

ROBERTO BOBBY BARRERA EL STEM MAGNET

Campus Improvement Plan

2020/2021

Falcons: Soaring To New Heights!

Maria Hudgins, Principal
575 Mitchell Blvd. Laughlin AFB, Texas
(830) 778-4110
maria.hudgins@sldr-cisd.org

Date Reviewed: 10/06/2020

Date Approved:

ROBERTO BOBBY BARRERA EL STEM MAGNET

Mission

Our STEM school provides the foundation to encourage students to become curious and critical thinkers that will engage in developing multiple solutions to real world problems to benefit society and their future.

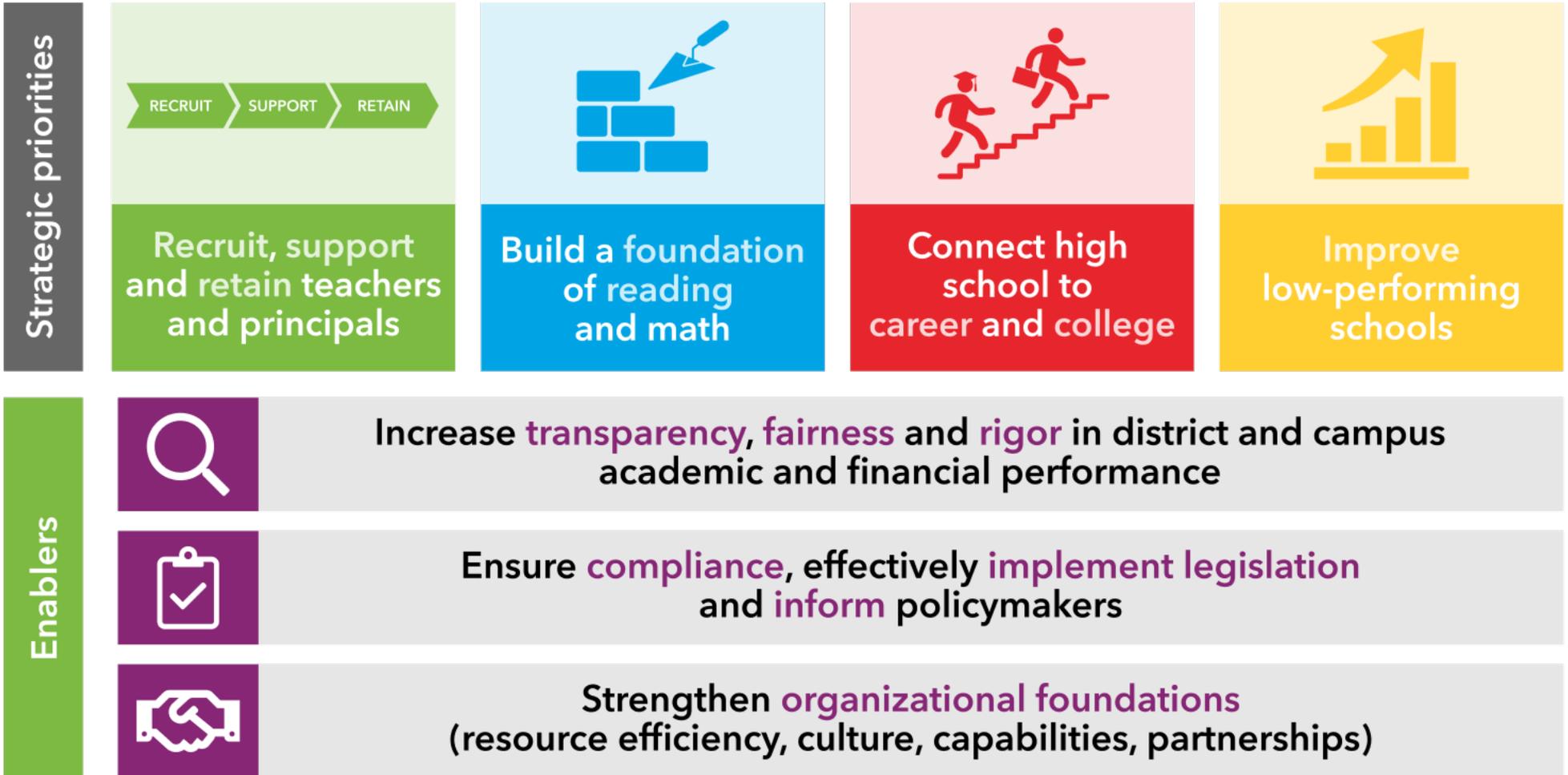
Vision

RBB Elementary STEM Magnet school is small community where every student at our campus will be prepared to flourish as global citizen.

Nondiscrimination Notice

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

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



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

ROBERTO BOBBY BARRERA EL STEM MAGNET Site Base

Name	Position
James, Vanessa	Fifth Grade Teacher
Nunez, Sheila	Kinder Teacher
Weatherly, Kelley	Kinder Teacher
Scott, Priscilla	Third Grade Teacher
Hudgins, Maria	Principal
Hughes, Donna	Community Member
Martinez, Roxanna	Business Member
Reed, Andrea	Teacher
Rodarte, Marisol	Paraprofessional
Ramos, Annette	Counselor
Ortiz, Lisa	First Grade Teacher
Sells, Chelsie	P.E. Aide / Parent
Higgs, Laurie	Parent

Comprehensive Needs Assessment Summary – 2020-2021

Utilized Data Sources: These will automatically populate from your CNA worksheets		
Formative/Baseline Assessments	TPRI BOY, MOY, EOY	DMAC Reports
STAR Reinnassance	TTESS, Student Success Reports	Teacher Conferences
District/Campus Ongoing PD	Daily Plannting Protocol	6 Weeks Discipline/Attendance Reports/Staff Survey
6 Weeks Honor Roll/Failure Reports	UIL, STUCO and Robotics Enrollment	Del Rio Cares Lessons/Morning Message
GT Nominations/Testing	UIL, STUCO and Robotics Enrollment DMAC Reports for	UIL, Robotics and STUCO Participation
Student Centered Classrooms	Summatives/Benchmarks/TPRI/STAR AR	Parent/Dist. Cabinet/Admin Conferences
PTO Sponsored Events/Town Hall Mtgs	PFE Participation Sign in Sheets for Activities/Events	Reading Resources, Reading Eggs, AR STAR
Computers in the classroom	Parent/Teacher Logs/Apps	
	Laptops, Chromebooks, iPads	

