinion, what is valued most in your campus/department?En su opinión, ¿qué es lo que más se valora en tu campus/departamento?

Answered: 225 Skipped: 0

637

Q30 I am solution-focused when I present a concern. Me enfoco en la solución cuando presento un problema o inquietud.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	97.33%	219
No (No)	2.67%	6
TOTAL		225

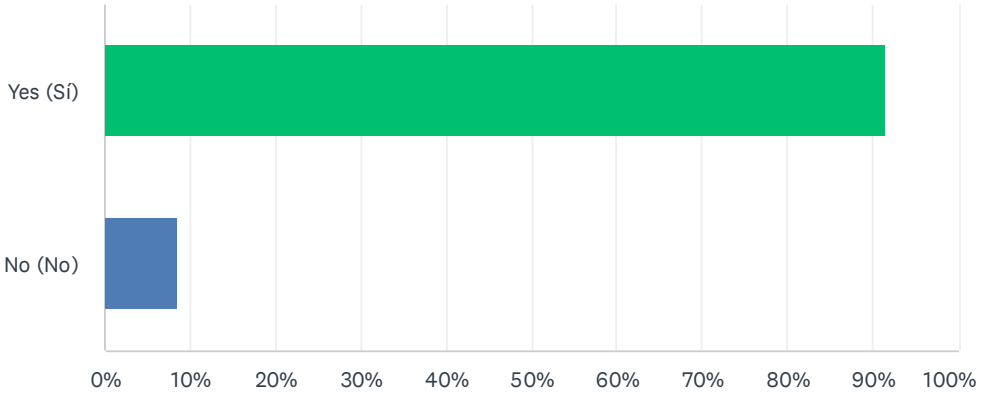
Q31 Please explain why not.Por favor explique porque no.

Answered: 6 Skipped: 219

639

Q32 My supervisor provides me appropriate recognition when I do good work. Mi supervisor me brinda el reconocimiento apropiado cuando hago un buen trabajo.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	91.56%	206
No (No)	8.44%	19
TOTAL		225

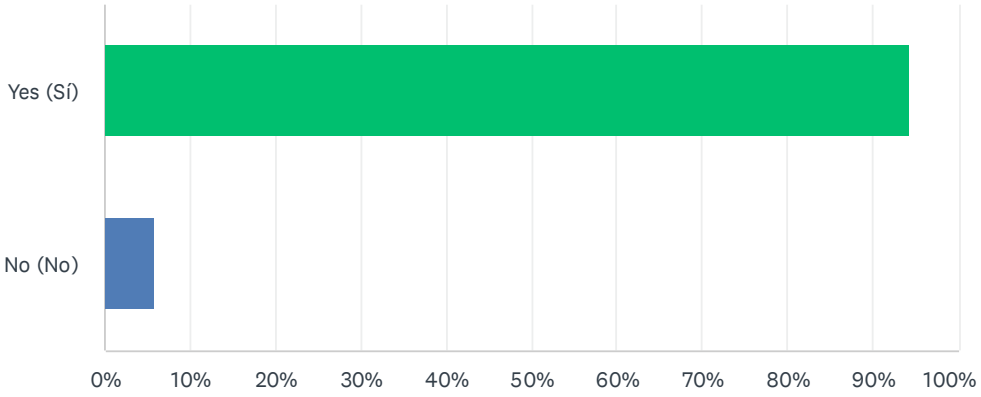
Q33 Please explain why not.Por favor explique porque no.

Answered: 20 Skipped: 205

641

Q34 I feel I can talk to my supervisor about concerns I may have. Siento que puedo hablar con mi supervisor sobre las preocupaciones que pueda tener.

Answered: 225 Skipped: 0



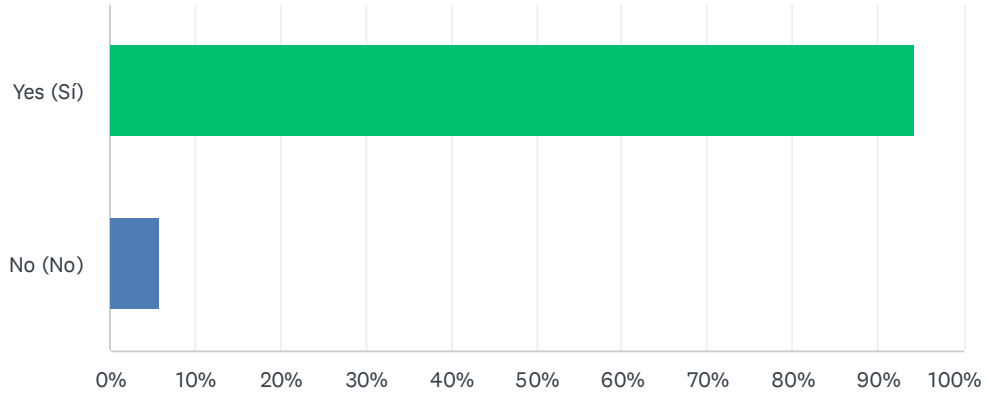
ANSWER CHOICES	RESPONSES	
Yes (Sí)	94.22%	212
No (No)	5.78%	13
TOTAL		225

Q35 Why not?¿Por qué no?

Answered: 14 Skipped: 211

Q36 My supervisor responds to my concerns in a reasonable time. Mi supervisor responde a mis inquietudes en un tiempo razonable.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	94.22%	212
No (No)	5.78%	13
TOTAL		225

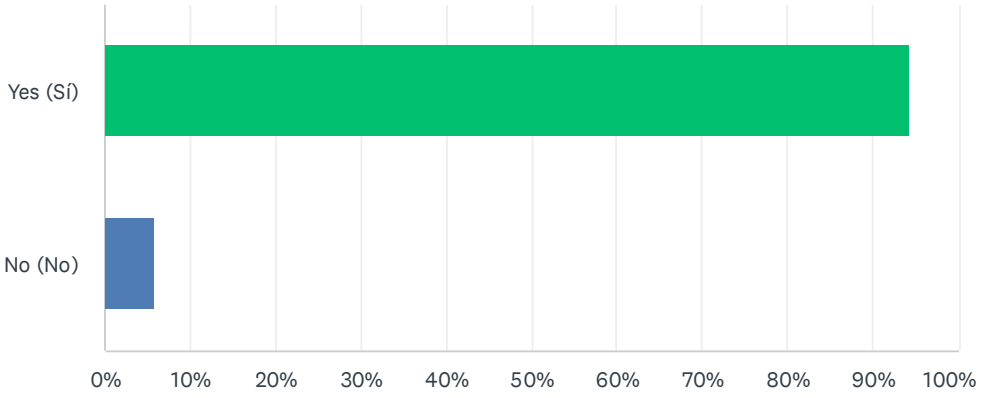
Q37 Please explain why not.Por favor explique porque no.

Answered: 14 Skipped: 211

645

Q38 I get clear direction of what is expected of me. Recibo instrucciones claras de lo que se espera de mí.

Answered: 225 Skipped: 0



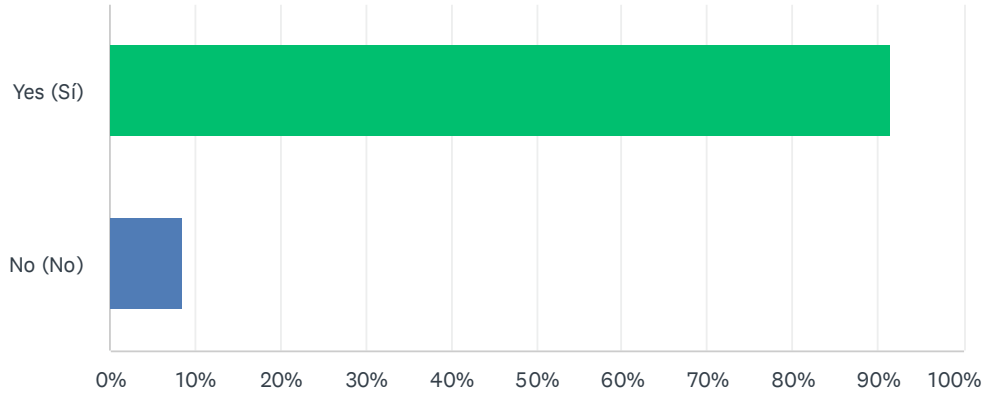
ANSWER CHOICES	RESPONSES	
Yes (Sí)	94.22%	212
No (No)	5.78%	13
TOTAL		225

Q39 Please explain why not.Por favor explique porque no.

Answered: 14 Skipped: 211

Q40 My supervisor keeps me informed of district-level initiatives.Mi supervisor me mantiene informado sobre las iniciativas a nivel de distrito.

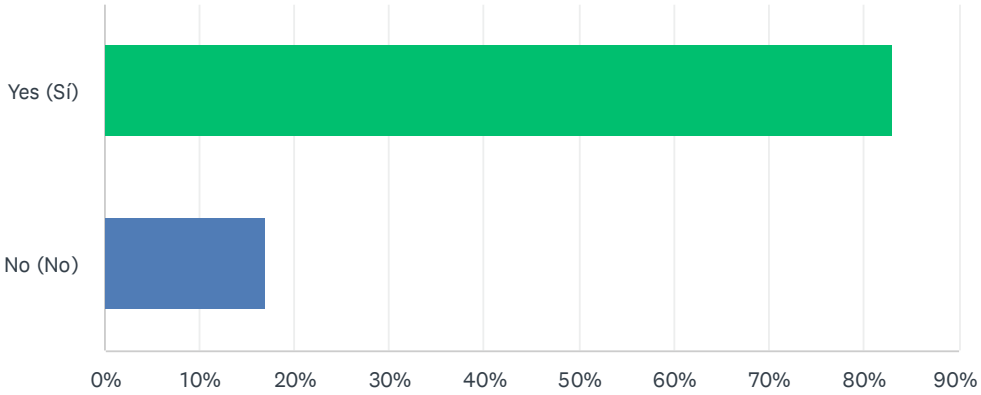
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	91.56%	206
No (No)	8.44%	19
TOTAL		225

Q41 When I have a concern, my supervisor is the first one I communicate with. Cuando tengo una inquietud, mi supervisor es el primero con quien me comunico.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	83.11%	187
No (No)	16.89%	38
TOTAL		225

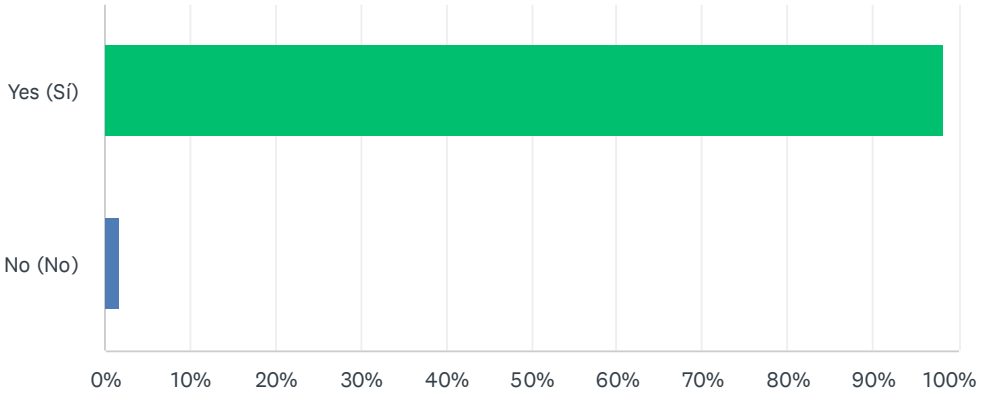
Q42 Who do you communicate with?¿Con quién se comunica?

Answered: 38 Skipped: 187

650

Q43 If I have questions regarding my job duties, I know who to ask. Si tengo preguntas sobre mis deberes laborales, sé a quién preguntar.

