

BUENA VISTA EL

Buena Vista Campus Improvement Plan 2021/2022

"Lead, Learn & Leave a Legacy!"



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BUENA VISTA EL

Mission

At Buena Vista Elementary, all students are encouraged to reach their own genius by providing a rich, rigorous, and individualized education.

Nondiscrimination Notice

BUENA VISTA 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.

BUENA VISTA EL

Vision

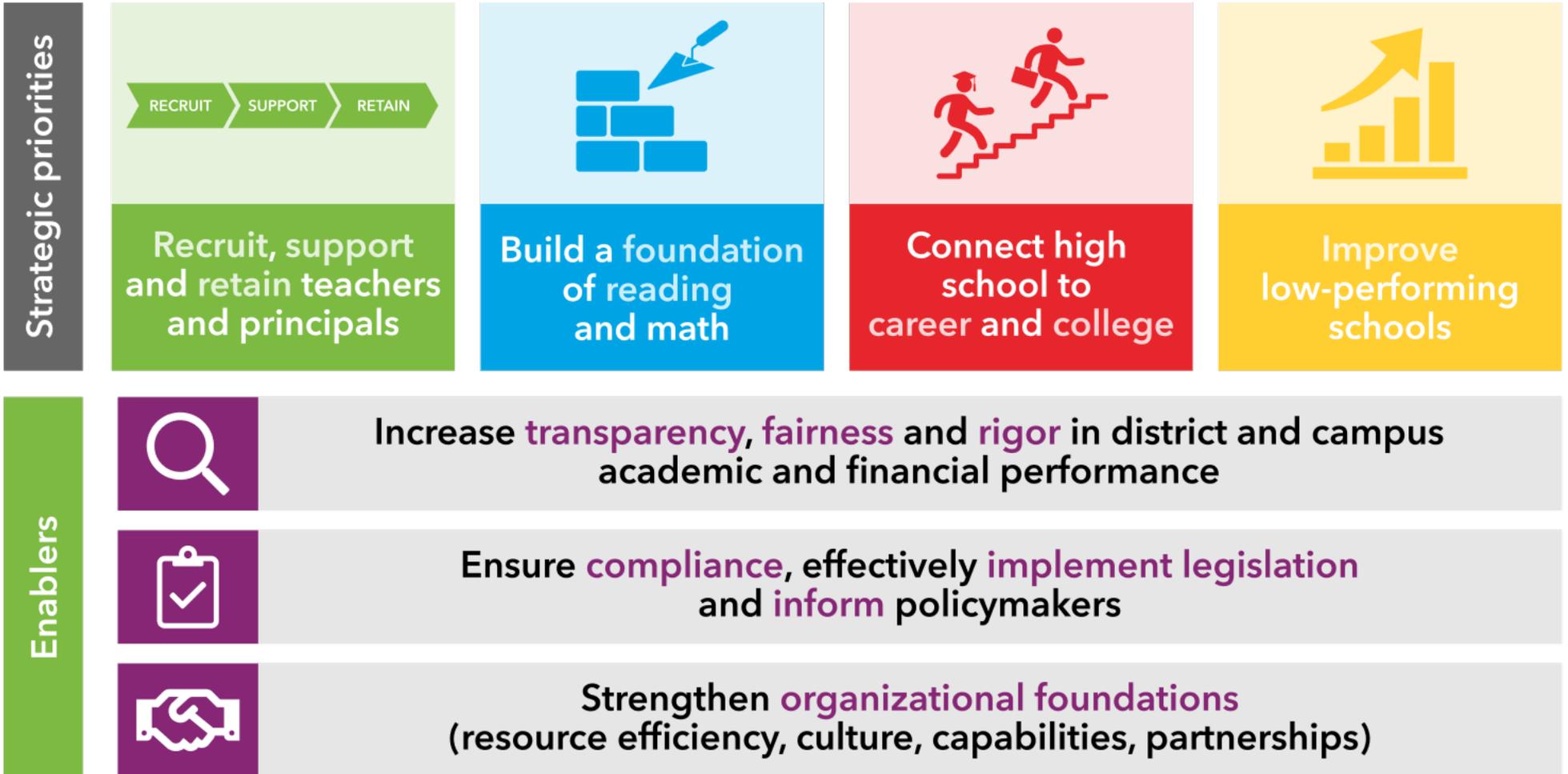
Lead, Learn and Leave a Legacy!

Theme: Together we will Soar to New Heights!

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



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

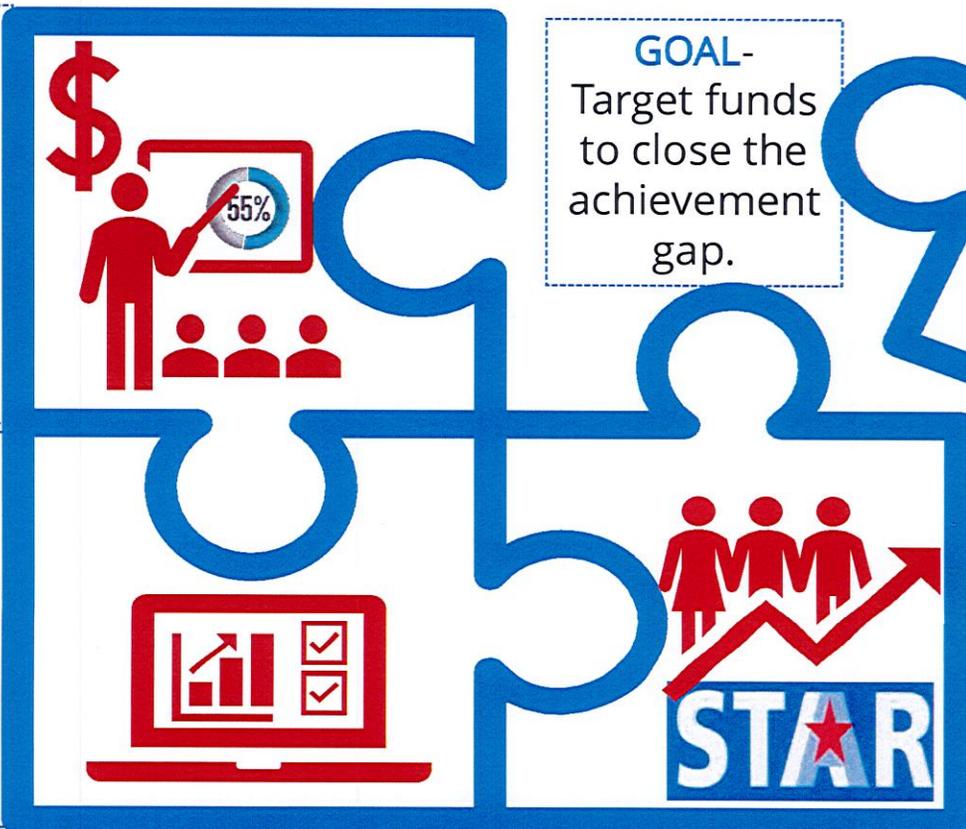
State Compensatory Education Program

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.



**adapted from TEA State Compensatory Education*

BUENA VISTA EL Site Base

Name	Position
Rodriguez, Esperanza	Kinder Cluster Leader
Voss, Jessica	5th Cluster Leader
Gonzales, Miranda	4th Cluster Leader
Gonzales, Cecilia	2nd Cluster Leader
Sutton, Jennifer	Principal
Bradford, Lauren	Librarian
Zuniga-Barrera, Selia	Asst. Principal
Hurtado, Raul	Counselor
Hernandez, Annabel	3rd Cluster Leader
Hernandez, Yasmin	Bilingual Strategist
Limon, Selina	1st Cluster Leader
Torres, Diana	Business Member - BFCU
Martinez, Cynthia	Community Member
Linan, Roxana	Parent
Farhat, Nadia	Parent



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: San Felipe Del Rio CISD

Date: Jun-21

Role	Name	Signature
Parent	Roxanne Linan	<i>Roxanne Linan</i>
Business Representative	Diana Torres	<i>Diana Torres</i>
Community Representative	Cynthia Martinez	<i>Cynthia Martinez</i>
Teacher	Esperanza Rodriguez	<i>Esperanza Rodriguez</i>
Teacher	Olivia Peimbert	<i>Olivia Peimbert</i>
Teacher	Selina Limon	<i>Selina Limon</i>
Teacher	Mari Rodriguez	<i>Mari Rodriguez</i>
Teacher	Cecilia Gonzalez-Villarreal	<i>Cecilia Gonzalez-Villarreal</i>
Teacher	Annabel Hernandez	<i>Annabel Hernandez</i>
Teacher	Miranda Gonzalez	<i>Miranda Gonzalez</i>
Teacher	Jessica Voss	<i>Jessica Voss</i>
Teacher	Yasmin Rodriguez-Hernandez	<i>Yasmin Rodriguez-Hernandez</i>
Asst Principal	Jennifer Sutton	<i>Jennifer Sutton</i>
Principal	Robert Norton	<i>Robert Norton</i>
Intructional Aide	Diana DelosSantos	<i>Diana DelosSantos</i>
Parental Liaison	Connie Arranaga	<i>Connie Arranaga</i>
Intructional Aide	Briana Cortez	<i>Briana Cortez</i>
Intructional Aide	Mariselda Hughes	<i>Mariselda Hughes</i>
Counselor	Raul Hurtado	<i>Raul Hurtado</i>
Counselor	Edith Ibarra	<i>Edith Ibarra</i>

Comprehensive Needs Assessment Summary – 2021-2022 Buena Vista

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Discipline report	Attendance report	Staff/Student/parent responses
Surveys	Campus retention	Curriculum
Campus Committees	Exit Interviews - EOY Summatives	Surveys
Face to Face vs Online attendance	Parent/Teacher conferences	Campus events
GT Groups	Meets/Masters STAAR reports	Formative & Summative Assessments
0	Home visits	Phone calls/Conferences/Zooms
Parent trainings	BV Admin Meetings - Orientations	PEIMS report
Technology Inventory	Enrollment Data	Facility upgrade plans

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	<p>Academic Achievement is solid in 5th grade</p> <p>Surveys suggest parent support of campus</p> <p>STAAR report shows campus above district average</p> <p>Staff collaborate well within their clusters</p>	<p>Increase in ELL population</p> <p>Increases in math scores across all grade levels</p> <p>Reading levels have declined</p> <p>Staff wants increase in information from campus admin & cluster leaders</p>	<p>Attendance incentives & activities</p> <p>Increase activites on campus to promote a positive culture & climate</p> <p>Purchase equipment to use at recess</p> <p>Create a mobile sciene lab with all materials necessary to facilitate labs in classrooms</p>
Staff Quality	<p>Large percent of teachers have more than 5 years on campus as teachers</p> <p>Instructional aides have 60 college hours and support teachers/admin</p> <p>Academic planning guides provide teachers with what they need to teach</p> <p>Campus Committees are made up of all grade levels and staff on campus</p>	<p>Teachers need more reouces to support Science & SS</p> <p>More time with new teachers to get coaching on instruction</p> <p>A school wide calendar could assist all staff, parents & students with events</p> <p>Increase support for self contained classroom teachers in reading/math</p>	<p>Purchase materials to support SS & Science on campus.</p> <p>Sped support through training and materials</p> <p>School wide calendar</p> <p>Planners purhased for students & staff</p>

