

LAMAR EL

Campus Improvement Plan

2021/2022

*Este plan de mejoramiento del campus está disponible en español a pedido.
Por favor, póngase en contacto con la oficina de la escuela.*

Mrs. Iris Oca, Principal

*Lamar Elementary
The Heart of San Felipe! The Pride of Del Rio!*

Iris Oca
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Date Reviewed:

DMAC Solutions ®

Page 1 of 79

Date Approved:

8/5/2022

LAMAR EL

Mission

*We will grow a nurturing learning environment where everyone shares in Lamar P.R.I.D.E -
Passion, Responsibility, Imagination, Dedication, and Engagement*

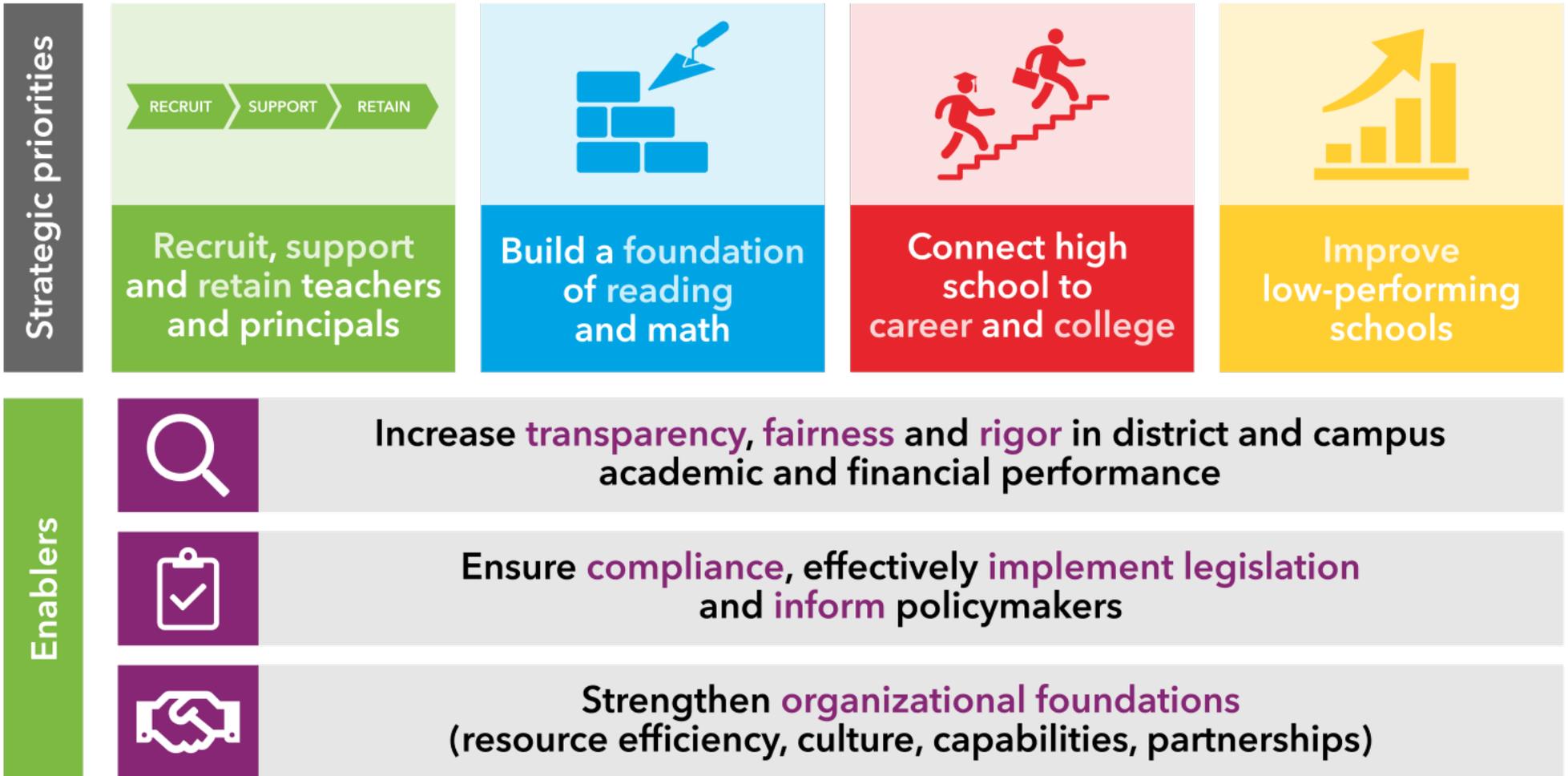
Vision

*To have 100% of Lamar staff do 100% of the work in everything we do to help every child show
progress.*

Nondiscrimination Notice

LAMAR EL does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Every child, prepared for success in college, a career or the military.



**adapted from TEA Strategic Plan - <https://tea.texas.gov>*

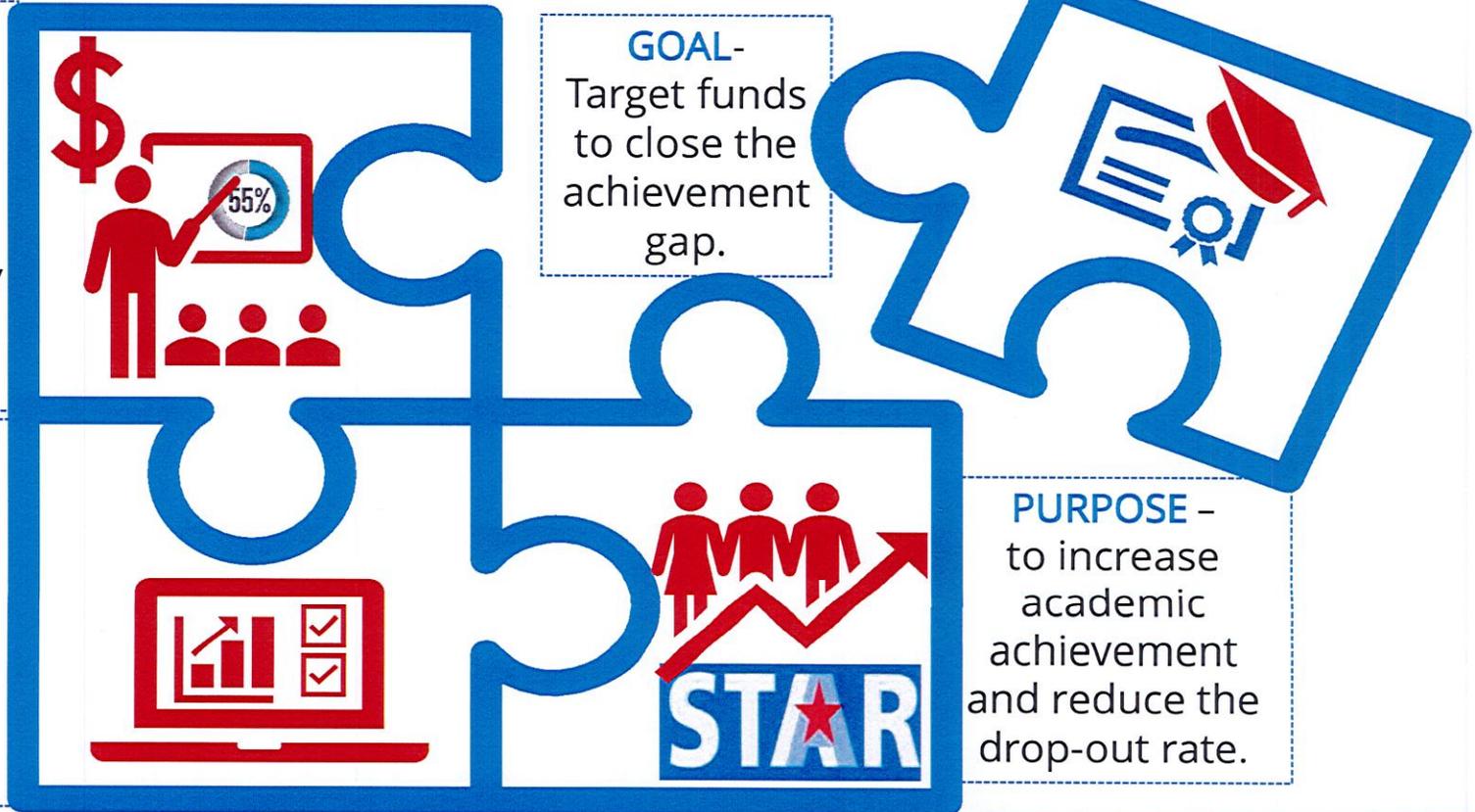
State Compensatory Education Program

STATE FUNDS for supplemental programs and services to support at-risk and educationally disadvantaged students

ANALYSIS of the school's CNA - to identify the priority needs and direction for the SCE program

GOAL- Target funds to close the achievement gap.

PURPOSE - to increase academic achievement and reduce the drop-out rate.



TEC, §29.081

TEC, §48.104



LAMAR EL Site Base

Name	Position
Oca, Iris	Principal
Calderon, Albert	Assistant Principal
Ruiz, Monica	Counselor
Hernandez, Belinda	2nd Grade Leader
Jimenez, Sandra	4th Grade Leader
Martinez, Laura	3rd Grade Leader
Mejia, Katherine	1st Grade Leader
Cruz, Billie Jo	Kinder Leader
Berton, Rai Zina	Special Ed Teacher
Vasquez, Ruby	Attendance Clerk
Gomez, Estela	Parental Liaison
Gil, Melina	Parent Representative
Cavazos, Alma	5th Grade Leader
Cardenas, Chris	Music Teacher
Garces Gil, Maria	Computer Lab Aide
Odin, Funmilayo	Resource/Library Aide
Sotelo, Sonya	Teacher
Tamez, Eusebio	Business Owner Representative



Comprehensive Needs Assessment

Introduction

The purpose of engaging in a CNA is to bring focus and accountability to reform activities. Further, state and federal law requires districts and schools to participate in a CNA that focuses on specific achievement indicators and appropriate measures of performance (TEC 11.252, ESSA: Sec. 1114(b)(6)). This template will serve as a blueprint for conducting a CNA and provide a summary of the CNA for planning/compliance purposes.

Organizational Structure

TEA does not prescribe a specific organizational structure for the CNA. Therefore, these options have been created by ESC staff at Region 15. Remember, these are just suggestions and each LEA/campus should adjust to meet their specific needs. This organizational structure focuses on 6 factors:

1. Academic Achievement
2. Staff Quality
3. School Climate/Safe & Healthy Schools
4. College & Career/Graduation/Dropout Reduction
5. Parent and Community Engagement
6. District/Campus Commitments

Using this template

This template is meant to be a starting point for reviewing data, recognizing strengths and needs, and prioritizing goals for a district or campus CNA. Each tab focuses on one of the six factors (above). The final tab will auto-fill with the recognized "needs" under each factor and provide a summary sheet for the CNA.

Organizing the Decision Making Committee (TEC§11.251(e))

- Ensure that membership is an appropriate representation of the community's diversity
- At least 2/3 of the elected staff must be classroom teachers
- At least one professional staff member must be an educator whose primary responsibility is educating students with disabilities
- The frequency of planning meetings is determined by the board



Site Based Committee Sign In

District: SFDRICISD - LAMAR ELEMENTARY

Date: 1/15/2021

Role	Name	Signature
Parent	Melina Gil	Phone
Parent	Abraham Cardenas	Phone
Business Representative	Eusebio J. Tamez	Phone
Business Representative	Abram Rodriguez	Phone
Community Representative	Robert Kineskey	Phone
Teacher	Nereida Menchaca	Virtual
Teacher	Bertha Gonzalez	Virtual
Teacher	Norma Martinez	Virtual
Teacher	Brenda Menchaca	Virtual
Teacher	Faustina Escobedo	Virtual
Teacher	Diana Guzman	Virtual
Teacher	Chris Cardenas	Virtual
Teacher	Rai Berton	Virtual
Principal	Iris Oca	Virtual
School Counselor	Monica Ruiz	Virtual
Para-Professional	Juanita Reyna	Virtual
Para-Professional	Estela Gomez	Virtual
District Personnel	Angie Sanchez	Virtual

** Refer to local policies for specific attendance/role requirements for a site-based committee.*

*** Please note that ESSA requires the attendance of more than one parent at the site-based committee. This parent cannot be an employee of the district. Parents cannot also be considered as community members on the committee.*

Comprehensive Needs Assessment Summary – 2021-2022 Lamar Elementary

Utilized Data Sources: These will automatically populate from your CNA worksheets

GT ENROLLMENT	FORMATIVE ASSESSMENT	DISCIPLINE RECORDS
WRITING SAMPLES	TEACHER RETENTION/ MOBILITY RATE	TEACHER EVALUATION RESULTS
TEACHER ATTENDANCE	STAFF SURVEYS	CLIMATE SURVEY
ATTENDANCE RECORDS	DISCIPLINE CHART	TTESS DATA
GT ENROLLMENT	FORMATIVE ASSESSMENT	DISCIPLINE RECORDS
WRITING SAMPLES	TRANSLATED DOCUMENTS	HOME VISITS
PARENT CONFERENCE LOGS	FAMILY SURVEYS	TECHNOLOGY INVENTORY
SPECIAL PROGRAMS SCHEDULE	PEIMS DATA	DIFFERENTIATED INSTRUCTION