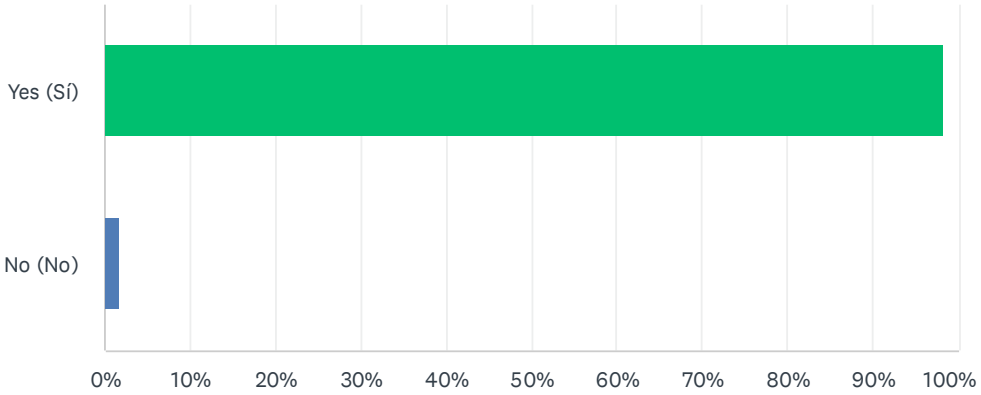
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	98.22%	221
No (No)	1.78%	4
TOTAL		225

Q44 My campus/department expectations are aligned with district level expectations. Las expectativas de mi escuela/departamento están alineadas con las expectativas a nivel del distrito.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	98.22%	221
No (No)	1.78%	4
TOTAL		225

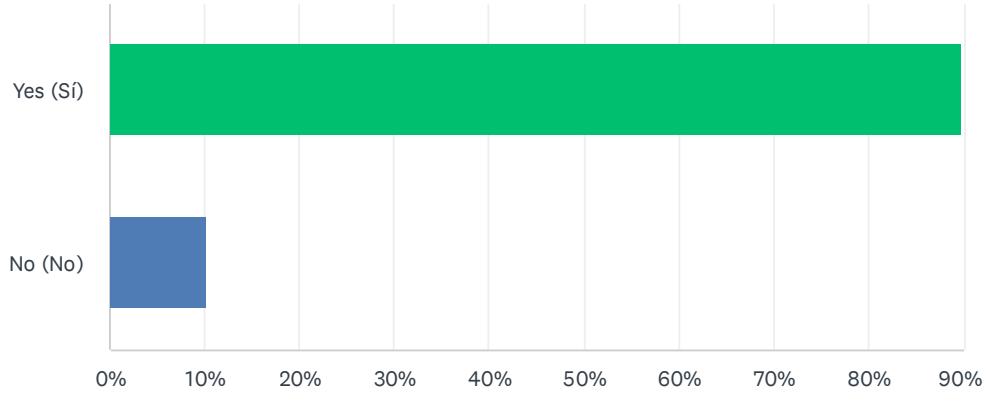
Q45 Please explain why not.Por favor explique porque no.

Answered: 5 Skipped: 220

653

Q46 I receive adequate support.Recibo apoyo adecuado.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	89.78%	202
No (No)	10.22%	23
TOTAL		225

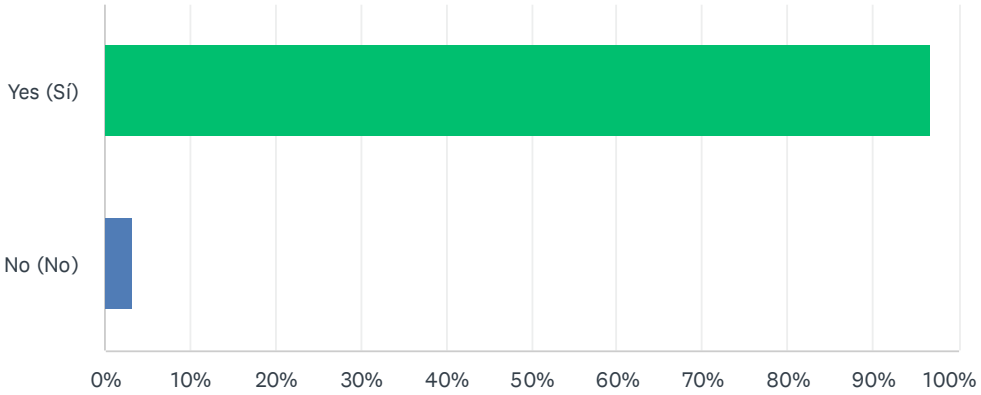
Q47 Please explain why not.Por favor explique porque no.

Answered: 23 Skipped: 202

655

Q48 The campus leadership/department supervisor displays a clear focus on keeping staff safe. El liderazgo del campus/supervisor del departamento muestra un enfoque claro en mantener seguro al personal.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	96.89%	218
No (No)	3.11%	7
TOTAL		225

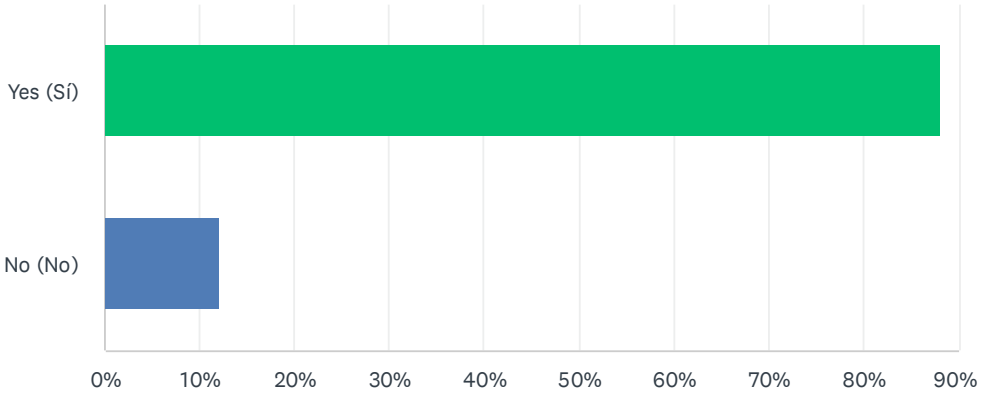
Q49 Please explain why not.Por favor explique porque no.

Answered: 7 Skipped: 218

657

Q50 The campus leadership/department supervisor displays a clear focus in maintaining positive morale on the campus/department.El supervisor de liderazgo de la escuela/ departamento muestra un enfoque claro en mantener la moral positiva en el campus / departamento.

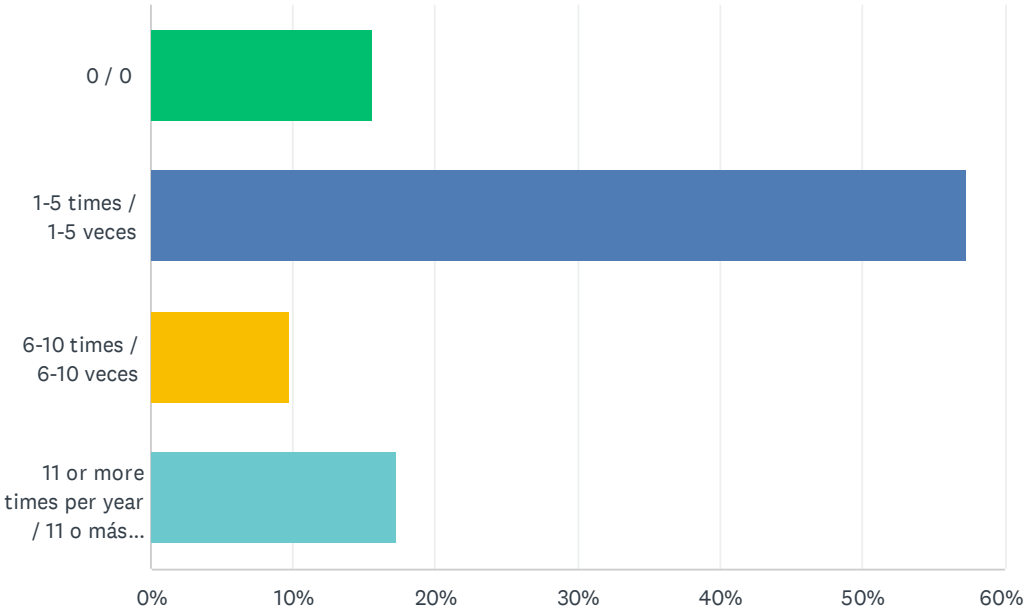
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	88.00%	198
No (No)	12.00%	27
TOTAL		225

Q51 How many times a year do you contact individuals in the administrative offices?¿Cuántas veces al año se pone en contacto con las personas en las oficinas administrativas de la oficina central?

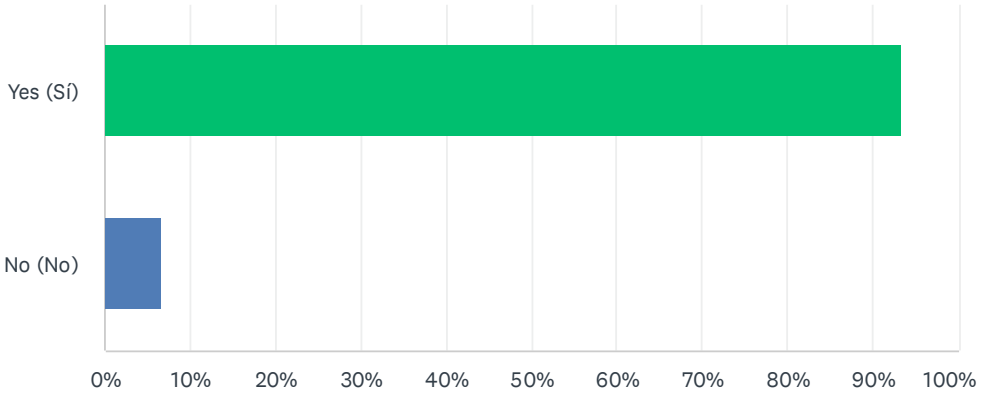
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
0 / 0	15.56%	35
1-5 times / 1-5 veces	57.33%	129
6-10 times / 6-10 veces	9.78%	22
11 or more times per year / 11 o más veces al año	17.33%	39
TOTAL		225

Q52 Individuals in the administrative offices answer my questions. Las personas en las oficinas administrativas responden a mis preguntas.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	93.33%	210
No (No)	6.67%	15
TOTAL		225

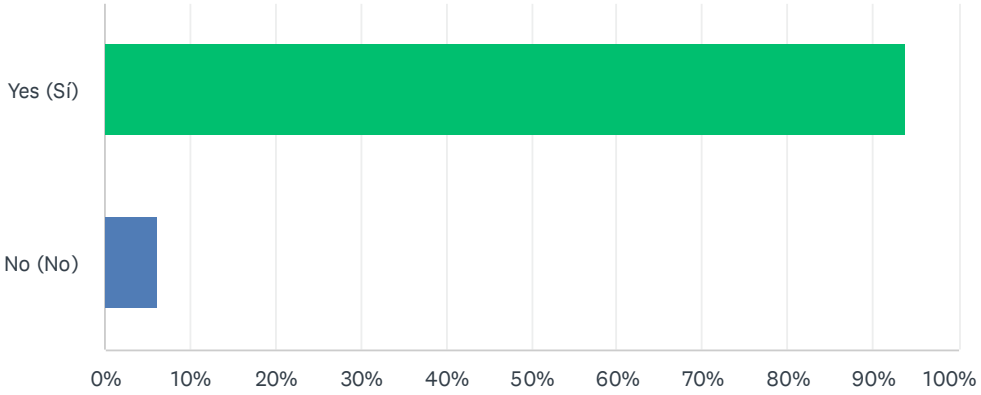
Q53 Please explain why not.Por favor explique porque no.

Answered: 15 Skipped: 210

661

Q54 The support I receive is timely. El apoyo que recibo es oportuno.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	93.78%	211
No (No)	6.22%	14
TOTAL		225

Q55 Please explain why not.Por favor explique porque no.