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?
			Bilingual training & Learning walks Subs for learning walk support & RTI Days
School Climate/ Safe & Healthy Schools	Overall attendance is at 95% or higher yearly Culture is positive Parents are responsive to campus requests Students get involved in extracurricular activities Staff and Students feel safe on campus	Lack of science lab on campus Bat infestation continues to be a concern on campus More distinctions need to be made toward the GT, Sped & ELL populations Recess equipment	Purchase materials to support Science on campus. Hands on manipulatives for math Parent nights for bilingual pop - meals, games, home visits Sped support through training and materials recess equipment for all students
College & Career Readiness/ Graduation/ Dropout Reduction	Over 30% of students are scoring meets masters in reading STAAR Over 20 % of students are scoring meets in math STAAR GT students continue to meet the Meets/Masters expectation on STAAR 3-5	Need to increase bilingual passing/meets standard on STAAR Lower # of students qualifying for the GT program over the last two years Need to increase approaching, meets and masters in all STAAR assessments to meet the B rating goal	Funds for a new Bil. Writing club Meals, games, incentives, writing materials, posters, travel expenses to introduce students to new experiences More GT experiences & field trips transportation and entrance fees enrichment materials
Family and	Usually lots of events on campus but fewer due to COVID - did some virtually Information is shared out frequently but electronically	Low bilingual participation - families Parent involvement	Family nights - food, drinks, prizes, awards, plaques, volunteer shirts,

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?
Community Involvement	Numerous forms of communication tools available for staff & parents	Paper notes to go home with students Staff outreach to families more regularly	Family support using Fed funds to support at risk/migrant/mcKinney Vento students Transportation expenses for those that need tutorials support
District/Campus Commitments	Enrollment has stayed with 30 students of 2019-20 school year technology devices provided to all students in need Campus construction being done to improve infrastructure Breakfast & Lunch provided free to all students	Improvement of campus infrastructure needs to be done - faculty restrooms & main office High student mobility rate amongst bilingual students Maintenance on the campus outside grounds need to be improved and done regularly	Increase staffing if needed to meet increase in student populations Furniture allocation due to campus construction and new work areas outside grounds need plants, grass cut and updated playground and picnic tables to meet higher quality standards

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.

BUENA VISTA EL

Goal 1. 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. Seventy five percent of HB4545 students in 4th & 5th grade will show significant growth on the STAAR assessment in May 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. More strategic planning in all subjects for our sp.ed. and ELL populations. (Target Group: All,EB,SPED) (Strategic Priorities: 2,4)	Campus Administrators, Strategists, Teachers	August 2021- June 2022	(F)IDEA Special Education, (F)Title I, (S)Local Funds	<p>Criteria: Collaborative approach with the Bilingual Strategist and Bilingual teachers to determine a progress monitoring system that will be able to track our bilingual students academic progress.</p> <p>Special Education will be able to be tracked using the lexia system which is based on individual student academic levels.</p> <p>Summative - DMAC Reports, District Assessments, STAAR data</p> <p>06/14/22 - Completed (S)</p>
2. Teachers will receive training for best teaching practices in Reading, Math, and technology through faculty members, after school trainings and learning walks. (Title I SW: 1,3,4,8,9,10) (Title I TA: 1,2,5) (Target Group: All) (Strategic Priorities: 1,2)	Campus Administrators, Curriculum Coordinators, Teachers	August 2021- June 2022	(F)Title I	<p>Criteria: Surveys to measure effectiveness of training for teachers and the quality use of online instruction materials.</p> <p>06/14/22 - Completed (S)</p>
3. All bilingual teachers will receive ongoing staff development on techniques to support language and content strategies for ELL students. (Title I SW: 1,2,3,4,9,10) (Title I TA: 1,5,7) (Target Group: H,ECD,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 4.1,5.2)	Bilingual Department, Campus Administrators, Strategists, Teachers	September 2021 - May 2022	(F)Title I	<p>Criteria: Improved performance in ELL scores based on quality teaching strategies.</p> <p>Tuesday trainings are given to Beginner/Intermediate teachers along with trainings monthly to all ELL teachers.</p> <p>05/31/22 - Completed (S)</p>
4. The campus will utilize the Sandra Garza Math curriculum to address more rigorous instruction in the classroom. K-2 teachers will be given additional strategies & resources to	Campus Administrators, Cluster/Department Leaders, Teachers	August 2021- May 2022	(S)Local Funds	<p>Criteria: Improved mastery of math concepts based on progress measure assessments.</p>

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Goal 1. 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. Seventy five percent of HB4545 students in 4th & 5th grade will show significant growth on the STAAR assessment in May 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
increase rigor in the classroom. (Title I SW: 1,3,8,9) (Title I TA: 1,5,6) (Target Group: All) (Strategic Priorities: 2,4)				05/31/22 - Completed (S) 11/18/21 - On Track
5. Purchase quality resources such as hands on manipulatives, games, workbooks, headsets, listening centers and academic subscriptions to support a more rigorous academic experience for students. (Renaissance Learning, BrainPop, Lone Star Learning) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	August 2021-June 2022	(S)State Compensatory	Criteria: Survey on the material quality and its usage to support the student performance. 06/14/22 - Completed (S)
6. Teachers(s) will receive dyslexia and reading training as needed to assist struggling students. (registration fees, travel) (Title I SW Elements: 1.1) (Target Group: Dys) (Strategic Priorities: 2)	Dyslexia Teacher	August 2021-May 2022	(S)State Compensatory	Criteria: Registration, return travel 06/14/22 - Completed (S) 11/18/21 - On Track
7. 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	August 2021-May 2022	(S)State Compensatory	Criteria: Payroll/HR Documentation 06/14/22 - On Track (S)

BUENA VISTA EL

- Goal 1.** 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.** 85% of ELL students will demonstrate a years growth on the TELPAS assessment in the 2021-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. All LEP students will receive additional support utilizing the QTEL strategies in ELA and additional support in all other content areas during the instructional day. (Title I SW: 1,2,3,4,6,9) (Title I TA: 2) (Target Group: EB) (Strategic Priorities: 2)	Campus Administrators, Instructional Aides, Parental Aides, Parents, Teachers	September 2021- June 2022	(F)Title I	Criteria: Visual usage of strategies such as syntax surgery, word walls, picture walks, and improved writing samples. 05/31/22 - Completed (S)
2. Learning walks will be conducted two times a year at minimum to support bilingual teachers in the application of new instructional strategies in the classroom. (Title I SW: 1,3,4,9,10) (Title I SW Elements: 2.6) (Title I TA: 1,2,6) (Target Group: All,ECD,EB,SPED) (Strategic Priorities: 2) (ESF: 5.1,5.2)	Campus Administrators, Strategists, Teachers	October 2021- April 2022	(S)Local Funds	05/31/22 - Completed (S)
2. Bilingual aides will support students in the classroom by providing guided reading and oral language development. (Title I SW Elements: 2.4) (Target Group: H,ESL,EB,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4)	Campus Administrators, Instructional Aides, Strategists	September 2021- June 2022		Criteria: Assess the improvement of students on their TELPAS scores in language and reading categories. Summative - LPAC's, Assessments, TELPAS, STAAR. Maintain watch on campus rosters for Beg/Int classrooms. 06/14/22 - Completed (S) 11/18/21 - On Track
3. Incorporate computer practice time into the six weeks schedule using K-12 summit to help support their reading. (Target Group: EB) (Strategic Priorities: 4)	Campus Administrators, Instructional Aides, Strategists, Teachers	October 2021 - May 2022	(F)Title I	Criteria: Purchase headsets & microphones to practice in lab and in the classroom speaking aloud. 05/31/22 - Completed (S)
4. Bi-weekly afterschool staff development provided to to all beginner/intermediate teachers as well as the advanced/advanced high teachers. They will learn new ELL strategies that will target language acquisition and academic instructional strategies to	Campus Administrators, Strategists, Teachers	September 2021- April 2022		Criteria: Increased scores and improvement in the language proficiency based on TELPAS, benchmarks and weekly progress monitoring exams.

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Goal 1. 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. 85% of ELL students will demonstrate a years growth on the TELPAS assessment in the 2021-22 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
support students in the classroom. (Title I SW Elements: 2.2,2.4,2.5,2.6) (Target Group: EB) (Strategic Priorities: 1,4)				05/31/22 - Completed (S) 10/06/21 - Pending

BUENA VISTA EL

Goal 1. 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. Increase attendance to a yearly average of 96% at Buena Vista by May 2022.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Attendance committee will use the folder and call out system established to call home daily from 8:05-9:30 and the parental liaison will makes home visits as allowable. (Title I SW: 1,6) (Title I TA: 1) (Target Group: All) (Strategic Priorities: 4) (ESF: 3.3,3.4)	Attendance Staff, Campus Administrators, Parental Aides	August 2021 - May 2022	(F)Title I	Criteria: Six week attendance report to track improvements or declines in attendance. 05/31/22 - Completed (S)

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Goal 1. 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. The discipline committee will utilize the positive behavior support plan to redirect students to make better choices and reward positive behavior.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To utilize a common communication tool - DOJO on campus to keep in touch with parents on students academic and behavior in class. Use of Google Classroom to share assignments and updates on attendance. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Cluster/Department Leaders, Parents, Teachers	August 2021-May 2022		06/14/22 - Completed (S)
2. Provide ongoing training on materials to support blended learning, engagement and curriculum materials to parents. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 1)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2021-May 2022		Criteria: Improved engagement and development of google slides as well as other online resource extensions. 06/14/22 - Completed (S) 11/18/21 - Pending

BUENA VISTA EL

Goal 1. 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. Buena Vista will establish measures that will allow for all students to have a safe learning environment in which to learn.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff with quality materials and resources. (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Chief Instructional Officers, Teachers	Sept.2021-May 2022		Criteria: Attendance rosters, lesson plans, student packets 06/14/22 - Completed (S)
2. Breakfast and lunch programs available for all students. (Target Group: All) (ESF: 3.3)	Campus Administrators, Transportation Coordinator	Aug.2021-May. 2022		Criteria: Distribution logs 06/14/22 - Completed (S)
3. Technology will be provided to all students to support blended learning on campus. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2021 - May. 2022		Criteria: Distribution logs 11/18/21 - Completed 11/18/21 - Completed 08/09/21 - Pending
4. Health and safety measures provided as necessary. Materials for all school areas include sanitizers & masks. (Target Group: All) (ESF: 3.3)	Campus Administrators, Health, Safety & Nutrition Coordinator	Aug.2021-May 2022		Criteria: Inventory supply and distribution lists 06/14/22 - Completed (S)

BUENA VISTA EL

- Goal 1.** 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.** By the spring of 2022, the "Meets Grade Level or Above" for 3rd grade students on STAAR will increase from 39% to 44% in ELA and 27% to 47% in Math.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Analysis of data will drive instruction supports through RTI for students with learning gaps. (Title I SW Elements: 2.2,2.4) (Target Group: All,3rd) (Strategic Priorities: 4)	Campus Administrators, Strategists, Teachers	September 2021- June 2022		Criteria: Analysis of baseline tests, progress monitoring assessments, benchmarks, and STAAR will determine the growth of the students from beginning of the school year to the end of 2022. 06/14/22 - Completed (S)
2. Parents will be given information on ways to support their child at home in Reading and math through various trainings both zoom and on campus. (Target Group: All,3rd) (Strategic Priorities: 2,4)	Campus Administrators, Parental Aides, Parents, Special Ed Teacher, Strategists, Teachers	November 2021- March 2022	(F)Title I, (S)Local Funds	06/14/22 - Completed (S)