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
Academic Achievement	<ol style="list-style-type: none"> 1. GT Qualifications 2. TELPAS WRITINGS 3. TPRI tool 	<ol style="list-style-type: none"> 1. Rotation down time 2. More mentoring options for students 3. Better methods of addressing discipline 	GT Identification Bilingual Research Based curriculum for our EL population
Staff Quality	<ol style="list-style-type: none"> 1. Staff PD reflects teacher needs 2. Low turnover rate 3. Minimal staff absence rate 	<ol style="list-style-type: none"> 1. Evenly distribute Special Populations 2. Offer mentoring opportunities for teachers 3. SSI will provide mini Professional Development for teachers, focusing on our new teachers 	Mentoring Programs for new or struggling teachers. District Wide Coaching available
School Climate/ Safe & Healthy Schools	<ol style="list-style-type: none"> 1 Teachers and staff set high expectations from day one 2. Students know and understand their expectations 3. Variety of school clubs and organizations for students to participate 	<ol style="list-style-type: none"> 1. Opportunities for parent involvement 2. Meet the Teacher Night 3. Include more community involvement (LAFB, community leaders and business owners) 	Incentives for our demerit discipline system. UIL updated Materials for our students to use as study guides

Area Reviewed	Summary of Strengths What were the identified strengths?	Summary of Needs What were the identified needs?	Priorities What are the priorities for the campus, including how federal and state program funds will be used?
College & Career Readiness/ Graduation/ Dropout Reducation	<ol style="list-style-type: none"> 1. GT Identification 2. Writing Benchmark Results 3. Discipline Flowchart implementation 	<ol style="list-style-type: none"> 1. Leadership role opportunities for staff and students 2. Reading Performance level needs to improve 3. Classroom management growth opportunities 	<p>Mentoring Programs to encourage positive role models</p> <p>College/Career night to encourage long term goals for our students</p>
Family and Community Involvement	<ol style="list-style-type: none"> 1. Science Fair 2. Kinder/5th Grade Graduations 3. UIL 	<ol style="list-style-type: none"> 1. Implement AR Reading Nights 2. Celebrity Readers 3. Literacy Nights 	<p>Science Fair supplies and materials to encourage more participation and not discourage participation due to lack of funds.</p> <p>Literacy Nights - Provide incentives to both parents and student for participating.</p>
District/Campus Commitments	<ol style="list-style-type: none"> 1. New Math Curriculum: Sandra Garza 1st grade incorporation 2. Planning Protocol 3. Response to Intervention Planning Days (RTI) 	<ol style="list-style-type: none"> 1. Need of Vertical Alignments meeting 2. Further training on new TEKS/Curriculum as well as technology apps 3. Updated Planning Protocol via Zoom 	<p>Offer flexibility to use hands on during Math instruction</p> <p>Purchase items necessary to further adapt to new Math Curriculum</p> <p>Navigate updated Planning Protocol guidelines</p>

NOTE: Activities funded through federal programs and State Compensatory Education funds should be identified in the Needs and/or Priorities sections above. The Comprehensive Needs Assessment does not contain what you will do to meet the needs. It is simply a report of the data examined and the conclusions drawn from that data. Needs identified in the CNA will lead to the goals, objectives, and strategies in the DIP/CIP.

LAMAR EL

Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. (MATH, READING AND SCIENCE STAAR) By June 2022, STAAR math, reading and science scores will show substantial academic growth success on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analyze campus data for continued improvement in student achievement and instructional decision-making using DMAC as resources including state assessment data (STAAR), TELPAS, as currently available. (Title I SW: 1,2,3,6,8) (Title I SW Elements: 2.2,2.5) (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021 - May 2022	(S)Local Funds	05/23/22 - On Track 03/29/22 - Significant Progress 11/10/21 - Significant Progress
2. Schedule at-risk and Tier 2 and Tier 3 students an additional 30-60 minutes of: small group instruction via zoom, virtual independent instruction, targeted tutoring via zoom or google meets (Saturday Camps as needed, if Pandemic permits). (Title I SW: 2) (Title I SW Elements: 1.1,2.2,2.5) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Counselors, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	05/23/22 - Completed 03/29/22 - On Track 11/18/21 - Significant Progress
3. Provide supplemental STAAR materials for 3rd-5th grades in all STAAR academic subjects for improvement in student achievement. (Lonestar Math, Mentoring Minds Content Specific Workbooks and teacher editions, Countdown to STAAR, Fast Focus, Renaissance Learning, BrainPop, Sandra Garza Math Curriculum) (Title I SW: 3,9,10) (Title I SW Elements: 1.1,2.5) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds, (S)State Compensatory - \$24,689.54	05/23/22 - Completed 03/29/22 - Completed 11/19/21 - Completed
4. Monitor students in special populations through student performance, attendance and participation, based on progress reports, report card grades, PEIMS intervention forms and formal evaluation programs: TELPAS, STAAR, TPRI, and TXKea (Title I SW: 3,4,5,8,9) (Title I SW Elements: 1.1,2.2,2.3,2.5) (Target Group: Migrant,EB,SPED,GT,AtRisk,Dys) (Strategic Priorities: 2) (CSFs: 1,2)	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021 - May 2022	(S)Local Funds	05/23/22 - Completed 03/29/22 - On Track 11/19/21 - Significant Progress

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Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 1. (MATH, READING AND SCIENCE STAAR) By June 2022, STAAR math, reading and science scores will show substantial academic growth success on STAAR state assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Highly qualified staff (teachers, counselors, and para-professional) will support at-risk and educationally disadvantaged students to increase academic achievement and reduce the drop-out rate. (Title I SW Elements: 1.1,2.5) (Target Group: AtRisk) (Strategic Priorities: 1)	Campus Administrators, Chief Instructional Officers	June 2021-June 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 03/29/22 - On Track 11/19/21 - On Track

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Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 2. (HOUSE BILL 3) By June 2022, the percentage of 3rd grade students that will score at the Meets level or above, will show an increase from a 20% to a 42% in reading and an 8% to a 42% in math, reflected in our STAAR Assessment data.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase academic performance of students on all STAAR assessments who reach Masters Grade Level by 10% in grades 3-5 through staff development (to include, but not limited to our GT students). (Title I SW: 3,8,9) (Title I SW Elements: 2.5) (Target Group: GT) (Strategic Priorities: 2) (CSFs: 1,2,7)	Attendance Staff, Campus Administrators, Instructional Aides, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	05/23/22 - On Track 03/29/22 - Significant Progress 11/29/21 - Some Progress
2. Leads focused planning processes with strategic monitoring of outcomes by aligning professional development. (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement	05/23/22 - On Track 03/29/22 - Significant Progress 11/28/21 - On Track
3. Develop effective routines, instructional strategies, and experiences for all students. (Title I SW Elements: 1.1,2.2,2.5,2.6) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	05/23/22 - On Track 03/29/22 - Significant Progress 11/28/21 - On Track

LAMAR EL

Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 3. (EXTRACURRICULAR ACTIVITIES) Throughout the 2021-2022 school year, Lamar Elementary will provide all students opportunities to participate in extracurricular activities as support and complement to the curricular program.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Increase the participation of all students in extracurricular activities by 10%. (UIL - 3rd, 4th and 5th, Robotics - 3rd, 4th and 5th Cross Country - All students, Science Fair - All students Art Club - 3rd, 4th and 5th, Choir - 4th and 5th, Strings - 4th and 5th Elementary Track and Field Meet, Teacher/student 5K STEAM (STEM and art) for 3-5 Literacy/AR Nights K-5 Math Nights K-5 (Title I SW: 1,10) (Title I SW Elements: 1.1,2.5) (Target Group: All,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,6,7)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2021 - May 2022	(O)Local Districts, (S)Local Funds	05/23/22 - Completed 03/29/22 - Some Progress 11/28/21 - Significant Progress

LAMAR EL

- Goal 1.** (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.
- Objective 4.** (STUDENT/ STAFF SAFETY) By the end of the 2022 school year, Lamar Elementary will have a unified initiative for the safety and security of all students and personnel.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Maintain the Crisis/Behavior Management team on campus for response to emergency situations to include all team members to be trained in CPI strategies. (Title I SW: 9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Teachers</p>	<p>August 2021 - May 2022</p>	<p>(F)Title IV SSAEP, (S)Local Funds</p>	<p>Criteria: Documented Responses Certificates of Annual CPI Training Listing of Crisis /Behavior Management Team Members in Faculty Handbooks</p> <p>05/23/22 - Completed 03/29/22 - On Track 11/28/21 - Significant Progress</p>
<p>2. Review, execute and update emergency drill procedures as outlined. (Tornado, Intruder, Lock Down, Evacuation, Fire) (Title I SW: 1) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)</p>	<p>Campus Administrators, Counselors, Teachers</p>	<p>August 2021 - May 2022</p>	<p>(F)Title IV SSAEP, (S)Local Funds</p>	<p>Criteria: Drill Reports</p> <p>05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track</p>
<p>3. Lamar Staff will continue to utilize the KeepNTrack Security system for all visitors on campus; substitute teachers, visitors, and parents wear badges provided by the office upon signing in using the KeepNTrack system. In addition, we will continue to use the single point entry system. (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1) (CSFs: 6)</p>	<p>Attendance Staff, Campus Administrators, Parental Aides</p>	<p>August 2021 - May 2022</p>	<p>(S)Local Funds</p>	<p>05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track</p>

LAMAR EL

Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 5. (EDUCATION INITIATIVE) By the end of the 2022 school year, Lamar Elementary will have a sound initiative in the education and prevention of bullying for all students. Counselors will implement Del Rio Cares with consistency and fidelity.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Lamar staff will continue classroom management plans, such as the behavior clip chart or Class Dojo, to monitor classroom management. (Title I SW: 1,2) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,6)	Campus Administrators, Counselors, Teachers	August 2021 - May 2022	(S)Local Funds	Criteria: Discipline Reports PEIMS Data Behavior Plans Decrease in Discipline Referrals 05/23/22 - Completed 05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track
2. Provide guidance lessons based on grade level needs which include Del Rio Cares Units, during enrichment periods/activity periods via prerecorded videos. (Red Ribbon Week) (Title I SW: 3) (Title I SW Elements: 2.2,2.6) (Target Group: All) (Strategic Priorities: 1,3) (CSFs: 4,6)	Counselors	August 2021 - May 2022	(S)Local Funds	05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track
3. Provide training to parents on identifying and dealing with bullying and offer assistance as needed. (Title I SW: 3) (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 5)	Counselors, Parental Aides	One per Semester	(F)Title I, (S)Local Funds	Criteria: Training Agenda and Sign-In Sheet 05/23/22 - Significant Progress 05/23/22 - Significant Progress 05/23/22 - Significant Progress 03/29/22 - Some Progress 11/28/21 - Some Progress
4. Counselor will provide character education presentations and videos for all students during planning protocol using Del Rio Cares curriculum. (Title I SW: 2) (Title I SW Elements: 1.1,2.2) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 6)	Campus Administrators, Cluster/Department Leaders, Counselors, Teachers	August 2021 - May 2022	(S)Local Funds	Criteria: Daily reminders during announcements. Reduction in office referrals. 05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track

LAMAR EL

Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 6. (STAAR CORE AREA) By June 2022, all students will increase 5% on all portions of the STAAR core area assessments, to include non-testing grade levels.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain highly qualified staff, including teachers and paraprofessionals, that meet all necessary qualifications. Routinely implement targeted and personalized strategies, including high performing teachers to support, grow and retain teachers. (Title I SW: 3,9) (Title I SW Elements: 1.1) (Target Group: All) (Strategic Priorities: 1) (CSFs: 7)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: Professional Development sign-in logs 05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track
2. Highly qualified staff shall also be provided appropriate staff development to support quality instruction. (Title I SW: 3,4) (Title I SW Elements: 2.5) (Target Group: All) (Strategic Priorities: 1,2,3,4) (CSFs: 1,2,7)	Campus Administrators	August 2021 - May 2022	(F)Title I, (F)Title IIA Principal and Teacher Improvement	Criteria: See in an increase on STAAR assessment scores in addition to increased reading levels for all students in grades K-5. 05/23/22 - Completed 03/29/22 - Significant Progress 11/28/21 - Significant Progress

LAMAR EL

Goal 1. (SAFE ENVIRONMENT) The District shall maintain a safe environment, utilize quality curriculum and diverse instructional opportunities to ensure student achievement at the highest standards of excellence.

Objective 7. (TPESS Goal) By Spring of 2022, 75% of my 4th and 5th grade students receiving interventions through HB 4545, will show substantial academic growth success on STAAR State Assessment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Focus on calendars and time to address leadership and instructional priorities to create a high-performing, skilled leadership team. (Title I SW Elements: 2.2,2.4,2.6,3.2) (Target Group: All) (Strategic Priorities: 1,4)	Campus Administrators, Teachers	August 2021 - May 2022	(F)Title IIA Principal and Teacher Improvement	05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track

LAMAR EL

Goal 2. (COMMUNITY RESOURCES) The District shall be a good steward of the community's resources - financial, human, facilities- and explore new opportunities for organizational efficiency and effectiveness.