Answered: 14 Skipped: 211

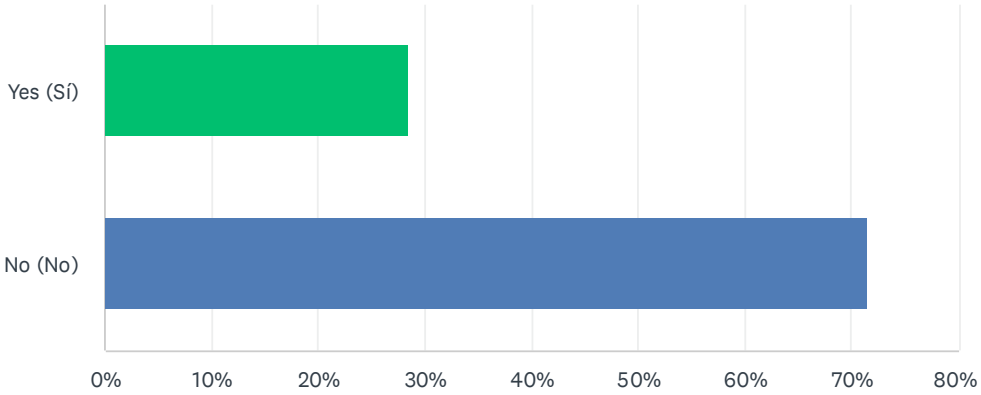
663

Q56 I would like to receive the following support from the administrative offices.Me gustaría recibir el siguiente apoyo de las oficinas administrativas.

Answered: 168 Skipped: 57

Q57 In my years of employment with the district, I have contacted the superintendent.En mis años de empleo con el distrito, me he puesto en contacto con la superintendente.

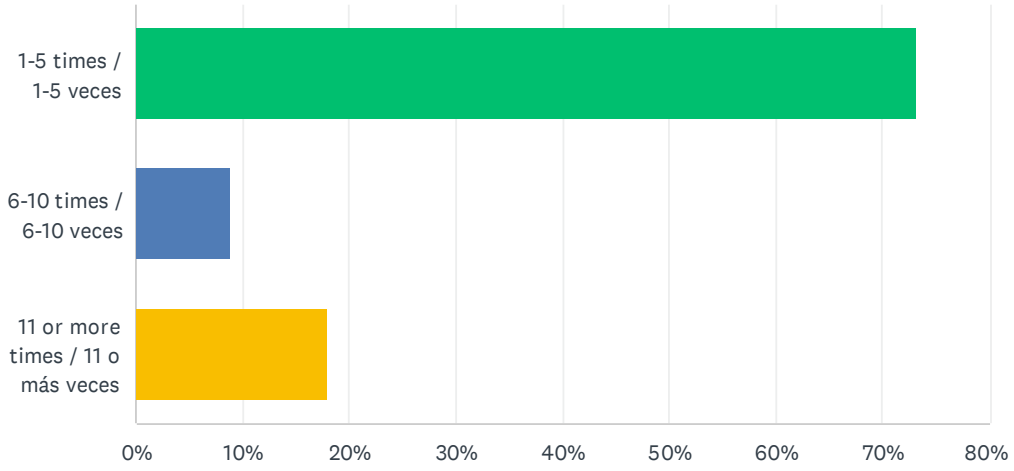
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	28.44%	64
No (No)	71.56%	161
TOTAL		225

Q58 How many times have you contacted Dr. Meza-Chavez in your years with the district?¿Cuantas veces se ha puesto en contacto con Dr. Meza-Chavez desde que esta en el distrito?

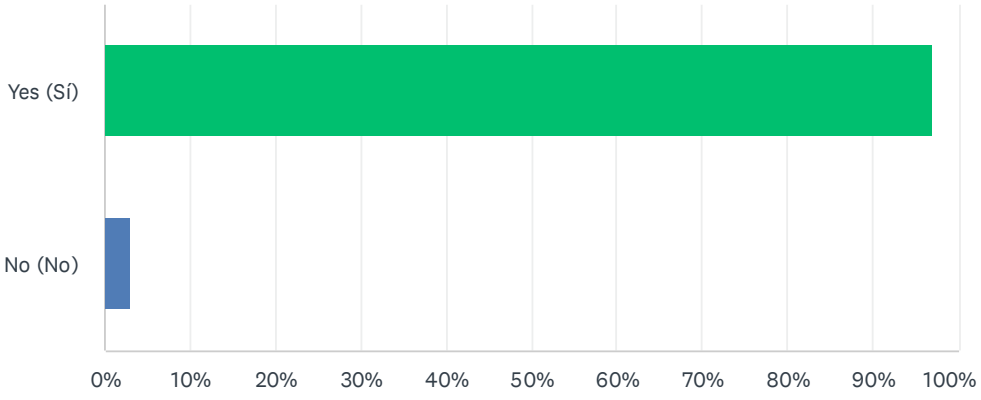
Answered: 67 Skipped: 158



ANSWER CHOICES	RESPONSES	
1-5 times / 1-5 veces	73.13%	49
6-10 times / 6-10 veces	8.96%	6
11 or more times / 11 o más veces	17.91%	12
TOTAL		67

Q59 The superintendent listened to my concerns. La superintendente escuchó mis preocupaciones.

Answered: 66 Skipped: 159



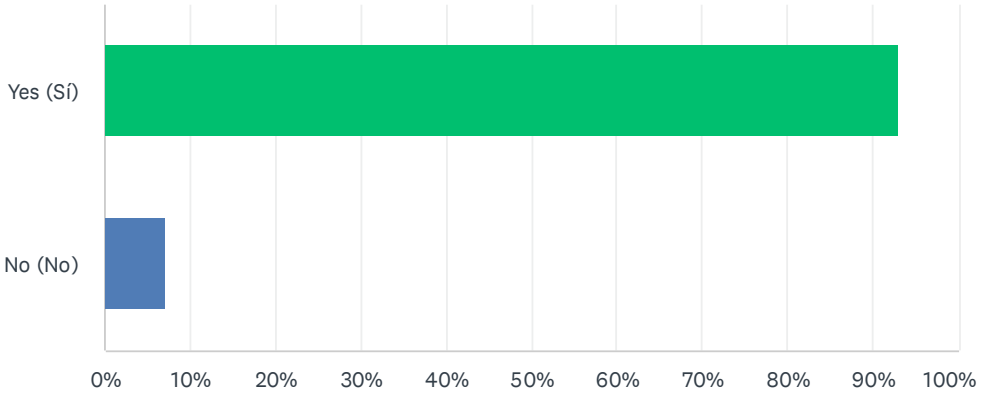
ANSWER CHOICES	RESPONSES	
Yes (Sí)	96.97%	64
No (No)	3.03%	2
TOTAL		66

Q60 Please explain why not.Por favor explique porque no.

Answered: 2 Skipped: 223

Q61 The superintendent helps foster a positive work environment for employees.La superintendente ayuda a fomentar un ambiente de trabajo positivo para los empleados.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	92.89%	209
No (No)	7.11%	16
TOTAL		225

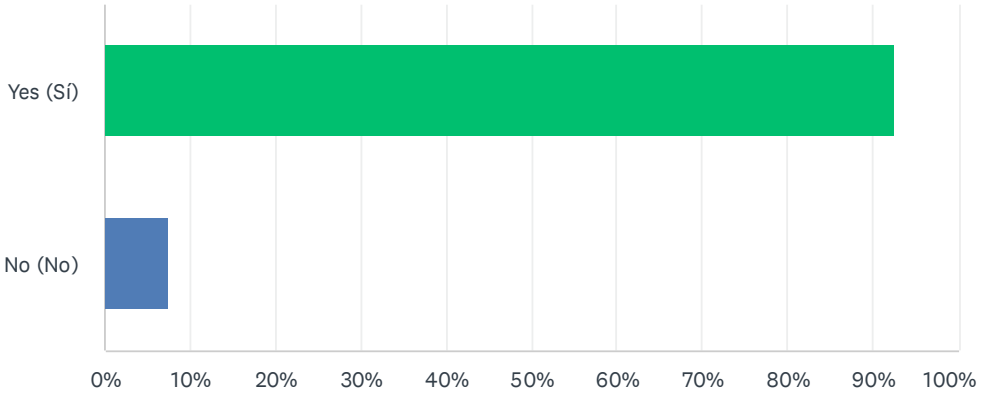
Q62 Please explain why not.Por favor explique porque no.

Answered: 17 Skipped: 208

670

Q63 The superintendent supports the professional development of employees. La superintendente apoya el desarrollo profesional de los empleados.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	92.44%	208
No (No)	7.56%	17
TOTAL		225

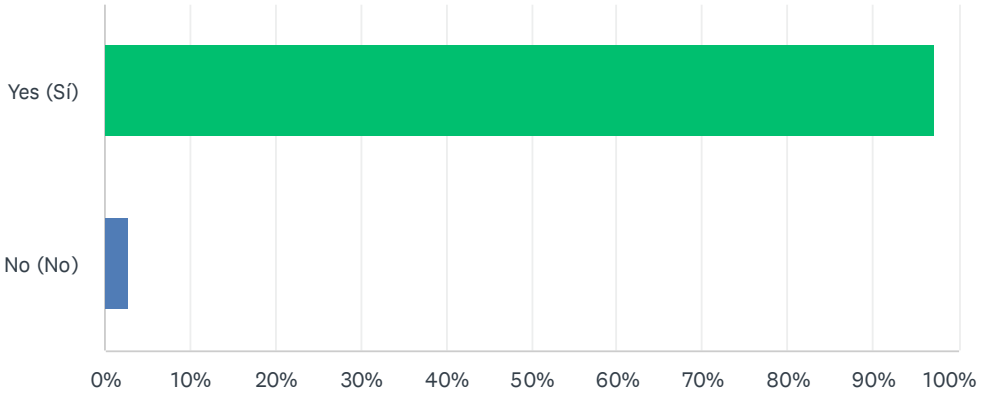
Q64 Please explain why not.Por favor explique porque no.

Answered: 17 Skipped: 208

672

Q65 The superintendent displays a clear focus on keeping staff safe. La superintendente muestra un enfoque claro en mantener al personal seguro.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	97.33%	219
No (No)	2.67%	6
TOTAL		225

Q66 Please explain why not.Por favor explique porque no.

Answered: 6 Skipped: 219

Q67 I would like the superintendent to know...Me gustaría que la superintendente supiera que...

Answered: 182 Skipped: 43

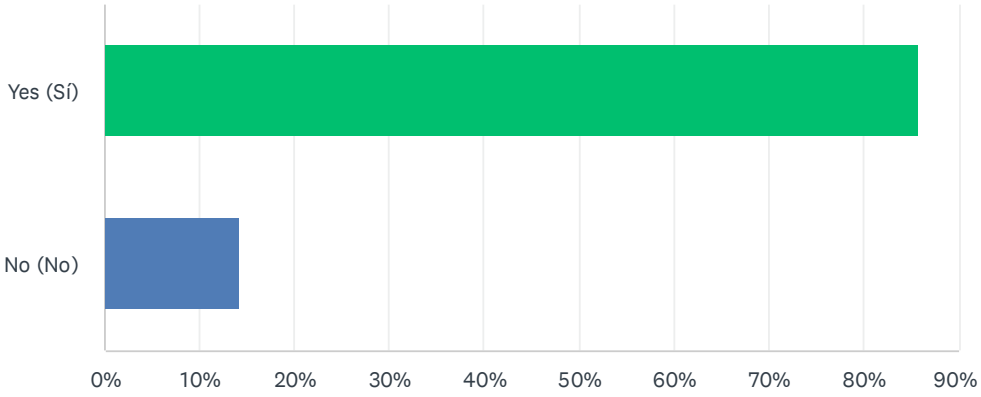
675

Q68 I want to give a Superintendent Eagle Shout Out to: ___ (name of SEISD employee)because: ___ (2 or 3 sentences)Quisiera que la Superintendente diera un Reconocimiento a: ___ (nombre del empleado de SEISD)porque: ___ (2 o 3 oraciones)

Answered: 170 Skipped: 55

Q69 I understand the role of what a San Elizario Independent School District Board Trustee entails. Entiendo el papel que implica ser un miembro de la mesa directiva del Distrito Escolar Independiente de San Elizario.