BUENA VISTA EL

Goal 2. 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. By the end of the 2021-2022 school year, Buena Vista Elementary will utilize 90% of local funds to directly impact instruction.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Local campus budget will be aligned to CIP. (Title I SW: 1,9) (Title I TA: 1,8) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Cluster/Department Leaders, Librarian, Teachers	August 2021-May 2022	(S)Local Funds	06/14/22 - Completed
2. Allot funds for materials/subscriptions and hands on manipulatives for students and teachers. (Target Group: All) (Strategic Priorities: 4) (ESF: 5.1,5.3)	Campus Administrators, Cluster/Department Leaders, Special Ed Teacher, Teachers	August 2021-May 2022	(S)Local Funds	06/14/22 - Completed

BUENA VISTA EL

Goal 2. 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 2. Buena Vista will continue to improve parent participation on campus through a parent forum and events/committees on campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. BV will reach out to the parents through monthly parent forum meetings through zoom or in person sessions which informs parents of campus needs, trainings, campus activities, and allow parents to share input. (Title I SW Elements: 2.1,3.1) (Target Group: All) (Strategic Priorities: 4)	Attendance Staff, Campus Administrators, Parental Aides, Parents, Teachers	August 2021-May 2022		Criteria: Parent surveys utilizing google forms. 06/14/22 - Completed 05/31/22 - Completed
2. Parent volunteers & community leaders will be provided a luncheon and present plaques to acknowledge the collaborative efforts with the campus. (Title I SW Elements: 2.1,2.3,3.1) (Target Group: All) (Strategic Priorities: 4)	Campus Administrators, Parental Aides, Teachers	April 2022	(F)Title I, (L)Principal Account, (S)Local Funds	Criteria: Parents and businesses will receive their plaques even if they are delivered to the businesses themselves in lieu of on campus. 05/31/22 - Completed (S)

BUENA VISTA EL

Goal 2. 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 3. To increase the sense of community and pride in our school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. BV will provide at least three events to encourage parent involvement, community relations and student support as allowable through CDC and district guidelines:</p> <p>* Winter Festival - January 2022 * Beautify Buena Vista - March 2022 * Spring Fling - May 2022 (Title I SW: 6,9,10) (Title I SW Elements: 2.1,2.3,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,4)</p>	<p>Attendance Staff, Campus Administrators, Cluster/Department Leaders, Instructional Aides, Parental Aides, Teachers</p>	<p>January 2022- May 2022</p>	<p>(S)Local Funds</p>	<p>Criteria: Improved participation in meetings and activities.</p> <p>06/14/22 - Completed (S)</p>
<p>2. Ongoing parent communication for various topics: blended learning, SSI, content support , bilingual support. Communication will be done via zoom, google classroom, Facebook, school website, class dojo and on campus trainings. (Title I SW Elements: 2.1,2.3,3.1,3.2) (Target Group: All) (Strategic Priorities: 2,4)</p>	<p>Campus Administrators, Librarian, Parental Aides, Special Ed Teacher, Strategists, Teachers</p>	<p>August 2021- May 2022</p>		<p>05/31/22 - Completed</p>

BUENA VISTA EL

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

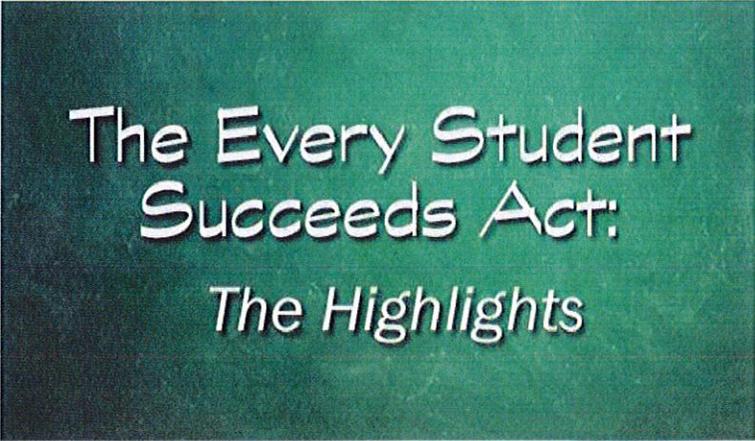
Objective 1. Buena Vista will provide communication to all parents daily utilizing a variety of media in 2021-2022 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Parental Liaison will provide training in English and Spanish to all parents for various topics DR Cares, Positive Parenting, How to conduct a proper science experiment, Good Nutrition/Healthy Eating, Facts regarding Childhood Obesity, Good Oral Hygiene and how to apply for assistance, Informational Meeting on Various Disorders that affect your child's education, Diabetes, Internet Safety, Drug and Alcohol Abuse, Make and Take Workshops, Bullying, Gradebook, Crisis Interventions, Guidance and Counseling Services for Children, Career and Education Opportunities through various media sources. (Title I SW: 1,2,6,10) (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 2,4)	Campus Administrators, Counselors, Parental Aides, Teachers	August 2021- May 2022	(F)Title I	Criteria: Parent surveys 06/14/22 - Completed (S)
2. Campus will send home monthly calendars with important events, DOJO, utilize School Messenger System for reminders of upcoming activities, campus newsletter (Home Connect) and VIP Parental Meetings in dual languages. (Title I SW: 1,6,9) (Title I TA: 1,7) (Target Group: All) (Strategic Priorities: 2)	Campus Administrators, Curriculum Coordinators, Parental Aides, Teachers	August 2021 - May 2022	(S)Local Funds	Criteria: Feedback on materials provided as well as regular usage on the program platforms. 06/14/22 - Completed (S)

San Felipe Del Rio CISD
Annual Title I Parent Training
Buena Vista Elementary
Zoom, August 19, 2021, 9 am

Agenda

- I. What is Title I and ESSA Grant**
- II. Parent and Family Engagement Policy**
- III. School-Parent Compacts**
- IV. Parents Right to Know**
- V. How can parents get involved?**
- VI. Questions/Answers**



**The Every Student
Succeeds Act:
*The Highlights***

11:09 LTE

▼

ClassDojo

Never miss a moment! Stay engaged in your child's growth, no matter how busy you are.

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Stories

Mrs. Bradford
Buena Vista Elem • 1d

TODAY!

Afternoon Parents,
We will be hosting a parent forum on Thursday, August 19th at 9am. Below is the zoom invite if you are interested in attending. We will be discussing upcoming events, new initiatives and updates.
Thank you - BV Admin
Jennifer Sutton is inviting you to a scheduled Zoom meeting.

Topic: August Parent Forum

Time: Aug 19, 2021 09:00 AM Pacific Time (US and Canada)

Join Zoom Meeting

<https://sfdr-cisd-org.zoom.us/j/81875106105?pwd=SjBzMVhGR0cxeIN4SW9RdVlOTmYvZz09>

Meeting ID: 818 7510 6105

Passcode: 952534



Story



Kids



Points



Messages



Plus

chat

09:00:48 From Estrella Ibarra : Yes I can hear you
09:00:57 From Jennifer Sutton : Thank you
09:03:56 From Leslie Rdz : St: Julianna Soto- Parent: Leslie Rodriguez
Teacher: Mrs. Flores Kinder
09:05:07 From celia.zuniga-barrera : Good morning BVE Parents! Thank YOU
for joining us! Your children are AWESOME!!!
09:12:15 From Estrella Ibarra : What's UIL?
09:12:49 From chelsealynch : What grades is UIL for?
09:14:59 From DominiqueSantiago : Do y'all send out flyers for these clubs
?
09:31:36 From celia.zuniga-barrera : UIL is for 3rd, 4th and 5th Grades. It
stands for University Interscholastic League...There are different events to compete
in. Flyers will go out and announcements will be made.
09:32:09 From Estrella Ibarra : Ok thank you!
09:39:41 From Amber's : 🇺🇸
09:39:50 From Estrella Ibarra : 🇺🇸
09:40:13 From claudia V : 🇺🇸
09:40:28 From Fatima M. Del Campo : 🇺🇸
09:40:44 From Kali Cedillo : 🇺🇸
09:43:29 From Amber's : Amber Ludemann - Urijah Sawyer 4th Grade Mrs.
Pontiff
09:43:29 From Fatima M. Del Campo : Parent: Fatima M. Del Campo
09:43:45 From DominiqueSantiago : Dominique Santiago - child name: Gabriel
X Santiago 1st grade Mr.Garcia
09:43:45 From Estrella Ibarra : Estrella Ibarra, son is Josiah
Carrion-Ibarra in Ms. White 3rd grade
09:43:48 From Celina Moreno : Celina Moreno child is Sadie Martinez 2nd
grade teacher Mrs Berain
09:43:49 From Robert Bass : Robert Bass - dad to Athena Lopez
09:43:50 From Fatima M. Del Campo : Children: Kylie and Hallie M. Del Campo
3rd and Kinder
09:43:51 From Hector Fuentes : Lucas & Tomas Fuentes 5th grade Voss
09:43:52 From Dulce Valdez : Parent: Dulce Valdez
09:43:58 From Brittany Henson : Parent : Brittany Henson, student :
Charlotte Henson-Mrs. Flores, kindergarten
09:43:59 From Dulce Valdez : Child Rommel Herrera
09:44:11 From Tiffany Jordan : Parent: Tiffany/Chris Jordan; Student:
Benjamin Jordan; Teacher: Carrillo/Kdg
09:44:15 From Kali Cedillo : Kali Cedillo - Kylee Cedillo in 3rd with Miss
Gomez
09:44:19 From chelsealynch : Chelsea Lynch (Miles 2nd Cortinas, Ada 1st
Gomez, William K Kay)
09:44:25 From Dulce Valdez : Teacher for Rommel Herrera
09:44:30 From Dulce Valdez : Mrs. Vasquez
09:44:32 From Eloisa Jimenez : student: Roberto Ismael Jimenez, parent:
Eloisa Jimenez, 2nd - Ms. Rios
09:44:55 From Edson : Parent: Edson W. Anaya, Student: Edson M. Anaya (2nd)
09:45:02 From Dorian Guadarrama : Cristóbal Guadarrama -3rd Grade (Mrs.

chat

Harris)

Dorian Guadarrama - Parent

09:45:36 From Gerry : Parents Gerry and Lina Yung / Student Zian Yung in 4th grade Ms. Gallardo

09:46:35 From iPhone : Parent:Ana Garza- kids-Noah Garza 5th(Mr.Evans) & Jacob Garza 3rd(Mrs. Poe)

09:47:25 From Diana Machuca : Parent: Diana Machuca

Students: Isabella Machuca-4th (Mrs. Gonzalez), Delilah Machuca-1st (Mrs. S. Limon)

09:50:16 From Robert Bass to Jennifer Sutton(Direct Message) : Is there a way to update my personal information like phone number and address? Those are gray and apparently locked on my screen.

09:51:44 From Fatima M. Del Campo to Jennifer Sutton(Direct Message) : Thank you so much for the information, I have to go. Have a wonderful day. Blessings

♥

09:52:25 From Eloisa Jimenez to Jennifer Sutton(Direct Message) :
082043

09:52:42 From Matthews : parent: Doricea Matthews

09:53:03 From Tiffany Jordan : Where do we find our child's ID number?