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>90% of 3rd, 4th, 5th grade students reading on grade level. Use of baseline assessments in the</p> <p>85% of KG, 1ST, 2ND grade students reading at or above grade level.</p> <p>90% or higher of students on level in math in 3rd, 4th and 5th grade,</p> <p>#REF!</p> <p>Over 50% of students made the honor roll at end of each grading cycle,</p>	<p>Certified Special Education for transfer students with an IEP in place. 2- 5th grade. 1 - 3rd grade. 1 -</p> <p>Document to track scientifically based RTI strategies, timelines, and results</p> <p>Utilize, stock and organize science lab for hands on learning</p> <p>Provide library resources for students and parents prior to school day starting and at end of school day</p> <p>GT extension lessons, STEM Activities and Resources</p>	<p>Need for Special Ed. Teacher</p> <p>Sci. Based reading Intervention programs/training such as Comprehension Toolkit</p> <p>Furnishing the school library with class sets of chapter books and higher reading materials/novels</p> <p>3, 4 and 5 Mobile iPad Computer Center (25 tablets) for remediation and acceleration and Launch Curriculum implementation</p> <p>Need for an instructional aide to assist with students in T2 or T3 in reading</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?
	30 Mobile iPad Center 30 Chromebooks, 12 Laptops for remediation or acceleration. Tutorials provided after school	Tablets specific to 1ST grade due to being used for upper grade remediation	2 Standing desks and 3 pilaties balls in classrooms for ADHD students
Staff Quality	<p>Weekly staff meetings</p> <p>Data Days utilized to review reports and initiate child studies for Tiers 2 and 3 in EL A and/or math</p> <p>100% Participation and Completion in district/campus PD, Bimonthly Staff Meetings</p> <p>Planning Protocol Participation for all teachers, Weekly Planning Protocol on campus and with sister campuses</p> <p>Research Based Instructional Strategies and PLTW for STEM Curriculum</p> <p>All teacher and counselor are GI certified. All teachers are trained in PLTW Launch, Excellent Webmaster to provide timely updates on webpage</p>	<p>Crisis Core Team Training, sensory resources for de escalation students in distress</p> <p>need for consistency in retaining staff members - less transfers. Toshiba constantly down - result in</p> <p>Increase communication between admin and staff - timely and concise communication</p> <p>TBSI training for staff, CPR training for staff</p> <p>STEM sci. based activities and resources - less teacher pay teacher</p> <p>Need a certified coach for PE, Resource RM is too crowded, not efficient for staff to utilize as intended</p>	<p>PLTW Launch Training for new staff and refresher training for current staff</p> <p>GT and Sped training for all staff</p> <p>Need for two more Instructional Aides for academic/behavior support</p> <p>Support for self-contained teachers in 3, 4 & 5 (PP with other self contained staff) Provide time for effective virtual planning</p> <p>HR support in getting substitutes for both teachers and paras with base access or willingness to come to LAFB</p> <p>Copiers that work, printer for counselor</p>
	Distincte playground plan to follow through. Most discipline issues are addressed by the classroom teachers - Effective Classroom Management by Good attendance - over half of student population recognized in assemblies. Tardies are minimal, Earned Attendance Trophy for 3 grading cycles, Attendance Movie Maitee	<p>PD for stan on unique needs of military children.</p> <p>Lamp post in middle of playground potentiial for hazzard, need railing on stairways</p> <p>Grounds have a lot of overgrown weed and stickers - Grounds maintence on a regular basis, Toshiba's down result in staff frustration and imoedes school function & communication</p>	<p>Crossing Guard/Teacher Aide needed for safety and support</p> <p>Campus Discipline Plan /Committee/ Behavior Chart and Incentives</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?
School Climate/ Safe & Healthy Schools	<p>Student are able to participate in multiple curricular events. Excellent crossing monitor is reliable. Base police is consistently patrolling. 20 mph speed enforced limit flashing sign</p> <p>One Point Entry installed in spring. High number of students ride bikes, walk w/o parents to/from school</p> <p>Minimal workers comp cases, minimal student injuries, outstanding medical care by Nurse Gomez</p> <p>Parent communication and support is positive and immediate. Flag pole installed for U.S. flag. Pen</p>	<p>Time Maintenance of Campus, CPI training and 1,2,3 Training, Uneveled, dips and holes turf can be hazards</p> <p>Canopy for sidewalks, Standing desks for classrooms, pilates balls, study carrels, printers cause of much frustration and loss of time and needed resources</p> <p>Counselor sponsor student clubs after school, Discipline and Attendance Committee, Ensure students do not leave cafeteria hungry</p> <p>Peer mediation, Develop a farewell process for students that are transferring & welcome to BBB</p>	<p>Communication-face to face for specific issues and with App for general information, weekly staff newsletter and monthly parent newsletter Awnings for doorways to prevent water damage to classrooms and fall risks</p> <p>Groundskeeping-sticker burrs need to be removed, washouts need to be filled</p> <p>Custodian agreement needs to include more frequent disinfecting of facilities and removal of trash outside the buildings</p>
College & Career Readiness/	<p>3RD place in UIL competition meet - Open enrollment UIL, Robotics and STUCO</p> <p>34 GT Referrals, Career Guidance is integrated into lessons.</p> <p>Benchmark results indicate CPO goals and objectives are being met</p>	<p>Career Fair, Partner with Other Schools in states or countries for Diversity Enhancement</p> <p>Student/Parent needs assessment for counselor</p> <p>Talent Show for Students, College Day Pep Rally, Highlight/showcase a university every month</p>	<p>Increase the number of students participating in extracurricular and their choices</p> <p>all activities need to have a back-up sponsor</p> <p>Instructional support needed for all students in child studies and in need of RTI</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?
Graduation/ Dropout Reducation	<p>Science Fair participants in district fair placed 1ST and 2ND</p> <p>SIUCU students in charge of morning announcements, STEM projects in all grade levels, PLTW Launch K-5, College Shift Day, Community involvement, fund raising and campus leader roles</p>	<p>Develop social emotional skills all day every day, develop technological skills and critical thinking skills</p> <p>Aim for 100% of students of students to be on level or above in reading</p> <p>Promote student activities for public speaking in the classroom, parent and community</p>	<p>Quality instruction in GT differentiation & STEM activities in all classrooms needs to increase and consummable materials need to be purchased</p> <p>Afterschool and in-class RTI to meet CPO's</p>
	<p>Red Ribbon Week Speakers/Presentations & Resources/Fire Prevention Week Speakers Presentations. Military Month Celebration/Activities with parental and community involvement, PTO recess items for student physical engagement,</p>	<p>Better parent/teacher/administration communication - timely grade postings to parent portal. Feedback to parents for progress in class, especially important if school continues in some virtual capacity new school year. Increase in parent teacher conferences. If apps are used cannot be relied on as they only means of</p>	<p>Build relationships with the LAFB departments for STEM resources, presentations, and field trips More timely, frequent communication with families and parents both written and electronic</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?
Family and Community Involvement	<p>Beautification Planter Project, Successful Food Drive in December, Santa Store for Students by PTO, BFCU Jacket/Coat Donations, Sweatshirts, polos, and t-shirts for staff, students and parents donate by Mr. Vermillion</p> <p>Science Fair, Fall & Spring Scholastic Book Fairs, LAFB Library visits in the fall and spring to checkout books</p> <p>LAFB Alumni - Buddy Mentors, Partner with LAFB Library Gym for PE and Awards, Assembly 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th Activities and Presentations, Celebrity Readers for Committed/Invested PTO in place - active and dedicated to improving PTO as well as the</p>	<p>Monthly Counselor Corner newsletter for parents and webpage, Monthly PTO parent presentation with student performance</p> <p>Initiate Student Patrol for AM recess and after school dismissal, increase partnerships with community businesses, Increase Buddy Program better parent orientation/trainings on topics such as the use of Skyward, GT testing, ILL, AR, STAR, LEP, GT and STAAR, Parent Resource Room</p> <p>Parental concerns about needed curriculum improvements this year include: an active STEM</p>	<p>Programs/Showcases involving students at parent meetings with varying times Information about district resources to parents and families via trainings and meetings Increase the number of volunteer opportunities for parents and LAFB residents at the school and school events. Campus upkeep/beautification - grounds are not well maintained & pose risks to students from overgrowth/uneven surfaces, current state of campus fosters no school pride and is a turn-off for incoming parents/students</p> <p>Utilize LAFB resources and facilities for school events to increase community involvement</p> <p>Continue to grow PTO</p>
	<p>Laptops and Chromebooks for a computer lab experience</p>	<p>Technology fails regularly in the classroom, resource room, and office resulting in ineffective use of time cause of much frustration</p>	<p>Mobile iPad/computer lab for grades 3, 4, & 5 for STEM implementation, Renaissance, AR and testing</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?
District/Campus Commitments	<p>Teachers have various technological resources to engage students</p> <p>Office staff is reliable and dependable to meet the needs of students and staff</p> <p>New bookcases and books for library, Town Hall meeting with Dr. Rios and cabinet, New Principal, Mrs. Sandate</p> <p>Installed a one point entry & railings on ramps, administrations is transparent and available to parents and teachers</p> <p>Dr. Barrera provided GI testing and results, C & I provided reading support with Michelle Gonzalez, Rocio Pena, and Math support with Sandra Garza</p>	<p>Promethian board pens will not sync with the board</p> <p>Technology department accessibility to our base campus results in loss of teacher time and resources for students</p> <p>Consistent campus expectations for all students and staff - address if needed for noncompliance</p> <p>Staff duty positions taken more seriously, Punctuality is vital and increase actively monitoring students during recess</p> <p>Quality disinfecting & cleaning of school every day, need printers that work, bulletin boards for classrooms and cafeteria</p>	<p>Technology training on iPEVO, PLTW Software on iPads, Skyward</p> <p>Balanced Literacy, Reading and Writing training to fulfill district initiatives</p> <p>STEM 2025 integration in Math and Science</p> <p>Coordination with other campuses for Planning Protocol times so that RBB staff can attend in upper grade levels</p> <p>One district custodian, campus marquee, need shed for storage</p>

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



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: Roberto "Bobby" Barrera Elementary - STEM

Date: _____

Role	Name	Signature
Parent	Sabrina Kuster	Via Email 5/28/2020
Parent		
Business Representative	Michael Mog	Review by Paper Copy
Business Representative		
Community Representative	Jessica Peek, LAFB LPC	N/A Due to Covid
Community Representative		
Teacher	Shelia Nunez, PK	Via Email 05/28/2020 @ 11:19 AM
Teacher	Jasmine Avalos, PK	Via Email 05/00/2020 @
Teacher	Kelley Weatherly, KG	Via Email 05/26/2020 @ 4:37 PM
Teacher	Lisa Ortiz, 1ST	Via Email 05/27/2020 @ 10:40AM
Teacher	Kelly Luhrmann, 2ND	Via Email 05/00/2020 @
Teacher	Priscilla Nguyen, 3RD	Via Email 05/26/2020 @ 6:55 PM
Teacher	Molly Wehymeller, 4TH	Via Email 05/00/2020 @
Teacher	Vanessa Hjelmstad, 5TH	Via Text 05/27/2020 @ 2:56 PM
Teacher	Andrea Reed, ART/MUSIC	Via Email 05/22/2020 @ 2:46 PM
Teacher	Lizbebth Molina, Library Aide	Via Email 05/00/2020 @
Principal Secretary	Marisol Rodarte	
Nurse	Priscilla Gomez	
Counselor	Annette Ramos	Annette Ramos 5/30/20
Principal	Laura Sandate	Laura Sandate 5/30/20

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

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

ROBERTO BOBBY BARRERA EL STEM MAGNET

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. By May 2021, 88% of all students tested will pass the STAAR Math, Reading, Writing and Science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Planning Protocol for all grade levels at neighboring campus for strategic implementation of District curriculum needs once per week. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,6,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: District Assessments and STAAR Results disaggregated at RTI/Data Days Summative - District Assessments and STAAR Results disaggregated at RTI/Data Days 06/22/21 - Completed (S) 02/04/21 - On Track 09/24/20 - On Track 01/08/20 - On Track
2. District-Wide Common Planning period for tested grade levels and subjects to plan for delivery of instruction will be integrated into the master schedule to be conducted virtually. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,6,7)	Campus Administrators, Chief Instructional Officers, Teachers	August 2020-May 2021		Criteria: Review district assessments and STAAR results 06/21/21 - Completed (S) 02/05/21 - On Track 09/24/20 - On Track 01/08/20 - On Track
3. Teachers will continue to receive training on updates to Planning Protocol Dashboard and DMAC and generate/analyze student performance reports on assessments to inform instruction and develop lesson plans and modify Roadmaps for their content(s). (Target Group: All) (Strategic Priorities: 1,3,4) (CSFs: 1,2,6,7)	Campus Administrators	August 2020-March 2021		Criteria: increase in use the dashboard, DMAC reports monitored at RTI/Data Days and student achievement 06/21/21 - Completed (S) 02/05/21 - Significant Progress 10/01/20 - Some Progress
4. Teachers will receive training on best practices in STEM, Math, Reading, Science, Social Studies, Technology, Google Classroom and extensions by administrator, Curriculum and Instruction, through online PD and self paced learning. (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,6,7)	Campus Administrators, Chief Instructional Officers, Curriculum Coordinators, Teachers	August 2020-May 2021		Criteria: Walkthrough data Formative - Walkthrough data 06/21/21 - Completed (S) 02/05/21 - On Track 09/24/20 - On Track
5. All teachers will be provided with materials to support reading and math intervention	Campus Administrators, Teachers	August 2020-March 2021		Criteria: RTI/Data information