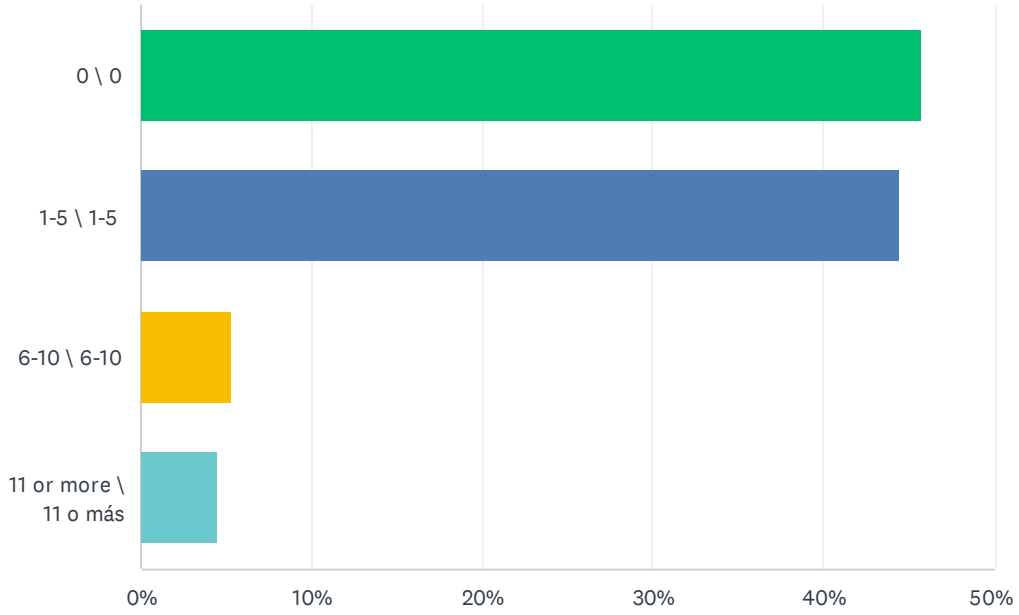
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	85.78%	193
No (No)	14.22%	32
TOTAL		225

Q70 In the past school year, I have attended the following number of board meetings:En el último año escolar, he asistido al siguiente número de reuniones de la junta:

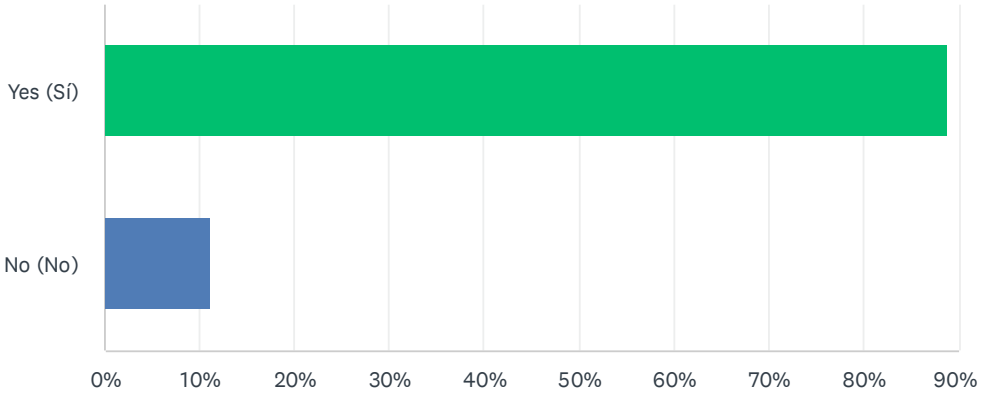
Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
0 \ 0	45.78%	103
1-5 \ 1-5	44.44%	100
6-10 \ 6-10	5.33%	12
11 or more \ 11 o más	4.44%	10
TOTAL		225

Q71 I am looking forward to a 4-day work week for the 2023-2024 school year.Espero con ansias una semana laboral de 4 días para el año escolar 2023-2024.

Answered: 225 Skipped: 0



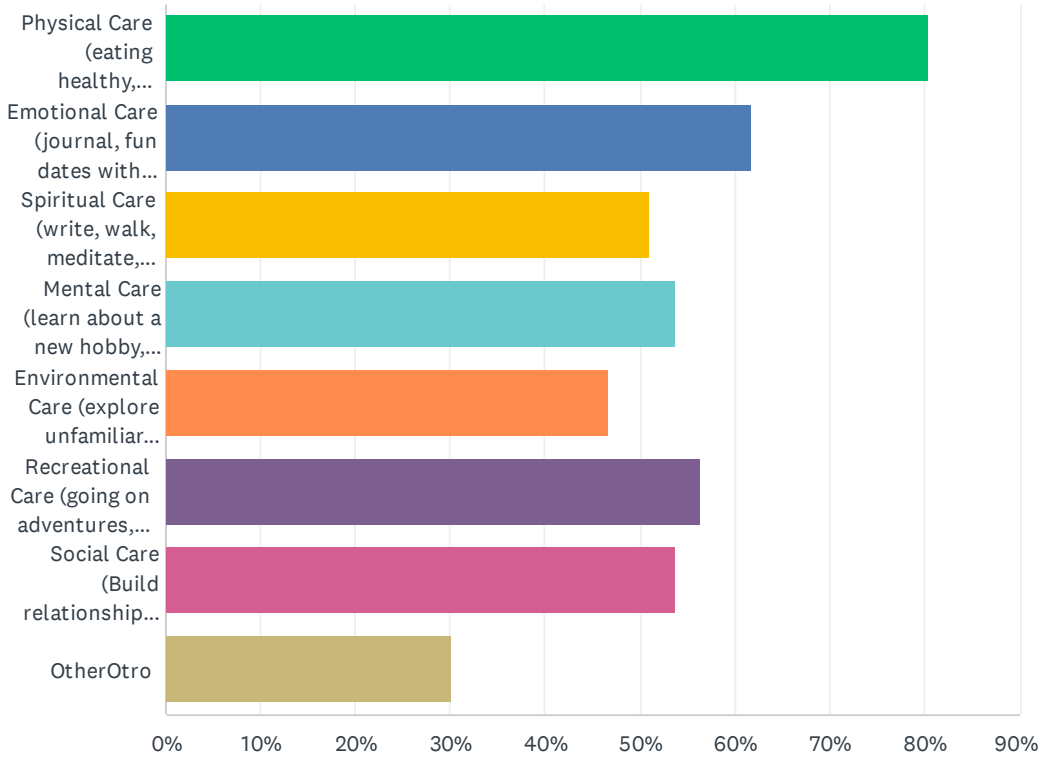
ANSWER CHOICES	RESPONSES	
Yes (Sí)	88.89%	200
No (No)	11.11%	25
TOTAL		225

Q72 Why not?¿Por qué no?

Answered: 26 Skipped: 199

Q73 I plan to use the Mindful Eagle Mondays to do the following:(Select all that apply)Planeo usar los lunes de descanso para hacer lo siguiente: Marque todo lo que corresponda:(Seleccione todo lo que aplique)

Answered: 225 Skipped: 0

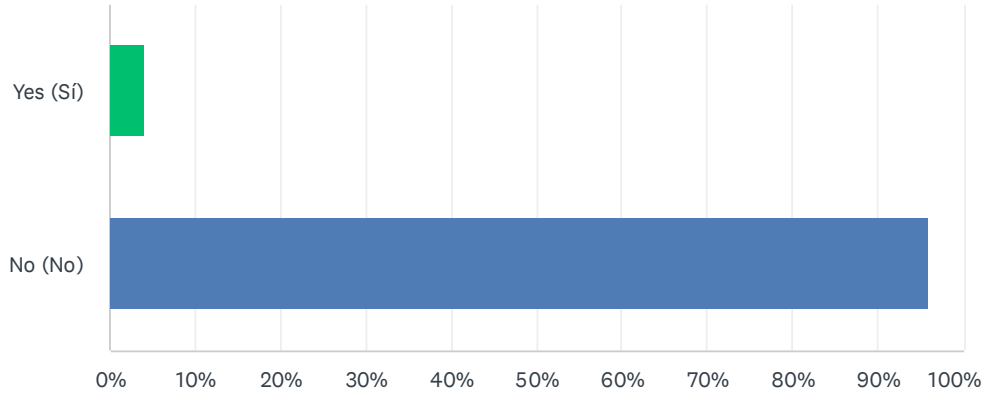


681

ANSWER CHOICES	RESPONSES	
Physical Care (eating healthy, exercise, sleep, hydrating with water, schedule doctor appointment)Cuidado físico (comer sano, hacer ejercicio, dormir, hidratarse con agua, programar una cita con el médico)	80.44%	181
Emotional Care (journal, fun dates with partner, spend time with friends)Cuidado emocional (diario, citas divertidas con la pareja, pasar tiempo con amigos)	61.78%	139
Spiritual Care (write, walk, meditate, reflect, painting, volunteer for a noble cause, etc.)Cuidado espiritual (escribir, caminar, meditar, reflexionar, pintar, ofrecerse como voluntario por una buena causa, etc.)	51.11%	115
Mental Care (learn about a new hobby, attend a class of interest, read a book of interest, etc.)Cuidado mental (aprender sobre un nuevo pasatiempo, asistir a una clase de interés, leer un libro de interés, etc.)	53.78%	121
Environmental Care (explore unfamiliar places, declutter your living space, outdoor activities that appeal to your five senses)Cuidado del medio ambiente (explora nuevos lugares, ordenar tu espacio vital, actividades al aire libre que atraen a tus cinco sentidos)	46.67%	105
Recreational Care (going on adventures, relax, play board games, or do nothing!)Cuidado recreativo (ir de aventuras, relajarse, jugar juegos de mesa o no hacer nada!)	56.44%	127
Social Care (Build relationships, connecting with friends, calling relatives, talking to support groups or online community)Atención social (construir relaciones, conectarse con amigos, llamar a familiares, hablar con grupos de apoyo o comunidad en línea)	53.78%	121
OtherOtro	30.22%	68
Total Respondents: 225		

Q74 Is there anything that has not been asked that you would like to share?¿Hay algo que no se le haya preguntado que le gustaría compartir?

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	4.00%	9
No (No)	96.00%	216
TOTAL		225

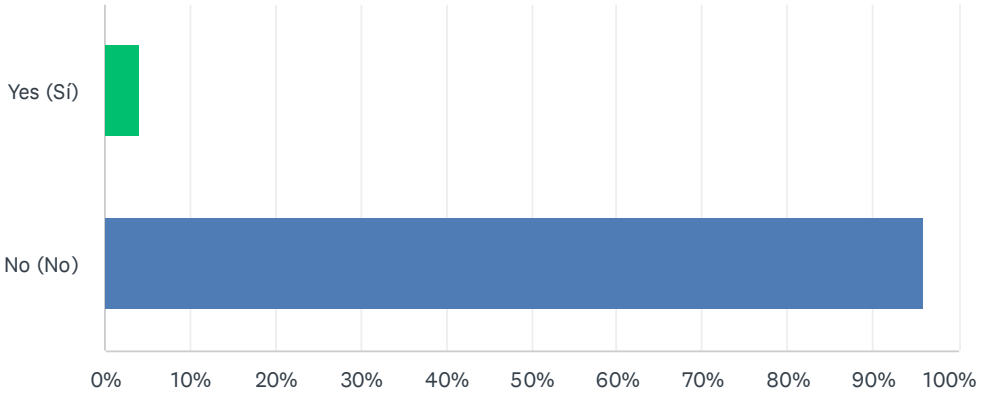
Q75 Please let us know what you would like to add.Por favor déjanos saber que le gustaria agregar.

Answered: 9 Skipped: 216

684

Q76 I have concerns or suggestions and would like to be contacted.Tengo inquietudes o sugerencias y me gustaría ser contactado.