Objective 1. (STUDENT SUCCESS) By the end of the 2022 school year, Lamar Elementary will utilize 90% of local funds to directly impact student success.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to CIP. (Title I SW: 1,9) (Title I SW Elements: 2.2) (Target Group: All) (Strategic Priorities: 2) (CSFs: 3)	Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Teachers	August 2021 - May 2022	(F)Title I, (S)Local Funds	Criteria: Evaluation from SFDRICISD financial department 05/23/22 - Completed 03/29/22 - On Track 11/28/21 - Significant Progress

LAMAR EL

Goal 3. (EFFECTIVE COMMUNICATION) The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 1. (ATTENDANCE RATE) At the end of the 2022 school year, the attendance rate at Lamar Elementary will be at 95% or better.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lamar Elementary will continue with an Attendance Committee that will monitor and meet as necessary to review and establish intervention plans for students with excessive absences. (Title I SW: 1,2,6,9) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All,AtRisk) (Strategic Priorities: 2) (CSFs: 1,3,5)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, Teachers</p>	<p>August 2021 - May 2022</p>	<p>(F)Title I</p>	<p>Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.</p> <p>05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track</p>
<p>2. The parents of Lamar Elementary will be active participants in the attendance process. Lamar will increase awareness of the importance of attendance through orientations, newsletters, presentations and parent-teacher conferences. (Title I SW: 1,6,9) (Title I SW Elements: 2.2,2.6,3.1) (Target Group: All) (Strategic Priorities: 2,3) (CSFs: 3,5,6)</p>	<p>Attendance Staff, Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers</p>	<p>August 2021 - May 2022</p>	<p>(F)Title I</p>	<p>Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.</p> <p>05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track</p>
<p>3. Recognize and celebrate students, classes, and grade levels at Award Assemblies at the end of each Six-Weeks unit.</p> <p>Perfect Attendance Certificates and Incentives. SFDRCSID Attendance Initiative (Title I SW: 1,2) (Title I SW Elements: 2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,5,6)</p>	<p>Attendance Staff, Campus Administrators, Parental Aides, Parents, PTO, Teachers</p>	<p>August 2021- May 2022</p>	<p>(L)Principal Account, (S)Local Funds</p>	<p>Criteria: Daily, weekly and unit cycle reports. Reduction in number of absences. Decrease in amount of referrals to Pupil Services.</p> <p>05/23/22 - Completed 03/29/22 - Significant Progress 11/28/21 - Some Progress</p>

LAMAR EL

Goal 3. (EFFECTIVE COMMUNICATION) The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 2. (PARENT PARTICIPATION) By May 2022, parent participation at Lamar Elementary will increase by 25% by increasing our parent communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Lamar Elementary will continue to provide opportunities for parents/guardians to participate in their child's education through activities such as but not limited to: Meet the Teacher Orientations, Open House, and activities, festivals, Library Nights, holiday celebrations, Career Day, Awards Assemblies, 5th Grade Promotion, Kinder Promotion, PTO, Math and literacy nights, AR marathons etc. (Title I SW: 3,6,9,10) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 5,6)</p>	<p>Campus Administrators, Counselors, Librarian, Parental Aides, Parents, PTO, Teachers</p>	<p>August 2021 - May 2022</p>	<p>(S)Local Funds</p>	<p>Criteria: Activities completed Parent Sign-In Sheets Increase in parental involvement on campus</p> <p>05/23/22 - Significant Progress 03/29/22 - Some Progress 11/28/21 - Significant Progress</p>
<p>2. Provide ongoing communication to parents to relay information about events, activities, school functions, presentations and trainings via banners, brochures, newsletters, calendars, updated campus webpage, etc. Communication is presented in both English and Spanish to reach out to all parents. (Title I SW: 3,6,9,10) (Title I SW Elements: 1.1,2.2,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 5)</p>	<p>Campus Administrators, Cluster/Department Leaders, Counselors, Librarian, Parental Aides, PTO</p>	<p>August 2021 - May 2022</p>	<p>(S)Local Funds</p>	<p>Criteria: Completed and updated communication tools Increase in parental involvement</p> <p>05/23/22 - On Track 03/29/22 - On Track 11/28/21 - On Track</p>
<p>3. Provide training for parents to properly utilize Skyward as a means to periodically check student progress. Parent liaison will assist with creating virtual trainings to respect social distancing and follow district policy of no campus visitors. (Title I SW Elements: 3.1) (Target Group: All) (Strategic Priorities: 2) (CSFs: 5)</p>	<p>Campus Administrators, Parental Aides, Teachers</p>	<p>One per Semester and As requested</p>	<p>(S)Local Funds</p>	<p>Criteria: Sign in sheets</p> <p>05/23/22 - On Track 03/29/22 - On Track 11/28/21 - Significant Progress</p>

LAMAR EL

Goal 3. (EFFECTIVE COMMUNICATION) The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 3. (EDUCATIONAL ENRICHMENT) Throughout the 2021-2022 school year, Lamar Elementary will provide opportunities for partnerships with civic, social and educational organizations for the educational enrichment of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Partner with Amistad National Park Service: Series of Educational Seminars emphasizing the Sciences (Title I SW: 3,10) (Title I SW Elements: 1.1,2,5) (Title I TA: 1,4,8) (Target Group: All,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,5)	Campus Administrators, Teachers	August 2021 - May 2022	(S)Local Funds	Criteria: Agendas, schedules, sign in logs, increased student performance 05/23/22 - Completed 03/29/22 - Some Progress 11/28/21 - Some Progress

LAMAR EL

Goal 3. (EFFECTIVE COMMUNICATION) The District shall provide meaningful and effective communication in a timely manner to all parents, students, staff and District Partners.

Objective 4. (EARLY CHILDHOOD TRANSITION) Throughout the 2021-2022, Lamar Elementary will develop a partnership with Cardwell Elementary to foster early childhood transitions by providing two visits. We will update as needed, due to pandemic and social distancing procedures.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide opportunities for Cardwell classes to visit Lamar Elementary to provide an easier transition for incoming kindergarten students. (Title I SW: 7) (Title I SW Elements: 3.1) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 5)	Attendance Staff, Campus Administrators, Counselors, Parental Aides, Teachers	March 2022 - May 2022	(O)Local Districts	Criteria: Sign-In Logs 05/23/22 - Completed 03/29/22 - On Track 11/28/21 - On Track

Lamar Elementary

Parent Training

September 21st, 2021

2:00 p.m. – 2:30 p.m.

Agenda

1. Welcome/Bienvenida
2. Title 1 Annual Meeting
Parent Engagement Meeting
3. Questions/Concerns???

Thank you for coming!
Gracias por venir

TITLE I ANNUAL PARENT TRAINING 2021-2022



SAN FELIPE DEL RIO CISD
FEDERAL AND STATE PROGRAMS

AGENDA

- Welcome and Introductions
- Education is Key
- What is Title I?
- How does Title I work?
- ESSA Grant Funds
- Campus Allocations/Reservations
- Planning Cycle
- District and School Family and Engagement Policy Plan
- School-Parent Compacts
- District & Campus Plans
 - Curriculum
 - Assessment
- Parents Rights to Know
- How can I be involved?
- Questions???



EDUCATION IS KEY

We ALL want our children to be:

- to be successful in school and in life.
- to be happy.
- to be respectful, honest and hard working.
- to be good, productive members of society.
- to have a better life than we had.



WHAT IS TITLE I?

- Title I is the largest Federal assistance program for our nation's schools.
- The goal of Title I is a higher quality of education for every child.
- The program serves millions of children in elementary and secondary schools each year. ALL SFDRCSID campuses are Title I schools.
- Provides federal funding to improve basic programs.
- Provides all children a significant opportunity to receive a fair, equitable, and high quality education and to close education achievement gaps.



HOW DO TITLE PROGRAMS WORK?

- The federal government provides funding to states each year for Title Programs (Every Student Succeeds Act-ESSA).
- The Texas Education Association (T.E.A.) sends the money to school districts.
- The school district identifies eligible schools and provides Title I funds based upon need.
- Title I determination is based on district's free/reduced lunch status.
- Receiving federal funding (Title I dollars) to supplement the school's existing programs. These dollars are used for:
 - Identifying students experiencing academic difficulties and providing timely assistance to help these students meet the state's content standards. (tutoring, STAAR)
 - Purchasing supplemental staff, programs, materials and supplies.
 - Conducting parental involvement meetings, trainings and activities.
 - Recruiting, hiring, supporting and retaining effective teachers and para-professionals.



2021-2022 ESSA GRANT FUNDS (EVERY STUDENT SUCCEEDS ACT)

TITLE I, PART A IMPROVING BASIC PROGRAMS	\$3,327,430.00
TITLE II, PART C MIGRANT	\$176,973.00
TITLE II, PART A PROFESSIONAL DEVELOPMENT (SUPPORTING EFFECTIVE INSTRUCTION)	\$444,020.00
TITLE III, PART A (BILINGUAL ELA)	\$175,499.00
TITLE IV, PART A (STUDENT SUPPORT ACADEMIC PROGRAM-SSAP)	\$250,246.00
TOTAL	\$4,374,168.00

CAMPUS ALLOCATIONS

Campus Allocation: Each campus is provided an amount of money based on number of eligible students on free/reduced lunch.

Campus Title I Program:

- Tutoring
- Instructional Coaches
- Professional Development
- Instructional supplies
- Mentoring new teachers
- Parent involvement activities
- Well-rounded education programs



PARENT & FAMILY ENGAGEMENT - DISTRICT RESERVATION

- **District Reservation:** Districts whose entitlement is \$500,000 or more must reserve at least 1% for district parent involvement.
- **90%** of the reservation must go to campuses - priority given to high-need campuses
 - Reserved funds must be used for **at least one** of these strategies:
 - Professional Development for staff
 - Home-based programs
 - Informational Dissemination
 - Collaboration with Community Organizations
 - Other related activities



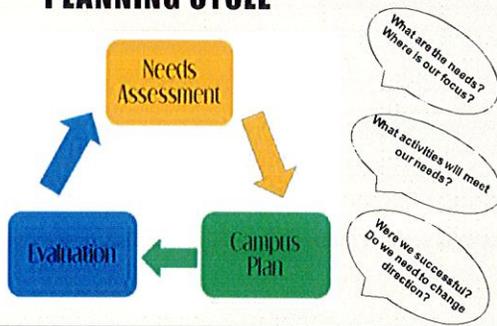
WORKING TOGETHER

Title I law requires that all Title I schools and families work together. How we work together is outlined in our:

1. School Level Parent and Family Engagement Policy Plan
2. District Parent and Family Engagement Policy Plan
3. School Level School-Parent Compact
4. School-wide/Target Assistance/Title I Plan or CIP-Campus Improvement Plan and Comprehensive Needs Assessment (CNA).
5. District Improvement Plan (DIP) and District Comprehensive Needs Assessment (DCNA).



PLANNING CYCLE



DISTRICT AND CAMPUS POLICIES

Policy describes how campus will:

- Convene TWO Title I annual meetings in the fall.
- Provide flexible number of meetings in dual languages.
- Involve parents meaningfully in planning, review, & evaluation of parent policy and program.
- Provide timely information about parent activities.
- Provide info about curriculum & assessment.
- Offer opportunities upon request to discuss child's progress



Parents may access Parent and Family Engagement Policy online at <https://www.sfd-cisd.org>.

SCHOOL-PARENT COMPACT

Written agreement outlining the partnership between school and home:

- How responsibility for student academic achievement is shared between families, school and students
- Addresses high-quality curriculum and instruction
- Ways parents will support child's learning
- Importance of two-way communication
- Shared decision-making related to child's education



PARENTS RIGHTS: TEACHER & PARA QUALIFICATIONS

Teacher & Paraprofessional Qualifications:

- Teacher's qualifications (state licensing) for grade & subject area assigned
- Teacher's qualifications - emergency or provisional status?
- Paraprofessional - credentials, if applicable

Teachers Not Appropriately Certified:

- If taught 4+ weeks by teacher without appropriate credentials
- To request information this information, please contact San Felipe Del Rio CISD Human Resources at 830-778-4000



INSTRUCTION AND ASSESSMENT:

CURRICULUM

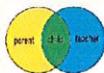
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STATE ASSESSMENT

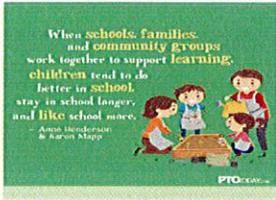


HOW CAN YOU GET INVOLVED?

- Join our parent organizations (PTA/PTO Committees)
- "Follow" and "Like" us on social media
- Become part of the Title I Planning Team
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- Attend school Math/Reading/Special Events Nights
- Share your thoughts via surveys
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- Schedule and attend parent conferences
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QUESTIONS



For further information, please call your school office or
Federal and State Programs Director, Ms. Rufina Adams @ 830-720-4153.

meeting_saved_chat
13:46:24 From Estela Gomez to Everyone:
September 21st @2:00 p.m.
13:47:11 From Estela Gomez to Everyone:
Parent Meeting - Title I
13:47:16 From Estela Gomez to Everyone:
Estela Gomez
13:55:24 From Rufina Adams to Everyone:
Title I Parent Meeting, Tuesday, September 21, 2021, 2 pm, School Compact,
Family Engagement Plan
13:55:28 From Rufina Adams to Everyone:
Ruby Adams
13:59:35 From Estela Gomez to Everyone:
Estela Gomez
13:59:57 From Veronica Gutierrez to Everyone:
Veronica Gutierrez
14:24:28 From Rufina Adams to Everyone:
Cristina Siller 830-422-7882
14:25:12 From Veronica Gutierrez to Everyone:
Veronica Gutierrez 386-559-0110

Lamar Elementary

Parent Training

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11:00 a.m. – 11:30 a.m.

Agenda

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2. Title 1 Annual Meeting
Parent Engagement Meeting
3. Questions/Concerns???

Thank you for coming!

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TITLE I ANNUAL PARENT TRAINING 2021-2022



SAN FELIPE DEL RIO CISD
FEDERAL AND STATE PROGRAMS

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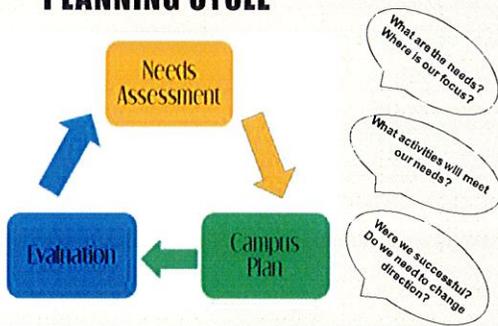
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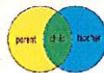
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STATE ASSESSMENT

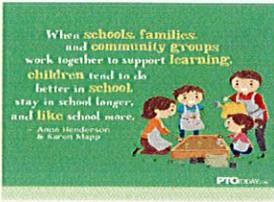


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QUESTIONS



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Federal and State Programs Director, Ms. Rufina Adams @ 810-770-4133.

meeting_saved_chat
10:57:52 From Rufina Adams to Everyone:
2nd Title I Parent Meeting, Thursday, September 23, 2021, 11 am
10:57:54 From Rufina Adams to Everyone:
Ruby Adams
10:58:10 From Estela Gomez to Everyone:
Estela Gomez
11:02:31 From Funmilayo Odin to Everyone:
Funmilayo Odin- Joanna Odins Mom

**SAN FELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

Lamar Elementary

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district’s improvement plan process.