ROBERTO BOBBY BARRERA EL STEM MAGNET

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. By May 2021, 88% of all students tested will pass the STAAR Math, Reading, Writing and Science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
programs within the structure of their class time based on the needs of students and grade level. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)				06/21/21 - Completed (S) 02/05/21 - Significant Progress 10/01/20 - Some Progress
6. Teachers will be assisted in implementing Guided Reading and/or Guided Math during centers by another member of the staff (Art/Music Teacher or Instructional Aide) Students will be pulled out to maintain social distance. During virtual instruction, support staff will communicate with students to offer support. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,2,4)	Campus Administrators, Instructional Aides, Teachers	August 2020-May 2021		Criteria: End of year results on Reading Renaissance and STAAR Reading and Math 06/22/21 - Completed (S) 02/04/21 - On Track 10/01/20 - On Track
7. The teachers will fully implement the Project Lead the Way Launch Curriculum to integrate STEM into the District Curriculum by becoming PLTW Launch Certified teachers and will be provided the Launch Curriculum materials. Teachers will also use the extending STEM activities in Discovery Education and STEM Scopes. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Campus Administrators, Chief Instructional Officers, Directors, Instructional Aides, Teachers	August 2020-May 2021		06/23/21 - Completed (S) 09/17/20 - Some Progress 01/08/20 - On Track
8. New teachers to this campus will teach at least one full Launch Module in order to attend training to become PLTW Lead Launch Teachers. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Teachers eligible to attend Lead Teacher Training at PLTW during the school year. Summative - Teachers eligible to attend Lead Teacher Training at PLTW during the school year. 06/23/21 - Discontinued (S) 02/04/21 - Pending 10/01/20 - Pending
9. Instructional staff and administration will implement District programs and initiatives such as Balanced Literacy, STEM 2025, RTI,	ARD Committee, Campus Administrators, Counselors, Curriculum Coordinators,	August 2020-May 2021		Criteria: Walkthrough Data, RTI/Data Day meetings, end of year reports and number of good

ROBERTO BOBBY BARRERA EL STEM MAGNET

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. By May 2021, 88% of all students tested will pass the STAAR Math, Reading, Writing and Science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
GT, Special Education, 504, and the Writing Initiative (if done this school year) with training to support student needs and identification of students with special needs. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,6,7)	Dyslexia Teacher, Special Ed Teacher, Teachers			referrals for testing Formative - Walkthrough Data, RTI/Data Day meetings, end of year reports and number of good referrals for testing 06/23/21 - Completed (S) 02/04/21 - On Track 09/17/20 - Some Progress 01/08/20 - On Track
10. Classroom teachers will all be GT Certified to support our Gifted and Talented students. (Target Group: GT) (Strategic Priorities: 1,2) (CSFs: 1,7)	Campus Administrators, Curriculum Coordinators	August 2020-December 2021		Criteria: All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training Summative - All classroom teachers will complete the 30 hrs of initial training or complete the needed 6 hours of annual GT training 06/23/21 - Completed (S) 02/04/21 - Pending 09/17/20 - Some Progress 01/08/20 - Significant Progress
11. The Counselor will have lessons with all grade levels on character development and will keep track of academic success, discipline and attendance for the school year. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4)	Campus Administrators, Counselors	August 2020-May 2021		Criteria: Counselor will check on students that need intervention 06/23/21 - Completed (S) 02/04/21 - Some Progress 10/01/20 - Some Progress
12. The students and teachers will be involved in coordinated learning programs with the LAFB Library, Airman and Family Readiness Center, the Communications Squadron and the Civil Engineering Squadron to support STEM	Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-May 2021		Criteria: Activity agendas, scheduling of events/visits and sign-in sheets of participation 06/23/21 - Discontinued (S)

ROBERTO BOBBY BARRERA EL STEM MAGNET

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. By May 2021, 88% of all students tested will pass the STAAR Math, Reading, Writing and Science assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and the TEKS for their grade level virtually and following Covid 19 guidelines. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 4,5,6)				02/04/21 - Pending 09/17/20 - Pending
13. The teachers and students will utilize the classroom set of 5 iPads and Chromebooks in grades K-2nd with the Launch Curriculum modules and will expand the use of iPads and Chromebooks in grades 3rd-5th as instruction required by the Launch curriculum modules. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,6,7)	Campus Administrators, Directors, Instructional Aides, Teachers	August 2020-2021		Criteria: Walkthroughs and Lesson plans 06/23/21 - Discontinued (S) 02/04/21 - Discontinued 10/01/20 - Discontinued
14. All classes will have a 30-minute block of time to attend the Campus Library , Computer Lab and a class on Character Development at least once per week. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,6,7)	Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-2021		Criteria: Schedules and lessons 06/23/21 - Discontinued (S) 02/04/21 - Discontinued 10/01/20 - Pending 01/08/20 - On Track
15. The Balanced Literacy Approach will be implemented in ELA and a 150 minute block will be built into the master schedule to increase the effectiveness of the reading and writing program. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2,4,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Six Weeks assessments, Reading Renaissance and STAAR Assessments 06/23/21 - Completed (S) 02/04/21 - On Track 10/01/20 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** By May 2021, the student attendance rate will be at an average of 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide student incentives to all students with Perfect Attendance every grading period. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Teachers	September 2020-May 2021		Criteria: ADA reports and Daily Attendance Logs Discontinued due to Covid19 06/23/21 - Discontinued (S) 10/01/20 - Discontinued
2. Classes will have an opportunity for class incentives for reaching perfect attendance goals and be rewarded with FMLV approved prizes as snacks, movies, lunch with the principal, jumping castle. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-May 2021		Criteria: Daily Attendance reports and Parent contact logs 06/23/21 - Discontinued (S) 02/04/21 - No Progress 10/01/20 - No Progress
3. A traveling trophy will be presented to the class with highest attendance every grading period. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Teachers	September 2020-April 2021		Criteria: Monthly Attendance Reports 10/01/20 - Discontinued
4. Attendance will be monitored using the District's Skyward program. Teachers monitor attendance for remote and in person students. Teachers will post official attendance at 10 a.m. daily. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Teachers	August 2020-May 2021		Criteria: Daily attendance folder monitoring and teacher attendance posting. 06/23/21 - Completed (S) 10/08/20 - On Track 10/02/20 - On Track 01/09/20 - On Track
5. On dates designated as Family Days by LAFB we will promote programs that will increase student attendance on those days with programs and/or activities that involve parent/family participation. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,4,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Meeting agendas, sign-in sheets and notes 06/23/21 - Discontinued (S) 10/01/20 - Discontinued
6. There will monthly training for parents on attendance policies, documentation and regulations during the 1st semester of the school year and as needed from parent	Campus Administrators, Counselors, Parental Aides, Parents, PTO, Teachers	August 2020-May 2021		Criteria: Agenda, sign-in sheets and newsletters 06/23/21 - Discontinued (S)

ROBERTO BOBBY BARRERA EL STEM MAGNET

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. By May 2021, the student attendance rate will be at an average of 98%.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
surveys. (Target Group: All) (Strategic Priorities: 2,4) (CSFs: 3,5,6)				02/04/21 - No Progress 10/01/20 - No Progress
7. Teachers will follow up with parents if students do not participate remotely. Although attendance incentives are not an option this school year, teachers will be ensuring students are engaged in learning unless too ill to participate. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6,7)	Attendance Staff, Campus Administrators	September 2020-May 2021		Criteria: Grading Period Teacher Attendance Report(AESOP) 06/23/21 - Completed (S) 02/04/21 - On Track 10/01/20 - Some Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** By May 2021, 70% of the student population will participate in extracurricular activities.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Students will be given the opportunity to participate in District extracurricular activities such as UIL Academics, Student Council, Robotics, Music clubs, Yearbook, Art Club, STEM Club and additional organizations created at RBB Elementary to demonstrate student interest and leadership as allowed due to Covid 19 guidelines. (Target Group: All) (CSFs: 5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2020-May 2021</p>		<p>Criteria: Schedules, sign-up sheets and activity participation</p> <p>Summative - Schedules, sign-up sheets and activity participation</p> <p>06/23/21 - Completed (S) 02/04/21 - Significant Progress 10/06/20 - Pending</p>
<p>2. Students, teachers and parents will be invited and encouraged to participate in the Annual Elementary Cross Country Meet, Elementary Track Meet and the I Love My Teacher 5K. (Target Group: All) (CSFs: 5,6)</p>	<p>Campus Administrators, Instructional Aides, Parents, PTO, Teachers</p>	<p>October 2020-May 2021</p>		<p>Criteria: Sign-up lists, promotional materials and participation lists</p> <p>06/23/21 - Discontinued (S) 10/02/20 - Discontinued</p>
<p>3. Students will be given the opportunity to create virtual clubs and organizations in special interests to them with the approval of the Principal and a Teacher Sponsor as allowed observing Covid 19 guidelines. (Title I SW Elements: 1.1,2.1,2.6,3.1) (Target Group: All) (CSFs: 4,5,6)</p>	<p>Campus Administrators, Counselors, Instructional Aides, PTO, Teachers</p>	<p>August 2020-May 2021</p>		<p>Criteria: Sign-up lists, participation lists</p> <p>Summative - Sign-up lists, participation lists</p> <p>06/23/21 - Completed (S) 02/04/21 - Significant Progress 10/06/20 - Pending</p>

ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** All students will continue to be trained in character development principles during the 2020-2021 school year and will begin to take on leadership roles. Students will participate in leadership roles through Anchored4Life.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The School Counselor will conduct guidance lessons in character ed for students in bullying, respecting others, diversity, setting goals, conflict resolution and other life skills in each grade level. (Target Group: All) (CSFs: 1,3,4,6)	Campus Administrators, Counselors, Teachers	August 2020-May 2021		Criteria: Lesson plans and schedule 06/23/21 - Completed (S) 02/04/21 - Some Progress 10/06/20 - Some Progress 01/09/20 - On Track
2. Students will participate in Red Ribbon Week activities, Fire Safety, Celebrity Reader, Career Day, Science Fair, GT Fair, Elementary STEM Week, Anchored4Life and be given leadership opportunities. These activities will be done in accordance to safety guidelines and primarily virtually. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,4,5,6)	Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Agendas, schedules, sign-in sheets, participation 06/23/21 - Completed (S) 02/04/21 - Significant Progress 10/01/20 - Some Progress
3. The Campus Leadership Team will assist the Principal in forming committees and organizing functions for students and parents virtually and on campus by appointment. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 3,5,6,7)	Campus Administrators, Counselors, Teachers	August 2020-July 2021		Criteria: Meeting notes, sign-in sheets, agendas, Climate Survey 06/23/21 - Completed (S) 02/04/21 - On Track 10/01/20 - Some Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

- 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.** During the first semester of the 2020-2021 School Year, there will be a campus-wide discipline and safety plan to maintain a safe and orderly campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. We will use a communication tool such email and Google Classroom to keep parents informed on students' academic progress and behavior in class. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020 - June 2021		Criteria: Plan implementation and decreased serious discipline issues 06/23/21 - Completed (S) 02/04/21 - On Track 10/02/20 - Significant Progress
2. We will provide Positive Behavior Support (PBS) training and Classroom Management/Crisis Prevention training for all staff to help redirect student behavior and de-escalate issues in the classroom. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,6)	Campus Administrators, Counselors, Directors, Mental Health & Disabilities	August 2020-December 2021		Criteria: Certificates of Completion CORE Crisis Team meeting agendas and meetings Summative - Certificates of Completion CORE Crisis Team meeting agendas and meetings 06/23/21 - Discontinued (S) 02/04/21 - Some Progress 10/06/20 - Some Progress
3. Train all staff and students on safety drills required by the State of Texas and the United States Air Force in coordination with District Police and Security Forces. (Target Group: All) (CSFs: 4,6)	Campus Administrators, Counselors	August 2020-May 2021		Criteria: Drill training dates and drill schedule 06/23/21 - Completed (S) 02/04/21 - On Track 10/02/20 - On Track
4. There will be a school Core Crisis Team consisting of the Nurse, Counselor, an Instructional Aide, an EC teacher and an Upper Grade level teacher to assist teachers in the well-being and restraint of students in need. (Target Group: All) (CSFs: 4,6)	Campus Administrators, Counselors, Teachers	August 2020-May 2021		Criteria: Documentation and certification of Core Crisis Team members Summative - Documentation and certification of Core Crisis Team members 06/23/21 - Discontinued (S) 02/04/21 - Pending 10/06/20 - Some Progress

ROBERTO BOBBY BARRERA EL STEM MAGNET

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. Due to COVID-19, school will implement necessary measures to carry out curriculum and instruction for all students providing a safe learning environment.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Student instruction is provided by teachers and staff remotely working from home as needed with materials and supplies provided. (Target Group: All)	Campus Administrators, Chief Instructional Officers, Teachers	Sept.2020-Sept. 2021		Criteria: Attendance logs, lesson plans, student packets 06/23/21 - Completed (S) 02/04/21 - On Track 10/07/20 - On Track
2. Breakfast and lunch programs available and delivered at different sites within community by district transportation. (Target Group: All)	Campus Administrators, Transportation Coordinator	Sept.2020-Sept. 2021		Criteria: Distribution logs 06/23/21 - Completed (S) 02/04/21 - On Track 09/17/20 - On Track
3. Technology resources including laptops and hotspots available to students and families as needed for remote instruction. (Target Group: All)	Campus Administrators, Chief Instructional Officers	Sept.2020-Sept. 2021		Criteria: Inventory and distribution logs. 06/23/21 - Completed (S) 02/04/21 - On Track 10/07/20 - On Track
4. Health and safety measures provided with necessary materials for all school areas including but not limited to thermometers, plexi-glass, sanitizers, masks, etc. (Target Group: All)	Campus Administrators, Health, Safety & Nutrition Coordinator	Sept.2020-Sept. 2021		Criteria: Inventory logs 06/23/21 - Completed (S) 02/04/21 - On Track 09/17/20 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

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

Objective 1. By the end of May 2021, RBB Elementary STEM Magnet 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 the CIP and the CNA. (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,2,3,4,5,6,7)	Campus Administrators, Counselors, Teachers	August 2020-June 2021	(S)Local Funds	Criteria: Evaluation from district finance department-Accounting and Budgeting 06/23/21 - Completed (S) 02/04/21 - On Track 10/02/20 - Some Progress
2. Allot funds for Professional Development out of town such as the ISTE, CAMT, CAST, PLTW Launch Lead Teacher Training, Technology Extravaganza, counseling conferences, and other professional learning opportunities as allowed under Covid 19 guidelines. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,3,4,5,6,7)	Campus Administrators	July 2020-June 2021		Criteria: Budget proposals and evaluation from the Accounting Department Summative - Budget proposals and evaluation from the Accounting Department 06/23/21 - Completed (S) 02/04/21 - Some Progress 10/06/20 - Pending
3. Support Staff at RBB Elementary and Electives Teachers will be utilized to aide classroom teachers with RTI in Reading and Math. (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,2,4,6,7)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Master Schedule utilized Summative - Master Schedule utilized 06/23/21 - Completed (S) 02/04/21 - On Track 10/06/20 - On Track 01/09/20 - On Track

ROBERTO BOBBY BARRERA EL STEM MAGNET

- Goal 2.** The District shall be a steward of the community's resources-financial, human, facilities-and explore new opportunities for organizational efficiency and effectiveness.
- Objective 2.** Prior to the first day of face to face instruction due to Covid-19, RBB Elementary STEM Magnet will offer all incoming Pre-Kinder and Kindergarten students to visit the campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Incoming Pre-Kinder and Kindergarten students will be offered the opportunity to visit the campus to assist in the transition from either home or early childhood centers to the public school system. (Target Group: PRE K,K) (CSFs: 5,6)	Campus Administrators, Counselors, Teachers	August - October 2020		Criteria: Schedule and sign-in sheets 06/23/21 - Completed (S) 10/02/20 - On Track
2. The Kindergarten teachers from RBB Elementary will attend the Kinder Orientation at Irene Cardwell Elementary in May 2021. (Target Group: PRE K,K) (Strategic Priorities: 1) (CSFs: 2,5,6,7)	Campus Administrators, Teachers	May 2021-June 2020		Criteria: Attendance to Kinder Transition and Planning meeting Summative - Attendance to Kinder Transition and Planning meeting 06/23/21 - Completed (S) 02/04/21 - Pending 10/06/20 - Pending

ROBERTO BOBBY BARRERA EL STEM MAGNET

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

Objective 1. RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The staff at RBB will provide virtual training to all parents for various character development topics, state and local assessments, identification of special needs, STEM topics, internet safety and cyberbullying, drug and alcohol abuse, bullying, how to conduct a good science fair experiment, counseling services for children, career and education opportunities, crisis prevention, and drug prevention and awareness. (Target Group: All) (Strategic Priorities: 1,4) (CSFs: 1,2,3,4,5,6,7)	ARD Committee, Attendance Staff, Bilingual Department, Campus Administrators, Counselors, Instructional Aides, Parents, PTO, Teachers	August 2020-May 2021		Summative - Schedules, sign-in, participation, agendas for each meetings/workshop 06/23/21 - Completed (S) 02/04/21 - Significant Progress 10/06/20 - Some Progress
2. Campus will send home monthly calendars, utilize the school call-out system for reminders of important events, update the school webpage with calendars and announcements for important events,a campus newsletter in print and online, and conduct parent meetings. (Target Group: All) (CSFs: 1,3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, Teachers	August 2020-May 2021		Criteria: agendas, sign in sheets and schedules, copy of newsletters and Webmaster schedule 06/23/21 - Completed (S) 02/04/21 - On Track 10/02/20 - On Track
3. Parents will be invited and encouraged to participate in campus committees and in campus events. Volunteer opportunities to increase participation in the school and in the classrooms will be announced through the newsletters, classroom memos and the school webpage. Campus events and opportunities for parental involvement will be posted to the RBB PTO FB page and/or other media site. (Target Group: All) (CSFs: 1,3,5,6)	Attendance Staff, Campus Administrators, Counselors, Instructional Aides, PTO, Teachers	August 2020-May 2021		Criteria: Agenda, calendar, sign-in sheets, participation, Climate Survey 06/23/21 - Discontinued (S) 02/04/21 - Discontinued 10/02/20 - Pending
4. Partner with the City of Del Rio, Del Rio Chamber of Commerce, Hispanic Chamber of Commerce, Boy's and Girl's Club, Council for the Arts and the Amistad National Park Service to provide virtual educational and intramural opportunities for students and parent involvement as allowable due to CDC	Campus Administrators, Counselors, PTO, Teachers	August 2020-May 2021		Criteria: Schedule of field trips, student participation and community events. Summative - Schedule of field trips, student participation and community events.