Answered: 225 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes (Sí)	4.00%	9
No (No)	96.00%	216
TOTAL		225

Q77 Please provide your name and contact number:Por favor, proporcione su nombre y número de contacto:

Answered: 9 Skipped: 216

Please let us know what the issue is. Por favor, háganos saber cuál es el problema..	How would you solve the issue? ¿Cómo resolvería el problema?	I would like to be contacted. Me gustaría ser contactado.	Please provide your name and contact number: Por favor, proporcione su nombre y número de contacto:
Open-Ended Response	Open-Ended Response	Open-Ended Response	Open-Ended Response
None	None	No (No)	
Our district has needs to learn the art of communication.	Provide clear protocol for communication. Refresher course	No (No)	
No issue, but a suggestion. As the district moves to improve forward, it will be critical that the expectations developed are shared and held.	Accountability for all employees is critical to	No (No)	
Our school is a great learning environment; however, at times, the use of sarcasm in communication from school leadership has impacted the overall climate and morale.	Our school is a great place to work and learn. Moving forward, encouraging clear and respectful communication—rather than sarcasm—could help maintain a positive and supportive environment for all staff	No (No)	
The Nine Mondays that were recently added to the school calendar. Based on the original calendar/ last year, I had already made plans and commitments well in advance for some of those dates.	1. Staff could vote on a reduced number of Mondays, such as five, that would best meet the district's needs while minimizing conflicts with pre-existing commitments. 2. Make attendance on some of the added Mondays voluntary and provide additional compensation for those who choose to participate.	No (No)	
The 9 Mondays that were recently added to the school calendar. Based on the old calendar I had already made plans and commitments in advanced half of those Mondays.	1. Reduce number of Mondays, such as five, that would best meet district needs while minimizing conflicts with pre-existing commitments. 2. Make Attendance on some Mondays Voluntary and provide additional compensation.	No (No)	

The moral is very low, due to lack of support and communication from supervisor.	Listen and spent time explaining.	No (No)	
As a paraprofessional, I feel we don’t get enough recognition or paid enough for everything we do.	Pay increase and retention insensitive	No (No)	
My concern is that there are so many students out in the halls or other teachers' classes during class. When I walk past a particular counselor's office, there are always students in their room with the lights off and lamps dimmed. These students are usually talking in groups and not much work, if any, is being done. My concern is that these types of resources are not being utilized appropriately.	Perhaps a monitoring of this counselor or a record of the times visited should be implemented.	No (No)	
En mi caso equipo nesesario para desempeñar mejor mi trabajo	Le propuse mi opinion a mi supervisor y no tenemos buenas respuestas	No (No)	
A significant problem is excessive favoritism. There are those who fail to do their work yet are not admonished to do so; consequently—since others do perform the work—the entire workload ends up being shifted onto a select few.	Assign specific tasks to everyone, so that no one expects someone else to do their work.	No (No)	
I believe there is currently some tension between staff and administration that may be affecting the overall campus culture and morale. One area that could be contributing to this concern is the communication between administration and teachers. At times, comments that may be intended as humor or sarcasm can be perceived negatively, which may impact relationships and the overall sense of trust and collaboration on campus. Fostering clear, respectful, and supportive communication could help strengthen positive interactions and contribute to a more collaborative school environment.	I understand that it is not possible to meet everyone's expectations at all times. However, I believe creating opportunities for open dialogue between administration and teachers could be beneficial. Providing a forum for staff to share concerns, offer feedback, and discuss ideas would help promote transparency, strengthen communication, and foster a collaborative approach to problem-solving. Such opportunities could contribute to a more positive campus culture and support stronger relationships among all stakeholders.	No (No)	

Executive Summary

EOY 2025-2026 Employee Culture Survey

Total Responses: 225 employees

Survey Participation: Representation from both campus and department staff across San Elizario ISD. Employee tenure was 27.1% reporting 16 or more years of service and 72.9% having less than 16 years of service.

Overall Organizational Climate

The survey results reflect a **highly positive employee culture**, marked by strong alignment with the district's mission, vision, leadership, and workplace environment.

Key organizational strengths include:

- **98.7%** of employees understand the district's mission.
- **97.3%** understand the district's vision.
- **98.7%** understand the impact their work has on the district.
- **96.9%** report being proud to work for SEISD.
- **92.9%** would recommend SEISD as a workplace to friends and family.

Employee Engagement and Workplace Culture

Responses indicate employees demonstrate strong commitment to the district and embody the characteristics outlined in the SEISD employee profile.

Among respondents:

- 96.0% identified themselves as demonstrating professionalism.
- 98.7% identified as team players.
- 86.2% identified as strong communicators.
- 92.9% identified customer service skills.
- 97.8% reported maintaining a positive attitude.

Leadership and Supervisor Effectiveness

Employees reported very favorable perceptions of supervisors and campus/department leadership.

Key ratings include:

- 92.4% view their supervisor as a positive role model.
- 92.4% receive timely feedback from their supervisor.
- 94.2% feel comfortable discussing concerns with their supervisor.
- 94.2% report supervisors respond to concerns in a reasonable time.
- 94.2% receive clear direction regarding expectations.
- 91.6% report receiving appropriate recognition for good work.
- 89.8% report receiving adequate support.

These results suggest strong supervisory relationships and a culture of support and accountability throughout the district.

Communication and Psychological Safety

Employees generally feel comfortable sharing ideas and concerns:

- 84.4% feel comfortable sharing thoughts and ideas to effect change.
- 83.1% communicate concerns first with their supervisor.
- 98.2% know who to contact when they have questions regarding job duties.
- 98.2% believe campus and department expectations align with district expectations.

While these results remain strong, the lower ratings in psychological safety and concern-sharing represent potential growth opportunities for leadership teams.

Central Office and Administrative Support

Employees expressed positive perceptions of district administrative services.

- 93.3% reported administrative offices answer their questions.
- 93.8% indicated support is provided in a timely manner.

Most employees reported interacting with administrative offices between one and five times annually, suggesting responsiveness and accessibility when support is needed.

Superintendent Leadership

Survey responses indicate considerable confidence in district leadership.

- 92.9% believe the superintendent fosters a positive work environment.
- 92.4% believe the superintendent supports employee professional development.
- 97.3% believe the superintendent prioritizes staff safety.

Among employees who had personally contacted the superintendent:

- 97.0% indicated that their concerns were heard.

Retention and Employee Commitment

Employee retention indicators remain encouraging.

- 80.4% reported they **do not** frequently think about seeking employment in another district.
- 96.9% are proud to work at SEISD.
- 92.9% would recommend SEISD as an employer.

These findings suggest a strong level of organizational commitment and employee loyalty.

Areas of Opportunity

Although survey results are overwhelmingly positive, several areas present opportunities for continued improvement:

1. Increase employee familiarity with the SEISD Employee Profile (currently 90.7%).
2. Strengthen employee confidence in sharing thoughts and ideas openly (84.4%).
3. Continue efforts to improve morale and support at the campus/department level (88.0% positive).
4. Address factors influencing the 19.6% of employees who reported occasionally considering employment elsewhere.

Executive Conclusion

The 2025-2026 Employee Culture Survey demonstrates that SEISD maintains a strong, positive workplace culture characterized by high employee pride, strong leadership trust, organizational alignment, and effective communication. Employees overwhelmingly understand the district's

mission and vision, value the support provided by supervisors and district leadership, and feel connected to the district's success. While opportunities exist to further strengthen employee voice, morale, and retention efforts, the survey results position SEISD as an organization with a healthy culture and a strong foundation for continued growth and employee engagement.

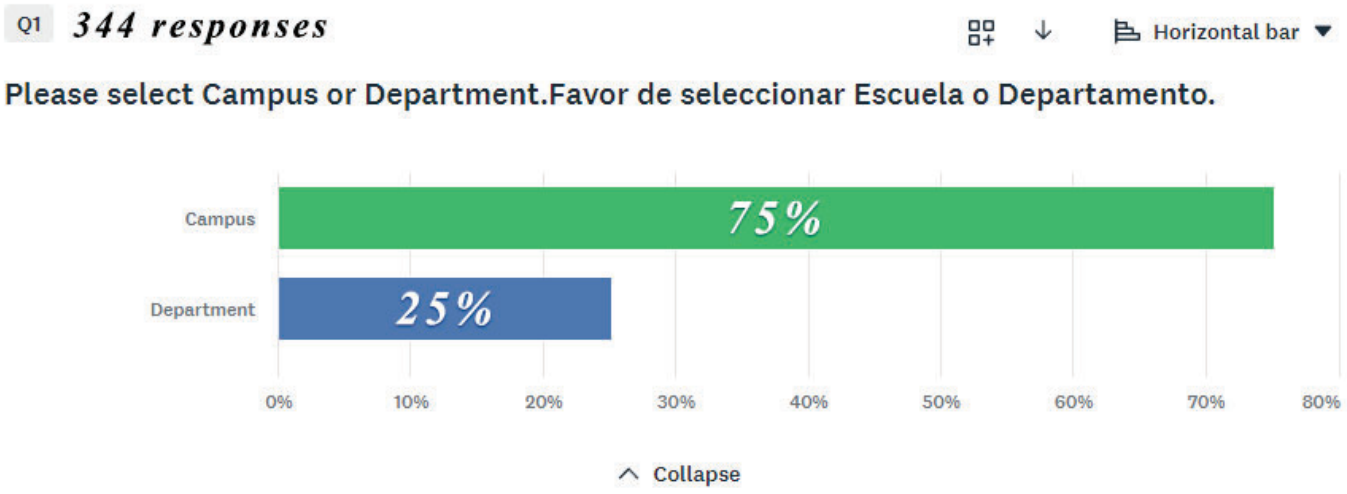
BOY 2026-2027 Employee Culture Survey

(344 responses)