The district values the role parents’ play as their children’s first teacher and the influence of their continued support toward enabling their children to meet the state’s student performance standards.

The following policy is in compliance with the legal requirements of ESSA, Section 1116(d). This policy will be available to all parents of the San Felipe Del Rio Consolidated Independent School.

PARENT AND FAMILY ENGAGEMENT IN POLICY DEVELOPMENT

- II. The TEAM of the San Felipe Del Rio Consolidated Independent School District Board of Trustees, administrators, teachers, support staff, parents and community, in partnership with public and private agencies, is committed to provide the support, resources and academic rigor to ensure that all students achieve educational and social excellence.

SCHOOL- PARENT COMPACT

- III. The School – Parent Compact shall outline the means by which parents and school will share responsibility for improved student academic achievement. An annual review and revision, if necessary, shall be part of the district and Campus Improvement Plan (CIP) process.

Parents are urged to sign and discuss the compact with their children’s teacher during the first six weeks. The Title I Parent and Family Engagement Policy shall be reviewed and distributed to parents during the first six weeks of school, special called meetings, or other campus level initiatives during the school year.

PARENTAL INVOLVEMENT OPPORTUNITIES

- IV. The District’s capacity to build strong partnership with parents shall be achieved by offering opportunities for parents to provide input and make recommendations regarding Title I programs. These opportunities shall be addressed at Migrant Parent Advisory Council (PAC), District Planning and Decision Making Committee (DPDM), Language Proficiency Assessment Committee (LPAC) committees and trainings. In addition, parent skills workshops, campus volunteers, School readiness, parent trainings, literacy training and using technology, as appropriate, shall be provided for parents to foster parental involvement.

Information on the “Value and Utility of Parent’s Contributions,” and on how to reach out and communicate with parents as equal partners in the education of their children shall be scheduled and provided to staff during faculty meetings or other campus-level initiatives. The district will extend feasible and appropriate communication to integrate parent involvement programs, activities with Special Ed program, community agencies and private schools.

STAFF AND PARENT COMMUNICATION

- V. **Lamar Elementary**: will make every effort to communicate with parents the information about Title I, Part A programs, descriptions and explanation of the curriculum, academic assessments used to measure student progress and the proficiency levels students are expected to meet during home visits and parent conferences.
- VI. Monthly newsletters, menus, calendars, teacher notes, the school marquee, home visits, parent conferences, personal contacts, phone calls, district email, district website, district Facebook page, and written notices will be used to establish and maintain open lines of communication with parents. All information oral or written related to school parent programs shall be provided in a format and language that the parents can understand.

EVALUATION

- VII. Parents will be informed and invited to participate in the annual evaluation of the content and effect of the District Parent and Family Engagement Policy and practices. They will also consider:
 - Academic quality of Title I, Part A Schools
 - Identifying way to overcome barriers which may limit participation by parents
 - Review and revision of Campus School – Parent Compact
 - Increase parent involvement

The annual evaluation findings shall be used to revise and design parent policy practices and strategies to improve parental involvement at the district and campus level.

RESERVATION OF FUNDS

- VIII. Parents of children receiving Title I, Part A services are involved and informed in the decisions regarding how these funds are allotted for parental involvement activities.

ADOPTION

This School Parent and Family Engagement Policy has been developed jointly with, and agreed on with parents of children participating in Title I, Part A Programs, as evidenced by parents, administrators, and counselors. This policy was approved by **Lamar Elementary** on **September 21, 2021** and will be in effect for the period of 2021-2022. The school will distribute this policy to all parents of participating Title I, Part A children on or before **September 21, 2021**. **Lamar Elementary** notification to parents of this policy will be in an understandable and uniform format. The campus will provide a copy of this policy to parents in the language the parents can understand.

[Handwritten Signature]

(Signature of Authorized) Principal

[Handwritten Signature]

(Signature of Authorized) Principal / Asst. Designee

9-21-21

(Date)

Parent Committee:

1. *[Handwritten Signature]*
2. *[Handwritten Signature]*
3. *[Handwritten Signature]*
4. *[Handwritten Signature]*

**ELIPE DEL RIO CONSOLIDATED INDEPENDENT SCHOOL
DISTRICT PARENT AND FAMILY ENGAGEMENT POLICY
2021-2022**

Lamar Elementary

STATEMENT OF PURPOSE

- I. The San Felipe Del Rio Consolidated Independent School District administration, faculty, support staff, parents and community members shall develop, agree upon and distribute to parents a written Parent and Family Engagement Policy and School – Parent Compact. The policy shall set expectations and establish a framework for quality parental involvement participation. This shall be achieved as part of the district's improvement plan process.

The district values the role parents' play as their children's first teacher and the influence of their continued support toward enabling their children to meet the state's student performance standards.

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RESERVATION OF FUNDS

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ADOPTION

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(Signature of Authorized) Principal



(Signature of Authorized) Principal / Asst. Designee

9-23-21

(Date)

Parent Committee:

1. Marcel Gil Jones
2. M^a Louder
3. Regina Harrison
4. Adaspe

**Title I and Parental Compact
& Parent Engagement
Meeting**

Parents or Guardians

We will be have a parent meeting
at 2:00 pm – 2:30 pm

Tuesday, September 21st

Meet with us via Zoom

Meet ID# 861 3967 5978

Come join us to lean about
Our funding for school.

Thank you Mrs. Gomez

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We will be have a parent meeting
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Thursday, September 23rd

Meet with us via Zoom

Meet ID# ID: 867 2517 6565

Come join us to lean about
Our funding for school.

Thank you Mrs. Gomez

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
- The Compact ensures that students are provided with the best opportunity for academic achievement by the school and family working together.

Building Partnerships

We are committed to providing families with resources and opportunities for learning in order to assist parents in working with their children. Please consider joining our faculty and some of the following events and programs throughout the school year:

- Monthly Literacy Nights
- Monthly Title I parent trainings
- Volunteer/Participate
- Special Campus Events
- Principal Chats/Meetings

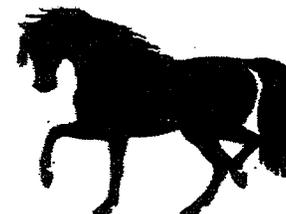
Communication is Key

We are committed to frequent two-way communication with students and families regarding student learning. Our school recognizes the importance of consistent and specific information shared with parents.

- Parent-Teacher Conferences
- Student Progress report cards
- Student Six Weeks report cards
- Monthly newsletters
- Access to Skyward Grades
- SFDRCSID District and School Website

LAMAE ELEMENTARY SCHOOL

School-Teacher Parent-Student Compact



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

Iris Oca, PRINCIPAL

301 Water Ave.

Del Rio, Texas 78840

830-778-4730

GOALS FOR STUDENT ACHIEVEMENT- School, Teachers, Parents, Students

SFDR CISD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of **Courage, Collaboration, Innovation and Self-Direction**. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

SFDR CISD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
- Each individual should be inspired and inspire others to exceed their own expectations.
- Each individual should be motivated to take ownership of their own learning.

We must provide **EVERYONE** with the resources to meet the individual needs of all students.

SFDR CISD District Goals

District Goal 1 - Student Performance
The District shall maintain a safe environment, utilize a transformative curriculum and diverse instructional opportunities to ensure student socialization and student achievement at the highest standards of excellence.

District Goal 2 - Finance
The District shall be a good steward of the community's resources - financial, human, facilities - and explore new opportunities for organizational efficiency and effectiveness.

District Goal 3 - Communication
The District shall provide meaningful communication in a timely manner to all parents, students, staff and District partners.

District Goal 4 - Del Rio Middle School
The District shall study the current level of satisfaction which will lead to a plan for improvement at Del Rio Middle School.

District Goal 5 - Literacy-The District shall prioritize reading as a skill for lifelong learning.

School Agreement

As a school, we agree to:

- Make school a positive, supportive, safe place with a healthy learning environment.
- Provide opportunities for parent meetings and trainings enhancing parental engagement.
- Provide a quality curriculum and instructional practices that allow students to become effective and productive citizens.
- Offer multiple methods of communication building a parent-school relationship.

Teacher Agreement

As a teacher, I agree to:

- Model instruction and provide parents with content materials and strategies by grade level during parent workshops, newsletters, conferences and electronic medium.
- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

1.

2.

3.

4.

Parent Agreement

As a parent, I agree to:

- Ensure my child is punctual and attends school daily.
- Establish a time for homework and provide a quiet, well-lit place for study.
- Volunteer and attend parent conferences and school activities.
- Keep open communication with my child's teacher and be available for questions.
- Read with my child and/or enhance daily reading at home.

Student Agreement

As a student, I agree to:

- Attend school daily and on time.
- Follow all school rules and be respectful to one another.
- Complete and return all homework assignments.
- Be a positive role model to my classmates and others at school.

Lamar Elementary

Parental Liaison

Estela Gomez

830-778-4730

estela.gomez@sldr-cisd.org

What is a School-Teacher-Parent-Student Compact?

The School-Parent Compact describes how our school will work together with students and parents to help children achieve the State's highest standards. It outlines how parents, our school staff, and students will share responsibility for improved student achievement. It outlines what strategies families can use at home to support their child's learning.

- Discussed with parents/guardians during Parent/Teacher conferences at the beginning of the year.
- Feedback and additional support are welcomed at any time.
- Linked to our Campus Improvement Plan

Jointly Developed

Parents, students, and staff work together and share ideas to develop our School-Parent-Student compact.

- A meeting is held each year at the beginning of school year with committee members to review and update the compact following Title I meeting.
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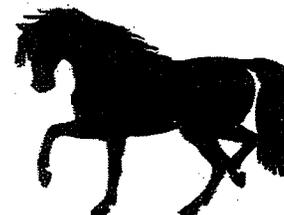
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LAMAE ELEMENTARY SCHOOL

School-Teacher Parent-Student Compact



EMPOWERING CHILDREN TO REACH THEIR FULL POTENTIAL

Iris Oca, PRINCIPAL

301 Water Ave.

Del Rio, Texas 78840

830-778-4730

GOALS FOR STUDENT ACHIEVEMENT– School, Teachers, Parents, Students

SFDRCIDSD District Vision

San Felipe Del Rio CISD embraces a belief in developing a strong culture of Courage, Collaboration, Innovation and Self-Direction. We are committed to ensuring high expectations and high standards that will equip and produce learners that will excel academically, in life and in their career.

SFDRCIDSD Shared Beliefs

We believe:

- It takes a united community to produce citizens with 21st century skills.
- Our community should provide a safe, nurturing, and trusting environment.
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- Each individual should be motivated to take ownership of their own learning.

We must provide EVERYONE with the resources to meet the individual needs of all students.

SFDRCIDSD District Goals

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As a teacher, I agree to:

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- Share with parents and students assessment data and offer materials and methods for parents and students to apply at home.
- Communicate with parents and students in a variety of platforms including face to face conferences, phone, texts, and electronic mediums.

1. Maria Del Jesus
2. Ma Lourdes Rodriguez
3. Regina Alarcon
4. [Signature]

Parent Agreement

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Lamar Elementary

Parental Liaison

Estela Gomez

830-778-4730

estela.gomez@sldr-cisd.org

Lamar Elementary
McKinney Vento/Families in Transition
Staff Training, Thursday, January 6, 2022, 3:30 pm

AGENDA

- I. Welcome
- II. McKinney-Vento Act
- III. How do families become homeless?
- IV. Parent and Student Warning Signs
- V. Parent and Student Reactions
- VI. Key Provisions
- VII. Questions/Concerns/Discussion



McKinney-Vento

Serving Students In Transition

Lamar Elementary
The Value and Utility of Parental Engagement
Staff Training, January 6, 2022, 3:30 pm

AGENDA

- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion



meeting_saved_chat.txt

15:21:15 From Rufina Adams to Everyone:
Lamar Elementary, McKinney-Vento/Parent Engagement Staff Training, Thursday,
January 6, 2022, 3:30 pm

15:21:47 From regina.alarcon to Everyone:
Regina Alarcon

15:22:14 From Kasandra Chacon to Everyone:
Kasandra Chacon

15:24:21 From Marisela Maldonado to Everyone:
M. Maldonado

15:25:05 From Brenda Menchaca (4th Grade) to Everyone:
Brenda Menchaca

15:25:41 From monica.ruiz to Everyone:
Monica Ruiz

15:25:48 From amanda.cienega to Everyone:
Amanda Cienega

15:25:59 From Nancy Munoz to Everyone:
Nancy Munoz

15:26:02 From diana.guzman to Everyone:
Diana P. Guzman

15:26:42 From Yvonne Cordero to Everyone:
Hello everyone 😊
Yvonne V. Cordero -KG Aide

15:26:47 From iPhone to Everyone:
Iliana Tamez - Hello !!