ROBERTO BOBBY BARRERA EL STEM MAGNET

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

Objective 1. RBB Elementary STEM Magnet will regularly provide communication to parents using various forms of media during the 2020-2021 school year.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
guidelines. (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,4,5,6)				06/23/21 - Completed (S) 02/04/21 - Significant Progress 10/06/20 - Pending
5. RBB Elementary STEM Magnet will designate at a minimum a staff member to serve as the school's Webmaster to update and maintain the school's district webpage. (Target Group: All) (CSFs: 5,6)	Campus Administrators, Teachers	August 2020-May 2021		Criteria: Webmaster schedule and posting of updates 06/23/21 - Completed (S) 02/04/21 - On Track 10/02/20 - On Track

2019-20 Texas Academic Performance Report

District Name: **SAN FELIPE-DEL RIO CISD**

Campus Name: **ROBERTO BOBBY BARRERA EL STEM MAGN**

Campus Number: **233901114**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

This page is intentionally blank.

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	65%	100%	*	100%	100%	-	*	-	-	*	-	*	100%	*	-
At Meets Grade Level or Above	2019	45%	32%	75%	*	60%	75%	-	*	-	-	*	-	*	75%	*	-
At Masters Grade Level	2019	27%	18%	31%	*	0%	38%	-	*	-	-	*	-	*	33%	*	-
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	66%	94%	*	100%	88%	-	*	-	*	-	*	*	92%	*	-
At Meets Grade Level or Above	2019	49%	32%	75%	*	60%	75%	-	*	-	*	-	*	*	75%	*	-
At Masters Grade Level	2019	25%	12%	44%	*	20%	50%	-	*	-	*	-	*	*	50%	*	-
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	70%	92%	*	*	100%	-	-	-	-	-	*	*	92%	*	-
At Meets Grade Level or Above	2019	44%	37%	62%	*	*	75%	-	-	-	-	-	*	*	58%	*	-
At Masters Grade Level	2019	22%	19%	38%	*	*	50%	-	-	-	-	-	*	*	42%	*	-
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	65%	69%	*	*	75%	-	-	-	-	-	*	*	67%	*	-
At Meets Grade Level or Above	2019	48%	35%	54%	*	*	75%	-	-	-	-	-	*	*	50%	*	-
At Masters Grade Level	2019	28%	18%	23%	*	*	38%	-	-	-	-	-	*	*	17%	*	-
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	56%	75%	*	*	86%	-	-	-	-	-	*	*	73%	*	-
At Meets Grade Level or Above	2019	35%	24%	33%	*	*	29%	-	-	-	-	-	*	*	36%	*	-
At Masters Grade Level	2019	11%	4%	0%	*	*	0%	-	-	-	-	-	*	*	0%	*	-
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	80%	100%	*	*	100%	-	-	-	-	-	*	*	100%	*	-
At Meets Grade Level or Above	2019	54%	40%	100%	*	*	100%	-	-	-	-	-	*	*	100%	*	-
At Masters Grade Level	2019	29%	19%	45%	*	*	50%	-	-	-	-	-	*	*	44%	*	-
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	88%	100%	*	*	100%	-	-	-	-	-	*	*	100%	*	-
At Meets Grade Level or Above	2019	58%	49%	64%	*	*	67%	-	-	-	-	-	*	*	67%	*	-
At Masters Grade Level	2019	36%	27%	45%	*	*	50%	-	-	-	-	-	*	*	44%	*	-
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	70%	100%	*	*	100%	-	-	-	-	-	*	*	100%	*	-
At Meets Grade Level or Above	2019	49%	43%	82%	*	*	100%	-	-	-	-	-	*	*	78%	*	-
At Masters Grade Level	2019	24%	20%	27%	*	*	50%	-	-	-	-	-	*	*	22%	*	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	72%	91%	77%	94%	93%	-	*	-	-	*	-	100%	90%	96%	-
At Meets Grade Level or Above	2019	50%	40%	68%	38%	68%	74%	-	*	-	-	*	-	76%	66%	46%	-
At Masters Grade Level	2019	24%	17%	32%	23%	16%	40%	-	*	-	-	*	-	35%	31%	17%	-
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	69%	98%	80%	100%	100%	-	*	-	-	*	-	100%	97%	100%	-
At Meets Grade Level or Above	2019	48%	38%	78%	60%	75%	82%	-	*	-	-	*	-	86%	76%	56%	-
At Masters Grade Level	2019	21%	13%	38%	40%	17%	45%	-	*	-	-	*	-	29%	39%	33%	-
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	77%	88%	80%	92%	86%	-	*	-	-	*	-	100%	85%	89%	-
At Meets Grade Level or Above	2019	52%	43%	65%	40%	58%	73%	-	*	-	-	*	-	71%	64%	22%	-
At Masters Grade Level	2019	26%	20%	38%	20%	25%	45%	-	*	-	-	*	-	43%	36%	0%	-
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	58%	75%	*	*	86%	-	-	-	-	-	-	*	73%	*	-
At Meets Grade Level or Above	2019	38%	28%	33%	*	*	29%	-	-	-	-	-	-	*	36%	*	-
At Masters Grade Level	2019	14%	8%	0%	*	*	0%	-	-	-	-	-	-	*	0%	*	-
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	75%	100%	*	*	100%	-	-	-	-	-	-	*	100%	*	-
At Meets Grade Level or Above	2019	54%	43%	82%	*	*	100%	-	-	-	-	-	-	*	78%	*	-
At Masters Grade Level	2019	25%	16%	27%	*	*	50%	-	-	-	-	-	-	*	22%	*	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	64	64	*	*	67	-	-	-	-	-	-	*	70	*	-
	2018	63	62	-	-	-	-	-	-	-	-	-	-	*	-	-	-
Grade 4 Mathematics	2019	65	65	45	*	*	50	-	-	-	-	-	-	-	40	*	-
	2018	65	59	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 ELA/Reading	2019	81	79	88	*	*	90	-	-	-	-	-	-	*	83	*	-
	2018	80	77	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 5 Mathematics	2019	83	88	75	*	*	70	-	-	-	-	-	-	*	75	*	-
	2018	81	76	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Both Subjects	2019	69	70	66	58	65	68	-	-	-	-	-	-	75	64	54	-
	2018	69	67	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading	2019	68	68	74	*	90	77	-	-	-	-	-	-	-	75	75	-
	2018	69	66	-	-	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics	2019	70	72	58	*	40	59	-	-	-	-	-	-	*	53	33	-
	2018	70	68	-	-	-	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Mathematics	2018	47%	44%	-	-	-	-	-	-	-	-	-	-	-
Reading	2018	38%	32%	-	-	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8														
Reading	2019	41%	39%	*	*	*	-	-	-	-	-	-	-	-
Mathematics	2019	45%	45%	*	*	*	-	-	-	-	-	-	-	-
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	68%	100%	*	*	100%	-	-	-	-	-	*	-
STAAR Cumulative Met Standard														
	2019	86%	79%	100%	*	*	100%	-	-	-	-	-	*	-
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	81%	100%	*	*	100%	-	-	-	-	-	*	-
STAAR Cumulative Met Standard														
	2019	90%	88%	100%	*	*	100%	-	-	-	-	-	*	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 146
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	72%	91%	-	-	-	-	-	-	-	-	-	-	-
	2018	77%	68%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	50%	40%	68%	-	-	-	-	-	-	-	-	-	-	-
	2018	48%	36%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	24%	17%	32%	-	-	-	-	-	-	-	-	-	-	-
	2018	22%	13%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	69%	98%	-	-	-	-	-	-	-	-	-	-	-
	2018	74%	66%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	48%	38%	78%	-	-	-	-	-	-	-	-	-	-	-
	2018	46%	35%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	21%	13%	38%	-	-	-	-	-	-	-	-	-	-	-
	2018	19%	11%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	77%	88%	-	-	-	-	-	-	-	-	-	-	-
	2018	81%	73%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	52%	43%	65%	-	-	-	-	-	-	-	-	-	-	-
	2018	50%	37%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	26%	20%	38%	-	-	-	-	-	-	-	-	-	-	-
	2018	24%	15%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	58%	75%	-	-	-	-	-	-	-	-	-	-	-
	2018	66%	55%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	38%	28%	33%	-	-	-	-	-	-	-	-	-	-	-
	2018	41%	29%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	14%	8%	0%	-	-	-	-	-	-	-	-	-	-	-
	2018	13%	6%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Science															
At Approaches Grade Level or Above	2019	81%	75%	100%	-	-	-	-	-	-	-	-	-	-	-
	2018	80%	70%	-	-	-	-	-	-	-	-	-	-	-	-
At Meets Grade Level or Above	2019	54%	43%	82%	-	-	-	-	-	-	-	-	-	-	-
	2018	51%	38%	-	-	-	-	-	-	-	-	-	-	-	-
At Masters Grade Level	2019	25%	16%	27%	-	-	-	-	-	-	-	-	-	-	-
	2018	23%	14%	-	-	-	-	-	-	-	-	-	-	-	-
School Progress Domain - Academic Growth Score															
All Grades Both Subjects															
	2019	69%	70%	66%	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	67%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades ELA/Reading															
	2019	68%	68%	74%	-	-	-	-	-	-	-	-	-	-	-
	2018	69%	66%	-	-	-	-	-	-	-	-	-	-	-	-
All Grades Mathematics															
	2019	70%	72%	58%	-	-	-	-	-	-	-	-	-	-	-
	2018	70%	68%	-	-	-	-	-	-	-	-	-	-	-	-
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading															
	2019	41%	39%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	38%	32%	-	-	-	-	-	-	-	-	-	-	-	-
Mathematics															
	2019	45%	45%	*	-	-	-	-	-	-	-	-	-	-	-
	2018	47%	44%	-	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 116
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	99%	100%	100%	99%	-	*	-	-	100%	100%	-
Included in Accountability	94%	95%	84%	72%	100%	79%	-	*	-	-	33%	89%	-
Not Included in Accountability													
Mobile	4%	3%	15%	28%	0%	19%	-	*	-	-	67%	11%	-
Other Exclusions	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	-
Not Tested	1%	1%	1%	0%	0%	1%	-	*	-	-	0%	0%	-
Absent	1%	1%	0%	0%	0%	0%	-	*	-	-	0%	0%	-
Other	0%	0%	1%	0%	0%	1%	-	*	-	-	0%	0%	-
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	99%	-	-	-	-	-	-	-	-	-	-	-
Included in Accountability	94%	95%	-	-	-	-	-	-	-	-	-	-	-
Not Included in Accountability													
Mobile	4%	3%	-	-	-	-	-	-	-	-	-	-	-
Other Exclusions	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Not Tested	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Absent	1%	1%	-	-	-	-	-	-	-	-	-	-	-
Other	0%	0%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	94.6%	96.4%	95.2%	97.5%	96.2%	-	*	*	*	97.4%	95.8%	-
2017-18	95.4%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	2.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	3.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	87.0%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	6.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	5.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	87.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	94.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	82.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	5.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	11.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	83.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	88.8%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	86.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	11.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	87.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	88.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	88.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	1.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	89.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.1%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	89.8%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	1.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	8.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	91.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	91.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	90.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	9.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	90.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	91.0%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	86.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	81.6%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	-	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	95.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	*	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	93.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	95.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	95.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	95.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	664	355,615
By Ethnicity:				
African American	-	-	3	43,953
Hispanic	-	-	612	180,673
White	-	-	44	105,577
American Indian	-	-	0	1,293
Asian	-	-	3	16,564
Pacific Islander	-	-	1	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	0	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	4	1,090
Foundation H.S. Program (No Endorsement)	-	-	51	51,579
Foundation H.S. Program (Endorsement)	-	-	1	15,160
Foundation H.S. Program (DLA)	-	-	608	285,538
Special Education Graduates	-	-	62	27,598
Economically Disadvantaged Graduates	-	-	439	186,364
LEP Graduates	-	-	57	25,189
At-Risk Graduates	-	-	383	146,432