Question 1 –

Campus: 258 **(75%)**

Department: 86 **(25%)**



Question 2 –

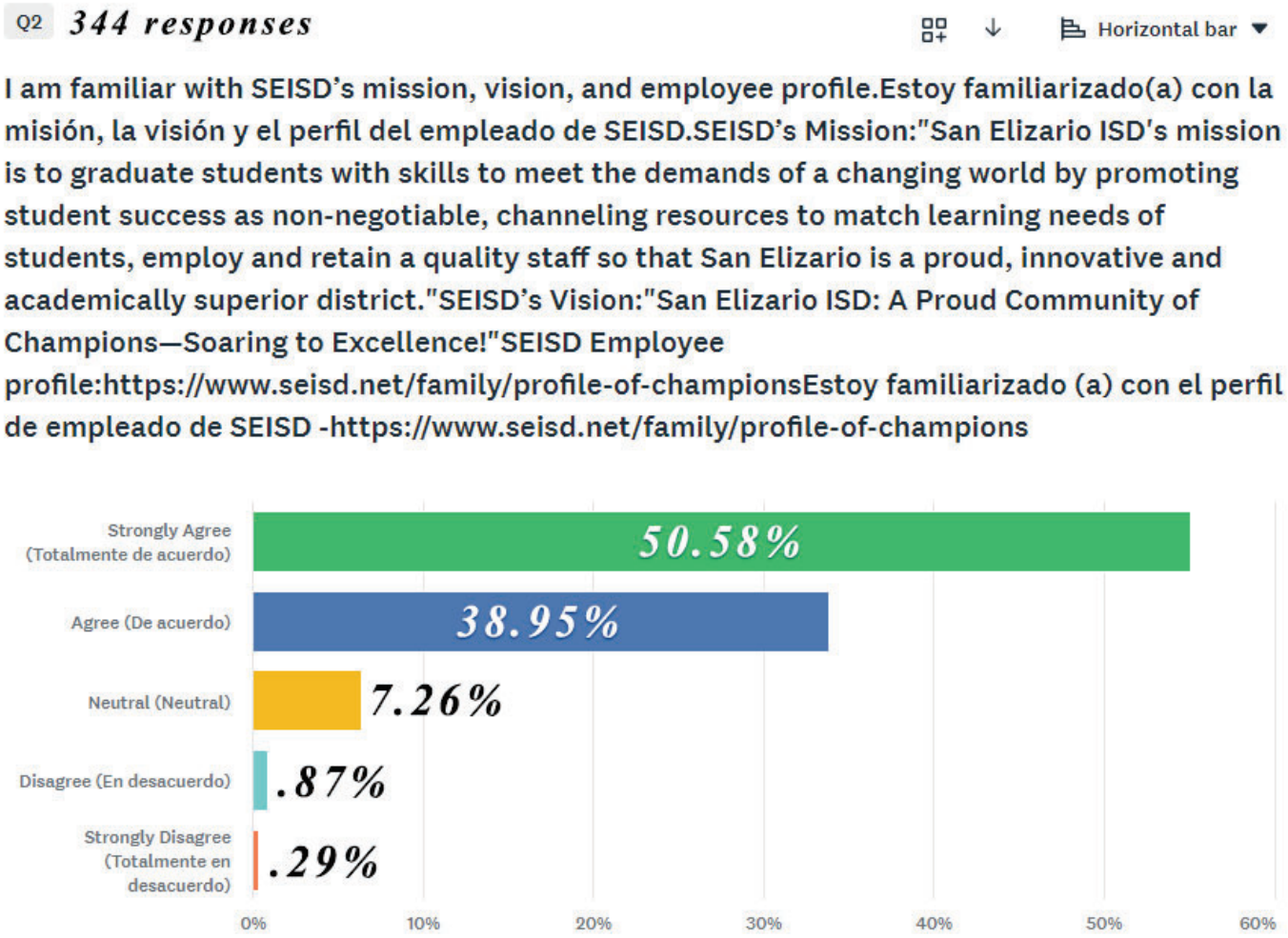
Strongly Agree: 174 **(50.58%)**

Agree: 134 **(38.95%)**

Neutral: 25 **(7.26%)**

Disagree: 3 **(.87%)**

Strongly Disagree: 1 **(.29%)**



Question 3 –

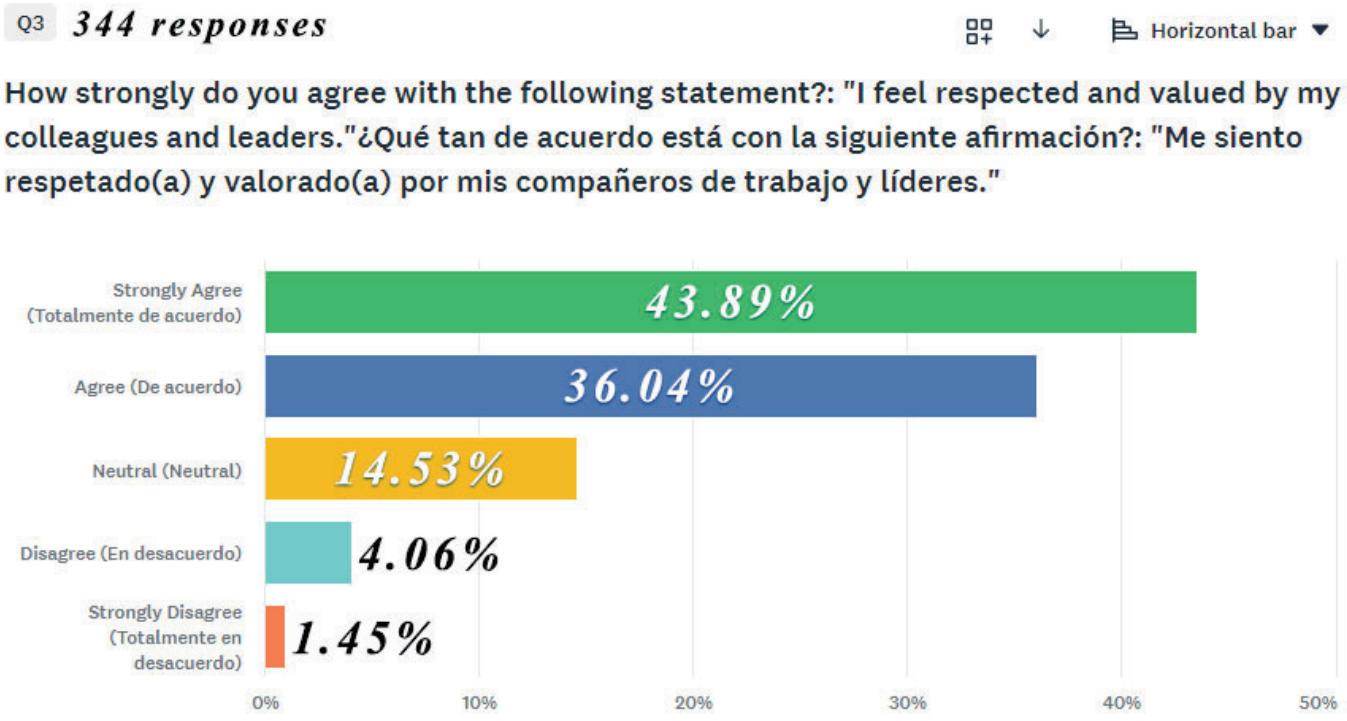
Strongly Agree: 151 **(43.89%)**

Agree: 124 **(36.04%)**

Neutral: 50 **(14.53%)**

Disagree: 14 **(4.06%)**

Strongly Disagree: 5 **(1.45%)**



Question 4 –

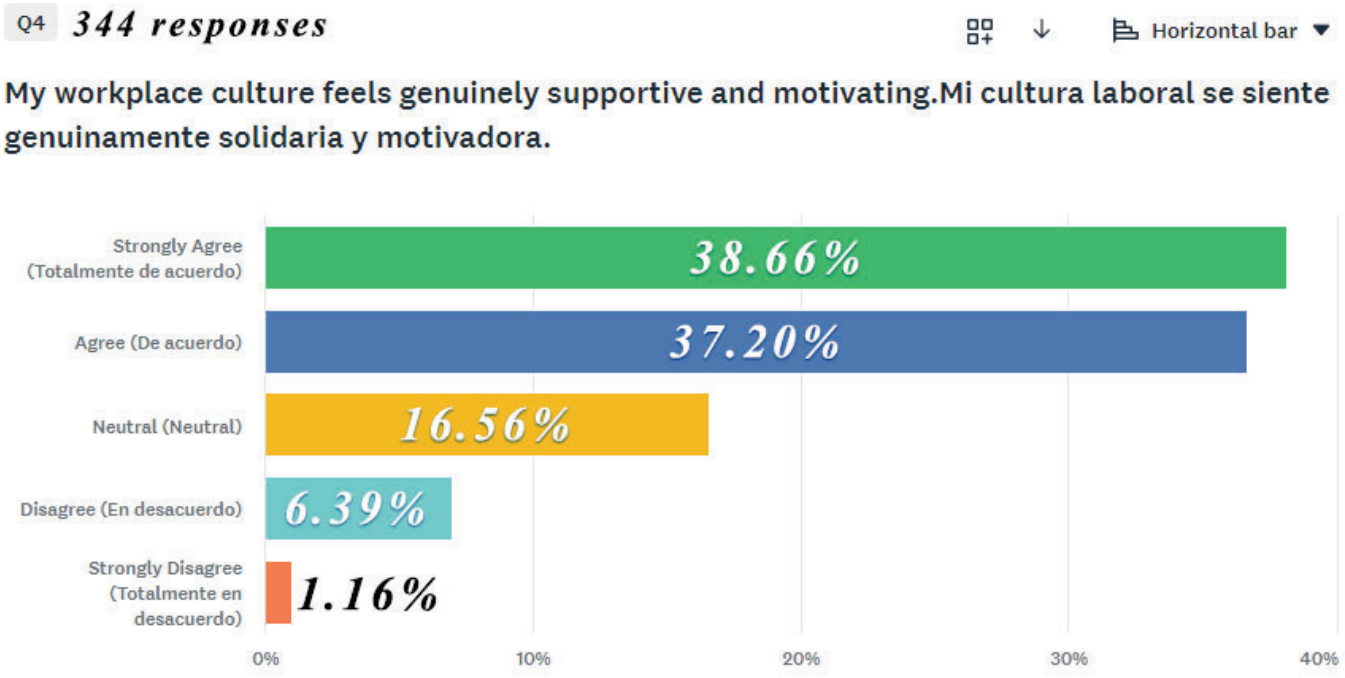
Strongly Agree: 133 **(38.66%)**

Agree: 128 **(37.20%)**

Neutral: 57 **(16.56%)**

Disagree: 22 **(6.39%)**

Strongly Disagree: 4 **(1.16%)**



Question 5 –

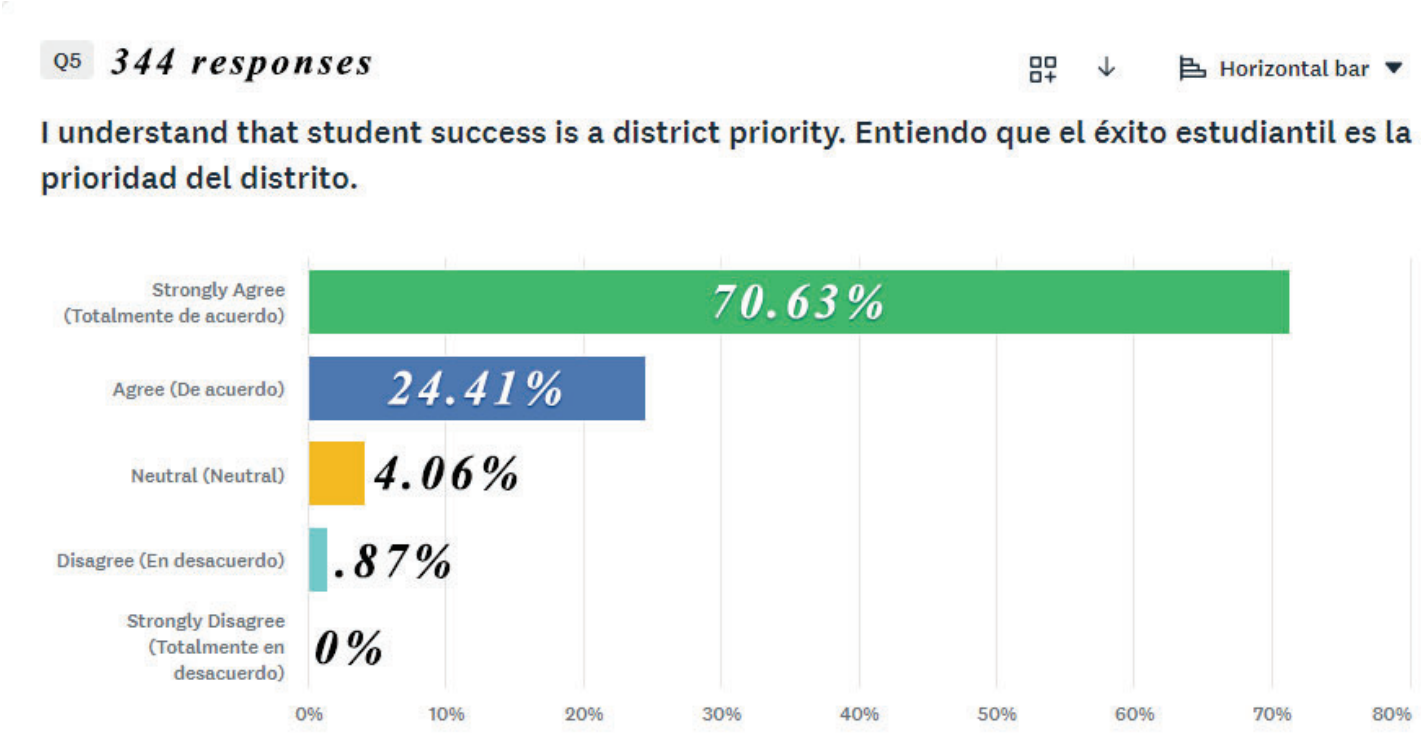
Strongly Agree: 243 **(70.63%)**

Agree: 84 **(24.41%)**

Neutral: 14 **(4.06%)**

Disagree: 3 **(.87%)**

Strongly Disagree: 0 **(0%)**



Question 6 –

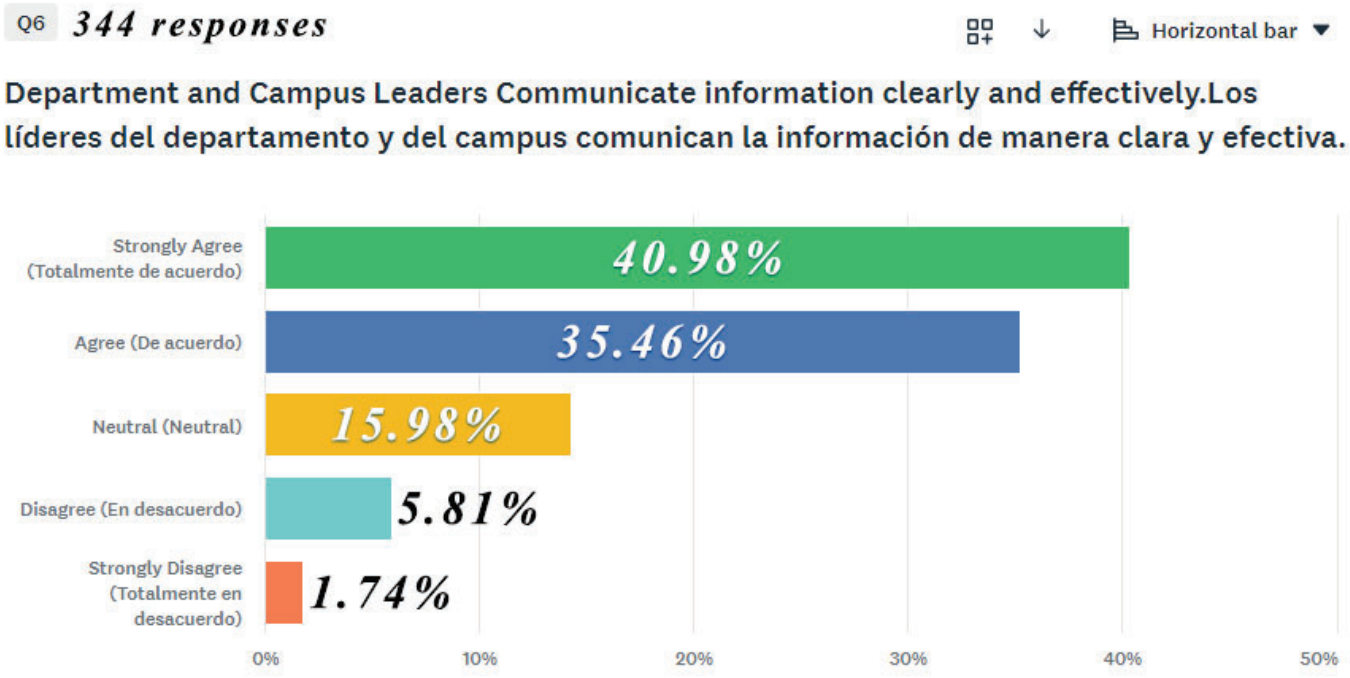
Strongly Agree: 141 **(40.98%)**

Agree: 122 **(35.46%)**

Neutral: 55 **(15.98%)**

Disagree: 20 **(5.81%)**

Strongly Disagree: 6 **(1.74%)**



Question 7 –

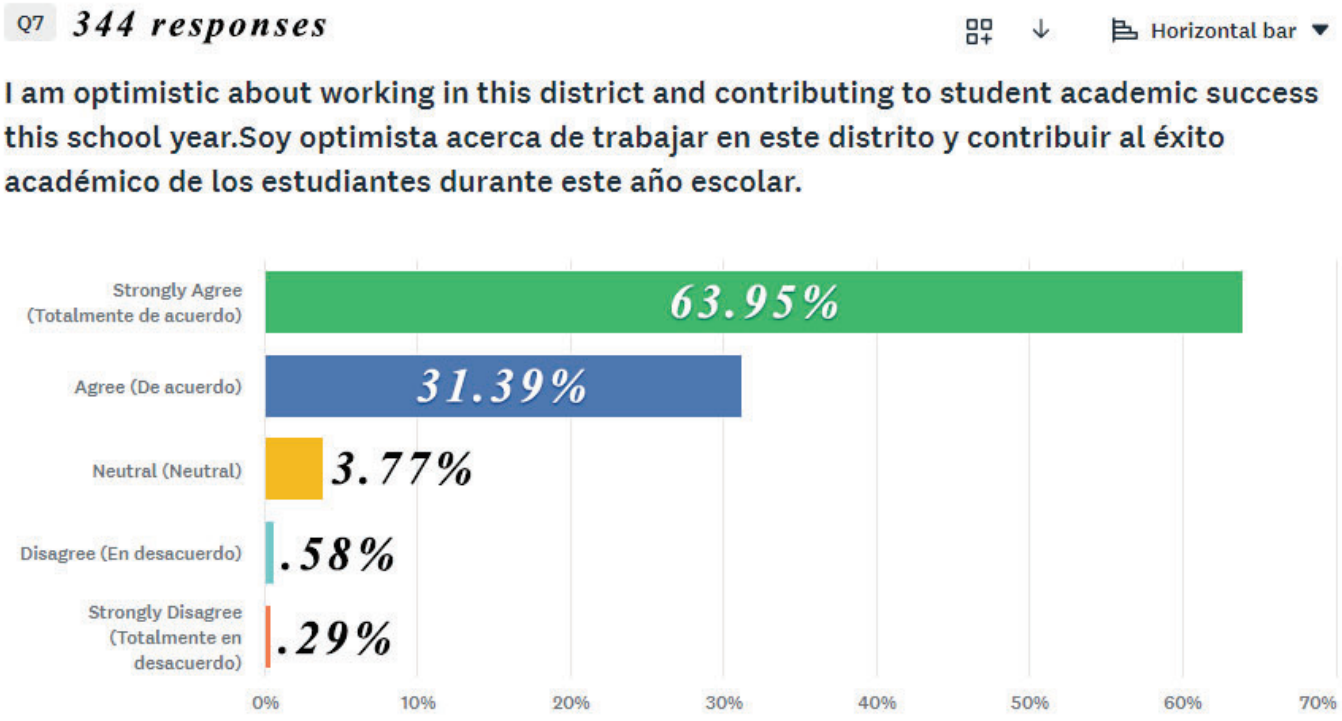
Strongly Agree: 220 **(63.95%)**

Agree: 108 **(31.39%)**

Neutral: 13 **(3.77%)**

Disagree: 2 **(.58%)**

Strongly Disagree: 1 **(.29%)**



Question 8 –

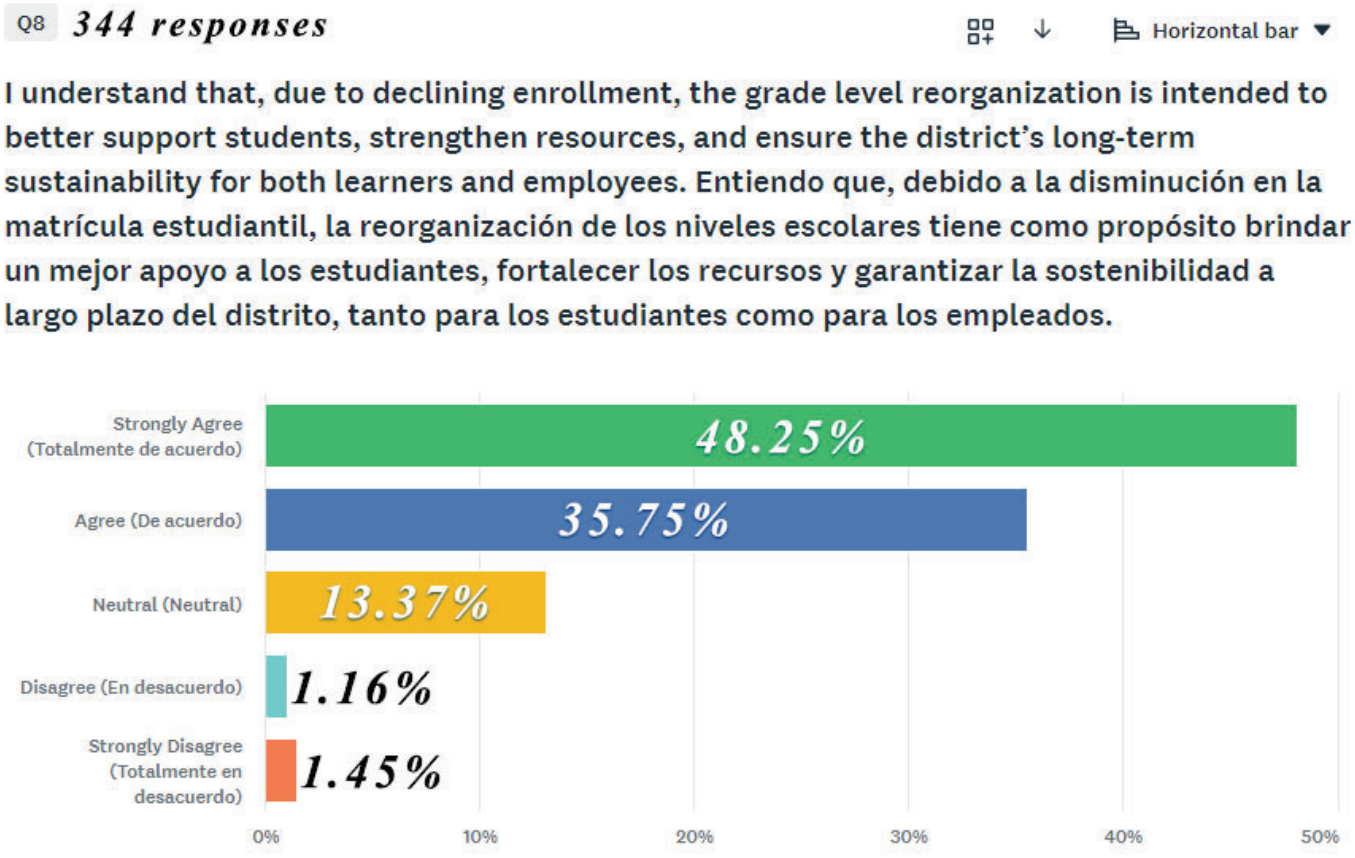
Strongly Agree: 166 **(48.25%)**

Agree: 123 **(35.75%)**

Neutral: 46 **(13.37%)**

Disagree: 4 **(1.16%)**

Strongly Disagree: 5 **(1.45%)**



Executive Summary

BOY 2026-2027 Employee Culture Survey

Total Responses: 344 employees

Participation Overview

Survey participation was broadly representative of the organization, with:

- **258 Campus-based employees (75%)**
- **86 Department-based employees (25%)**

Key Findings

Overall, survey results indicate a **highly positive organizational culture**, with strong levels of agreement across all measured areas. Positive responses (Strongly Agree + Agree) ranged from **75.9% to 95.3%**, demonstrating widespread employee confidence and satisfaction.

Strongest Areas

The highest-rated survey items were:

Question	Positive Responses
Question 5	**95.0%**
Question 7	**95.3%**