15:27:16 From Albert Calderon to Everyone:
Albert Calderon

15:27:42 From Nereida Menchaca 1st to Everyone:
Nereida Menchaca - Lamar

15:27:43 From katherine.mejia to Everyone:
K. Mejia - 1st grade Lamar

15:28:14 From Joanne Magana to Everyone:
J.Magana-1st grade Lamar

15:28:18 From Amanda's iPhone to Everyone:
Amanda Chandler- Lamar

15:28:24 From Kasandra Chacon to Everyone:
Marisela Urrutia-Lamar

15:28:27 From Veronica Gutierrez to Everyone:
Veronica Gutierrez Lamar Nurse

15:28:38 From claudia.gallegos to Everyone:
Claudia Gallegos- Lamar (Kinder)

15:28:38 From Norma Martinez to Everyone:
Norma Martinez- Lamar 3rd

15:29:03 From Belinda Hernandez to Everyone:
Belinda Hernandez 2nd Lamar

15:29:25 From Rosaezela Pena to Everyone:
Rosaezela Pena - Lamar

15:29:34 From christopher.wren to Everyone:
Chris

meeting_saved_chat.txt

15:29:35 From laura.martinez to Everyone:
Laura Martinez 3rd gr. Lamar

15:29:38 From Diana Vara to Everyone:
Diana Vara Lamar

15:29:39 From Alma Cavazos to Everyone:
Alma Cavazos

15:29:40 From Katherine Martinez to Everyone:
Katherine Martinez-5Th Lamar

15:29:43 From Diana Vara to Everyone:
Iliana Tamez Lamar

15:29:44 From christopher.wren to Everyone:
Chris Wren-Lamar

15:29:44 From adamary.morales to Everyone:
Adamary Morales - Lamar

15:29:50 From Patricia Villarreal to Everyone:
Patricia Villarreal 5th Grade Lamar Elementary

15:29:57 From Sonya Sotelo to Everyone:
Sonya Sotelo

15:29:57 From Regina Jimenez to Everyone:
Sandra Regina Jimenez

15:30:12 From elizabeth.cruz to Everyone:
Mrs. E. Cruz Lamar computer lab.

15:30:40 From Faustina Escobedo-5th. Lamar to Everyone:
Faustina Escobedo

15:30:41 From Adriana Vasquez to Everyone:
Adriana Vasquez - 3rd Grade Lamar

15:30:45 From Marilu Colin to Everyone:
Marilu Colin

15:31:10 From Erica Barrera to Everyone:
Erica Barrera

15:31:14 From Daritza Hernandez to Everyone:
Daritza Hernandez

15:31:38 From Funmilayo Odin to Everyone:
Funmi Odin

15:31:45 From juanita.reyna to Everyone:
Juanita Reyna

15:32:00 From Iris Oca to Everyone:
Iris Oca- Principal

15:32:05 From Ruby's iPhone to Everyone:
Ruby Buitron

15:32:09 From Mrs. Gonzalez to Everyone:
Berta Gonzalez

15:32:17 From Chris Cardenas to Everyone:
Chris Cardenas

15:32:19 From Vanessa Ramirez to Everyone:
Vanessa Ramirez

15:32:29 From Ruby's iPhone to Everyone:
Lol

meeting_saved_chat.txt

15:32:31 From roxana.yanez to Everyone:
Roxana Yanez

15:32:40 From Billie Cruz to Everyone:
Billie Jo Cruz-Lamar Elementary

15:35:37 From Eduardo Garcia to Everyone:
Mr. Eduardo Garcia is present

15:45:30 From Iris Oca to Everyone:
They are scared...or feel embarrassed.

15:46:10 From maria.garcesgil to Everyone:
Maria del Socorro Garces Gil; Lamar Elementary Good afternoon

16:00:47 From Iris Oca to Everyone:
We have the Zen Space with so many items, including clothes. Thank you Belinda! We have been able to assist so many students already. We always welcome any donations.

16:13:34 From Iris Oca to Everyone:
We have positive referrals and students/ parents really appreciate it. Teachers refer them based on a positive note.

16:16:03 From Patricia Villarreal to Everyone:
Parent Notes. Positive Note.

16:16:50 From Mrs. Gonzalez to Everyone:
It is okay to ask, and be observant

16:17:46 From diana.ruiz to Everyone:
We need to make all of them feel wanted and knowing WE are here to help

16:18:15 From Patricia Villarreal to Everyone:
Be more understanding and more sensitive to students that are very clingy to me. Take a closer look into why they are behaving that way.

McKinney-Vento Families in Transition Education Assistance Act

SFDRCSID Federal and State Programs Department



Key Provisions of McKinney-Vento Federal Law:

Subtitle VII-B of the McKinney-Vento Homeless Assistance Act, reauthorized by ESSA-Title I, Part A-Improving Basic Programs:

- Immediate enrollment/eliminate barriers
- Choice of schools in the best interest of the child
- Transportation services upon parent request
- Educational resources/supplies, clothing, hygiene products
- Free reimbursable meals (breakfast, lunch)
- Academic support and tutoring

Who is considered homeless?

- Individuals who lack a Fixed, Adequate and Regular (FAR) nighttime residence, including:
- Sharing the housing of other persons due to loss of housing, economic hardship, or similar reasons.
- Living in motels, hotels, trailer parks or camping grounds due to the lack of alternative, adequate accommodations.
- Living in emergency or transitional shelters.
- Awaiting foster care placement. Having a primary nighttime residence that is a public or private place not designed for, or ordinarily used as a regular sleeping accommodation for human beings.
- Living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar situations.
- Migratory children living in the circumstances described above.
- Unaccompanied youth living in the circumstances described above.

How do people become homeless?

- Poverty
- Loss of job/income/disability/incarceration
- Lack of affordable housing
- Natural disasters including hurricanes, floods, tornadoes, fire
- Insect or mold infestations
- Domestic violence/disputes
- Intolerable home environment
- Every case is different and generally has a very unique reason.

Warning Signs of the Homeless: Lack of Educational Continuity:

- Attendance at many different schools
- Lack of personal enrollment records
- Inability to pay fees
- Gaps in skill development
- Mistaken diagnosis of abilities
- Poor organizational skills
- Poor ability to conceptualize



Warning Signs of the Homeless: Poor Nutrient and Hygiene

- Lack of immunization or immunization records
- Unmet medical/dental needs
- Increased vulnerability to cold/flu
- Respiratory problems
- Skin rashes
- Chronic hunger (may hoard food)
- Fatigue (may fall asleep in class)
- Lack of shower facilities/washers, etc.
- Wearing same clothes for several days
- Inconsistent grooming (well groomed one day and poorly groomed the next)



Warning Signs of the Homeless: Transportation and Attendance Concerns

- Erratic attendance/lateness
- Numerous absences
- Lack of participation in after school activities
- Lack of participation in school field trips
- Absences on days when students are to bring special treats from home
- Inability to contact parent(s) with wrong numbers, disconnected phones



Warning Signs of the Homeless: Lack of Privacy/After School Hours

- Consistent lack of preparation for school
- Incomplete or missing homework (no place to keep work/supplies)
- Unable to complete special projects
- Lack of basic school supplies
- Loss of books and other supplies on regular basis
- Concern for safety of belongings
- Refusing invitations from classmates



Warning Signs of the Homeless: Social and Emotional Concerns

- poor self-esteem
- extreme shyness
- unwilling to risk forming relationships
- difficulty socializing at recess
- difficulty trusting people
- aggression, "old" beyond years
- protective of parents
- clinging behaviors
- developmental delays
- fear of abandonment
- school phobia - wants to be with parents
- need for immediate gratification
- anxiety late in the school day



Typical stressful experiences of children in homeless situations:

- Physical Abuse
- Health Problems
- Low self-esteem
- Malnutrition
- Sleeping Problems
- Lags in language skills
- Learning disabilities
- Developmental delays



Reactions/statements by parent, guardian or child:

- Exhibiting anger or embarrassment when asked about current address.
- Mention staying with grandparents, other relatives, friends, in a motel or comments such as:
- "I don't remember the name of our previous school."
- "We've been moving around a lot."
- "Our address is new, I can't remember it." (lack of permanency?)
- "We're staying with relatives until we get settled."
- "We're going through a bad time right now."
- "We've been unpacking, traveling, etc." (to explain poor appearance/hygiene)

Questions/Concerns



THANK YOU FOR YOUR ASSISTANCE WITH OUR HOMELESS CHILDREN AND FAMILIES.



The Value and Utility of Parental and Family Engagement Staff Training



Federal and State Programs
2021-2022

ESSA TITLE I REQUIREMENTS

- Must train staff on the Value and Utility of Parent and Family Engagement.
- Must train staff on McKinney-Vento/Families in Transition.
- With parents, jointly create Campus Parent and Family Engagement Policy and School-Compact.
- Hold 2 Title I meetings in the fall with flexible hours.
- Encourage campus Parent and Family Engagement.
- Provide parents available school and community resources.



What is Parental and Family Engagement?

- The participation of parents and families in regular two-way, meaningful communication involving their student's academic learning and other school activities.
- Every family functions as a home learning environment, regardless of its structure, economic level, ethnic or cultural background.
- Consequently, every family has the potential to support and improve the academic achievement of their children.
- Parents are their child's first teacher.
- Parent engagement is a process and not a one time activity as it requires ongoing energy and effort.

Parent & Family Engagement



Parent and Family Engagement include:

- participation of parents and families in regular, two-way meaningful communication involving student academic learning and other school activities ensuring.
- parents/families play an important role in assisting their child's learning.
- parents/families are encouraged to be actively involved in their child's education at school.
- parents/families are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child.



Outdated thinking of Parent and Family Engagement:

- Parents should come to school only when invited.
- Parents only come to school for discipline issues.
- Stay-at-home mothers serve as "homeroom mothers".
- Parents visit school mainly for children's performances and open houses.
- Parents only help raise money for school.



Welcoming Atmosphere:

- The physical environment: parking areas, office, classrooms, lobby, hallways, classrooms, cafeteria, playground, etc.
- Written materials: newsletters, student and school activity calendars, parent handbook, flyers and other materials distributed by the school in a language parents can understand. Attractive and informative campus website, polite, informative telephone message lines.
- Procedures and policies: the polite and informative communication of events, open house, conferences, etc.
- Staff visible throughout the entire day with a welcoming smile.



Parent and Family Engagement benefits:

- Research demonstrates parent and family engagement significantly contributes to improved student outcomes.
- Everyone including all students, parents, teachers, administrators and communities, benefit from family engagement.
- Improvements occur regardless of economic, racial or cultural backgrounds.
- More positive attitudes toward school and teachers.
- Higher achievement, better attendance and more homework completed consistently.
- Reduced drop out rates.
- Higher graduation rates and enrollment rates in post-secondary education.
- Improved school environment accomplished through feelings of "ownership" in entity.



Barriers to Family Engagement:

- Language differences
- Divide Between Home and School
- Past Negative Experiences With Education
- Negative View of the School System
- Understanding the culture and family dynamic is KEY to building positive partnerships with students and families.



Overcoming Barriers:

- Sharing information is a two way process.
- Share with families what is happening in your school and have families share about the child's experiences.
- Home visits or visits to neutral sites are less threatening environments.
- Written correspondence is not as effective as personal conferences and in the language of the parent.
- Offer times and locations of scheduled meetings convenient for parents.
- Have interpreters and childcare available.
- Offer bilingual staff, phone calls, written communications in Spanish when needed.
- Meetings should be informal and based upon family interests.
- Make first meetings more social events rather than formal events.
- Offer school-provided opportunities for participation by families, single parents, employed parents, fathers, etc.
- Ask families for event ideas and include them in your planning.
- Develop a plan for Parent and Community Engagement.



Staff Reflections:

- Why are some teachers more successful than others in engaging parents?
- For what reasons do parents currently visit your campus?
- Reflect and share the parental and family engagement level at your campus and in individual classrooms.
- What is one goal you have set to improve your parent communication?
- How can you help make your school more inviting?
- What can I do to improve my relationship with my parents?



Positive School Climate

"It doesn't matter how many structured activities a school creates, parents must feel welcomed, accepted, respected and validated at their school and by school leaders. That atmosphere is something that has to be ingrained rather than something contrived by events that are primarily intended to be scored or counted."

• Unknown Principal



QUESTIONS?

Have a successful, positive and engaging school year!



SFDRICSD Federal and State Programs

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (i): Description of State Accountability System

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

Part (i)(III) the indicators used to meaningfully differentiate all public schools in the State;

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including --

(aa) the specific weight of the indicators in such differentiation;

(bb) the methodology by which the State differentiates all such schools;

(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and

(dd) the methodology by which the State identifies a school for comprehensive support and improvement;

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

Part (i)(VI) the exit criteria established by the State, including the length of years established.

On April 6, 2021, the U.S. Department of Education (USDE) waived the accountability, school identification, and related reporting requirements for the 2020-21 school year. The waiver includes the report card provisions in section 1111(h)(1)(C)(i)(I)-(IV) and (VI) (Accountability system description, other than the list of comprehensive, targeted, and additional targeted support and improvement schools)

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2021-22 school year: [Comprehensive Support and Improvement Schools](#), [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#).