09:53:26 From Connie Arrañaga : Connie Arrañaga/ Parental Liaison

09:54:56 From Connie Arrañaga : Your child's teacher will provide you with your child's ID numbers. Or you can call the office and we will be more than happy to help you.

09:55:23 From Tiffany Jordan : Thank you :)

09:56:22 From Matthews : Parent: Doricea Matthews

Students Divya Matthews 2nd grade Mrs Cortinas Student Kayla Matthews 1st grade Mr. Garcia Student Sean Matthews Kindergarten Mrs. Flores

09:56:40 From Edson to Jennifer Sutton(Direct Message) : I just checked my son's 2nd grade, there was nothing on any of the tiles/sections

10:01:04 From Matthews : I have not. Never seen it before

10:05:15 From Diana Machuca : Will we be notified if there's positive case in the classroom?

10:07:55 From celia.zuniga-barrera : You will be notified if there is a positive COVID case in your child's classroom with a letter.

10:08:56 From Diana Machuca : Thank you

10:09:56 From Robert Bass : Is there a way to update my personal information like phone number and address? Those are gray and apparently locked on my screen.

10:10:35 From Hector Fuentes : This is so disappointing. Not your fault I know.

10:11:54 From Estrella Ibarra : Are the teachers taking initiative to have the kids wash their hands? My son has to ask permission to wash his hands before lunch because they don't line up or take a few mins to go wash their hands as a class

10:12:59 From celia.zuniga-barrera : Some are using hand sanitizer before and after lunch.

10:14:58 From Tiffany Jordan : Are staff required to wear masks?

10:16:47 From celia.zuniga-barrera : We will stress it again about washing

chat

their hands before lunch. We did bring this up at both of our staff meetings. Staff cannot be required to wear masks, but we are recommending it--just like with our students. A lot of our staff members are wearing a mask.

10:17:34 From Eloisa Jimenez : Will you be implementing SCHOOL DISMISSAL MANAGER? was told other elementary is using it and it wonderful, in and out in 5 minutes

10:17:37 From Estrella Ibarra : Thank you so much

10:18:17 From Kali Cedillo : is grace community parking designated by the district?

10:18:31 From Estrella Ibarra : Are we allowed to have our kids as both walker and vehicle pick up? I may not always pick up my son, and whoever I send to pick him up may not always have the hour or hour 1/2 to wait in line to pick him up

10:18:35 From celia.zuniga-barrera : School Dismissal Manager is having A LOT of issues right now. We will not be using this right now. Grace Community is allowing us to park there.

10:19:01 From DominiqueSantiago : If it rains can we still have lunch with them inside?

10:19:43 From claudia V : Can we park at the school if there a empty space

10:20:35 From celia.zuniga-barrera : We understand that students may sometimes be picked up or be a walker, but that information needs to be shared with the teacher very early on in the day. Parking in front of the school should not be used before or after school--the front area is for bus and day care pick up only.

10:22:12 From Tiffany Jordan : Will there ever be a crossing guard for the Amistad crosswalk?

10:22:19 From Estrella Ibarra : Ok

Will notify teacher, thank you

10:23:37 From celia.zuniga-barrera : At this time parents are not allowed to be in the building, unless it is for a parent conference. Parents should not enter past the glass doors or the blue doors on the side. We can discuss an alternative if it is raining and you want to eat lunch with your child.

10:27:27 From Estrella Ibarra : For vehicle pick up, what are the areas designated to wait in line in our cars? Are we allowed to be pulled over to the side on echo valley in front of the stop sign at the 4 way?

10:29:35 From Estrella Ibarra : Over on the side by the school, by the front parking lot

10:34:04 From Estrella Ibarra : So no cars are allowed to be in line off of anywhere on echo valley?

10:35:05 From Estrella Ibarra : Because cars are being pulled over there and basically skipping all these other vehicles who have been there first

Buena Vista Elementary

Annual Title I Meeting/ Junta

8:30am

Wednesday November 10, 2020

miercoles, 10 de noviembre

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

Buena Vista 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. **Buena Vista 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 **Buena Vista Elementary** on **8/19/2021** 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 **8/19/2021**. **Buena Vista 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.

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
- SFDRICISD District and School Website

**BUENA VISTA
ELEMENTARY SCHOOL**

Parent-Student Compact 2021-2022

**EMPOWERING
CHILDREN TO
REACH THEIR
FULL
POTENTIAL**

Mrs. Sutton/ Principal

100 Echo Valley Dr

Del Rio, Texas 78840

830-778-4600

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.

[Handwritten signatures and initials over the numbered list]

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.

Buena Vista Elementary

Parental Liaison

Connie Arrañaga

830-778-4600

concepcion.arranaga@sfdr-cisd.org

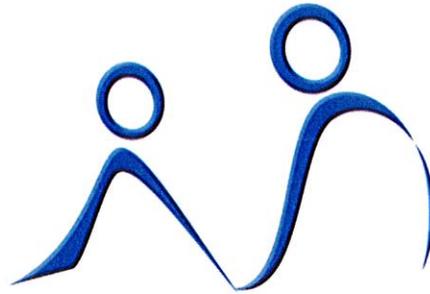
San Felipe Del Rio CISD

McKinney Vento/Families in Transition

Buena Vista , 12-13-2021, 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

San Felipe Del Rio CISD

The Value and Utility of Parental Engagement

Buena Vista Staff Training, 12-13-2021, 3:30 pm

AGENDA

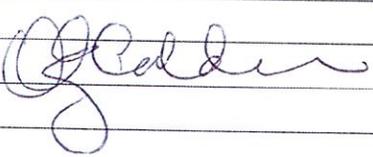
- I. Welcome
- II. ESSA Title I requirements
- III. What is Parent and Family Engagement?
- IV. Benefits
- V. Barriers
- VI. Reflection
- VII. Questions/Concerns/Discussion

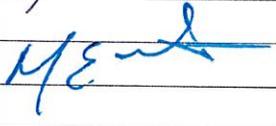


Buena Vista Elementary

McKinney Vento

December 13, 2021

	Staff	Signature
	Principal, Jennifer Sutton	
	Asst., Dr. Sally Zuñiga-Barrera	
	Raul G. Hurtado, Counselor	
	Maria Ortiz, Counselor	
	Diana Elizondo, Secretary	
	Laura Torres, Attendance Secretary	
	Arellano, Susana	
	Arrañaga, Yolanda	
	Balderas, Darby	
	Berain, Margaret	
	Bradford, Lauren	
	Calderon, Olga	
	Carranco, Claudia	
	Carrillo, Aracely	
	Cordova, Cynthia	

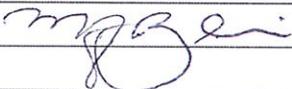
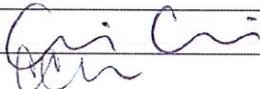
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Dacy, Jodie	
Evans, Michael	
Faz, Paloma	
Flores, Christine	
Gallardo, Carolina	
Gamez, Lillie	
Gilliam, Mariana	
Gomez, Anissa	
Gomez, Juanita	
Gonzales, Miranda	
Gonzalez, Cecilia	
Guerra, Jessica	
Harris, Stacey	
Hernandez, Annabel	
Hernandez, Yasmin	
Hinojosa, Alfredo	
Islas, Rosa	
Kay, Delilah	
Leonor, Angela	
Limon, Laura	
Limon, Selina	
Peimbert, Olivia	
Perez, Juliana	
Perret, Georgina	
Poe, Amber	

Pontiff, Melissa	
Rodriguez, Esperanza	
Rodriguez, Giselle	
Rodriguez, Mari	
Roman, Roxanna	Roxanna Roman
Rios, Norma	
Salazar, Rose	
Suarez, Ana	
Tayfel, Elidia	Elidia Tayfel
Valencia, Ana	
Vazquez, Maria	Maria Vaz
Voss, Jessica	
Wardlaw, Walter	
White, Alison	
Paraprofessionals	
Acevedo, Alondra	
Alarcon, Alma	
Arrañaga, Concepcion	
Arreola, Myrella	
Bejarano, Grace	
Colunga, Juana	
Cortez, Bianca	
Cortez, Briana	
De Los Santos, Diana	
Dominguez, Hector	
Duman, Maria	

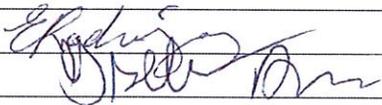
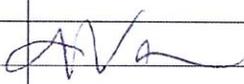
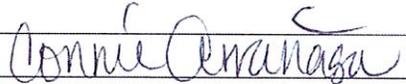
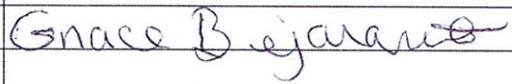
Buena Vista Elementary

McKinney Vento

December 13, 2021

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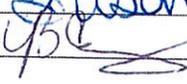
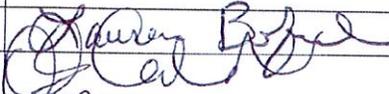
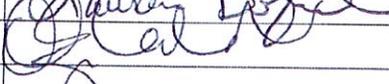
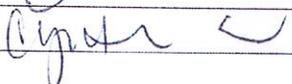
Cortinas, Julissa	
Dacy, Jodie	
Evans, Michael	
Faz, Paloma	
Flores, Christine	<i>Handwritten signature</i>
Gallardo, Carolina	<i>Carolina Gallardo</i>
Gamez, Lillie	
Gilliam, Mariana	
Gomez, Anissa	<i>Anissa Gomez</i>
Gomez, Juanita	
Gonzales, Miranda	
Gonzalez, Cecilia	<i>Cecilia Gonzalez</i>
Guerra, Jessica	<i>Jessica Guerra</i>
Harris, Stacey	
Hernandez, Annabel	<i>Annabel Hernandez</i>
Hernandez, Yasmin	
Hinojosa, Alfredo	Alfredo G. Hinojosa
Islas, Rosa	
Kay, Delilah	
Leonor, Angela	
Limon, Laura	<i>Laura Limon</i>
Limon, Selina	
Peimbert, Olivia	<i>Olivia Peimbert</i>
Perez, Juliana	
Perret, Georgina	
Poe, Amber	

Pontiff, Melissa	
Rodriguez, Esperanza	
Rodriguez, Giselle	
Rodriguez, Mari	
Roman, Roxanna	
Rios, Norma	
Salazar, Rose	
Suarez, Ana	
Tayfel, Elidia	
Valencia, Ana	
Vazquez, Maria	
Voss, Jessica	
Wardlaw, Walter	
White, Alison	
Paraprofessionals	
Acevedo, Alondra	
Alarcon, Alma	
Arrañaga, Concepcion	
Arreola, Myrella	
Bejarano, Grace	
Colunga, Juana	
Cortez, Bianca	
Cortez, Briana	
De Los Santos, Diana	
Dominguez, Hector	
Duman, Maria	

Buena Vista Elementary

McKinney Vento

December 13, 2021

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Berain, Margaret	
Bradford, Lauren	
Calderon, Olga	
Carranco, Claudia	
Carrillo, Aracely	
Cordova, Cynthia	