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	74.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	69.7%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	47.2%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	42.2%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	32.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	33.5%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	30.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	30.0%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	45.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	37.3%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	6.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	7.2%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	9.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	7.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	8.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	57.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	52.2%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	22.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	14.7%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	3.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	1.8%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	71.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	77.8%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	9.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	2.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	6.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	7.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	25.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	21.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	27.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	25.1%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	18.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	13.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	71.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	78.7%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	23.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	2.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	2.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	18.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	11.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	10.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	12.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	10.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	13.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	19.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	17.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	52.8%	22.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	6.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	3.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	1.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	43.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	43.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	32.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	31.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	1012	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	1010	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	512	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	506	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	501	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	503	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	21.1	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.2	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	21.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	19.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	20.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	20.4	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	21.2	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	20.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Other Postsecondary Indicators

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	59.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	53.8%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	40.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	36.9%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	12.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	12.4%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	17.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	14.0%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	30.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	27.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	49.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	55.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	43.1%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	146	100.0%	10,311	5,479,173	146	100.0%	10,331	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.4%	0.3%	0	0.0%	0.5%	0.5%
Pre-Kindergarten	28	19.2%	4.9%	4.5%	28	19.2%	4.9%	4.5%
Kindergarten	24	16.4%	6.5%	7.0%	24	16.4%	6.5%	7.0%
Grade 1	16	11.0%	7.5%	7.1%	16	11.0%	7.5%	7.1%
Grade 2	22	15.1%	6.9%	7.1%	22	15.1%	6.9%	7.1%
Grade 3	18	12.3%	7.0%	7.1%	18	12.3%	7.0%	7.1%
Grade 4	20	13.7%	7.3%	7.3%	20	13.7%	7.3%	7.3%
Grade 5	18	12.3%	7.6%	7.6%	18	12.3%	7.6%	7.6%
Grade 6	0	0.0%	7.6%	7.7%	0	0.0%	7.6%	7.7%
Grade 7	0	0.0%	6.7%	7.7%	0	0.0%	6.6%	7.7%
Grade 8	0	0.0%	8.1%	7.5%	0	0.0%	8.1%	7.5%
Grade 9	0	0.0%	7.3%	8.2%	0	0.0%	7.3%	8.2%
Grade 10	0	0.0%	7.5%	7.4%	0	0.0%	7.5%	7.4%
Grade 11	0	0.0%	7.4%	6.9%	0	0.0%	7.4%	6.9%
Grade 12	0	0.0%	7.3%	6.4%	0	0.0%	7.3%	6.4%
Ethnic Distribution:								
African American	12	8.2%	0.7%	12.6%	12	8.2%	0.7%	12.6%
Hispanic	26	17.8%	93.0%	52.8%	26	17.8%	93.0%	52.8%
White	100	68.5%	5.5%	27.0%	100	68.5%	5.5%	27.0%
American Indian	0	0.0%	0.1%	0.4%	0	0.0%	0.1%	0.4%
Asian	6	4.1%	0.4%	4.6%	6	4.1%	0.4%	4.6%
Pacific Islander	1	0.7%	0.0%	0.2%	1	0.7%	0.0%	0.2%
Two or More Races	1	0.7%	0.3%	2.5%	1	0.7%	0.3%	2.5%
Sex:								
Female	76	52.1%	49.5%	48.8%	76	52.1%	49.5%	48.8%
Male	70	47.9%	50.5%	51.2%	70	47.9%	50.5%	51.2%
Economically Disadvantaged	26	17.8%	72.7%	60.3%	26	17.8%	72.6%	60.2%
Non-Educationally Disadvantaged	120	82.2%	27.3%	39.7%	120	82.2%	27.4%	39.8%
Section 504 Students	7	4.8%	9.3%	6.9%	7	4.8%	9.3%	6.9%
English Learners (EL)	0	0.0%	17.1%	20.3%	0	0.0%	17.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	1.8%	1.5%				
Students w/ Dyslexia	5	3.4%	3.7%	4.1%	5	3.4%	3.7%	4.1%
Foster Care	2	1.4%	0.1%	0.3%	2	1.4%	0.1%	0.3%
Homeless	0	0.0%	1.1%	1.4%	0	0.0%	1.1%	1.4%
Immigrant	4	2.7%	1.6%	2.3%	4	2.7%	1.6%	2.3%
Migrant	0	0.0%	1.9%	0.3%	0	0.0%	1.9%	0.3%
Title I	129	88.4%	99.8%	65.1%	129	88.4%	99.8%	65.1%
Military Connected	121	82.9%	2.8%	1.9%	121	82.9%	2.8%	1.9%
At-Risk	41	28.1%	68.4%	50.6%	41	28.1%	68.3%	50.5%

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Student Information	Membership				Enrollment			
	Campus		District	State	Campus		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	0	0.0%	16.8%	20.6%	0	0.0%	16.7%	20.6%
Career & Technical Education	0	0.0%	32.5%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	84.2%	50.8%	0	-	84.2%	50.8%
Gifted & Talented Education	7	4.8%	8.7%	8.1%	7	4.8%	8.7%	8.1%
Special Education	13	8.9%	12.1%	10.5%	13	8.9%	12.2%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	13							
By Type of Primary Disability								
Students with Intellectual Disabilities	*	*	45.3%	42.4%				
Students with Physical Disabilities	**	**	25.1%	21.4%				
Students with Autism	0	0.0%	6.6%	13.8%				
Students with Behavioral Disabilities	0	0.0%	22.6%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	0.5%	1.5%				
Mobility (2018-19):								
Total Mobile Students	27	29.0%	11.3%	15.3%				
By Ethnicity:								
African American	3	3.2%						
Hispanic	5	5.4%						
White	16	17.2%						
American Indian	0	0.0%						
Asian	1	1.1%						
Pacific Islander	1	1.1%						
Two or More Races	1	1.1%						
Student Attrition (2018-19):								
Total Student Attrition	50	48.5%						

Student Information	Non-Special Education Rates			Special Education Rates		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	0.2%	1.6%	0.0%	2.6%	5.5%
Grade 1	0.0%	5.4%	2.9%	0.0%	13.3%	4.9%
Grade 2	0.0%	2.9%	1.6%	0.0%	6.6%	2.0%
Grade 3	6.7%	2.7%	0.9%	0.0%	0.9%	0.8%
Grade 4	0.0%	2.0%	0.5%	-	1.8%	0.4%
Grade 5	0.0%	4.2%	0.4%	0.0%	0.0%	0.5%
Grade 6	-	0.2%	0.4%	-	1.1%	0.5%
Grade 7	-	1.3%	0.5%	-	1.0%	0.6%
Grade 8	-	9.7%	0.4%	-	0.0%	0.6%
Grade 9	-	4.0%	7.8%	-	10.4%	13.1%

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	24.0	19.9	19.0
Grade 1	16.0	20.6	18.9
Grade 2	22.0	19.2	18.8
Grade 3	18.0	19.0	19.0
Grade 4	20.0	20.1	19.2
Grade 5	18.0	21.0	20.9
Grade 6	-	22.6	20.4
Secondary:			
English/Language Arts	-	20.0	16.4
Foreign Languages	-	21.7	18.7
Mathematics	-	20.3	17.8
Science	-	23.4	18.8
Social Studies	-	22.9	19.3