Question 2	**89.5%**

Question 5 received the highest level of enthusiasm, with **70.6% of respondents selecting Strongly Agree**, indicating an exceptionally strong perception in this area. Question 7 demonstrated similarly strong support, with **64.0% Strongly Agree** and only **0.9% disagreement overall**.

Areas of Opportunity

While results remain positive, several questions showed comparatively lower agreement and higher neutral responses:

- **Question 4:** 75.9% positive, 16.6% neutral, 7.6% negative.
- **Question 6:** 76.4% positive, 16.0% neutral, 7.6% negative.
- **Question 3:** 79.9% positive, 14.5% neutral, 5.5% negative.

These items may warrant further analysis to identify specific concerns or barriers that are preventing stronger employee endorsement.

Overall Sentiment

Across Questions 2-8:

- Positive responses consistently exceeded **75%** on every item.
- Neutral responses generally ranged between **4% and 17%**, suggesting opportunities to strengthen employee engagement and clarity in certain areas.
- Negative responses remained low, generally below **8%**, with several questions showing less than **2% disagreement**.

Executive Takeaways

1. **Employee culture is a significant organizational strength**, with overwhelmingly favorable feedback across all survey categories.
2. **Questions 5 and 7 are standout success areas** and may represent practices that should be maintained and replicated elsewhere.
3. **Questions 3, 4, and 6 present the greatest opportunity for improvement**, driven primarily by higher neutral and disagreement rates.
4. Leadership should consider reviewing employee comments (if collected) and conducting follow-up discussions focused on the topics represented by Questions 3, 4, and 6 to better understand underlying concerns and develop targeted action plans.

Conclusion: The survey reflects a healthy and positive workplace culture with strong employee endorsement. Focusing improvement efforts on the few lower-scoring areas while sustaining strengths identified in Questions 5 and 7 should help further increase employee engagement and organizational effectiveness.