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the State of Texas Assessments of Academic Readiness (STAAR) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
STAAR Percent at Approaches Grade Level or Above																							
Grade 3																							
Reading	All Students	67%	58%	54%	*	54%	*	-	-	-	-	55%	43%	31%	59%	36%	54%	54%	40%	*	-	-	
	CWD	42%	43%	31%	-	31%	-	-	-	-	-	40%	*	31%	-	*	29%	33%	*	-	-	-	
	CWOD	70%	60%	59%	*	60%	*	-	-	-	-	58%	*	-	59%	38%	59%	59%	*	*	-	-	
	EL	54%	28%	36%	-	36%	-	-	-	-	-	44%	*	*	38%	36%	40%	*	*	*	-	-	-
	Male	64%	55%	54%	-	55%	*	-	-	-	-	58%	*	29%	59%	40%	54%	-	*	*	-	-	-
	Female	70%	61%	54%	*	52%	-	-	-	-	-	50%	*	33%	59%	*	-	54%	*	*	-	-	-
Mathematics	All Students	61%	46%	37%	*	37%	*	-	-	-	-	37%	43%	15%	43%	9%	38%	36%	0%	*	-	-	
	CWD	40%	32%	15%	-	15%	-	-	-	-	-	20%	*	15%	-	*	29%	0%	*	-	-	-	
	CWOD	64%	48%	43%	*	42%	*	-	-	-	-	40%	*	-	43%	13%	41%	45%	*	*	-	-	
	EL	51%	27%	9%	-	9%	-	-	-	-	-	11%	*	*	13%	9%	10%	*	*	*	-	-	-
	Male	63%	49%	38%	-	39%	*	-	-	-	-	42%	*	29%	41%	10%	38%	-	*	*	-	-	-

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military	
Mathematics	Female	59%	43%	36%	*	33%	-	-	-	-	-	29%	*	0%	45%	*	-	36%	*	*	-	-	
Grade 4																							
Reading	All Students	62%	55%	50%	*	47%	*	-	-	-	-	44%	83%	33%	54%	38%	38%	62%	*	-	-	-	
	CWD	34%	27%	33%	-	33%	-	-	-	-	-	18%	*	33%	-	*	40%	20%	-	-	-	-	
	CWOD	66%	59%	54%	*	51%	*	-	-	-	-	49%	88%	-	54%	33%	38%	68%	*	-	-	-	
	EL	48%	25%	38%	-	38%	-	-	-	-	-	38%	-	*	33%	38%	*	44%	-	-	-	-	
	Male	59%	48%	38%	*	35%	*	-	-	-	-	29%	75%	40%	38%	*	38%	-	*	-	-	-	-
	Female	66%	61%	62%	-	59%	*	-	-	-	-	57%	*	20%	68%	44%	-	62%	-	-	-	-	-
Mathematics	All Students	58%	44%	38%	*	35%	*	-	-	-	-	32%	75%	20%	43%	15%	28%	49%	*	-	-	-	
	CWD	35%	25%	20%	-	20%	-	-	-	-	-	9%	*	20%	-	*	20%	20%	-	-	-	-	
	CWOD	62%	47%	43%	*	39%	*	-	-	-	-	36%	88%	-	43%	17%	31%	53%	*	-	-	-	
	EL	46%	24%	15%	-	15%	-	-	-	-	-	15%	-	*	17%	15%	*	11%	-	-	-	-	
	Male	61%	43%	28%	*	24%	*	-	-	-	-	19%	63%	20%	31%	*	28%	-	*	-	-	-	-
	Female	56%	44%	49%	-	46%	*	-	-	-	-	43%	*	20%	53%	11%	-	49%	-	-	-	-	-
Grade 5																							
Reading	All Students	72%	63%	70%	-	71%	63%	-	*	-	-	66%	93%	43%	76%	38%	64%	77%	*	-	-	-	
	CWD	41%	30%	43%	-	43%	-	-	-	-	-	42%	*	43%	-	*	14%	71%	-	-	-	-	
	CWOD	77%	70%	76%	-	77%	63%	-	*	-	-	71%	100%	-	76%	50%	74%	78%	*	-	-	-	
	EL	61%	22%	38%	-	38%	-	-	-	-	-	38%	-	*	50%	38%	29%	50%	-	-	-	-	
	Male	69%	60%	64%	-	62%	*	-	-	-	-	58%	89%	14%	74%	29%	64%	-	*	-	-	-	-
	Female	76%	67%	77%	-	81%	40%	-	*	-	-	74%	100%	71%	78%	50%	-	77%	-	-	-	-	-
Mathematics	All Students	69%	59%	69%	-	71%	50%	-	*	-	-	66%	86%	57%	72%	62%	67%	72%	*	-	-	-	
	CWD	47%	35%	57%	-	57%	-	-	-	-	-	67%	*	57%	-	*	43%	71%	-	-	-	-	
	CWOD	73%	63%	72%	-	74%	50%	-	*	-	-	66%	100%	-	72%	60%	71%	72%	*	-	-	-	
	EL	59%	34%	62%	-	62%	-	-	-	-	-	62%	-	*	60%	62%	57%	67%	-	-	-	-	
	Male	70%	57%	67%	-	69%	*	-	-	-	-	61%	89%	43%	71%	57%	67%	-	*	-	-	-	-
	Female	69%	60%	72%	-	73%	60%	-	*	-	-	71%	80%	71%	72%	67%	-	72%	-	-	-	-	-
Science	All Students	61%	47%	54%	-	57%	29%	-	*	-	-	51%	69%	38%	57%	46%	60%	49%	*	-	-	-	
	CWD	36%	23%	38%	-	38%	-	-	-	-	-	42%	*	38%	-	*	33%	43%	-	-	-	-	
	CWOD	65%	52%	57%	-	61%	29%	-	*	-	-	53%	75%	-	57%	60%	64%	50%	*	-	-	-	
	EL	43%	15%	46%	-	46%	-	-	-	-	-	46%	-	*	60%	46%	43%	50%	-	-	-	-	
	Male	63%	50%	60%	-	60%	*	-	-	-	-	56%	75%	33%	64%	43%	60%	-	*	-	-	-	
	Female	59%	44%	49%	-	54%	20%	-	*	-	-	47%	60%	43%	50%	50%	-	49%	-	-	-	-	
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	38%	28%	19%	*	18%	*	-	-	-	-	18%	29%	0%	24%	0%	23%	14%	0%	*	-	-	
	CWD	23%	19%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-	
	CWOD	40%	29%	24%	*	23%	*	-	-	-	-	22%	*	-	24%	0%	28%	18%	*	*	-	-	
	EL	24%	7%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-	
	Male	36%	25%	23%	-	24%	*	-	-	-	-	25%	*	0%	28%	0%	23%	-	*	*	-	-	

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	Female	40%	32%	14%	*	11%	-	-	-	-	-	8%	*	0%	18%	*	-	14%	*	*	-	-
Mathematics	All Students	30%	20%	9%	*	9%	*	-	-	-	-	8%	14%	8%	9%	0%	10%	7%	0%	*	-	-
	CWD	21%	19%	8%	-	8%	-	-	-	-	-	10%	*	8%	-	*	14%	0%	*	-	-	-
	CWOD	31%	21%	9%	*	10%	*	-	-	-	-	8%	*	-	9%	0%	9%	9%	*	*	-	-
	EL	20%	5%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	33%	21%	10%	-	11%	*	-	-	-	-	11%	*	14%	9%	0%	10%	-	*	*	-	-
	Female	27%	19%	7%	*	7%	-	-	-	-	-	4%	*	0%	9%	*	-	7%	*	*	-	-
Grade 4																						
Reading	All Students	36%	27%	24%	*	22%	*	-	-	-	-	18%	58%	20%	25%	15%	18%	31%	*	-	-	-
	CWD	20%	15%	20%	-	20%	-	-	-	-	-	9%	*	20%	-	*	20%	20%	-	-	-	-
	CWOD	38%	30%	25%	*	22%	*	-	-	-	-	20%	63%	-	25%	8%	17%	32%	*	-	-	-
	EL	22%	9%	15%	-	15%	-	-	-	-	-	15%	-	*	8%	15%	*	22%	-	-	-	-
	Male	34%	23%	18%	*	14%	*	-	-	-	-	10%	50%	20%	17%	*	18%	-	*	-	-	-
	Female	38%	33%	31%	-	30%	*	-	-	-	-	26%	*	20%	32%	22%	-	31%	-	-	-	-
Mathematics	All Students	35%	21%	18%	*	15%	*	-	-	-	-	11%	58%	7%	21%	8%	13%	23%	*	-	-	-
	CWD	22%	14%	7%	-	7%	-	-	-	-	-	0%	*	7%	-	*	10%	0%	-	-	-	-
	CWOD	37%	22%	21%	*	17%	*	-	-	-	-	13%	75%	-	21%	8%	14%	26%	*	-	-	-
	EL	23%	7%	8%	-	8%	-	-	-	-	-	8%	-	*	8%	8%	*	11%	-	-	-	-
	Male	38%	21%	13%	*	8%	*	-	-	-	-	3%	50%	10%	14%	*	13%	-	*	-	-	-
	Female	32%	20%	23%	-	22%	*	-	-	-	-	17%	*	0%	26%	11%	-	23%	-	-	-	-
Grade 5																						
Reading	All Students	45%	32%	28%	-	32%	0%	-	*	-	-	24%	50%	29%	28%	23%	27%	30%	*	-	-	-
	CWD	22%	15%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	*	14%	43%	-	-	-	-
	CWOD	49%	36%	28%	-	32%	0%	-	*	-	-	23%	58%	-	28%	30%	29%	28%	*	-	-	-
	EL	30%	4%	23%	-	23%	-	-	-	-	-	23%	-	*	30%	23%	14%	33%	-	-	-	-
	Male	42%	30%	27%	-	29%	*	-	-	-	-	19%	56%	14%	29%	14%	27%	-	*	-	-	-
	Female	49%	35%	30%	-	35%	0%	-	*	-	-	29%	40%	43%	28%	33%	-	30%	-	-	-	-
Mathematics	All Students	43%	32%	38%	-	39%	13%	-	*	-	-	35%	50%	29%	39%	46%	40%	35%	*	-	-	-
	CWD	24%	15%	29%	-	29%	-	-	-	-	-	33%	*	29%	-	*	29%	29%	-	-	-	-
	CWOD	46%	35%	39%	-	42%	13%	-	*	-	-	35%	58%	-	39%	60%	42%	36%	*	-	-	-
	EL	30%	13%	46%	-	46%	-	-	-	-	-	46%	-	*	60%	46%	43%	50%	-	-	-	-
	Male	45%	32%	40%	-	40%	*	-	-	-	-	36%	56%	29%	42%	43%	40%	-	*	-	-	-
	Female	42%	32%	35%	-	38%	0%	-	*	-	-	34%	40%	29%	36%	50%	-	35%	-	-	-	-
Science	All Students	30%	17%	20%	-	22%	0%	-	*	-	-	15%	46%	23%	19%	23%	24%	16%	*	-	-	-
	CWD	20%	14%	23%	-	23%	-	-	-	-	-	25%	*	23%	-	*	33%	14%	-	-	-	-
	CWOD	32%	17%	19%	-	22%	0%	-	*	-	-	13%	50%	-	19%	30%	22%	17%	*	-	-	-
	EL	14%	4%	23%	-	23%	-	-	-	-	-	23%	-	*	30%	23%	14%	33%	-	-	-	-
	Male	34%	22%	24%	-	25%	*	-	-	-	-	18%	50%	33%	22%	14%	24%	-	*	-	-	-
	Female	27%	11%	16%	-	19%	0%	-	*	-	-	13%	40%	14%	17%	33%	-	16%	-	-	-	-

STAAR Percent at Masters Grade Level

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Grade 3																						
Reading	All Students	19%	11%	4%	*	5%	*	-	-	-	-	3%	14%	0%	6%	0%	5%	4%	0%	*	-	-
	CWD	7%	3%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	21%	12%	6%	*	6%	*	-	-	-	-	4%	*	-	6%	0%	6%	5%	*	*	-	-
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	17%	10%	5%	-	5%	*	-	-	-	-	6%	*	0%	6%	0%	5%	-	*	*	-	-
	Female	20%	13%	4%	*	4%	-	-	-	-	-	0%	*	0%	5%	*	-	4%	*	*	-	-
Mathematics	All Students	14%	7%	0%	*	0%	*	-	-	-	-	0%	0%	0%	0%	0%	0%	0%	0%	*	-	-
	CWD	7%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	*	-	-	-
	CWOD	15%	7%	0%	*	0%	*	-	-	-	-	0%	*	-	0%	0%	0%	0%	*	*	-	-
	EL	8%	1%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	*	*	-	-	-
	Male	16%	7%	0%	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%	-	*	*	-	-
	Female	12%	7%	0%	*	0%	-	-	-	-	-	0%	*	0%	0%	*	-	0%	*	*	-	-
Grade 4																						
Reading	All Students	17%	11%	10%	*	7%	*	-	-	-	-	3%	50%	7%	11%	0%	10%	10%	*	-	-	-
	CWD	6%	1%	7%	-	7%	-	-	-	-	-	0%	*	7%	-	*	10%	0%	-	-	-	-
	CWOD	19%	13%	11%	*	7%	*	-	-	-	-	4%	63%	-	11%	0%	10%	12%	*	-	-	-
	EL	8%	2%	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	*	0%	-	-	-	-
	Male	16%	9%	10%	*	5%	*	-	-	-	-	3%	38%	10%	10%	*	10%	-	*	-	-	-
	Female	19%	12%	10%	-	8%	*	-	-	-	-	3%	*	0%	12%	0%	-	10%	-	-	-	-
Mathematics	All Students	21%	9%	9%	*	7%	*	-	-	-	-	5%	33%	0%	11%	8%	8%	10%	*	-	-	-
	CWD	9%	1%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	23%	10%	11%	*	8%	*	-	-	-	-	5%	50%	-	11%	8%	10%	12%	*	-	-	-
	EL	11%	2%	8%	-	8%	-	-	-	-	-	8%	-	*	8%	8%	*	11%	-	-	-	-
	Male	23%	8%	8%	*	3%	*	-	-	-	-	3%	25%	0%	10%	*	8%	-	*	-	-	-
	Female	18%	9%	10%	-	11%	*	-	-	-	-	6%	*	0%	12%	11%	-	10%	-	-	-	-
Grade 5																						
Reading	All Students	29%	18%	15%	-	16%	0%	-	*	-	-	12%	29%	14%	15%	8%	11%	19%	*	-	-	-
	CWD	8%	5%	14%	-	14%	-	-	-	-	-	17%	*	14%	-	*	14%	14%	-	-	-	-
	CWOD	33%	21%	15%	-	17%	0%	-	*	-	-	11%	33%	-	15%	10%	11%	19%	*	-	-	-
	EL	15%	1%	8%	-	8%	-	-	-	-	-	8%	-	*	10%	8%	0%	17%	-	-	-	-
	Male	27%	16%	11%	-	12%	*	-	-	-	-	8%	22%	14%	11%	0%	11%	-	*	-	-	-
	Female	32%	20%	19%	-	22%	0%	-	*	-	-	16%	40%	14%	19%	17%	-	19%	-	-	-	-
Mathematics	All Students	24%	15%	14%	-	14%	13%	-	*	-	-	9%	36%	7%	15%	15%	13%	14%	*	-	-	-
	CWD	9%	5%	7%	-	7%	-	-	-	-	-	8%	*	7%	-	*	14%	0%	-	-	-	-
	CWOD	26%	17%	15%	-	15%	13%	-	*	-	-	10%	42%	-	15%	20%	13%	17%	*	-	-	-
	EL	14%	5%	15%	-	15%	-	-	-	-	-	15%	-	*	20%	15%	14%	17%	-	-	-	-
	Male	25%	16%	13%	-	12%	*	-	-	-	-	8%	33%	14%	13%	14%	13%	-	*	-	-	-
	Female	23%	14%	14%	-	16%	0%	-	*	-	-	11%	40%	0%	17%	17%	-	14%	-	-	-	-