Cortinas, Julissa	
Dacy, Jodie	
Evans, Michael	<i>ME</i>
Faz, Paloma	
Flores, Christine	
Gallardo, Carolina	
Gamez, Lillie	
Gilliam, Mariana	
Gomez, Anissa	
Gomez, Juanita	<i>Juanita</i>
Gonzales, Miranda	
Gonzalez, Cecilia	
Guerra, Jessica	
Harris, Stacey	<i>Stacey Harris</i>
Hernandez, Annabel	
Hernandez, Yasmin	<i>Yasmin Hernandez</i>
Hinojosa, Alfredo	<i>Ron</i>
Islas, Rosa	
Kay, Delilah	
Leonor, Angela	
Limon, Laura	
Limon, Selina	
Peimbert, Olivia	
Perez, Juliana	<i>Perez</i>
Perret, Georgina	
Poe, Amber	

Pontiff, Melissa	
Rodriguez, Esperanza	
Rodriguez, Giselle	
Rodriguez, Mari	
Roman, Roxanna	
Rios, Norma	Norma Rios
Salazar, Rose	
Suarez, Ana	
Tayfel, Elidia	
Valencia, Ana	
Vazquez, Maria	
Voss, Jessica	
Wardlaw, Walter	
White, Alison	Alison White
Paraprofessionals	
Acevedo, Alondra	Alondra Acevedo
Alarcon, Alma	Alma Alarcon
Arrañaga, Concepcion	
Arreola, Myrella	Myrella Arreola
Bejarano, Grace	
Colunga, Juana	Juana Colunga
Cortez, Bianca	Bianca Cortez
Cortez, Briana	Briana Cortez
De Los Santos, Diana	Diana De Los Santos
Dominguez, Hector	
Duman, Maria	

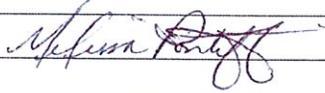
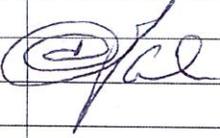
Buena Vista Elementary

McKinney Vento

December 13, 2021

	Staff	Signature
	Principal, Jennifer Sutton	
	Asst., Dr. Sally Zuñiga-Barrera	
	Raul G. Hurtado, Counselor	
	Maria Ortiz, Counselor	
	Diana Elizondo, Secretary	
	Laura Torres, Attendance Secretary	
	Arellano, Susana	
	Arrañaga, Yolanda	
	Balderas, Darby	
	Berain, Margaret	
	Bradford, Lauren	
	Calderon, Olga	
	Carranco, Claudia	
	Carrillo, Aracely	
	Cordova, Cynthia	

	Cortinas, Julissa	
	Dacy, Jodie	
	Evans, Michael	
	Faz, Paloma	
	Flores, Christine	
	Gallardo, Carolina	
	Gamez, Lillie	
	Gilliam, Mariana	
	Gomez, Anissa	
	Gomez, Juanita	
	Gonzales, Miranda	
	Gonzalez, Cecilia	
	Guerra, Jessica	
	Harris, Stacey	
	Hernandez, Annabel	
	Hernandez, Yasmin	
	Hinojosa, Alfredo	
	Islas, Rosa	
	Kay, Delilah	
	Leonor, Angela	<i>Angela Leon</i>
	Limon, Laura	
	Limon, Selina	
	Peimbert, Olivia	
	Perez, Juliana	
	Perret, Georgina	
	Poe, Amber	

Pontiff, Melissa	
Rodriguez, Esperanza	
Rodriguez, Giselle	
Rodriguez, Mari	
Roman, Roxanna	
Rios, Norma	
Salazar, Rose	
Suarez, Ana	
Tayfel, Elidia	
Valencia, Ana	
Vazquez, Maria	
Voss, Jessica	
Wardlaw, Walter	
White, Alison	
Paraprofessionals	
Acevedo, Alondra	
Alarcon, Alma	
Arrañaga, Concepcion	
Arreola, Myrella	
Bejarano, Grace	
Colunga, Juana	
Cortez, Bianca	
Cortez, Briana	
De Los Santos, Diana	
Dominguez, Hector	
Duman, Maria	

Cortinas, Julissa	
Dacy, Jodie	
Evans, Michael	
Faz, Paloma	
Flores, Christine	
Gallardo, Carolina	
Gamez, Lillie	
Gilliam, Mariana	
Gomez, Anissa	
Gomez, Juanita	
Gonzales, Miranda	<i>Miranda Gomez</i>
Gonzalez, Cecilia	
Guerra, Jessica	
Harris, Stacey	
Hernandez, Annabel	
Hernandez, Yasmin	
Hinojosa, Alfredo	
Islas, Rosa	
Kay, Delilah	
Leonor, Angela	
Limon, Laura	
Limon, Selina	<i>Selina Limon</i>
Peimbert, Olivia	
Perez, Juliana	
Perret, Georgina	
Poe, Amber	

Pontiff, Melissa	
Rodriguez, Esperanza	
Rodriguez, Giselle	
Rodriguez, Mari	
Roman, Roxanna	
Rios, Norma	
Salazar, Rose	Rose Salaza
Suarez, Ana	
Tayfel, Elidia	
Valencia, Ana	
Vazquez, Maria	
Voss, Jessica	
Wardlaw, Walter	
White, Alison	
Paraprofessionals	
Acevedo, Alondra	
Alarcon, Alma	
Arrañaga, Concepcion	
Arreola, Myrella	
Bejarano, Grace	
Colunga, Juana	
Cortez, Bianca	
Cortez, Briana	
De Los Santos, Diana	
Dominguez, Hector	
Duman, Maria	

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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%	66%	*	63%	100%	-	*	-	-	47%	85%	43%	68%	33%	59%	73%	-	*	-	*
	CWD	42%	43%	43%	-	50%	-	-	*	-	-	*	*	43%	-	*	33%	*	-	-	-	-
	CWOD	70%	60%	68%	*	64%	100%	-	*	-	-	46%	89%	-	68%	31%	62%	73%	-	*	-	*
	EL	54%	28%	33%	-	32%	*	-	*	-	-	29%	60%	*	31%	33%	17%	50%	-	*	-	-
	Male	64%	55%	59%	-	57%	*	-	*	-	-	42%	78%	33%	62%	17%	59%	-	-	*	-	*
	Female	70%	61%	73%	*	69%	100%	-	*	-	-	52%	91%	*	73%	50%	-	73%	-	*	-	*
Mathematics	All Students	61%	46%	59%	*	57%	75%	-	*	-	-	43%	74%	71%	58%	33%	59%	59%	-	*	-	*
	CWD	40%	32%	71%	-	67%	-	-	*	-	-	*	*	71%	-	*	67%	*	-	-	-	-
	CWOD	64%	48%	58%	*	57%	75%	-	*	-	-	40%	75%	-	58%	31%	58%	58%	-	*	-	*
	EL	51%	27%	33%	-	35%	*	-	*	-	-	32%	40%	*	31%	33%	28%	39%	-	*	-	-
	Male	63%	49%	59%	-	55%	*	-	*	-	-	39%	81%	67%	58%	28%	59%	-	-	*	-	*

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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%	59%	*	60%	67%	-	*	-	-	48%	68%	*	58%	39%	-	59%	-	*	-	*	
Grade 4																							
Reading	All Students	62%	55%	61%	-	58%	79%	-	-	-	-	40%	82%	33%	64%	14%	60%	61%	-	-	-	*	
	CWD	34%	27%	33%	-	27%	*	-	-	-	-	13%	*	33%	-	*	33%	33%	-	-	-	-	
	CWOD	66%	59%	64%	-	62%	77%	-	-	-	-	45%	82%	-	64%	11%	64%	64%	-	-	-	*	
	EL	48%	25%	14%	-	14%	-	-	-	-	-	15%	*	*	11%	14%	20%	9%	-	-	-	-	
	Male	59%	48%	60%	-	58%	75%	-	-	-	-	40%	79%	33%	64%	20%	60%	-	-	-	-	-	*
	Female	66%	61%	61%	-	58%	83%	-	-	-	-	41%	85%	33%	64%	9%	-	61%	-	-	-	-	*
Mathematics	All Students	58%	44%	53%	-	50%	71%	-	-	-	-	37%	69%	42%	54%	14%	58%	47%	-	-	-	*	
	CWD	35%	25%	42%	-	45%	*	-	-	-	-	50%	*	42%	-	*	33%	50%	-	-	-	-	
	CWOD	62%	47%	54%	-	51%	77%	-	-	-	-	35%	73%	-	54%	11%	62%	47%	-	-	-	*	
	EL	46%	24%	14%	-	14%	-	-	-	-	-	15%	*	*	11%	14%	30%	0%	-	-	-	-	
	Male	61%	43%	58%	-	58%	63%	-	-	-	-	44%	71%	33%	62%	30%	58%	-	-	-	-	-	*
	Female	56%	44%	47%	-	43%	83%	-	-	-	-	31%	67%	50%	47%	0%	-	47%	-	-	-	-	*
Grade 5																							
Reading	All Students	72%	63%	67%	*	66%	100%	-	60%	-	*	49%	83%	44%	69%	17%	64%	72%	-	-	-	*	
	CWD	41%	30%	44%	-	44%	-	-	-	-	-	29%	*	44%	-	*	43%	*	-	-	-	-	
	CWOD	77%	70%	69%	*	68%	100%	-	60%	-	*	52%	82%	-	69%	19%	67%	73%	-	-	-	*	
	EL	61%	22%	17%	-	17%	-	-	*	-	-	20%	*	*	19%	17%	13%	22%	-	-	-	-	
	Male	69%	60%	64%	*	62%	*	-	*	-	-	48%	80%	43%	67%	13%	64%	-	-	-	-	-	*
	Female	76%	67%	72%	-	71%	*	-	*	-	*	50%	86%	*	73%	22%	-	72%	-	-	-	-	-
Mathematics	All Students	69%	59%	65%	*	61%	100%	-	100%	-	*	55%	74%	33%	68%	42%	61%	72%	-	-	-	*	
	CWD	47%	35%	33%	-	33%	-	-	-	-	-	29%	*	33%	-	*	43%	*	-	-	-	-	
	CWOD	73%	63%	68%	*	64%	100%	-	100%	-	*	60%	75%	-	68%	43%	63%	75%	-	-	-	*	
	EL	59%	34%	42%	-	39%	-	-	*	-	-	50%	*	*	43%	42%	33%	56%	-	-	-	-	
	Male	70%	57%	61%	*	56%	*	-	*	-	-	48%	73%	43%	63%	33%	61%	-	-	-	-	-	*
	Female	69%	60%	72%	-	68%	*	-	*	-	*	67%	75%	*	75%	56%	-	72%	-	-	-	-	-
Science	All Students	61%	47%	57%	*	53%	100%	-	60%	-	*	33%	76%	22%	60%	9%	55%	59%	-	-	-	*	
	CWD	36%	23%	22%	-	22%	-	-	-	-	-	14%	*	22%	-	*	29%	*	-	-	-	-	
	CWOD	65%	52%	60%	*	57%	100%	-	60%	-	*	37%	77%	-	60%	10%	58%	61%	-	-	-	*	
	EL	43%	15%	9%	-	9%	-	-	*	-	-	11%	*	*	10%	9%	7%	11%	-	-	-	-	
	Male	63%	50%	55%	*	52%	*	-	*	-	-	33%	77%	29%	58%	7%	55%	-	-	-	-	-	*
	Female	59%	44%	59%	-	55%	*	-	*	-	*	33%	75%	*	61%	11%	-	59%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
Grade 3																							
Reading	All Students	38%	28%	39%	*	34%	75%	-	*	-	-	15%	62%	29%	39%	14%	28%	49%	-	*	-	*	
	CWD	23%	19%	29%	-	33%	-	-	*	-	-	*	*	29%	-	*	33%	*	-	-	-	-	
	CWOD	40%	29%	39%	*	34%	75%	-	*	-	-	14%	65%	-	39%	11%	27%	50%	-	-	*	-	*
	EL	24%	7%	14%	-	15%	*	-	*	-	-	10%	40%	*	11%	14%	11%	17%	-	-	*	-	-
	Male	36%	25%	28%	-	25%	*	-	*	-	-	6%	52%	33%	27%	11%	28%	-	-	-	*	-	*