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus		District	State
	Count/Average	Percent		
Total Staff	14.0	100.0%	100.0%	100.0%
Professional Staff:	11.0	78.5%	53.3%	63.7%
Teachers	8.8	63.0%	42.4%	49.4%
Professional Support	1.2	8.3%	7.6%	10.2%
Campus Administration (School Leadership)	1.0	7.2%	2.3%	3.0%
Educational Aides:	3.0	21.5%	11.8%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	0.0	n/a	6.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	29.0	12,901.0
Part-time	0.0	n/a	0.0	1,103.0
Total Minority Staff:	8.0	57.1%	88.5%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	1.4%	10.8%
Hispanic	2.8	31.9%	80.4%	28.1%
White	6.0	68.1%	16.5%	57.7%
American Indian	0.0	0.0%	0.6%	0.3%
Asian	0.0	0.0%	0.3%	1.8%
Pacific Islander	0.0	0.0%	0.2%	0.2%
Two or More Races	0.0	0.0%	0.5%	1.1%
Males	0.0	0.0%	22.0%	23.8%
Females	8.8	100.0%	78.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.3%
Bachelors	6.8	77.3%	76.4%	73.4%
Masters	2.0	22.7%	21.8%	24.5%
Doctorate	0.0	0.0%	0.2%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.8	9.2%	6.0%	7.4%
1-5 Years Experience	5.0	56.7%	28.7%	27.9%
6-10 Years Experience	2.0	22.7%	17.7%	19.4%
11-20 Years Experience	0.0	0.0%	25.5%	29.4%
Over 20 Years Experience	1.0	11.3%	22.1%	15.9%
Number of Students per Teacher	16.6	n/a	16.6	15.1

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Staff Information

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	2.0	5.3	6.2
Average Years Experience of Principals with District	2.0	5.3	5.3
Average Years Experience of Assistant Principals	0.0	3.7	5.3
Average Years Experience of Assistant Principals with District	0.0	3.5	4.7
Average Years Experience of Teachers:	6.4	12.9	11.1
Average Years Experience of Teachers with District:	4.9	11.2	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$48,252	\$44,299	\$49,868
1-5 Years Experience	\$49,620	\$53,338	\$52,823
6-10 Years Experience	\$50,750	\$51,757	\$55,756
11-20 Years Experience	-	\$57,950	\$59,308
Over 20 Years Experience	\$63,230	\$63,632	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$51,294	\$55,969	\$57,091
Professional Support	\$80,521	\$72,455	\$67,352
Campus Administration (School Leadership)	\$93,069	\$85,531	\$82,512
Instructional Staff Percent:	n/a	58.3%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	0.0	6,309.0

District Name: SAN FELIPE-DEL RIO CISD
 Campus Name: ROBERTO BOBBY BARRERA EL STEM MAGN
 Campus Number: 233901114

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 146
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	0.0	0.0%	9.0%	6.5%
Career & Technical Education	0.0	0.0%	6.5%	5.0%
Compensatory Education	1.8	20.6%	6.5%	2.8%
Gifted & Talented Education	0.0	0.0%	0.0%	1.9%
Regular Education	7.0	79.4%	69.2%	70.9%
Special Education	0.0	0.0%	5.5%	9.3%
Other	0.0	0.0%	3.3%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)



Texas Education Agency

To the Administrator Addressed

Commissioner Mike Morath

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

DATE:	April 2, 2020
SUBJECT:	Every Student Succeeds Act (ESSA) Waiver Approval & 2020 State Academic Accountability
CATEGORY:	Notice
NEXT STEPS:	Share with appropriate staff

This letter is to notify you that the Texas Education Agency (TEA) received approval from U.S. Department of Education (USDE) on March 30, 2020, to waive statewide assessment and accountability requirements under the Elementary and Secondary Education Act (ESEA), as amended by the Every Student Succeeds Act (ESSA), for the 2019–2020 school year.

Additionally, for 2020 state academic accountability, all districts and campuses will receive a label of *Not Rated: Declared State of Disaster*.

Background

As announced in the *To the Administrator Addressed* letter dated March 18, 2020, Governor Greg Abbott used his statutory authority under Texas Government Code, §418.016 to suspend annual academic assessment requirements for the remainder of the 2019–2020 school year. As a result, the State of Texas Assessments of Academic Readiness (STAAR®) are not being administered for the 2019–2020 school year in response to the COVID-19 pandemic.

TEA submitted a federal assessment and accountability waiver on March 24, 2020, and will issue labels indicating *Not Rated: Declared State of Disaster* for 2020 to recognize that the closure of schools during the state's testing window inhibited the ability of the state to accurately measure district and campus performance.

School Improvement Implications and Funding

While no ratings will be issued in 2020, an overall rating or domain rating of *D* or *F* in 2019 and an overall rating or domain rating of *D* or *F* in 2021 will be considered to be consecutive for the determination of multiple-year unacceptable status.

Furthermore, as with other *Not Rated* labels, when a district or campus receives a *Not Rated: Declared State of Disaster* label, the district or campus shall continue to implement the previously ordered sanctions and interventions. If a campus has been ordered to prepare a turnaround plan and then receives a rating of *Not Rated: Declared State of Disaster*, that campus is strongly encouraged, but not required, to implement the approved turnaround plan.

Campuses identified for comprehensive support and improvement, targeted support and improvement, and additional targeted support in 2019 will maintain that label and interventions for 2020–2021.

For Further Information

To view the complete amendment request and approval as well as other valuable resources, visit <https://tea.texas.gov/texas-schools/health-safety-discipline/coronavirus-covid-19-support-and-guidance>.

If you have questions regarding this waiver request or 2020 academic accountability ratings, please contact TEA's Performance Reporting Division at (512) 463-9704 or performance.reporting@tea.texas.gov.

For questions regarding interventions, please contact the School Improvement Division at (512) 463-5226 or SIDivision@tea.texas.gov.

Sincerely,

Mike Morath
Commissioner

Texas Education Agency
2020 Accountability Ratings Overall Summary
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

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

Distinction Designations

Distinction designations were not awarded in 2020.

Texas Education Agency 2020 Accountability Ratings Overall Summary ROBERTO BOBBY BARRERA EL STEM MAGN (233901114) - SAN FELIPE-DEL RIO CISD

Accountability Rating Summary

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

[Click here to read the official announcement.](#)

Identification of Schools for Improvement

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

Distinction Designations

Distinction designations were not awarded in 2020.

October 2020

Texas Education Agency | Governance and Accountability |
Performance Reporting

Texas Education Agency
2019-20 School Report Card
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)

Accountability Rating

School Information

All Districts and Schools Were Not Rated in 2020 Due to COVID-19

District Name: SAN FELIPE-DEL RIO CISD
 Campus Type: Elementary
 Total Students: 146
 Grade Span: PK - 05

Not Rated

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for their 2020 accountability ratings.

For more information about this campus, see <https://txschools.gov> or the Texas Academic Performance Report at <https://ptsvr1.tea.texas.gov/perfreporttaapr/2020/index.html>

Distinction Designations

[Click here to read the official announcement.](#)

Distinction designations were not awarded in 2020.

School and Student Information

This section provides demographic information about ROBERTO BOBBY BARRERA EL STEM MAGN, 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 (2018-19)	96.4%	94.6%	95.4%
Enrollment by Race/Ethnicity			
African American	8.2%	0.7%	12.6%
Hispanic	17.8%	93.0%	52.8%
White	68.5%	5.5%	27.0%
American Indian	0.0%	0.1%	0.4%
Asian	4.1%	0.4%	4.6%
Pacific Islander	0.7%	0.0%	0.2%
Two or More Races	0.7%	0.3%	2.5%
Enrollment by Student Group			
Economically Disadvantaged	17.8%	72.6%	60.2%
Special Education	8.9%	12.2%	10.7%
English Learners	0.0%	17.1%	20.3%
Mobility Rate (2018-19)	29.0%	11.3%	15.3%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	24.0	19.9	19.0
Grade 1	16.0	20.6	18.9
Grade 2	22.0	19.2	18.8
Grade 3	18.0	19.0	19.0
Grade 4	20.0	20.1	19.2
Grade 5	18.0	21.0	20.9

School Financial Information (2018-19)

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 Staff Percent	n/a	58.3%	64.6%
Instructional Expenditure Ratio	n/a	53.7%	62.8%
Expenditures per Student			
Total Operating Expenditures	\$9,495	\$9,763	\$9,913
Instruction	\$6,118	\$5,147	\$5,558
Instructional Leadership	\$30	\$188	\$162
School Leadership	\$1,195	\$465	\$589

**Texas Education Agency
2019-20 School Report Card
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)**

STAAR Outcomes

This section provides STAAR performance and Academic Growth outcomes. Academic Growth measures whether students are maintaining performance or improving from year to year. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, the performance of this year's report is not updated.