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2021 Federal Report Card
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	12%	7%	13%	-	14%	0%	-	*	-	-	10%	31%	8%	14%	15%	14%	12%	*	-	-	-
	CWD	6%	2%	8%	-	8%	-	-	-	-	-	8%	*	8%	-	*	17%	0%	-	-	-	-
	CWOD	13%	7%	14%	-	16%	0%	-	*	-	-	10%	33%	-	14%	20%	14%	14%	*	-	-	-
	EL	4%	3%	15%	-	15%	-	-	-	-	-	15%	-	*	20%	15%	14%	17%	-	-	-	-
	Male	14%	9%	14%	-	15%	*	-	-	-	-	12%	25%	17%	14%	14%	14%	-	*	-	-	-
	Female	10%	4%	12%	-	14%	0%	-	*	-	-	8%	40%	0%	14%	17%	-	12%	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																						
All Grades																						
All Subjects	All Students	67%	58%	54%	*	54%	55%	-	*	-	-	51%	75%	34%	59%	36%	51%	58%	29%	*	-	-
	CWD	38%	28%	34%	-	34%	-	-	-	-	-	35%	32%	34%	-	24%	30%	40%	*	-	-	-
	CWOD	71%	63%	59%	*	58%	55%	-	*	-	-	54%	88%	-	59%	39%	56%	62%	27%	*	-	-
	EL	47%	26%	36%	-	36%	-	-	-	-	-	37%	*	24%	39%	36%	33%	39%	17%	-	-	-
	Male	65%	55%	51%	*	50%	58%	-	-	-	-	47%	69%	30%	56%	33%	51%	-	32%	*	-	-
	Female	69%	61%	58%	*	58%	53%	-	*	-	-	55%	84%	40%	62%	39%	-	58%	*	*	-	-
Reading	All Students	68%	61%	59%	*	58%	67%	-	*	-	-	56%	79%	36%	64%	38%	53%	65%	40%	*	-	-
	CWD	35%	28%	36%	-	36%	-	-	-	-	-	33%	44%	36%	-	29%	29%	44%	*	-	-	-
	CWOD	72%	67%	64%	*	63%	67%	-	*	-	-	60%	92%	-	64%	40%	59%	70%	33%	*	-	-
	EL	46%	24%	38%	-	38%	-	-	-	-	-	40%	*	29%	40%	38%	33%	44%	*	-	-	-
	Male	63%	55%	53%	*	51%	80%	-	-	-	-	50%	70%	29%	59%	33%	53%	-	44%	*	-	-
	Female	72%	67%	65%	*	65%	57%	-	*	-	-	62%	92%	44%	70%	44%	-	65%	*	*	-	-
Mathematics	All Students	65%	53%	50%	*	49%	58%	-	*	-	-	46%	73%	31%	54%	30%	46%	55%	20%	*	-	-
	CWD	39%	28%	31%	-	31%	-	-	-	-	-	33%	22%	31%	-	29%	29%	33%	*	-	-	-
	CWOD	68%	57%	54%	*	53%	58%	-	*	-	-	49%	92%	-	54%	30%	49%	59%	22%	*	-	-
	EL	49%	28%	30%	-	30%	-	-	-	-	-	31%	*	29%	30%	30%	29%	31%	*	-	-	-
	Male	65%	52%	46%	*	45%	40%	-	-	-	-	42%	65%	29%	49%	29%	46%	-	22%	*	-	-
	Female	65%	54%	55%	*	52%	71%	-	*	-	-	51%	85%	33%	59%	31%	-	55%	*	*	-	-
Science	All Students	70%	60%	54%	-	57%	29%	-	*	-	-	51%	69%	38%	57%	46%	60%	49%	*	-	-	-
	CWD	42%	27%	38%	-	38%	-	-	-	-	-	42%	*	38%	-	*	33%	43%	-	-	-	-
	CWOD	74%	65%	57%	-	61%	29%	-	*	-	-	53%	75%	-	57%	60%	64%	50%	*	-	-	-
	EL	47%	25%	46%	-	46%	-	-	-	-	-	46%	-	*	60%	46%	43%	50%	-	-	-	-
	Male	70%	59%	60%	-	60%	*	-	-	-	-	56%	75%	33%	64%	43%	60%	-	*	-	-	-
	Female	71%	60%	49%	-	54%	20%	-	*	-	-	47%	60%	43%	50%	50%	-	49%	-	-	-	-
STAAR Percent at Meets Grade Level or Above																						
All Grades																						
All Subjects	All Students	41%	30%	23%	*	23%	16%	-	*	-	-	19%	47%	16%	24%	17%	23%	24%	0%	*	-	-
	CWD	21%	13%	16%	-	16%	-	-	-	-	-	17%	16%	16%	-	6%	17%	16%	*	-	-	-
	CWOD	44%	33%	24%	*	25%	16%	-	*	-	-	20%	57%	-	24%	20%	24%	25%	0%	*	-	-
	EL	20%	8%	17%	-	17%	-	-	-	-	-	18%	*	6%	20%	17%	10%	26%	0%	-	-	-
	Male	40%	28%	23%	*	22%	25%	-	-	-	-	18%	46%	17%	24%	10%	23%	-	0%	*	-	-
	Female	42%	33%	24%	*	24%	11%	-	*	-	-	20%	48%	16%	25%	26%	-	24%	*	*	-	-

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	44%	35%	24%	*	24%	17%	-	*	-	-	21%	48%	17%	26%	14%	23%	26%	0%	*	-	-
	CWD	20%	13%	17%	-	17%	-	-	-	-	-	15%	22%	17%	-	14%	13%	22%	*	-	-	-
	CWOD	47%	39%	26%	*	26%	17%	-	*	-	-	22%	58%	-	26%	13%	25%	27%	0%	*	-	-
	EL	20%	7%	14%	-	14%	-	-	-	-	-	14%	*	14%	13%	14%	5%	25%	*	-	-	-
	Male	40%	30%	23%	*	22%	20%	-	-	-	-	18%	45%	13%	25%	5%	23%	-	0%	*	-	-
	Female	48%	41%	26%	*	27%	14%	-	*	-	-	23%	54%	22%	27%	25%	-	26%	*	*	-	-
Mathematics	All Students	37%	25%	23%	*	22%	25%	-	*	-	-	19%	45%	14%	25%	19%	22%	24%	0%	*	-	-
	CWD	21%	12%	14%	-	14%	-	-	-	-	-	15%	11%	14%	-	0%	17%	11%	*	-	-	-
	CWOD	39%	27%	25%	*	24%	25%	-	*	-	-	20%	58%	-	25%	23%	23%	26%	0%	*	-	-
	EL	20%	8%	19%	-	19%	-	-	-	-	-	20%	*	0%	23%	19%	14%	25%	*	-	-	-
	Male	37%	24%	22%	*	21%	40%	-	-	-	-	17%	45%	17%	23%	14%	22%	-	0%	*	-	-
	Female	36%	25%	24%	*	24%	14%	-	*	-	-	21%	46%	11%	26%	25%	-	24%	*	*	-	-
Science	All Students	43%	30%	20%	-	22%	0%	-	*	-	-	15%	46%	23%	19%	23%	24%	16%	*	-	-	-
	CWD	22%	14%	23%	-	23%	-	-	-	-	-	25%	*	23%	-	*	33%	14%	-	-	-	-
	CWOD	46%	32%	19%	-	22%	0%	-	*	-	-	13%	50%	-	19%	30%	22%	17%	*	-	-	-
	EL	17%	7%	23%	-	23%	-	-	-	-	-	23%	-	*	30%	23%	14%	33%	-	-	-	-
	Male	44%	31%	24%	-	25%	*	-	-	-	-	18%	50%	33%	22%	14%	24%	-	*	-	-	-
	Female	42%	28%	16%	-	19%	0%	-	*	-	-	13%	40%	14%	17%	33%	-	16%	-	-	-	-
STAAR Percent at Masters Grade Level																						
All Grades																						
All Subjects	All Students	18%	10%	10%	*	9%	13%	-	*	-	-	6%	30%	5%	11%	7%	9%	11%	0%	*	-	-
	CWD	7%	4%	5%	-	5%	-	-	-	-	-	5%	5%	5%	-	0%	7%	2%	*	-	-	-
	CWOD	19%	11%	11%	*	10%	13%	-	*	-	-	7%	38%	-	11%	9%	9%	12%	0%	*	-	-
	EL	7%	2%	7%	-	7%	-	-	-	-	-	7%	*	0%	9%	7%	4%	11%	0%	-	-	-
	Male	17%	9%	9%	*	8%	25%	-	-	-	-	6%	25%	7%	9%	4%	9%	-	0%	*	-	-
	Female	19%	11%	11%	*	11%	5%	-	*	-	-	7%	39%	2%	12%	11%	-	11%	*	*	-	-
Reading	All Students	18%	11%	10%	*	10%	17%	-	*	-	-	7%	33%	7%	11%	3%	9%	12%	0%	*	-	-
	CWD	6%	3%	7%	-	7%	-	-	-	-	-	6%	11%	7%	-	0%	8%	6%	*	-	-	-
	CWOD	20%	12%	11%	*	10%	17%	-	*	-	-	7%	42%	-	11%	3%	9%	13%	0%	*	-	-
	EL	7%	1%	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	0%	6%	*	-	-	-
	Male	16%	9%	9%	*	8%	20%	-	-	-	-	6%	25%	8%	9%	0%	9%	-	0%	*	-	-
	Female	21%	13%	12%	*	12%	14%	-	*	-	-	7%	46%	6%	13%	6%	-	12%	*	*	-	-
Mathematics	All Students	17%	9%	8%	*	7%	17%	-	*	-	-	5%	27%	2%	9%	8%	7%	9%	0%	*	-	-
	CWD	8%	4%	2%	-	2%	-	-	-	-	-	3%	0%	2%	-	0%	4%	0%	*	-	-	-
	CWOD	18%	10%	9%	*	9%	17%	-	*	-	-	5%	38%	-	9%	10%	8%	11%	0%	*	-	-
	EL	8%	3%	8%	-	8%	-	-	-	-	-	9%	*	0%	10%	8%	5%	13%	*	-	-	-
	Male	18%	9%	7%	*	5%	40%	-	-	-	-	4%	25%	4%	8%	5%	7%	-	0%	*	-	-
	Female	16%	9%	9%	*	10%	0%	-	*	-	-	6%	31%	0%	11%	13%	-	9%	*	*	-	-

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Science	All Students	19%	10%	13%	-	14%	0%	-	*	-	-	10%	31%	8%	14%	15%	14%	12%	*	-	-	-
	CWD	8%	4%	8%	-	8%	-	-	-	-	-	8%	*	8%	-	*	17%	0%	-	-	-	-
	CWOD	20%	11%	14%	-	16%	0%	-	*	-	-	10%	33%	-	14%	20%	14%	14%	*	-	-	-
	EL	4%	3%	15%	-	15%	-	-	-	-	-	15%	-	*	20%	15%	14%	17%	-	-	-	-
	Male	20%	10%	14%	-	15%	*	-	-	-	-	12%	25%	17%	14%	14%	14%	-	*	-	-	-
	Female	18%	10%	12%	-	14%	0%	-	*	-	-	8%	40%	0%	14%	17%	-	12%	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2020-21 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results for schools that are not high schools) for the 2020-21 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2020.

There is no data for this campus.

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2021 Texas English Language Proficiency Assessment System (TELPAS) data. (EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
62	9	15%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

◇ Indicates data reporting does not meet for Minimum Size.