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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%	49%	*	44%	78%	-	*	-	-	24%	71%	*	50%	17%	-	49%	-	*	-	*
Mathematics	All Students	30%	20%	27%	*	24%	50%	-	*	-	-	13%	41%	29%	27%	6%	24%	30%	-	*	-	*
	CWD	21%	19%	29%	-	17%	-	-	*	-	-	*	*	29%	-	*	33%	*	-	-	-	-
	CWOD	31%	21%	27%	*	24%	50%	-	*	-	-	11%	44%	-	27%	3%	23%	31%	-	*	-	*
	EL	20%	5%	6%	-	6%	*	-	*	-	-	3%	20%	*	3%	6%	11%	0%	-	*	-	-
	Male	33%	21%	24%	-	21%	*	-	*	-	-	13%	37%	33%	23%	11%	24%	-	-	*	-	*
	Female	27%	19%	30%	*	27%	56%	-	*	-	-	14%	44%	*	31%	0%	-	30%	-	*	-	*
Grade 4																						
Reading	All Students	36%	27%	35%	-	31%	64%	-	-	-	-	14%	56%	25%	36%	5%	26%	42%	-	-	-	*
	CWD	20%	15%	25%	-	27%	*	-	-	-	-	13%	*	25%	-	*	17%	33%	-	-	-	-
	CWOD	38%	30%	36%	-	31%	69%	-	-	-	-	14%	57%	-	36%	0%	28%	43%	-	-	-	*
	EL	22%	9%	5%	-	5%	-	-	-	-	-	5%	*	*	0%	5%	10%	0%	-	-	-	-
	Male	34%	23%	26%	-	22%	50%	-	-	-	-	4%	46%	17%	28%	10%	26%	-	-	-	-	-
	Female	38%	33%	42%	-	38%	83%	-	-	-	-	22%	67%	33%	43%	0%	-	42%	-	-	-	-
Mathematics	All Students	35%	21%	25%	-	20%	57%	-	-	-	-	9%	42%	17%	26%	5%	28%	22%	-	-	-	*
	CWD	22%	14%	17%	-	18%	*	-	-	-	-	13%	*	17%	-	*	17%	17%	-	-	-	-
	CWOD	37%	22%	26%	-	21%	62%	-	-	-	-	8%	43%	-	26%	0%	30%	23%	-	-	-	*
	EL	23%	7%	5%	-	5%	-	-	-	-	-	5%	*	*	0%	5%	10%	0%	-	-	-	-
	Male	38%	21%	28%	-	27%	38%	-	-	-	-	12%	43%	17%	30%	10%	28%	-	-	-	-	-
	Female	32%	20%	22%	-	15%	83%	-	-	-	-	6%	41%	17%	23%	0%	-	22%	-	-	-	-
Grade 5																						
Reading	All Students	45%	32%	41%	*	39%	57%	-	60%	-	*	20%	59%	22%	43%	0%	36%	48%	-	-	-	*
	CWD	22%	15%	22%	-	22%	-	-	-	-	-	14%	*	22%	-	*	14%	*	-	-	-	-
	CWOD	49%	36%	43%	*	40%	57%	-	60%	-	*	21%	59%	-	43%	0%	39%	48%	-	-	-	*
	EL	30%	4%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	42%	30%	36%	*	33%	*	-	*	-	-	19%	53%	14%	39%	0%	36%	-	-	-	-	-
	Female	49%	35%	48%	-	47%	*	-	*	-	*	22%	64%	*	48%	0%	-	48%	-	-	-	-
Mathematics	All Students	43%	32%	38%	*	32%	100%	-	60%	-	*	20%	53%	11%	41%	4%	34%	43%	-	-	-	*
	CWD	24%	15%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	*	14%	*	-	-	-	-
	CWOD	46%	35%	41%	*	35%	100%	-	60%	-	*	21%	55%	-	41%	5%	37%	45%	-	-	-	*
	EL	30%	13%	4%	-	4%	-	-	*	-	-	5%	*	*	5%	4%	0%	11%	-	-	-	-
	Male	45%	32%	34%	*	29%	*	-	*	-	-	19%	50%	14%	37%	0%	34%	-	-	-	-	-
	Female	42%	32%	43%	-	37%	*	-	*	-	*	22%	57%	*	45%	11%	-	43%	-	-	-	-
Science	All Students	30%	17%	27%	*	21%	86%	-	60%	-	*	13%	40%	11%	29%	4%	32%	22%	-	-	-	*
	CWD	20%	14%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	*	14%	*	-	-	-	-
	CWOD	32%	17%	29%	*	22%	86%	-	60%	-	*	12%	41%	-	29%	5%	34%	23%	-	-	-	*
	EL	14%	4%	4%	-	5%	-	-	*	-	-	5%	*	*	5%	4%	7%	0%	-	-	-	-
	Male	34%	22%	32%	*	26%	*	-	*	-	-	20%	43%	14%	34%	7%	32%	-	-	-	-	-
	Female	27%	11%	22%	-	13%	*	-	*	-	*	0%	36%	*	23%	0%	-	22%	-	-	-	-

STAAR Percent at Masters Grade Level

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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%	12%	*	11%	17%	-	*	-	-	7%	18%	0%	13%	6%	7%	17%	-	*	-	*
	CWD	7%	3%	0%	-	0%	-	-	*	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	21%	12%	13%	*	12%	17%	-	*	-	-	7%	19%	-	13%	6%	8%	18%	-	*	-	*
	EL	11%	2%	6%	-	6%	*	-	*	-	-	3%	20%	*	6%	6%	6%	6%	-	*	-	-
	Male	17%	10%	7%	-	6%	*	-	*	-	-	0%	15%	0%	8%	6%	7%	-	-	*	-	*
	Female	20%	13%	17%	*	17%	22%	-	*	-	-	14%	21%	*	18%	6%	-	17%	-	*	-	*
Mathematics	All Students	14%	7%	9%	*	6%	33%	-	*	-	-	2%	16%	0%	10%	3%	5%	13%	-	*	-	*
	CWD	7%	5%	0%	-	0%	-	-	*	-	-	*	*	0%	-	*	0%	*	-	-	-	-
	CWOD	15%	7%	10%	*	6%	33%	-	*	-	-	2%	18%	-	10%	3%	6%	13%	-	*	-	*
	EL	8%	1%	3%	-	3%	*	-	*	-	-	0%	20%	*	3%	3%	6%	0%	-	*	-	-
	Male	16%	7%	5%	-	4%	*	-	*	-	-	0%	11%	0%	6%	6%	5%	-	-	*	-	*
	Female	12%	7%	13%	*	8%	44%	-	*	-	-	3%	21%	*	13%	0%	-	13%	-	*	-	*
Grade 4																						
Reading	All Students	17%	11%	17%	-	14%	36%	-	-	-	-	5%	29%	0%	19%	0%	15%	19%	-	-	-	*
	CWD	6%	1%	0%	-	0%	*	-	-	-	-	0%	*	0%	-	*	0%	0%	-	-	-	-
	CWOD	19%	13%	19%	-	16%	38%	-	-	-	-	6%	31%	-	19%	0%	17%	21%	-	-	-	*
	EL	8%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	16%	9%	15%	-	13%	25%	-	-	-	-	0%	29%	0%	17%	0%	15%	-	-	-	-	*
	Female	19%	12%	19%	-	15%	50%	-	-	-	-	9%	30%	0%	21%	0%	-	19%	-	-	-	*
Mathematics	All Students	21%	9%	13%	-	9%	43%	-	-	-	-	2%	25%	8%	14%	0%	11%	15%	-	-	-	*
	CWD	9%	1%	8%	-	9%	*	-	-	-	-	0%	*	8%	-	*	0%	17%	-	-	-	-
	CWOD	23%	10%	14%	-	9%	46%	-	-	-	-	2%	25%	-	14%	0%	13%	15%	-	-	-	*
	EL	11%	2%	0%	-	0%	-	-	-	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	23%	8%	11%	-	9%	25%	-	-	-	-	4%	18%	0%	13%	0%	11%	-	-	-	-	*
	Female	18%	9%	15%	-	9%	67%	-	-	-	-	0%	33%	17%	15%	0%	-	15%	-	-	-	*
Grade 5																						
Reading	All Students	29%	18%	24%	*	19%	57%	-	60%	-	*	8%	38%	11%	26%	0%	20%	30%	-	-	-	*
	CWD	8%	5%	11%	-	11%	-	-	-	-	-	0%	*	11%	-	*	14%	*	-	-	-	-
	CWOD	33%	21%	26%	*	20%	57%	-	60%	-	*	10%	38%	-	26%	0%	20%	32%	-	-	-	*
	EL	15%	1%	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-	-	-	-
	Male	27%	16%	20%	*	15%	*	-	*	-	-	10%	30%	14%	20%	0%	20%	-	-	-	-	*
	Female	32%	20%	30%	-	26%	*	-	*	-	*	6%	46%	*	32%	0%	-	30%	-	-	-	-
Mathematics	All Students	24%	15%	21%	*	15%	86%	-	40%	-	*	6%	33%	0%	22%	4%	15%	28%	-	-	-	*
	CWD	9%	5%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-
	CWOD	26%	17%	22%	*	17%	86%	-	40%	-	*	7%	34%	-	22%	5%	17%	30%	-	-	-	*
	EL	14%	5%	4%	-	4%	-	-	*	-	-	5%	*	*	5%	4%	0%	11%	-	-	-	-
	Male	25%	16%	15%	*	9%	*	-	*	-	-	0%	30%	0%	17%	0%	15%	-	-	-	-	*
	Female	23%	14%	28%	-	24%	*	-	*	-	*	17%	36%	*	30%	11%	-	28%	-	-	-	-