	State	District	Campus	Ethnicity							Two or More Races	Econ Disadv
				African American	Hispanic	White	American Indian	Asian	Pacific Islander			
STAAR Performance Rates at Approaches Grade Level or Above (All Grades Tested)												
All Subjects	2019	78%	72%	91%	77%	94%	93%	-	*	-	-	96%
ELA/Reading	2019	75%	69%	98%	80%	100%	100%	-	*	-	-	100%
Mathematics	2019	82%	77%	88%	80%	92%	86%	-	*	-	-	89%
Writing	2019	68%	58%	75%	*	*	86%	-	-	-	-	*
Science	2019	81%	75%	100%	*	*	100%	-	-	-	-	*
STAAR Performance Rates at Meets Grade Level or Above (All Grades Tested)												
All Subjects	2019	50%	40%	68%	38%	68%	74%	-	*	-	-	46%
ELA/Reading	2019	48%	38%	78%	60%	75%	82%	-	*	-	-	56%
Mathematics	2019	52%	43%	65%	40%	58%	73%	-	*	-	-	22%
Writing	2019	38%	28%	33%	*	*	29%	-	-	-	-	*
Science	2019	54%	43%	82%	*	*	100%	-	-	-	-	*
STAAR Performance Rates at Masters Grade Level (All Grades Tested)												
All Subjects	2019	24%	17%	32%	23%	16%	40%	-	*	-	-	17%
ELA/Reading	2019	21%	13%	38%	40%	17%	45%	-	*	-	-	33%
Mathematics	2019	26%	20%	38%	20%	25%	45%	-	*	-	-	0%
Writing	2019	14%	8%	0%	*	*	0%	-	-	-	-	*
Science	2019	25%	16%	27%	*	*	50%	-	-	-	-	*
Academic Growth Score (All Grades Tested)												
Both Subjects	2019	69	70	66	58	65	68	-	-	-	-	54
	2018	69	67	-	-	-	-	-	-	-	-	-
ELA/Reading	2019	68	68	74	*	90	77	-	-	-	-	75
	2018	69	66	-	-	-	-	-	-	-	-	-
Mathematics	2019	70	72	58	*	40	59	-	-	-	-	33
	2018	70	68	-	-	-	-	-	-	-	-	-

2 Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 * Indicates zero observations reported for this group.
 - Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

Texas Education Agency
2019-20 School Report Card
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)

Prior-Year Non-Proficient and Student Success Initiative STAAR Outcomes

Progress of Prior-Year Non-Proficient Students shows STAAR performance rates for students who did not perform satisfactorily in 2017-18 but did in 2018-19. Student Success Initiative shows rates related to the requirement for students to demonstrate proficiency on the reading and mathematics STAAR in grades 5 and 8. Please note that due to the cancellation of spring 2020 State of Texas Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic, this year's report is not updated.

	State	District	Campus	African	Hispanic	White	American	Asian	Pacific	Two or	Econ
				American	Hispanic	White	Indian	Islander	More	Races	Disadv
2018	38%	32%	-	-	-	-	-	-	-	-	-
2019	47%	44%	-	-	-	-	-	-	-	-	-
Sum of Grades 4-8											
Reading											
2019	41%	39%	*	*	*	-	-	-	-	-	-
Mathematics											
2019	45%	45%	*	*	*	-	-	-	-	-	-
Students Success Initiative											
Grade 5 Reading											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	78%	68%	100%	*	*	100%	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	86%	79%	100%	*	*	100%	-	-	-	-	*
Grade 5 Mathematics											
Students Meeting Approaches Grade Level on First STAAR Administration											
2019	83%	81%	100%	*	*	100%	-	-	-	-	*
STAAR Cumulative Met Standard											
2019	90%	88%	100%	*	*	100%	-	-	-	-	*

? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.
 * Indicates zero observations reported for this group.
 - Indicates results are masked due to small numbers to protect student confidentiality.
 n/a Indicates data reporting is not applicable for this group.

**Texas Education Agency
2019-20 School Report Card
ROBERTO BOBBY BARRERA EL STEM MAGN (233901114)**

This page is intentionally blank.

Roberto “Bobby” Barrera Elementary STEM Magnet School

ESSA Parent and Family Engagement Policy 2019-2020

Our Mission:

Our STEM school provides the foundation to encourage students to become curious and critical thinkers that will engage in developing multiple solutions to real world problems to benefit society and their future.

Our Beliefs:

- Student achievement is our highest priority and core principle for all decisions that impact the district.
- We will engage high-yield and research based instructional strategies and STEM integration, provide viable aligned curriculum, eliminate achievement gaps, and offer rigorous advanced curriculum, in order that all students reach their highest potential and learn regardless of ethnicity, socio-economic background, gender, native language, special needs, or area of residence.
- We believe equitable allocation of resources ensures each student will have the opportunity to become a capable, productive and contributing citizen.
- We will be responsible stewards of local, state, and federal resources. To ensure a positive climate of academic achievement and student success, we will create and implement programs and processes that address the needs of students and staff.
- We believe stakeholder partnerships are vital links to student achievement and essential connections that foster student success.
- We will actively engage, communicate with, be responsive to, and seek input and participation from all stakeholders including parents, grandparents, guardians, caregivers, businesses, elected and appointed officials, military, civic and faith-based organizations, institutions of higher education, medical and social service agencies, district leadership, staff, and students.
- We believe in the value of each employee, in his/her personal and professional growth and empowerment to ensure academic achievement and student success.
- We will invest in highly qualified human capital, engage them in professional learning communities and provide focused training to ensure they will be active contributors to academic achievement and student success. We will treat each employee with fairness, empower each employee to focus on high performance, and hold each employee accountable for results that contribute to student achievement and success.

- We believe all students learn best in a safe, supportive, and secure environment.
- We will provide facilities management for the safety of students and staff. We will ensure that learning and work environments are stable and our discipline policies are conducive to student achievement and success.

Laughlin Elementary agrees to implement the following statutory requirements:

- A. **Involve parents and family members** in jointly developing the local educational agency's Title I, Part A plan under section 1112, and the development of school support and improvement plans under section 1111(d). An annual meeting will be held, at a convenient time, to which all parents will be invited and encouraged to attend, to inform parents of the school's participation and the right of parents to be involved. PL 114-95 Section 1116 (c)(1).
- Fall Open House
 - Campus Site Based Meetings
 - Campus Parent Nights/Meetings
 - Spring Open House
- B. **Provide the coordination, technical assistance, and other support necessary** to assist and build the capacity of Laughlin Elementary in planning and implementing effective parent and family involvement activities. These activities must improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education;
- C. **Coordinate and integrate** parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs;
- D. **Conduct**, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—
- Barriers to greater participation by parents/families in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
 - The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 - Strategies to support successful school and family interactions;

- E. **Laughlin Elementary affirms** that the school will offer a flexible number of meetings, such as morning and evening, and may provide: transportation, child care, or home visits, as such services relate to parental involvement.
- F. **Laughlin Elementary will provide** all parents:
- Timely information about programs:
 - (A) parent-teacher conferences in elementary schools, at least annually, during the compact shall be discussed as the compact relates to the individual child's achievement;
 - (B) frequent reports to parents on their children's progress;
 - (C) reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - (D) ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.
 - Description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging State academic standards; and
 - If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
- G. **Use the findings of such evaluation** to design evidence-based strategies for more effective parental and family engagement, and to revise, if necessary, the parent and family engagement policies described in this section; and
- H. **Involve parents in the activities of the school**, which will include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served to adequately represent the needs of the population. This advisory board will help develop, revise, and review the parent and family engagement policy.
- I. **If the schoolwide program plan** is not satisfactory to the parents of participating children, submit any parent comments on the plan when the school makes the plan available to the local educational agency.
- J. **Building capacity for involvement** – To ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement, each school in coordination with the district —

- (1) shall provide assistance to parents of children served by Laughlin Elementary, as appropriate, in understanding such topics the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement;
- (3) shall educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
- (6) may involve parents in the development of training for teachers, principals, and other educators to improve the effectiveness of such training;
- (7) may provide necessary literacy training from funds received under this part if the local educational agency has exhausted all other reasonably available sources of funding for such training;
- (8) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (9) may train parents to enhance the involvement of other parents;
- (10) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (11) may adopt and implement model approaches to improving parental involvement;

(12) may establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in programs supported under this section;

(13) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(14) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

Roberto Bobby Barrera Elementary STEM Magnet School
Student/Teacher/Parent Compact

Date 8/26/2020 _

This compact was designed by a representative body of parents and school staff to serve as a tool by which the school, parents, and students will develop and build a partnership to help children achieve the State's high content and performance standards:

AS A PARENT/GUARDIAN, I WILL ENCOURAGE MY CHILD'S LEARNING BY:

- monitoring their attendance and grades
- making sure they complete their assignments and homework
- serving, as much as possible as a school volunteer, on committees such as the Planning and Decision-Making Committee, and other special committees as needed
- monitoring and promoting their involvement in extracurricular activities that they are interested in
- participating in parent-teacher and/or parent-counselor conferences
- assuring that they come to school on time and are picked up on time

Parent/Guardian Signature _____

AS A STUDENT, I WILL BECOME AN ACTIVE PARTNER IN MY OWN LEARNING BY:

- attending school regularly
- being on time for classes
- completing my assignments
- cooperating with parents and teachers
- respecting the personal rights and property of others

Student Signature _____

AS A TEACHER, I WILL ENCOURAGE AND SUPPORT STUDENT'S LEARNING BY:

- getting to know the needs and strengths of my students
- providing instruction in a supportive and effective learning environment for all
- serving the needs of students so that they meet the State's student performance standards
- providing parents with frequent reports on their child's progress
- welcoming the participation of parents in the classroom and their support in helping their child
- enabling them to set and achieve educational goals
- providing two-way communication in a language that parents understand

Teacher Signature _____

AS A PRINCIPAL, I SUPPORT THIS SCHOOL-PARENT COMPACT AND SHALL STRIVE TO DO THE FOLLOWING:

- provide an environment that allows for positive communication between the teacher, parent, and student
- provide a quality curriculum that integrates STEM activities and instructional practices that will allow students to become effective global citizens
- provide opportunities for parents to be involved in the school and in their child's education
- be accessible to parents
- involve parents in an organized, ongoing and timely way in planning, review, implementation of the Compact at least annually

Principal Signature **Mrs. Maria L Hudgins**