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

Part (v): School Quality or Student Success (SQSS)

This section provides information on school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	29	*	29	28	-	*	-	-	25	18	20
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2020-21 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Participation Rate																	
All Subjects	All Students	94%	*	94%	97%	-	*	-	-	93%	98%	88%	95%	98%	95%	93%	92%
	CWD	88%	-	88%	-	-	-	-	-	88%	90%	88%	-	100%	90%	86%	*
	CWOD	95%	*	95%	97%	-	*	-	-	94%	100%	-	95%	97%	96%	94%	100%
	EL	98%	-	98%	-	-	-	-	-	98%	* 100%	100%	97%	98%	100%	95%	100%
	Male	95%	*	95%	92%	-	-	-	-	94%	100%	90%	96%	100%	95%	-	100%
	Female	93%	*	92%	100%	-	*	-	-	92%	94%	86%	94%	95%	-	93%	*

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Reading	All Students	94%	*	93%	100%	-	*	-	-	93%	97%	88%	95%	97%	95%	92%	91%
	CWD	88%	-	88%	-	-	-	-	-	87%	90%	88%	-	100%	89%	86%	*
	CWOD	95%	*	95%	100%	-	*	-	-	94%	100%	-	95%	97%	97%	93%	100%
	EL	97%	-	97%	-	-	-	-	-	97%	*	100%	97%	97%	100%	94%	*
	Male	95%	*	95%	100%	-	-	-	-	94%	100%	89%	97%	100%	95%	-	100%
	Female	92%	*	91%	100%	-	*	-	-	92%	93%	86%	93%	94%	-	92%	*
Mathematics	All Students	94%	*	93%	100%	-	*	-	-	93%	97%	88%	95%	97%	95%	92%	91%
	CWD	88%	-	88%	-	-	-	-	-	87%	90%	88%	-	100%	89%	86%	*
	CWOD	95%	*	95%	100%	-	*	-	-	94%	100%	-	95%	97%	97%	93%	100%
	EL	97%	-	97%	-	-	-	-	-	97%	*	100%	97%	97%	100%	94%	*
	Male	95%	*	95%	100%	-	-	-	-	94%	100%	89%	97%	100%	95%	-	100%
	Female	92%	*	91%	100%	-	*	-	-	92%	93%	86%	93%	94%	-	92%	*
Science	All Students	96%	-	96%	88%	-	*	-	-	95%	100%	93%	96%	100%	93%	98%	*
	CWD	93%	-	93%	-	-	-	-	-	92%	*	93%	-	*	100%	88%	-
	CWOD	96%	-	97%	88%	-	*	-	-	95%	100%	-	96%	100%	92%	100%	*
	EL	100%	-	100%	-	-	-	-	-	100%	-	*	100%	100%	100%	100%	-
	Male	93%	-	95%	*	-	-	-	-	92%	100%	100%	92%	100%	93%	-	*
	Female	98%	-	97%	100%	-	*	-	-	97%	100%	88%	100%	100%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	6%	*	6%	3%	-	*	-	-	7%	2%	12%	5%	2%	5%	7%	8%
	CWD	12%	-	12%	-	-	-	-	-	12%	10%	12%	-	0%	10%	14%	*
	CWOD	5%	*	5%	3%	-	*	-	-	6%	0%	-	5%	3%	4%	6%	0%
	EL	2%	-	2%	-	-	-	-	-	2%	*	0%	3%	2%	0%	5%	0%
	Male	5%	*	5%	8%	-	-	-	-	6%	0%	10%	4%	0%	5%	-	0%
	Female	7%	*	8%	0%	-	*	-	-	8%	6%	14%	6%	5%	-	7%	*
Reading	All Students	6%	*	7%	0%	-	*	-	-	7%	3%	12%	5%	3%	5%	8%	9%
	CWD	12%	-	12%	-	-	-	-	-	13%	10%	12%	-	0%	11%	14%	*
	CWOD	5%	*	5%	0%	-	*	-	-	6%	0%	-	5%	3%	3%	7%	0%
	EL	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	0%	6%	*
	Male	5%	*	5%	0%	-	-	-	-	6%	0%	11%	3%	0%	5%	-	0%
	Female	8%	*	9%	0%	-	*	-	-	8%	7%	14%	7%	6%	-	8%	*

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
Mathematics	All Students	6%	*	7%	0%	-	*	-	-	7%	3%	12%	5%	3%	5%	8%	9%
	CWD	12%	-	12%	-	-	-	-	-	13%	10%	12%	-	0%	11%	14%	*
	CWOD	5%	*	5%	0%	-	*	-	-	6%	0%	-	5%	3%	3%	7%	0%
	EL	3%	-	3%	-	-	-	-	-	3%	*	0%	3%	3%	0%	6%	*
	Male	5%	*	5%	0%	-	-	-	-	6%	0%	11%	3%	0%	5%	-	0%
	Female	8%	*	9%	0%	-	*	-	-	8%	7%	14%	7%	6%	-	8%	*
Science	All Students	4%	-	4%	12%	-	*	-	-	5%	0%	7%	4%	0%	7%	2%	*
	CWD	7%	-	7%	-	-	-	-	-	8%	*	7%	-	*	0%	12%	-
	CWOD	4%	-	3%	12%	-	*	-	-	5%	0%	-	4%	0%	8%	0%	*
	EL	0%	-	0%	-	-	-	-	-	0%	-	*	0%	0%	0%	0%	-
	Male	7%	-	5%	*	-	-	-	-	8%	0%	0%	8%	0%	7%	-	*
	Female	2%	-	3%	0%	-	*	-	-	3%	0%	12%	0%	0%	-	2%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
	Male	22	1	19	1	0	0	0	1	2		
	Female	2	0	2	0	0	0	0	0	0		
	Total	24	1	21	1	0	0	0	1	2		
Out-of-School Suspensions												
	Male	7	1	5	0	0	0	0	1	1		
	Female	1	0	1	0	0	0	0	0	0		
	Total	8	1	6	0	0	0	0	1	1		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	12	0	12	0	0	0	0	0	1		7
	Female	4	0	4	0	0	0	0	0	0		1
	Total	16	0	16	0	0	0	0	0	1		8
Out-of-School Suspensions												
	Male	2	0	2	0	0	0	0	0	1		2
	Female	3	0	3	0	0	0	0	0	0		1
	Total	5	0	5	0	0	0	0	0	1		3
Expulsions												

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
All Students												
Chronic Absenteeism												
	Male	40	1	39	-8	-8	-8	-8	-8	4	8	-8
	Female	25	1	23	1	-8	-8	-8	-8	4	6	-8
	Total	65	2	62	1	-8	-8	-8	-8	8	14	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	2
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	Total
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs											
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

- Indicates there are no data available in the group.
- 3 Indicates skip logic failure.
- 8 Indicates EDFacts missing data.
- 9 Indicates not applicable / skipped.
- 11 Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

Texas Education Agency
2021 Federal Report Card
LAMAR EL (233901106) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.1	5.9%
Teachers Teaching with Emergency or Provisional Credentials	0.8	2.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.2	3.6%

- Indicates there are no data available in the group.
 Blank cell indicates there are no data available in the group.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2020-21 fiscal year.

To be updated by June 30th, 2022.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2020-21 school year.

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	4,966	1%	9	1%	*	1%
Mathematics	4,961	1%	9	1%	*	1%
Grade 4						
Reading	5,046	1%	10	1%	*	1%
Mathematics	5,040	1%	10	1%	*	1%
Grade 5						
Reading	5,133	1%	10	1%	*	2%
Mathematics	5,138	1%	10	1%	*	2%
Science	5,130	1%	10	1%	*	2%
Grade 6						
Reading	4,925	1%	9	1%	-	-
Mathematics	4,923	1%	9	1%	-	-
Grade 7						
Reading	4,586	1%	6	1%	-	-
Mathematics	4,581	1%	6	1%	-	-
Grade 8						
Reading	4,513	1%	6	1%	-	-
Mathematics	4,507	1%	6	1%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	4,492	1%	6	1%	-	-
End of Course						
English I	4,504	1%	10	1%	-	-
English II	4,092	1%	7	1%	-	-
Algebra I	4,514	1%	9	1%	-	-
Biology	4,424	1%	11	1%	-	-
All Grades						
All Subjects	85,481	1%	153	1%	10	2%
Reading	37,771	1%	67	1%	*	2%
Mathematics	33,664	1%	59	1%	*	2%
Science	14,046	1%	27	1%	*	2%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6

State Level: 2019 Percentages at NAEP Achievement Levels										
Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Mathematics	Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		Mathematics	Overall	32	31	68	69	30	34	7
	Black		48	53	52	47	16	14	2	2
	Hispanic		37	43	63	57	21	20	3	4
	White		20	20	80	80	44	44	13	13
	American Indian		*	49	*	51	*	15	*	3
	Asian		10	12	90	88	71	64	36	33
	Pacific Islander		*	45	*	55	*	21	*	4
	Two or More Races		25	27	75	73	41	38	11	12
	Econ Disadv	41	46	59	54	19	18	2	3	
Students with Disabilities	73	73	27	27	5	6	1	2		
English Language Learners	60	72	40	28	8	5	1	1		

* Indicates reporting standards not met.

n/a Indicates data reporting is not applicable for this group.

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%

State Level: 2019 NAEP Participation Rates for Students with Disabilities and English Learners			
Grade	Subject	Student Group	Rate
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Part (xiii): Post-Secondary Enrollment

This section provides information on the cohort rate at which students who graduated from high school in the 2018-19 school year enrolled in the 2019-20 academic year in (I) programs of public postsecondary education in Texas; (II) programs of private postsecondary education in Texas; and (III) programs of postsecondary education outside Texas. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Part (xiv): Additional Information – Chronic Absenteeism

This section provides information on the Chronic Absenteeism per EDFacts definition: percent of unduplicated number of K – 12 students enrolled in a school for at least 10 days and absent for 10% or more days during the 2019-20 school year. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Chronic Absenteeism Rate	6.6%	*	6.3%	23.1%	-	*	-	*	7.3%	8.9%	12.5%

- Indicates there are no students in the group.

* Indicates results are masked due to small numbers to protect student confidentiality.

**Texas Education Agency
2020-21 School Report Card
LAMAR EL (233901106)**

Accountability Rating

Not Rated: Declared State of Disaster

Given the Impact of COVID-19, all districts and schools received a label of *Not Rated: Declared State of Disaster*.

School Information

District Name: SAN FELIPE-DEL RIO CISD
Campus Type: Elementary
Total Students: 477
Grade Span: KG - 05

For more information about this campus, see <https://TXschools.gov> or the Texas Academic Performance Report at <https://rptsrv1.tea.texas.gov/perfreport/tapr/2021/index.html>

Distinction Designations

Distinction Designations were not awarded in 2021.

School and Student Information

This section provides demographic information about LAMAR EL, including attendance rates; enrollment percentages for various student groups; student mobility rates; and class size averages at the campus, district, and state level, where applicable.

	Campus	District	State
Attendance Rate (2019-20)	98.8%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.6%	0.7%	12.7%
Hispanic	95.4%	93.6%	52.9%
White	3.3%	5.0%	26.5%
American Indian	0.0%	0.1%	0.3%
Asian	0.2%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.4%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	85.7%	71.3%	60.3%
Special Education	15.7%	13.0%	11.1%
Emergent Bilingual/EL	12.8%	17.3%	20.7%
Mobility Rate (2019-20)	11.0%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	17.0%	19.1%	17.7%
Grade 1	21.5%	19.9%	18.0%
Grade 2	19.9%	19.3%	18.0%
Grade 3	18.8%	18.3%	18.2%
Grade 4	22.7%	19.3%	18.3%
Grade 5	26.2%	20.3%	19.8%

School Financial Information (2019-20)

Various financial indicators based on actual data from the prior year are reported for the campus, district, and state. For more information, see <http://tea.texas.gov/financialstandardreports/>.

	Campus	District	State
Instructional Expenditure Ratio	n/a	58.5%	63.8%
Instructional Staff Percent	n/a	58.3%	64.6%

	Campus	District	State
Expenditures per Student			
Total Operating Expenditures	\$7,757	\$10,349	\$10,406
Instruction	\$5,188	\$5,401	\$5,929
Instructional Leadership	\$98	\$205	\$173
School Leadership	\$404	\$507	\$620

Texas Education Agency 2020-21 School Report Card

STAAR Outcomes

This section provides STAAR performance and outcomes. Please note that due to the cancellation of spring 2020 STAAR administration due to the COVID-19 pandemic, 2019 results are shown.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2021	67%	59%	52%	100%	51%	59%	-	*	-	-	49%
	2019	78%	72%	77%	-	77%	84%	-	80%	-	*	75%
ELA/Reading	2021	68%	62%	59%	*	58%	67%	-	*	-	-	56%
	2019	75%	69%	78%	-	77%	86%	-	*	-	*	76%
Mathematics	2021	66%	54%	51%	*	50%	58%	-	*	-	-	47%
	2019	82%	77%	79%	-	79%	86%	-	*	-	*	77%
Writing	2021	58%	51%	33%	*	29%	*	-	-	-	-	29%
	2019	68%	58%	52%	-	52%	*	-	*	-	-	49%
Science	2021	71%	60%	54%	-	57%	29%	-	*	-	-	52%
	2019	81%	75%	87%	-	87%	*	-	-	-	*	86%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	23%	80%	22%	21%	-	*	-	-	19%
	2019	50%	40%	44%	-	44%	42%	-	40%	-	*	40%
ELA/Reading	2021	45%	36%	24%	*	24%	17%	-	*	-	-	21%
	2019	48%	38%	38%	-	38%	43%	-	*	-	*	33%
Mathematics	2021	37%	25%	23%	*	23%	25%	-	*	-	-	19%
	2019	52%	43%	48%	-	47%	57%	-	*	-	*	45%
Writing	2021	30%	21%	18%	*	15%	*	-	-	-	-	13%
	2019	38%	28%	20%	-	21%	*	-	*	-	-	14%
Science	2021	44%	30%	20%	-	23%	0%	-	*	-	-	15%
	2019	54%	43%	64%	-	65%	*	-	-	-	*	63%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	9%	40%	8%	12%	-	*	-	-	6%
	2019	24%	17%	22%	-	22%	21%	-	20%	-	*	20%
ELA/Reading	2021	18%	11%	10%	*	9%	17%	-	*	-	-	7%
	2019	21%	13%	18%	-	19%	14%	-	*	-	*	14%
Mathematics	2021	18%	9%	9%	*	8%	17%	-	*	-	-	5%
	2019	26%	20%	26%	-	26%	29%	-	*	-	*	26%
Writing	2021	9%	4%	0%	*	0%	*	-	-	-	-	0%
	2019	14%	8%	1%	-	1%	*	-	*	-	-	0%
Science	2021	20%	10%	13%	-	15%	0%	-	*	-	-	10%
	2019	25%	16%	34%	-	34%	*	-	-	-	*	31%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	94%	100%	94%	97%	-	*	-	-	93%
	2019	99%	99%	100%	-	100%	100%	-	100%	-	*	100%
ELA/Reading	2021	89%	94%	94%	*	93%	100%	-	*	-	-	93%
	2019	99%	99%	100%	-	100%	100%	-	*	-	*	100%
Mathematics	2021	88%	93%	94%	*	93%	100%	-	*	-	-	93%
	2019	100%	100%	100%	-	100%	100%	-	*	-	*	100%

- Indicates there are no students in the group.
 * Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.