SEISD Employee Culture Survey Summary

End of Year 2025-2026 *and* Beginning of Year 2026-2027 Executive Comparison

Purpose

This summary combines findings from the **EOY 2025-2026 Employee Culture Survey (225 respondents)** and the **BOY 2026-2027 Employee Culture Survey (344 respondents).**

Snapshot

Indicator	EOY 2025-2026	BOY 2026-2027
Total Responses	225	344
Overall Culture Rating	Highly Positive	Highly Positive
Employee Pride	96.9% Proud to Work at SEISD	Positive responses exceeded 75% on all items
Recommendation to Work at SEISD	92.9%	Strong positive sentiment maintained
Leadership Confidence	92%-97% favorable ratings	76%-95% favorable ratings
Organizational Alignment	Mission and Vision understanding above 97%	Strong agreement maintained
Opportunities for Improvement	Employee voice, morale, retention concerns	Questions 3, 4, and 6 showed highest neutral/disagreement rates

Major Strengths Across Both Surveys

1. Strong Organizational Culture

Both surveys demonstrate that SEISD employees continue to view the district positively and remain highly connected to the organization's mission and success.

EOY 2025-2026

- 98.7% understand the district mission.
- 97.3% understand the district vision.
- 96.9% are proud to work for SEISD.
- 92.9% would recommend SEISD as an employer.

BOY 2026-2027

- Positive responses ranged from 75.9% to 95.3% across all survey items.
- Employee culture was identified as a significant organizational strength.
- Negative responses remained below 8% on all items.

Leadership Implication

Employees remain highly committed to the district and generally perceive SEISD as a positive workplace.

2. Positive Leadership Perceptions

EOY results demonstrated exceptionally strong confidence in supervisors and district leadership.

Key EOY findings included:

- 92.4% view their supervisor as a strong role model.
- 94.2% feel comfortable discussing concerns with their supervisor.
- 94.2% report concerns are addressed in a reasonable timeframe.
- 91.6% receive recognition for their work.
- 89.8% receive adequate support.

At BOY 2026-2027, leadership-related questions continued to receive favorable ratings, with the highest-scoring questions reaching approximately 95% positive agreement.

Leadership Implication

Trust in leadership remains one of SEISD's greatest strengths and should continue to be leveraged to drive employee engagement and continuous improvement.

3. Strong Commitment to Students and Organizational Success

Employees consistently reported understanding:

- How their work contributes to district success.
- The district mission and vision.
- Expectations of their role.
- Their responsibility to support student achievement and organizational goals.

Leadership Implication

SEISD maintains a workforce that is aligned with district priorities and focused on organizational success.

Areas of Opportunity

1. Employee Voice and Feedback

EOY 2025-2026 findings showed:

- 84.4% felt comfortable sharing thoughts and ideas to create change.
- 83.1% indicated their supervisor is the first person they approach when concerns arise.

BOY 2026-2027 results similarly identified questions with higher neutral responses (14%-17%) and lower positive ratings (76%-80%), suggesting some employees remain uncertain or hesitant in specific areas.

Recommended Focus

- Increase opportunities for employee feedback.
- Expand listening sessions and staff forums.
- Communicate how employee feedback influences decisions.

2. Recognition and Morale

Although supervisor ratings remained strong, EOY data showed:

- 91.6% receive recognition for good work.
- 88.0% believe leadership maintains positive morale.

These metrics, while positive, ranked among the lower leadership indicators.

Recommended Focus

- Continue employee recognition initiatives.
- Increase visibility of employee accomplishments.
- Strengthen campus- and department-level morale-building activities.

3. Retention Risk

EOY data revealed:

- Nearly 20% of employees reported thinking about employment in another district.

While the majority remain committed to SEISD, this percentage represents a key retention indicator that warrants continued monitoring.

Recommended Focus

- Monitor workload concerns.
- Strengthen career development opportunities.
- Continue emphasizing employee wellness and work-life balance initiatives.

Comparison of Overall Sentiment

Theme	EOY 2025-2026	BOY 2026-2027
Employee Pride	Very High	High
Trust in Leadership	Very High	High
Organizational Alignment	Very High	High
Communication	Strong	Strong
Employee Engagement	Strong	Strong
Recognition & Morale	Positive with growth opportunities	Positive with growth opportunities
Retention Indicators	Generally Positive with some risk	Positive
Overall Culture	Excellent	Excellent

Key Takeaways for District Leadership

Continue

- ✓ Strong communication regarding mission, vision, and expectations
- ✓ Accessible and supportive leadership practices
- ✓ Employee recognition programs
- ✓ Professional development opportunities
- ✓ Culture-building initiatives that foster pride and commitment

Strengthen

- Employee voice and participation in decision-making
- Recognition practices at the campus and department level
- Strategies focused on morale and retention
- Follow-up conversations around lower-scoring survey areas

Overall Conclusion

Both the EOY 2025-2026 and BOY 2026-2027 Employee Culture Surveys demonstrate that SEISD continues to maintain a highly positive organizational culture characterized by strong leadership, employee pride, mission alignment, and dedication to student success. Employees overwhelmingly report positive experiences working within the district and maintain confidence in both campus and district leadership. Future improvement efforts should focus on strengthening employee voice, recognition, morale, and retention while sustaining the many cultural strengths that make SEISD a destination district for employees.

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: Edgar Ponce, Research and Evaluation Administrator
Subject: HB 3 Goal Progress Monitoring— Goal 3 CCMR Criteria
Date: September 8, 2026

HISTORY:

Student Outcome Goal 3 is a 5-year goal that is measured annually. It is related to the A-F Accountability System and the College, Career, and Military Readiness (CCMR) point system. Under this measure of accountability, each senior is expected to earn one CCMR point prior to graduation.

Goal 3

SEISD will increase the percentage of College, Career, and Military Readiness (CCMR) points earned annually by SEHS seniors from 30% in May 2023 to ≥88% by June 2028 as measured by the A-F Accountability System.

RATIONALE:

CCMR can be measured using the program OnData Suite and an internal campus tracker. This program provides CCMR data to determine which students are not on track to earn a CCMR point prior to graduation. This data is used to target those seniors who do not have a path to a CCMR point, so that interventions are provide prior to graduation to ensure they receive a point. Along with the OnData Suite program, the campus administration utilizes their internal tracker to cross reference information.

The CCMR indicator is a "lagging" indicator in the A-F Accountability System. This means it runs a year behind. Our seniors from the class of 2025 will impact our 2026 accountability ratings.

As per the current information available in the Texas Education Agency (TEA), for the class of 2025, out of 247 graduates, 220 attained a CCMR point. This means that the percentage of students receiving a CCMR for the class of 2025 was 89%. Therefore, the student outcome goal which was set at of 88% was met and surpassed.

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2026 CCMR

	2025 Annual Graduates	
	Count Credit	Component Score
Total		
Total graduates	247	
Total credit for CCMR criteria	**220**	**89%**

BUDGET IMPACT:
There is no budget impacted for this item.

ADMINISTRATIVE RECOMMENDATION:
It is recommended that the Board review the released CCMR data as presented.

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

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

MEMORANDUM

To: Members of the Board of Trustees
From: Aggie Reyes, Executive Director of Child Nutrition Services
Subject: August 2026 – Meal Service Update
Date: September 8, 2026

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

RATIONALE: The Child Nutrition Services Department served 55,000 student meals through August 21, 2026. This count includes breakfast, lunch, snacks, and supper meals.

We served 4,350 more meals this month than in August 2025, and that's a good indicator that students approve of the menus and our school meal advocates are promoting school meals.

Staggered cafeteria schedules cut overtime costs and provide hot supper meals for all students to fuel them through afterschool activities.

Student meals were provided for travelling students participating in volleyball, cross country, and tennis at SEHS. A delicious breakfast was planned for our high school seniors on Senior Sunrise Day.

Cafeterias welcomed faculty back with a delicious pozole.

Child Nutrition Services is committed to the academic success of students in San Elizario ISD.

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

ADMINISTRATIVE RECOMMENDATION: The administrative recommendation is to review the information.

For Approval? ☐ Yes ☒ No
If not, please check one: ☐ Presentation ☐ Report ☒ Information
Please check if applicable: ☐ Attachment Included

TEXAS DEPARTMENT OF AGRICULTURE
COMMISSIONER SID MILLER

August 11, 2026

Dr. Jeanie Meza-Chavez
Superintendent
San Elizario ISD
P O Box 920
San Elizario, Texas 79849-0920

Dear Dr. Meza-Chavez,

I am excited to announce that your district has been selected for the Fresh Fruit and Vegetable Program, run by the Texas Department of Agriculture. This program enhances your nutrition efforts by giving your team the chance to nourish and educate students. Offering an additional serving of fresh, healthy food helps ensure children have the energy to succeed academically while developing healthy habits that will serve them well in the future.

This program is offered to specific districts and campuses on a limited basis. The current award for San Elizario ISD is $ $74,450 for the 2026-2027 school year. We will send more details to your child's nutrition director about which schools are eligible and the participation process. Congratulations on earning this award and thank you for your leadership in bringing this nutritious option to the school day, which also supports Texas agricultural producers.

Sincerely,

Sid Miller
Texas Agriculture Commissioner

SM/AB/ab

P.O. Box 12847
Austin, Texas 78711

TexasAgriculture.gov

(512) 463-7476
Fax: (888) 223-8861

San Elizario Independent School District

Enrollment Counts

Campus	EE	PK	KG	01	02	03	04	05	06	07	08	09	10	11	12	Enrolled	PY Enr	G/L	CTE	SPEC ED	LEP	GT	MIG
Borrego Elementary						161	179	205	197							742	517	225		159	443	50	3
Sambrano Elementary School		164	149	151	157											621	482	139		110	301	6	2
Garcia-Enriquez Middle School										193	193					386	394	-8	103	76	208	51	4
San Elizario High School												204	211	217	224	856	901	-45	660	143	446	89	15
Grade Level Totals		164	149	151	157	161	179	205	197	193	193	204	211	217	224	2605	2294	311	763	488	1398	196	24
Prior Year Grade Level Totals			133	174	175	118	140	141	118	192	202	204	230	251	216								
GL		164	16	-23	-18	43	39	64	79	1	-9		-19	-34	8								

MASBA
SCHOOL BOARD MEMBERS FOR LATINO EQUITY

Register Now

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Join us for an enriching and insightful experience, where we bring together educational leaders, policymakers, and advocates to explore innovative strategies and best practices in serving the needs of diverse student populations.
At our conference, attendees will have the opportunity to engage in dynamic discussions, participate in interactive workshops, and hear from renowned speakers who are passionate about advancing educational equity and excellence for Latino students.

TAKE A GLANCE AT OUR 2026 CONFERENCE AGENDA.

Event Details

WHEN

September 10th, 2026 (2 PM CDT) - September 11th, 2026 (10 PM CDT)

Add to Calendar

WHERE

The Westin Riverwalk, San Antonio
420 West Market Street
San Antonio, TX 78205-2920

Register Now

Have Questions?

Contact Us

Conference Countdown

Stay tuned as the countdown ticks away, marking the moments until we convene. Don't miss out!

196	20	8	14
Days	Hours	Minutes	Seconds

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MASBA-School Board Members for Latino Equity

P.O. BOX 474

Austin, TX 78767

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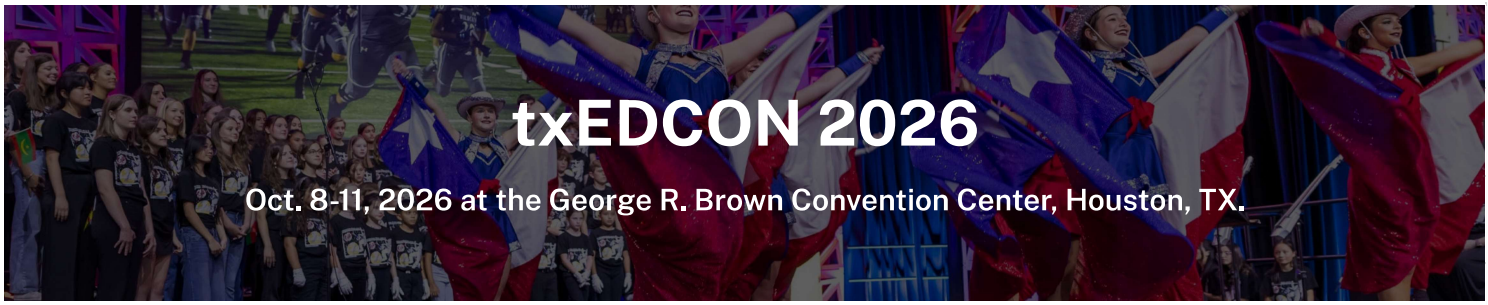

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