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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	12%	7%	10%	*	7%	57%	-	20%	-	*	4%	16%	0%	11%	4%	12%	9%	-	-	-	*	
	CWD	6%	2%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
	CWOD	13%	7%	11%	*	7%	57%	-	20%	-	*	5%	16%	-	11%	5%	13%	9%	-	-	-	-	*
	EL	4%	3%	4%	-	5%	-	-	*	-	-	5%	*	*	5%	4%	7%	0%	-	-	-	-	-
	Male	14%	9%	12%	*	7%	*	-	*	-	-	7%	17%	0%	13%	7%	12%	-	-	-	-	-	*
	Female	10%	4%	9%	-	5%	*	-	*	-	*	0%	14%	*	9%	0%	-	9%	-	-	-	-	-
STAAR Percent at Approaches Grade Level or Above																							
All Grades																							
All Subjects	All Students	67%	58%	61%	80%	58%	86%	-	67%	-	*	43%	78%	40%	63%	25%	59%	63%	-	*	-	77%	
	CWD	38%	28%	40%	-	39%	*	-	*	-	-	35%	50%	40%	-	29%	40%	40%	-	-	-	-	
	CWOD	71%	63%	63%	80%	60%	87%	-	68%	-	*	45%	79%	-	63%	24%	62%	64%	-	*	-	77%	
	EL	47%	26%	25%	-	25%	*	-	20%	-	-	25%	21%	29%	24%	25%	21%	29%	-	-	-	-	
	Male	65%	55%	59%	*	57%	85%	-	57%	-	-	42%	77%	40%	62%	21%	59%	-	-	-	*	-	78%
	Female	69%	61%	63%	*	60%	87%	-	71%	-	*	45%	78%	40%	64%	29%	-	63%	-	-	*	-	*
Reading	All Students	68%	61%	65%	*	62%	91%	-	50%	-	*	45%	83%	39%	67%	23%	61%	68%	-	*	-	83%	
	CWD	35%	28%	39%	-	38%	*	-	*	-	-	28%	60%	39%	-	29%	37%	44%	-	-	-	-	
	CWOD	72%	67%	67%	*	64%	91%	-	57%	-	*	47%	85%	-	67%	23%	64%	70%	-	*	-	83%	
	EL	46%	24%	23%	-	23%	*	-	*	-	-	23%	30%	29%	23%	23%	16%	32%	-	-	*	-	
	Male	63%	55%	61%	*	59%	87%	-	*	-	-	44%	79%	37%	64%	16%	61%	-	-	-	*	-	*
	Female	72%	67%	68%	*	66%	94%	-	60%	-	*	47%	88%	44%	70%	32%	-	68%	-	-	*	-	*
Mathematics	All Students	65%	53%	59%	*	56%	79%	-	88%	-	*	45%	72%	46%	60%	31%	59%	58%	-	*	-	67%	
	CWD	39%	28%	46%	-	46%	*	-	*	-	-	50%	40%	46%	-	43%	47%	44%	-	-	-	-	
	CWOD	68%	57%	60%	*	57%	81%	-	86%	-	*	44%	74%	-	60%	30%	61%	59%	-	*	-	67%	
	EL	49%	28%	31%	-	31%	*	-	*	-	-	32%	20%	43%	30%	31%	30%	32%	-	-	*	-	
	Male	65%	52%	59%	*	56%	80%	-	*	-	-	44%	75%	47%	61%	30%	59%	-	-	-	*	-	*
	Female	65%	54%	58%	*	56%	78%	-	80%	-	*	46%	70%	44%	59%	32%	-	58%	-	-	*	-	*
Science	All Students	70%	60%	57%	*	53%	100%	-	60%	-	*	33%	76%	22%	60%	9%	55%	59%	-	-	-	*	
	CWD	42%	27%	22%	-	22%	-	-	-	-	-	14%	*	22%	-	*	29%	*	-	-	-	-	
	CWOD	74%	65%	60%	*	57%	100%	-	60%	-	*	37%	77%	-	60%	10%	58%	61%	-	-	-	*	
	EL	47%	25%	9%	-	9%	-	-	*	-	-	11%	*	*	10%	9%	7%	11%	-	-	-	-	
	Male	70%	59%	55%	*	52%	*	-	*	-	-	33%	77%	29%	58%	7%	55%	-	-	-	-	-	*
	Female	71%	60%	59%	-	55%	*	-	*	-	*	33%	75%	*	61%	11%	-	59%	-	-	-	-	-
STAAR Percent at Meets Grade Level or Above																							
All Grades																							
All Subjects	All Students	41%	30%	33%	80%	29%	67%	-	57%	-	*	15%	50%	20%	34%	6%	30%	37%	-	*	-	38%	
	CWD	21%	13%	20%	-	20%	*	-	*	-	-	19%	23%	20%	-	24%	20%	20%	-	-	-	-	
	CWOD	44%	33%	34%	80%	30%	69%	-	58%	-	*	14%	52%	-	34%	4%	31%	38%	-	-	*	-	38%
	EL	20%	8%	6%	-	6%	*	-	0%	-	-	5%	13%	24%	4%	6%	7%	5%	-	-	*	-	-
	Male	40%	28%	30%	*	26%	62%	-	43%	-	-	14%	47%	20%	31%	7%	30%	-	-	-	*	-	33%
	Female	42%	33%	37%	*	31%	72%	-	64%	-	*	16%	54%	20%	38%	5%	-	37%	-	-	*	-	*

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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%	38%	*	34%	67%	-	50%	-	*	16%	59%	25%	39%	7%	30%	46%	-	*	-	50%	
	CWD	20%	13%	25%	-	27%	*	-	*	-	-	17%	40%	25%	-	29%	21%	33%	-	-	-	-	
	CWOD	47%	39%	39%	*	35%	69%	-	57%	-	*	16%	60%	-	39%	5%	31%	47%	-	*	-	50%	
	EL	20%	7%	7%	-	8%	*	-	*	-	-	6%	20%	29%	5%	7%	7%	8%	-	*	-	-	
	Male	40%	30%	30%	*	27%	60%	-	*	-	-	10%	51%	21%	31%	7%	30%	-	-	*	-	*	
	Female	48%	41%	46%	*	43%	72%	-	60%	-	*	23%	67%	33%	47%	8%	-	46%	-	*	-	*	
Mathematics	All Students	37%	25%	30%	*	25%	64%	-	63%	-	*	14%	45%	18%	31%	5%	29%	31%	-	*	-	17%	
	CWD	21%	12%	18%	-	15%	*	-	*	-	-	22%	10%	18%	-	29%	21%	11%	-	-	-	-	
	CWOD	39%	27%	31%	*	26%	66%	-	57%	-	*	13%	48%	-	31%	3%	30%	32%	-	*	-	17%	
	EL	20%	8%	5%	-	5%	*	-	*	-	-	4%	10%	29%	3%	5%	7%	3%	-	*	-	-	
	Male	37%	24%	29%	*	25%	53%	-	*	-	-	15%	44%	21%	30%	7%	29%	-	-	*	-	*	
	Female	36%	25%	31%	*	25%	72%	-	60%	-	*	13%	47%	11%	32%	3%	-	31%	-	*	-	*	
Science	All Students	43%	30%	27%	*	21%	86%	-	60%	-	*	13%	40%	11%	29%	4%	32%	22%	-	-	-	*	
	CWD	22%	14%	11%	-	11%	-	-	-	-	-	14%	*	11%	-	*	14%	*	-	-	-	-	
	CWOD	46%	32%	29%	*	22%	86%	-	60%	-	*	12%	41%	-	29%	5%	34%	23%	-	-	-	*	
	EL	17%	7%	4%	-	5%	-	-	*	-	-	5%	*	*	5%	4%	7%	0%	-	-	-	-	
	Male	44%	31%	32%	*	26%	*	-	*	-	-	20%	43%	14%	34%	7%	32%	-	-	-	-	-	*
	Female	42%	28%	22%	-	13%	*	-	*	-	-	0%	36%	*	23%	0%	-	22%	-	-	-	-	-
STAAR Percent at Masters Grade Level																							
All Grades																							
All Subjects	All Students	18%	10%	15%	20%	12%	42%	-	38%	-	*	5%	25%	3%	16%	3%	12%	18%	-	*	-	8%	
	CWD	7%	4%	3%	-	3%	*	-	*	-	-	0%	9%	3%	-	0%	2%	5%	-	-	-	-	
	CWOD	19%	11%	16%	20%	12%	44%	-	42%	-	*	5%	26%	-	16%	3%	13%	19%	-	*	-	8%	
	EL	7%	2%	3%	-	3%	*	-	0%	-	-	2%	8%	0%	3%	3%	3%	2%	-	*	-	-	
	Male	17%	9%	12%	*	9%	41%	-	29%	-	-	3%	22%	2%	13%	3%	12%	-	-	*	-	11%	
	Female	19%	11%	18%	*	15%	44%	-	43%	-	*	7%	28%	5%	19%	2%	-	18%	-	*	-	*	
Reading	All Students	18%	11%	18%	*	15%	33%	-	50%	-	*	7%	28%	4%	19%	2%	14%	21%	-	*	-	0%	
	CWD	6%	3%	4%	-	4%	*	-	*	-	-	0%	10%	4%	-	0%	5%	0%	-	-	-	-	
	CWOD	20%	12%	19%	*	16%	34%	-	57%	-	*	7%	29%	-	19%	3%	15%	23%	-	*	-	0%	
	EL	7%	1%	2%	-	3%	*	-	*	-	-	1%	10%	0%	3%	2%	2%	3%	-	*	-	-	
	Male	16%	9%	14%	*	11%	33%	-	*	-	-	3%	25%	5%	15%	2%	14%	-	-	*	-	*	
	Female	21%	13%	21%	*	19%	33%	-	60%	-	*	10%	31%	0%	23%	3%	-	21%	-	*	-	*	
Mathematics	All Students	17%	9%	14%	*	10%	48%	-	38%	-	*	3%	25%	4%	15%	2%	10%	18%	-	*	-	17%	
	CWD	8%	4%	4%	-	4%	*	-	*	-	-	0%	10%	4%	-	0%	0%	11%	-	-	-	-	
	CWOD	18%	10%	15%	*	10%	50%	-	43%	-	*	3%	26%	-	15%	3%	12%	18%	-	*	-	17%	
	EL	8%	3%	2%	-	3%	*	-	*	-	-	1%	10%	0%	3%	2%	2%	3%	-	*	-	-	
	Male	18%	9%	10%	*	7%	40%	-	*	-	-	1%	20%	0%	12%	2%	10%	-	-	*	-	*	
	Female	16%	9%	18%	*	13%	56%	-	40%	-	*	5%	29%	11%	18%	3%	-	18%	-	*	-	*	

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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%	10%	*	7%	57%	-	20%	-	*	4%	16%	0%	11%	4%	12%	9%	-	-	-	*	
	CWD	8%	4%	0%	-	0%	-	-	-	-	-	0%	*	0%	-	*	0%	*	-	-	-	-	-
	CWOD	20%	11%	11%	*	7%	57%	-	20%	-	*	5%	16%	-	11%	5%	13%	9%	-	-	-	-	*
	EL	4%	3%	4%	-	5%	-	-	*	-	-	5%	*	*	5%	4%	7%	0%	-	-	-	-	-
	Male	20%	10%	12%	*	7%	*	-	*	-	-	7%	17%	0%	13%	7%	12%	-	-	-	-	-	*
	Female	18%	10%	9%	-	5%	*	-	*	-	-	0%	14%	*	9%	0%	-	9%	-	-	-	-	-

- 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
185	10	5%

- 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
BUENA VISTA EL (233901110) - 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	36	60	33	65	-	54	-	*	21	21	11
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	96%	100%	97%	89%	-	100%	-	*	98%	95%	89%	97%	99%	94%	98%	-
	CWD	89%	-	88%	*	-	*	-	-	96%	79%	89%	-	100%	85%	100%	-
	CWOD	97%	100%	98%	89%	-	100%	-	*	98%	96%	-	97%	99%	95%	98%	-
	EL	99%	-	99%	*	-	100%	-	-	99%	100%	100%	99%	99%	99%	99%	-
	Male	94%	*	95%	85%	-	100%	-	-	96%	92%	85%	95%	99%	94%	-	-
	Female	98%	*	99%	93%	-	100%	-	*	99%	98%	100%	98%	99%	-	98%	-

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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	97%	*	97%	92%	-	100%	-	*	98%	96%	90%	98%	100%	95%	99%	-
	CWD	90%	-	90%	*	-	*	-	-	95%	83%	90%	-	100%	86%	100%	-
	CWOD	98%	*	98%	91%	-	100%	-	*	99%	96%	-	98%	100%	96%	99%	-
	EL	100%	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	-
	Male	95%	*	96%	88%	-	*	-	-	97%	93%	86%	96%	100%	95%	-	-
	Female	99%	*	99%	95%	-	100%	-	*	100%	98%	100%	99%	100%	-	99%	-
Mathematics	All Students	96%	*	97%	92%	-	100%	-	*	97%	96%	90%	97%	98%	95%	98%	-
	CWD	90%	-	90%	*	-	*	-	-	95%	83%	90%	-	100%	86%	100%	-
	CWOD	97%	*	97%	91%	-	100%	-	*	97%	96%	-	97%	97%	96%	98%	-
	EL	98%	-	98%	*	-	*	-	-	97%	100%	100%	97%	98%	98%	97%	-
	Male	95%	*	95%	88%	-	*	-	-	96%	93%	86%	96%	98%	95%	-	-
	Female	98%	*	99%	95%	-	100%	-	*	99%	98%	100%	98%	97%	-	98%	-
Science	All Students	94%	*	96%	70%	-	100%	-	*	98%	91%	82%	95%	100%	91%	98%	-
	CWD	82%	-	82%	-	-	-	-	-	100%	*	82%	-	*	78%	*	-
	CWOD	95%	*	98%	70%	-	100%	-	*	98%	93%	-	95%	100%	93%	98%	-
	EL	100%	-	100%	-	-	*	-	-	100%	*	*	100%	100%	100%	100%	-
	Male	91%	*	93%	67%	-	*	-	-	97%	86%	78%	93%	100%	91%	-	-
	Female	98%	-	100%	*	-	*	-	*	100%	97%	*	98%	100%	-	98%	-
SAT/ACT All Subjects	All Students	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	EL	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Male	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Non-Participation Rate																	
All Subjects	All Students	4%	0%	3%	11%	-	0%	-	*	2%	5%	11%	3%	1%	6%	2%	-
	CWD	11%	-	12%	*	-	*	-	-	4%	21%	11%	-	0%	15%	0%	-
	CWOD	3%	0%	2%	11%	-	0%	-	*	2%	4%	-	3%	1%	5%	2%	-
	EL	1%	-	1%	*	-	0%	-	-	1%	0%	0%	1%	1%	1%	1%	-
	Male	6%	*	5%	15%	-	0%	-	-	4%	8%	15%	5%	1%	6%	-	-
	Female	2%	*	1%	7%	-	0%	-	*	1%	2%	0%	2%	1%	-	2%	-
Reading	All Students	3%	*	3%	8%	-	0%	-	*	2%	4%	10%	2%	0%	5%	1%	-
	CWD	10%	-	10%	*	-	*	-	-	5%	17%	10%	-	0%	14%	0%	-
	CWOD	2%	*	2%	9%	-	0%	-	*	1%	4%	-	2%	0%	4%	1%	-
	EL	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	-
	Male	5%	*	4%	12%	-	*	-	-	3%	7%	14%	4%	0%	5%	-	-
	Female	1%	*	1%	5%	-	0%	-	*	0%	2%	0%	1%	0%	-	1%	-

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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	4%	*	3%	8%	-	0%	-	*	3%	4%	10%	3%	2%	5%	2%	-
	CWD	10%	-	10%	*	-	*	-	-	5%	17%	10%	-	0%	14%	0%	-
	CWOD	3%	*	3%	9%	-	0%	-	*	3%	4%	-	3%	3%	4%	2%	-
	EL	2%	-	2%	*	-	*	-	-	3%	0%	0%	3%	2%	2%	3%	-
	Male	5%	*	5%	12%	-	*	-	-	4%	7%	14%	4%	2%	5%	-	-
	Female	2%	*	1%	5%	-	0%	-	*	1%	2%	0%	2%	3%	-	2%	-
Science	All Students	6%	*	4%	30%	-	0%	-	*	2%	9%	18%	5%	0%	9%	2%	-
	CWD	18%	-	18%	-	-	-	-	-	0%	*	18%	-	*	22%	*	-
	CWOD	5%	*	2%	30%	-	0%	-	*	2%	7%	-	5%	0%	7%	2%	-
	EL	0%	-	0%	-	-	*	-	-	0%	*	*	0%	0%	0%	0%	-
	Male	9%	*	7%	33%	-	*	-	-	3%	14%	22%	7%	0%	9%	-	-
	Female	2%	-	0%	*	-	*	-	*	0%	3%	*	2%	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
BUENA VISTA EL (233901110) - 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	5	0	5	0	0	0	0	0	1		
	Female	2	0	2	0	0	0	0	0	1		
	Total	7	0	7	0	0	0	0	0	2		
Out-of-School Suspensions												
	Male	13	0	10	2	0	1	0	0	3		
	Female	0	0	0	0	0	0	0	0	0		
	Total	13	0	10	2	0	1	0	0	3		
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	6	0	3	3	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	6	0	3	3	0	0	0	0	0		2
Out-of-School Suspensions												
	Male	5	0	3	2	0	0	0	0	0		4
	Female	0	0	0	0	0	0	0	0	0		0
	Total	5	0	3	2	0	0	0	0	0		4
Expulsions												

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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	30	-8	25	5	-8	-8	-8	-8	9	5	-8
	Female	30	-8	28	2	-8	-8	-8	-8	16	2	-8
	Total	60	-8	53	7	-8	-8	-8	-8	25	7	-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											13
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											2

Texas Education Agency
2021 Federal Report Card
BUENA VISTA EL (233901110) - 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	1
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	1
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
BUENA VISTA EL (233901110) - SAN FELIPE-DEL RIO CISD - VAL VERDE COUNTY

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	6.0	12.2%
Teachers Teaching with Emergency or Provisional Credentials	3.0	6.4%
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	3.1	6.6%

- 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%	*	2%
Mathematics	4,961	1%	9	1%	*	2%
Grade 4						
Reading	5,046	1%	10	1%	-	-
Mathematics	5,040	1%	10	1%	-	-
Grade 5						
Reading	5,133	1%	10	1%	*	1%
Mathematics	5,138	1%	10	1%	*	1%
Science	5,130	1%	10	1%	*	1%
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%	7	1%
Reading	37,771	1%	67	1%	*	1%
Mathematics	33,664	1%	59	1%	*	1%
Science	14,046	1%	27	1%	*	1%

- 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	2.4%	0.0%	2.7%	0.0%	-	0.0%	-	0.0%	2.9%	4.5%	3.4%

- 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
BUENA VISTA EL (233901110)**

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: 738
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 BUENA VISTA 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)	99.2%	98.5%	98.3%
Enrollment by Race/Ethnicity			
African American	0.8%	0.7%	12.7%
Hispanic	87.0%	93.6%	52.9%
White	9.7%	5.0%	26.5%
American Indian	0.1%	0.1%	0.3%
Asian	1.4%	0.4%	4.7%
Pacific Islander	0.0%	0.0%	0.2%
Two or More Races	0.9%	0.3%	2.7%
Enrollment by Student Group			
Economically Disadvantaged	51.2%	71.3%	60.3%
Special Education	10.7%	13.0%	11.1%
Emergent Bilingual/EL	25.2%	17.3%	20.7%
Mobility Rate (2019-20)	6.9%	9.6%	13.8%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.2%	19.1%	17.7%
Grade 1	20.1%	19.9%	18.0%
Grade 2	19.3%	19.3%	18.0%
Grade 3	18.9%	18.3%	18.2%
Grade 4	18.3%	19.3%	18.3%
Grade 5	19.8%	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	\$7,219	\$10,349	\$10,406
Instruction	\$5,144	\$5,401	\$5,929
Instructional Leadership	\$63	\$205	\$173
School Leadership	\$367	\$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%	62%	80%	60%	86%	-	72%	-	*	44%
	2019	78%	72%	77%	64%	75%	90%	-	100%	-	*	66%
ELA/Reading	2021	68%	62%	67%	*	65%	94%	-	57%	-	*	48%
	2019	75%	69%	75%	60%	73%	97%	-	100%	-	*	59%
Mathematics	2021	66%	54%	61%	*	58%	81%	-	86%	-	*	46%
	2019	82%	77%	80%	60%	79%	86%	-	100%	-	*	73%
Writing	2021	58%	51%	57%	-	54%	75%	-	-	-	*	32%
	2019	68%	58%	75%	*	75%	88%	-	-	-	-	63%
Science	2021	71%	60%	59%	*	56%	100%	-	*	-	*	37%
	2019	81%	75%	74%	-	72%	85%	-	*	-	-	65%
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2021	41%	31%	33%	80%	29%	67%	-	67%	-	*	15%
	2019	50%	40%	47%	57%	45%	61%	-	82%	-	*	34%
ELA/Reading	2021	45%	36%	39%	*	35%	68%	-	57%	-	*	17%
	2019	48%	38%	46%	60%	44%	55%	-	80%	-	*	30%
Mathematics	2021	37%	25%	31%	*	26%	68%	-	71%	-	*	15%
	2019	52%	43%	49%	40%	47%	62%	-	80%	-	*	37%
Writing	2021	30%	21%	25%	-	22%	50%	-	-	-	*	8%
	2019	38%	28%	44%	*	42%	63%	-	-	-	-	32%
Science	2021	44%	30%	28%	*	21%	86%	-	*	-	*	13%
	2019	54%	43%	51%	-	49%	69%	-	*	-	-	41%
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2021	18%	11%	15%	20%	11%	43%	-	44%	-	*	4%
	2019	24%	17%	23%	29%	22%	32%	-	64%	-	*	14%
ELA/Reading	2021	18%	11%	18%	*	15%	35%	-	57%	-	*	7%
	2019	21%	13%	23%	40%	22%	24%	-	60%	-	*	13%
Mathematics	2021	18%	9%	14%	*	10%	52%	-	43%	-	*	3%
	2019	26%	20%	26%	20%	24%	38%	-	60%	-	*	17%
Writing	2021	9%	4%	10%	-	7%	33%	-	-	-	*	2%
	2019	14%	8%	10%	*	9%	13%	-	-	-	-	8%
Science	2021	20%	10%	11%	*	7%	57%	-	*	-	*	4%
	2019	25%	16%	29%	-	26%	46%	-	*	-	-	12%
STAAR Assessment Participation (All Grades Tested)												
All Subjects	2021	88%	94%	96%	100%	97%	91%	-	100%	-	*	98%
	2019	99%	99%	100%	100%	100%	100%	-	100%	-	100%	100%
ELA/Reading	2021	89%	94%	97%	*	97%	92%	-	100%	-	*	98%
	2019	99%	99%	100%	100%	100%	100%	-	100%	-	*	100%
Mathematics	2021	88%	93%	96%	*	97%	92%	-	100%	-	*	97%
	2019	100%	100%	100%	100%	100%	100%	-	100%	-	*	99%

- 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.